# THE ACADEMY EDUCATION MAGAZINE

Volume 1 - Number 2 - 2020

ACADEMIC ESSAYS / OPINION COLUMNS / TEACHING REFLECTIONS
TEACHER-MADE MATERIALS



ISSN: 2744-8061

compensar | fundación universitaria

FACULTY OF SOCIAL SCIENCES AND EDUCATIO

THE
# ACADEMY
## EDUCATION MAGAZINE

Vol 1, No.2 August / December 2020
Bogotá, Colombia.




Research Group of Human, Pedagogical and Social Studies
GEHPS 2020.
Falculty of Social Sciences and Education.
Bilingualism, Education, and Interculturality Research Line

Marco A. Llinás V.
*Principal*

José David Marín Enríquez
*Academic Director*

Gareth Barrera Sanabria
*Research Director*

José Daniel Quiroga Escobar
*Dean of the Faculty*

David Felipe Espinosa M.A.
*Editor-in-Chief*

Hugo Alejandro Vargas
Maria Fernanda Torres
Michelle Mariana Rozo
Jan Paul Castellanos M.A.
*Editorial Committee*

Luis Alberto Barrero M.A.
Rosa Maria Cely M.A.
*Style Correctors*

Hernan Camilo Patiño
*Creative Director*

ISSN: 2744-8061

**Creative Commons**




This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International

**Editor's Contact Information**

Fundación Universitaria Panamericana - Unipanamericana
Avenida (Calle) 32 # 17-30
theacedemy@unipanamericana.edu.co
dfespinosat@unipanamericana.edu.co
+57 1 3380666

# TABLE OF CONTENTS


## Letter from the Editor

1 **Dear Community**
By David Felipe Espinosa

## Academic Essays

2 **Metamorphosis in the Classroom: The Development of Critical Thinking in Times of Pandemic.**
By Diego Moreno

4 **The Rubric as a Constructive Way of Evaluation**
By Evelyn Yepes Dominguez

6 **EMI, CBI, and CLIL: Similar but Different Approaches**
By Maryuri Gonzalez

8 **New Education**
By Giovanny Suescún Useche

10 **Other Paths to enhance Colombian Bilingualism.**
By Mayra Alejandra Chingaté Barbosa

12 **Analyzing the EMI Approach in the Colombian Context**
By Linda Almanza Pumarejo

14 **A Brief View from the Colombian and Californian Educational Systems: An Exploration of Curricular Freedom and Flexibility in Subjects**
By Angie Daza Rincón

17 **Regaining our Inheritance: The English Learning Experience Through the Radio**
By Edna Constanza Manrique

21 **Reflective Teachers**
By Angye Lizeht Carrillo Rodriguez

23 **EMI: its use and its Differences with CLIL and CBI**
By Hernan Camilo Patiño Palacios

## Opinion Column

25 **Virtual Education in a Third World Country**
By Jairo Andres Castro Pinto

26 **Thinking about Current Situations to be Better: Reflecting on Teaching in this New Era**
By Laura Urrea & Sara Vargas

27 **The New Reality of Education in Colombia**
By Nury Catalina Blanco

## Reflective Teaching

28 **Afro-Colombianity at Schools: Towards Barrier Breaking**
By Luisa Fernanda Pulido

30 **Facing Spanish Classes for the First Time**
By Juan José Garzón Páramo

31 **The Importance of Identity at Schools**
By Mariana Rozo

33 **Should students return to Face-to-Face Classes during the Covid 19 Pandemic?**
By Sebastian Bermudez Hernández

35 **Spanish in Asia? The Chabacano Language in the Philippines: A History Lesson.**
By Kevin Ruiz

## Teacher-Made Materials

37 **An Interactive Worksheet to Start a Marketing Project**
By Alejandra Chingaté - Angie Castaño - Yeraldin Tamayo

# DEAR COMMUNITY

Dear community,

Hundreds of things have happened in relationship with education for the last few months and we have somehow adapted to learning mediated by technology; we have shaped to the demands of this pandemic and it seems to be a thing from the past, but let us remember all that we still need to take care of ourselves, our loved ones and our educational community by staying at home. Therefore, apps and websites have become our best allies when planning and conducting classes that are intended to be appealing and motivating for students and it is our major goal to achieve these requirements, so that students truly learn. Nonetheless, as educators, we have tried our hardest to comply, but virtual sessions are still an endless cycle of asking "are you there?" and "Can you guys listen to me properly?" and sometimes with great sadness, receiving silence from the other end. However, experience has proved to me that the more you create an emotional link with your students, the more participation you will get and this why we should start our sessions with questions like "How was your day" and "how are you feeling today" which implies understanding your students' reality, showing to them you do care about them as humans, and resulting on getting constant participation, multiple answers and great comments from pupils class after class.

These different positive and negative situations about virtual education have called my attention, and I understand now that it is not a personal feeling since in several discussions with other professors and teachers in training, we have agreed that we all feel the same way. Somehow, educators are still trying to figure out how to engage students, generate meaningful learning in their classes, and incentivize students to embrace learning the way we used to do in face-to-face lessons; it is our duty with society, even when our agendas are tighter than ever. Then, it is not unknown that teachers have lots of work at home and personal responsibilities, and it is fascinating for us, as a magazine of education, to have received papers with such fascinating quality from educators of our community during these difficult times.

In this second issue of The Academy – Education Magazine there are several topics covered by the writers. Evaluation, EMI, reflection, feedback, digital materials, and others that were proposed by authors as a way of expressing their thoughts over these educational topics from their teaching experience. It was alluring to read how teachers in training and formal teachers who sent their texts agreed on the need to motivate and engage students on education mediated by technology and how to adapt our way of teaching to new approaches and methodologies to fulfill this goal.

As a matter of fact, for the first section Academic Essays, Diego Moreno Oviedo explores and argues the importance of developing critical thinking in virtual sessions thanks to the pandemic in his paper ***Metamorphosis in the Classroom: The Development of Critical Thinking in Times of Pandemic.*** Secondly, Evelyn Yepes Dominguez presents an analysis of the Rubric and its impact on evaluation processes in the essay ***The Rubric as a Constructive Way of Evaluation***. Then, Maryuri Gonzales Alfaro explores EMI and compares it with two other relevant approaches for the teaching of content in English in the document ***EMI, CBI, and CLIL: Similar but Different Approaches***. Continuing, you will find the essay ***New Education*** by Giovanny Suescún Useche, where he presents his perspective on education mediated by technology. Moreover, Mayra Alejandra Chingaté Barbosa delves into the processes of teaching and learning of content through the language English in the manuscript ***Other Paths to enhance Colombian Bilingualism***. After that, Linda Almanza Pumarejo evaluates EMI and its impact in the country in the paper ***Analyzing the EMI Approach in the Colombian Context***.

Furthermore, the interesting essay ***A Brief View from the Colombian and Californian Educational Systems: An Exploration of Curricular Freedom and Flexibility in Subjects*** written by Angie Daza Rincon contains a well-describted analysis of the educational systems of two different countries and some recommendations when creating curricular structures. Then, professor Edna Constanza Manrique provides a well-documented analysis of a project that explores the radio and its impact on the learning of English a Foreign Language during this pandemic time among kids of a rural area in the paper ***Regaining our Inheritance: The English Learning Experience Through the Radio***. Besides, Angye Lizeht Carrillo Rodriguez examines the importance of doing reflection when teaching in the essay ***Reflective Teachers***. Finally, Hernan Camilo Patiño Palacios contributes to this issue by analyzing the approaches EMI, CLIL, and CBI and proposes a contrast in the essay ***EMI: uses and Differences with CLIL and CBI***.

In the Opinium Colum section, you will find four different, interesting, and very reflecting pieces of writing. Firstly, Jairo Andrés Castro Pinto posts his thoughts over the current situation of the world in the text ***Virtual Education in a Third World Country***. Secondly, the paper ***Thinking about Current Situations to be Better: Reflecting on Teaching in this New Era*** written by Laura Alejandra Urrea & Sara Vanesa Vargas presents a refreshing point of view of what reflection intends. Finally, the author Nury Catalina Blanco reports her impressions of virtual education in the text ***The New Reality of Education in Colombia***, being this the first paper written by one student who belongs to an ally university.

Furthermore, in the Teaching Reflections Section, we will start with the paper ***Afro-Colombianity at Schools: Towards Barrier Breaking*** written by Luisa Fernanda Pulido and translated by Professor Jan Paul Castellanos, in which an amusing topic is touched from the perspective of a teacher whose profession has an emphasis on diversity and inclusion. Then, Juan José Garzón Páramo declares his experience as a teacher of Spanish a Foreign Language in the paper Facing ***Spanish Classes for the First Time***. Furthermore, the reflection ***The Importance of Identity at Schools*** written by Michelle Mariana Rozo exposes an interesting view of identity and its impact on education. Then, Sebastian Bermudez Hernández posts a sequel of the topic covered during his last paper regarding the issue of facing education over this pandemic time in the reflective paper ***Should Students return to Face-to-Face Classes during the Covid-19 Pandemic?*** Finally, Kevin Mateo Ruiz closes this section with a delightful article regarding our mother tongue and its effect in an Asian country in the paper ***Spanish in Asia? The Chabacano Language in the Philippines: A History Lesson***.

Finally, in the Teacher Made Materials section Alejandra Chingaté, Angie Castaño, and Yeraldin Tamayo present the result of a project based on English as a Medium of instruction (EMI) and its use in other areas of professional development in the article ***An Interactive Worksheet to Start a Marketing Project***.

To finish with, I would like to thank again all the people who participated in the second issue of this magazine and I am sure we will continue to receive many contributions from other members of the community in future issues. The call for papers for Volume II – Issue I (2021) will be posted later this semester

Best regards,



**Felipe Espinosa Torres M.A.**
Editor-in-Chief
The Academy: Education Magazine

# ACADEMIC ESSAYS

# Metamorphosis in the Classroom: The Development of Critical Thinking in Times of Pandemic.

By Diego Moreno - 7th Semester Student - B.A. in English and Bilingualism

The classroom is a space for interaction and intellectual development where students not only acquire knowledge, but also reflect on and question the world around them. Nowadays, global society faces a difficult situation due to the Covid-19 pandemic, involving quarantines and restrictions in daily life, education is not the exception. Consequently, the dynamics within the classroom have seen a transition from face-to-face to virtuality that entails changes in terms of interaction, learning strategies, connection with classes, motivation, among others. From there, the pandemic has been a big and sudden challenge for education and educators have adapted their classes to virtual spaces by finding ways to keep their lessons relevant to students, developing engaging connections, and promoting critical thinking in the classroom. Therefore, in the mist of the pandemic, current education is looking for a transformation in terms of critical thinking (CT hereafter) development, intellectual advancement, and learning strategies.

At first, it is essential to understand the situation and why it is challenging for educators the news ways of teaching. That is how, the pandemic has disrupted global education, which has been forced to respond immediately in the transition of curricula from face-to-face to virtual schooling (Crawford et al., 2020). However, there are exceptions such as Australia, where universities began to apply digital resources while preparing their buildings with all the biosecurity conditions to receive a low percentage of students (Crawford et al., 2020). In fact, most institutions had to suddenly prepare and establish classes as well as assign teachers who were supported by digital resources, and who have been applying strategies through didactic websites while classes are taught from videoconferencing applications.

ing skills are promoted; by doing so, students' CT can be improved from the curriculum and their vision of the world can be broadened by increasing the curricular and cognitive areas of knowledge aimed at stimulating CT (Almeida et al., 2011). In this way, the curricular improvement requires adapting areas to further promote thinking skills within the use of digital resources, where students will cognitively develop CT on their own by being directed by strategies proposed by education institutions.

**"In this way, the curricular improvement requires adapting areas to further promote thinking skills within the use of digital resources, where students will cognitively develop CT on their own by being directed by strategies proposed by education institutions."**

Nevertheless, for this, it is necessary to consider that CT has certain elements that can contribute to the acquisition of knowledge and the development of a critical spirit. Thus, adaptive processes and historical-cultural appropriation perform as specific nuances of the thought system that includes three subtypes:

1. Representation or coding system: it is about mental patterns, organizing or stimuli information, so that it becomes meaningful. These are images, notions, scripts, diagrams, concepts, etc.
2. Operations system: these are procedures that are carried out with the information so as to organize or rearrange it. For instance, we can find intellectual skills, thinking strategies, heuristics, algorithms, and methods, etc.
3. System of attitudes: these are effective dispositions that bring purpose and energy to the activity of thought such as emotions, interests, feelings, values, etc. (Villarini, 2003, p.36).

Now, these elements are complemented by arguments such as those by Piaget and Vygotsky regarding the development of thought and intellec

tual progression in adolescents. In a general aspect, both agree that the adolescent in this stage begin to configure his thinking by taking elements from previous stages, but combining them with internal processes guided by logic and analysis; it is this process of change that will determine the basis and characteristics of their thinking from then on (Cano, 2007). In this way, Piaget and Vygotsky also establish characteristics that influence the configuration of the adolescent thought, where the social factors prevail and begin to characterize the person, being this the main element of intellectual conformation (Cano, 2007b). In this sense, intellectual evolution is directly related to the social environment, according to the elements that constitute it, such as culture, beliefs, or politics, which are developed through social interaction. For this reason, the current educational challenge lies in the application of strategies that act as a complement and booster to this restricted interaction in the virtual context.

The application of digital strategies and resources entail another expectation on students, considering how they will adapt to virtuality. That is how, distance education establishes another relationship between students and the content, so that a greater autonomy from students appears as an ideal for proper educational development; this is how, teachers must apply motivational strategies through all possible tools to help stimulate knowledge. That said, it becomes a priority the use of strategies such as reading comprehension, which allows direct interaction with the contents and the activities of a specific topic and promotes the development of CT in adolescents (Álvarez et al., 2020). In this way, teachers are an essential component of the process, since the lead students to become more responsible for the advancement of their knowledge while leading their lives at home.

In conclusion, the educational transformation resulting from the pandemic should involve changes based on CT, intellectual advancement and learning strategies. First, educational institutions must adopt a methodical transition of their curricula, adjusting their teaching to the new conditions generated from the Covid-19 pandemic, and seeking ways to promote CT even under virtual conditions. Considering this, it is necessary to take into account the development of CT and intellectual progress produced during the adolescence, which implies the influence of the social environment as the main element of characterization and which priority should be the development of strategies that serve as a complement to virtual education. Additionally, the adaptation of learning strategies requires establishing a direct connection between the student and the content, in absence of the actual interaction between the student and the teacher that takes place in the classroom; hence, the use of strategies such as reading comprehension facilitates a constant interchange between the student and the topics of the class, supporting their learning processes and strengthening their CT. Finally, the pandemic has caused a metamorphosis within the classroom, which represents a challenge for education that must include a critical focus and adequate academic training even under what appear to be the most unfavorable conditions.

## REFERENCES


Almeida, L., Arnold, E., Beramendi, M., Cohen, L., Díaz, J., Rodrigues, A., Oré, B., Penny, M., Ramos-Vidal, I., Roselli, N., Silva, N., Sosa, F., Torres, J. and Zubieta, E. (2011). Critical thinking: Its relevance for education in a shifting society. Revista de Psicología, 29 (1), 185-190.

Álvarez, H., Arias, E., Bergamaschi, A., López, A., Noli, A., Ortiz, M., Pérez, M., Rieble-Aubourg, S., Rivera, M., Scannone, R., Vásquez, M. and Viteri, A. (2020). La educación en tiempos de coronavirus. México D.F., México: Editorial Banco Interamericano de Desarrollo (BID).

Crawford, J., Butler-Henderson, K., Rudolph, J., Malkawi, B., Glowatz, M., Burton, R., Magni, P. and Lam, S. (2020). COVID-19: 20 countries' higher education intra-period digital pedagogy responses. Journal of Applied Learning & Teaching, 3 (1), 10-11.

Villarini, A. (2003). Teoría y Pedagogía del Pensamiento Crítico. Persspectivas Psicológicas, Volumes 3 & 4, 35-42.

# The Rubric as a Constructive Way of Evaluation

By Evelyn Yepes Dominguez - 8th semester student of the B.A. in English and Bilingualism

I have always thought that the teacher's job goes beyond a profession or the simple decision of teaching. Personally, being a teacher is a matter of true vocation, it is an art, a commitment to others and to oneself. Although this role has evolved over time, teachers will always be seen as exemplary models of intelligence and learning for their students; a role model. For this reason, it is relevant to adopt a constructivist position by placing pupils in situations that allow them to reflect on their learning process, stimulating their curiosity and, above all, creating strategies that guide them to develop skills; in this way, teachers can address assessment to create a supportive and non-frustrating learning environment. Therefore, this essay intends to generate a discussion around the use of the rubric as an ideal evaluation instrument to measure students' learning processes.

As it is well known that evaluation has been a method used for many years to measure the process and level of students' learning. Due to the emotional effect that evaluation implies, most of the time it produces a great fear in relation to the idea of failure; in fact, Sarivan (2011) states that: "Teachers (and parents as well) fear that the failure in a national exam will compromise the student's progress for further education" (p. 1). Therefore, it is our duty as teachers to always seek for the best way to integrate evaluation into the learning process through flexible instruments such as rubrics to avoid feelings of fear and frustration on students.

Currently, most teachers are familiar with rubrics and they use them as a tool and as an alternative instrument to evaluate. On this regard, it is precise to define the concept of rubric, that in accordance with Brookhart (2013): "A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria" (p. 1). In that sense, as teachers, we must take advantage of this tool and choose an appropriate criteria that has to be considered at the time of its preparation. Besides, this is a great opportunity to shed some of that dominant and behavioral traditions of school exams, and by contrary, help students to develop a critical thinking by guiding them towards the goals of the assessment and allowing them to understand what is expected from them and how they can improve certain aspects of their learning process. In addition, rubrics allow teachers to be more factual and accurate when grading and giving feedback to students.

**"the rubric is one of the best alternatives to give instructions to students on what is expected from them, it is easy to use and explain, and it provides specific criteria to measure individual student's process. "**

Nonetheless, we must be careful when choosing the rubric as an evaluation instrument. Although it offers good opportunities for students to use it as a co-evaluation and self-evaluation instrument, it also has some advantages and disadvantages depending on the type of rubric as it is described in the following table based on Brookhart & Nitko (2008):

| Type of Rubric | Definition | Advantages | Disadvantages |
|---|---|---|---|
| **Holistic or Analytic:** One or Several Judgments | | | |
| Holistic | Each criterion (dimension, trait) is evaluated separately. | - Gives diagnostic information to teacher.<br>- Gives formative feedback to students.<br>- Easier to link to instruction than holistic rubrics.<br>- Good for formative assessment; adaptable for summative assessment; if you need an overall score for grading, you can combine the scores. | - Takes more time to score than holistic rubrics.<br>- Takes more time to achieve inter-rater reliability than with holistic rubrics. |
| Holistic | All criteria (dimensions, traits) are evaluated simultaneously. | - Scoring is faster than with analytic rubrics.<br>- Requires less time to achieve inter-rater reliability.<br>- Good for summative assessment. | - The single overall score does not communicate information about what to do to improve.<br>- It is not good for formative evaluation. |
| Description of Performance: General or Task-Specific? | | | |
| General | Description of work gives characteristics that apply to a whole family of tasks (e.g., writing, problem solving). | - Can share with students, explicitly linking assessment and instruction.<br>- Reuse same rubrics with several tasks or assignments.<br>- Supports learning by helping students see "good work" as more important than an assignment.<br>- Supports student self-evaluation.<br>- Students can help create general rubrics. | - Lower reliability at first than with task-specific rubrics.<br>- Requires practice to apply well. |

Figure 1. Advantages and disadvantages of Different Types of Rubric. Brookhart & Nitko (2008)

Despite the advantages and disadvantages when choosing or elaborating the correct rubric, it remains as an instrument that unifies the evaluation criteria and allows students to propose modifications or even the criteria to be considered and thus, become familiar with the learning objectives and expected results. Nevertheless, a suitable option could be the implementation of a general type of rubric, since as explained in the table, it can be shared with students beforehand, describing students' performance by offering several routes for them to achieve success in their tasks or assessments, allowing them to monitor their own work. Hence, this tool can be used in different ways depending on the subject or activity; in fact, it allows teachers to choose countless criteria such as design, elements, coherence, among others, that can be considered in accordance with the aspects that are intended to be evaluated from students and their presentations.

To sum up, the rubric is a useful and important tool that allows assessing objectively, since the criteria that is established is clearly described and known by all students in advance. Therefore, this allows learners to know what criteria they should consider when doing their assignments. In addition, it gives them clarity about the reason why they obtain a certain grade, and how they could improve certain aspects in their next tasks. Besides, this instrument allows teachers to offer both qualitative and quantitative grading and help them to provide feedback regarding the strengths and weaknesses of students' learning process, and thereby avoid confusion. Finally, the rubric is one of the best alternatives to give instructions to students on what is expected from them, it is easy to use and explain, and it provides specific criteria to measure individual student's process. Because of this, it is essential to make assessment an essential part of the teaching-learning processes and thus promote spaces for motivation and engagement.

## REFERENCES


Brookhart, S. & Anthony J. N. (2008). Figure 1.2. Advantages and Disadvantages of Different Types of Rubrics. New Jersey, US: Pearson Education. Retrieved from http://www.ascd.org/publications/books/111200 1/chapters/What-Are-Rubrics-and-Why-Are-They-Important%C2%A2.aspx

Brookhart, S. M. (2013). How to Create and Use Rubrics for Formative Assessment and Grading. North Beauregard, US: ASCD Editorial. Retrieved from http://www.ascd.org/publications/books/111200 1/chapters/What-Are-Rubrics-and-Why-Are-They-Important%C2%A2.aspx

Sarivan, L. (2011). Teachers for the Knowledge Society: The Reflective Teacher. Science Direct Journal, 11, 195-199. Retrieved from https://www.researchgate.net/publication/251713407_The_Reflective_Teacher

# EMI, CBI, and CLIL: Similar but Different Approaches

Maryuri Gonzalez - 7th Semester Student - B.A. in English and Bilingualism

English has become the lingua franca in the academic sphere, which has led educational institutions to use this language as a means of teaching. From this situation, several approaches have emerged over the years, such as English Medium Instruction (EMI), Content-Based Instruction (CBI), and Content and Language Integrated Learning (CLIL), which are implemented now around the world at different academic levels. However, many language teaching professionals often think that these approaches are practically the same. For example, in the study called CLIL in Japan: Views of University Professors, researcher MacGregor (2016) states that all language teachers working in Japan viewed EMI, CBI, and CLIL as synonymous terms. Nevertheless, these three approaches have differences regarding the role of language and content in the teaching-learning process as well as their aims. It is relevant for teachers to know about them, so they can take full advantage of these approaches to achieve students' learning outcomes.

To begin with, EMI is described worldwide as an internationalization approach where the subject matter knowledge is the main aim rather than the language proficiency; it uses specifically the English language as a vehicle for content learning. Brown and Bradford (2017) affirm that language learning is an implicit result; the learning and assessment outcomes are directly linked to the content of the subject. Besides, this approach seeks to improve academic and employment opportunities for students through the internationalization of university programs; there, the teaching-learning process includes the development of international and intercultural competencies as students' learning outcomes (Dafouz, 2018). Thus, English allows the following: “Increasing employability, facilitating international mobility (migration, tourism, studying abroad), unlocking development opportunity and accessing crucial information, and acting as an impartial language” (Coleman, 2011, as cited in Vu and Burns, 2014, p.4). In essence, EMI has been a bridge for international opportunities for students and their universities, allowing the development of learners’ content mastery through the English language.

However, the effectiveness in the use of EMI classes is linked to certain aspects related to proficiency in the language. According to Jimenez (2020), teachers must be specialists in the subject and have a high English level because the teaching process of content requires the use of applied linguistics and academic vocabulary. Then, if teachers do not manage those aspects, their class development and the learning process of their students can be difficult. Similarly, students must have a high English proficiency, as the classes are aimed directly at knowledge, training, and specialization of the content, and there is no specific space in the lessons for improving the language of instruction; the English learning is regularly incidental. In fact, to achieve a successful teaching and learning process, it is necessary to consider the English level of teachers and students before implementing an EMI class.

**“Teachers can guide students to achieve the learning outcomes by taking advantage of EMI, CLIL as well as CBI, and recognizing the different ways these approaches integrate language and content along with their aims.”**

On the other hand, CBI is the approach which aims to integrate language and context regarding the students' learning outcomes; it focuses on learning the target language as the principal goal through the subject contents. In this sense, Dueñas (2004) states that the optimal conditions for learning a target language occur when this is integrated with some meaningful content into the classroom, language being an immediate object of study in itself, and the mean to learn a specific subject. Besides, Brown and Bradford (2017) assert that it is “An approach to language teaching in which content, texts, activities, and tasks drawn from subject-matter topics are used to provide learners with authentic language input and engage learners in authentic language use” (p. 332). Thus, language skills and proficiency are learning outcomes. As a matter of fact, CBI mainly focuses on teaching the language, and the subject content is incorporated as an incidental aim that may gradually appear in the lesson.

Moreover, CLIL is a flexible dual approach that includes the use of the target language as a tool for learning subject matter knowledge, giving a relevant role to develop learning in both language and con

tents. In that sense, CLIL is implemented by many language teachers for its flexibility as it "spreads across a learning continuum, with soft CLIL, giving lots of language support at one end, and hard CLIL, where very little or no language support is given, at the other" (MacGregor, 2016, p. 426). Therefore, the role given to content or language teaching is gradual as it may be needed to achieve the learning outcomes in the class which, according to Brown and Bradford (2017), focuses on the integration of content and the development of linguistic competence in productive and interactive skills. In general, CLIL lessons essentially tend to teach content alongside language in the classroom and flexibly or dually to achieve the learning aims.

In conclusion, teachers can guide students to achieve the learning outcomes by taking advantage of EMI, CLIL as well as CBI, and recognizing the different ways these approaches integrate language and content along with their aims. Respectively, EMI focuses on subject matter knowledge rather than language proficiency; it also develops students' international competencies and content mastery. On the contrary, the CBI principal aim is learning language, while content learning is incorporated as an incidental outcome highlighting the student's learning aims on skills and proficiency in the target language. Lastly, CLIL has a dual-focused aim in which both content and language are included to develop and integrate productive as well as interactive skills. In sum, if teachers understand the singularities of the three approaches, it will be possible to establish a relationship between them and the students' specific learning objectives; therefore, they will implement the approach that is most convenient and generate meaning lessons.

## REFERENCES


Brown, H., & Bradford, A. (2017). EMI, CLIL, & CBI: Differing Approaches and Goals. In P. Clements, A. Krause, & H. Brown (Eds.). Transformation in Language Education. Tokyo: JALT.

Dafouz, E. (2018). English-medium Instruction and Teacher Education Programmes in Higher Education: Ideological Forces and Imagined Identities at Work. International Journal of Bilingual Education and Bilingualism, 21(5), 540-552. DOI: 10.1080/13670050.2018.1487926

Dueñas, M. (2004). The Whats, Whys, Hows and Whos of Content-based Instruction in Second / Foreign Language Education. International Journal of English Studies, 4(1), 73-96.

Jimenéz, D. (2020). English as a Medium of Instruction: Teacher Requirements. The Academy: Education Magazine, 1(1), 4-6.

# New Education

By Giovanny Suescún Useche - 8th Semester Student - B.A. in English and Bilingualism

To begin with, for the improvement of future education, it is important to think about students and their contexts first. Sometimes, administrative organizations that manage the law tend to forget that education is not the only way in which the population learns. There are some other concerns that matter the most such us economy and war, rather than improving the teaching processes through the help of technology, for example, the resources and the access of education for students who do not have access to technology in rural areas; we know that generations are changing and they demand technology as part of their learning process. However, what happens for those who cannot access normal education and less to technological one? Education is changing and this means that we must improve the educational systems and the support of technology as a great allied to reach the purposes of the government in terms of learning.

From my point of view, technology is gaining a major place to develop strategies for the learning process because it helps to improve and practice in a virtual way, nonetheless, it might not be possible to achieve the learning proposed by teachers; this does not mean the topics are not well explained in the classroom or that teachers are not using strategies correctly. Then, with the help of technology, the education process becomes effective for all the people involved, for example, if the teacher wants to explain a biological process from nature, he will use videos first to explain and then can ask students to bring materials to practice in real-time. So, this would give context from the theory explanation and helps to understand the topics. Besides, Wahab et al (2012) argue that "While the term 'technology' itself is difficult to interpret, observe or evaluate, as argued by many scholars, this review attempts to provide in-depth discussion and enhance understanding on these concepts from various perspectives, research background, and disciplines." (p.1), and they define the concepts of technology and transfer technology to give context about knowledge in education, and its importance and impact.

Indeed, the curricula will need a change in terms of what kind of platforms students need to increase their engagement in the classroom and the ways that they and their teachers can use them to establish the way technology helps both since it is necessary to give first training of the platforms to teachers. Second, it is relevant to make sure that all the population has the resources to access technology, and finally propose different alternatives for the students and the teachers to do so. According to Banks (1996) "The final' curriculum emphasis' would relate to a knowledge of the resources to teach technology: curricular knowledge. Those who have worked in systems which have a list of prescribed textbooks, such as Greece, Luxembourg, and some states of the USA, will be acutely aware of the need for high-quality resources." This means that these countries are recognizing and improving education through technology, is necessary to ask for resources to get better knowledge in terms of using technology in this new reality.

Now, regarding the purpose of education, governments do not give them enough resources to develop quality education. Then, they need the population to achieve their goals, but not the people's own goals, in the same line of thought Barrero (2020) explains that "the process of identifying the problems of the educational society is not 100% equivalent to its needs and interests; on the other contrary, it is manipulated by Neoliberal influences and self-interest of the government." Thus, the author further states that the government does not give the option to the education in the improvement of technology as a way to help and give effectiveness to the population in terms of building a society that grows up in an economical aspect or improve their lifestyle to poor people so as to get a better life.

**"Technology is gaining a major place to develop strategies for the learning process because it helps to improve and practice in a virtual way."**

In essence, technology will help to build better education, but it will be a slow process as a society since teachers seems not to be prepared for that change. Therefore, the educational process does not have enough resources to develop projects that help all students to have access to education, nor the budget to implement platforms that aid to improve the classes, but at this time, teachers are doing their best jobs to fulfil with the requirements and challenges that technology demands of education.

## REFERENCES

Abdul Wahab, Prof Dr Sazali & Rose, Raduan & Osman, Suzana. (2012). Defining the Concepts of Technology and Technology Transfer: A Literature Analysis. International Business Research. (5), 61-71.

Banks, Frank. (1996). Approaches and models in technology teacher education: an overview.

Barrero Gomez, L., 2020. Educating or Domesticating? The Academy Magazine, [online] (1), p.10. Available at: https://www.flipsnack.com/theacademymagazine/the-academy-education-magazine.html

# Other Paths to enhance Colombian Bilingualism.

By: Mayra Alejandra Chingaté Barbosa - 7th Semester Student - B.A. in English and Bilingualism

How can bilingualism be enhanced in Colombian in higher education? Perhaps, several factors are required as McGroarty (2001) (as cited in Martinez, 2016) suggests some of them are the cross-curricular articulation using the foreign language that is English in the Colombian context, and the availability of qualified teachers in both: content and language, or in words of Torres and Cuesta (2019) it is necessary to count with specialized teachers who are considered by Jiménez (2020) as the responsibility to teach in a meaningful way the content knowledge through the use of English, taking into account the students' needs. Furthermore, another factor that must be reviewed is the English proficiency of the students, which is the result of their primary and secondary education (Martinez, 2016). As you can notice, it is important to get an overall understanding of different approaches and methodologies that boost content teaching using a foreign language as a way to cope with globalization. For instance, Content and Language Integrated Learning (CLIL hereafter) Content-Based Instruction (CBI hereafter), and English as a Medium of Instruction (EMI hereafter).

Initially, it is necessary to highlight that those approaches were proposed a long time ago, around 40 years ago. Brawn and Bradford (2017) point out that the older one is CBI, which arose in the mid-to-late 1980s in the United States. Also, CLIL emerged in Europe in the mid-1990s and EMI has been implemented and gained currency in Europe since the late 1990s. Then, it is possible to notice how those approaches have developed one after another a lot of time ago, far away from our country. However, their influence is already here because, as McDougald (2009) states, bilingualism is starting to take on a new role in Colombia. The education's aims in most of the Schools and Universities should go beyond the acquisition of English as a foreign language, following the reference of the policies concerning the National Bilingual Program.

**"It is necessary to start from the beginning and be aware that those approaches and methods are reliable and useful to produce a bilingual environment for the children, teenagers, and adults."**

Now, the definition and distinction of CBI, CLIL, and EMI and its learning objectives must be argued because the understanding of them is not clear for some people. For instance, as Brawn and Bradford (2017) mention, in Japan, they do not recognize the goals and outcomes of each of them. Then, there is a problem as well with this fact that in Colombia, every institution has a different meaning of the concept of "bilingualism" (McDougald, 2019) that produces confusion between the different kinds of approaches that we can use in the learning environments. Consequently, the intended learning outcomes are affected, and the levels of bilingualism do not improve.

Firstly, there must be a consideration of the chronological evolution of these approaches and how teaching English has shifted from a subject to a medium of instruction. Content-Based Instruction (CBI) is a general term that refers to a group of classes where students learn using a foreign language (Lightbown, 2014, p. 3 as cited in Graham. Choi. Davoodi. Razmeh and Dixon, 2018). In addition, Brawn and Bradford (2017) consider that CBI, as an approach to teach language, uses several resources, like texts, activities, and tasks, each of one related to the content of a specific subject matter. Other features of CBI are related to the cognitive aspects and academic language skills are the focus, besides the instructions in terms of content must be comprehensible to the students according to their level, and the translation is useful to improve the learning.

Secondly, CLIL, unlike CBI, is more than an approach, a method of teaching validated by other academic. Then, it provides students with a learning environment full of opportunities to foster the skills of listening, reading, writing, and speaking, using the foreign language in a meaningful way that allows them to engage with both content and language. Furthermore, there is not a direct exposition to grammatical structure, and to succeed using this method, you must plan the classes considering the 4C: content, communication, cognition, and culture. (Brawn and Bradford, 2017). Besides, according to Airey (2016), learning outcomes of CLIL are language and content. In other words, the students learn a subject from the mainstream through the medium of a foreign language.

Secondly, CLIL, unlike CBI, is more than an approach, a method of teaching validated by other academic. Then, it provides students with a learning environment full of opportunities to foster the skills of listening, reading, writing, and speaking, using the foreign language in a meaningful way that allows them to engage with both content and language. Furthermore, there is not a direct exposition to grammatical structure, and to succeed using this method, you must plan the classes considering the 4C: content, communication, cognition, and culture. (Brawn and Bradford, 2017). Besides, according to Airey (2016), learning outcomes of CLIL are language and content. In other words, the students learn a subject from the mainstream through the medium of a foreign language.

Thirdly, according to Brawn and Brandford (2017) is possible to define EMI as an approach which focus is on subject-content mastery, using English as a language of instruction during the classes. The high-point argument of this author is how EMI seeks to increase internationalization and employability. Besides, according to Airey (2018), its learning outcome is only focused on content and for that reason EMI courses do not seek for improving students' English skills. However, Brawn and Brandford (2017) consider that the EMI course may or may not include the implicit aim of increasing students' English language abilities and learning a language could be an unexpected outcome.

Thereby, one of the differences between CBI, CLIL, and EMI is regarding the level of knowledge and the proficiency of the English level of the students. Unquestionably, it is possible to use CBI and CLIL in all the levels of education, from primary school until higher education in Colombia. However, in an overall view, the ideal would be to use CBI in primary levels and then implement CLIL, and at a final stage, it could result as an immersion for higher education. Then, the use of EMI in the classes could be satisfactory because the student would follow a process to become fully bilingual, linguistically, and culturally speaking. Therefore, it is necessary to start from the beginning and be aware that those approaches and methods are reliable and useful to produce a bilingual environment for the children, teenagers, and adults. Besides, it is a challenge for the new generations of teachers, not just the ones responsible for teaching languages, but all educators.

## REFERENCES


Airey, J. (2018). EMI, CLIL, EAP:What's the difference? Presented at the Study Abroad, EMI, and Formal Instruction, Barcelona. Retrieved from http://urn.kb.se/resolve?urn=urn:nbn:se:uu:diva-373498

Brown, H., Bradford, A. (2017). EMI, CLIL, & CBI: Differing Approaches and Goals. In book: Transformation in English Education (pp.328-334). Publisher: JALT, Tokyo Editors: P. Clements, A. Krause, H. Brown

Graham, K. M., Choi, Y., Davoodi, A., Razmeh, S. & Dixon, L. Q. (2018). Language and

Content Outcomes of CLIL and EMI: A systematic review. LACLIL, 11(1), 19-37. DOI: 10.5294/laclil.2018.11.1.2

Jiménez. D. English as a medium of instruction: teacher requirements. The Academy – Education Magazine, 1 (1), 4-5. ISSN.2744-8061

Martínez, S. (2016). Bilingualism in Colombia Higher. Education. Enletawa Journal, 9 (2), 91-108.

McDougald, J.S. (2009). The State of Language and Content Instruction in Colombia. Latin American Journal of Content & Language Integrated Learning. 2(2). 44-48.

# Analyzing the EMI Approach in the Colombian Context

By Linda Almanza Pumarejo - 7th Semester Student - B.A. in English and Bilingualism

Nowadays, globalization and economic openings have changed every aspect of life including education. Because of this, teachers and educators should be aware of the new approaches and techniques to support and give the best opportunities to our students in this highly competitive society. Thus, as language teachers, knowing and handling concepts such as English as a medium of instruction, Content and Language Integrated Learning (CLIL), and Content-Based Instruction, help us not only to develop our professional skills, but to provide learners with meaningful and comprehensible input language in authentic use.

Colombia, like many other non-English-speaking countries around the world, has strengthened its efforts to teach and promote English as a Foreign Language (EFL) in all education levels. Some Colombian universities already have internationalization programs with several courses taught in foreign languages. For example, in the book Internacionalización del Conocimiento (UNAL, 2011), the Universidad Nacional de Colombia mentions the use of a foreign language in courses as a daily practice. The Universidad de los Andes also has a well-documented policy around internationalization which emphasizes the importance of the English proficiency for all university members.

These regional efforts demonstrate, as Dearden (2014) observes, that there is "A fast-moving worldwide shift, in non-anglophone countries, from English being taught as a foreign language (EFL) to English being the medium of instruction (EMI) for academic subjects such as science, mathematics, geography and medicine" (p. 4). Consequently, it is essential to make a conceptual distinction between the main approaches for teaching English in our country and explore the most successful ones around the world.

English as a medium of instruction (EMI), according to Dearden (2014), is “The use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English” (p. 4). On the other hand, Marsh (2002), cited by Rodriguez (2010), defines CLIL as a dual-focused educational context in which a foreign language is used as a medium in the teaching and learning of non-language content; it is dual-focused because content and language are taught together. Alternatively, Content-Based Instruction is "The term applied to the English teaching approach based on the subject matter or material that students have to study at school" (Rodriguez, 2011, p. 83). Regardless the definitions, the bilingual context and intercultural competence are needed in all three approaches to function at all academic levels.

**“The limited research about EMI in the Colombian context reveals the importance of keeping researching the effects of EMI in our context.”**

Another aspect to analyze is that in spite of the widespread use of EMI, there are not enough Colombia studies related to the consequences of using exclusively English over the first language on teaching, learning, assessing, and teacher professional development; only the CBI pros and cons have been well documented in our country. For instance, in a case study with a group of children in public schools that was developed at Universidad de Nariño (Pasto, Colombia), the authors Hidalgo and Caicedo (2011) concluded that "Learning a language under the right conditions, those offered by the implementation of CBI, can be an easy, motivating and long-lasting experience" (p.124). In addition to this, the Colombian author Rodriguez (2011) remarks, "CLIL is a challenge in the Colombian context, especially if one wants to offer quality in education." (p.88); then he explains: "When this approach is correctly incorporated, cultural and intercultural competences are taken into account, language competence is improved, and concepts are learned" (p.88). Hence, the discussion about approaches and our viewpoint as teachers are heavily influenced by previous research in the Colombian context.

In conclusion, as a result of globalization and the widespread use of English throughout the world, the Colombian educational system, according to Rodriguez (2011) "is experiencing new changes that demand educators who can offer a better quality of education" (p.82). Under this perspective, it is important to analyze and compare from a critical position the difference between these three approaches: EMI, CLIL, and CBI; each one offers different advantages and challenges. Nevertheless,

the limited research about EMI in the Colombian context reveals the importance of keeping researching the effects of EMI in our context. Another point to highlight is that the teachers' lack of proficiency is a common aspect. Hopefully, knowing the different approaches to teach and learn English will bring a more equitable education system with highly trained teachers and more motivated and prepared students ready to face the challenge of a world open society.

## REFERENCES


Crystal, D. (2013) English as a Global Language (2nd ed.). Cambridge. http://culturaldiplomacy.org/academy/pdf/research/books/nation_branding/English_As_Alobal_Language_-_David_Crystal.pdf

Universidad Nacional de Colombia (2011) Internacionalización del Conocimiento (first ed). Universidad Nacional de Colombia. http://investigacion.unal.edu.co/fileadmin/recursos/siun/publicaciones/internacionalizacion_final.pdf

Dearden, J. (2014) English as a medium of instruction – a growing global phenomenon. The British Council. https://www.britishcouncil.org/sites/default files/e484_emi_-_cover_option_3_final_web.pdf

Rodriguez, M. (2011) CLILL: COLOMBIA LEADING INTO CONTENT LANGUAGE LEARNING. Íkala, Revista de Lenguaje y Cultura. Vol.16(2), 79-89 https://revistas.udea.edu.co/index.php/ikala/article/view/9912/9115

Hidalgo, Caicedo (2011) A Case Study on Content Based Instruction for Primary School Children HOW Journal, 18(1), 112-134 https://www.howjournalcolombia.org/index.php/how/article/view/55/55

# A Brief View from the Colombian and Californian Educational Systems: An Exploration of Curricular Freedom and Flexibility in Subjects

By Angie Daza Rincón - Alumnus of the B.A. in English and Bilingualism

*"Education does not mean teaching people what they do not know. It means teaching them to behave as they do not behave"*
*-Abraham Lincoln*

Nowadays, when we talk about the best countries for education, we should not be surprised to see that North American and European countries are providing the best education for the world's future leaders. Over the years, one of the most important Program for International Student Assessment (PISA) has been measuring 15-year-old students from all the continents about their abilities in Reading, Math, and Science Literacy. In the American continent, United States is leading the rank with higher average in subjects like science & reading, meanwhile Colombia's position in the rank is below the average in the 3 abilities (Pisa, 2018). This huge difference makes us question about the educational systems in both countries: Which are the educational policies and how is this educational system organized?

For this, we need to make a short introduction into what Law declares, to understand the position of the countries. For example, the Government of the United States does not have a clear law about education, however 10th Amendment of the U.S Constitution says that any power not given to the Federal Government is given to the States. States are responsible to offer an educational system capable of educating every citizen to a baseline standard that it decides on (U.S. Constitution, 1791). Hence, The States function is to supervise and offer educational programs to local school districts, while those districts design the curriculum, recruit the educators, and manage the budget.

*"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." (Title IX of The Education Amendments Act of 1972)*

**"The creation of plans that let students get into higher education is a factor of relevance, because is re-inventing the university into the school, making it feel familiar to the student, into a context that they already know."**

The current Consolidated State Program is the Every Student Succeeds Act (ESSA) in which States can find all the wanted requirements for Elementary and Secondary Education in topics like testing, teacher quality and more (Common Core).

Unlike the U.S, in Colombia the educational system is regulated by the Constitution of 1991, and the General Education Law of 1994. The Ministry of National Education (Ministerio de Educación Nacional, MEN) is the head of the sector, and it has 4 responsibilities: 1) Policy and Planning, 2) Monitoring, 3) Administration, & 4) Regulation (Ley 115, 1994). Then each department is divided in Secretaries of Education, which are Certified Territorial Entities, who follow the policies from MEN. These secretaries are divided into Regional and Local jurisdictions to maintain and enforce the rules, projects and plans created by MEN (Radinger, 2018).

Unlike the U.S, in Colombia the educational system is regulated by the Constitution of 1991, and the General Education Law of 1994. The Ministry of National Education (Ministerio de Educación Nacional, MEN) is the head of the sector, and it has 4 responsibilities: 1) Policy and Planning, 2) Monitoring, 3) Administration, & 4) Regulation (Ley 115, 1994). Then each department is divided in Secretaries of Education, which are Certified Territorial Entities, who follow the policies from MEN. These secretaries are divided into Regional and Local jurisdictions to maintain and enforce the rules, projects and plans created by MEN (Radinger, 2018).

It's interesting to highlight that Colombia has more than three programs that involve diverse projects in Efficiency (financial balance, strengthening from the Secretaries), Pertinence (promotion of lower .

secondary, Colombia Bilingual), and Quality (Basic standard Competence) (Ministerio de Educación Nacional, s.f.).Colombia has clear laws about education, and we can recognize the participation of the Ministry in each law. Meanwhile, the United States provides Plans that each state can recognize and adapt some of the aspects they consider pertinent. Additionally, information about American policies usually is found in the Department of Education of each state, and it can vary between states.

Other aspect to consider, is the idea of Free Public Education. Irina Bokova, the Director-General from the United Nations Educational, declared that countries should reinforce their legislation to ensure that education is a basic, free, and compulsory right. Nowadays both countries fund and prioritize free public education.

After this brief explanation let us introduce the different levels of the public education system in both countries.

*Levels of the Public Education System in California.*

According to the U.S. Department of Education, the Educational system is divided into three major sections: Elementary School, Middle School or Junior High School and High School. Usually an academic year starts in Fall, during late August-early September.

Elementary School: Kindergarten to 5th grade. Kids attend elementary school between the ages of 5 to 10, however in the State of California a child must be 5 years old before September 1st to enroll into Kindergarten for that school year (Standford University, s.f.). In this level of education, the Every Student Succeeds Act (ESSA) rules as the the Education law.

Kids must take standardized tests in Reading and Math starting in 3rd grade; and school districts must report the scores based on different indicators such s access to advanced course work, school climate and social context.

Middle School or Junior High School: 6th to 8th grade, though sometimes including 9th grade. In California, according to Department of Education, the areas of instruction are History/Social Science, Mathematics, Physical Education (P.E), Reading/Language Arts, Science, and World Language. This stage of education is important because students can choose electives they want to focus on, such as Music and Art, or after school programs, such as Science Olympiad.

High School: 9th to 12th grade. Here a student can specialize their general courses. Students are given graduation requirements and can select from multi ple classes to fulfil them. For example, students must complete 2 years of Math, including an Algebra I course. After this, they can decide which Math course they want to take, such as Geometry, Precalculus, Statistics, etc. Each student must complete one year of a Foreign Language, or Visual/Performing Arts, but can decide which language and/or program to take (California Department of Education, 2020).

Each high school has some vocational and technical classes in which students can study subjects like Agriculture, Welding, and more specific subjects related to individual schools and their locations. After this, students can decide if they want to keep studying in a Technical College.

Additionally, students work with counselors, who are educators uniquely trained in child and adolescent learning strategies, to organize their schedules, keep them on track for graduation, and to support them through important developmental periods (American School Counselor Association, 2019).

*Levels of the Public Education System in Colombia*

Under the General Education Law education in Colombia is organized with progressive curricular standards, a sequenced based system. The entire education process lasts 10 years, as written in the Constitution of 1991. Additionally, there are subjects in each level that are divided in fundamentals and mandatory.

Lower Secondary: 6th to 9th grade for 11-14-year-olds. Students will take the same subjects than before, adding some more like Algebra, Physics, Philosophy, Chemistry, etc. At the end, in 9th grade, student will receive a Basic Education certificate, which entitles them to enroll in upper secondary education.

Upper secondary: 10th to 11th grade for 15-16-year-olds. Like their American counterpart, students can study general and vocational programs, but this is often limited by a student's proximity to specific, specialized schools. The general curriculum is focused on areas like Science and Humanities, while the vocational provides a specialization in any of the productive sectors, such as Commerce, Finance, Administration, Information Technology, Agriculture, Fishing, and Tourism. (Sánchez, 2018).

In general terms, each school has the autonomy to decide the number of hours per week that each subject needs, as soon as it respects the proportions declares by the law. Usually the subjects that count with more hours are Spanish, Science, and Mathematics. According to the article 14 from decree 1860

of 1994, each school should have an Institutional Educational Project (Proyecto Educativo Institucional, PEI) that will have all the principles and aspects that will help to identify the objectives of the institution; it should give answers to the students' needs, to their contexts, and it should be solid and flexible when needed.

Additionally, Colombia includes Pedagogical Institutes (Escuela Normal Superior, ENS), these institutions offer all levels of education specializing in pedagogy and initial teacher education for pre-primary and primary. Students can study a Pedagogical Specialization during their upper secondary years.

To sum up, both educational systems consider the importance of subjects like Mathematics, Social Studies, Science, and Languages, in all their levels. However, the American system is more flexible about the subjects, and let students take decisions about their own learning process, giving them the opportunity to decide how fast and far they want to go in the subjects that they consider important. Also, the schools have a variety of complementary subjects, and committees, in which students can participate supporting and/or being part of it.

## REFERENCES


https://www.azquotes.com/author/8880-Abraham_Lincoln/tag/education

U.S. Const. amend. IX -X Const. amend. XVIII (repealed 1933).

# Regaining our Inheritance: The English Learning Experience Through the Radio

By Edna Constanza Manrique - Full-time Teacher - B.A. in English and Bilingualism

Some months ago, the world did not imagine that the whole planet was about to undergo one of the most dramatic changes ever experienced. According to the European commission (2020), the learning scenarios around the world shared a common goal that consisted in ensuring that the learners were not fully disconnected from the educational processes. In order to accomplish that objective, the most common resources that emerged were the technological facilities such as internet, mobile applications, online platforms, and television (Telli, 2020). Nonetheless, some realities that many families around the world face nowadays such as unequal access to technology, particularly affect learners from low-income families, high-poverty schools and rural educational scenarios (Morgan, 2020).

Beaunoyer, Dupéré, & Guitton (2020) indicate that digital inequalities were already present, and online technologies have been a privileged channel for communication since the end of the last century. However, the COVID-19 crisis is exacerbating the digital gap dramatically. Digital inequalities are placing socially and financially disadvantaged individuals at more risk to the numerous socio-economic consequences of the pandemic (Beaunoyer, Dupéré, & Guitton, 2020).

These circumstances helped academics to understand that different learning practices should be promoted to reinforce remote learning experiences. This is the case of Sopó, a municipality located in Cundinamarca, Colombia. A partnership among Universidad de La Sabana, Colegio Gimnasio el Hontanar, and Fundación Universitaria Compensar to support the learning of English in a public school of this municipality, Colegio Rafael Pombo has obtained a weekly space in Radio Sopó FM 95.6, a local radio station. The aim of this learning scenario is to prevent learners from experiencing more setbacks throughout the school closure, and strengthen their English learning process, particularly for those students that are not able to join the virtual English lessons scheduled by the schools.

The weekly episodes started in June by streaming a 15-minute English class in which the teacher began with a review of some simple topics such as colors, parts of the body, animals, numbers, greetings. Mainly songs and questions that the teachers asked the students to scaffold the English learning process, guided the revision of basic vocabulary and expressions. Based on this initial implementation, the radio station asked for a 30-minute English episode each week. With this request, the teachers started to include more challenging activities such as tongue twisters, riddles, interviews, reading a story, asking questions about the stories, and giving the radio listeners short tasks to do at home with family and friends.

**"As an innovative educational experience, learning by radio constituted an integral and autonomous learning environment that brought the facilitators (teachers) at the Colombian´s home."**

As reported by some of the school´s teachers, the learners from Sopó, but also from Briceño, Hatogrande, and Tocancipá listen to the program. A member of the learners´ families sent the following comment by WhatsApp:

> *"Buenas tardes, soy la mamá de un estudiante de quinto, escuchamos la clase de inglés por la emisora. Muchas gracias. Me pareció una clase bien preparada, dinámica, clara y muy fácil de entender". ["Good afternoon, I am the mother of a fifth grader, we listened to the English class on the station. Thanks a lot. It seemed like a well-prepared, dynamic, clear class and very easy to understand".]*

A recent survey applied to the students and to their families reported that 35,2% of the students are learning English through the episodes streamed by the radio station. 29,6% sometimes learn English with the programs because they are not able to listen to the episodes every week. 35,2% of the learners did not learn English because unfortunately they did not tune in to the radio station (see figure 1).

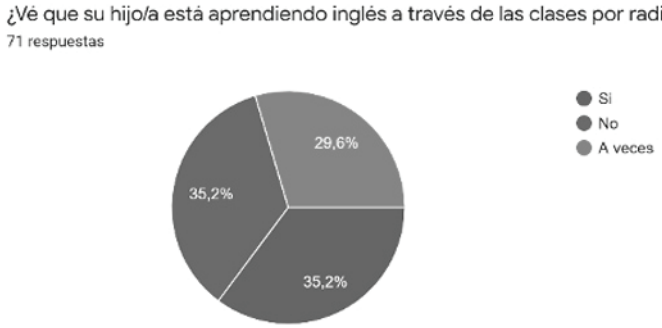



Figure 1. the Teaching Reflection Cycle.

Regarding the students´ remarks, in the same survey, they reported that the experience of learning English through the radio has allowed them to reinforce elements of the language such as vocabulary, sentences, writing and listening. Some lifelong learning components have been developed as well. The learners reported that through the time that the teachers give to respond the questions, they take advantage of that time, particularly to think and share their answers with the members of their families. From the students´ voices, another significant finding informed that they have been trained on following instructions through songs such as Simon says, move and freeze, if you´re happy and you know it clap your hands. The learners´ parents who, in the same survey expressed that the radio classes are very instructive, reiterated this perception. Finally, the learners said that through the episodes they have gained responsibility to do the tasks and send those activities to the teachers (see figure 2). This is a relevant point since the students are not forced to share their productions. The teachers request this voluntary participation at the end of the English radio programs. In addition, learners' participation, and the idea to send their productions to the teachers do not imply grades. The students are motivated to share what they do in the radio classes every week (see table 1).




Table 1

Samples of students´ productions sent after the episodes



Parents´ perceptions of the radio English classes gathered through the same survey indicated the following comments:

*"Las clases son divertidas y muy importantes para los niños". "The classes are fun and very important for the kids". M1*

*"Gracias por el gran apoyo que nos brindan". "Thank you for the support provided". M2*

*"Las clases deberían ser más largas". "The classes should be longer". M3*

*"El proceso es didáctico" M4*

Overall, the current situation due to the pandemic has contemplated to return to some experiences that enhance learning. This is the case of learning through low-cost educational programs broadcasted by the radio (Prieto, Durante, & Ramos 2008).

According to Bansal & Choundhary cited by Chandar & Sharma (2003) radio lessons hold huge potential in terms of supporting learners who are learning at a distance (Chandar & Sharma, 2003). Therefore, learning English through the radio constitutes a significant mode of distance learning (Berman, 2008). Distance learning goes beyond to the implementation of video conferencing solutions. Fernando Reimers, director of a global initiative from Harvard University assures that the best educational continuity strategies include a combination of modalities that integrate television, radio programs, and printed materials (Fernandez, 2020).

Remote teaching and learning should mean connection, interaction, and communication among individuals. Some of the key elements that this kind of learning should promote are giving the students time to express how they feel, the challenges and worries that the present time demands. Distance learning should also encourage learners to keep practicing foreign languages in order to prepare them for life through the planning and implementation of appropriate tasks that help students to think, analyze, understand and express how they could take part in the current situation using the English language. Likewise, distance learning should support teachers to understand that different means of communication that are used to develop contextualized learning experiences take into consideration the resources and tools that the conditions allow to implement.

Moreover, given the huge inequality that exists in access to the internet around the world, and due to the pandemic, many educational scenarios experienced the need to look for other ways to maintain the process of education alive, and bridge the digital divide between those who have access to the new technologies and those who do not. Accordingly, the experience of teaching English through the radio expands the educational opportunities to all the learners, which means that some parts of the world´s population that were excluded from the benefits of digitalization count on a kind of technological program that the radio establishes for them during the current acceleration of advances in technology.

Moreover, given the huge inequality that exists in access to the internet around the world, and due to the pandemic, many educational scenarios experienced the need to look for other ways to maintain the process of education alive, and bridge the digital divide between those who have access to the new technologies and those who do not. Accordingly, the experience of teaching English through the radio expands the educational opportunities to all the learners, which means that some parts of the world´s population that were excluded from the benefits of digitalization count on a kind of technological program that the radio establishes for them during the current acceleration of advances in technology.

Based on the previous considerations and throughout the current experience of teaching English by the radio, some statements emerge to highlight that the radio is one of the most affordable and convenient solutions to keep learners connected to their educational path. According to Odera & Kenya (2011), research from developed and developing countries points out that the implementation of radio programs facilitates students and teachers to strengthen their foreign language skills (Odera, 2011). In the case of the episodes streamed by Radio Sopó FM 95.6, the teachers (presenters) have learned how to scaffold the students being not present physically, and support them to get familiar with the language, improve pronunciation, boost the learners´ mastery of vocabulary, and develop the necessary language skills that enable them to improve their spoken and written English. Furthermore, the teachers (presenters) have learned about the importance of the selection of resources, materials, and tasks to make the lessons more interesting and meaningful for the students. Through the radio lessons, the teachers also understood that the language is a vehicle to learn a variety of interesting topics in English, and those topics allow the learners to get familiar with the language and improve their performance. Therefore, there was no need to directly include , and the lessons were planned in accordance with principles from other kinds of approaches such as CLIL, CLT or TPR.

Finally, and just to conclude the present reflection emphasizing some ideas about how relevant it is for the country (Colombia) to regain the inheritance left by Radio Sutatenza between 1947 and 1994. According to Señal Memoria RCTV (2015) & Banco de la República – Colombia- (2017), the program called “bachillerato por radio” was the only educational option for Colombian farmers. Radio Sutatenza represented a cultural revolution in the Colombian countryside. As an innovative educational experience, learning by radio constituted an integral and autonomous learning environment that brought the facilitators (teachers) at the Colombian´s home. In terms of education, the main goal of this learning experience was to bridge the gap between the quality of life in rural and urban areas. As some of the current learning initiatives streamed by the radio that meaningful emerged due to the Coronavirus, Radio Sutatenza was the beginning of a kind of transformation. Therefore, the English learning experience by

the radio in Sopó replicates those principles mentioned above that recreate the role of another kind of technology that promotes equality through distance learning practices.

## REFERENCES


Banco de la República, (2017). Radio Sutatenza: Una revolución cultural en el campo colombiano (1947 – 1994) ¡Salud amigos!. Obtenido de [Entrada de blog]: Recuperado de https://proyectos.banrepcultural.org/radio-sutatenza/es

Beaunoyer, E., Dupéré, S., & Guitton, M. J. (2020). COVID-19 and digital inequalities: Reciprocal impacts and mitigation strategies. Computers in Human Behavior, 111. https://doi.org/10.1016/j.chb.2020.106424

Berman, S. D. (2008). The Return of Educational Radio? International Review of Research in Open and Distance Learning, 9(2), 1–8.

Chandar, U., & Sharma, R. (2003). Bridges to Effective Learning Through Radio. The International Review of Research in Open and Distributed Learning, 4(1), 1–14. https://doi.org/10.19173/irrodl.v4i1.118

Fernandez, M. (2020). Fernando Reimers, profesor de Harvard: "La pandemia denudó las formas autoritarias de los sistemas educativos". Obtenido de [Entrada de blog]: Recuperado de https://www.infobae.com/educacion/2020/05/10/fernando-reimers-profesor-de-harvard-la-pandemia-desnudo-las-formas-autoritarias-de-los-sistemas-educativos/

Morgan, H. (2020). Best Practices for Implementing Remote Learning during a Pandemic. The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 93(3), 135–141. https://doi.org/10.1080/00098655.2020.1751480

Odera, F. Y. (2011). Learning English Language by Radio in Primary Schools in Kenya. US-China Education Review A 7, 7, 960–966. http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED529920&site=ehost-live

Prieto, I., Durante Rincón, E., & Ramos, M. A. (2008). Experiencia educativa de la radio en América Latina. Revista de Ciencias Sociales, 14(1), 63–72. https://doi.org/10.31876/rcs.v14i1.25387

Señal Memoria, RTVC. (2015). El bachillerato por radio: La educación a distancia. Obtenido de [Entrada de blog]: Recuperado de https://www.senalmemoria.co/articulos/el-bachillerato-por-radio-la-educacion-distancia

Telli, E. (2020). Distance Learning Experiences of Teachers During Covid-19 Process. Obtenido de [Entrada de blog]: Recuperado de https://epale.ec.europa.eu/en/blog/distance-learning-experiences-teachers-during-covid-19-process

Unated Nations, Meetings Coverage and Press Releases. (2019). Nearly Half of World´s Population Excluded from "Benefits of Digitalization", Speaker Stresses as Second Committee Debates Information Technology for Development. Obtenido de [Entrada de blog]: Recuperado de https://www.un.org/press/en/2019/gaef3523.doc.htm

# Reflective Teachers

By: Angye Lizeht Carrillo Rodriguez - th Semester Student - B.A. in English and Bilingualism

The concepts of education and its transformations have been discussed for a long time. It has an undergone from the political, social, and technological aspects to the economic and cultural ones, to improve its quality and functioning within the educational system. However, these transformations or changes have required a long process and work of entities such as government agencies and teachers in the education sector who contribute to the construction of a new education, from a more reflexive vision and critical pedagogy towards the educational system. This is where the role of teachers and students comes in, since building a better future depends on the type of education we are developing in the classroom. For this reason, in the following essay, I will explain the importance of a reflective teacher within the classroom vs the disadvantages of traditional education in the XXI century, and finally, I will present a personal reflection as a future teacher.

Before starting to describe the role that a teacher should have in the classroom, it is necessary to clarify that is risky to give a definition or a concrete meaning of what it is to be a good teacher. However, there are several characteristics that a person who wants to contribute to the construction of a fair, equitable, and critical society through teaching should possibly have. Nevertheless, what is most important is that teachers who share their knowledge should have a reflective and critical view of different situations because in many cases the curriculum design is based on personal their interests, leaving out the students. Then, this involve Pérez (1995) giving great importance to the processes of interpretation, the search for personal meaning, and the construction of a personal theory of teaching. Bearing this in mind, the training of a reflective teacher is the first step towards changing traditional education and establishing innovative training based on research and which has to be adjusted to the new challenges of the 21st century.

Meanwhile, in some educational spaces there continue to be teachers with traditional thinking who are only interested in grades or exams and not in an integral development of the students. Because of this, “a series of teacher training principles emerge connected with the idea of the active and reflexive role of the learner in his or her training process” (Moral, 1997). These principles contribute to the development of the social skills of a teacher, gener

Taking this in consideration, another element presented in the text the reflective Teacher (Marcelo, 1989) is research and how teachers should integrate this component since it stimulates the innovation and helps to develop creativity skills. For a long time, research has been considered as the heart of education and training of people who are part of is: teachers and students. Moreover, the field of knowledge and research studies the processes in which teachers in training are involved individually or in teams by learning experiences through which they acquire or improve their knowledge, skills, and dispositions, and which allow them to intervene professionally in the development of their teaching. (Marcelo, 1989). Thus, this perspective leads us to point out two elements that are fundamental in the teaching profession, and that are the reflection and research. It also includes the collaborative work and feedback that a teacher must include to contribute to the improvement of teaching.

**“This perspective leads us to point out two elements that are fundamental in the teaching profession, and that are the reflection and research.”**

About the above, I can summarize that we have three elements that could be considered fundamental for the development of good teaching, this based on the teacher's function (reflection, criticism, and research). However, in the following picture we can see a clearer process of a reflective and what a teacher should include to improve his or her professional training:

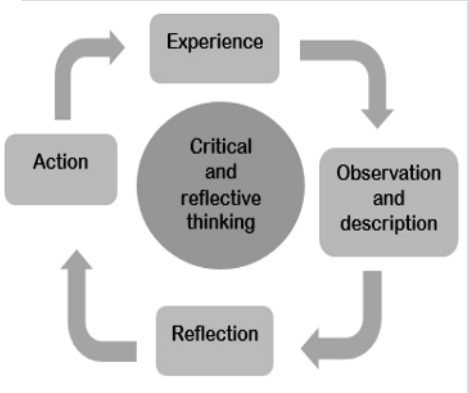



Figure 1. the Teaching Reflection Cycle.

To begin with, the first stage shows experiences and McIntyre (1989) explains that the reflective teacher takes the situation lived in the classroom and questions about the things that could have gone wrong. The second stage is the observation and description of the situation presented there, in this stage, the teacher identifies the factors and behaviors that may have contributed to the failure or success of the class. The third stage requires an investigation of the techniques and methodologies that could add possible solutions. Finally, in the last stage, the teacher must act according to the findings of the information and with that reflection, he/she is expected to improve his/her training and teaching.

In conclusion, I could mention that being a teacher requires constant learning, especially from mistakes in the classroom. So, from my perspective as a future teacher, I can say that it is necessary to provide daily feedback in each class, this would help to improve my profession development and be able to share knowledge to my students in a better way. Before reading this article my point of view about reflection was different. However, the text The Reflective Teacher has been one of the best readings that I have read and it has helped me to have a better concept of what to do as a teacher and how to improve in academic and professional aspects. Finally, I achieved to understand reflection from a different and critical point of view, as a progressive and as a continuous process that requires some steps to reach the objective and enriches the teaching profession. Thus, this element is a factor that avoids falling into the traditional teaching and it allows the construction of our innovation and out-of-the-box teaching processes.

## REFERENCES

McINTYRE, M. (1989). "Theory, theorizing and reflection in initial teacher education". En J. Calderhead y P. Gates, (Eds.), Conceptualizing reflection in teacher development (pg. 39 52). london: The Falmer Pres. Taken from: https://www.tandfonline.com/doi/abs/10.3200/-JEXE.72.2.69-92.

Dafouz, E. (2018). English-medium Instruction and Teacher Education Programmes in Higher Education: Ideological Forces and Imagined Identities at Work. International Journal of Bilingual Education and Bilingualism, 21(5), 540-552. DOI: 10.1080/13670050.2018.1487926.

PÉREZ GÓMEZ, A. (1995). "Professionalization in teaching and teacher education: Some notes on its history, ideology, and potential" (339-352). Madrid: Morat. Taken from: https://www.nakhe.org/_Library/journal_archives/2014_Special_Edition.pdf#page=25.

# EMI: its use and its Differences with CLIL and CBI

By Hernan Camilo Patiño Palacios - 7th Semester Student – B.A. in English and Bilingualism

English Teaching has been changing throughout time, from theories that are focused on a specific language to the use of this language as a medium of instruction. So, different approaches have been created, developed, and used to change the way English is taught, as well as how to promote the use of the language inside the classrooms; three of them are currently having special attention including EMI, CLIL, and CBI. However, this has brought big challenges for teachers whether to use each one or all of them, and as a result, there has been a growing discussion between the differences or similarities of these approaches which have also led researchers, from different countries, to create conceptual frameworks to understand the differences of them in terms of its use, its advantages and disadvantages, its implementation, and the results on students' English proficiency as (Graham, Choi, Davoodi, Razmeh & Dixon, 2018) stated in their review article. For this reason, this paper proposes an analysis of the differences between EMI, CLIL, and CBI for the learning of English as a foreign language.

As abovementioned, new approaches to teaching English have been developed to increase the use of the language inside the classrooms such as EMI, CBI, and CLIL. Nonetheless, some authors such as Brown & Bradford (2014) have stated that even though these approaches are being used around the world, there is a misunderstanding among each one of them; even for the research community is not always clear. So, it is important to analyze in which points these approaches are different and what they are based on to create a valid comparison and to establish when to use either of them. Thus, one of these points is related to their purpose where EMI mainly focuses on students' mastery of the content, and the language is just a medium to teach it, whereas CLIL pays its attention to both, the content and the language. On the other hand, CBI is mostly concentrated on the development of cognitive and academic language skills (Brown & Bradford, 2014). Therefore, it is important to think about the use of each one of these approaches in terms of the purpose which should be evaluated on what kind of aims is wanted to be achieved for a specific classroom.

Furthermore, these approaches are different in the engagement of the students regarding his/her acquisition of both the learning process of the language and the content. As previously discussed, these approaches have different focal points regarding the content and the language, however, these focal points have shown distinct results in students' engagement (Brown & Bradford, 2014) since this phenomenon between EMI, CLIL, and CBI has been present for years now. For example, CBI is described as "an effective way to engage students with content sources, while at the same time improving language abilities" (p. 329), unlike CLIL where the "Learners are engaged in a joint learning practice of subject matter and foreign language" (p. 330) and where EMI, as mentioned by Fujimoto-Adamson & Adamson (2018) engage students with the subject being taught (p. 205). Although, it is also determined by the scope of each one of these approaches, which according to (Airey, 2018) CLIL is currently used and generally accepted in lower levels of education where students are younger, contrary to EMI and CBI is used in higher education levels and most of the students are older. Because of this, there should be a consideration regarding the level of motivation produced by EMI, CBI, and CLI; teachers and institutions should be careful and accurate with this selection.

**"English teaching has been changing and new approaches and methods are being created and developed to engage and make the learning process and the acquisition of a language easier for the students and relevant for this generation.**

Finally, along with this essay we discussed the differences between each one of these approaches in terms of purpose, where we concluded that EMI mainly focuses on the content, CLIL in both the language and the content, and CBI on the development of the academic skills. So, based on that, teachers and institutions should be aware of the aims they would like to achieve when one of these approaches will be implemented. On the other hand, we also discussed that EMI, CLIL, and CBI engage the students in various ways depending on their focal points which are different for each approach. Now, it is important to state that these should be implemented taking into consideration the needs of the contexts where it would be developed. So, for example, if EMI is going to be imple

mented "Several didactic strategies need to be designed and developed by the teacher according to the students' needs." (Jimenez, 2019, p. 04) and some other considerations as the population and the engagement of the students depending on its level need to be analyzed before it is implemented. To conclude, English teaching has been changing and new approaches and methods are being created and developed to engage and make the learning process and the acquisition of a language easier for the students and relevant for this generation. However educational institutions and teachers should master and understand the differences of the approaches to be accurate in the implementation of these approaches inside the classrooms.

## REFERENCES


Airey, J. (2018). EMI, CLIL, EAP: What's the difference? In Study Abroad, EMI, and Formal Instruction.

Brown, H., & Bradford, A. (2014). EMI, CLIL, & CBI: Differing approaches and goals. the use of English, 37.

Fujimoto-Adamson, N., & Adamson, J. (2018). From EFL to EMI: Hydrid practices in English as a medium of instruction in Japanese tertiary contexts. In Key issues in English for specific purposes in higher education (pp. 201-221). Springer, Cham.

Graham, K. M., Choi, Y., Davoodi, A., Razmeh, S., & Dixon, L. Q. (2018). Language and Content Outcomes of CLIL and EMI: A Systematic Review. Latin American Journal of Content and Language Integrated Learning, 11(1), 19-37.

Jimenez, D. M. (2019) ENglish as a Medium of Instruction. The academy education magazine. Vol.1, p. 2-3.

# OPINION COLUMNS

# Virtual Education in a Third World Country

By Jairo Andres Castro Pinto - Alumni - B.A. in English and Bilingualism

Teaching has always faced various problems such as lack of budget, access to education, civic violence and even environment issues. Under normal conditions, teachers and all of those involved in education usually look for specific alternatives to facilitate the learning process of students. However, today's education deals with many more aspects that go beyond the mere academic sphere. This is because the global spread of a contagious disease is not part of the curricular design of an institution of education.

During this year, new reflections have arisen around the effect of covid-19 on teaching at a global and local level. Thus, the first reflection on this problematic is that living in a country like Colombia allows us to identify recent problems that were not previously visible. Having this said, the above mentioned have demonstrated the lack of technology and the low access to information sources provided to students, parents and teachers.

Now, the second reflection on this issue is that the interest of government entities in investing in education and technology is quite precarious, considering the standards of education that a country like Colombia has, and that certain contexts in the country have no possibilities of maintaining a virtual education, such as rural areas with zero sources of technology. Now, it should be noted that although covid-19 have generated new difficulties, teachers have tried to overcome them by reformulating practices and implementing new tools. In fact, thinking about these barriers that education currently faces represents a great challenge and brings into discussion a wide range of opportunities. On the other hand, there is a constant concern among teachers to carry out a correct management that allows assertive teaching and learning processes.

For this reason, education has been evolving, to the point of being able to transform the way in which society itself perceives learning. From my personal experience as an educator, teaching during a national lockdown in a school is a very exhausting exercise, not only because of connectivity difficulties, health problems or lack of commitment to virtual classes by the students, but also because of the emotional aspect; that is why, children and adolescents miss on-site education. As a result, their moods have been in a constant state of variation as they are not sharing with their loved ones at school: their teachers and classmates. Thus, now more than ever, teachers must pay close attention to the students' feelings and their own emotional state.

# Thinking about Current Situations to be Better: Reflecting on Teaching in this New Era

By Laura Urrea & Sara Vargas - 8th Semester Students - B.A. in English and Bilingualism

*We do not learn from experience we learn from reflecting on experience".*
*John Dewey*

Being a teacher implies doing the best efforts to motivate our students, despite the innovation and current tools, nobody is completely able to face the hundreds of changes that are presented every day. For this reason, we as pre-service teachers, analyzed three points that caught our attention regarding the current situation: Firstly, how rural communities must face this age. Secondly, how virtuality increased teachers' and students' work from home. And thirdly, the importance of child care by parents. Through the analysis of these situations, we would like to see how people have reformulated the way they teach and have been able to get the best out of it in the midst of these complex and unexpected times.

To begin with, there is a good variety of teachers in rural areas who still work with their own resources and it does not include technological tools. However, they try to develop their classes in the best way by using the available materials. As a result of the pandemic, it has been more evident that technology is not accessible everywhere in Colombia and that connectivity is not deliverable to everyone. Frequently, we listen to the news or see through the mass media the stories of rural students who have not been able to continue with their educational process because of the lack of technological and connectivity tools that are common in bigger cities. Unfortunately, this pandemic not only prevents these children from going to school, but it also continues to widen the socio-economic gap between urban and rural areas.

Likewise, not only this situation has affected students, since it is not a secret that teachers' work has increased. Thus, most schedules in Colombia are about six to eight hours a day, nonetheless, teachers' autonomous work has increased because of lesson planning, revision of assignments, resolution of questions and the handling of different problems by students with little or no access to Internet that has to be also included. Besides, during virtual lessons, there is a common situation that implies students not being motivated and standing behind a screen with their cameras off, which means that they are either not focused on the class or they may be doing other things. For that reason, this virtual modality demands teachers to create new dynamics to carry out their teaching practice, to grab students' attention and facilitate their learning process. Then, it is important to examine and establish objectives of the curriculum as well as adapt them to the virtuality. Therefore, teachers' planning based on knowledge appropriation and comprehension by students are important to ensure that during problem-solving activities they will be able to ask and solve questions autonomously.

As we have already mentioned, this pandemic brought many changes to everyone. During this time, a lot of parents and families must assume their kids' education. That is how, they start getting to know their children better. Now, regarding our teaching practice and prior to starting classes, we thought it might be positive to ask students about their moods; this is how, one student once expressed her boredom about life since the lockdown. Then, this is where teachers can take place to help or advise them, and after a group talk, students got better to start the lesson. Additionally, other situations are occurring in this new reality, perhaps not so many, but they are fundamental to the results and the learning process of the students. Therefore, it is important to take into consideration certain aspects such as how learners feel and strengthen students-teacher communication.

Considering all the above, it is necessary to stop our routine for a moment, do a self-evaluation, and reflect upon our teaching practice. Often, we can learn from our colleagues and help others as well. In addition, it is helpful and beneficial for teachers to simplify tasks and focus on the "how" of tasks to facilitate the development for the entire educational community; However, lesson planning, homework, grades, and other components are not everything, it is important to take care of ourselves and help students, because some times we are one of the most important people they feel comfortable talking to. After all this, maybe this situation was necessary to be aware of our mistakes and become better in our teaching profession.

# The New Reality of Education in Colombia

By: Nury Catalina Blanco - 10th Semester Student - B.A. in Foreign Languages at UniMinuto

The new reality of education in Colombia has changed and transformed the way of teaching. Despite the difficulties and unexpected situations of the pandemic. I believe that in our country, in educational terms, we have adapted ourselves in a good way when using virtuality, providing resources to students who do not have computers, and providing financial support to low-income students. However, I consider that there are many strategies that need to be improved, as it has not been easy to adapt 100% to virtuality. Currently, education in Colombia has been working on returning to face-to-face classes, they will take the risk and gradually come back to schools according to the government. I believe we live in total uncertainty about the behavior of the pandemic and other sad events that had happened in the last days in our country. Then, it is not an easy process to return to face-to-face classes. Besides, I think that this new reality has helped us to take advantage of innovative strategies like Flipped Classroom and appropriately make use of ICTs to cope with virtuality and classes mediated by technology.

# REFLECTIVE TEACHING

# Afro-Colombianity at Schools: Towards Barrier Breaking

By Luisa Fernanda Pulido - Translated by Jan Paul Castellanos Brieva M.A. - 8th Semester Student - B.A. in Childhood Pedagogy

Based on the experience of a pre-service teacher who has worked at a number of organizations which defend the rights of the Afro-Colombian population and who has been in permanent contact with teachers and children in different educational contexts, it was possible to identify the indifference, invisibility, and discrimination towards the Afro-Colombian population. Consequently, the need to join efforts arise to understand the afro-colombianity from the difference, eradicate racism, and be legitimate human beings in a culturally diverse society. Taking up these rising efforts in, the Afro-Colombian population recognition becomes a path from which it is likely to generate the possibilities of guaranteeing its rights as well as to work for a fair and equal society.

One of them is the Afro-Colombian Studies Course (Cátedra de Estudios Afrocolombianos, in Spanish), which was stablished by the Decree 1122 1998. The Colombian State regulates its implementation in the Colombian educational system. After 22 years, the Colombian reality reveals there are few educational institutions implementing it; expecting institutions apply and carry out extracurricular projects and afro-Colombian celebrations. Beyond these projects and celebrations, it is important to make the rights claiming possible and recognize its history in the curriculum projects, syllabuses, and even, include it as a new school subject.

The Afro-Colombianity as part of the nationality cannot be reduced to festivities or projects because people, their legacies, and the current social, political, scientific, philosophic, cultural, and economic constructions become folkloric therein. Conversely, teachers in school subjects should find other ways to humanize and build knowledge regarding Afro-Colombian Studies as a course; it should be present in the institutional pedagogical discourses and the institution should incorporates the recognition of human dignity in its pedagogic practices.

Thus, the Afro-Colombian Studies Course is an educational proposal that should be thought not only as a syllabus, but also as a guideline directed from every educational perspective and applied in all areas of knowledge; it could be involved in all curricular activities responding to the current Colombian situation and the educational institution commitment as co-responsible for the process of the children's integral formation. Thus, it is necessary to foster the conditions and strategies, so that there is a true integral development including not only the academic formation, but also the training of human values.

Although it is not a reality that the educational institutions recognize the cross-curricular importance of the Afro-Colombian Studies Course yet, it is stated in its objectives that it should not be exclusive from and for black populations, it should be connected and relevant to black communities' territories, so that there is a reconstruction of their cultural identity. Therefore, it is necessary to have an intercultural education for all that allows the ethnic groups to reinforce their autonomy from the interculturality.

It is important to point out that the course highlights the historical and cultural contributions of the Afro-Colombian people in the construction of the nation and proposes an important pedagogical debate to assume multiculturalism in the daily teaching practices. In addition, the Law 70 1993 Article 39 promotes the Afro-Colombian culture around the country:

> *"The State shall safeguard and disseminates the knowledge of the black communities' cultural practices and their contributions to the Colombian history and culture in the national education system, in order to provide equal and formative information about their societies and cultures. [...] In the Social Studies departments of every educational level, the Afro-Colombian Studies Course will be included in agreement with the corresponding curricula." (p. 9)*

Accordingly, the Afro-Colombian Studies Course is a historical construction policy in which people confronts their beliefs with the Afro-Colombian stories, the intercultural dialogue is facilitated, and the reality is transformed. Giving students the possibility of thinking themselves as historical and social subjects who contributes to the construction of their identity. They should understand their past, present, and future is affected by the way they relate to each other, interact, and recognize themselves from themselves.

Considering that the Afro-Colombian Studies Course does not have a clearly defined policy that could be easily incorporated in the educational institutions, it is vital to promote the contributions made by Afro-Colombian groups, such as the process of communication and interaction between people and culturally identified groups. This action would repair and mitigate the effects of racism in a profound way in educational institutions and consolidate it as an educational policy that fosters interculturality as a fundamental element.

Therefore, it is necessary to assume the implementation of the Afro-Colombian Studies Course as a political, ethical, and social commitment at schools as well as a strategy to develop and reflect on a culturally diverse education enabling teachers and children to self-recognize historical, political and cultural values of the Afro-Colombian people. The implementation requires pedagogic training on the recovery of historical, cultural, social, economic, and spiritual values and contributions of the Afro-Colombian people. It should also contribute to the construction of peace in different territories.

Likewise, the Afro-Colombian people's visibility must be thought as a new and feasible pedagogy that let them fulfill their dreams. As well, it should be an ultimate reflection on Colombian children and youth's diversity, which prioritizes the right to be different over any other human representation: it should also respond to the claims and struggles that Afro-Colombian children and youth have demanded for centuries. The ignorance, product of discrimination and racism, historically constructed and reinforced in the daily practices of schools, should be uncovered; it is derived from the cultural praxis, history, and different worldviews.

Likewise, the Afro-Colombian people's visibility must be thought as a new and feasible pedagogy that let them fulfill their dreams. As well, it should be an ultimate reflection on Colombian children and youth's diversity, which prioritizes the right to be different over any other human representation: it should also respond to the claims and struggles that Afro-Colombian children and youth have demanded for centuries. The ignorance, product of discrimination and racism, historically constructed and reinforced in the daily practices of schools, should be uncovered; it is derived from the cultural praxis, history, and different worldviews.

# Facing Spanish Classes for the First Time

By Juan José Garzón Páramo - 8th Semester Student - B.A. in English and Bilingualism.

Nowadays, as soon as recently graduated teachers start the teaching profession, it is easy to identify that being a good teacher can be challenging and demanding. Depending on the contexts, the educational purposes and needs could change, influencing the way teachers teach and design their lessons. Having this in mind, I share my reflections which sprang from the teaching practicum on teaching Spanish as a Foreign Language with foreigners as part of one of the alliances between YMCA and UCompensar.

First, I carried out my teaching practicum at an international organization called Young Men Christian Association, YMCA. There, I taught Spanish as foreign language to a group of three teachers who worked for this institution in Spanish-speaking contexts. They had a basic Spanish level and belonged to different nationalities: Russian, American, and Brazilian. It constituted a challenge considering their worldviews, their different ways of thinking, and a marked difference among their ages, between 8 to 10 years, which influenced their opinions to a great extent.

Furthermore, I noticed there were other factors which affected the classes, and which called my attention as a teacher. For instance, the need of giving the lessons in a virtual environment, because all the students were in different places of South and North America. Then, it required all our interactions, activities, and contents to be developed via Internet; it was new for me and demanded more preparation in terms of contents and activities. At the same time, this teaching experience provided me with the possibility to use and assess the resources which could be found on Internet; it was also important to verify the reliability of the resources in terms of contents and use.

At the beginning of the practicum, it was fundamental to recognize the general characteristics of the group, taking into account the ones which were related to their interest and needs, since they paved the way to generate connections between class contents and engagement. I also realized that age determined the emphasis on certain contents and skills; for example, adults prefer to learn more grammar structures and expressions in order to communicate orally. However, it did not mean that the class

es were not active; actually, the use of didactic resources helped the students to facilitate the Spanish language learning. Finally, the reflections were useful to carry out my teaching practicum and they could be useful for others who would like to have similar experiences in the future.

# The Importance of Identity at Schools

By Michelle Mariana Rozo - 8th Semester Student - B.A. in English and Bilingualism

Who are you? That is the first thing that we need to think about, do we know who we are, what is our perspective about ourselves, what is our social group, what are our qualities and defects? Do we know that? Probably when someone asks you who you are, you might talk about your age, your profession, what you are currently doing, and what your achievements are. However, we probably do not know what to answer, we focus just on the generalities, and we panic when we lack of self-knowledge, and it is something that we should apply in our lives; it should start at school. Then, it is well known that "the role of emotions in defining who people are, and understand themselves to be, within organizations influence perceptions and behaviors that define, the importance of identity." (Wilfred, Petitta, et al. 2017, p.1). Therefore, identity plays an essential role in living, it should be taught in the only place that is supposed to prepare people for life, schools. In this paper, we will examine social and personal identity from an educational perspective.

Firstly, we need to define what social identity is, then "social identity theory emphasizes that belongingness to a group affects self-definition and that is the part of an individual's self-concept which derives from the awareness of this membership, together with its evaluation and emotional meaning." (Tajfel and Turner 1979 as cited in Albarello, et al. 2018). We can consider social identity as a significant part of the life of a human being and as we are social beings, it is necessary to know that we belong to a social group. Then, when we start talking about identity, we must consider that schools play a role in it, because this place is where students can realize which group they belong to and what kind of people they like to spend time with. Hence, as an essential part of life and considering that school is helping students in their life training, there should be promoted self-awareness as a way to find the social groups where students fit better, not to mention that it could increase self-esteem as well. Besides, they can set some boundaries, because even if they are part of a group, they are individuals who need to take care of their own needs first.

Secondly, "personal identity literature focuses on the processes through which individuals develop their identity, making choices in important life domains that provide them with a sense of direction and purpose, and thus avoiding a condition of identity confusion" (Erikson, 1968 as cited in Albarello, et al. 2018). Then, personal identity is a process of self-recognition where the person starts thinking about he/she as someone else to try to define him/her as an individual with some characteristics that can share with others, but in one sense make them unique. Therefore, if the question who am I? comes up, they will not find an answer because the process of knowing ourselves is harder than knowing others. In fact, we can classify other people in different categories and saying that they have specific characteristics, and we label them, but people usually do not recognize that there are other sides that are darker. Hence, the problem is that we have thought all our lives that we should hide our other sides and we should feel ashamed of it, but it is not correct, it is part of us, and we should know that the best way of changing something that we do not like about us is to recognize it and let it be. Hence, school, as a fundamental part of our formation, can teach us not just to know ourselves through different processes, but to understand that we are unique and different and that it is what makes us unique.

About the above, I can summarize that we have three elements that could be considered fundamental for the development of good teaching, this based on the teacher's function (reflection, criticism, and research). However, in the following picture we can see a clearer process of a reflective and what a teacher should include to improve his or her professional training:

Finally, the social and the personal identity are not two isolated aspects, "our social world gives us our identity, or it is that world from which we choose our identity." (Carr, 2020). Therefore, the world that surrounds is expected to give us the necessary things that we want to direct our life. Then, the importance of school is how students start interacting from early years, becoming better social people and this help them to find themselves a purpose; everyone should feel comfortable with what he or she does, feel, or like. Then, the school can provide tools to make students feel secure about their choices because there are people who choose the same paths, and they can feel identified with them. Hence, teachers as a model for students, should show the importance of knowing who we are and what we want to be, to make decisions and to include ourselves in different social groups. To sum up, even if you are not into schools and education, you can be

part of this process with your acts as a constructive human being, and for that reason I post these two reflection questions as a way of closing this essay: how do you treat other social groups or people who are not like you? Maybe you do not know who you are, so, who are you?

## REFERENCES


Albarello, F., Crocetti, E., & Rubini, M. (2018). I and Us: A Longitudinal Study on the Interplay of Personal and Social Identity in Adolescence. Journal of Youth and Adolescence: A Multidisciplinary Research Publication, 47(4), 689. https://doi-org.ez.urosario.edu.co/10.1007/s10964-017-0791-4

Carr, D. (2020). Personal identity is social identity. Phenomenology and the Cognitive Sciences, 1. https://doi-org.ez.urosario.edu.co/10.1007/s11097-020-09702-1

Wilfred J. Zerbe, Charmine E. J. Härtel, Neal M. Ashkanasy, & Laura Petitta. (2017).
Emotions and Identity: Vol. First edition. Emerald Publishing Limited. Carr, D. (2020). Personal identity is social identity. Phenomenology and the Cognitive Sciences, 1. https://doi-org.ez.urosario.edu.co/10.1007/s11097-020-09702-1

# Should Students return to Face-to-Face Classes during the Covid-19 Pandemic?

By Sebastian Bermudez Hernández 6th Semester Student - B.A. in English and Bilingualism

As a way of giving context to this paper, it is relevant to remember the date March 11th, 2020, when the World Health Organization officially declared Covid-19 as a pandemic. Consequently, on March 15th, the national government ordered the total and indefinite closure of all and each of the educational institutions to protect Colombians' health; considering the statistics of contagion by Covid-19, which at that time were 45 cases. Currently, there are 981,700 cases in Colombia, of which 29,464 correspond to deceased people and 884,895 people who recovered after being infected (Ministerio de Salud y Protección Social, 2020). Therefore, this situation made students face virtual education globally through digital platforms such as Zoom, Google Meet, Microsoft Teams, Skype, among others. Then, classes are presented by streaming, and students must use their camera and microphone to interact. For the little ones, it works differently; teachers must send academic guides and students with the support of their parents must complete and deliver them through email at a specific time.

Simultaneously, the Ministry of National Education and the District Education Secretariat have questioned whether virtual education offers the same quality standards as face-to-face education. They have identified through surveys that it does not and interviews with parents of children, family, students, teachers, and directors of educational establishments have proved it as well. Based on these findings and the concern of the teaching-learning processes of students, state organizations were in charge of creating and publishing resolution 1721 of 2020 that regulates the conditions for the safe return to face-to-face classes in Colombia.

It is logical that after that resolution, some of the educational entities are implementing a plan to ensure that their establishments meet the requirements demanded by the Ministry of Health and Social Protection and the Ministry of Education to face face-to-face education during the pandemic. Some of the requirements are, guarantee social distancing, force students to wear masks, measure the temperature of students, encourage hand washing, carry out tests for Covid-19, among others. Then, it has been a race to see which institutions are accomplishing the requirements to come back to face-to-face classes.

Now, I wonder, are students, teachers, and administrators prepared and willing to confront face-to-face education during the pandemic by Covid-19? What are they expose to by taking this challenge? Is it convenient to return face-to-face classes considering everything that has happened? Is it pertinent to return and be expose to the contagion? Is it necessary to return, or can we do something to increase the quality of education in the virtual classes? What is the better decision for the current situation in the country? All those questions enclose my mind and as make me wonder if as teachers we have to go against this decision for the sake of students.

As a result, some universities are currently returning to face-to-face classes or a mix of both where it will be a combination of virtual and face-to-face modality and they are the ones that have decided to promote this return to face-to-face classes; however, many more are in the process of joining them. The public and private schools have been working on it and are in the middle of achieving it. In other words, Colombian students will soon return to face-to-face classes, as long as the educational institutions meet every one of the requirements demanded by the government. Is this good for everyone's health and well-being? To answer this question, I think that although face-to-face education is too important in the teaching-learning processes and provides better opportunities in the quality of education, it is unwise to return to classes during a Covid-19 pandemic; considering the mortality rates from the virus and the number of infected that we have so far this year.

In my opinion, it is a non-wise decision by the government and educational entities and I believe that this will only cause the statistics of death and infection to increase disproportionately, but the health and well-being of students are exposed or affected, and likewise that of their relatives. Therefore, it is necessary to clarify that the quarantines in the country have already ceased, but the virus has not disappeared: it is a pandemic, and we must continue taking care of ourselves in isolation, even if we do not have the virus; it is for the welfare of all. Furthermore, I believe that the solution is to find opportunities to improve virtual classes and its dynamics and this could be possible by conducting surveys or interviews on students who are connecting to study

through technological devices every day. Then, only students could tell us what strengths and weakneses they find in this modality of education and I also believe it is important for teachers to promote autonomy in the teaching processes for students.

In conclusion, I affirm that it is not the time to return to face-to-face classes, we cannot risk our students. They are the future of our country and every day we see the news on television and newspaper, the contagion statistics increase more and more, and deaths continue occurring. Moreover, let us think about all the resources that we will waste to return the face-to-face education during the pandemic. The government wants to use a part of the budget unnecessarily and I think that the government can allocate these economic resources to meet other people's needs. For example, some students do not have access to technological devices or do not have internet or electricity, or do not even have what to eat. In fact, the government must provide support to families who are unemployed and to provide better care for people who are sick with the COVID-19. As a recommendation, we should stay at home until the current situation in the country improves significantly. Lastly, I invite you to reflect on whether it is necessary to attend college or university without the fear of contracting Covid-19; we must be patient!

## REFERENCES


Ministerio de Salud y Protección Social. (2020). Coronavirus (covid-19). Retrieved from: https://-covid19.minsalud.gov.co/

Resolución 1721 de 2020. (2020). República de Colombia, Ministerio de Salud y Protección Social. Bogotá, Colombia. 24 de septiembre del 2020.

Valencia, M. (2020). La lista de universidades de Bogotá que vuelven a clases presenciales. RCN Radio. Retrieved from: https://www.rcnradio.com/bogota/la-lista-de-universidades-de-bogota-que-vuelven-clases-presenciales

# Spanish in Asia? The Chabacano Language in the Philippines: A History Lesson.

By: Kevin Ruiz - 6th Semester Student - B.A. in English and Bilingualism

While reading this headline, you might wonder, "Spanish in Asia? Is there such a thing?" Even if this looks as inconceivable as life in other galaxies that are millions of light-years from the Milky Way, it is a recalled and valuable part of the history of the Spanish language and culture. For starters, let us look at how everything started.

The presence of Spaniards in the Pacific Ocean was throughout around the 16th century. The Spanish conquerors aimed to widen their territory to establish new trade routes and colonize as many places as they could to strengthen their empire. Nonetheless, during the 15th and 16th centuries, the main point of contact between Spain and the Philippine islands was Acapulco, Mexico. The "Manila Galleon" was set to sail once a year from the city of Acapulco to the Philippines archipelago. (Bowen 1971: 949, Lipski 1996: 271). Then, in the Philippines archipelago, the Spanish heritage is much more remarkable than in any other place in the Pacific Ocean as The Galapagos or Easter Island. In fact, the Hispanic background co-existing in the Philippines is unimaginably huge in terms of infrastructure, religion, and national celebrations, it is even present in several of their national languages; for instance, "Tagalog" which is composed of 30% of Spanish words.

If Spain colonized the Philippines, why was the Spanish language not imposed in the same way as it was in America or Equatorial Guinea? To answer this question, it may seem like vague response, but the main factor of interference was indeed colonization; that is right, colonization. Some people refer to it as an "Invasion" from an ethical perspective, there was so much disenfranchisement amongst native people when we talk about conquerors going into a place to make it their own. Notwithstanding, this is another relevant and problematic matter that perhaps we will tackle in another opportunity.

Long story short, the Philippines has a wealthy and varied heritage that emerges from Indonesia, Malaysia, China, and the United States. Thence, the United States was the last country to arrive to the Philippine Islands, imposing their language to the point that English is currently the second official language of the Philippines; we can even say that there are native English speakers there.

*A Brief History of the Spanish Language in the Philippines*

The Spanish language in the Philippines coexisted with numerous autochthonous languages from the Malay-Polynesian linguistics family. On the one hand, there were roughly 87 dialects in the Philippines derived from Malay during the Spanish regime (1565-1898) (Albarran, 1991, p. 155, 159). On the other hand, Otero (2005) affirms that there are presently 168 languages spoken throughout the three divisions of the country. However, every citizen needs to learn that are only two official languages, English and Tagalog which are the languages used for academic, business, and political purposes.

Then, does it mean that Tagalog is a variant of Spanish? Not exactly. Even though the Tagalog language has a significant resemblance in terms of similarity and equality with words in Spanish, it is not a variant of it. For example, "Spa. 'Trabajo' Tag. 'Trabaho'; Spa. 'Gobierno' Tag. 'Gobyerno'"; it is not comprehensible if you are a Spanish native speaker who does not have any input concerning the Tagalog language. What we are trying to see here is the variety of Spanish-Creole speaking communities originated from the Chabacano language. Those are 6: Ternateño, Caviteño, Zamboangueño, Ermitaño, Davaoeño y Cotabato Chabacano (Lipski, 1996, p. 277-280).

Therefore, the dialect that has the most correlation with the Spanish language is the Chabacano language, it is the one that derives all the other variants. Just to set up an example, let us look at the following chart that includes words and phrases in both languages.

| Spanish | Chabacano | English |
|---|---|---|
| Bienvenido | Bienvenido | Welcome |
| Hola | Hola | Hello |
| ¿Qué tal? | ¿Qué tal tu? | How are you? |
| Estoy bien | Bueno lang yo | I'm good |
| Tanto tiempo | Ya dura hay contigo no hay mira | Long time no see |
| ¿Cuál es tu nombre? | Cosa di tu nombre? | What 's your name? |
| Yo soy | I yo si | I am |

*Chart 1. Comparison between Spanish, Chabacano and English Languages.*

The Chabacano language and its variants are increasingly disappearing and the need to impose English as a mechanism of education and integration is cutting out other languages. Nonetheless, some people are fighting for the need to preserve the language because of its cultural and ethnic riches.

Note: My passion for teaching Spanish to Philippine to preserve their language heritage is growing day by day. That is why I have decided to start my non-profit organization very soon, which purpose is teaching Spanish for free, not only for Philippine but for anyone who is interested and does not have the possibility of taking a language course. For updates on the upcoming project, do not hesitate and visit my blog http://kevinruizpinoy.blogspot.com/.

## REFERENCES


Martos, I. M. Aspectos sociolingüísticos del español en el Pacífico: las Islas Filipinas y las Islas Marianas. Liceus, Servicios de Gestión.

Lipski, J. M. (1988). Philippine creole Spanish: assessing the Portuguese element. Zeitschrift für romanische Philologie (ZrP), 104(1-2), 25-45.

# TEACHER-MADE MATERIALS

# An Interactive Worksheet to Start a Marketing Project

By Alejandra Chingaté - Angie Castaño - Yeraldin Tamayo - 7th Semester Students - B.A. in English and Bilingualism

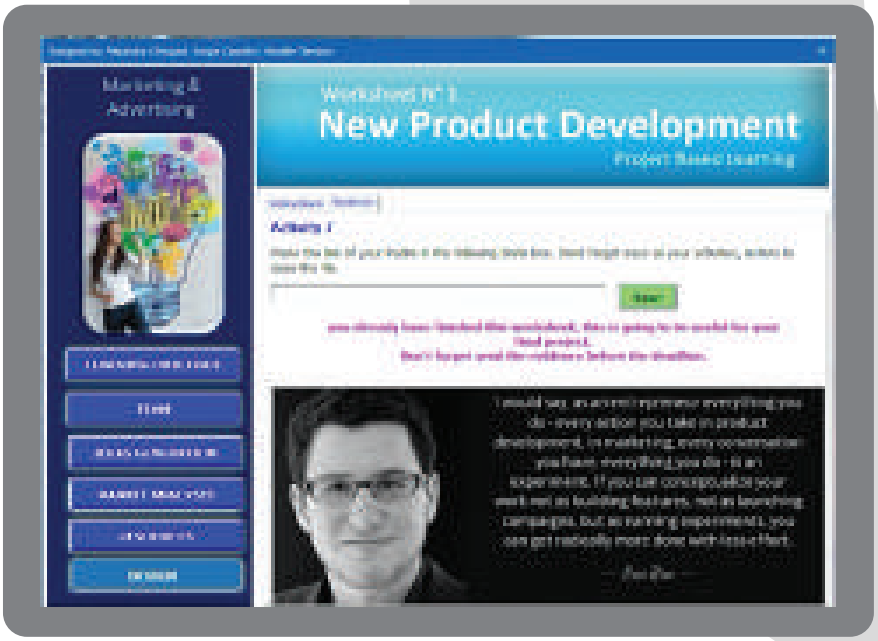
Designing materials is a great opportunity to complement the teaching processes, also it is a challenge for us as teachers because beyond to be creative, we need to consider other main aspects like the learning objectives, the structure of the material, the skills that students must develop, and Bloom's taxonomy and scaffolding. For instance, we create a digital and interactive worksheet using Microsoft Excel. This material was designed to be developed during the subject of Marketing Research by sixth-semester Marketing and Advertising students. At the same time, for the development of this worksheet we used project-based learning as an approach to involve students to work step by step on their own learning process and autonomously, throughout four sections: ideas generation, market analysis, resources and design, each of one has eye-catching infographics, images, links, and key information, that can be enjoyable for students, meanwhile to support them in their learning process and provide tools with which they could design their final product.

In addition, we implemented EMI approach (English as a medium of instruction) because we want students to develop this worksheet and acquire the content of the subject using English as a tool, besides, we also took STEAM into account because we consider it is necessary for our students to develop the skills of the 21st century like innovation, creativity, critical thinking, teamwork, etc. To summarize, the development of materials is necessary in the teaching process, gives us the opportunity to allow students to be the center of the classes and designing didactic material according to their objectives, needs, and real context. In this way, it will be easier for them to relate the topics with their environment, this causes learning to be more meaningful.




Marketing & Advertising
Workshop N° 1
New Product Development
Project Based Learning


Marketing & Advertising
Workshop N° 1
New Product Development
GANTT CHARTS


Marketing & Advertising
Workshop N° 1
New Product Development
Project Based Learning




Falculty of Social Sciences and Education.

Research Group of Human, Pedagogical and Social Studies GEHPS.

EFL Didactics Research Group

The Academy: Education Magazine

2021