

International Congress IV On Pedagogical Mediation In Language Learning Inclusion, Diversity, and Innovation in a Complex World





4th International Congress on Pedagogical Mediation in Language Learning

“Inclusion, diversity, and innovation in a complex world”

Compiladores

Diana Liceth Martínez Verdugo
Juan Carlos Acosta López

Maestría en Mediación Pedagógica
en el Aprendizaje del Inglés



UNIVERSIDAD NACIONAL ABIERTA Y A DISTANCIA (UNAD)

Jaime Alberto Leal Afanador

Rector

Constanza Abadía García

Vicerrectora académica y de investigación

Leonardo Yunda Perlaza

Vicerrector de medios y mediaciones pedagógicas

Edgar Guillermo Rodríguez Díaz

Vicerrector de servicios a aspirantes, estudiantes y egresados

Leonardo Evemeleth Sánchez Torres

Vicerrector de relaciones intersistémicas e internacionales

Martha Viviana Vargas Galindo

Vicerrectora de inclusión social para el desarrollo regional y la proyección comunitaria

Clara Esperanza Pedraza Goyeneche

Decana Escuela de Ciencias de la Educación

Juan Sebastián Chiriví Salomón

Líder Nacional del Sistema de Gestión de la Investigación (SIGI)

Martín Gómez Orduz

Líder Sello Editorial UNAD

Gino Andrey Gutiérrez Quimbayo

Líder de Investigación de Escuela de Ciencias de la Educación

4th International Congress on Pedagogical Mediation in Language Learning

"Inclusion, diversity, and innovation in a complex world"

Compiladores

Diana Liceth Martínez

Juan Carlos Acosta López

Organizadores

Grupo de Investigación: Virtualex

Maestría en Mediación Pedagógica en el Aprendizaje del Inglés

Diana Liceth Martínez Verdugo

Juan Carlos Acosta López

Edwin Andrés Londono Alape

Juana Valentina Rozo Suarez

Viviana Andrea Ospina Giraldo

Marcela Diaz Ramírez

Dina Esperanza Bonilla Gómez

Juan Camilo Pérez Hernández

Tatiana Gómez

Cindy Aliseth Guatavita

Fredy Arley Molano Zambrano

Ana Paola Corredor Ruiz

Yinela Isabel Martínez García

Guillermo Alberto Arenas Aguilar

Fabian García Sarasty

Oscar Dario Gómez Barrera

Angela Vanessa Duarte Infante

Liseth Tatiana Camacho Bueno

Juan Carlos Hernández Suarez

Nury Yineth Villanueva Carvajal

Isabel Cristina Acevedo Tangarife

ISSN: 2981-7986

© Editorial

Sello Editorial UNAD

Universidad Nacional Abierta y a Distancia

Calle 14 sur No. 14-23

Bogotá D.C

Número 4

Abril 2026

Corrección de textos, diseño de portada y diagramación

Pictograma Creativos S.A.S.

www.pictogramacreativos.com

Foto de portada: unsplash.com



Esta obra está bajo una licencia de Creative Commons Reconocimiento-No Comercial-Compartir Igual 4.0 Internacional.

Declaration of Artificial Intelligence Us

Some authors report having used artificial intelligence tools solely for the purpose of improving the writing style of the text, without these tools contributing to the generation of academic or research content. All uses of such tools were reviewed and supervised directly by the authors, who sume full responsibility for the entirety of the content presented.

Declaración uso de IA

Algunos autores reportan haber utilizado herramientas de inteligencia artificial únicamente con el propósito de mejorar la redacción del texto, sin que estas hayan intervenido en la generación de contenido académico o investigativo. Todo uso de dichas herramientas fue revisado y supervisado directamente por los autores, quienes asumen plena responsabilidad sobre la totalidad del contenido presentado.

TABLE OF CONTENTS

KEYNOTE SPEAKER 2024	7
<i>Talk: Pedagogical mediation and language learning in an AI world</i> Robert Godwin-Jones	
PLENARY SPEAKERS	9
INTRODUCTION	12
ACADEMIC ARTICLES	17
<i>Educational justice: Addressing the ethnic minority awarding gap in Higher Education</i> Marga Navarrete Mazal Oaknín	18
<i>Visions of interculturality in ELT in Colombia from 2020 to 2025</i> Yohan Sneider Tiria Sotelo Erika Alexandra Prieto Wilches	27
<i>The Use of the 4Cs Model in the Improvement of Speaking Skills in EFL Basic School</i> Carlos Manuel Carrera Nolivos	37
<i>English Language Teachers' Positions Towards Students with Functional Diversity</i> Cristhian Camilo Barrero Rico	55
<i>Implementation of a Didactic Unit Based on Situated Learning to Promote English Oral Production in Seventh-Grade Students at Chon-Kay Educational Institution, Riohacha</i> Deivis Armando Díaz Suárez	67

TABLE OF CONTENTS

English for Elderly People (E.F.E.P.) **76**

Laura Natalia Delgado Beltrán

Sistematización e impacto de experiencias del programa de refuerzo escolar para el área de inglés de la Universidad Santo Tomás en la Comuna Ocho de Villavicencio **86**

Luz Marina Carrero Corzo

Jose Yesith Contreras Mora

Dania Magaly Cadena Méndez

Yomaira Angelica Herreño Contreras

Implementation of cil mediated by tbl in social sciences activities in english to foster higher-order thinking skills in 4th graders **98**

María Auxiliadora Díaz Meza

Ostracism in the ELT Field: A Case Study in a University English Language Program **109**

Laura Daniela Bermúdez Díaz

Milena Paola Gómez Piraján

Sara Viviana Gutiérrez Peluffo

Adriana Marcela Gómez-Bermúdez

Miguel Martínez-Luengas

Spanish conversation group for foreign beginners **118**

Laura Catalina Daza Nieto

Ivan Ricardo Torres Tellez

Ana María Barajas Muñoz

Adriana Marcela Gómez Bermúdez

KEYNOTE SPEAKER 2025

Dr. Robert Godwin-Jones

Professor, School of World Studies
Virginia Commonwealth University

Talk: Pedagogical mediation and language learning in an AI world

Since the release of ChatGPT in late 2022, there have been many claims (YouTube, academic papers) that the availability of AI chatbots for conversational practice and their potential for use as personalized language tutors will make instructed language learning unnecessary. Indeed, the presence in the marketplace of AI-powered instant translation devices (pocket-sized or wearable) has led to a view that language learning itself is outmoded, akin to an “artisanal pursuit” (McWhorter, 2023) for the leisure classes.



This view flies in the face of the majority of real lived experiences in which daily multilingualism is a reality. An aspect of that reality is that in many cultures most people will not have access to advanced technical tools, nor is it guaranteed that the languages they speak will be incorporated into those tools. AI systems have been shown to be linguistically highly dependent on English, as that represents the overwhelming majority of their training data. Performance in low-resource languages is dramatically inferior (Godwin-Jones, 2025). That limitation in training data has also led to cultural biases in AI output. AI can handle transactional language use, but the lack of real-world knowledge/experience along with the statistical methods used to generate output, make these

systems less capable in nuanced social and cultural contexts. Human identities are tightly connected to the languages we speak. In instructional settings, leaving out learners' first languages invalidates their familial and cultural lives. Integrating "pedagogical translanguaging" into second language teaching has been shown to be effective in both learning a second language and in validating students' core identities (Cenoz & Gorter, 2017). It also contributes to a sense of inclusion and helps build solidarity. Language learning is an intensely personal experience, one that can be challenging and emotionally fraught. For that process to be effective requires the personal mediation of a teacher, able to mentor and adapt to individual differences, not an AI chatbot.



PLENARY SPEAKERS



Okhee Lee

Professor of Childhood Education
Steinhardt School of Culture, Education,
and Human Development
New York University



Dr. Mazal Oaknin

Associate Professor
(Teaching)
University College
London, SELCS



Marga Navarrete

Associate Professor (Teaching)
School of European Languages,
Culture and Society
University College London





Claudia Andrea Cárdenas Jiménez

Part-time professor
Universidad de Nariño,
Pasto Colombia



Dr. Martha Ramírez

Universidad de los Andes
Electronic Village Online
(Tesol)



Dr.(c) Belén Ozarín

English Department Coordinator
Universidad Isabel I,
Spain



Dr. Inmaculada Caro

Facultad de Humanidades y Ciencias Sociales
Universidad Isabel I,
Spain



Dr. Sergio Ruiz-Pérez

Coordinator of the official Master of Spanish
as a Foreign Language program
Universidad Isabel I, Spain





Dr. Laura Maria Aliaga-Aguza

Director for the Master's in Teacher Training
for Compulsory Secondary Education
Universidad Isabel I, Spain



Dr. Claudio Moyano

Coordinator for the Specialization in Spanish
Language and Literature
Universidad Isabel I, Spain



Valentina Yordanova Pavlova

Coordinator of the Language School
of Universidad Isabel I,
Spain



Dr. Sandra Moro Ramos

Máster en Formación del Profesorado de Educación
Secundaria Obligatoria y Bachillerato, Formación
Profesional y Enseñanza de Idiomas.
Universidad Isabel I, Spain



José Manuel Pulido Palomo

Doctor en Filología Inglesa (UCM)
Universidad Isabel I,
Spain



INTRODUCTION

IV International Congress on Pedagogical Mediation in Language Learning

Welcome to the proceedings of the IV International Congress on Pedagogical Mediation in Language Learning: “Inclusion, Diversity, and Innovation in a Complex World.” This volume captures the rich academic exchange that took place over three days in June 2025, bringing together educators, researchers, and students from Colombia and around the globe.

It’s difficult to believe we’re already in the fourth edition of this congress. When we started, we knew we wanted to open a space to share experiences and research around language learning and pedagogical mediation. But I think none of us imagined how quickly it would grow or how much it would come to mean to so many people. Every year, the congress has become more diverse, more interactive, and more relevant. And along the way, we’ve all learned so much from each other, from our guests, and from the challenges that come with organizing such an ambitious event.

Pedagogical mediation has become essential in teaching both native and foreign languages. As teaching methodologies evolve and technology advances, the need for thoughtful mediation grows stronger. Teachers today use pedagogical mediation to adapt their instruction to meet individual student requirements, while learners develop the autonomy and metacognitive skills necessary to reflect on their learning processes. This is why the Master’s Program in Pedagogical Mediation in English Learning at UNAD’s School of Educational Sciences, in collaboration with the VIRTUALEX research group, continues to organize this international congress year after year.

This year’s theme, “Inclusion, Diversity, and Innovation in a Complex World,” feels not only pertinent but necessary. It’s more than a catchy title; it’s an invitation to reflect deeply on the kind of classrooms, institutions, and language communities we want to build. We live in a world full of contradictions. On the one hand, we’re more connected than ever; on the other, we continue to see division, inequality, and exclusion across

all levels of education. In our language classrooms, whether in rural schools, urban universities, or virtual platforms, we meet learners with different stories, different needs, and different dreams. And it's our role as educators and researchers to create spaces where every learner feels seen, valued, and supported.

In our context, a “complex world” refers to the intricate, interconnected, and dynamic nature of our society. This complexity demands that we rethink our educational approaches to prepare students who can navigate these realities with confidence and purpose. Inclusion and diversity have become fundamental pillars for ensuring equitable, quality education, while innovation offers the path forward—helping us adapt and respond to the demands of a society in constant change.

We organized our conversations around five thematic areas that reflect these concerns. First, we explored pedagogical mediation in language learning itself, looking at both the benefits and challenges. Second, we examined technological innovation in language acquisition, considering how digital tools, emerging technologies, and AI facilitate mediation and improve educational interaction in diverse contexts. Third, we addressed inclusive policies and cultural diversity in the classroom, discussing practices that promote equity and respect for diversity in multilingual environments. Fourth, we focused on innovation in teaching and

learning methodologies, developing novel pedagogical approaches that respond to the demands of our complex world. And finally, we created space for sharing experiences and case studies in pedagogical mediation, where applied research demonstrates the real impact of mediation on language learning.

This free, certified, online event welcomed students, educators, researchers, and professionals from various fields interested in exploring new horizons in language teaching and learning through pedagogical mediation. The congress took place virtually on June 4, 5, and 6, 2025, with participation from national and international researchers and experts from different parts of the world.

The structure of those three days was designed to give space to both big ideas and everyday practices, to theory and to action. Days 1 and 2 featured morning plenary sessions that brought everyone together around key topics. We were incredibly fortunate to have Dr. Robert Godwin-Jones open the academic program. Many of you will remember him from last year when he closed our congress with an unforgettable talk that sparked so much reflection and discussion. This year, he helped us set the tone for the entire event with his timely presentation, “Pedagogical Mediation and Language Learning in an AI World.” As a professor at Virginia Commonwealth University’s School of World Studies, his research on the intersections between technology, language learning, and intercultural communication

has guided the thinking of so many of us. At a time when AI tools are rapidly changing how we teach, learn, and communicate, his talk invited us to pause and ask: What remains essential in language education? What role should teachers, learners, and communities play in this new landscape? And how do we ensure that inclusion and diversity are not left behind?

The afternoons of Days 1 and 2 featured concurrent sessions where researchers from Colombia and abroad shared their work. Students from our Master's program in Pedagogical Mediation in English Learning also presented their research, which really enriched the academic exchange. These presentations came from their work in courses like "Contextualized Research in Pedagogical and Educational Innovation" and "Research, Educational Innovation, and Social Impact," and they had the valuable opportunity to engage in academic dialogue with international experts. Day 2 included a research poster session as well, giving participants the chance to showcase their projects and connect with colleagues working in similar areas.

Day 3 focused entirely on plenary sessions with guests from Universidad Isabel I in Spain, who explored innovation in language learning through literature. An expert panel deepened this discussion, bringing the congress to a close with inspiring reflections on how literature can serve as a powerful pedagogical tool.

The organization of the congress involved three committees made up of Master's students in Pedagogical Mediation in English Learning at UNAD, professors from the VIRTUALEX group, and students, teachers, and researchers from the Master's in Teacher Training at Universidad Isabel I in Spain. I would like to express our deep appreciation to the students of our Master's program. You are the heart and soul of this event. Your commitment, energy, and teamwork have been essential in bringing everything together. From planning and logistics to promotion and support, you have taken this congress to the next level.

This year, we strengthened important partnerships with institutions that share our commitment to collaboration and innovation. The Master's Degree in Teacher Training from Universidad Isabel I in Spain; the Master's Degree in Pedagogy of National and Foreign Languages, with a focus on English Teaching, from Universidad Técnica Particular de Loja in Ecuador; the Master's Program in the Teaching of English as a Foreign Language from Universidad ICESI in Colombia; and Universidad Técnica de Cotopaxi in Ecuador all joined forces with us. Thank you for believing in the power of collaboration and for helping shape this international space.

As part of the congress, three professors from our master's program, all members of the VIRTUALEX research group, participated as panelists in the first research conference organized by Universidad Isabel I in Spain.

This further strengthened our institutional cooperation and joint research efforts, showing how these partnerships extend beyond the congress itself into ongoing collaborative work.

The outcomes of this fourth edition have been truly meaningful. We've developed two research-based chapter books, one in English and one in Spanish, which have been submitted for publication through UNAD's Editorial. These books are now undergoing the editorial process at Sello Editorial UNAD and will be published before June 2026. We've also compiled this bilingual proceedings book in English and Spanish, gathering the most outstanding contributions from the event. During the congress itself, we had nine presentations by master's students, VIRTULEX members, or UNAD faculty, and eleven keynote addresses by national and international experts. Two international expert panels tackled critical topics—one focused on inclusion and diversity, while the other explored reinventing literature in language teaching. We also welcomed nineteen presentations by representatives from external universities, and the entire event involved virtual academic mobility for students, teachers, and researchers from the master's program and VIRTULEX group throughout the planning, management, development, and evaluation stages.

One of our proudest contributions has been documenting this ongoing conversation. Each year, we publish a proceedings book

that gathers key reflections and research from the congress. This year, we're excited to share that our book, "Pedagogical Mediation in the Digital Era: Research and Practices in Technology-enhanced Language Learning," has been published. Built in part from conversations held during previous congresses, this book aims to offer grounded perspectives for educators, researchers, and students alike. It's not about giving answers; it's about showing how we're thinking together, evolving, and shaping the field from our different realities.

This volume you now hold documents our ongoing conversation about what pedagogical mediation really means in language education today, not as an abstract concept, but as a dynamic, human-centered practice. It reflects our collective effort to create classrooms, institutions, and language communities where every learner feels seen, valued, and supported. More than just growing, we've grown in purpose. Each edition has helped us deepen our understanding of pedagogical mediation in ways that are grounded in real experiences and real challenges.

The IV International Congress on Pedagogical Mediation in Language Learning has established itself as a key space for critical analysis, academic production, and the building of international knowledge networks around language teaching. Its impact is evident in the research products we've created, the strengthening of our Master's program,

and the growing visibility of the VIRTUALEX group in high-level academic settings.

We hope these proceedings serve as a resource for continued reflection and inspire new research, collaborations, and innovations in the field of language teaching and learning. On behalf of the organizing committee, thank you to all participants, presenters, partners, and supporters

who made this congress possible. Your contributions have made this not just an event, but a genuine community of practice dedicated to making language education more inclusive, diverse, and innovative for all.

Juan Carlos Acosta

*Head of the organizing committee
Virtualex Research Group*

ACADEMIC ARTICLES



Educational justice: Addressing the ethnic minority awarding gap in Higher Education

Justicia educativa: Combatiendo la brecha de minoría étnica en la educación superior

Marga Navarrete

Associate Lecturer in Translation Studies, UCL,
United Kingdom

ORCID: <https://orcid.org/0000-0001-9560-3100>

Email: m.navarrete@ucl.ac.uk

Mazal Oaknín

Associate Lecturer in Spanish Language
and Literature and Gender Studies

ORCID: <https://orcid.org/0000-0002-2816-5638>

Email: m.oaknin@ucl.ac.uk

Abstract

This paper explores University College London's "Tackling the Awarding Gap" project (2022–2025), which seeks to enhance equity in language education by addressing disparities in academic results between white and BIPOC (Black, Indigenous, and People of Color) students. Rejecting the term "attainment gap" for its implication of student fault, the project uses "awarding gap" to stress institutional responsibility. It highlights systemic challenges faced by BIPOC students, such as unconscious bias, lack of a sense of belonging, and microaggressions, which hinder academic achievement. The initiative supports educators through expert-led training, curriculum reform, and peer networks, encouraging them to confront racism and promote inclusion. Emphasizing micro-affirmations and anti-racist practices, the project shifts the focus in translation studies from texts to the people being educated. The project employs four strategies: collaboration between students and lecturers, educator development, decolonizing syllabi, and building support systems. Special emphasis will be put on the reverse

mentoring pilot that was carried out in 2023–2024, and the paper will conclude with the project’s promising results.

Keywords: translation, inclusivity, awarding gap, sense of belonging, reverse mentoring.

Resumen

Este artículo analiza el proyecto “Combatiendo la brecha académica” (2022–2025) de University College London, que busca promover la equidad en la enseñanza de lenguas, abordando las desigualdades en los resultados académicos entre estudiantes blancos y BIPOC (en inglés, negros, indígenas y personas de color). El proyecto rechaza el término “brecha de rendimiento” por implicar responsabilidad del estudiante y prefiere “brecha académica” para subrayar la responsabilidad institucional. Se destacan los desafíos sistémicos que enfrentan los estudiantes BIPOC, como los prejuicios inconscientes, la falta de sentimiento de pertenencia y las microagresiones, que obstaculizan su éxito académico. La iniciativa apoya al profesorado mediante formación especializada, reforma curricular y redes de colaboración, fomentando la inclusión y la lucha contra el racismo. Al centrarse en las microafirmaciones y prácticas antirracistas, el proyecto traslada el enfoque de los estudios de traducción desde los textos hacia las personas que se forman. Se basa en cuatro estrategias: colaboración entre estudiantes y docentes, desarrollo profesional, descolonización del currículo y creación de redes de apoyo. Se dará especial atención al programa piloto de mentoría inversa realizado en 2023–2024, y el artículo concluirá con los resultados prometedores del proyecto.

Palabras clave: traducción, inclusión, brecha académica, sentimiento de pertenencia, mentoría inversa.

Introduction

This paper discusses the “Tackling the Awarding Gap” project (2022–2025) at University College London (UCL), which aims to improve diversity and inclusion in language learning by addressing disparities in academic outcomes between white and BIPOC (Black, Indigenous, and People of Color) students. The project is against the

term “attainment gap” for implying student responsibility and instead uses “awarding gap” to highlight institutional accountability. It focuses on the persistent racial inequalities in higher education, where BIPOC students face systemic barriers, including microaggressions and unconscious bias, that hinder their academic success. Further-

more, we use the term BIPOC over BAME, arguing that BAME is overly broad and masks differences among ethnic groups, as BIPOC is considered more inclusive and reflective of varied experiences of discrimination. The initiative aims to empower educators to recognize and address racism in the classroom through teacher training, curriculum reform, and support networks. It emphasizes the importance of micro-affirmations and conscious efforts to dismantle white supremacy in education. While translation studies have explored decolonization in literature, this project shifts focus to who is being trained and how. It addresses the awarding gap through four strategies: student-teacher collaboration, teacher training, syllabus decolonization, and support networks—including a reverse mentoring pilot program—sharing insights from its first year of implementation.

Our collaborative initiative began in October 2022 within the Department of Spanish, Portuguese, and Latin American Studies at University College London (UCL). Founded in 1826 as London University, UCL consistently ranks among the world's top 10 universities, according to sources like the QS World University Rankings. Notably, UCL hosts more postgraduate students than any other UK institution and boasts a diverse community, with over 55% of its students and more than 34% of its staff coming from international backgrounds. Recently, UCL has demonstrated a strong commitment to equality, diversity, and

inclusion (EDI) through various initiatives. These include EDI-focused networks, support systems for students and staff, training programs, and policies designed to prevent bullying, harassment, and sexual misconduct. One key component of this agenda is the “Liberating the Curriculum” program, launched in 2016. This initiative encourages collaboration between students and staff to create a more inclusive and representative curriculum.

The program has three primary goals:

1. To broaden traditional curricula that have historically centered on Eurocentric, male, and white perspectives;
2. To increase visibility for authors from historically marginalized backgrounds;
3. To enhance inclusivity across dimensions such as race, religion, gender, sexuality, disability, and neurodiversity.

As part of this university-wide effort, students have actively contributed to the decolonization of UCL's curricula by working with educators to diversify reading lists and teaching content. According to Tate (2019), such collaboration fosters greater recognition and identification among students, which can significantly enhance their sense of belonging—an important factor in addressing the BIPOC awarding gap.

In the UK, the awarding gap refers to the disparity in top degree classifications between students of different ethnic backgrounds.

While 24.3% of UK-domiciled students identify as BIPOC, only 68% of them receive First Class degrees, compared to 81.4% of white students (Advance HE, 2021). Despite

some progress, this 13% gap remains persistent (TASO, 2021). In response, the Office for Students has set a national goal to eliminate this gap by 2030.

Methods

By addressing and preventing micro-racisms and unconscious, invisible instances of racism, the “Tackling the Awarding Gap” project set out to dispel racist myths, to raise awareness of the BIPOC awarding gap that affects our classrooms, and to equip language lecturers with the tools necessary to make language and translation classrooms more diverse and inclusive. Doharty (2019) found that students of African and Caribbean descent experience racial microaggressions during their education years. Tate and Page (2018) assert that it is necessary for teachers to acknowledge and tackle white supremacy in the classroom insofar as the unconscious bias can be conscious, and that, therefore, a conscious effort must be made by teachers to eradicate it (Tate 2019). By learning to make micro-affirmations, teachers can positively impact BIPOC students’ integration into discipline communities (Estrada *et al.* 2019).

Gender and postcolonial studies have sparked great interest among translation scholars (Bassnett 2014/1980), resulting in insightful discussions on the participation of translators in knowledge creation and the shaping of culture (Tymoczko and Gentzler 2002), followed by more recent proposals of “decolonized translation practice” (Batchelor 2009: 230). Yet most translation scholars’ efforts have been placed on how literature is translated, and scarcer attention has been paid to who is being trained and how.

By contrast, our collaborative project is challenging the BIPOC awarding gap from four main angles: 1) student-teacher collaboration; 2) teacher training; 3) redevelopment and decolonization of practical translation syllabi; and 4) the establishment of a support network.

Student-teacher collaboration

Students and lecturers work together in undertaking tasks and delivering social and educational events. Student feedback highlighted the importance of fostering a sense of belonging among BIPOC students. With support from project leaders, student

representatives organized monthly social events and peer discussions to promote inclusivity. Semi-structured interviews and questionnaires were conducted to gather insights on improving translation modules and creating more inclusive,

supportive learning environments (Oaknín et al. 2024). While participants reported having experienced microaggressions and a reduced sense of belonging when arriving at university, the social events and workshops organized by our program were

highly valued. In particular, a workshop on pathways to academia offered by a PhD student who identifies as Black and queer was particularly praised by students. Indeed, all participants agreed on the need for more BIPOC staff representation.

Teacher training

Providing teacher training to colleagues within the Faculty of Arts and Humanities was essential. We invited prominent role models, including British professors Jason Arday and Kalwant Bhopal, along with other leading experts in the field, to deliver talks and workshops. These events aimed to raise awareness among educators about the

current challenges related to diversity and inclusion and to support the development of strategies for adapting curricula and engaging more effectively with ethnic minority groups. The workshops also encouraged participation in a reverse mentoring scheme that will be described in more detail below and helped improve assessment practices.

Syllabus for decolonization of the pedagogical translation modules

The redevelopment of UCL's Spanish translation modules aims to create inclusive, empowering learning spaces for all students, particularly BIPOC learners. These modules, central to language programs, integrate diverse text types and global perspectives, moving beyond Eurocentric norms. Lecturers revised content to include ethnic minority voices and foster critical

discussions on identity, privilege, and representation. As small seminar groups enhance interaction and formative assessment, and by being inspired by student feedback and intersectional approaches, the modules now promote further intercultural competence, collaborative learning, and awareness of equality, diversity, and inclusion in our translation practice modules.

Support network

BIPOC student representatives at UCL played a key role in fostering inclusion by organizing social events, shaping translation teaching, and conducting interviews. These efforts, inspired by the 'What Works?' program,

enhanced peer relationships, belonging, and academic motivation. Positive student-teacher interactions, supported by a diverse teaching team, further strengthened engagement. The project also offered stu-

dent reps valuable professional experience through research placements, addressing barriers to work opportunities often faced by ethnic minority students. Importantly, their emotional labor was acknowledged through fair compensation, reinforcing the project's commitment to equity and inclusion.

In the 2023/2024 academic year, UCL's Faculty of Arts & Humanities embarked on an award-winning, innovative reverse mentoring project. This initiative paired ten ethnic minority student mentors with ten lecturers, aiming to enhance inclusivity in lectures and syllabi, develop leadership skills among student mentors, and foster understanding across different generations and backgrounds. Specifically, mentoring sessions were aimed at:

- Providing insights and conveying suggestions on how to make lecturers' lectures and syllabi more inclusive in terms of factors such as race, religion, gender, sexuality, ability, and neurodiversity, among others.
- Helping student mentors develop their leadership skills, make them more employable, and pave the way for pathways into academia.

- Building understanding between people from different generations and backgrounds.
- Challenging power relations and calling for deeper thinking about the delivery of courses.
- Advising lecturers of possible triggers that might be encountered and encouraging them to set up a safe space in the classroom.
- Increasing the sense of belonging for ethnic minority students.

Each student mentor prepared and led a total of three meetings with their mentee to discuss and offer suggestions on the academic, institutional, and social issues that felt most pressing to them. These three initial meetings, carried out in neutral settings such as cafés and galleries, allowed for the reversal of traditional hierarchies and soon led to more fluid, solid relationships between mentors and mentees. Furthermore, the project allowed the student mentors to gain valuable professional experience, understanding of academia, and encouragement to pursue academic careers. Students received a pay that reflected the emotional labor involved in this type of role.

Results

At the end of the academic year, both mentors and mentees filled in a final questionnaire to determine the ways in which the program had achieved its

intended aims. The answers were collated by two student mentors, who acted as reps, producing a final report and a guide to reverse mentoring.

The study employed multiple methods to investigate ethnic barriers contributing to the academic awarding gap. While Oaknín et al. (2024) used semi-structured interviews with 22 students, the 2023–24 reverse mentoring program adopted a more flexible format, pairing ten students with educators for open, spontaneous discussions. An initial workshop, led by the Faculty of Humanities' EDI leader, introduced the project's aims, clarified expectations, and established safe, neutral spaces for interaction. Participants received a guidance document with suggested discussion topics, including teaching practices, curriculum design, student experiences, and classroom inclusivity.

Before each session, participants set specific goals such as preparing questions, identifying themes, or evaluating progress. To ensure comfort and neutrality, meetings were held in informal settings like cafés, museums, and parks, rather than academic offices. After each meeting, participants completed reflective questionnaires—initial, mid-point, and final—to document their experiences and assess the program's impact.

These reflections focused on whether the initiative fostered a sense of belonging within the academic community. At the program's conclusion, participants completed a final survey to evaluate the effectiveness of the reverse mentoring model. The approach aimed to empower students and promote inclusivity, ultimately

contributing to efforts to close the BIPOC awarding gap.

The results of the questionnaires revealed that as the meetings progressed, participants gradually got to know each other, developing mutual empathy and understanding. As anticipated, the three initially scheduled meetings led to further collaborations between mentors and lecturers, not only within the framework of reverse mentoring but also traditional mentoring, helping to alleviate the lack of sociocultural capital that often affects ethnic minority students. For example, teachers provided support with applications to postgraduate programs and employment, prepared research funding applications, and even recorded podcasts for the Faculty of Humanities' EDI Podcasts series. Additionally, the two lead mentors drafted a report and a reverse mentoring guide, which is soon to be published under the supervision of the project leads as part of a Cambridge Elements volume and which we also seek to publish as a UCL toolkit.

The project yielded significant outcomes for both lecturers and student mentors:

- 100% of lecturer mentees (10) gained a deeper understanding of other cultures and the specific contexts of their students, increased sensitivity to intersectional issues, and how they affect students' experiences.
- 100% of lecturer mentees (10) felt better equipped to recognize and address situa-

tions of racism and discrimination, both past and present, and are inspired to take on more inclusive teaching practices as the project helped them reflect on their teaching methods and practices, learning from students who do not necessarily take their courses.

- 100% of student mentors (10) felt empathy and acceptance from their mentees.
- 70% of student mentors (7) reported improved class participation and self-confidence.
- 100% of student mentors (10) reported an increased sense of belonging and connection within the university community. They valued the academic opportunities and leadership development provided by the project and felt they had developed

leadership skills and oral discourse techniques, enhancing their personal and academic growth.

- Students reflected on the curriculum design and how it could be made more inclusive. They appreciated the safe space to discuss sensitive issues and share personal experiences and collaborated with mentors to co-devise future projects to tackle antisemitism on campus, offer low-cost social activities for students, and better prepare ethnic-minority students for their Year Abroad.
- Lecturer mentees provided support with applications to postgraduate programs and employment. 2 of the 3 final-year participants have gone on to pursue postgraduate studies.

Discussion

This article has outlined UCL's project to address the BIPOC awarding gap in Spanish language education. It has highlighted student-led interviews, curriculum reforms, and inclusive translation and language activities featuring non-canonical authors. New assessments include group film projects focusing on mediation and EDI themes. A reverse mentoring program was also planned to foster intergenerational understanding. The initiative aimed to create inclusive, empowering learning environments that reflect diverse identities and support BIPOC students' academic success, leadership development, and progression into postgraduate education and beyond.

The reverse mentoring project facilitated mutual empathy and understanding between participants. The initial three meetings led to further collaborations, including traditional mentoring, which helped alleviate the lack of sociocultural capital often affecting ethnic minority students. Lecturers provided support with postgraduate applications, employment, and research funding applications and contributed to the Faculty of Humanities' EDI Podcasts series. All in all, the reverse mentoring project at UCL successfully enhanced inclusivity and diversity within the academic environment. It provided lecturers with valuable insights into inclu-

sive teaching practices and empowered student mentors with leadership skills and a sense of belonging. The project's

outcomes highlight the importance of such initiatives in fostering a supportive and inclusive academic community.

References

- Advance HE. (2018). *Equality in higher education: Staff statistical report*. ECU.
- Bassnett, S. (1980). *Translation studies*. Routledge.
- Batchelor, K. (2009). *Decolonizing translation: Francophone African novels in English translation*. Routledge.
- Estrada, M., Young, G. R., Nagy, J., Goldstein, E. J., Benzeev, A., Marquez-Magana, L., & Eroy-Reveles, A. (2019). The influence of microaffirmations on undergraduate persistence in science career pathways. *CBE—Life Sciences Education*, 18(3). <https://doi.org/10.1187/cbe.19-02-0036>
- Oaknín, M., Bolaños García-Escribano, A., & Navarrete, M. (2024). Fighting the BIPOC awarding gap: Decolonising translation in higher education. *Alfinge. Revista de Filología*, 35, 66–87. <https://doi.org/10.21071/arf.v35i.16370>
- Tate, S. A. (2019, March 19). *Tackling the 'BPOC' attainment gap in UK universities* [Video]. TED. https://www.ted.com/talks/shirley_ann_tate_tackling_the_bpoc_attainment_gap_in_uk_universities
- Tate, S. A., & Page, D. (2018). Whiteness and institutional racism: Hiding behind (un)conscious bias. *Ethics and Education*, 13(1), 141–155. <https://doi.org/10.1080/17449642.2018.1428710>
- Tymoczko, M., & Gentzler, E. (Eds.). (2002). *Translation and power*. University of Massachusetts Press.
- What Works? Student Retention and Success Programme. (2012). *Building student engagement and belonging in higher education at a time of change: Final report*. https://www.heacademy.ac.uk/system/files/what_works_final_report_0.pdf

Visions of interculturality in ELT in Colombia from 2020 to 2025

Visiones de la interculturalidad en la enseñanza de la lengua inglesa en Colombia de 2020 a 2025

Yohan Sneider Tiria Sotelo

Professor at Universidad Pedagógica
y Tecnológica de Colombia, Colombia

ORCID: <https://orcid.org/0000-0002-5852-5868>

Email: Yohan.tiria@uptc.edu.co

Erika Alexandra Prieto Wilches

Professor at Universidad Pedagógica
y Tecnológica de Colombia, Colombia

ORCID: <https://orcid.org/0000-0002-3318-2723>

Email: Erika.prieto@uptc.edu.co

Abstract

This systematic literature review reports the results of an analysis carried out from the different perspectives found in academic research in three databases regarding the understanding of interculturality in English Language Teaching (ELT) within Colombian universities between 2020 and 2025. The search and selection process followed the PRISMA statement (Page et al., 2021), and the analysis was guided by the principles of thematic analysis. The analysis of the included studies after filtering inclusion and exclusion criteria were useful to identify three general perspectives of interculturality: (a) an instrumental vision of interculturality for curricular redesign and pedagogical practices (b) the utility of interculturality as a means for self-recognition, identity construction, and decolonization; and (c) the situated practice of interculturality, highlighting the importance of exploring it through the diversity of students' interests, backgrounds, and knowledges. This review aims to contribute to the understanding of the dynamic and multifaceted ways interculturality is conceptualized and enacted in Colombian ELT practices.

Keywords: interculturality, English Language Teaching (ELT), systematic literature review, perspectives.

Resumen

Esta revisión sistemática de literatura presenta los resultados de un análisis realizado desde las diferentes perspectivas encontradas en investigaciones académicas en tres bases de datos, en relación con la comprensión de la interculturalidad en la enseñanza del inglés (ELT por sus siglas en inglés) en universidades colombianas entre 2020 y 2025. El proceso de búsqueda y selección siguió la declaración PRISMA (Page et al., 2021), y se analizó la información siguiendo los principios del análisis temático. La lectura completa de los estudios incluidos, tras aplicar los criterios de inclusión y exclusión, permitió identificar tres perspectivas generales de la interculturalidad: (a) una visión instrumental de la interculturalidad para el rediseño curricular y la práctica pedagógica; (b) la utilidad de la interculturalidad como de autoreconocimiento, construcción de identidad y decolonización; y (c) la práctica situada de la interculturalidad, destacando la importancia de explorarla a través de la diversidad de intereses, trayectorias y conocimientos de los estudiantes. Esta revisión busca contribuir a la comprensión de las formas dinámicas y multifacéticas en que la interculturalidad es conceptualizada y puesta en práctica en el contexto de la enseñanza del inglés en Colombia.

Palabras clave: interculturalidad, enseñanza del inglés, revisión sistemática de literatura, perspectivas.

Introduction

When it comes to talking about the teaching and learning of English as a foreign language, many concerns come into action. As teachers, who intend to update our practices within epistemological, pragmatical, or pedagogical levels, these concerns gain more relevance in our professional labor. In the last decades, the study of interculturality has been gaining visibility as a necessary field for language education, considering the firm relationship

between language and culture treating culture as a competence (Byram & Risager, 1999), looking for the development of an intercultural competence (Byram, 2000; Byram et al., 2009), or an ICC-Intercultural Communicative Competence (Byram & Feng, 2005) among other approaches that this concept has had.

Throughout history, we have seen how English Language Teaching (ELT) has

experienced and continues to experience changes at several levels, advancing from the focus on linguistic codes to the incorporation of other dimensions, including culture. Now, in a language classroom, we aim to develop not only a linguistic competence but also intercultural competences that account for a more reflexive and inclusive pedagogy. ELT in Colombian universities is not far from this shift, and it responds to the needs and complexities of a globalized world where professionals engage across cultural, social, and ideological endeavors. As a matter of fact, the development of intercultural competencies is required in professional profiles that programs establish for students at the end of their majors.

In Colombia, the concept of interculturality has reflected a higher interest in language education (Otero, 2021). It is a necessary action in our country, considering the local challenges we face in sociopolitical, educational, and ethical fields, including peacebuilding efforts, migration aspects, inequalities, or curricular debates around these topics. Interculturality has arisen not only as a pedagogical goal but also as a critical necessity, particularly in public education and the formation of teachers who need to respond to national policies in which English is conceived as a relevant language for different purposes.

All this growing interest in interculturality in Colombia allows research to be conducted

from different angles, such as teacher education, curriculum design, classroom practices, critical pedagogies, and policy analysis, with similarities and differences from one another. All this information is a clue for understanding how the field of interculturality is evolving, and this is why this study conducts a systematic literature review of Colombian research on interculturality in ELT published between 2020 and 2025. This paper aims at identifying thematic trends and also adopting an analytical lens to observe the links among the studies regarding their interactions between perspectives, practices, or frameworks that promote better understandings of interculturality. By exploring those connections, this study seeks to describe the collective vision of the field, its potential points of convergence, and the way it has been addressed from the universities in Colombia.

Based on the above, the research question that guides this systematic review of literature is: What are the reported conceptual and pedagogical perspectives related to interculturality in English language teaching in Colombian universities in the past five years? This question followed the PICO strategy (Schardt et al., 2007) that was established by the NICE National Institute for Health and Care Excellence, which proposes the acronym PICO for literature revisions, being (P) for population, (I) for intervention, (C) for comparison, and (O) for outcome.

Method

This review followed the guidelines provided in the PRISMA declaration 2020—Preferred Reporting Items for Systematic Reviews (Page et al., 2021). This PRISMA document establishes a set of guidelines that researchers must follow when conducting a systematic literature review. The approach of this review is qualitative (Denzin & Lincoln, 2018); as the authors argue, this type of approach is suitable when there is an interpretation of phenomena regarding the meanings people attribute to them, situated within specific contexts. In the case of this review, each study is analyzed not as simple data but as an effort to draw attention to socio-historical, institutional, or epistemic conditions that inform interculturality. Therefore, there is not a focus on what is said but on how it is constructed within a broader pedagogical context. At the same

time, the research question seeks to explore and understand the reported conceptual and pedagogical perspectives on interculturality in ELT in Colombian universities. Rather than quantifying the outcomes, this study is interested in the meanings, patterns, and epistemological orientations present in the research conducted between 2020 and 2025.

The interpretative paradigm (Lincoln & Guba, 1985) frames this study. This paradigm views knowledge as constructed in a context and considers the importance of human interaction. It also assumes that reality is not singular or objective, but socially constructed and plural. In that sense, the interpretative paradigm is accurate for this study because it allows us to establish a dialogic analysis with the reviewed literature.

Search and Selection Process

Three databases were considered: TAYLOR & FRANCIS ONLINE, EBSCO, and DIALNET. In each database, combinations of keywords were used with the Boolean operators AND, OR, and AND NOT to generate the search strings. To manage the large volume of retrieved information, the search equations were organized around three main axes: (1) the main process of interculturality (e.g., intercultural competence, critical interculturality, intercultural); (2) the target population (e.g., university, higher education, Colombia,

Colombian universities, Colombians); and (3) an initial exclusion filter (e.g., AND NOT high school, school). This structure facilitated the retrieval of records across the three databases and helped reduce the number of studies identified for review.

The publication date range was limited to the last five years (2020-2025) using the filtering tools available in the databases. Following the search process, the records were downloaded in .ris format (Research

Information Systems) and CSV format from each database and systematized using Rayyan software (Ouzzani et al.,

2016), where the predefined inclusion and exclusion criteria were applied. This process is illustrated in the following figure.

Table 1. *Inclusion and exclusion criteria*

Criteria	Population	Intervention	Results
Inclusion	Focused on the Colombian context, particularly within higher education institutions or teacher education programs.	Perspectives, analyses, pedagogical practices, and curricular developments focus on interculturality and its branches. Ranging from 2020 to 2025. Written in English or Spanish.	Addressed interculturality as a central conceptual, pedagogical, or curricular construct in English Language Teaching (ELT).
Exclusion	Primary or secondary education without connection to teacher education.	Out of time range. Not related to interculturality perspectives, practices, or developments.	Without a specific link to ELT or the concept of interculturality.
Search strings	TAYLOR & FRANCIS ONLINE: [[All: interculturality] OR [All: critical]] AND [All: interculturality] AND [All: colombia] AND [All: university] AND [All: english] AND [All: teaching] AND [Publication Date: (01/01/2020 TO 12/31/2025)]. EBSCO: interculturality AND colombia AND university AND english. DIALNET: interculturality AND intercultural AND university students AND Colombia.		

The selection process was carried out in several stages. The first search, conducted in March 2025 across three databases—Taylor and Francis Online, Ebsco, and DIALNET—yielded a total of 163 records, which were then systematized in the Rayyan software. From these 163 records, 11 were duplicates and were thus removed. An additional 3 records were added, as they were not found in the databases but emerged from an external search on Google Scholar.

The first screening of records took place on April 1, 2025, where titles and abstracts were read based on the established inclusion and exclusion criteria (see Table 1) (Page et al., 2021). These criteria led to the removal

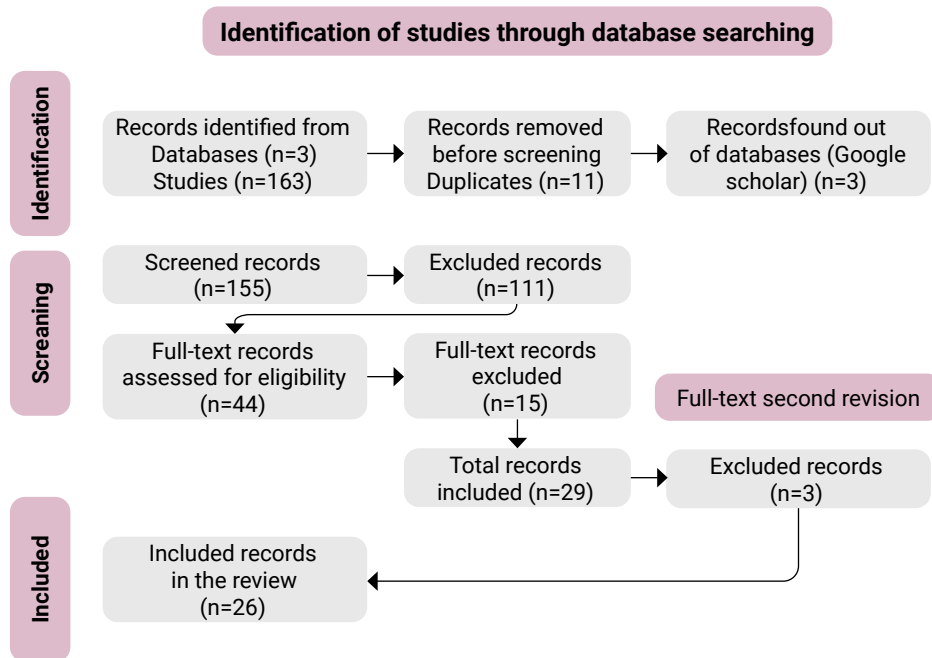
of 111 records, and thus 44 studies were moved to an Excel database where they were organized for later full-text reading. Full-text reading was conducted during April. Here, 15 studies were excluded as they did not meet the inclusion criteria, specifically those that did not include any intervention on interculturality that involved some type of analysis or practice. Instead, they either conducted secondary analyses or did not properly address intercultural competence. Therefore, after the full-text reading, 29 studies were included in the review.

Finally, in a second round of full-text reading, three records were definitively deemed unrelated to the focus of this

study, although it had not been easy to determine their exclusion. As a result, after the entire selection process, 26 records

were ultimately included. The following flow diagram graphically outlines the selection procedure described above.

Figure 1. PRISMA Flow Diagram for Article Selection. Search (2020–2025).



Own creation based on Page et al., 2021.

Findings and Conclusion

These findings presented here describe the analysis done on the studies read during the review. It was possible to observe their overarching visions of interculturality that are portrayed as follows:

There is a prevailing instrumental vision of interculturality in this review. In this regard, interculturality is framed mainly to develop competencies in students. The concern to comply with global educational goals, curriculum adjustments, or interna-

tionalization strategies addresses many efforts from professors and institutions to use it as a pedagogical tool for the implementation of culture-based pedagogies (Cardenas, 2025), the use of authentic materials that awaken awareness on social issues (Pinzón, 2020), or language-based methodologies that address aspects of interculturality (Soto and Mendez, 2021; Rey et al., 2024). Most studies discuss the importance of including intercultural principles into pedagogical practices as

a way to engage students with cultural diversity; it indicates that it is not only necessary to be aware of the importance of interculturality in education, but there must also be paths to operationalize it in the language classrooms.

A prominent strategy observed in the data is the use of simulation tasks, particularly telecollaborative activities and COIL (collaborative online international learning) (Restrepo, 2022; Catalano and Barriga, 2021; Alghasab and Alvarez, 2023). These approaches were accessible for promoting intercultural experiences online and cultural dialogue. Through the use of those exchanges, students were exposed to the negotiation of meaning and confrontation of their assumptions and preconceptions, and they could construct social interactions that were necessary for discovery (Byram, 1997, as cited in Alghasab and Alvarez, 2023). Moreover, this vision results in a tendency to embed interculturality in syllabi and curricular adjustments (Herreño et al, 2024.; Escobar, 2022; Gutierrez, 2022; Ortiz et al, 2022.; Gutierrez and Aguirre, 2022). In this vision, interculturality is strategically instrumentalized through curricular redesign and the seeking of pedagogical practices that promote understanding, interaction, and negotiation.

Another vision of interculturality is the recognition of the self and others as a basis for identity construction, self-discovery, and cultural affirmation (Ramos, 2021; Cárdenas, 2025; Pinzón, 2020; Ortiz et al.,

2022). In this perspective, interculturality is not only a pedagogical resource but also the engagement of students and teachers in rethinking who they are in relation to others. It enables a reconnection with roots, reaffirming life stories (Gutierrez, 2022), and the examination and reversal of prejudices. In this vision, rather than being a tool, interculturality is a humanizing and reflective process that involves language, histories, and cultural narratives; it means that in ELT “interculturality takes place between two or more different people and not only between two different languages” (Ramos, 2021, p. 98).

Studies such as (Gutierrez, 2022., Granados, 2022., Ortiz et al., 2022., Holmes & Peña, 2022., Montoya et al, 2021, and Cortina & Earl, 2020) state the importance of opening the doors to ancestral knowledge, indigenous worldviews, and pluricultural ways of existing. When fostering reflection on identity and self-awareness, local cultures are valued, and the role of language learning becomes an act of personal transformation, not only an equipment of skills.

A third vision emphasizes a situated approach to interculturality. The classroom itself is an intercultural space where diversity is already present; it means that cultural dialogue can be fostered from within. This perspective cares for the other, values the students’ knowledge and histories (Ramos, 2021), and establishes connections from the outside and relies on students to create

materials, positioning them as experts and text producers (Gutierrez & Aguirre, 2022). The studies (Ortiz et al, 2022.; Granados, 2022; Escobar, 2023) highlight how this vision of interculturality helps compre-

hend the reasons for learning, moving beyond instrumental motives. In sum, the visions presented in this revision embrace interculturality as a process of reflection, self-recognition, and transformation.

References

- Alghasab, M., & Alvarez-Ayure, C. P. (2023). Towards the promotion of intercultural competences: Telecollaborative conversations between Kuwaiti and Colombian English as a foreign language university students. *Computer Assisted Language Learning*, 36(4), 555-583.
- Bailey, A., & Gruber, A. (2024). Engaging critical cultural awareness through video mediation during online intercultural encounters. *Journal of Multilingual and Multicultural Development*, 1–16. <https://doi-org.biblio.uptc.edu.co/10.1080/01434632.2024.2396998>
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon: Multilingual Matters.
- Byram, M. (2000). Assessing intercultural competence in language teaching. *Sprogforum*, 18(6), 8–13.
- Byram, M., & Feng, A. (2005). *Teaching and researching intercultural competence*. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 911–930). Lawrence Erlbaum.
- Byram, M., & Risager, K. (1999). *Language teachers, politics, and cultures*. Multilingual Matters.
- Byram, M., Nichols, A., & Stevens, D. (Eds.). (2009). *Developing intercultural competence in practice*. Cromwell Press.
- Cárdenas, B. C. (2025). Exploración de las identidades y la herencia cultural de los estudiantes universitarios como una práctica culturalmente sostenible en el aula de inglés como lengua extranjera. *Zona Próxima*, (42), 48-72.
- Catalano, T., & Barriga, A. M. (2021). Shaping the teaching and learning of intercultural communication through virtual mobility. *Intercultural Communication Education*, 4(1), 75–89. <https://doi.org/10.29140/ice.v4n1.443>
- Cortina, R., & Earl, A. (2020). Embracing interculturality and Indigenous knowledge in Latin American higher education. *Compare: A Journal of Comparative*

and International Education, 51(8), 1208–1225. <https://doi.org/10.1080/03057925.2020.1766350>

- Denzin, N. K., Lincoln, Y. S. (2018). *The SAGE Handbook of Qualitative Research*. SAGE
- Escobar, A. C. T. (2022). Discurso sobre la Enseñanza y el Aprendizaje del Inglés en Colombia: Diversidad, Pensamiento Crítico e Interculturalidad (Doctoral dissertation, Universidad Santo Tomás (Colombia)).
- Escobar, A. T. (2023). Pensamiento crítico, diversidad e interculturalidad: una interrelación imprescindible en la clase de inglés como lengua extranjera. *MLS Educational Research*, 7(1).
- Granados-Beltrán, C. (2022). Disrupting colonial tensions in initial language teacher education: criteria based on critical interculturality. *Íkala, Revista de Lenguaje y Cultura*, 27(3), 627-645.
- Gutiérrez, C. P. (2022). Learning English from a critical, intercultural perspective: The journey of preservice language teachers. *Profile Issues in Teachers Professional Development*, 24(2), 265-279.
- Gutiérrez, C., & Aguirre Ortega, M. (2022). ENGLISH INSTRUCTORS NAVIGATING DECOLONIALITY WITH AFRO-COLOMBIAN AND INDIGENOUS UNIVERSITY STUDENTS. *Íkala: Revista de Lenguaje y Cultura*, 27(3).
- Herreño, Y. A., Villamizar, L. J., and Mendieta, H. A. (2024). The Journey towards English Syllabi Unification. The Case of a Private Colombian University. *Colomb. Appl. Linguistic. J.*, 26(2), pp. 1-21.
- Holmes, P., & Peña Dix, B. (2022). A research trajectory for difficult times: decentering language and intercultural communication. *Language and Intercultural Communication*, 22(3), 337–353. <https://doi.org/10.1080/14708477.2022.2068563>
- Lincoln, Y., Guba, E. (1985). *Naturalistic inquiry*. London: Sage.
- Montoya-Peláez, L., Cortés, L. S. M., & Dietz, G. (2021). Freire's longevity in intercultural education: entangled histories from Colombian and Mexican higher education. *Language and Intercultural Communication*, 21(4), 488–501. <https://doi.org/10.1080/14708477.2021.1957909>
- Ortiz Medina, J. M., Arismendi Gómez, F. A., & Londoño Ceballos, P. A. (2022). Enseñar lenguas extranjeras en la U-diversidad: explorando caminos hacia la decolonialidad y la interculturalidad crítica. *Íkala, Revista de Lenguaje y Cultura*, 27(3), 663-683.

- Otero, J. G. (2001). Educación intercultural y bilingüe en escuela con población aborigen: una experiencia inicial en la Provincia Chubut. *Colección*, (11), 251-266.
- Ouzzani, M., Hammady, H., Fedorowicz, Z., & Elmagarmid, A. (2016). Rayyan—a web and mobile app for systematic reviews. *Systematic reviews*, 5, 1-10.
- Page, M., McKenzie, J., Bossuyt, P., Boutron, I., Hoffman, T., Mulrow, C., Shamseer, L., Tetzlaff, J., Akl, E., Brennan, S., Chou, R., Glanville, J., Grimshaw, J., Hróbjartsson, A., Lalu, M., Li, T., Loder, E., Wilson, E., McDonald, S., McGuinness, L., Alonso, S. (2021). Declaración PRISMA 2020: una guía actualizada para la publicación de revisiones sistemáticas. *Revista Española de Cardiología*, 74 (9). 790-799.
- Pinzón, A. N. B. (2020). Authentic materials and tasks as mediators to develop EFL students' intercultural competence. *How*, 27(1), 29-46.
- Ramos-Holguin, B. (2021). Comprehending Interculturality and its Future Directions in English Language Teaching and Teacher Education in the Colombian Context. *How*, 28(3), 93-104.
- Restrepo Maya, N. (2022). Proyecto COIL, UNIVERSIDAD 1 (Colombia) y UNIVERSIDAD 2 (México): interculturalidad mediada por pantallas. *Chasqui. Revista Latinoamericana de Comunicación*.
- Rey-Paba, L., Corrales, K. A., Lombana-Coy, J., Segura Antury, J., Bianchá Ramírez, H. F., Shah, S., & Castro López, S. J. (2024). Fostering intercultural competence through EMI. *Language and Intercultural Communication*, 24(6), 632–648. <https://doi-org.biblio.uptc.edu.co/10.1080/14708477.2023.2298933>
- Schardt, C., Adams, M., Owens, T., Keitz, S., and Fontelo, P. (2007). Utilization of the PICO framework to improve searching PubMed for clinical questions. *BMC Medical Informatics and Decision Making*, 7(16). <https://doi.org/10.1186/1472-6947-7-16>
- Soto-Molina, J. E., & Méndez-Rivera, P. (2021). Aula invertida para fortalecer la competencia intercultural de estudiantes de inglés. *Panorama*, 15(29). <https://doi.org/10.15765/pnrm.v15i29.1706>

The Use of the 4Cs Model in the Improvement of Speaking Skills in EFL Basic School

El uso del modelo de las 4Cs en la mejora de las habilidades orales en estudiantes de inglés como lengua extranjera en la escuela básica

Carlos Manuel Carrera Nolivos

Teacher, Unidad Educativa Rubira, Salinas
ORCID: <https://orcid.org/0009-0007-5825-060X>
E-mail: manito403@hotmail.com

Abstract

The current research, titled “The Use of the 4Cs (Critical Thinking, Creative Thinking, Communicating, and Collaborating) Model in the Improvement of Speaking Skills in EFL Basic School,” is aimed at determining the impact of using the 4Cs model to enhance EFL students’ speaking skills and to know the perceptions of the students about the use of this model. For this research, a sample of 30 basic school students was considered; they belong to an educational institution located in Salinas-Santa Elena. This quasi-experimental study used both quantitative and qualitative methods. For data gathering, some instruments were implemented, like an oral pre- and post-test, a rubric, and a student’s perception survey. The study revealed that the 4Cs model improved the student’s speaking skills, especially the vocabulary. In the same way, the students showed a positive attitude toward the use of the 4Cs model for enhancing speaking skills.

Keywords: 4Cs model, EFL students, speaking skills.

Resumen

La presente investigación, titulada El uso del modelo de las 4Cs (pensamiento crítico, pensamiento creativo, comunicación y colaboración) para mejorar las habilidades comunicativas en una escuela básica con materia de inglés como lengua extranjera, está dirigida a determinar el impacto del uso del modelo de las 4Cs para aumentar las

habilidades comunicativas de los estudiantes de inglés como lengua extranjera; y conocer la percepción de los estudiantes acerca del uso de este modelo. Para este estudio se consideró una muestra de 30 estudiantes de escuela básica, pertenecientes a una institución educativa localizada en Salinas-Santa Elena. Este estudio cuasiexperimental utilizó métodos cuantitativos y cualitativos. Para la recolección de datos, algunos instrumentos fueron implementados, como pre y post-test orales, una rúbrica y una encuesta de percepción de los estudiantes. El estudio reveló que las 4Cs mejoraron las habilidades comunicativas de los estudiantes, especialmente su vocabulario. De la misma forma, los estudiantes mostraron una actitud positiva hacia el uso de las 4Cs para mejorar sus habilidades comunicativas.

Palabras clave: 4Cs, estudiantes de inglés como lengua extranjera, habilidades comunicativas.

Development of the paper

Nowadays, the English language has been positioned as the most common language in this globalized world, so mastering the English language is crucial for professional success, as it opens doors to a wider range of opportunities and connections. (Akhter et al., 2020; Suban, 2021). However, in an EFL context, learners face some difficulties when they have to produce the language orally, like the lack of confidence that could develop into anxiety or the lack of practice that could lead to losing interest in the language (Kara et al., 2017).

On the other hand, 21st-century education is constantly looking for new trends in teaching and methodologies that capacitate the students to face modern problems. Among several proposals, one of them was an educative model called the 4Cs that is responsible for fostering

the students critical thinking, communicative, and collaborative skills, and also creativity (Erdoğan, 2019). For the reasons mentioned previously, this study aimed to identify which speaking skill improves the most using the 4C's model and to know the perceptions of the students about the 4C's model implementation. To fulfill those aims, this quasi-experimental study used qualitative and quantitative methods.

Many studies have been carried out to see the extent of the usefulness of the 4Cs. For example, Zhou et al. (2020), using an experimental method, conducted a study with the purpose of demonstrating the effectiveness of the 4C model on students' oral English and self-directed learning ability. It was concluded that the 4Cs model improved the student's listening and speaking skills. Supena et al. (2021) carried out a study to

discover the influence that the 4C's learning model has on EFL courses. The main finding was that the 4C's model had a positive influence in cognitive, psychomotor, and affective domains, while also improving the students' speaking skills. Finally, Fadhilah (2021) conducted an investigation with the purpose of explaining how the lecturer integrates the 4C skills in teaching public speaking in the English Education Department. The study revealed that students enhanced both their speaking skills and their capabilities of thinking using the 4Cs.

The current research was carried out in a high school institution in Salinas, Santa Elena, Ecuador. The participants were 30 students (16 males and 14 females) in the sixth grade of school (around the age of 10 years) with a B1 English proficiency level who had 7 hours of EFL classes per week and their EFL teacher. All the procedures and tests were taken inside the classrooms.

The study is quasi-experimental research, using both qualitative and quantitative methods. Using a qualitative research method allows for carrying out deep and complex phenomena investigations, discovering new and unexpected events, clarifying some doubts, or planting new hypotheses (Sofaer, 1999). Additionally, Franklin (2023) says that the quantitative method is considered an analytical tool that allows one to gather information and change it to numbers to tabulate them, but without losing the connection to the theory.

The first step was to build a theoretical base regarding updated information about the 4Cs and their influence on speaking skills. The following stage was the intervention, so an oral pre-test was given to identify the student's knowledge. The test consisted of 2 items in which the first task asked the students to observe a picture and give their opinion about it, and the second one made the students answer some questions about the given topic. To grade the speaking performance, a rubric that measured the pronunciation, vocabulary, fluency, and grammar aspects was used. Each parameter was graded from 0 points, being the lowest score, to 2.5 points, the highest score, giving a total of 10 points.

Then, 5 classes were considered to apply the 4Cs model; thus, it was necessary to employ the same rubric employed for the pre-test and post-test and a checklist that evaluates the 4Cs during this process. Similar to the speaking performance rubric, the 4Cs rubric evaluated the student's skills of critical thinking, communication, collaboration, and creativity, where each skill was graded from 0 to 2.5 points. At the end of the intervention, a student's perception survey of 16 questions was applied to determine the usefulness of the 4Cs for improving speaking skills. The post-test was also part of the final process to collect data; this instrument was the same one used in the pre-test. Once the information was collected, it was tabulated and analyzed to draw out the conclusions and recommendations.

The information was categorized into two groups, one for the 4Cs and the other for the student's speaking skills. A similar process was carried out for the pre-test and post-test in which it was checked the variation of the students' initial state and the students' state

at the end of the study. For the survey, the percentage of students' perception of the 4Cs was taken and tabulated. After tabulating the results, the final step was to analyze the results obtained in the study and compare and contrast them with related studies.

Table 1. Pre-test and post-test speaking skills results.

Pre-test	Post-test	Coefficient of variation
3,6	7	0.39

Note: The scores in Table 1 represent the final score obtained in the pre-test and post test and the coefficient of variation between them.

The results in Table 1 show an average of 3.6 points out of 10 on the pre-test and 7 points out of 10 on the post-test. In terms of the results of the pre-test, the student's scores are below the standards, which means that the student's speaking proficiency level is low, and it does not reach the expected level for a sixth grader. It is worth noting that the students were previously notified about their participation in this research; regardless of that, they were anxious and nervous through the pre-test process, and probably those factors affected their scores. Among the notes taken in the pre-test, most of the students, if not all, hesitated in their speaking, others did not say a thing, and the most common response was, "I don't know what else to say" or "I forget what I had to say."

Kara et al. (2017) state that among the problems that students have in speaking

is a lack of motivation and practice, and those factors can be converted into anxiety that makes the students hesitate when they are speaking or commit errors during their speech.

Unlike the pre-test, the post-test final score was rather higher, meaning that there was a significant improvement in the students speaking proficiency using the 4Cs model at the end of the study. At the end of the study, most of the students were interested and engaged in practicing and strengthening their speaking skills. From getting no response from the students at the beginning, the study ended with creative and critical responses like, "I don't understand why they are at a natural park; I would gladly be in my home doing other things as..." and "In the natural parks, there should be more trees and nature; I don't see anything of that; I think it is not a natural park." Hence, students

showed an improvement or development of their speaking skills and 4Cs skills.

The coefficient of variation was 0.39, and due to the accomplishment of the established objectives, the size of the sample, and the overall score obtained in the post-test, it can be considered that the CV is rather good for the study because of the narrowness of the results.

Salazar (2021) says that normally producing oral skills provokes anxiety in students, but nowadays the 4Cs model is an option to support students since it provides the students a friendly space where they can express their ideas, perspectives, and feelings towards a subject without feeling the pressure of following a pattern. The 4Cs look for the student's growth and language independence by making the students look for new perspectives and solutions.

Table 2. Pre-test and Post-test 4Cs results

Pre-Test	Post-Test
3,45	7,21

Note: The scores in Table 2 represent the final scores regarding the 4Cs obtained in the pre-test and post-test.

Additionally, the average score of the 4Cs in the pre-test was 3.45 points out of 10, which can be interpreted as students failing to achieve the skills that the 21st century demands or they are not aware of them. As was mentioned, the students were informed about these skills before the study took place; regardless of that, the students presented difficulties in understanding the concepts of the 4Cs, and hence the misconceptions made the students get a low score on their results. Even their EFL teacher was not aware of these terms, so he was limited to helping little or nothing to his students.

Fajriah and Septiyanti (2021) attributed the lack of 4Cs training to the teacher

being responsible to train and foster these abilities in the students and failing to do it. The 4Cs is a new teaching trend, so not many teachers know about their concepts or how they should apply them in their activities. Other problems also arise when the teacher tries to focus on applying one skill and leaves the rest aside or when he tries to apply them in activities that are not suitable for them.

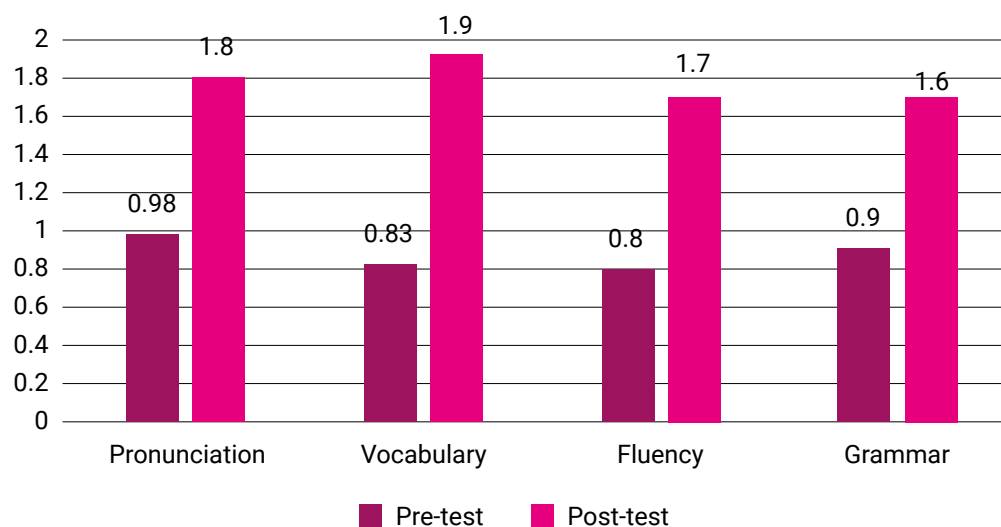
On the contrary, the post-test result was 7.21 points out of 10, demonstrating that by the end of the study, the students were able to overcome their inexperience and misconception of the 4Cs, and they improved after the intervention. For this stage of

the study, most of the students show signs of awareness and improvement regarding their 4Cs skills.

The 4Cs give the students a great chance of learning and developing skills that are needed these days; for example, partici-

pants were capable of analyzing problems and discussions, communicating their findings and solutions, thinking about how they can approach the problem in new ways or using new perspectives, and cooperating to achieve that result (Hidayatullah et al., 2021).

Figure 1. Students speaking skills (pre-post test)



Note: Students speaking skills scores were obtained in the pre-test and post-test.

In figure 1, it is observed that on the pretest, most of the students focused more on pronunciation, making them put less emphasis on other aspects such as grammar, fluency, and vocabulary, and those results would be represented in their final scores. For instance, they used expressions like: "... on the threes... tres... trees" or "... we see some child, sorry, children..." It is a common mistake to think that learning to speak in English is just learning to pronounce

the words correctly when there are other features implicated in the process of oral production.

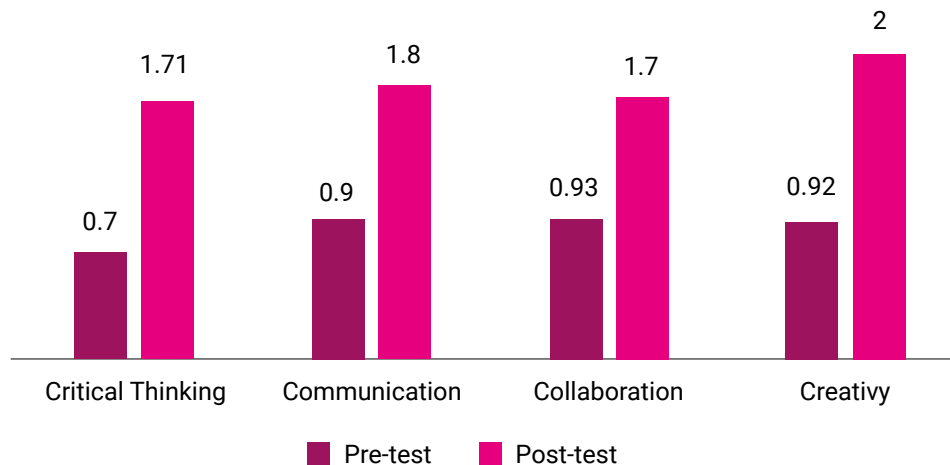
In this regard, Abrar et al. (2018) mention that speaking is considered the most complex skill because the student feels the pressure to dominate all its sub-skills like pronunciation, fluency, vocabulary, and others when they produce any oral interaction, decreasing their proficiency on the way.

On the other hand, in the post-test results, it is observed that the skill that improved the most was vocabulary, and that can be explained by the increasing interest of the students in looking for new perspectives and sharing ideas and words with others. Hence, the increment in students' vocabulary made the students remember some grammatical rules. As examples of students' vocabulary growth, there are changes from "tree" to "coconut tree or palm tree" and "a girl" to "a tall, white skin

and large and black hair using a squared skirt and white t-shirt."

Aslamiah et al. (2021) point out the 4Cs provide the opportunity to find new perspectives about some things that are already known or created, and by personal ideas or thoughts, it can be converted into something new and personal or a new perspective, as it is verified in the post-test with the new terms used.

Figure 2. Students 4Cs (pre-post test)



Note: Students' 4Cs scores obtained in the pre-test and post-test.

In figure 2, it can be appreciated that the student's pre-test scores showed poor performance in their 4Cs skills, with critical thinking skills the lowest and more criticized in relation to communication, collaboration, and creativity. Among the student's commentaries, there were opinions like "I don't know what to say" or "I can't think more beyond," showing that students had poor critical-thinking development for 6th-grade schoolers.

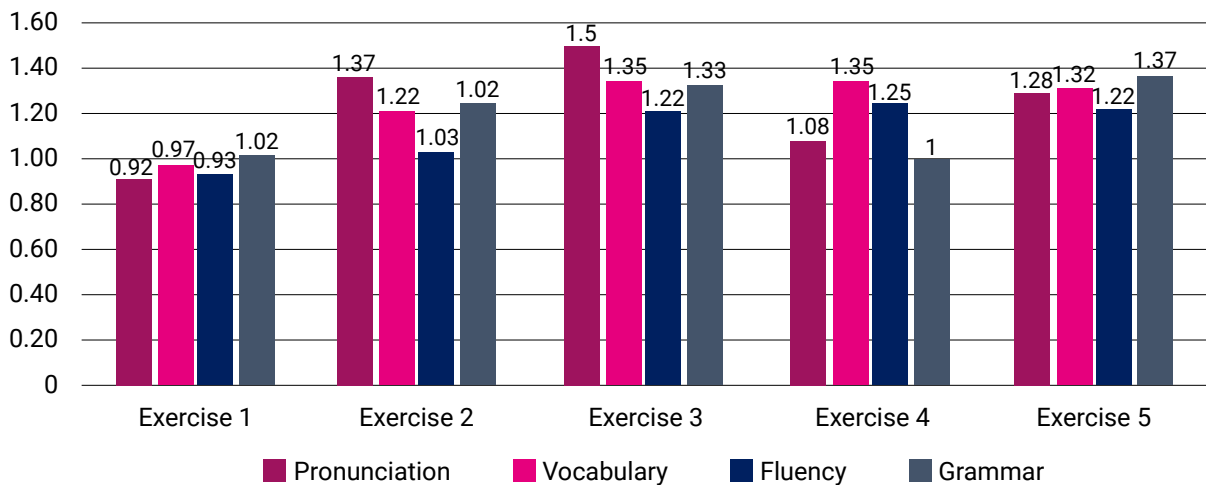
Ekamilasari et al. (2021) mention that even though critical thinking is not an innate skill, it should be taught from a young age because when they reach a certain age, these skills are requested to be applied, and the students will not be aware of them and will fail to apply them. Supena et al. (2021) add that most students find trouble applying the 4Cs in their speaking activities because they have not been trained to

develop their rational abilities, making them unable to think critically, and this may lead to the interruption of the activity.

On the post-test performance, it indicates that students outperformed their 4Cs skills, creativity being the skill that had a significant development in the students. There are some examples of creativity, like *“For me, they are in Baños, because it seems like it, and I normally go there on vacations,”* and *“The students are on a school trip like we do at the end of the year.”* Students were able to produce new, fresh, and personalized ideas and perspectives.

Creativity is used to look for new and creative ideas, where students can take something that has already been made or spoken, analyze it, and then they can produce something that is personal, playful, but entirely new in relation to the original concept or example. Creativity expands the possibilities to find new solutions and perspectives that, in rational ways, could not be made, making it possible to answer or solve problems that previous generations had not thought of (Aslamiah et al., 2021; Erdoğan, 2019; Supena et al., 2021).

Figure 3. Students Speaking Skills (Exercises)



Note: Scores of the students speaking skills through the study.

On the other hand, Figure 3 shows the progress of the students during the intervention, and it reveals new perspectives on the research. In exercise 1, grammar was the predominant skill in the students’s work because, between the students, it surged a sense of awareness related to

their grammar. There are some examples of this, like *“The boys is... sorry, are...”* or *“Trees... near... the lake... are really beautiful.”* It can be perceived that the students were more focused on meeting the grammar rules and agreements instead of looking at their fluency and pronunciation.

The following exercise demonstrates that pronunciation had a giant improvement in the student's proficiency, but they still leave other aspects behind, like fluency or vocabulary. In exercise 2, most of the students tried to keep a good level of pronunciation, or they even asked their teacher before participating. Regardless of that, they would still hesitate, trying to remember how to pronounce some words. Ratnasari (2020) says that the lack of motivation, vocabulary, and practice makes the students hesitate when they speak and lose interest in trying to strengthen their other skills.

The next exercise shows that the students reached their peak of performance, pronunciation being the skill that improved the most among the exercises. The student's performance was the greatest this week; all their skills improved, and students were really motivated by their progress. It is evident that there still was a space for improvement in skills like fluency and grammar, but the hesitation in students' speeches decreased considerably. At this point, students kept a good level of oral communication, not only with their partners but also currently speaking; students were able to communicate their ideas clearly and clarify their speech purpose (Astuti et al.; 2019).

Unfortunately, because the students were coming back from holidays, in exercise 4, they decreased their scores. Regardless of that, it appears that holidays fostered the use of new vocabulary because this skill

was the most predominant in the student's performance, and it is also important to mention that their creativity increased considerably. For this exercise, the student's speech content improved, but also they were not paying attention to their pronunciation or their grammar; they were just focused on keeping talking. Erdoğan (2019) argues that student creativity makes the student come up with creative and unique perspectives that help them develop new ideas or concepts. Creativity expands the opportunities to approach a problem or discussion by producing fresh ideas or solutions.

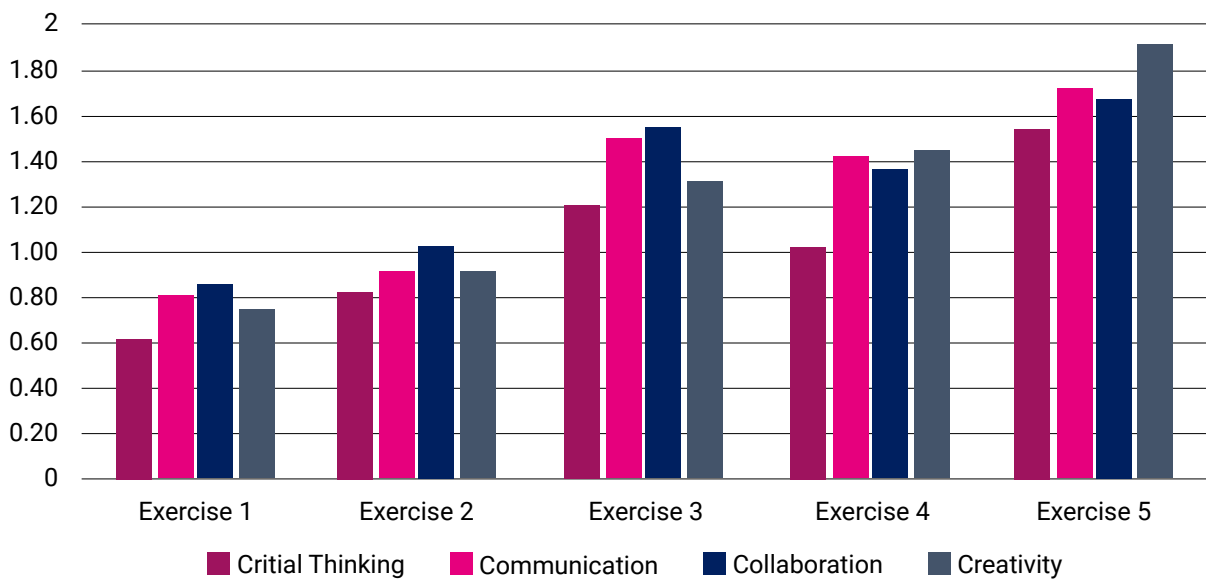
In the last exercise, most of the students' skills improved and reached an expected level of student performance, grammar being the skill that improved the most. The students looked for checking their grammar when they would speak, and they did not leave the other skills behind, so the errors and hesitation decreased considerably. By the end of exercise 5, the students were eager to keep practicing both their speaking skills and 4Cs. Salazar (2021) mentions that 4Cs look for the personal improvement of the students, making them feel secure to speak and strengthening their skills at their pace.

Regardless of that, vocabulary skill was the most constant among the 5 exercises, where vocabulary kept its level to the end of the exercises. Furthermore, this skill not only kept its level, but it also increased at the end of the study, being the skill that improved

the most during the application of our research. This may be due to the increasing interest of the students to participate in our study and the motivation that they had to strengthen their skills and confidence.

This study also looked at the progress of the student's 4Cs development, and this can be observed in figure 4, where the progress of the student's 4Cs during the 5 weeks of the study is shown.

Figure 4. Students 4Cs (Exercises)



Note: This figure represents the scores of the student's 4Cs during the exercises of the study.

In the first exercise, it is observed that collaboration was the skill that was the most prominent, and most of the participants were eager to work with their partners to fulfill the task. But it is important to mention that there were some students who were reluctant to work with others or found it difficult to communicate with their classmates; hence, the lack of collaboration and communication limits the critical thinking and creativity of the group. Furthermore, the critical thinking feature caused a lot of confusion among sixth-grade schoolers, where most of them

had trouble thinking of ideas that were not supported by the instructions or were expecting a more specific order, making them unable to find useful and personal responses to help the group.

Collaboration challenges the students to work with others to accomplish a common goal or task, giving them the opportunity to interact and communicate with their classmates, learning about their weaknesses and strong points while they also learn to respect the opinion of others, and finally, it

teaches about leadership and how to take decisions (Aslamiah et al., 2021; Erdoğan, 2019; Supena et al., 2021). Further, Supena et al. (2021) address problems related to 4Cs implementation due to the lack of training of the students in their rationale skills, making them unable to comprehend and analyze the information received and producing answers that feel empty and not really related to the topic.

In the next exercise, it is appreciated that most of the students started to comprehend the use of the 4Cs that is reflected in the short improvement of their scores. Collaboration was the skill that kept its position among the students, and it can be interpreted that better communication started to arise among the students's group, leading them to find original and creative ideas. Unfortunately, their critical thinking was still the lowest of their skills.

Salazar (2021) states that the 4Cs provide the opportunity for the students to learn to work with others, to learn about the strengths and weaknesses of each member, to communicate and develop their social skills while interacting with others, and finally, to respect the opinions and ideas of the others.

On week 3, most of the students were more than ready to keep working on the study and with their peers, and it can be observed that their communication and collaboration skills were the highest among the 4Cs. Even though it is appreciated that the students had im-

proved a lot since the beginning of the study, their creativity and critical thinking were still the lowest, and this could be demonstrated when the students were still giving answers attached to what was observed in the picture but not thinking beyond it.

Fajriah and Septiyanti (2021) mention that the teachers are responsible for teaching about the 4Cs to the students, but its concept is something new, and not all of them are capable of applying the 4Cs in their activities; hence, some skills of the students are not well developed or are not developed at all.

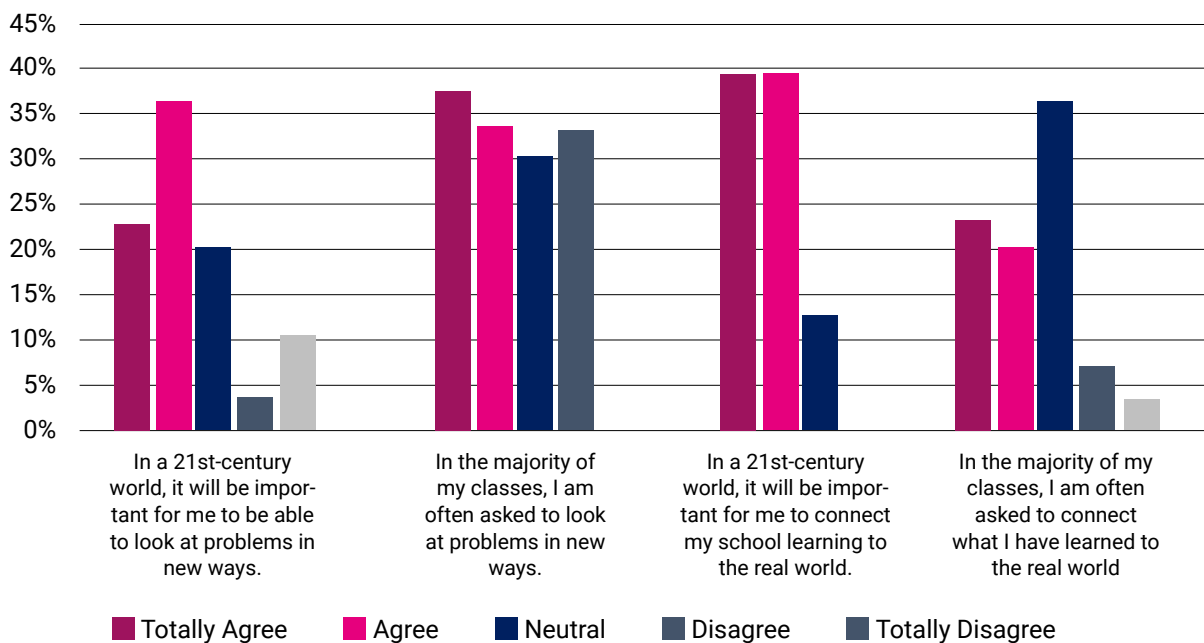
Different from speaking skills, the holidays may not have made a negative impact on the student's performance and did not cause a step back; instead, it seems like it made the student's 4Cs reach an agreement point where creativity, collaboration, and communication were almost at the same level. Regardless of that, it is also demonstrated that critical thinking was still the lowest skill of the 4Cs.

Saleh (2019b) defines critical thinking as a process where the students feel curious about what they learn or see, question it, compare their opinions with others, and then come up with a new and personal perspective. Sadly, in this exercise, it appears that the students are still guided by the literal observations and are not trying to achieve a deeper comprehension and analysis of the subject watched.

Surprisingly, on the final exercise, the students demonstrated a significant improvement in their 4Cs, where all the skills reached their peak, with creativity being the skill that improved the most during the exercises of the study. By this stage, students came up with personal, funny, and creative ideas, and most of them cooperated with their peers to give an outstanding presentation. Even though critical thinking was still the lowest skill, it is demonstrated that it also had a big change compared to its initial state at the beginning of the study.

Saleh (2019a) mentions that the 4Cs have a positive influence on the student's academic performance, and they should be considered as something essential inside the classroom and in the teaching lessons. Furthermore, the teacher should be prepared to engage the students in activities that involve the 4Cs, because if the 4Cs are well blended with the activities, they could help the students to improve their reading, writing, listening, and speaking skills.

Figure 5. Students' Perception Survey (Critical Thinking)

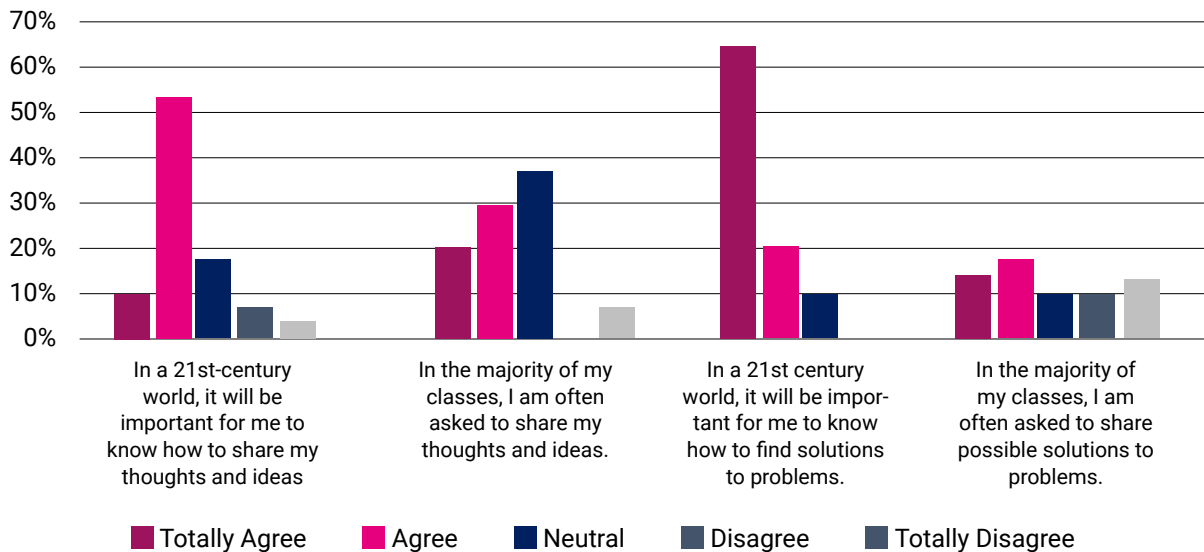


Note: Scores obtained from Statement n°1 to Statement n°4 regarding Critical Thinking.

Statement 5, “In a 21st-century world, it will be important for me to know how to share my thoughts and ideas,” demonstrates that students agree that learning to express their ideas and thoughts will be critical in their lives, as can be appreciated in Graphic 6.

Suban (2021) argues that in this globalized world, learning to communicate effectively in English is considered something necessary nowadays, so it is not a surprise that students acknowledge the importance of communication.

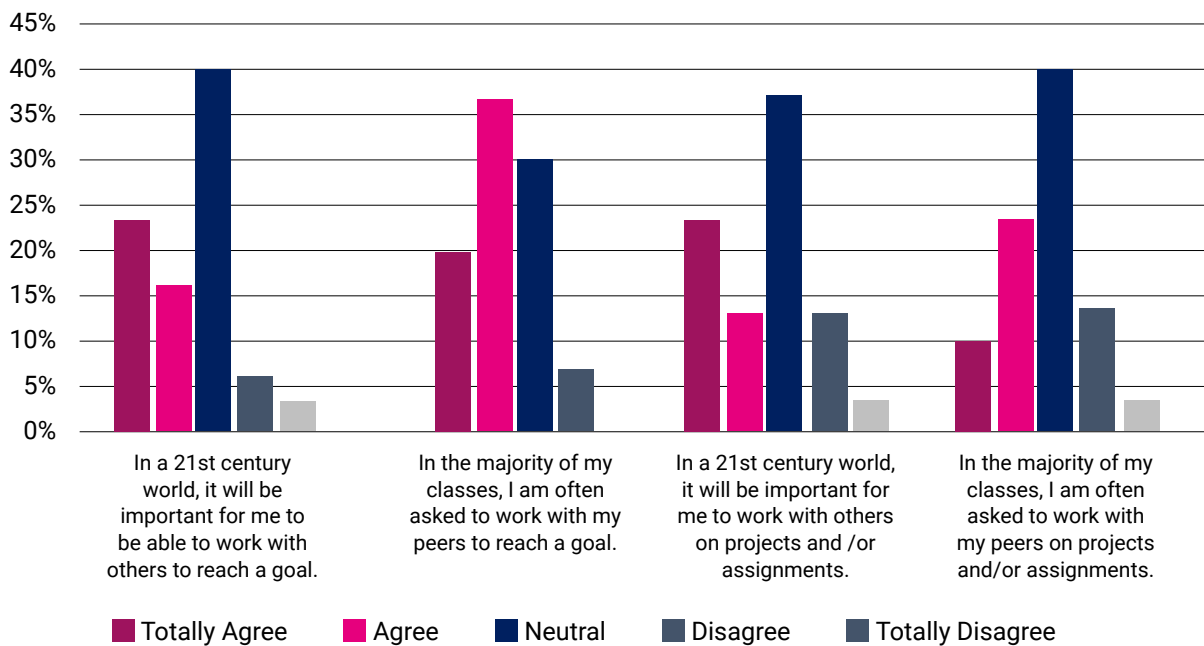
Figure 6. Students’ perception survey (communication)



Note: Scores obtained from Statement n°5 to Statement n°8 regarding Communication.

For the collaboration part, statement 9, “In a 21st-century world, it will be important for me to be able to work with others to reach a goal,” shows that there is a neutral feeling toward cooperating with others to accomplish a task. It is normal that students feel reluctant to work with someone who is unknown, but nowadays it is a requirement that someone should

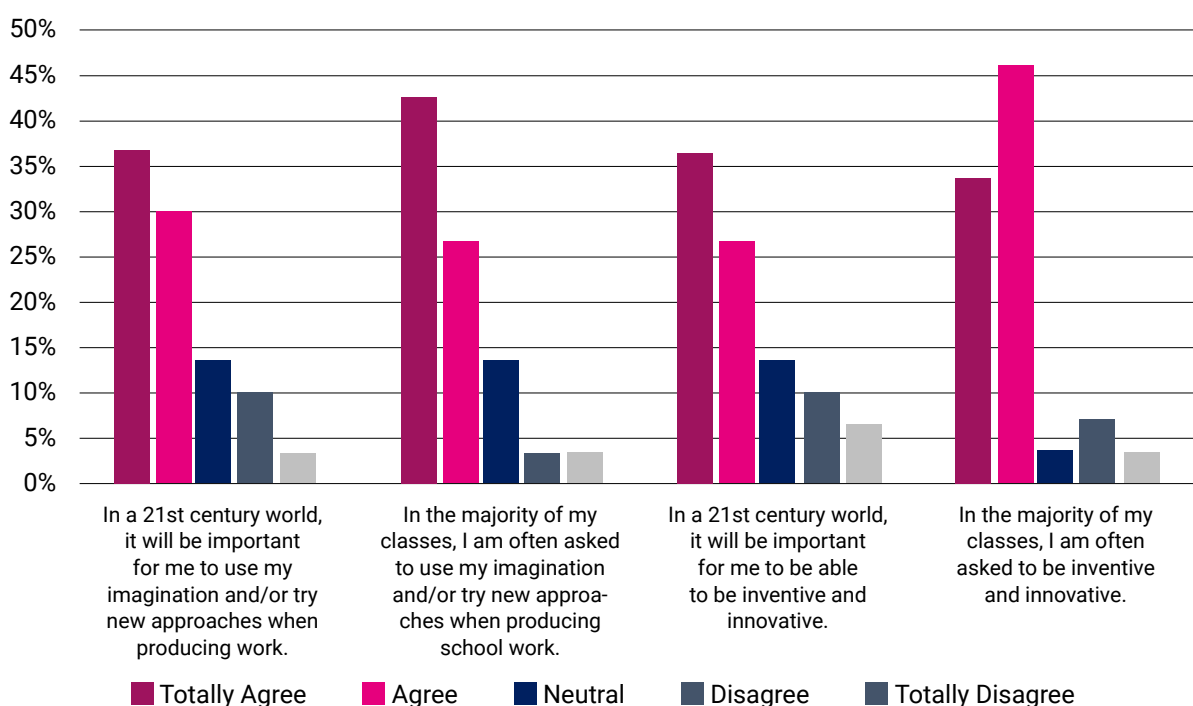
know how to work with any kind of person to reach a goal. Learning to collaborate with others is critical to a person because he will work with all types of people for the rest of his life. Furthermore, collaboration teaches the students about addressing problems, finding solutions, and deciding which response is better for the group (Erdoğan, 2019).

Figure 7. Students' perception survey (collaboration)

Note: Scores obtained from statement n°9 to statement n°12.

Onto the next statement, “In the majority of my classes, I am often asked to work with my peers to reach a goal.” It seems that most students agree that their teachers ask them to work with their partners to complete a goal. It is common practice inside classrooms that teachers ask the students to work with others to complete group work inside the class. Aslamiah et al. (2021) argue that collaboration not only teaches about working together to reach a common goal, but it also teaches about mutual respect, developing a will to collaborate, and decision-making.

Finally, on the creativity part, Graphic 8 shows that in the statement “In a 21st-century world, it will be important for me to use my imagination and try new approaches when producing work,” students strongly agree that their imagination is necessary when they will have to produce any work. Students value that their imagination is considered something essential in the 21st century. Erdoğan (2019) defines creativity as a medium in which students can express themselves in new and interesting ways. Creativity combines the imagination, integrity, and knowledge of the students and results in something entirely new and interesting.

Figure 8. Students' perception survey (creativity)

Note: Scores obtained from statement n°13 to statement n°16.

References

- Abrar, M., Mukminin, A., Habibi, A., Asyraf, F., & Marzulina, L. (2018). "If our English isn't a language, what is it?" Indonesian EFL Student Teachers' Challenges: Teachers Challenges Speaking English. *The Qualitative Report*, 23(1), 129-145.
- Akhter, S., Haidov, R., Rana, A. M., & Qureshi, A. H. (2020). Exploring the significance of speaking skills for EFL learners. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(9), 6019-6030.
- Akki, F., & Larouz, M. (2021). The relationship between speaking and writing in descriptive discourse in a Moroccan university EFL context. *International Journal of Linguistics and Translation Studies*, 2(1), 124-134.
- Ali Alghamdi, Y., Alghamdi, A., & Alsolami, T. (2019). English Language Teaching: Historical Overview, Current Issues, and Suggestions for Enhancing Speaking Proficiency in EFL Contexts. *English Language Teaching: Historical Overview*,

- Current Issues, and Suggestions for Enhancing Speaking Proficiency in EFL Contexts (June 2019). Arab World English Journal (AWEJ) Volume 10.*
- Aslamiah, A., Abbas, E. W., & Mutiani, M. (2021). 21st-Century Skills and Social Studies Education. *The Innovation of Social Studies Journal*, 2(2), 82-92.
- Astuti, A. P., Aziz, A., Sumarti, S. S., & Bharati, D. A. L. (2019, June). Preparing 21st-century teachers: Implementation of 4C character's pre-service teacher through teaching practice. In *Journal of Physics: Conference Series* (Vol. 1233, No. 1, p. 012109). IOP Publishing.
- Bao, L., & Koenig, K. (2019). Physics education research for 21st-century learning. *Disciplinary and Interdisciplinary Science Education Research*, 1(1), 1-12.
- Barseghyan, D. (2022). *Integrating 21st-century 4C skills in an Armenian EFL classroom* (Doctoral dissertation, American University of Armenia).
- Chalkiadaki, A. (2018). A systematic literature review of 21st-century skills and competencies in primary education. *International Journal of Instruction*, 11(3), 1-16.
- Chrisyarani, D. D., & Setiawan, D. A. (2021, April). 4C-Based Cooperative Learning Model Through Lesson Study Activities on Indonesian Course for Elementary School. In the *2nd Annual Conference on Social Science and Humanities (ANCOSH 2020)* (pp. 338-343). Atlantis Press.
- Erdoğan, V. (2019). Integrating 4C skills of the 21st century into 4 language skills in EFL classes. *International Journal of Education and Research*, 7(11), 113-124.
- Ekamilasari, E., & Pursitasari, I. D. (2021). Students' critical thinking skills and sustainability awareness in science learning for implementation education for sustainable development. *Indonesian Journal of Multidisciplinary Research*, 1(1), 121-124.
- Fadhilah, S. (2021). Integrating 4C skills in teaching public speaking.
- Fajriah, Y. N., & Septiyanti, S. N. A. (2021). The Challenges Encountered by EFL Teachers in Developing Students' 4C Skills in 21st-Century Education. *JEPAL (Journal of English Pedagogy and Applied Linguistics)*, 1(2), 106-121.
- Franklin, R. (2023). Quantitative Methods II: Big Theory. *Progress in Human Geography*, 47(1), 178-186.
- Hanifa, R. (2018). Factors generating anxiety when learning EFL speaking skills. *Studies in English Language and Education*, 5(2), 230-239.

- Hidayatullah, Z., Wilujeng, I., Nurhasanah, N., Gusemanto, T. G., & Makhrus, M. (2021). Synthesis of the 21st Century Skills (4C) Based Physics Education Research in Indonesia. *JIPF (Jurnal Ilmu Pendidikan Fisika)*, 6(1), 88-97.
- Junaidi, J. (2020). Artificial intelligence in the EFL context: rising students' speaking performance with Lyra virtual assistance. *International Journal of Advanced Science and Technology Rehabilitation*, 29(5), 6735-6741.
- Kara, E., Ayaz, A. D., & Dündar, T. (2017). Challenges in EFL speaking classes in the Turkish context. *European Journal of Language and Literature*, 3(2), 66-74.
- Kurniawan, T. T., & Utaminingsih, S. (2021, March). Analysis of 4C-Based HOTS Assessment Module on Critical Thinking Ability. In *Journal of Physics: Conference Series* (Vol. 1823, No. 1, p. 012101). IOP Publishing.
- Landon, K. N. (2019). *Student perceptions of learning in the 21st century: An evaluation of the 4Cs* (Doctoral dissertation, Notre Dame of Maryland University).
- Mandasari, B., & Aminatun, D. (2020). Improving students' speaking performance through vlogs. *English Education: Journal of English Teaching and Research*, 5(2), 136-142.
- Maxammatkulova, I. N. (2021). Teaching Speaking in English Lessons in Elementary School: Problems and Solutions. *Academic research in educational sciences*, 2(7), 95-98.
- Nalantha, I. M. D., Padmadewi, N. N., & Artini, L. P. (2021). An analysis of 4C skills in teaching English using Moodle at IPB International. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 9(2), 109-124.
- Pardede, P. (2020). Integrating the 4Cs into EFL Integrated Skills Learning. *Journal of English Teaching*, 6(1), 71-85.
- Peña-Ayala, A. (2021). A learning design cooperative framework to instill 21st-century education. *Telematics and Informatics*, 62, 101632.
- Qureshi, I. A. (2007). The importance of speaking skills for EFL learners. Department of English, Alama Iqbal Open University, Pakistan. *Psycholinguistics*, 10.
- Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford, Council of International English & Literature Journal (ACIELJ)*, 2(2), 6-18.
- Ratnasari, A. G. (2020). EFL Students' challenges in learning speaking skills: A case study in mechanical engineering. *Journal of Foreign Language Teaching and Learning*, 5(1).

- Ruminar, H., & Gayatri, P. (2018, April). Incorporate 4C's skills in EFL teaching and learning to face education challenges in 4IR. In Proceedings of the International Conference on Teacher Training and Education (pp. 170-177).
- Salazar, L. M. V. (2021). The Project-Based Learning Approach: An Effective Methodology for Improving Speaking Skills for ELLs. Greensboro College.
- Saleh, S. E. (2019). 4Cs in the EFL Classroom.
- Saleh, S. E. (2019). Critical thinking as a 21st-century skill: conceptions, implementation, and challenges in the EFL classroom. *European Journal of Foreign Language Teaching*.
- Sari, A. B. P. (2020). WhatsApp-based speaking test in EFL context. *Journal of English Language Studies*, 5(2), 175-188.
- Sirisrimangkorn, L. (2018). The use of project-based learning focusing on drama to promote the speaking skills of EFL learners. *Advances in Language and Literary Studies*, 9(6), 14-20.
- Sofaer, S. (1999). Qualitative methods: What are they, and why use them?. *Health services research*, 34(5 Pt 2), 1101.
- Suban, T. S. (2021). Teaching speaking: activities to promote speaking skills in EFL classrooms. *Lectio: Journal of Language and Language Teaching*, 1(1), 41-50.
- Sudarmo, S. (2021). The importance of speaking in English as a foreign language between skillful and thoughtful competencies: studying sociolinguistic perspectives. *Linguistics and Culture Review*, 5(S1), 113-124.
- Supena, I., Darmuki, A., & Hariyadi, A. (2021). The Influence of the 4C (Constructive, Critical, Creativity, Collaborative) Learning Model on Students' Learning Outcomes. *International Journal of Instruction*, 14(3), 873-892.
- Teo, P. (2019). Teaching for the 21st century: A case for dialogic pedagogy. *Learning, Culture, and Social Interaction*, 21, 170-178.
- Wrahatnolo, T. (21st-century skill implication on educational system). In *IOP Conference Series: Materials Science and Engineering* (Vol. 296, No. 1, p. 012036). IOP Publishing.
- Zhou, S., Zhang, Y., Liu, X., Wang, Y., & Shen, X. (2020). Empirical research of oral English teaching in primary school based on the 4C ID model. *Journal of Higher Education. Research*, 1(4), 10-32629.

English Language Teachers' Positions Towards Students with Functional Diversity

Posicionamientos de Profesores de Inglés con Estudiantes con Diversidad Funcional

Cristhian Camilo Barrero Rico

ELT Professor, Fundación Universitaria Juan N. Corpas, Colombia

ORCID: <https://orcid.org/0009-0006-5879-1580>

Email: cristhian.barrero@juanncorpas.edu.co,
cristianbarrero1030@gmail.com

Abstract

This narrative study contests mainstream discourses and pedagogical practices around inclusive policies that support a positivist and deficit-based view of students with *disabilities* in their EFL education. This research departs from a qualitative paradigm and critical disability theory as an interpretative framework. This research identifies three main constructs: human rights-based deficitarian representation(s), political disability discourse(s), and English language teachers' positions. These constructs highlight the diffuse terminology and understanding of inclusive education, as well as the discursive political conditions under which functionally diverse (FD) students are legitimated and the multiple positions of English language teachers. The participants were Colombian English language (EL) teachers-in-service who served as informants, participants, and co-interpreters of the present inquiry. The data were collected through written narratives and semi-structured interviews. The findings suggest that inclusive discourses and ELT practices play a significant role in shaping EL teachers positions. Specifically, EL teachers *construct* their positions by resisting standardized pedagogical practices. In turn, EL teachers *deconstruct* their positions by challenging able-bodied frameworks and discursive logics such as ableist integration and human rights embedded in inclusive policies. Finally, EL teachers *reconstruct* their positions by critically informed decision-making in educational scenarios.

Keywords: discourses, ELT, inclusive education, positions, profesores.

Resumen

Este estudio narrativo desafía discursos y prácticas pedagógicas dominantes en torno a las políticas inclusivas que apoyan una visión deficitaria y positivista de los estudiantes con *discapacidad* en su educación de lengua extranjera: inglés. Esta investigación parte de un paradigma cualitativo y de la teoría crítica de la discapacidad como marco interpretativo. La cual identifica tres constructos principales: las representaciones deficitarias basadas en los derechos humanos, los discursos políticos de la discapacidad y las posiciones de los profesores de inglés. Estos constructos señalan terminologías y comprensiones difusas de la educación inclusiva, así como las condiciones políticas discursivas bajo las cuales se legitiman los estudiantes con diversidad funcional (DF) y las múltiples posiciones de los profesores de inglés. Los participantes fueron profesores colombianos de lengua inglesa en servicio que sirvieron como informantes, participantes y co-interpretadores de la presente investigación. Los datos se recogieron mediante narraciones escritas y entrevistas semiestructuradas. Los resultados sugieren que los discursos inclusivos y las prácticas de enseñanza juegan un papel importante en la configuración de las posiciones de los profesores de inglés como lengua extranjera. En concreto, los profesores de lengua extranjera *construyen* sus posiciones resistiéndose a las prácticas pedagógicas estandarizadas. A su vez, los profesores *deconstruyen* sus posiciones, cuestionando los marcos deficitarios y lógicas discursivas basadas en capacidad, integración y derechos de los estudiantes. Por último, los profesores de lengua inglesa *reconstruyen* suposiciones a través de decisiones informadas en escenarios pedagógicos.

Palabras Clave: discursos, educación inclusive, ELT, posiciones, profesores.

Introduction

This article is part of a series of papers exploring how English language teachers position themselves regarding students with functional diversity. In Colombia, inclusive education has been constructed in the spectrum of deficit and able-bodied normativity through discursive inclusive policies (e.g., decree 1421, 2017) whose implementation in Colombia enacts logics

of inclusive pedagogical models (i.e., DUA & PIAR, Spanish acronym). These ones have framed people in canonical interpretations (e.g., people with disabilities, people with special needs, disabled people) that have domesticated “inclusive” terminologies. I write the adjective between quotation marks to ironically show the deficitarian epithet embedded in official documents

and policies. Hence, this paper proposes the term *functional diversity* (Romañach & Palacios, 2008) to contest hegemonic and mainstream essentialist, fixed, and univocal standpoints.

Considering my locus of enunciation as an English language teacher, researcher, and social activist. I used a critical disability theory framework (Cohen et al., 2018) to confront definitarian and positivist approaches institutionalized in Colombian policies (e.g., law 115, 1991; decree 2082, 1996;

decree 366, 2009; MEN, 2020; MEN, 2022) and governmental models of inclusion that configure technocratic rationality of teaching and pathologizing visions of disability.

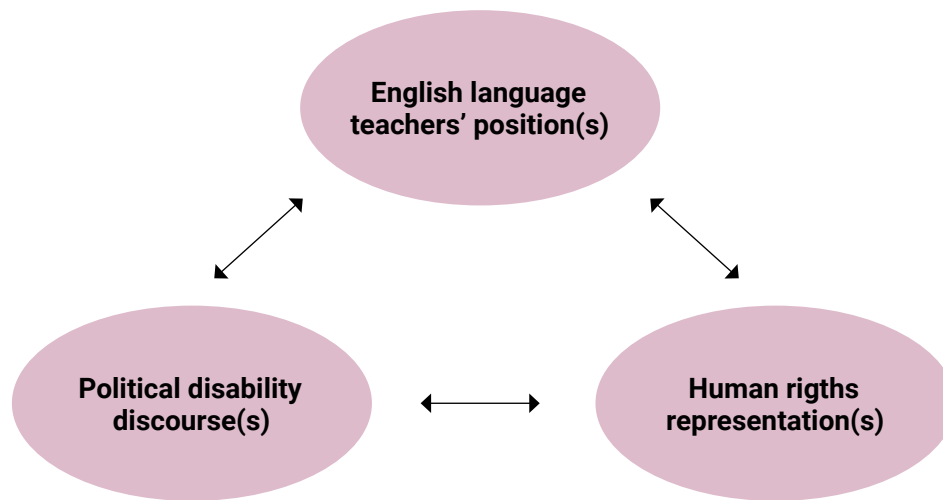
To provide a foundation for the subsequent analysis, the paper starts by briefly contextualizing the theories and principles used in this research, the research framework proposal. The paper ends with a discussion on what the preliminary findings of this study imply in terms of EL teachers' positions.

Theories and Principles

This qualitative study used the theory of critical disability as an interpretative framework (Cohen et al., 2018; Kincheloe, 2008) to unsettle mainstream inclusive models that have legalized conceptualization of disability(ies) embedded in standardization of teaching practices based on human rights. Within this theory, reality is based on struggling against power, privilege, identity, and oppression (Cohen et al., 2018) between disabled and non-disabled people. I use this epistemological interpretive framework (Creswell & Poth, 2018) to challenge deficitarian perspectives, cultural stereotypes, and representations of disability by making visible the current social statism in our society.

In accordance with the epistemological stand, this research will discuss three cons-

tracts that were inspired by Van Langenhove and Harre (2019), Vlachou-Balafouti (2013), and Harre and Davies (1990), who allowed me to discuss inclusive practices embedded in institutional logics of teachings and demands of functionally diverse students. Thus, I proposed the following constructs: First, *human rights representations* explore disability models derived from human rights. Second, *political disability discourses* discuss the reproduction of Western norms through performative acts and neoliberal language. Lastly, we look at *EL teachers' positions* on their actions in educational settings and the political and discursive attributions that come with them. These ones are visually represented in Figure 1, which illustrates the theoretical framework underpinning these discussions.

Figure 1: Theoretical constructs

(Source: Created by the author)

Political Disability Discourses

This study proposes political disability discourses as a performative act (Van Langenhove & Harre, 2019) that shape reality through representational meanings (Fairclough, 2003), which can modify the image of disability through institutional actions, namely, “rights, obligations, and commitments” (Fairclough and Fairclough, 2012, p. 18). These ones are emphasized through human rights embedded in

neoliberal language whose interactions are legitimized by power. Indeed, human rights are constituted within multiple discourses that juxtapose models, systems of knowledge, and deficit-based narratives as an instrumentally regulated practice that ascribes representations of disability; this serves as the objectification of functionally diverse people to reproduce political power within the enactment of discursive actions.

Human Rights Representations

During the First World War, education was primarily considered a privilege for *normal or capable* people (Evans et al., 2017). This paradigm resulted in the development of terms and concepts such as special education, segregated education, inclusive education, and integrated education under

the umbrella term of education and equality (Shakespeare, 2018). These concepts are embedded in local and international documents, including declarations, conventions, and resolutions (e.g., Law 115, 1991; Decree 1421, 2017; United Nations, 2006).

In this sense, I propose the conceptualization of human rights representations as a proliferation from deficitarian discourses embedded in *disability* norms that produce unequal relations, conceptualizing inclusive education under bureaucratic consensualism disseminated through policymaking. Siebers (2008) argues that “disability is a significant factor in the

imagination of rights” (p. 180), inclusive education turns into a type of education (e.g., special, segregated, inclusive, and integrated education) that molds representations of who has the power to bestow political membership; this institutionalizes a kind of citizenship status (Siebers, 2008) among FD students through enacted discourses.

English Language Teachers' Positions

I used the positioning theory (Harré & Davies, 1990, 2012) and his principles about *rights and duties*. The authors propose both rights and duties are exercises of power that complement each other through actions. Harre argues that “rights are what you (or they) must do for me and duties are what I must do for you or (them)” (Harre, 2012, p. 197). From this perspective, I define English language teachers' posi-

tions as the negotiation of actions, where duties and rights circulate in two ways. The former empowers teachers to make decisions about inclusive education; that is, EL teachers act based on their beliefs, knowledge, and perceptions related to inclusive education. The latter resist the must-be discourses, which are assigned, ascribed, resisted, or even reproduced within political actions.

Research Framework

This research has a qualitative nature, in which a group of Colombian English language teachers could raise their voices (Aldana, 2024) to challenge the power embedded in disability discourses enacted by Colombian and supranational agencies that may proselytize the mainstream language. The relationship between the participants, English language teachers, and the researcher was conducted through an inductive bottom-up study, which understands the role of the teachers as social actors who

contributed to this research by sharing their positions, personal experiences, and professional beliefs regarding “disability as a human difference not as a defect” (Creswell & Poth, 2018, p. 71).

Participants

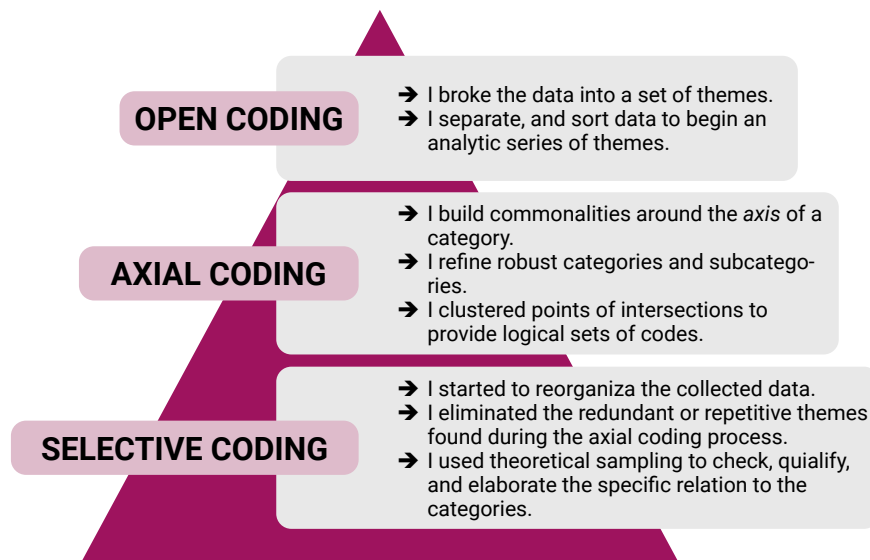
The participants were four English language teachers in service from a private school in Bogota who were working with functionally diverse students.

Method

This qualitative narrative research involved the inductive concept-building orientation and comparative analysis approach known as *grounded theory* (Charmaz, 2006). My interest as a co-narrator researcher shed light on the active role of English language teachers' positions in relation to students with functional diversity. I used qualitative narrative research to interpret "how people make sense of their world and the experiences they have in the world" (Merriam & Tisdell, 2016, p. 15). My epistemologi-

cal stance as critical disability theories (Creswell & Poth, 2018; Barnes, 1991; Oliver, 1990) allowed me to interpret and construct the plurality of English language teachers' positions when working with functionally diverse students in multiple realities. These methodological and epistemological decisions led me to interpretations that challenged philosophical assumptions of canonical positivist ways of analyzing data. The following figure schematizes the stages of the data analysis approach.

Figure 2: Research Process



(Source: Created by the author)

These previous coding stages (Charmaz, 2006) allowed me to refine my data and interpret the English teachers' positions regarding students with functional diversity. I used open coding as a process of gathering all the data through the identification of key words, concepts, and

phrases related to the research question. The second stage allowed me to reflect and categorize the data within codes, themes, subcategories, and categories. The third stage codifies and reorganizes the categories to ensure the validity and accuracy of data interpretation.

Results and Discussions

This paper presents the preliminary conclusions of this qualitative narrative study. This main category emerged from the analysis of the four participants' themes that allowed me to raise their voices through exploring

their experiences, perceptions, and opinions about inclusion. As illustrated in Table 2, I discuss and illustrate the main category, subcategories, and properties.

Table 2: Category from Data Analysis

Research question	Category	Subcategory
How do English Language teachers position themselves regarding students with functional diversity in educational settings?	Intersectionality of inclusion and multiple English language teachers' positions	English language teachers' identities negotiations.

I analyzed and named this main category using the tacit meanings of participants to interpret and explore inclusive discourses and models in education settings. In fact, inclusionary policies institutionalize students dependence on the inclusive model. For example, the Individual Plan of Feasible Adjustment (PIAR for its Spanish acronym), which is promoted by the Colombian government in a policy framework through decree 1421 of 2017, conceptualizes students with the name of its approaches. Namely, as subjects with PIAR, and I realized that the PIAR approach informs unidimensional understandings of inclusive education ascribed in neoliberal language. Pujolar (2019) points out "neoliberalism provides a narrative to understand how contemporary society works" (p. 113). This demands a

neoliberal logic which encompasses a comprehensive array of discursive and non-discursive practices. Neoliberalism subordinates inclusive education and knowledge to the interests of the market and capital, influencing political policies and shaping representations of students with functional diversity, both directly and indirectly.

Considering my epistemological stance, I understood through data analysis that English language teachers' positions are affected by discursive policies and educational norms embedded in inclusive discourses. I refer to inclusive discourses as products because they are instruments of power that are the result of state and supranational policies or processes.

Intersectionality of inclusion and multiple English language teachers' positions

I proposed this category. Specifically, teachers' positions are not fixed in a single way of being (Kayi-Aydar, 2019, p. 76); rather, they act from multiple positions as a result of interactions and actions in educational settings. They are embedded in the teacher's identities, feelings, and roles. Indeed, Moghaddam et al. (2008) state that "the distinction between positions and roles lies along the spectrum. Assignments of rights and duties arising through an act of positioning can become crystallized into the long requirement of a role" (p. 9), whereby inclusive schooling organizes complex and dynamic academic, social, and regulatory interactions that influence the pedagogical systems that affect teachers' spheres (i.e., professional, academic, and personal lives) and their duties and rights that determine pedagogical actions, demands, and practices. The following excerpts show English language teachers' perceptions and opinions about their roles as teachers regarding students with functional diversity.

EXCERPT 1

"I was very frustrated; I said I was in a kindergarten or I was doing my profession as an English language teacher" (Participant 4). Semi-structured interview—September 18th, 2023).

EXCERPT 2

"The school sends you a PIAR and academic forms that ask how you have intervened

with the different aspects of the students, classroom management, time, and teamwork, and then I used the diagnosis of the students given; it's like the doctor, I prescribe you, and the person sees whether you take it or not" (Participant 2. Semi-structured interview—September 18, 2023).

Considering the above excerpts, inclusive education creates tensions between teachers' functions and the teachers' roles, since the articulation of inclusionary policies within the schools can be confusing. The legal apparatuses legitimized through laws, policies, and resolutions configure teachers' interactions with functionally diverse students. Namely, the intersectionality between inclusive education and English language teachers reflects a particular system of oppression in education, inclusion, and policy (Excerpts 15 and 16). Smooth (2013) points out that "intersectionality makes visible the systems of oppression that maintain power hierarchies and organize society" (p. 11). In other words, the interaction between English language teachers can serve to elucidate the intricacies of functional diversity based on inclusive policies, drawing upon the identities of the teachers themselves and the role that the school environment plays in this regard.

Thereby, English language teachers are critical practitioners (Quintero & Guerrero,

2018, p. 82) who have the capacity to act on institutional structures and to examine their roles as teachers. Likewise, they question the *monolithic* response to inclusive and educational approaches (i.e., the PIAR approach) to the teaching profession and the PIAR diagnoses that represent students

under validated medical connotations in educational settings (Excerpt 16). In light of the preceding discussion, I have identified the following subcategory, which highlights teachers' negotiations and tensions in the inclusionary model regarding students with functional diversity.

English language teachers' identity negotiations

This subcategory refers to the transformative development of English language teachers who challenge inclusionary power relations, human rights connotations beyond the classroom, and the asymmetrical power relations that condition professional knowledge through policies of inclusion. At the same time, teachers can negotiate their identities from teachers to functionally diverse students or between teachers and the school. Pavlenko and Blackledge (2004) emphasize that "negotiation is viewed as a transactional interaction process" (p. 4). In this regard, the identities of English language teachers encounter prior beliefs regarding deficitarian connotations and raise a critical awareness of language and disability. The following excerpt exemplifies this subcategory, discussing how pedagogical tensions allowed teachers to negotiate their identities.

EXCERPT 17

"What I would do in the PIAR approach is to work with the students as a whole, because

the PIAR approach is only teacher-centered" (Participant 3). Semi-structured interview—September 18, 2023).

In Excerpt 17, the teacher reflects on the PIAR methodology, while proposing a change to this inclusionary approach. The teaching practice implicates shaping systems of oppression that affect students' lives through a reflective and transformative social and educational practice. Varguese (2000, as cited in Quintero & Guerrero, 2018) claims that "the construction of teacher identities is developed against the marginalization of the language education profession that is always in the background of real life" (p. 87). English language teachers seem to detach and resist inclusionary systems (i.e., education for all, inclusive education) that align practices based on institutional interests. They negotiate a space for their voice to reconfigure the inclusive dominant discourse (i.e., inclusive standardization), based on the construction of their experiences and the process of reflection.

Conclusions

This study has shown that English language teachers position themselves by the intersectionality of multiple positions regarding functionally diverse students. The first major finding provides important insights into the role of English language teachers' *positions*, defining them as personal discursive construction(s) situated within pedagogical practice. These constructions juxtapose their narratives from

experience to transfigure social realities to the present and future. English language teachers' positions are the result of their multiplicity of narratives (e.g., personal, academic, and professional) and identities in the context of teaching and learning. Particularly, their experiences, interactions, roles, and pedagogical decision-making are transformed in interaction with functionally diverse students.

References

- Aldana, Y. (2024). Amplifying English language teachers' in-betweenness of their experiences in peace construction. *Ñemityra revista multilingüe de lengua, sociedad y educación*, 6(1), pp. 77-94. <https://doi.org/10.47133/NEMITYRA20240601-A5>
- Barnes, C. (1991). *Disabled people in Britain and discrimination*. Hurst & Company, London.
- Charmaz, K. (2006). *Constructing grounded theory, a practical guide through qualitative analysis*. Sage Publications.
- Cohen, L., Manion, L., Morrison, M. (2018). *Research methods in education*. Routledge.
- Congreso de la república de Colombia. Decreto 2082 de 1996. <https://www.suin-juriscol.gov.co/viewDocument.asp?ruta=Decretos/1397091>
- Congreso de la república de Colombia. Ley 115 de 1994. <https://siteal.iiep.unesco.org/bdnp/189/ley-1151994-ley-general-educacion>
- Creswell, J., & Poth, C. (2018). *Qualitative inquiry & research design choosing among five approaches*. Sage Publications.
- Evans, N. J., Broido, E. M., Brown, K. R., & Wilke, A. (2017). *Disability in higher education: A social justice approach*. Jossey-Bass.
- Fairclough, I., & Fairclough, N. (2012). *Political discourse analysis a method for advanced students*. Routledge Taylor & Francis Group.

- Fairclough, N. (2003). *Analyzing discourse textual analysis for social research*. Routledge Taylor & Francis Group.
- Harre, R. (2012). Positioning theory: Moral dimensions of social-cultural psychology. In J. Valsiner (Ed.), *The Oxford handbook of culture and psychology* (pp. 191-206).
- Harre, R., & Davies, B. (1990). Positioning: The discursive of selves. *The Journal for the Theory of Social Behaviour*, 20(1), 43-63.
- Kayi-Aydar, H. (2019). *Positioning theory in applied linguistics research design and applications*. Palgrave Macmillan.
- Kincheloe, J. (2008). *Knowledge and critical pedagogy*. Springer.
- MEN (2009). Decreto 366 de 2009. <https://www.mineducacion.gov.co/1621/article-182816.html>
- MEN (2017). Decreto 1421 de 2017. <https://www.mineducacion.gov.co/portal/normativa/Decretos/381928:Decreto-1421-de-agosto-29-de-2017>
- MEN (2020). Guías y cartillas orientadoras. <https://www.colombiaaprende.edu.co/recurso-coleccion/guias-y-cartillas-orientadoras>
- MEN. (2022). Inclusión y equidad: hacia la construcción de una política de educación inclusiva para Colombia. <https://siteal.iiep.unesco.org/bdnp/4302/inclusion-equidad-hacia-construccion-politica-educacion-inclusiva-colombia>
- Merriam, S. B., & Tisdell, J. E. (2016). *Qualitative research a guide to design and implementation*. Jossey-Bass.
- Moghaddam, F. M., Harré, R., & Lee, N. (2008). Positioning and conflict: An introduction. In F. M. Moghaddam, R. Harré, & N. Lee (Eds.), *Global conflict resolution through positioning analysis* (pp. 3–20). Springer Science + Business Media.
- Oliver, M. (1990). *The politics of disablement*. Macmillan, Basingstoke.
- Pavlenko, A., & Blackledge, A. (2004). *Negotiation of identities in multilingual contexts*. London: Multilingual Matters.
- Pujolar, J. (2019). Linguistic Entrepreneurship: Neoliberalism, Language Learning, and Class. In L. Martín Rojo & A. Del Percio (Ed.), *Language and Neoliberal Governmentality* (pp. 113–134). New York: Routledge.
- Quintero, A. H, & Guerrero, C. H. (2018). The (re)construction of self through student-teachers' storied agency in ELT: Between marginalization and

idealization. In B. Yazan & N. Rudolph (Eds). *Criticality, teacher identity, and (In)equity in English language teaching*. Educational Linguistics.

Romañach, J., & Palacios, A. (2008). El modelo de la diversidad: Una visión de la bioética desde la perspectiva de las personas con diversidad funcional (discapacidad). *Intersticios*, 2(2),37-47.

Shakespeare, T. (2018). *Disability the basics: Education for all*. Routledge.

Siebers, T. (2008). *Disability theory*. University of Michigan Press.

Smooth, W. G. (2013). Intersectionality from theoretical framework to policy intervention. In A. R. Wilson (Eds.), *Situating intersectionality politics, policy, and power* (pp. 11-41). Palgrave Macmillan.

United Nation. (2006). Convention on rights of persons with disabilities. <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities>

Van Langenhove, L., & Harre, R. (2019). Introducing positioning theory. In H. Kayi-Aydar (Ed.), *Positioning theory in applied linguistics research design & applications* (pp.15-3). Palgrave Macmillan.

Vlachou-Balafouti, A. (2013). The process of change and the politics of resistance in educational contexts: the case of disability. In L. Barton (Eds.), *Disability, politics & the struggle for change* (pp. 111-125). Routledge Taylor & Francis Group.

Implementation of a Didactic Unit Based on Situated Learning to Promote English Oral Production in Seventh-Grade Students at Chon-Kay Educational Institution, Riohacha

Implementación de una Unidad Didáctica Basada en el Aprendizaje Situado para Promover la Producción Oral en Inglés en Estudiantes de Séptimo Grado de la Institución Educativa Chon-Kay, Riohacha

Deivis Armando Díaz Suárez

Student MMPAI, Riohacha, Colombia

ORCID: <https://orcid.org/0009-0004-7417-5070>

Email: darmandodiaz@hotmail.com

Abstract

This study examines how a didactic unit based on situated learning principles influences English oral production among seventh-grade students at Chon-Kay Educational Institution in Riohacha, Colombia. The region's cultural and linguistic diversity, particularly the presence of Wayuu students, presents challenges such as limited resources, a lack of contextualized materials, and insufficient teacher training. I designed and implemented a didactic unit that integrates situated learning and culturally relevant pedagogy to address these challenges. The research aims to enhance students' confidence, motivation, and communicative abilities by connecting English lessons to their cultural backgrounds and daily experiences. Using a qualitative approach, I employed participant observation and questionnaires to identify communicative needs and assess the effects of the intervention. The findings are expected to demonstrate improvements in oral production, increased motivation, and a more inclusive classroom environment. This research seeks to provide evidence supporting the effectiveness of situated learning and to inform curriculum design in multicultural educational settings. By emphasizing students' real-life contexts, the study aims to foster meaningful language use and greater classroom engagement.

Keywords: culturally relevant pedagogy, English as a foreign language, oral production, qualitative research, situated learning.

Resumen

Este estudio analiza cómo una unidad didáctica basada en el aprendizaje situado influye en la producción oral en inglés de estudiantes de séptimo grado en la Institución Educativa Chon-Kay de Riohacha, Colombia. La diversidad cultural y lingüística de la región, especialmente la presencia de estudiantes wayuu, plantea retos como recursos limitados, falta de materiales contextualizados y formación docente insuficiente. Diseñé e implementé una unidad didáctica que integra el aprendizaje situado y la pedagogía culturalmente relevante para abordar estos desafíos. El objetivo es mejorar la confianza, la motivación y las habilidades comunicativas de los estudiantes al vincular las clases de inglés con sus contextos culturales y experiencias cotidianas. Utilicé un enfoque cualitativo con observación participante y cuestionarios para identificar necesidades comunicativas y evaluar los efectos de la intervención. Se espera que la unidad didáctica favorezca mejoras en la producción oral, aumente la motivación y promueva un ambiente de aula más inclusivo. Esta investigación busca aportar evidencia sobre la efectividad del aprendizaje situado y orientar el diseño curricular en contextos multiculturales.

Palabras clave: aprendizaje situado, investigación cualitativa, pedagogía culturalmente relevante, producción oral, inglés como lengua extranjera.

Introduction

Oral production in English remains a significant challenge within Latin America's educational landscape, particularly in Colombia. Integrating English language learning and oral skills into school curricula is hindered by persistent obstacles: limited pedagogical resources, a shortage of qualified teachers, perceptions of English as having little everyday relevance, and pronounced inequalities between urban and rural areas. These challenges are especially acute in rural and hard-to-reach regions

such as La Guajira, where the scarcity of technological resources, up-to-date teaching materials, and access to interactive tools restricts dynamic, participatory language learning (Cocoma & Orjuela, 2017). As a result, English instruction often relies on traditional, teacher-centered methods that do not encourage student engagement or consistent oral practice, impeding the development of communicative competence. A major obstacle is the insufficient number of teachers with specialized training in

English didactics. Many educators lack both the language proficiency and the pedagogical strategies required to foster effective oral communication, especially in rural communities (Murcia Yalí, 2024). Although national policies from the Ministry of National Education (2019) have aimed to strengthen teacher competencies through targeted training, these efforts have been insufficient, particularly regarding ongoing professional development and the adoption of innovative methodologies for oral skills. Moreover, there is a widespread perception among students, parents, and teachers—especially in remote communities—that English is of limited value in daily life. This perception contributes to low motivation and deprioritizes English in the educational agenda, despite evidence showing that English proficiency can enhance employability (British Council, 2015). Only a small percentage of students perceive English as necessary for their future work, which affects investment and engagement in English programs, especially those focused on oral production.

Inequality of access to quality education further exacerbates these challenges. Rural students have fewer opportunities for language exposure, cultural exchange, or communicative practice, leading to gaps in spontaneous and fluent oral production. Structural disparities in Colombia's education system, as documented by the Bank of the Republic (2023), persist along geographic, social, and ethnic lines,

resulting in unequal learning opportunities and outcomes.

Despite the implementation of national bilingualism policies and alignment with international frameworks such as the Common European Framework of Reference for Languages (CEFR), the effectiveness of these initiatives is limited. Reports indicate that Colombia continues to perform at a low level in international English proficiency rankings (EF Education First, 2024). The National Bilingualism Program, while ambitious, has been hampered by insufficient instructional hours, inadequate materials, and limited involvement of certified professionals (Durán Estupiñán, 2024; Fandiño Parra et al., 2012).

Significant disparities also exist between public and private sectors, with private urban schools consistently outperforming public and rural institutions in English oral proficiency (Mejía Mejía, 2016). These differences are closely linked to resource allocation, teacher quality, and the adoption of contextually relevant methodologies. The persistence of traditional, grammar-translation approaches, as highlighted by Marín Montoya and Naranjo Quintero (2022), further restricts authentic communication and oral skill development.

Given this context, there is a critical need for pedagogical innovations that address local realities and cultural diversity, particularly in multicultural and multilingual regions

like La Guajira. Situated learning, which emphasizes authentic, real-life contexts and the integration of students' cultural backgrounds, offers a promising framework

for fostering meaningful oral production in English. However, empirical research on its implementation and impact in Colombian classrooms remains limited.

Research Question

Given these challenges, the central research question guiding this study is:

How does a didactic unit based on situated learning principles influence the English oral production of seventh-grade students at Chon Kay Educational Institution in Riohacha?

Objectives

1. To design a didactic unit based on situated learning for the development of English oral production in seventh-grade students at Chon Kay Educational Institution.

2. To implement the didactic unit based on situated learning in the English classes of seventh-grade students at Chon Kay Educational Institution.

3. To assess the influence of the didactic unit based on situated learning on the oral production of English in seventh-grade students at Chon Kay Educational Institution.

By focusing on the intersection of language learning, cultural identity, and classroom practice, this research aims to provide insights into the design of more inclusive and effective English teaching strategies that can enhance oral production and promote educational equity.

Methodology

This study employs a qualitative action research approach to explore the effects of a didactic unit—designed by the researcher and grounded in situated learning and culturally relevant pedagogy—on the oral English production of seventh-grade students in a rural school in La Guajira, Colombia. The research is set at Chon Kay Educational Institution in

Riohacha, with a purposive sample of ten seventh-grade students, aged 12 to 14, who authentically represent the local context. The English teacher will participate as a collaborator during the implementation and observation phases, while the design and adaptation of the didactic unit will be the exclusive responsibility of the researcher.

Instruments

Three primary instruments have been developed:

- 1. Semi-structured questionnaires** for both students and the teacher to explore perceptions about English learning, cultural identity, and classroom engagement before and after the intervention.
- 2. Observation sheets** to systematically document students' oral participation,

interaction patterns, and engagement with the proposed activities throughout the lessons.

- 3. Oral activity guide** featuring communicative tasks related to culturally relevant scenarios, implemented to assess students' oral production in meaningful, context-based situations.

Procedure

The research process is structured in four main phases: planning, pre-intervention, intervention, and post-intervention.

- **Planning Phase:** The didactic unit is designed, integrating situated learning principles and culturally relevant content based on the realities of the students in La Guajira.
- **Pre-intervention Phase:** Baseline data is collected through initial questionnaires and an oral activity, allowing for an understanding of students' starting points regarding oral production and cultural identity.

- **Intervention Phase:** The didactic unit is implemented over approximately six weeks, with lessons incorporating real-life communicative tasks and collaborative activities. Observation sheets are used in every session to record student participation and interactions.
- **Post-intervention Phase:** The same questionnaires and oral activity guide are applied to evaluate changes in students' oral production and perceptions, providing comparative data for analysis.

Data Analysis

Data analysis will be conducted using qualitative content analysis, following the guidelines of Miles, Huberman, and Saldaña (2014). All qualitative data—including questionnaire responses, observation notes, and oral activity transcripts—will be coded

inductively to identify emerging themes related to oral production, cultural relevance, and student motivation. The coding process will involve multiple readings of the data to ensure reliability and depth. Triangulation will be used to compare information across

instruments and phases, enhancing the credibility and validity of the findings. Patterns of change or consistency in students'

oral skills and attitudes will be carefully examined to draw meaningful conclusions about the impact of the didactic unit.

Ethical and Cultural Considerations

Ethical considerations are central to this research. Informed consent will be obtained from both students and their guardians using clear and accessible language. All research activities, materials, and interactions will be designed with sensitivity to the students' cultural backgrounds, ensuring that content is both relevant and respectful. Special attention will be given to creating a safe environment where students feel

comfortable expressing their ideas and cultural identities. Confidentiality will be strictly maintained by anonymizing all data and ensuring voluntary participation, with the option for participants to withdraw at any stage. Throughout the study, the researcher will foster an open and respectful atmosphere, encouraging students to share their perspectives and ensuring their cultural ways are valued and protected.

Expected Results

Based on the theoretical framework and the design of the didactic unit, several positive outcomes are anticipated regarding the oral English production of seventh-grade students in La Guajira:

- **Improved Oral Production:** Students are expected to show increased participation, greater confidence in speaking, and enhanced ability to express themselves in English within culturally relevant contexts. Situated learning activities rooted in students' everyday realities—such as local traditions, community events, and daily life—should foster more natural and spontaneous use of the language, supporting Vygotsky's (1978) sociocultural theory.
- **Increased Motivation and Engagement:** Culturally relevant content is anticipated to boost students' motivation and engagement. When students see their culture reflected in classroom activities, they are more likely to participate actively and invest effort in language learning (Gay, 2010; Deci & Ryan, 1985).
- **Positive Attitudes Toward English Learning:** The intervention is expected to create a supportive environment where students feel valued and understood, leading to more positive attitudes toward English learning and a greater willingness to communicate.
- **Enhanced Classroom Interaction:** The communicative approach, involving group discussions and role-plays based on familiar situations, is likely to promote richer classroom interaction, stronger communicative competence, and improved interpersonal skills.

Discussion

The anticipated results of this study have important implications for English language teaching in rural, multicultural Colombian contexts. First, integrating situated learning with culturally relevant pedagogy addresses the disconnect between English instruction and students' lived experiences. This approach validates students' identities and acknowledges their cultural backgrounds as assets, not obstacles, in the language learning process. By embedding English practice in authentic, meaningful scenarios, students are likely to see English as more relevant and attainable.

Second, the use of qualitative action research allows for continuous reflection and adaptation throughout the intervention. This methodological choice ensures that the didactic unit is responsive to students' evolving needs and classroom realities. The focus on qualitative data—capturing students' voices, behaviors, and interactions—provides a nuanced understanding of the dynamics that facilitate or hinder oral production.

Third, the findings of this study could inform policy and practice beyond the immediate context. If the didactic unit proves effective, it

may serve as a model for similar interventions in other rural and multicultural settings, both within and outside Colombia. The alignment with national and international frameworks (such as the CEFR) further enhances the transferability and relevance of the research.

However, several challenges must be acknowledged. The small sample size and context-specific nature of action research limit the generalizability of the findings. Additionally, the success of the intervention depends on ongoing support for teachers, access to resources, and the willingness of schools to embrace innovative, student-centered methodologies. Future research should consider longitudinal studies and larger samples to confirm and expand upon these results.

Finally, this research underscores the importance of teacher professional development focused on situated learning and culturally responsive pedagogy. Teachers must be equipped not only with language proficiency but also with the skills to design and facilitate meaningful, inclusive activities that reflect their students' realities.

Conclusions

While empirical data has yet to be collected, the design and theoretical grounding of this study suggest that a culturally relevant, situated learning-based didactic unit can positively influence the oral English

production of seventh-grade students in La Guajira. Integrating local culture and real-life contexts into English instruction is expected to enhance students' oral communication skills, motivation, and classroom

participation. This approach aligns with the goals of promoting educational equity and fostering a sense of belonging among students in rural, multicultural settings. The anticipated outcomes provide a strong rationale for implementing and further

investigating such pedagogical strategies in similar educational contexts. Ultimately, this research aims to contribute to the development of more effective, inclusive, and context-sensitive English teaching practices in Colombia and beyond.

References

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- British Council. (2015). *English in Colombia: An examination of policy, perceptions, and influencing factors*. <https://www.britishcouncil.org/sites/default/files/english-in-colombia.pdf>
- Cely, M. D., & León, J. A. (2022). The implementation of situated learning in English language teaching: A case study in a Colombian context. *GIST—Education and Learning Research Journal*, 24, 56–75.
- Cely, M., & León, F. (2022). Situated learning in multicultural classrooms: Challenges and opportunities in Colombia. *Journal of Language Teaching and Research*, 13(2), 210–220. <https://doi.org/10.17507/jltr.1302.06>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage.
- Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society* (2nd ed.). California Association for Bilingual Education.
- Freeman, D., & Freeman, Y. (2011). *Between worlds: Access to second language acquisition* (3rd ed.). Heinemann.
- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511815355>
- Ministerio de Educación Nacional (MEN). (2016). *Estándares básicos de competencias en lenguas extranjeras: inglés*. MEN.

Ministerio de Educación Nacional de Colombia. (2016). *Estándares básicos de competencias en lenguas extranjeras: inglés*. https://www.mineducacion.gov.co/1759/articles-115174_archivo_pdf.pdf

Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press.

UNESCO. (2020). *Indigenous languages in education: Colombia*. <https://unesdoc.unesco.org/ark:/48223/pf0000373278>

English for Elderly People (E.F.E.P.)

Inglés para el adulto mayor

Laura Natalia Delgado Beltrán

Student, Corporación Universitaria Minuto de Dios
– UNIMINUTO, Colombia

ORCID: <https://orcid.org/0009-0001-6978-3301>

Email: laura.delgado-b@uniminuto.edu.co

Abstract

This project researches the impact of learning English on the long-term memory of older adults, focusing specifically on individuals between the ages of 60 and 69. Grounded in theories of andragogy and previous research on cognitive aging, it aims to implement pedagogical strategies that foster the inclusion of this population in educational settings. The main objective is to demonstrate how foreign language instruction can help prevent cognitive decline and improve the quality of life for older adults, thereby promoting healthy aging through continuous learning. This research adopts a mixed-methods approach to evaluate vocabulary retention and English comprehension, integrating principles of andragogy and experiential learning to encourage daily language use. The study seeks to offer both quantitative and qualitative insights into the cognitive benefits of language learning later in life. Ultimately, it will contribute to the existing body of literature on active aging and provide practical recommendations for inclusive educational policies targeting the elderly population in Colombia.

Keywords: elderly people, andragogy, foreign languages, English Language Teaching (ELT), memory.

Resumen

Este proyecto investiga el impacto de aprender inglés en la memoria a largo plazo de los adultos mayores, enfocándose en aquellos de entre 60 y 69 años. Basado en teorías de la andragogía y estudios previos sobre envejecimiento cognitivo, busca

implementar estrategias pedagógicas que promuevan la inclusión de esta población en entornos educativos. El objetivo principal es demostrar cómo la enseñanza de una lengua extranjera puede prevenir el deterioro cognitivo y mejorar la calidad de vida de los ancianos, promoviendo un envejecimiento saludable a través del aprendizaje continuo. Esta investigación se enmarca en el enfoque de investigación mixta con el fin de evaluar la retención de vocabulario y la comprensión del inglés, integrando los principios de andragogía y aprendizaje experiencial para fomentar la práctica diaria del idioma. Este estudio contribuirá a la literatura existente sobre el envejecimiento activo y proporcionará recomendaciones para políticas educativas inclusivas dirigidas a la población mayor en Colombia.

Palabras clave: Adulto mayor, andragogía, lenguas extranjeras, ELT, memoria.

Introduction

This research work has been developed to show different theories and studies that explain how learning English impacts the long term-memory of elderly individuals to implement educational resources that promote the inclusion of this population as a subject of study in academic spaces to promote their well-being through inclusion, considering different pedagogical approaches proposed by andragogy.

Therefore, it is essential to explore pedagogical approaches and strategies, such as andragogy and experiential learning, that can effectively support elderly learners in acquiring basic English vocabulary. This should be done while considering their daily context to adapt class sessions to their needs (Jiménez Nájera, 2023). As a

result, elderly students will benefit from experience-based learning, self-directed study, and practical applications, which will lead to a significant improvement in their retention and comprehension.

Furthermore, the implementation of educational spaces that include elderly individuals will contribute to their well-being and social integration simultaneously. Language learning not only allows them to acquire new knowledge but also enhances cognitive functions and boosts learners' self-confidence by helping them overcome challenges in their learning process. Therefore, this project aims to recognize seniors as valuable subjects of study and propose educational strategies that will support their access to lifelong learning opportunities. (Martínez-Heredia et al., 2024)

Problem statement

It has been studied that aging leads to neurological changes that affect memory and cognitive abilities, which increases the risk of mental decline. In Colombia, the elderly population faces economic, social, and psychological barriers that negatively impact this population. However, studies show that learning a second language improves neural networks, preserves cognitive functions, and delays memory deterioration. For that reason, it is important to stimulate their brain's cognitive areas, since when there is a "lack of activity," it will have a negative impact on elderly people's brain health (Calzada et al., 2017). As a result, it is important to investigate and implement pedagogical strategies that allow elderly people to preserve their well-being while they are included in learning spaces.

Because of this, it is accurate to affirm that there is a close relationship between lack of "brain training," sedentarism, and memory decline during each stage of elderhood, because it has been proved that doing hobbies during different stages of an individual's life significantly reduces the risk of suffering from dementia in elderly stages by a likelihood of 50 percent. Consequently, learning a second language contributes to keeping these cognitive functions active because it generates a positive impact in the prefrontal cortical areas, which are responsible for cognitive control in the brain (Sánchez & Ramos, 2021).

On the other hand, it has been proved that elderly individuals who had been sedentary, present a decrease in their intellectual and cognitive skills, it is important to know that elder people present more complications in health, and if the person presents issues making exercises or taking a hobby that establish in their cognition an inactivity that prejudice more the neurons, this showing in the degeneration on memory, the lack of comprehension, the less understanding of the concepts, the slow learning and the degeneration produce on their minds. For the same reason, it is remarkable how learning languages provides new challenges that the elderly can challenge and use for processing a living life; most importantly, they can conserve their memories. The body lost a bit of memories, but their cognition permits them to strengthen their skills and be more aware to produce and remember better (Sánchez & Ramos, 2021).

Considering that many mental issues permit the degeneration of the mind in elderly people, it is important to recognize which of them represent a main risk to mental health. For example, the decrease of immediate memory provided by the brain conflicts with what humans obtain after a certain time. Vascular dementia and cognitive impairment are degenerative ailments that consume the main part of the hemisphere of the brain that the cognitive part presents issues that are the loss of memory better.

The lack of memory, verbal and non-verbal. The manifestations are entirely different and produce poor coordination in the mind with muscles, emphasis in the interpretation of the sounds, and less coordination between words and hearing statements.

General objective: To analyze the impact that English learning has on the long-term memory of older adults.

Research methodology

Mixed methods research combines qualitative and quantitative approaches to provide a comprehensive understanding of complex phenomena. This methodology is particularly relevant for investigating the effects of experiential learning in English on the long-term memory of elderly individuals aged 60 to 69. By integrating numerical data, researchers can explore multiple perspectives and validate findings through different lenses.

a nuanced and holistic perspective on the impact of experiential learning in English on long-term memory in older adults. The insights gained from such a study could inform the development of more effective and tailored educational programs that support cognitive well-being in aging populations.

In educational research, mixed methods are used to assess pedagogical interventions, such as experiential learning. This approach allows researchers to measure cognitive improvements through standardized tests while also analyzing participants' personal experiences and engagement. In the context of teaching English to elderly individuals, mixed methods research can help determine whether experiential learning techniques such as interactive storytelling, role-playing, and real-life simulations enhance memory retention and language acquisition. (Guerterman, Creswell, & Kuckartz, 2023).

Field Journals

Field journals, or field notes, will be used to document observations, experiences, and reflections during the research process. These journals will enable researchers to capture participant behavior and environmental factors influencing learning. According to Phillippi and Lauderdale (2017), field notes play a crucial role in qualitative research by helping researchers gain more profound insights into social and cultural dynamics. Researchers will use these journals throughout the five English sessions to record engagement, participation, and any notable cognitive behaviors.

By integrating both quantitative and qualitative data, this research approach offers

Structured Surveys

Structured surveys will be employed to collect standardized data from participants

before and after the intervention. These surveys will contain predefined questions designed to measure cognitive function and learning progress. As highlighted by Braun et al. (2020), structured online surveys offer flexibility and are effective in social research. The responses gathered will allow for comparative analysis to determine the effectiveness of experiential learning methods.

Interviews

Semi-structured interviews will be conducted with a subset of participants to gain in-depth insights into their learning experiences and perceived cognitive changes. These interviews will provide a flexible yet focused approach to understanding individual perspectives. Alhabsyi et al.

(2022) emphasize that semi-structured interviews allow researchers to obtain detailed, meaningful responses while adapting to the natural flow of conversation. The interviews will take place at the end of the study to assess participant perceptions of the learning process.

Questionnaires

Questionnaires will be used as a primary tool for collecting self-reported data on memory and cognitive function. Participants will complete these questionnaires at different stages of the study to evaluate changes in their ability to retain information. The development of these questionnaires will follow best practices outlined by Rattray and Jones (2007), ensuring reliability and validity.

Theoretical framework

Aging is a natural stage of life marked by physiological, cognitive, and social changes that significantly impact individuals' well-being and quality of life. Gómez et al. (2021) define old age as the period post-retirement, typically beginning between 60 and 65 years of age. In Colombia, the National Administrative Department of Statistics (DANE, 2021) establishes that individuals aged 60 and above are considered elderly. This stage brings new roles, responsibilities, and expectations influenced by cultural, social, and historical contexts. Understanding old age is crucial,

especially given the rapid aging of the global population, which necessitates the development of effective policies and strategies to ensure the well-being and active participation of older adults. Eliminating stereotypes and barriers is essential to recognizing their valuable contributions to society and addressing their physical, emotional, and economic needs.

One of the major challenges associated with aging is memory loss, which can range from mild forgetfulness to severe

cognitive disorders such as dementia and Alzheimer's disease. Memory loss is often linked to biological factors, including the decline of synaptic plasticity, an essential mechanism for memory retention, neuroinflammation, and the accumulation of amyloid-beta plaques in the brain (Reza et al., 2016; Grover, Wen, Viswanathan, et al., 2022). Additionally, psychological and social factors, such as chronic stress and social isolation, play a significant role. Elevated cortisol levels, resulting from prolonged stress, can negatively affect the hippocampus, a crucial region for memory processing (Sandi & Pinelo-Nava, 2007). Furthermore, the absence of social interaction can accelerate cognitive decline, highlighting the importance of fostering supportive environments that encourage mental engagement among older adults.

In this context, lifelong learning emerges as a key factor in promoting cognitive health, and acquiring a second language (such as English) has been identified as a beneficial practice. In the contemporary globalized world, English serves as a lingua franca, facilitating communication, education, and professional opportunities. Learning a new language provides numerous cognitive advantages, including enhanced memory, problem-solving skills, and mental flexibility. Research by Yang et al. (2011) suggests that bilingual individuals tend to exhibit stronger executive functions, such as attention control and cognitive adaptability, compared to monolinguals.

The role of technology in language acquisition has also gained prominence. The "Technology-Enhanced Collaborative Language Learning" theory, developed by Su. & Zu (2020), emphasizes the effectiveness of digital tools such as language-learning apps, online courses, virtual classrooms, and artificial intelligence in making language learning more accessible and interactive. These tools enable personalized learning experiences, immediate feedback, and adaptive teaching methodologies that are particularly relevant for older learners.

To understand how older adults learn effectively, it is essential to consider the Theory of Andragogy, proposed by Malcolm Knowles (1984), which focuses on adult learning principles. Knowles identified five key assumptions: (1) adults transition from dependency to self-directed learning; (2) their experiences become valuable learning resources; (3) they develop a greater readiness to learn skills relevant to their social roles; (4) their learning approach shifts from subject-centered to problem-centered; and (5) their motivation to learn is primarily internal. Additionally, he proposed four principles to guide adult education: (1) adults should be involved in the planning and evaluation of their learning; (2) their experiences should form the foundation of learning activities; (3) learning should be immediately relevant to their lives; and (4) instruction should focus on problem-solving rather than content memorization.

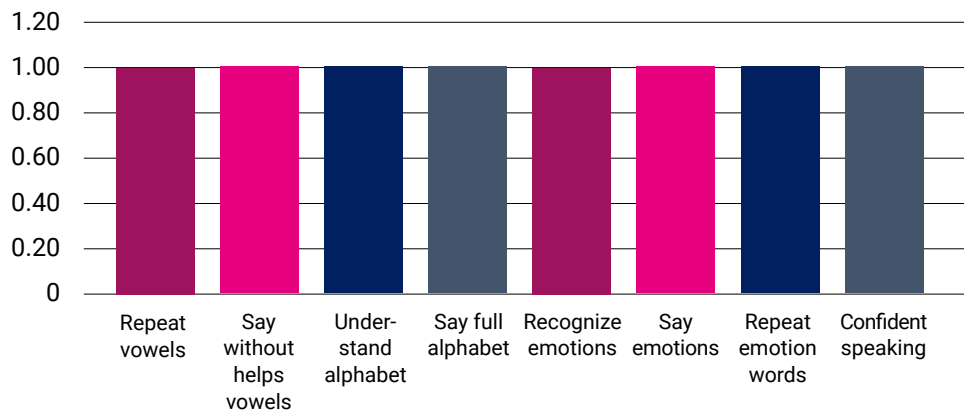
A complementary perspective is provided by Experiential Learning Theory, developed by David A. Kolb, which describes learning as a cyclical process involving four stages: (1) concrete experience, direct participation in an activity; (2) reflective observation, analyzing the experience; (3) abstract conceptualization—forming theories based on reflections; and (4) active experimentation—applying new knowledge in different contexts. This model highlights key principles such as active participation, critical reflection, personal relevance, and real-world application (Granados López & García Zuluaga, 2016). These principles reinforce the idea that older adults learn

best through meaningful and applied experiences rather than passive instruction.

Additionally, Cognitive Reserve Theory offers insights into how aging individuals can optimize cognitive performance. Cognitive reserve refers to the brain's ability to utilize alternative neural pathways and strategies to maintain mental function despite aging-related changes. Two main mechanisms contribute to this process: neural reserve, which allows individuals with higher cognitive reserve to manage complex tasks more efficiently, and neural compensation, which enables the brain to adapt by using alternative networks when faced with cognitive challenges.

Results

Evidence survey E.F.E.P.



It has been implemented with closed questions by the implementation of the Iker scale to show elderly learners emotional satisfaction and learning progress of vowels and alphabet pronunciation during two English class sessions.

It could be interpreted that the student felt comfortable practicing the main topic of the class sessions by repetition through the implementation of visual resources. As a result, the student now showed a

confident attitude presently of performing the activities during the class.

Furthermore, the learner was able to pronounce the previous sounds without the guidance of the teacher by identifying them through practical activities and assessments. Moreover, the learner had the opportunity to express positive emotions about the resources implemented during the class sessions and her interest in continuing her learning English progress.

It is important to clarify that the previous results need to be expanded during other English class sessions to record the effectiveness of strategies considering the experimental method and possible elderly learning difficulties.

On the other hand, two journals have been implemented to record aspects such as focus, emotions, understanding, body language of the main topic: pronunciation of vowels and alphabet sounds during two classes.

The elderly female learner showed a healthy condition that permitted her to follow instructions and practice the previous class topic through assignments and the implementation of visual resources such as prints, pictures, and interactive virtual games that allowed her to identify the previous sounds.

Furthermore, the student showed a positive attitude during the sessions through gestures such as smiling and laughter. Since those procedures allow her to face learning challenges through a resilient attitude. It could be interpreted as a beneficial management of frustration in facing difficulties during her life.

Besides, the student demonstrated focus and interest during the sessions by asking questions about the explanation of the topic guided by the teacher and how she could practice the topic during the week. As a result, she demonstrated self-confidence in her capacity to acquire new knowledge and implemented strategies to support it, like taking notes by using colors as a tool to maintain her focus during the two classes.

Conclusion

This study demonstrates that learning English in older people will be quite beneficial for retaining long-term memory and improving overall quality of life. Including andragogical concepts such as self-direction, previous knowledge, and internal motivation assists this group to create

a more relevant and effective learning environment. Encouraging active and inclusive aging, the use of experiential learning methods appropriate to the daily setting of senior students boosts their social skills, self-confidence, and active involvement.

Moreover, the results indicate that acquiring a second language increases cognitive reserve and reduces the effects of cognitive aging. Older people have been very successful in using interactive techniques like hands-on projects and digital tools to arouse attention, memory, and understanding. Visual aids have been used. Furthermore, psychosocial factors, including isolation, sadness, or negative attitudes toward aging, directly influence cognitive performance, so it is critical to address them from both academic and social perspectives.

Finally, this research stresses the urgent need to design public policies and educational initiatives fostering elderly inclusion in learning environments. Age should not be taken as a limit to access to educational rules; rather, it should be viewed as a fundamental right encouraging mental health, dignity, and quality of life throughout life. Emphasizing English learning, programs like this present an opportunity to value the contributions of seniors in society, embrace their life experiences, and equip them with tools to remain active in their communities.

References

- Braun, V., Clarke, V., Boulton, E., Davey, L., & McEvoy, C. (2021). The online survey as a qualitative research tool. *International Journal of Social Research Methodology*, 24(6), 641–654. <https://doi.org/10.1080/13645579.2020.1805550>
- Gómez, F., Curcio, C. L., & Duque, G. (2021). Aging in Colombia: A review of the demographic transition, social challenges, and the role of the state. *Colombia Médica*, 52(1), e4280. <https://pmc.ncbi.nlm.nih.gov/articles/PMC6207973/>
- Granados López, J. A., & García Zuluaga, M. (2016). Experiential learning: A theoretical framework for the development of competencies in higher education. *Revista Electrónica de Investigación Educativa*, 18(3), 1–15. <https://www.redalyc.org/pdf/3578/357848839002.pdf>
- Guetterman, T. C., Creswell, J. W., & Kuckartz, U. (2015). Joint displays of integrated data collection in mixed methods research. *International Journal of Qualitative Methods*, 14(2), 1–11. <https://doi.org/10.1177/160940691501400201>
- Martínez-Heredia, N., González-Gijón, G., Ortega-Martín, J. L., & Corral-Robles, S. (2024). Motivation as a key factor in the process of learning English for the elderly. *International Journal of Literacies*, 31(2), 23–39. <https://doi.org/10.18848/2327-0136/CGP/v31i02/23-39>

- Phillippi, J., & Lauderdale, J. (2017). A guide to field notes for qualitative research: Context and conversation. *Qualitative Health Research*, 27(6), 381–388. <https://doi.org/10.1177/1049732317697102>
- Rattray, J., & Jones, M. C. (2007). Essential elements of questionnaire design and development. *Journal of Clinical Nursing*, 16(2), 234–243. <https://doi.org/10.1111/j.1365-2702.2006.01573.x>
- Reza, M., Grover, S., Wen, Y., & Viswanathan, A. (2016). Synaptic plasticity and memory: Molecular mechanisms. *Neuroscience Research*, 105, 1–14.
- Ruslin. (2022). Semi-structured interview: A methodological reflection on the development of a qualitative research instrument in educational studies. *IOSR Journal of Research & Method in Education*, 12(1), 22–29. <https://www.iosrjournals.org/iosr-jrme/papers/Vol-12%20Issue-1/Ser-5/E1201052229.pdf>
- Sandi, C., & Pinelo-Nava, M. T. (2007). Stress and memory: Behavioral effects and neurobiological mechanisms. *Neuroscience & Biobehavioral Reviews*, 31(6), 789–804.
- Su, Y., & Zu, L. (2020). Technology-enhanced collaborative language learning: A review of research. *Computer Assisted Language Learning*, 33(8), 876–898.
- Yang, H., Hartanto, A., & Yang, S. (2011). Bilingualism and executive functioning in children: A meta-analysis. *Psychological Bulletin*, 137(4), 560–586.

Sistematización e impacto de experiencias del programa de refuerzo escolar para el área de inglés de la Universidad Santo Tomás en la Comuna Ocho de Villavicencio

Systematization and impact of experiences from the academic support program for English at Santo Tomás University in the eighth district of Villavicencio

Luz Marina Carrero Corzo

Docente, USTA Colombia

ORCID: <https://orcid.org/0000-0003-1142-791>

E-mail: luzcarrero@ustavillavicencio.edu.co

Jose Yesith Contreras Mora

Docente, USTA Colombia

ORCID: <https://orcid.org/0000-0002-9031-9319>

E-mail: josecontreras@ustavillavicencio.edu.co

Dania Magaly Cadena Méndez

Docente, Universidad Santo Tomás, Colombia

E-mail: daniacadena@ustavillavicencio.edu.co

Yomaira Angelica Herreño Contreras

Docente, Auckland University

ORCID: <https://orcid.org/0000-0002-2132-9222>

E-mail: yoanhecon@hotmail.com

Resumen

El presente proyecto de investigación establece como objetivo sistematizar las experiencias del impacto social y académico del programa de refuerzo escolar para el

área de inglés, desarrollado en la comuna ocho del municipio de Villavicencio por parte de los docentes del Centro Internacional de Lenguas y Culturas Extranjeras (CILCE) en colaboración con la Unidad de Proyección Social y Extensión Universitaria de la Universidad Santo Tomás, seccional Villavicencio. Lo anterior se lleva a cabo a través de un paradigma cualitativo con un diseño metodológico enmarcado en la sistematización de experiencias entendida como un proceso de investigación praxeológica que contempla unas fases de organización, interpretación, reflexión y exploración, desarrollado bajo el principio de escuela inclusiva, a fin de garantizar que los estudiantes participantes logren no solo fortalecer su proceso educativo, sino que los docentes se cuestionen sobre la reorientación en tanto al propósito del programa de refuerzo. En ese sentido, una vez que el proceso de recuperación histórica de los registros aplicados desde la Unidad de Proyección Social es analizado, también se recopilan factores como las estrategias pedagógico-didácticas, el fortalecimiento de habilidades comunicativas en inglés, los recursos implementados por los docentes durante el tiempo de ejecución del programa. Posteriormente, se registraron las percepciones sobre las implicaciones socioculturales en los beneficiarios vinculados, docentes y estudiantes participantes a partir de sus experiencias; y finalmente se presentaron directrices a la luz del análisis realizado con el fin de fortalecer la práctica pedagógica y medir el posible impacto en la comuna ocho de Villavicencio. Finalmente, el análisis realizado arroja resultados potencialmente transformadores no solamente sobre el desarrollo de las prácticas, estrategias pedagógicas, didáctica empleada, materiales y competencias lingüísticas, sino sobre los efectos en las competencias socioculturales y emocionales que, al unísono, se vieron fortalecidas durante un proceso de 10 años en una comunidad vulnerable de la ciudad de Villavicencio.

Palabras Clave: Sistematización, impacto, refuerzo escolar, habilidades comunicativas, población vulnerable.

Abstract

The present research project aims to systematize the experiences related to the social and academic impact of the school reinforcement program for the English area, developed in Commune Eight of the municipality of Villavicencio by the teachers of the International Center for Foreign Languages and Cultures (CILCE), in collaboration with the Social Outreach Unit and University Extension of the Santo Tomás University, Villavicencio branch. This is carried out through a qualitative paradigm with a methodological design framed within the systematization of experiences, understood as a praxeological research

process that includes phases of organization, interpretation, reflection, and exploration, developed under the principle of an inclusive school. The purpose is to ensure that participating students not only strengthen their educational process, but that teachers also reflect on the reorientation of the program's objectives. In this sense, once the historical recovery of the records collected by the Social Outreach Unit is analyzed, factors such as pedagogical-didactic strategies, the strengthening of communicative skills in English, and the resources implemented by the teachers during the program's execution are also compiled. Subsequently, perceptions regarding the socio-cultural implications for the beneficiaries, teachers, and participating students were recorded based on their experiences; and finally, guidelines were presented in light of the analysis conducted to strengthen pedagogical practice and measure the possible impact on Commune Eight of Villavicencio. Ultimately, the analysis reveals potentially transformative results not only regarding the development of practices, pedagogical strategies, didactic approaches employed, materials, and linguistic competencies, but also concerning the effects on socio-cultural and emotional skills, which were strengthened in unison over a 10-year period within a vulnerable community in the city of Villavicencio.

Keywords: Systematization, impact, school reinforcement, communicative skills, vulnerable population.

Introducción

La Comuna Ocho se encuentra ubicada en una zona precaria del municipio de Villavicencio y es constantemente expuesta a la violencia y el crimen, factores que resultan influenciados por las condiciones económicas y sociales de sus integrantes. Considerando esto, la comuna ocho es un foco de población vulnerable y maneja unos índices socioeconómicos bajos, como destaca el DANE dentro de sus diferentes mediciones durante el transcurso de los años. Por esto mismo, dicha población resalta a la hora de necesitar apoyo social y gubernamental para contrarrestar

el deterioro social. En este sentido, con el propósito de promover la inclusión y reducir la brecha social de analfabetismo, la USTA, desde la unidad de proyección social, promueve un programa de refuerzo escolar para el área de inglés. Dicho programa se ha venido implementando por años como una posibilidad para contribuir y apoyar a las poblaciones menos favorecidas para así nivelar la brecha social. Por otro lado, surge la necesidad de sistematizar esta experiencia y analizar el impacto del programa de refuerzo escolar, con la finalidad de fortalecerlo y contribuir a la sociedad.

Esto fortalecerá los procesos de aprendizaje en inglés de los estudiantes como complemento a los procesos educativos existentes en la institución a la cual asisten.

La sistematización de experiencias educativas es un proceso que responde a la fundamentación teórica que soporta la investigación en educación desde el paradigma cualitativo, buscando explorar contextos y sujetos para lograr descripciones y explicar la realidad subjetiva de la acción (Pineda y Velásquez, 2015).

Teniendo en cuenta que la sistematización de experiencias como herramienta busca conocer, comprender y fortalecer la forma como funciona un proyecto con participación de los actores involucrados, los factores que obstaculizan y favorecen el logro de objetivos, una vez analizado el impacto del programa, se busca fortalecer el proceso realizado en la comuna ocho de la ciudad de Villavicencio por medio del programa de refuerzo escolar en el área de inglés.

En el proceso, igualmente se busca rescatar aprendizajes y producir conocimiento, a través de la recuperación de experiencias formativas y el análisis de la praxis educativa realizada en el programa de refuerzo escolar orientado bajo el modelo de escuela inclusiva, la presente sistematización de experiencias

servirá de reflexión crítica para la práctica docente, toda vez que permitirá reevaluar los objetivos educativos, los recursos, actividades y forma de evaluación, lo cual contribuirá a mejorar la calidad educativa y a brindar aprendizajes significativos para los participantes. Finalmente, esta sistematización e impacto de la experiencia del refuerzo de tareas se propone como respuesta a un problema identificado, el cual es la inexistencia de una sistematización del proceso de refuerzo escolar para el área de inglés en el centro de proyección social de la comuna ocho de Villavicencio.

La sistematización de experiencias educativas permite visibilizar a las comunidades en la producción del conocimiento, puesto que supone una negociación desde el análisis de los saberes emergentes de las prácticas con miras a la construcción de teorías. De acuerdo con Munera (2023), esta metodología puede ser entendida como una práctica intencionada de generación de nuevo conocimiento sobre las prácticas educativas y sociales; en esa medida, la sistematización de experiencias permite demostrar que el pensamiento occidental merece ser cuestionado, revisado y transformado, de modo que el conocimiento sea orgánicamente pluriversal: un conocimiento situado, de lugar y de contexto, que cuente con fundamentos propios.

Objetivos

Objetivo general

Sistematizar experiencias de los refuerzos de inglés brindados por el Instituto de

Lenguas a los estudiantes de la Comuna Ocho del municipio de Villavicencio entre 2017 y 2022, mediante una investigación cualitativa.

Metodología

Este estudio de carácter cualitativo contempla un enfoque de sistematización entendida como una modalidad de investigación praxeológica que contempla unas fases para su desarrollo. Pineda & Velázquez (2015) sugieren que todo proceso de sistematización praxeológica comprende un enfoque de sistematización de experiencias como el enfoque más coherente para la reflexión de las prácticas educativas, el cual busca la apropiación crítica de las experiencias pedagógicas a través de un proceso de organización, interpretación, reflexión, exploración y elaboración teórica en torno a lo que se sistematiza. Así, se propone sistematizar las experiencias del refuerzo escolar de inglés en la Comuna Ocho como un proceso organizado en fases de reconstrucción de la experiencia, con el fin de analizarla y observarla en relación con su contexto social. Las fases establecidas son: observar, en la cual se pretende planear el proceso de sistematización y, mediante un ejercicio consensuado, establecer intereses y objetivos; juzgar, orientada a recuperar y registrar la documentación de la experiencia —como fotografías y relatos— a través de la aplicación de instrumentos; actuar, fase

en la que se lleva a cabo el análisis de la información recopilada en la fase previa; devolución creativa, en la que se espera construir el informe de sistematización; y, finalmente, la fase de validación.

Se tendrá en cuenta un enfoque didáctico de las lenguas y de las culturas para el análisis de los factores, estrategias y recursos implementados por los docentes del CILCE. Esta didáctica facilita la enseñanza del inglés como lengua extranjera, a través del diseño de un enfoque metodológico desde las prácticas docentes orientadas a la enseñanza y al aprendizaje, a facilitar la adquisición del lenguaje y el desarrollo del intelecto de los estudiantes mediante la experimentación, la acción y el uso del lenguaje como principal medio de comunicación.

Esta propuesta se orientará con población de estudiantes del espacio de refuerzo escolar de la Universidad de Santo Tomás Villavicencio. Del mismo modo, se redactará una carta de consentimiento que permitirá a los estudiantes y al docente titular tener conocimiento acerca de su participación e incidencia en el proyecto.

Instrumentos

Análisis documental

Cerda (1991) la define como “el acto de reunir un conjunto de datos e información diferente a través de testimonios escritos con el propósito de darle unidad. El término *recopilar* no solo se asocia con el acto de reunir, resumir o compendiar datos escritos de manera diferente, sino también ordenarlos y clasificarlos” (p. 329). Para Ortega et al. (2022), el análisis de contenidos se considera una técnica indirecta que consiste en el análisis de la realidad social a través de la observación y el análisis de los instrumentos que se crean o se producen en ella. El autor agrega que se trata de una técnica que combina la observación y el análisis documental. Es un método que apunta a descubrir la significación de un mensaje, ya sea un discurso, una historia de vida, un artículo de revista, un memorando, etc. Para Flick (2004), la organización de los datos tiene el propósito principal de documentar el caso en su especificidad y estructura; esto permite al investigador reconstruirla, analizarla y descomponerla para su estructura, las reglas conforme a las cuales funciona, el significado que subyace a ella, las partes que la caracterizan. Los textos producidos así construyen la realidad estudiada de una manera específica, y la hacen accesible como material empírico para los procedimientos de interpretación. Específicamente, se trata de un método que consiste en clasificar o codificar los

diversos elementos de un mensaje en categorías con el fin de hacer aparecer de manera adecuada su sentido.

Del mismo modo, Strauss (1987) sustenta que cuando los datos en una investigación se han registrado utilizando medios audiovisuales, su transcripción es un paso necesario para su interpretación. Consecuentemente, bajo modalidad de trabajo grupo focal, las grabaciones de tres videos correspondientes a 3 sesiones para la discusión de los aspectos positivos y por mejorar del espacio de refuerzo. En cuanto al protocolo de entrevista, se grabará en formato de audio; en total, se realizará una entrevista semiestructurada.

Entrevista semi-estructurada

Desde otra perspectiva, Cerda (1991) postula que es “una conversación entre dos personas, una de las cuales se denomina entrevistador y la otra entrevistado. Estas personas dialogan y conversan de acuerdo con pautas acordadas previamente; se presupone que para llevar a cabo una entrevista debe existir una interacción verbal entre dos personas dentro de un proceso de acción recíproca” (p. 259). Cerda (1991) afirma que la entrevista se plantea como un proceso de transacción de dar y recibir información, de pregunta-respuesta, de emisor-receptor, hasta alcanzar los objetivos que se propongan los investigadores (p. 259). El

protocolo de entrevista semiestructurada final se diseñará y ajustará a partir de una prueba piloto (Soza, 2016) o por validación por parte de un experto. Durante este pilotaje, el docente investigador proveerá a 20 voluntarios la entrevista en formato impreso, e informará sobre la finalidad de la prueba piloto. En un periodo de 60 minutos, de manera grupal, el docente y los voluntarios realizarán sugerencias y correcciones (escritas y verbales) sobre la forma y la claridad de cada una de las dudas, guías y posibles preguntas de apoyo. Posteriormente, el investigador realizará las respectivas correcciones y ajustes para la aplicación de la entrevista final. El protocolo de entrevista se ejecutará en una sola jornada durante la fase final de la implementación del proyecto. Esta contiene siete preguntas abiertas relacionadas con las categorías de análisis. El docente llevará a cabo la entrevista de forma individual con el docente tutor y con los participantes. Del mismo modo, se llevará un registro de audio con grabadora de voz para el posterior análisis de los datos.

Grupo focal

Teniendo en cuenta que el objetivo específico establece “identificar las percepciones en el tiempo en que se ha desarrollado el programa de tutorías en la comunidad”, el instrumento de grupo focal permite la generación de información a través de la interacción de los participantes. A diferencia de las entrevistas, los grupos

focales posibilitan conseguir información a profundidad en un contexto de expresión de discursos y conversaciones semiformales (Prieto & March, 2002). Por esta razón, se usará el grupo focal como instrumento para recolectar las percepciones de los docentes del CILCE, estudiantes practicantes de psicología y estudiantes beneficiarios del programa de refuerzo escolar de inglés en cuanto al proceso de enseñanza-aprendizaje desarrollado.

Formas de Análisis

Los datos se tratarán bajo la perspectiva del modelo de análisis de información propuesto por Pineda, E. y Velásquez, O. (2015). La sistematización como descripción de la experiencia busca obtener una descripción del proceso, experiencia o práctica; para tal, se busca ir respondiendo a una serie de preguntas tales como: ¿cuándo?, ¿dónde?, ¿cómo? y ¿por qué? La sistematización como proceso dialéctico enfatiza el conocimiento como producto de la praxis; parte de ella y regresa a ella para transformarla, logrando establecer un proceso dialéctico con experiencias similares. Las preguntas orientan la reconstrucción histórica de la experiencia, buscando elaborar una nueva teoría que produzca una transformación de las prácticas. La sistematización como producción de saber se concentra en encontrar las distancias entre los resultados esperados (teoría) y la experiencia vivida (práctica). Se contrasta la teoría propuesta y el dato empírico, a través de la elaboración

de hipótesis que permiten la obtención de conocimiento a partir de la experiencia en busca de ser replicados a través de la transferencia pedagógica.

La sistematización como reconstrucción de la práctica, desde esta perspectiva, establece que a la descripción de la práctica le subyace una teoría que debe ser probada para la adquisición de los nuevos conocimientos que surgen de la experiencia. La sistematización como relato: La práctica es leída desde múltiples miradas y expresada desde múltiples voces. La sistematización es un esfuerzo por captar esta heterogeneidad de perspectivas sobre la experiencia en sus aspectos esenciales para generar empoderamiento en los actores involucrados. En este caso, el enfoque es colectivo.

La sistematización como investigación praxeológica, se considera que la práctica es una acción ligada al contexto social por una serie de relaciones de sentido que la persona que sistematiza debe explicitar. Se parte del relato o reconstrucción de la experiencia, que luego es analizado en función de observar la unidad del proceso y su relación con el contexto social en el que se ubica. De esta manera se establecen las líneas fuerza que dan sentido a la experiencia, configurándose nuevo conocimiento.

Este estudio que se enmarca en el paradigma cualitativo con una metodología

de sistematización de experiencias propuesta en cuatro fases: organización, interpretación, reflexión y exploración y que además implementa un análisis de codificación inductivo como lo planeta Hatch (2002) donde los hallazgos de este proceso emergen de un proceso de análisis de categorías que surgen apriorísticamente, como también de aquellos patrones que se van presentando través del análisis de los instrumentos aplicados y aquellas que van surgiendo en el proceso al confrontar la práctica con la revisión de la literatura. De esta manera, los investigadores proponen un análisis en contraste con la teoría. La siguiente tabla presenta el proceso de análisis realizado en el marco de los objetivos propuestos.

Una vez se interpretan los datos obtenidos en la entrevista semi estructurada aplicada a docentes se logra identificar que los participantes consideraron necesarias las charlas motivacionales para fortalecer el interés, la participación y asistencia del grupo de estudiantes que tuvieron a cargo durante diferentes semestres manifestando que existía un grado de desmotivación en algunos participantes en cuanto al proceso de aprendizaje del inglés como se menciona en el excerpt "...otros no asisten a la escuela por diferentes razones, no hay una disciplina, compromiso, desmotivación en los estudiantes" (D1). Por ende, dentro de las estrategias surge una subcategoría llamada Motivación. En segundo lugar, como categoría emergente que se deriva

de la categoría de estrategias y recursos educativos, se deriva la autoconfianza de los estudiantes, el fortalecimiento de habilidades como la comunicación entre pares y la mejora de habilidades como la pronunciación en interacciones sociales. Como lo afirman los participantes, el refuerzo escolar permite el “fomento de habilidades sociales y relaciones sanas, integrarse con mayor facilidad”; asimismo, fomenta “espacios de diversión e integración” (S1) y “jugar y hacer equipo” (S4).

Otra categoría que emerge de la misma unidad de análisis es el uso de canciones, juegos y videos como estrategias eficaces para mantener el vínculo activo de los estudiantes con el refuerzo. Como se menciona, es necesario mantener un vínculo activo con el fin de garantizar la continuidad de los participantes; es por eso que la frecuencia de enunciación de la palabra continuidad aparece dentro de las posibles oportunidades de mejora.

En ese sentido, los docentes aducen la importancia de tener un mayor grado de compromiso con la mejora de los formatos, de las estrategias y la necesidad de seguimiento de los niveles de inglés, se identifica un seguimiento nimio sobre la continuidad de los estudiantes dado que no se lleva asistencia por parte de algunos docentes en diferentes periodos o no se tienen exámenes ni formatos institucionales que puedan medir los niveles y resultados del proceso, como menciona D1 sobre el refuerzo escolar “Sí contribuyó porque los

estudiantes comprendían mejor los temas vistos en el colegio. Sin embargo, se debió estructurar el refuerzo como un curso a largo plazo” D1.

Mientras que a través de la entrevista semiestructurada, los estudiantes evidencian que sus calificaciones son mejores después de los refuerzos, consideran que el refuerzo significa una oportunidad de fortalecimiento potencial de sus habilidades comunicativas, emocionales y de desarrollo personal. El refuerzo de tareas llevado a cabo en la comuna ocho garantizó una mejora en las calificaciones, como lo mencionan los participantes: “Que aprendí más cosas de inglés y me siento más confiable”, “pude mejorar mis notas” (S9, S16). Sí, hubo mejoras significativas dado que los estudiantes aumentaron sus desempeños en la Prueba Saber 11 (P5). Por otra parte, se puede evidenciar que el refuerzo escolar presenta una fortaleza en cuanto a estrategias didácticas gracias al alto índice de enunciación de los participantes, como dicen: “Que jugamos y hacemos actividades en grupo, dibujamos y vemos videos”, “que aprendo mejor y me divierto” (S5, S4). Finalmente, se puede afirmar que el refuerzo escolar permitió desarrollar habilidades sociales necesarias para la vida e interacción, como se menciona en varias entrevistas: “Fomento de habilidades sociales y relaciones sanas, integrarse con mayor facilidad”. Espacios de diversión e integración” (S1). Confianza en sí mismo o en los demás (S24).

Conclusiones

Para concluir, la sistematización de la experiencia del refuerzo de tareas en el área de inglés en estudiantes de la comuna ocho permitió identificar una suerte de oportunidades de mejora, como lo son la urgencia de un formato de seguimiento más cercano del proceso de los participantes

y el fortalecimiento de los formatos de seguimiento de docentes. Por otra parte, los aciertos como la oportunidad de aprovechamiento del uso de las TIC en las sesiones de refuerzo: “Discusiones en grupo, juegos, material impreso” (D1), “material impreso, videos, canciones” (D2).

Referencias

- Aguirre, E., Spector, A., Hoe, J., Streater, A., Woods, B., Russell, I. & Orrell, M. (2011). Development of an Evidence-based Extended Programme of Maintenance Cognitive Stimulation Therapy (CST) for People with Dementia. *Non-pharmacological Therapies in Dementia*, 1(3), pp. 197-216.
- Ausubel, D. P. (1976). *Psicología educativa. Un punto de vista cognoscitivo*. Ed. Trillas. México.
- Ble Acosta, L. B., & Cornelio Landero, E. . (2023). Educación inclusiva para un entorno de paz. *Eirene Estudios De Paz Y Conflictos*, 6(10). Recuperado a partir de <https://www.estudiosdepazyconflictos.com/index.php/eirene/article/view/201>
- Berrocal, Liris. (2023). Sistematización de Experiencias: una Herramienta Clave para la Mejora del Proceso Educativo en la Post – Pandemia. *Ciencia Latina Revista Científica Multidisciplinar*. 7. 10056-10072. 10.37811/cl_rcm.v7i4.7690.
- Decreto 1421 del 2017 <http://es.presidencia.gov.co/normativa/normativa/DECRETO%201421%20DEL%2029%20DE%20AGOSTO%20DE%202017.pdf>
- Cendales, M. Mejía y J. Muñoz (Ed y Comp), *Entretejidos de la educación popular en Colombia*. Colombia: Ediciones Desde Abajo.
- Cendales, L. y Torres, A. (2006). La sistematización como experiencia investigativa y formativa. *La piragua. Revista Latinoamericana de Educación y Política*, 23, 29 – 38.
- Consejería de Educación (2012). *Guía sobre buenas prácticas docentes para el desarrollo en el aula de las competencias básicas del alumnado*. Recuperado

de <https://iesbecquer.com/images/departamentos/documentos/GuiaSobreBuenasPracticasDocentes.pdf>

Decreto 1421, 29 de Agosto de 2017 (Colombia)

Dewaele, JM. (2018). Online Questionnaires. In: Phakiti, A., De Costa, P., Plonsky, L., Starfield, S. (eds) *The Palgrave Handbook of Applied Linguistics Research Methodology*. Palgrave Macmillan, London. https://doi.org/10.1057/978-1-137-59900-1_13

García, M.; Dussán, V. & Jaime, M. (2018). Una reflexión sobre el ejercicio de la investigación en el área de la enseñanza del inglés a estudiantes pertenecientes a población vulnerable en Neiva. *Revista Erasmus Semilleros de Investigación*. 1, 38-48. Disponible en: <https://journalusco.edu.co/index.php/erasmus/article/download/2418/3617?inline=1>

Jara H. Oscar. Orientaciones teórico-prácticas para la sistematización de experiencias. Disponible en: http://centroderecursos.alboan.org/ebooks/0000/0788/6_JAR_ORI.pdf

Mejía, J. (2009). *Sociedad y conocimiento. Los desafíos de la sociología latinoamericana*. Lima: UNMSM.

Ministerio de Educación Nacional. (2005). Lineamientos de política para la atención educativa a poblaciones vulnerables. Bogotá, Colombia. Julio de 2005 Disponible en: <https://www.mineducacion.gov.co/>

Montserrat, C., & Melendro, M. (2017). ¿Qué habilidades y competencias se valoran de los profesionales que trabajan con adolescencia en riesgo de exclusión social? Análisis desde la acción socioeducativa. *Educación XXI*, 113-135.

Múnera Arroyave, C. (2023). Análisis de la sistematización de experiencias 2015 - 2022 que formen parte de la apropiación del conocimiento, la comunicación pública de la ciencia y la ciencia abierta. Facultad Nacional de Salud Pública de la Universidad de Antioquia. [Informe de práctica]. Universidad de Antioquia, Medellín, Colombia.

Muñoz, J. (2013). Presentación. *Entretejidos de la educación popular en Colombia*. En L.

Oliva, H. (2015). *El refuerzo educativo*. Instituto de ciencia tecnología e innovación. Recuperado de <http://icti.ufg.edu.sv/doc/el.refuerzo.educativo.pdf>

Ortega Chávez, W., Aponte Rojas, O., Canteño Gavino, R. C., Chijchiapaza Chamorro, S. L., & Padilla Huarac, C. F. (2022). Análisis de datos cualitativos en la investigación educativa.

- Parra, C. (2011). Educación inclusiva: un modelo de diversidad humana. *Educación y desarrollo social* 1, 139-150
- Piaget, J. (1983). Piaget's Theory. In P. H. Mussen, & W. Kessen (Eds.), *Handbook of Child Psychology: Vol. I History, Theory, and Methods* (pp. 41-102). New York: John Wiley.
- Pineda, E. y Velásquez, O. (2015). La sistematización de experiencias educativas desde el enfoque praxeológico : Una revisión de América Latina mediada por el ejercicio de análisis coyuntural. Bogotá D.C., Colombia: Corporación Universitaria Minuto de Dios
- Universidad Y Sociedad, 14(2), 617-627. Recuperado a partir de <https://rus.ucf.edu.cu/index.php/rus/article/view/3026>
- Pico Macías, M. E., Lorenzo Jaramillo, G. A., Bello Sabado, B. J., & Chaves Franco, J. A. (2022). La proyección social de las instituciones de educación superior y el fortalecimiento del liderazgo comunitario. *Revista EDUCARE - UPEL-IPB - Segunda Nueva Etapa 2.0*, 26(Extraordinario), 703–716. <https://doi.org/10.46498/reduipb.v26iExtraordinario.1675>
- Prieto Rodríguez MA, March Cerdá JC. (2002). Paso a paso en el diseño de un estudio mediante grupos focales [Step by step in the design of a focus group-based study]. *Aten Primaria*. Apr 15;29(6):366-73. Spanish. <https://pmc.ncbi.nlm.nih.gov/articles/PMC7668831/>
- Rodríguez, E. (2018). La sistematización de experiencias educativas en la pedagogía decolonial. *Nodos y Nudos*, 5(44), 15-34.
- Rojas de Escalona B. (2010). *Investigación Cualitativa Fundamentos y Praxis*. (2ª ed.). Fondo Editorial de la Universidad Pedagógica Experimental Libertador.
- Romero, L. (2019). La calidad de los aprendizajes y disminuir el fracaso escolar en la institución educativa Santiago de las Atalayas. Disponible en: <https://repository.javeriana.edu.co/bitstream/handle/10554/46353/EL%20REFUERZO%20ESCOLAR%20COMO%20HERRAMIENTA%20PEDAG%3%93GICA%20PARA%20MEJORAR%20LA%20CALIDAD%20DE%20LOS%20APRENDIZAJES%20Y%20DISMINUIR%20EL%20FRACASO%20ESCOLAR%2c%20EN%20LA%20INSTITUCI%3%93N%20EDUCATIVA%20SANTIAGO%20DE%20LAS%20ATALAYAS.pdf?sequence=1&isAllowed=y>
- Vygotsky, L. S. (1991). El significado histórico de la crisis de la psicología. *Obras Escogidas*, tomo 1. Madrid: Visor.

Implementation of clil mediated by tbl in social sciences activities in english to foster higher-order thinking skills in 4th graders

Implementación de CLIL mediado por TBL en actividades de Ciencias Sociales en inglés para fomentar habilidades de pensamiento de orden superior en estudiantes de cuarto grado

María Auxiliadora Díaz Meza

Former Student, Universidad de Cordoba, Colombia

ORCID: <https://orcid.org/0009-0009-0471-6069>

E-mail: mariadiaz.9217@gmail.com,
mdiazmeza@correo.unicordoba.edu.co

Abstract

Content and Language Integrated Learning (CLIL) is widely recognized for its use to teach language through content. Despite its global implementation, little is known about using CLIL mediated by Task-Based Learning (TBL) to foster higher-order thinking skills (HOTS). This study explored the implementation of CLIL mediated by TBL in social sciences activities in English at a bilingual school to help 4th graders develop HOTS. Data were collected through a CLIL lesson plan using TBL, which included a macro-task, micro-tasks, and a final task in which students created an environmental magazine. Each student's written discourse was analyzed using Taylor's discourse analysis approach (2012). Findings showed that participants successfully developed HOTS throughout the process. The results revealed specific instances of cognitive skill development in the students' written work. This supports the effectiveness of using CLIL mediated by TBL and applying Bloom's Taxonomy to establish learning objectives and assess learning outcomes. The research also identified strengths and weaknesses of this methodological approach, offering insights for other educators interested in fostering HOTS through social sciences content in English. Overall, the study highlights the potential of integrating CLIL and TBL to design educational interventions that enhance both language proficiency and cognitive development.

Keywords: Content Language Integrated Learning (CLIL), Task Based Learning (TBL), Social Sciences, Bloom's Taxonomy.

Resumen

El Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE o CLIL, por sus siglas en inglés) es ampliamente reconocido por su uso para enseñar idiomas a través de contenidos. A pesar de su implementación a nivel global, se sabe poco sobre el uso del CLIL mediado por el Aprendizaje Basado en Tareas (TBL) para fomentar las habilidades de pensamiento de orden superior (HOTS). Este estudio exploró la implementación del CLIL mediado por TBL en actividades de ciencias sociales en inglés en una escuela bilingüe, con el objetivo de ayudar a estudiantes de cuarto grado a desarrollar HOTS. Los datos se recopilaron a través de un plan de clase CLIL utilizando TBL, el cual incluyó una macro-tarea, varias micro-tareas y una tarea final en la que los estudiantes crearon una revista ambiental. El discurso escrito de cada estudiante fue analizado utilizando el enfoque de análisis del discurso de Taylor (2012). Los hallazgos mostraron que los participantes desarrollaron con éxito las HOTS durante el proceso. Los resultados revelaron casos específicos del desarrollo de habilidades cognitivas en los escritos de los estudiantes. Esto respalda la efectividad del uso de CLIL mediado por TBL y la aplicación de la Taxonomía de Bloom para establecer objetivos de aprendizaje y evaluar resultados. La investigación también identificó fortalezas y debilidades de este enfoque metodológico, ofreciendo ideas valiosas para otros educadores interesados en fomentar HOTS a través de contenidos de Ciencias Sociales en inglés. En general, el estudio resalta el potencial de integrar CLIL y TBL para diseñar intervenciones educativas que mejoren tanto la competencia lingüística como el desarrollo cognitivo.

Palabras clave: Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (CLIL), Aprendizaje Basado en Tareas (TBL), Ciencias Sociales, Taxonomía de Bloom.

Introduction

This document presents a reflective account of a research study focused on implementing Content and Language Integrated Learning (CLIL) in social sciences activities conducted in English

as an additional language. The aim was to foster the development of higher-order thinking skills (HOTS) in fourth-grade students. This study was submitted as a requirement for the completion of a

master's degree in English teaching at Universidad de Córdoba, Colombia. In addition, this derived paper seeks to highlight the great importance of the methodological decision to incorporate Task-Based Learning (TBL) into the CLIL lesson plan. This integration allowed for the development of a well-structured, step-by-step teaching process, ensuring that both content and language objectives were effectively addressed in the classroom.

CLIL is a well-established educational approach in which a foreign language, such as English, is used to teach subject content. Beyond supporting language acquisition, CLIL also fosters the development of professional skills, cultural awareness, and cognitive abilities in learners (Uribe et al., 2017). These cognitive gains enable students to critically engage with real-world issues by encouraging them to analyze, evaluate, make informed decisions, and connect academic, social, and political knowledge to their everyday lives.

This research emerged from a practical concern observed during classroom practice: the challenge of promoting higher levels of thinking in social sciences classes taught in English, particularly in the early stages of primary education. Despite following a bilingual curriculum, students were often limited to demonstrating lower-order thinking skills, such as remembering, understanding, and applying information. In

contrast, higher-order thinking skills—such as analyzing, evaluating, and creating—were significantly underdeveloped. This issue was also echoed in responses from Primary Years Program (PYP) teachers who participated in open-ended questionnaires. They identified two key concerns: the lack of specific training in teaching social sciences through English, and the limited development of students' HOTS in bilingual learning environments.

To address these challenges, the study proposes the implementation of CLIL mediated by Task-Based Learning (TBL) as an effective instructional strategy. A key focus of this document is the important decision to incorporate TBL as a guiding framework for designing a proper CLIL lesson plan that includes a clear, step-by-step teaching process. TBL provides a structured pedagogical model composed of purpose, process, and product (Murphy, 2003), which complements the core principles of CLIL. It promotes collaboration between content and language teachers and ensures that students are meaningfully engaged with both subject and language (Tardieu & Dolitsky, 2012). Furthermore, the use of real-world tasks increases student motivation and supports active, purposeful learning.

To design objectives that directly promote cognitive development, the study draws on Bloom's Revised Taxonomy (Anderson

& Krathwohl, 2001). This framework categorizes thinking skills from lower-order (remember, understand, apply) to higher-order (analyze, evaluate, create), making it a valuable tool for establishing learning goals, assessing progress, and refining instruction. By applying this taxonomy, the study ensures that both learning objectives and assessments are aligned with the targeted cognitive skills.

The research was carried out in a private school in the process of becoming an International Baccalaureate (IB) institution. As part of the Primary Years Program (PYP), all subjects—including social sciences—are now required to be taught in English. However, a key challenge was identified: while most teachers are proficient in English, they lack formal training in teaching social sciences content. This gap has led to uncertainty about effective methodologies and has limited the depth of students' content understanding and cognitive engagement in English-medium social sciences classes.

To further investigate this issue, open-ended questionnaires were distributed among PYP teachers. Their responses confirmed both the need for more targeted methodological tools and the urgency of enhancing stu-

dents' cognitive skills. Teachers reported that while students could manage basic comprehension and factual recall, they struggled with tasks that required deeper reasoning and the demonstration of HOTS in both written and oral responses.

Consequently, this study centers on the design and implementation of a CLIL-based lesson plan mediated by TBL in a fourth-grade social sciences classroom. The lessons focused on environmental issues—a topic embedded in the national curriculum and relevant to the students' local context. These topics not only align with curriculum goals but also provide rich opportunities for critical thinking, collaboration, and problem-solving—essential components of higher-order thinking.

By integrating Bloom's Taxonomy into instruction and assessment and combining CLIL with a task-based methodology, this study seeks to offer practical insights into teaching strategies that enhance both content mastery and cognitive development. The findings contribute to the academic discourse by providing empirical evidence of how CLIL and TBL can be effectively combined to support the development of higher-order thinking skills in young learners studying social sciences through English.

Methods

This chapter outlines the research design, data collection instruments, and data analysis procedure used to address the research question.

Research Design

This qualitative study aimed to understand how the implementation of CLIL (Content and Language Integrated Learning) in social sciences classes helps fourth-grade students in a bilingual school develop higher-order thinking skills (HOTS), as defined in Bloom's taxonomy. Qualitative research focuses on interpreting social phenomena and participants' experiences. According to Ritchie et al. (2014), it explores the participants' worldview, context, and perspectives. Moriarty (2011) adds that it provides insights into complex meanings within social realities.

This study followed an Action Research (AR) model, suitable for addressing practical educational issues and improving teaching practices (Creswell, 2012). As Pardede (2019) notes, AR focuses on understanding experiences and diverse realities. Ferrance (2000) highlights that AR encourages teacher growth, reflection, and critical thinking. The five-step AR cycle was used: identifying a problem, collecting data, interpreting data, taking action, and reflecting.

Identifying a Problem

The need to foster HOTS in Primary Years Programme (PYP) students was observed, especially since many PYP teachers lacked training in Social Sciences instruction.

Collecting Data

To investigate this, an open-ended questionnaire was distributed among PYP teachers. Responses showed a shared need to develop HOTS like "analyze," "evaluate," and "create" in students.

Interpreting Data

The responses revealed key areas needing improvement: better PYP social sciences training, more innovative teaching methods, and a focus on HOTS. These insights informed the subsequent intervention.

Taking Action

An action plan was developed and implemented: a two-month CLIL lesson plan mediated by Task-Based Learning (TBL), focused on environmental topics in English. Over eight two-hour sessions, students completed tasks involving inquiry, observations, round tables, oral participation, written structures, and visible thinking routines. Language skills (vocabulary, grammar, writing) were

developed alongside content knowledge. HOTS were assessed continuously through feedback and written production.

CLIL Lesson Plan as a Pedagogical Tool Rodriguez (2007) explains that structured lesson plans help teachers deliver content systematically, set clear objectives, and align

with curriculum goals. In this study, the CLIL lesson plan integrated the 4Cs—content, communication, culture, and cognition—while using TBL to structure activities. The final writing task—a student-created ecological magazine, “The Green Magazine”—was used to evaluate students’ ability to apply HOTS and reflect on environmental topics.

Reflection

Finally, the researcher assessed the intervention’s impact, shared findings with PYP teachers, and discussed areas for improvement and professional development, consistent with Kemmis and McTaggart’s (1988) AR cycle.

Context and Participants

The study was conducted in a private bilingual school in Montería, Colombia, with 20 fourth-grade students aged 9–10. The school, aiming to join the International Baccalaureate (IB) network, offers bilingual education from preschool to high school. Students have had English instruction since preschool, giving them roughly eight years of exposure. Their English proficiency level is A2, and they take several subjects in English, such as math and natural sciences.

Most students come from socio-economic levels 4 and 5 and have access to English learning materials. They show strong

motivation toward English learning. The researcher, also the classroom teacher, holds a degree in basic education with an emphasis on social sciences and a certificate in general English, with six years of teaching experience in both areas.

Data Collection Method: Student Writing Task

The primary instrument was a student writing task. Writing allows students to express ideas, opinions, and solutions (Durga & Rao, 2018). These structured tasks helped students demonstrate their understanding and HOTS development through CLIL-based social sciences activities.

Data Analysis Procedure

Following Taylor (2013), a discourse analysis approach was used to study student writing in context. Bloom’s taxonomy (Anderson & Krathwohl, 2001) served as the framework for identifying cognitive skills: analyze

(differentiate, organize), evaluate (critique, check), and create (plan, produce). The analysis identified both explicit markers (connectors, judgment words, modal verbs)

and implicit indicators of HOTS. Each sentence was categorized accordingly, providing insight into how students applied higher-order thinking in their writing.

Results

This study answers the following central question: How does implementing CLIL in social sciences class activities in English in a bilingual school help foster 4th graders' development of higher-order thinking skills, as proposed by Bloom's Taxonomy? The response emerged from a careful analysis of a final assessment activity designed through a CLIL lesson plan mediated by Task-Based Learning (TBL). Students compiled texts and organized them into a magazine titled *The Green Project Magazine*. These texts were analyzed using Bloom's higher-order thinking skills (HOTS) as pre-established learning outcomes. The following is a qualitative report on the students' skill development.

A total of 252 instances of HOTS were identified, with 133 belonging to the skill *analyze*. Within this, the sub-skills *differentiate*, *organize*, and *attribute* appeared frequently. In *differentiation* (36 instances), students selected focused topics, often related to specific environmental issues like waste separation. Their ability to discriminate key ideas was reflected even when not explicitly stated. For example, a student focused on Colombia's color-code system for waste separation, selecting

and narrowing a broad topic. Their titles and supporting information consistently showed differentiation and awareness of local issues.

The sub-skill *organize* appeared 87 times, demonstrating that students could connect classroom content with real-world environmental concerns. They structured their articles coherently using linguistic devices such as linkers, adverbs, and additive words. Even when these devices were absent, logical sequencing was present, reflecting internal organization and clarity in communication.

The *attribute* sub-skill (13 instances) involved students expressing personal viewpoints. Phrases like "I think that the main problem is..." showed responsibility for their statements and reflected the ability to take on a textual voice. Even when attribution was not explicit, it was inferred from the tone and stance in their writing.

Seventy-four instances reflected the skill *evaluation*, split into *check* (7) and *critique* (67). In *check*, some students verified their claims with direct sources, such as visits to recycling organizations, showing monitoring

and testing of real-world data. Although infrequent, these examples highlighted a key area for growth and emphasized the potential of field-based inquiry. In *critique*, students often made evaluative judgments—implicitly or explicitly—about environmental practices. For instance, using adjectives like “important” or proposing benefits of recycling indicated evaluative thinking. Most critiques were socially conscious and community-oriented, suggesting an emerging sense of responsibility.

The skill “create” was present in 41 instances, distributed among *generate*, *plan*, and *produce*. In *general* (5 instances), students expressed hypothetical thinking using “if” statements, e.g., predicting the positive effects of recycling. Although infrequent, these expressions showed early steps toward critical scientific reasoning. In *plan* (16 instances), students proposed practical, step-by-step solutions to environmental issues, often framed within their home or community context. These initiatives showed awareness and intent to improve local conditions. In *producing* 20 instances, the act of assembling *The Green Project Magazine* itself demonstrated students’ ability to synthesize knowledge into a coherent product. Their texts reflected thoughtful structuring and relevant content drawn from classroom inquiry and real-life concerns.

The data shows that students most frequently demonstrated the *analyze* skill,

particularly through *organizing* and *differentiating*. Their ability to select, structure, and support ideas indicates substantial growth in reasoning and awareness. The skill of *attribute*, though less common, revealed students’ emerging textual voice. In terms of *evaluation*, students excelled at *critiquing* environmental practices but showed less evidence of *checking* their data—a valuable direction for future instruction. The overall production of the magazine stands as evidence of *creation*, where students transformed academic content into meaningful communication.

The implementation of CLIL, mediated by task-based learning, significantly contributed to this development, as students integrated content, communication, cognition, and culture in their writing. Through the completion of meaningful tasks with real-world outcomes, they explored relevant socio-environmental issues in a context meaningful to them, such as waste management in their neighborhoods. Their reflections show not only understanding but also a desire to act, design solutions, and raise awareness. Although the skill of *generating* was the least developed, it highlights the importance of fostering hypothesis-driven inquiry in future pedagogical practices. Ultimately, this study shows that CLIL, when combined with Social Sciences content and structured through TBL strategies, is a powerful tool for fostering HOTS in young learners.

Discussion

This study explored the integration of Content and Language Integrated Learning (CLIL) in a fourth-grade social sciences class in a bilingual school, with a focus on fostering higher-order thinking skills (HOTS) as outlined in Bloom's Taxonomy. Central to this process was the mediating role of Task-Based Learning (TBL), which provided the necessary structure to sequence learning tasks meaningfully and effectively.

By employing a qualitative action research methodology, the study examined how a CLIL lesson plan—scaffolded through TBL—could address both language development and cognitive demands. The iterative cycle of action research enabled planning, implementation, observation, and reflection, leading to a more profound understanding of how students developed HOTS in English while engaging with real-world environmental issues relevant to their community.

Key findings revealed 252 instances where students demonstrated HOTS, particularly in the category of “analyze,” where they skillfully broke down and examined socio-environmental problems such as pollution, waste management, and natural resource conservation. Students also exhibited strong skills in “evaluate” by critiquing societal responsibilities and assessing possible solutions. Their “create” skill was showcased in the final task—the production

of *The Green Project Magazine*, where learners proposed innovative actions for environmental preservation.

The successful outcomes of this intervention are closely linked to the TBL approach, which served as an organizing framework to sequence tasks progressively. Beginning with simpler tasks and culminating in a complex final product, students engaged in meaningful learning experiences that combined CLIL's 4Cs—content, communication, cognition, and culture—with TBL's emphasis on interaction, goal-oriented work, and autonomy. This synergy made it possible for learners to approach complex issues critically and creatively, even at an early age.

TBL enhanced CLIL's potential by offering a step-by-step pedagogical structure, with each task aligned to specific Bloom's HOTS objectives. Students moved from comprehension and analysis to evaluation and creation, demonstrating how task design can facilitate cognitive development in content-based language learning. These results support existing literature (Pavlón et al., 2014; Cruz, 2021), which emphasizes that TBL increases motivation and supports learners with varied language proficiency levels.

Furthermore, the cultural relevance of the lesson plan—grounded in the students' local socio-environmental context—contributed

significantly to their engagement. This contextualization supported language acquisition and enhanced learners' awareness of community issues, motivating them to become proactive, informed citizens. The lesson plan's alignment with national curriculum standards highlights the importance of designing CLIL materials that are both locally relevant and cognitively challenging.

Despite the overall success, the study identified certain limitations in the full development of all HOTS sub-skills. While "analyze" was the most frequently developed, some sub-skills like "attributing" and "checking" showed less progress, indicating a need for refinement in teaching strategies. Similarly, within the "create" skill, while students effectively planned and produced content, the "generating" sub-skill remained underdeveloped. These gaps point to areas for further research and pedagogical improvement.

Notably, students displayed high levels of engagement, responsibility, and autonomy throughout the project. Their collaborative spirit and capacity for self-management were critical to the project's success, aligning with findings from Campillo et al. (2019) and Nijhawan et al. (2021), who emphasize CLIL's role in fostering global discourse competence and civic responsibility.

In conclusion, this study demonstrates that TBL is a powerful methodological ally in structuring CLIL implementation, especially when the goal is to develop HOTS in young learners. The carefully scaffolded lesson plan supported both linguistic and cognitive development, proving that early-age students are capable of deep thinking when given meaningful, well-structured learning experiences. These insights contribute to a growing body of knowledge on integrating CLIL and TBL to promote critical, lifelong learning in bilingual education contexts.

References

- Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing: A
- Campillo, J., Sánchez, R., & Miralles, P. (2019). Primary Teachers' Perceptions of CLIL Implementation in Spain. *English language teaching*, 12(4), 149-156.
- Carpendale, J., & Lewis, C. (2020). What makes us human: How minds develop through social interactions. Routledge.
- Creswell, J. W. (2012). Educational research. Pearson.
- Cruz, M. (2021). CLIL Approach and the Fostering of "Creactical Skills" towards a Global Sustainable Awareness. *MEXTESOL Journal*, 45(2), 1-19. Retrieved from <https://lc.cx/JIC7np>

- Durga, S. S., & Rao, C. S. (2018). Developing students' writing skills in the English process approach.
- Ferrance, E. (2000). Action research. LAB, Northeast and Island Regional Education Laboratory at Brown University.
- Kemmis, S., & McTaggart, R. (Eds.). (1988). The action research planner (3rd ed.). Deakin University Press.
- Moriarty, J. (2011). Qualitative methods overview. Methods Review. NIHR School for Social Care Research.
- Murphy, J. (2003). Task-based learning: The interaction between tasks and learners. *ELT Journal*, 57(4), 352-360.
- Nijhawan, S., Elsner, D., & Engartner, T. (2021). The Construction of Cosmopolitan Glocalities in Secondary Classrooms through Content and Language Integrated Learning (CLIL) in the Social Sciences. *Global Education Review*, 8 (2-3)((2-3)), 92-115. https://doi.org/https://lc.cx/FZBF_Z
- Pardede, P. (2019). Seeing action research process in a practice. *Collegiate Forum*, 282-295. <https://doi.org/10.33225/jbse/22.21.46280>
- Pavon Vazquez, V., Prieto Molina, M., & Ávila López, J. (2015). Perceptions of teachers and students of the promotion of interaction through task-based activities in CLIL.
- Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (2014). *Qualitative research practice: A guide for social science students and researchers*. SAGE Publications Ltd. <https://books.google.com>
- Rodriguez Bonces, M. (2011). CLILL: Colombia leading into content language learning. *ÍKALA, Revista de lenguaje y cultura*, 16(28), 79-89.
- Tardieu, C., & Dolitsky, M. (2012). Integrating the task-based approach to CLIL teaching. In *Teaching and learning English through bilingual education* (pp. 3-35).
- Taylor, S. (2013). *What is discourse analysis?* Bloomsbury Academic.
- Uribe-Enciso, O. L., Uribe-Enciso, D. S., & Vargas-Daza, M. P. (2017). Critical thinking and its importance in education: Some reflections. *Rastros Rostros*, 19(34), 78-88. <https://doi.org/10.16925/ra.v19i34.2144>

Ostracism in the ELT Field: A Case Study in a University English Language Program

Ostracismo en la enseñanza del inglés: Un estudio de caso en un programa de lenguas en una universidad privada

Laura Daniela Bermúdez Díaz

Student at Corporación Universitaria Minuto de Dios, Colombia

ORCID: <https://orcid.org/0009-0001-1595-5585>

E-mail: laura.bermudez-d@uniminuto.edu.co

Milena Paola Gómez Piraján

Student at Corporación Universitaria Minuto de Dios, Colombia

ORCID: <https://orcid.org/0009-0005-2053-2199>

E-mail: milena.gomez-p@uniminuto.edu.co

Sara Viviana Gutiérrez Peluffo

ORCID: <https://orcid.org/0009-0004-9000-2460>

E-mail: sara.gutierrez-p@uniminuto.edu.co

Adriana Marcela Gómez-Bermúdez

ORCID: <https://orcid.org/my-orcid?orcid=0000-0001-5020-6224>

E-mail: adriana.gomez.b@uniminuto.edu.co

Miguel Martínez-Luengas

ORCID: <https://orcid.org/0000-0002-0456-2604>

Correo: lmartinezlu@unal.edu.co

Abstract

This study seeks to analyze in depth the phenomenon of ostracism within English language teaching pre-service teachers, focusing on biographies. The research employs a narrative methodology to explore the emotional, behavioral, and academic impacts of social exclusion on students with lower English proficiency. Through life stories and reflective narratives, the study reveals how linguistic ostracism hinders language development and negatively affects self-perception, classroom participation, and future professional engagement. Findings contribute to the broader understanding of how inclusive pedagogies can mitigate the long-term effects of ostracism in educational contexts. This study investigates the roots and repercussions of ostracism in language learners, with a specific focus on English Language Teaching (ELT) environments. Employing narrative inquiry as its primary methodological lens, the project draws on the lived experiences of researchers as bilingual students to explore how exclusion manifests in educational contexts. The research foregrounds learners's emotional responses and social perceptions, underscoring ostracism as a critical and overlooked issue that demands attention and action within ELT classrooms.

Keywords: Ostracism, English Language Teaching, Linguistic Exclusion, Bilingual Identity, narrative research.

Resumen

Este estudio explora el fenómeno del ostracismo en contextos de enseñanza del inglés (ELT) dentro de una universidad privada en Bogotá, Colombia. Se centra en estudiantes de licenciatura en lenguas extranjeras, utilizando una metodología narrativa para analizar los efectos emocionales, conductuales y académicos de la exclusión social, especialmente en estudiantes con niveles más bajos de competencia en inglés. A través de historias de vida y narrativas reflexivas, se evidencia cómo el ostracismo lingüístico no solo limita el desarrollo del idioma, sino que también afecta negativamente la autoimagen, la participación en clase y el compromiso profesional en el futuro.

Este proyecto trabaja hacia el análisis y la comprensión de las causas y consecuencias de este ostracismo en los estudiantes, especialmente en un contexto ELT (English Language Teaching), utilizando un enfoque narrativo como metodología principal. Este proyecto se desarrolla en parte a partir de las historias de vida de las investigadoras como estudiantes bilingües. Por lo tanto, el objetivo de esta investigación es determinar cómo

el ostracismo es un problema real que necesita ser resuelto en entornos educativos. Se centra en las emociones y perspectivas de los estudiantes de idiomas hacia el ostracismo y las prácticas sociales en las clases de inglés.

Palabras clave: Ostracismo, enseñanza del inglés, exclusión lingüística, investigación narrativa, identidad bilingüe.

Introduction

Ostracism, defined as the experience of being ignored or excluded, remains an underexamined yet critical issue in English Language Teaching (ELT) contexts, particularly in multilingual classrooms. Students with lower language proficiency are often marginalized, whether overtly or subtly, affecting their participation, identity development, and academic outcomes (Williams & Nida, 2022; Hitlan et al., 2015).

This study investigates linguistic ostracism among undergraduate students in a bilingual teacher education program.

Grounded in narrative inquiry and sociocultural theory (Vygotsky, 1978), the research explores how social exclusion in ELT settings impacts learners' emotional wellbeing and professional formation. By analyzing students' narratives, the study aims to uncover the mechanisms and consequences of exclusion and to inform more inclusive pedagogical approaches in language education. Ultimately, this work aims to contribute to inclusive pedagogical practices by shedding light on a phenomenon often invisible yet deeply influential in the ELT context.

Theoretical Framework

In contemporary educational contexts, inclusion, diversity and emotional wellbeing have become central concerns in shaping effective learning environments. However, within English Language Teaching (ELT) classrooms (particularly in bilingual and multilingual contexts), students often experience subtle forms of exclusion that go unnoticed by teachers and peers. One such phenomenon is ostracism, or social exclusion, which manifests through silence,

neglect, or marginalization of individuals perceived as linguistically or culturally "other." In the field of second language acquisition (SLA), this issue is underexplored despite its direct impact on language development, classroom engagement, and identity formation (Williams & Nida, 2022; Block, 2007).

This study arises from the researchers' experiences as undergraduate students

in a foreign language teacher education program at a private university in Bogotá, Colombia. In this environment, the diversity of language proficiency levels often influences students' social dynamics and access to participation. Learners with less advanced English skills may be overlooked during group work, hesitated in contributing to class discussions, or may even self-isolate due to fear of correction or ridicule. These actions, whether intentional or unintentional, reflect mechanisms of ostracism that compromise both academic performance and psychological wellbeing (Lei et al., 2024).

Building upon sociocultural theories of learning, particularly Vygotsky's (1978) emphasis on social interaction and mediated learning, this research explores

how ostracism affects students' emotional experiences, academic trajectories, and professional identity development as future English teachers. The research also draws from narrative inquiry, recognizing that students' personal stories and lived experiences provide essential insight into the social dynamics of the classroom (Riessman, 2008).

This research is grounded in three inter-related theoretical pillars: ostracism as psychosocial phenomenon, linguistic exclusion in educational settings, and identity formation in language learning. These elements intersect within the context of bilingual teacher education, where power dynamics, language proficiency, and social interaction significantly influence learners' experiences.

Ostracism as a Psychosocial Construct

Ostracism, broadly defined as the act of being ignored or excluded, has been shown to produce significant emotional and cognitive disruptions. Williams (2009) developed the temporal need-threat model, which explains that "ostracism is a powerful social signal that threatens four fundamental human needs: belonging, self-esteem, control, and meaningful existence" (p. 279). Even brief episodes can result in social pain akin to physical pain, triggering withdrawal, compliance, or aggression depending on contextual factors (Williams & Nida, 2022).

Moreover, ostracism is not always visible. As Smart, Richman, and Leary (2009) argue, "subtle forms of social exclusion can be as psychologically damaging as overt rejection" (p. 365), especially when they occur repeatedly in learning environments. In the context of second language classrooms, this exclusion may not stem from overt hostility but from patterns of neglect or silence toward less proficient speakers.

Linguistic Ostracism in Educational Contexts

In multilingual settings, exclusion often takes a linguistic form. Hitlan et al. (2015) define linguistic ostracism as any communicative setting in which an individual is marginalized due to limited understanding or proficiency in the dominant language used” (p. 423). This form of exclusion impairs classroom participation and can exacerbate internalized feelings of inadequacy, particularly among language learners.

Research in higher education confirms that students with lower language proficiency often face reduced opportunities to engage, speak, or collaborate (González & Pérez, 2022). This marginalization creates a cycle wherein silence is misinterpreted as apathy or incompetence, further deepening the exclusion (Cummins, 2000).

Identity and Language Learning

Language learning is closely tied to the formation of self. As Norton (2013) explains, language learners negotiate and construct identities in the language classroom, where access to interaction and recognition shapes who they believe they are and become” (p. 45). When learners are excluded (whether peers, teachers, or classroom dynamics), their emerging identities as bilingual or future educators are compromised.

Block (2007) adds that identity in second language acquisition is dynamic and socially constructed: “L2 identity is constantly reconfigured in interaction with others and with institutional structures” (p. 27). Exclusionary experiences not only hinder linguistic development but can also deter students from imagining themselves as legitimate users or teachers of the language.

Sociocultural Theory and the Role of Interaction

This study also draws on Vygotsky’s (1978) sociocultural theory, which emphasizes that cognitive development is mediated through social interaction. Learning occurs in the Zone of Proximal Development (ZPD) when learners are scaffolded through meaningful, inclusive collaboration. When students are systematically excluded, this scaffolding collapses, and learning potential is diminished.

As Swain and Deters (2007) clarify, “opportunities for interaction are not just beneficial but necessary for language development; exclusion impairs not only performance but cognitive and social growth” (p. 289). Therefore, inclusive pedagogies are not a matter of equity alone but of effective language instruction.

Methods

This study adopts a qualitative research design, which allows for the exploration of complex, subjective phenomena through detailed, non-numerical data. Specifically, the study is situated within a narrative inquiry framework, focusing on the lived experiences of undergraduate language learners. As Casey (1995) explains, narrative research “centers on individuals’ life stories as they experience and interpret them,” making it particularly suitable for investigating how ostracism manifests in educational settings and affects student identity and participation (p. 215).

The decision to use a narrative approach stems from the need to understand not only what students experience but also how they make sense of those experiences in the context of bilingual education. By eliciting narratives from students in a teacher-training program, the study captures how language proficiency, classroom interaction, and social positioning intersect with feelings of exclusion. These stories illuminate both shared and divergent trajectories of identity formation and emotional impact within the English Language Teaching (ELT) context.

Data collection is carried out through a set of narrative tools, including:

Autobiographical reflections: Self-authored accounts that explore personal language

learning histories and instances of inclusion or exclusion.

Life stories: Chronological narratives highlighting formative experiences in language classrooms.

Written testimonies: Focused responses to prompts related to social dynamics, participation, and perceived ostracism.

Experience logs: Ongoing written entries capturing real-time reflections during English classes.

These instruments were selected to provide participants with autonomy and flexibility in expressing their perspectives, thereby fostering authenticity and depth in the data. Participants were recruited through purposive sampling, involving students enrolled in a bilingual teacher education program at a private university in Bogotá, Colombia. All participants had completed at least three academic semesters, ensuring adequate immersion in bilingual classroom contexts.

Ethical considerations were observed throughout the process, including informed consent, the right to withdraw, and the confidentiality of all narratives. Pseudonyms are used to protect participant identity.

Data analysis followed a thematic narrative approach, identifying key patterns, emo-

tional responses and social mechanisms described in the narratives. Through coding and categorization, the researchers sought to understand both common and divergent themes that reflect students' experiences of linguistic ostracism.

Ultimately, this methodological design supports the study's broader aim: to document how linguistic exclusion shapes the academic and emotional trajectories of future English teachers, and to inform more inclusive pedagogical practices within ELT programs.

A study that allows researchers to collect information with multiple answers, distinct instruments, and characteristics. It uses a narrative approach as the main method to analyze perspectives, experiences, and life stories that are useful in interpreting how individuals may be affected in their journey as language learners. In addition, some language learners' perceptions of ostracism and social practices in bilingual contexts, such as English classes at the uni-

versity. The researchers chose this specific methodology to encompass meaningful information from language students to share and acknowledge those experiences in an educational context. Moreover, the narratives allow the researchers and those involved in the research to freely express their opinions and feelings as they relate their involvement in a second language setting. According to Casey (1995), a narrative focuses specifically on people's lives and lived experiences; from this, the implements that researchers expect to use are autobiographies, life stories, testimonies, and experiences to recollect information and analyze the aspects people in this research have in common, as well as the different opinions in their experiences as bilingual learners. Furthermore, the aim of these tools is to seek the possible implications and problems students may experience due to ostracism for other researchers in the future, find solutions or strategies for students to not feel ostracized negatively, have a good process, and enjoy the journey as a student and as a teacher.

Results so far

As this is an ongoing research project, definitive results have not yet been obtained. Nevertheless, the present study endeavors to lay the groundwork for future scholarly inquiry by highlighting the relevance and urgency of addressing ostracism within academic contexts. Rather than presen-

ting conclusive findings, this paper offers a reflective and theoretically informed perspective that underscores the need for further empirical exploration. By doing so, it seeks to open a pathway for future researchers to critically engage with the phenomenon of ostracism, develop con-

text-sensitive interventions, and contribute to the construction of more inclusive and responsive academic environments.

As previously stated, ostracism is a complex and often overlooked issue that warrants sustained attention and nuanced discussion within the research community.

References

- Block, D. (2007). *Second language identities*. Bloomsbury Academic.
- Casey, K. (1995). The new narrative research in education. *Review of Research in Education*, 21(1), 211–253. <https://doi.org/10.3102/0091732X021001211>
- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Multilingual Matters.
- González, M., & Pérez, D. (2022). Linguistic inclusion and classroom dynamics in bilingual contexts. *Revista Colombiana de Educación*, 83(1), 55–72.
- Hitlan, R. T., Zárate, M. A., Kelly, K. M., & DeSoto, M. C. (2015). Linguistic ostracism causes prejudice: Support for a serial mediation effect. *The Journal of Social Psychology*, 156(4), 422–436. <https://doi.org/10.1080/00224545.2015.1119668>
- Lei, Y., Li, M., Lin, C., Zhang, C., & Yu, Z. (2024). The effect of ostracism on social withdrawal behavior: The mediating role of self-esteem and the moderating role of rejection sensitivity. *Frontiers in Psychology*, 15, 1411697. <https://doi.org/10.3389/fpsyg.2024.1411697>
- Norton, B. (2013). *Identity and language learning: Extending the conversation* (2nd ed.). Multilingual Matters.
- Riessman, C. K. (2008). *Narrative methods for the human sciences*. Sage Publications.
- Smart Richman, L., & Leary, M. R. (2009). Reactions to discrimination, stigmatization, ostracism, and other forms of interpersonal rejection: A multimotive model. *Psychological Review*, 116(2), 365–383. <https://doi.org/10.1037/a0015250>
- Smith, J., Calderón, L., & Rivera, N. (2023). Social exclusion in higher education: Evidence from Latin America. *International Journal of Inclusive Education*, 27(3), 299–318. <https://doi.org/10.1080/13603116.2021.1971457>
- Swain, M., & Deters, P. (2007). “New” mainstream SLA theory: Expanded and enriched. *The Modern Language Journal*, 91(Focus Issue), 820–836. <https://doi.org/10.1111/j.1540-4781.2007.00675.x>

- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Walton, G. M., & Cohen, G. L. (2007). A question of belonging: Race, social fit, and achievement. *Journal of Personality and Social Psychology*, 92(1), 82–96. <https://doi.org/10.1037/0022-3514.92.1.82>
- Williams, K. D. (2009). Ostracism: A temporal need-threat model. *Advances in Experimental Social Psychology*, 41, 275–314. [https://doi.org/10.1016/S0065-2601\(08\)00406-1](https://doi.org/10.1016/S0065-2601(08)00406-1)
- Williams, K. D., & Nida, S. A. (2022). Ostracism and social exclusion: Implications for separation, social isolation, and loss. *Current Opinion in Psychology*, 47, 101353. <https://doi.org/10.1016/j.copsyc.2022.101353>

Spanish conversation group for foreign beginners

Grupo de conversación de español para extranjeros principiantes

Laura Catalina Daza Nieto

Student, Corporación Universitaria Minuto de Dios
(UNIMINUTO), Colombia

ORCID: <https://orcid.org/0009-0009-1552-9402>

Email: laura.daza-n@uniminuto.edu.co

Ivan Ricardo Torres Tellez

Student, Corporación Universitaria Minuto de Dios
(UNIMINUTO), Colombia

ORCID: <https://orcid.org/0009-0008-2379-7792>

Email: ivan.torres@uniminuto.edu.co

Ana María Barajas Muñoz

Student, Corporación Universitaria Minuto de Dios
(UNIMINUTO), Colombia

ORCID: <https://orcid.org/0009-0000-2811-7516>

Email: ana.barajas@uniminuto.edu.co

Adriana Marcela Gómez Bermúdez

Professor, Corporación Universitaria Minuto de Dios
(UNIMINUTO), Colombia

ORCID: <https://orcid.org/0000-0001-5020-6224>

Email: adriana.gomez.b@uniminuto.edu

Abstract

This project is aimed at promoting Colombian culture through the teaching of Spanish as a foreign language (ELE) using authentic educational materials and digital activities,

according to a syllabus designed under the parameters of the Common European Framework of Reference for Languages (CEFR) for the Spanish language. Its objective is to strengthen the language skills of foreign students and provoke in them and interest in Colombian culture. The importance of integrating cultural components in the teaching of ELE to enrich the learning experience is highlighted, reviewing studies that demonstrate how gamification and the affective filter foster students' motivation and commitment. The results of the first foreign group that participated show an increase of interest in Colombian culture and demonstrate the effectiveness of using proverbs and dialects to improve communicative competence, which contributes to future research and the development of tools that combine culture and language in the learning of Spanish. Moreover, a digital app called *Recochapp* is being developed to expand Colombian culture worldwide through Spanish learning.

Keywords: Dialect, Spanish as a Foreign Language (ELE), Intercultural Education, Teaching Method.

Resumen

Este proyecto busca promover la cultura colombiana a través de la enseñanza del español como lengua extranjera (ELE) utilizando materiales educativos auténticos y actividades digitales, de acuerdo con un programa de estudios diseñado bajo los parámetros del Marco Común Europeo de Referencia para las Lenguas (MCER) para la lengua española. El objetivo es mejorar las competencias lingüísticas de los estudiantes extranjeros y provocar en ellos el interés por la cultura colombiana. Se destaca la importancia de integrar componentes culturales en la enseñanza de ELE para enriquecer la experiencia de aprendizaje, revisando estudios que demuestran cómo la gamificación y el filtro afectivo fomentan la motivación y el compromiso de los estudiantes. Los resultados del primer grupo extranjero que participó evidencian un aumento del interés por la cultura colombiana y demuestran la eficacia del uso de refranes y dialectos para mejorar la competencia comunicativa, lo que contribuye a futuras investigaciones y al desarrollo de herramientas que combinen cultura y lengua en el aprendizaje del español. Además, se está desarrollando una app digital llamada *Recochapp* para expandir la cultura colombiana por el mundo a través del aprendizaje del español.

Palabras Clave: Dialecto, Español como Lengua Extranjera (ELE), Educación Intercultural, Método de enseñanza.

Introduction

This project explores the promotion of Colombian culture through the teaching of Spanish as a Foreign Language (ELE) by didactic materials and activities. The main objective is to strengthen the language skills of beginner foreign students and spark their interest in Colombian culture through an intercultural approach. Firstly, the relevance of integrating cultural components into the teaching of Spanish as a Foreign Language (ELE) is highlighted, aiming to enrich the language learning experience. Studies demonstrating how

gamification fosters motivation, interaction, and user engagement are also reviewed. Based on the project's results, there is a noticeable increase in participants' interest in Colombian culture, evidencing the effectiveness of integrating proverbs and dialects into the learning process to strengthen listening, reading, and writing skills. This analysis contributes to future research and the development of tools designed to combine cultural and linguistic elements in the teaching of Spanish with a Colombian variation.

General objective

To promote the learning of Spanish with a Colombian variant as a foreign language, with an emphasis on the country's cultural

aspects, through activities that promote the development of communication skills in the conversational group.

Theoretical Framework

The theoretical foundation of this project is based on different theories and pedagogical approaches that support language teaching and the acquisition of region-specific vocabulary.

Communicative Approach

According to Bérard (1995), cited in Beghadid, H. M. (2013), the communicative approach states that the main goal of language teaching is to enable students to communicate

effectively in a real context. This approach emphasizes meaningful verbal interaction and practical language use.

In this setting, it is essential to link this perspective to the project's aim, which is to improve students' communication skills in Spanish, particularly enriching their Colombian vocabulary to facilitate interaction with native speakers and others who are learning the target language.

Intercultural Approach

On the other hand, the intercultural approach, according to Restrepo and Pachón (2017), aims to help learners emulate native speakers by promoting empathy, sensitivity, and cultural adaptability. This project enabled such exchange through shared experiences and perspectives from the foreign students and the teachers of the project.

Individualized learning acknowledges that each student has unique learning needs and styles. Hence, strategies and materials must adapt to these differences. This approach aligns with students' motivations, interests, and goals, providing personalized, relevant, and meaningful educational experiences that foster their experience in the conversational group.

Educational Technology

The use of information and communication technologies (ICTs) in education is crucial for building a knowledge-based society. In a virtual course, educational technology facilitates not only student interaction but also academic progress tracking and access to varied resources.

Digital tools and online platforms transform education into a dynamic, interactive, and accessible process, encouraging students to take an active role in their learning.

Conversation Group

Conversation groups are spaces where students practice a specific language through peer interaction. A moderator or teacher is essential to guide conversation and introduce discussion topics. These groups are ideally at an intermediate level. According to ACTFL:

“Intermediate-level speakers are mainly characterized by their ability to communicate on familiar topics related to their daily lives. They can reorganize learned material to convey personal messages.” (Oral Communication, 2022)

The group “Un Tinto en Español” aims to promote discussion and opinion-sharing around Colombian culture, and to observe how participants apply what they have learned in everyday situations.

Multiculturalism

Multiculturalism refers to the “coexistence of different cultures in the same place, whether they have any connection or relationship” (Cear Dictionary). Showing that it emphasizes connecting diverse cultures to create greater understanding.

According to Salazar (2009), multiculturalism in education promotes inclusion and respect for diverse cultures, encouraging dialogue

and communication. Respecting different ways of living and perceiving life is key, whether in virtual or in-person classrooms.

Multiculturalism enables students from different cultures to share and discover traditions and languages, fostering a more democratic and inclusive society.

Affective Filter Hypothesis

Krashen (1981) introduced the “socio-affective language filter,” suggesting that the more intense this filter is, the more resistant a student becomes to learning. A low affective filter means the environment provides motivation that enhances content understanding.

- **Integrative motivation:** Encourages learners to feel part of a group without pressure for perfection.
- **Instrumental motivation:** Reflects the desire to gain language competence through native interaction.

Informal settings typically offer a lower affective filter. Hence, the conversational group was designed to foster a non-threatening learning atmosphere.

Dialect in Teaching

Language is an important part of cultural identity, and dialects are integral to it. Dialects include variations in pronunciation, grammar, vocabulary, and expression. Ignoring dialects in language education overlooks essential cultural and communicative elements.

Including dialects helps students immerse themselves more effectively in real-life language use, enhancing their understanding of the culture and improving communication.

Spanish as a Foreign Language (ELE)

Spanish is one of the world’s most spoken languages. According to the Cervantes Institute (2019), over 580 million people speak Spanish, around 7.6% of the global population.

Moreover, globalization has increased the value of Spanish in international relations, making it nearly as relevant as English. Learning Spanish is essential today, offering opportunities across economic, cultural, and political domains.

Methodology

The project adopts a qualitative approach with an action-research design. This approach was selected due to its capacity to experiment within a natural setting, where variables are controlled and manipulated

(Cohen et al., 2018). Furthermore, this methodology allows for the development, implementation, and evaluation of an educational intervention. The data collection instruments used were:

- **Questionnaires and surveys:** These were administered before the conversation group intervention to identify students' prior knowledge of Colombian dialects. The questionnaires helped assess their initial understanding of linguistic aspects.
- **Interviews:** Open interviews were conducted before and after the sessions to explore students' perceptions of Colombian culture and their progress in communicative skills.
- **Audio recordings:** Participants' interactions during the sessions were recorded (with prior consent), and the content was transcribed for a detailed discourse analysis. The software "Screenrec" was used to record the sessions.

The data analysis focused on three aspects: first, an analysis of the open-ended responses and transcriptions was conducted to identify emerging patterns regarding

perceptions of Colombian culture and dialects. Second, an emergent content analysis was carried out to identify key themes and recurring trends in student interactions. Finally, participants' linguistic and cultural competencies were compared before and after the intervention, evaluating their progress in using idiomatic expressions and dialects specific to Colombia.

Additionally, the project's activities included:

- Introduction to Colombian proverbs and their use in everyday life.
- Development of listening and reading skills through the use of audio recordings and texts in the Colombian variant of Spanish.
- Writing exercises to strengthen the use of idiomatic expressions and local vocabulary.
- Ongoing conversation with the participants.

Results

Through the integration of cultural aspects in the implementation of the project:

- Participants strengthened their language skills, including listening, reading, and writing comprehension.
- The activities created for the project followed a clear and structured sequence for teaching.
- Feedback was obtained regarding areas that could be improved.
- The sessions led to meaningful learning experiences.

- The conversation group fostered a positive perception of using cultural elements in language teaching.
- Through interculturality, participants identified similarities and differences between their culture and Colombian culture, which encouraged greater interest.

Evaluation of Results

During the development of the conversation group, Spanish as Foreign Language (ELE)

materials were designed for beginner-level students. These materials were original and tailored to the participants—four French-speaking individuals from Côte d'Ivoire. The goal was to facilitate the transition from French (L1) to Spanish (L2).

Students' Perception

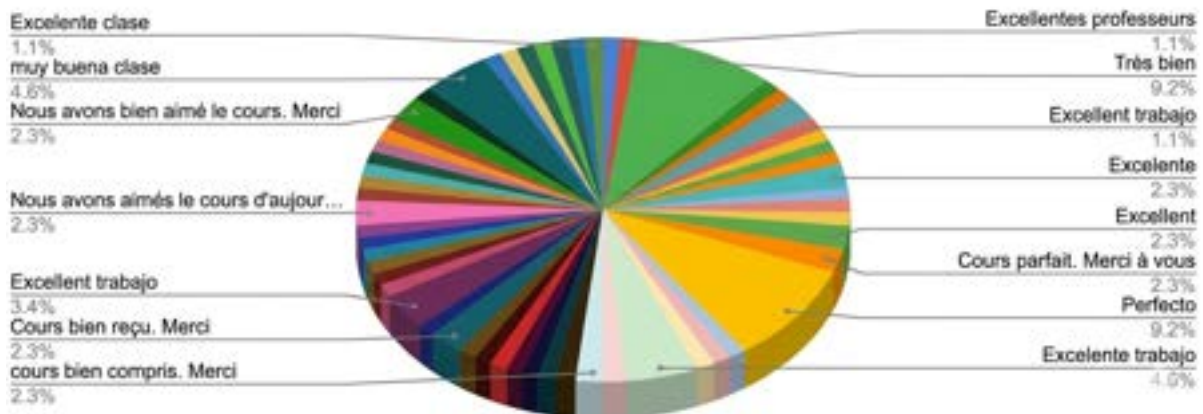
A total of 87 comments were received from the students, reflecting a positive perception of the classes. Terms such as “perfect,” “excellent,” and “very good” were frequently used. At the beginning, students relied on their native language to communicate, but over time they began using Spanish more consistently.

Effectiveness of the Materials

The materials designed for this French-Spanish variant were effective. They facilitated the acquisition of language skills by exploring vocabulary and cultural aspects of Colombia, such as its dialects and customs. This supported the development of cultural understanding and the practical use of Spanish in everyday situations.

Figure 1 presents a histogram showing the count of the 87 comments provided by the students about the ELE classes, reflecting this positive feedback.

Figure 1. Histogram of Comment Count from the Conversational Club Sessions



Note: Comments from participants during the ELE classes in the conversational group.

Additional Notes

- The comments were collected between October and December 2023.
- Some activities were conducted virtually, while others were held in person.
- A key advantage in the interaction between teachers and students was that the instructors were proficient in the students' native language (French).

Interpretation

Considering the communicative activities and culture-focused lessons, students appeared to make the most of these opportunities, showing enthusiasm and a growing interest in learning Spanish. Based on conversations held with the students, it is important to highlight their strong preference for dynamic activities, which have had a greater positive impact by using culture as a tool for language teaching. Moreover, the use of visual aids contributed to a more natural learning process. However, despite the effectiveness of the current approach, improvements are recommended for some initial activities to better align them with the innovative trend that has been planned.

Observations

During the implementation process, an observation guide was developed, detailing a series of activities used to assess students' skills in various contexts, such

as teacher-student and student-student interaction. The guide also analyzed aspects related to cultural understanding, oral production, and the adaptability of activities to the students.

The observations include:

- **Positive impact on cultural understanding.** Students demonstrated recognition of customs and geography thanks to the integration of cultural themes with ELE teaching, which facilitated both comprehension and content production.
- **Preference for interactive activities.** Activities such as quizzes or interactive games generated greater engagement, as students actively participated by selecting responses or completing specific tasks.
- **Effectiveness of visual aids.** The use of images associated with vocabulary and basic concepts (such as parts of the day or family members) led to better comprehension and retention of content.

Opportunities for Improvement:

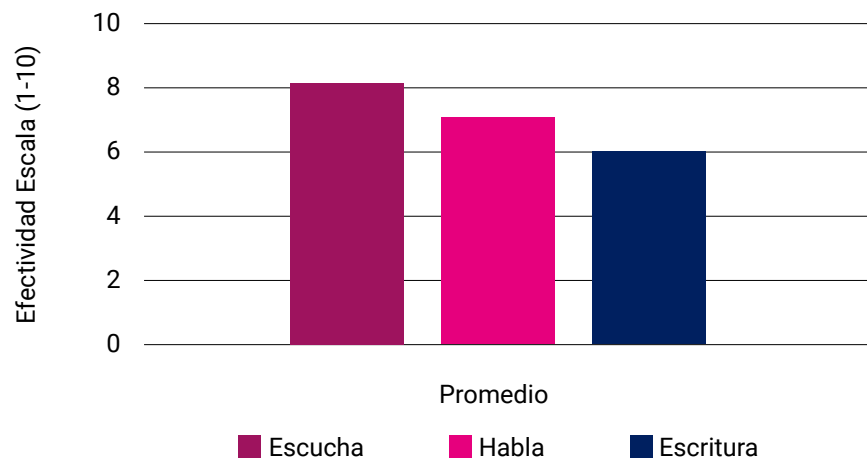
Some activities could benefit from being more interactive from the outset; it was suggested that introductory activities be complemented with practical examples or exercises that actively involve the students.

In addition to the observations presented, an analysis was carried out on the effective-

ness of the activities in the ELE focal group. This evaluation was based on the targeted language skills (listening, speaking, writing) and their impact on learning, according to qualitative observations.

Based on these observations, the following chart (Figure 2) is presented, which summarizes the effectiveness of the activities according to the skill developed, using a scale from 1 to 10:

Figure 2. Effectiveness of Activities by Language Skill (Scale 1–10)



Note: Analysis of the effectiveness of activities according to three learning skills.

Additional Notes

- The presented graph accurately illustrates the effectiveness of the classes and materials used in relation to three language skills: writing, listening, and speaking.
- Listening skills are highlighted as the most developed of the three.
- Writing skills are identified as the weakest.

Interpretation

Based on the results from the analysis, the skills fall within an average range of 6 to 8 on

a scale from 1 to 10. Listening is the most predominant skill, while writing is the least developed. Despite the students' generally basic level of language proficiency, it is notable that the skills acquired during the course are considerably high. This enables students to learn essential aspects that will facilitate their communication upon arriving in a Spanish-speaking country, such as Colombia.

Conclusions

The results show a notable increase in interest in Colombian culture, along with significant improvements in the participants' language skills, particularly in listening and reading comprehension. The inclusion of cultural elements, such as proverbs and local dialects, has proven to be an effective tool for maintaining student motivation and engagement.

After a thorough analysis, it is concluded that the proposal to develop interactive modules for the application, which encourage meaningful and progressive learning, is the most suitable option to complement language acquisition. This is because the integration of these cultural elements into the application enriches the learning process by providing a clear and relevant context.

References

- Anderson, A. (2011). La importancia de aprender una segunda lengua. Ensayo, Grand Valley State University, Allendale.
- BBC News Mundo. (2019). Español: los países en que más se estudia nuestro idioma. BBC News Mundo. <https://www.bbc.com/mundo/noticias-49106325>
- Bugel, T. (2000). Aspectos ideológicos y culturales de la enseñanza actual del español como lengua extranjera en la ciudad de San Pablo-Brasil. In ¿Qué español enseñar?: norma y variación lingüísticas en la enseñanza del español a extranjeros: actas del XI Congreso Internacional ASELE, Zaragoza 13-16 de septiembre de 2000 (pp. 239-246). Asociación para la Enseñanza del Español como Lengua Extranjera.
- Canale, M., y Swain, M. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. Applied Linguistics. Recuperado de: https://www.researchgate.net/profile/Merrill-Swain/publication/31260438_Theoretical_Bases_of_Communicative_Approaches_to_Second_Language_Teaching_and_Testing/links/0c960516b1dadad753000000/Theoretical-Bases-of-Communicative-Approaches-to-Second-Language-Teaching-and-Testing.pdf
- Cervantes, C. C. V. (s. f.). CVC. Anuario 2022. Informe 2022. El español: una lengua viva. El español en cifras. https://cvc.cervantes.es/lengua/anuario/anuario_22/informes_ic/p01.htm
- Cervantes, C. C. V. (s. f.). CVC. Anuario 2023. Informe 2023. El español: una lengua viva. El español en cifras. https://cvc.cervantes.es/lengua/anuario/anuario_23/informes_ic/p01.htm

- García, D., García, J., & Buitrago, Y. (2011). Estado del arte de ELE en Colombia, una mirada holística: metodologías y enfoques, material didáctico, variedades lingüísticas y dificultades en el área. Marco ELE. Revista de Didáctica Español Lengua Extranjera, (13), 1-10.
- Hymes, D. H. (1971). «Acerca de la competencia comunicativa». Recuperado de: <https://revistas.unal.edu.co/index.php/formayfuncion/article/view/17051>
- Instituto Cervantes (2021). El español en el mundo. Anuario del Instituto Cervantes. Baña Perdida Editorial.
- Krashen, S. (1981). Second language acquisition and second language learning. Oxford: Pergamon Press.
- Ministerio de Educación de Colombia. (2004). Nuevas tecnologías al servicio de la educación. En Altablero. <https://www.mineducacion.gov.co/1621/article-87399.html>
- Niederehe, H. J. (2004). La "Gramática de la lengua castellana" (1492) de Antonio de Nebrija. Boletín de la Sociedad Española de Historiografía Lingüística, (4), 41-52. Pérez, A. S. (1992). Historia de la enseñanza del español como lengua extranjera. Sociedad General Española de Librería.
- Pérez, A. S. (1992). Historia de la enseñanza del español como lengua extranjera. Sociedad General Española de Librería.
- Piña, L. G. (2007). El club conversacional: una estrategia interaccional de aprendizaje para estudiantes de inglés como lengua extranjera. Revista EDUCARE-UPEL-IPB-Segunda Nueva Etapa 2.0, 11(3).
- Restrepo, D. A. U., & Pachón, A. M. M. (2017). Propuesta intercultural para la enseñanza de cursos de español como lengua extranjera en Colombia. Lenguaje, 45(1). <https://doi.org/10.25100/lenguaje.v45i1.4616>



CO18/8455



CO2200000121



CO14/6011

Bogotá D. C.
Sede Nacional
José Celestino Múts



CO14/6012

Bogotá D. C.
Sede Nacional
José Celestino Múts



CO17/7811

