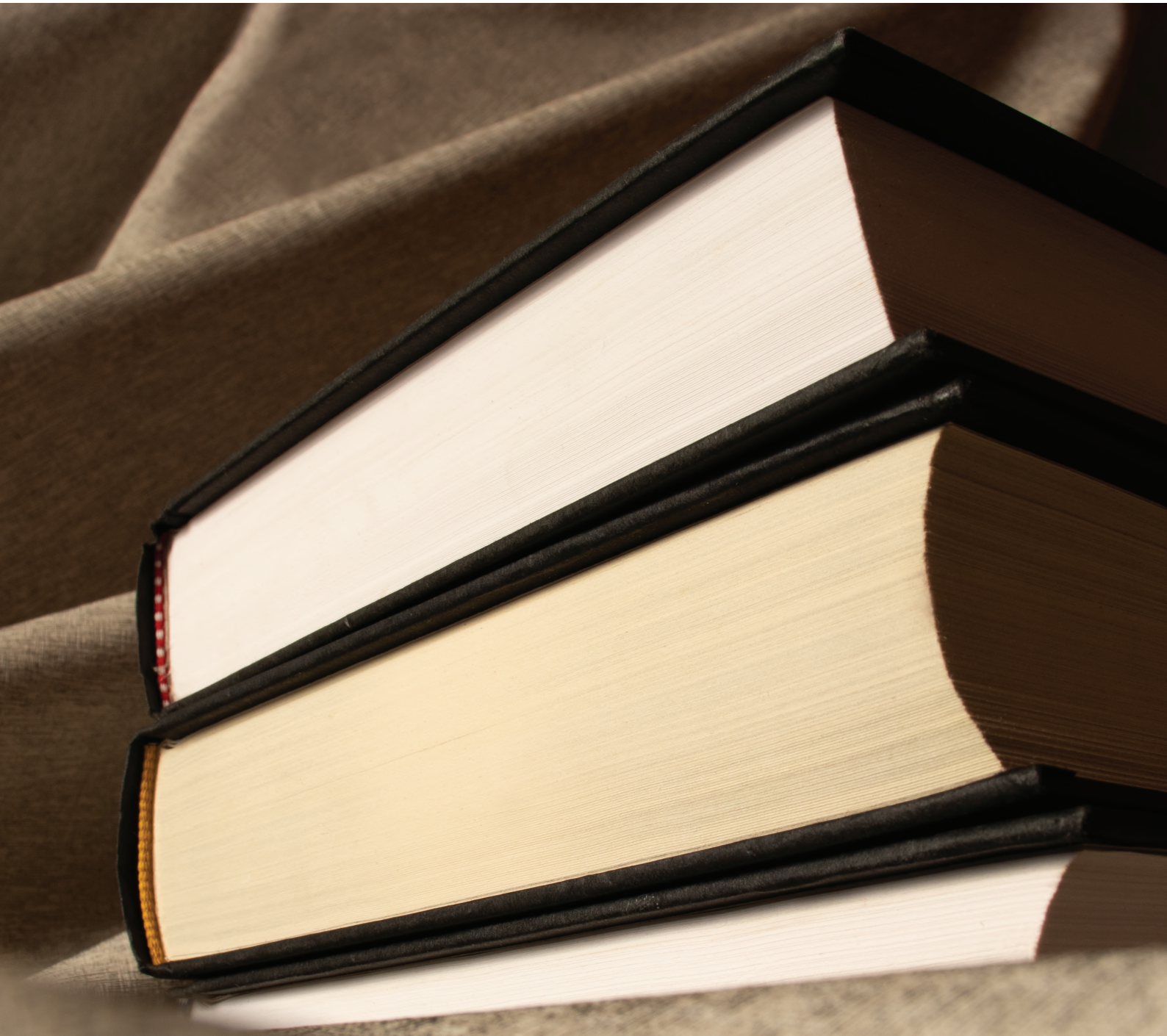
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DEAR COMMUNITY

Recent events have proved to us that life can change from one day to another in ways we never imagined. The way we understood education drastically changed during the last few months and what we conceived as the classroom is no longer the same. Therefore, as teachers, we had to adapt to this new way of guiding students' knowledge towards success by the use of technology, being this a rough and almost immediate response to comprehend how virtual education works. However, we still have the same feelings for our amazing profession, and we tried our best during this first semester of the year to fulfill all kinds of our students' needs have through the screen of our computers or mobile phones. Nevertheless, we had to continue with many different projects that were thought to be face-to-face and adapted them to this new reality. The Academy (Education Magazine) is an academic publication space in which the community of education can express its voice in the face of the different experiences that are part of the teaching profession. This project is created as a virtual space, where not only teachers, but also students are able to participate by writing about their own experiences in the classroom and how this process can build a more reflective community. With the support of the Faculty of Social Sciences and Education at Unipanamericana, we created this magazine as a creativity space for pre-service, future and in-service teachers, so as to discuss the way we perceive and feel education as part of our lives. In this first version of the magazine, we decided to propose an open topic in which the members of our community could write about and express their ideas regarding Education as a whole. We posted these sections in which our community could participate: Academic Essays, Opinion Columns, Teaching Reflections and Teacher-made Materials.

The first section presents different "Academic Essays" written by both students and teachers of the faculty. In the first place, you will find ***Media in Education: Friend or Foe***; a paper written by Karen Victoria Vargas Pinilla, who is an alumnus of the B.A in English and Bilingualism. Therefore, she poses an analysis and reflection over the academic article by Dr. Radhika Kapur called "Role of Media in the Development of Education" In the second place, the alumnus Melisa Jimenez argues the importance of English as a Medium of Instruction (EMI) in the professional development of English language teaching in her essay ***English as a Medium of Instruction: Teacher Requirements***. Then, the student Alejandro Vargas proposes the essay ***The Connection between the Mortal and Fairy World, Analyze from the Perspective of Love from the Play "A Midsummer Night's Dream"***. Finally, professor Luis Alberto Barrero Gómez proposes a critical analysis of how Colombia may or not be ready for the new challenges that the new era brings in terms of the national education system in his paper ***Educating or Domesticating?***

In the second section of this publication "Opinium Columns", the students Maria Fernanda Torres proposes her point of view in ***Sightless Bilingualism*** on how people tend to misunderstand the term bilingualism since most of the time they relate it to English and Spanish; not taking into consideration other native languages. On the other hand, in the opinium column ***Students participation in Pandemic Times***, the student Carolina Muñoz discusses the role of pupils in virtual learning during this pandemic.

Then, in the last section “Reflective Teaching”, the alumnus Angie Daza Rincon sends a message of encouragement to to teachers in the paper ***Dear Colleagues***. Besides, she advises the teaching community on how to understand what teachers are going through and how to value this profession. Secondly, the alumni Jairo Castro and Angie Alvarez present their personal perspective of the role of teachers in Colombia by posting the reflection ***The Limited Ideal of Being a Teacher***. At the end of this section, the student Sebastián Bermúdez Hernández presents his experiences about teaching and learning during the pandemic in the paper ***Education and COVID-19***.

This project would not have been possible without the support and help from different people who are part of UniPanamericana. I would like to especially thank Mr. Marco Aurelio Llinás, Principal of the University. Mr. José David Marín, Academic Director. Mr. José Daniel Quiroga, Dean of the Faculty of Social Sciences and Education, Ms. Rosa María Cely, Director of the B.A. in English and Bilingualism. Ms. Gareth Barrera Sanabria, Research Director. Miss Haley Moore, Former English Teaching Assistant. Ms. Ximena Serrano Quiroga Former Dean of the Faculty, and the Editorial Team for the constant support. Finally, thanks to the readers of this first number of **The Academy**. I kindly invite you to participate in our second number of the year, dates and requirements will be posted soon. To all of you, thank you.

Best regards,



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

ACADEMIC ESSAYS

MEDIA IN EDUCATION: FRIEND OR FOE?

By Karen Victoria Vargas Pinilla - 8th semester student of the B.A. in English and Bilingualism.

Education is an interesting topic that concerns communities and societies around the world. In this regard, education is compound by different fields, and we can influence it with our works. Having this said, I want to take you to a simple example of what media has brought to education and how it may have affected it. So, I want to invite you to consider the research by Dr. Radhika Kapur (2018) the "Role of Media in the Development of education"; where, besides of understanding this role as described in the title, the author presents unique aspects of what media implies and its arguments. Because of this study, the author emphasizes on the fundamental part of the role of media based on recognizing people from all communities, their contexts, and the aspects that come from humans and its participation in society. In synthesis, this text presents relevant information about the role of media; in my perspective, more in society than in education. The topic is interesting and exact, but it could have gone deeper in terms of education.

Subsequently, the paper presents different aspects the author considered to develop from the topic, such as how mass media works and what it represents for people, teachers' role in learning processes for guiding students in the use of media and technology; and how it enhances students' skills to acquire knowledge. Lastly, Kapur (2018b), mentions how media affects society to make political, economic, and social decisions. Additionally, the author presents the information in a structure of research, so we can easily find the abstract, the introduction that reflects his possition on the mass media role; understood as the way of spreading awareness among people about all cultures that exist with all their characteristics and beliefs across communication. Then, the body paragraphs explain the main aspects about the significance of mass media and the tools that affect communication among societies. Finally, the author addressed his conclusion, reinforcing the statement of the role of media in the development of education.

Having all this in mind, it is necessary to think over the several features that academic writing embraces to analyze this text. Then, starting from the introduction, though we have a relevant point about teachers' role in education through the use of technology, this introduction could have presented the hook in a better way by encouraging the reader to be interested in the reading process. For instance, using quotes of experts on the topic to introduce it, gaining the readers' attention (Whitaker, 2009). Afterward, we find there is a lack of connection with each subtopic to the general topic despite the well-organized presentation of the information. Thus, the author expresses the significance of media in four aspects, where he underlines what media influence means for people, and how they get knowledge through it. However, there is no relation with the matter of education after all since the topic sentence focuses on "enhancing educational opportunities" Kapur (2018c, p. 1) while all aspects are far from education and the description of each one seems to be more informative, conversely it does not seem to support the topic sentence as required in academic writing for research (Whitaker, 2009b).

"The author presents unique aspects that media implies and his conclusions."

By the same token, we find the tools of mass media, where it is worth mentioning that the author has given a full description of them referencing the support to identify them as tools; nevertheless, there is no evidence on how these tools may reach an impact in the process of education. That is to say, once again, this document is more perceived as an informative paper rather than a research one, even when the author attemps to join these tools with the topic of education and how it is affected by the factor of media. Also, there are no examples that can emphasize the key points presented by the author (Leki, 1998). That said, it would be better to illustrate how the internet influences people's lives when Kapur (2018d) says: "Individuals are largely depending upon the internet to carry out all kinds of day- to- day activities and functions" (p.4). For example, acquiring information about products such

as in Mercado Libre, Amazon, Linio, and many other similar websites to buy, just to exemplify an overview of what happens on most virtual platforms.

In light of this, this document contains relevant information about media and its role in society rather than in education. The description of each aspect is clear, well-organized, and the author's style is visibly understandable, but still, it follows the structure of an informative document more than the structure of a research paper. In fact, the author should have supported every aspect developing the topic by using real facts and including examples to expand and emphasize the details that complement his ideas. In addition, another pertinent characteristic to recognize in this document is the relationship between the clear statement of the problem that the author poses in the introduction and its link with the conclusion; however, the conclusion seems to be more a summary of the whole document than a wrapping up of his arguments according to the findings (Whitaker, 2009c). So, as a result of this research and its purpose defining the role of media in the development of education is a matter of importance to understand its impact in society.

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ENGLISH AS A MEDIUM OF INSTRUCTION: TEACHER REQUIREMENTS

By Diana Melissa Jiménez - 8th semester student of the B.A. in English and Bilingualism

Are there enough resources for the English as a Medium of Instruction (EMI) teachers to teach effectively? Then, in education and through this approach, there is a lack of linguisticaly and qualified teachers as there are no clear specifications of the requirements of EMI teachers, and this produces a lack of connection between the application of this approach and its instrucctions in the institutions. This approach implies using the English language to teach academic subjects in countries or jurisdictions where English is not the official language and in which the students' first language is not English (Sofina, 2017). For instance, Julie Dearden (2014) the Senior Research and Development Fellow in English as Medium of Instruction (EMI) at Oxford University Department, mentions in her report of a study conducted by the same company in 55 countries on 2014 that: "In many countries, the educational infrastructure does not support quality EMI provision: there is a shortage of linguistically qualified teachers; there are no stated expectations of English language proficiency" (p.2). Nevertheless, although these factors show weaknesses in the teacher's preparation, it means that English teachers need to look for resources and strategies to improve their performance in the classes where they apply this approach. For that reason, they should improve their language level to be certified and to prove an advance level to teach in a second language. Also, change their didactic style considering the students' needs in an EMI course, and generate new ideas that make their pedagogical practices improve according to the results obtained in their classes.

First of all, EMI teachers require a lot of knowledge and management of the foreign language, because those types of courses have a shift in methodology and teachers who are not familiar with applied linguistics, will have difficulties in the development of their classes; especially, if it includes the knowledge of the language itself and the strategies designed to support this process. That is why, it is relevant to certificate their English levels. In the study mentioned above, the author said: "EMI was not simply a matter of translating course material and slides from L1 to L2" (Dearden, 2014, p. 2). Besides, another study from Robert O'Dowd (2018) said: "EMI training courses need to develop teachers' communicative competence in English and their ability to use the appropriate academic vocabulary for their subject areas" (p.9). Consequently, EMI teachers need to be aware of their responsibility of their language proficiency which involves the strategies to be implemented for their classes and the function as a lecturer, not just translating the material for the class.

"Several didactic strategies need to be designed and developed by the teacher according to the students' needs."

Secondly, several didactic strategies need to be designed and developed by the teacher according to the students' needs, since, the EMI classes involve changing from a teacher-led style to a more interactive dynamic. Then, the methodology must imply the participation and the constructions of understanding through scaffolding their learning. Furthermore, ''create an atmosphere where students operating in an L2 are not afraid to speak; all this while that taking into account the many cultural differences present in the room and the potentially different language levels of individuals'' (Dearden, 2014, p. 23). Therefore, EMI classes are not traditional lessons, but those are a great opportunity to improve the knowledge of the students through a second language. Additionally, a good teacher is always transforming pedagogical practice. Although, in many countries, the educational infrastructure does not support quality EMI provision as mentioned above, the teacher constantly must be proposing new ideas; if there is no imagination, education would only be a linear process of knowledge transmission. So, according to Albert P'Rayan (n.d), a writer of a teaching English website, being creative and innovative is about going from track to track and experimenting with new things. Also, imaginative teachers can teach any language skill interestingly and effectively. That is why in EMI classes it is necessary to know about the subject and the language as well as all the learning environments, generating new ideas to support students. (P 'Rayan, n.d).

Then, one of the roles of teachers is to generate content knowledge in a meaningful way for students, this through the acquisition of knowledge of the

second language, the adaptation of the methodology and implementation of the teaching according to the needs of the students, and finally the implementation of innovative ideas that can generate new learning environments. Previous studies of current teaching practices and EMI are a growing global phenomenon that have demonstrated the arguments outlined above, and that it is of great importance to continue to generate EMI spaces. Although, there are not resources available for the practice or pedagogical guidelines that might lead to effective EMI teaching, there are learning strategies that must be settled and which allow the achievement of the goals and effective EMI classes. However, challenges appear day after day, and as English teachers it is important to provide feedback to our teaching practice and consider the abovementioned aspects to improve the process to become outstanding EMI teachers.

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THE CONNECTION BETWEEN THE MORTAL AND FAIRY WORLD ANALYZED FROM THE PERSPECTIVE OF LOVE IN THE PLAY "A MIDSUMMER NIGHT'S DREAM"

By Hugo Alejandro Vargas - 7th semester student of the B.A. in English and Bilingualism

One of the most striking features in A "Midsummer Night's Dream" is the mystic connection that exists between the human and the magical worlds. That is how, the analysis on love conceptions serves a medium to identify similarities and differences between these two groups within the story. On the one hand, the magic world or fairy world is depicted in an atmosphere of clarity in relation to all the feelings that can be expressed. On the other hand, the mortal world entails a vision of love as a fickle feeling, and at times, easily manipulated by the fairy world. Henceforth, the perceptions of love are constructed from three major aspects: the environments in which the characters live, the way of interacting between couples and the meaning that each world attributes to love.

As a first instance, it is important to understand the context in which this masterpiece is presented and developed, which has generated multiple discussions. Thus, as a way of example, Marín (1922), entitled his version of the play: "Sueño de una noche de San Juan" [St. John's Night's Dream], and it is because according to the author:

> *In Shakespeare's time, and even in previous centuries, it seems, however, that the Midsummer was a special magic festival, during which the people indulged in rites of sorcery and singular amusements to conquer certain plants, such as myrtle, laurel and verbena, to which mysterious virtues were traditionally attributed. (p.7)*

This magical festival that the author mentions is known in some parts of Europe and America as "Noche de San Juan" [St. John's Eve], from which it appears the name Marín (Marín, 1922) proposes for the play. Additionally, this night was traditionally celebrated in the month of May for the time of Shakespeare (Marín, 1922b) and it brought together lovers, fairies, elves, nymphs and other mythical characters; that is why, when Theseus and Hippolyta found the four lovers in the forest, Theseus talks about the rites of May (See annex A). Nonetheless, contemporary culture refers to the fact that the festivity of St. John's Eve is celebrated between the 21st and 22nd of June (Denmarkin Spain, 2019).

Now, considering all the context given previously, with regard to the first point of comparison, the fairy world is developed in a scenario ruled by Oberon and Titania. On the one hand, Oberon is known in Celtic mythology and medieval literature as the king of the fairies; this character has its origins in the literary work Huon of Bordeaux, written in the thirteenth century (Encyclopedia Britannica, 1998). On the other hand, Titania, known as the fairy queen, is a fictional character that has its origins in medieval literature, however, some scholars have attributed a parallel between her and the goddess of Greek mythology Hera (Encyclopedia Britannica, 2011). This way, the magical and fictional references of the Celtic mythology are intertwined with the mythical and tragical stories of the Greek mythology. Because of this, there is a constant struggle between the clarity and lucidity of the magical world in contrast to the darkness and the deviance of the mortal world, which represents the conflict between good and evil and the tension held by each of the characters within themselves throughout the play.

To illustrate the above, in the scene 1, act 2 (Burton, 2005), Oberon and Titania are going through a dispute because of the care Titania is taking of a human baby after the death of his real mother who was one of Titania's priestesses (see annex B). Thus, this fact is the cause of a rupture in this world generating with it, alterations in nature and especially, in the seasons of the year. This is because, the unity between Oberon and Titania symbolizes the natural balance of the world; once this is altered, both the world of fairies and humans are affected. What is more, as a result of the interaction between fairies and humans, evil is part of the magic world and one of the characters that most notoriously embodies this characteristic is Puck or also called Robin, about whom a fairy speaks of his mischief to travelers and people who frequent the forest (see Annex C).

Consequently, this factor of evil as a component of the fairy world is linked to the fact that the kingdom of Oberon and Titania is connected to the kingdom of humans since in a discussion between these two characters, Titania claims Oberon for his permanent visits to the mortal world, singing love verses to Phillida (who according to Greek mythology later became the wife of Demophon, son of Theseus), hiding Oberon under the figure of Corin (see annex D); this latter, derived from the Latin Quirinus, who refers in Roman mythology to the god of beginnings, duality and endings called Janus (Wasson, 2015). Besides, the queen of the fairies gives a glimpse of Oberon's relationship with Hippolyta, queen of the Amazons (daughter of Ares, god of war according to Greek mythology), who came to know Theseus after he kidnapped his sister Antiopa and took her to Athens.

"There is a constant struggle between the clarity and lucidity of the magical world in contrast to the darkness and the deviance of the mortal world, which represents the conflict between good and evil."

On the other side, Oberon claims Titania for making Theseus broken off his relationships with Perigune (daughter of Sinus, killed by Theseus on his way to Athens) Ariadne (daughter of Minos, king of Crete) Aegle (nymph, daughter of Zeus) and Antiopa (Amazon, daughter of Ares, sister of Hippolyta) (see annex E). Therefore, love is conceived by fairies as a means to obtain personal desires and goals. Moreover, it is paramount to stand out the sorely wide mythological and cultural richness that this play hides. In this respect, Bloom (1998), stresses the magic that lies behind the structuring of this work, from which, according to this author, there were gathered elements from ancient myth and legend, literary folklore and Shakespeare's own countryside.

Conversely, the world of humans was governed by Theseus, king of Athens known by his adventures in Crete, and Hippolyta, queen of the Amazons. Now, the environment in which this part of the story is developed is in the midst of the proximity for the nuptial union of these two characters (see annex F). Henceforth, the kingdom of Athens is surrounded by an atmosphere of joy and happiness for the wedding of its kings. Besides, the couples are preparing to celebrate the rites of May in order to strengthen their bonds; these rites, in a certain way, open the countdown to the festivity of St. John Eve. By doing so, the meeting between Hermia, Lysander, Helena and Demetrius takes place. They sought to get the heart of his/her lover through the celebration of the rites. In the particular case of Helena, she desired to get the attention of Demetrius; nonetheless, Demetrius wanted to convince Hermia to marry him. On the other hand, Hermia and Lysander had the intention to escape into the middle of the night through the woods to finally be together (see annex G), which shows the importance of passion and mysticism in the vision of love as key components in the life of the Athenians.

On top of that, Bottom, Quince and Flute, with the aim of performing the piece of Pyramus and Thisbe the night before the wedding between Theseus and Hippolyta, decided to do a practice near the forest where they were found by Puck. It is a curious fact that, Pyramus and Thisbe are a symbol of tragedy in Greek culture. That is why, it is remarkable to note the dramatic component that shapes the vision of love for humans in the play.

As a second instance, the way in which couples interact in both worlds is closely linked. On the one side, in the world of humans, Lysander and Hermia are determined to give up everything for their love. Helena is willing to seek Demetrius' love in spite of his offenses and humiliations, and Theseus and Hippolyta are madly in love, even though according to Greek mythology Theseus later abandons Hippolyta to join Phaedra (Thorburn, 2010). In this sense, the perspective of love from humans in the play is volatile; in fact, Lysander mentions the bond that existed between Helena and Demetrio before he met Hermia (see annex H).

On the other side, Oberon and Titania, like mortal couples, also carried with them this volatility in love. As an example of this, it is presented the dialogues that these two characters held about the claims of their adventures and lovers (see annexes D and E). Proving it once again, that the lives of Theseus and Hippolyta interacted continuously and were tightly linked to the lives of Oberon and Titania, which means that both worlds were interconnected. Furthermore, the love potion that Oberon poured over Titania's eyes, and that later Puck poured over Lysander and Demetrius,demonstrates the susceptibility of fairies and humans, meaning that both groups were prone to volatility in love. Although, Hermia and Lysander are the closest representation of love from sincerity. Consequently, in general terms, the concept of fidelity serves as a constitutive component of the play and carries with it a constant discussion about polygamy and monogamy.

Thirdly, regarding the meaning that both fairies and humans attribute to love, it can be seen the great significance that the play refers to beauty. In this manner, the encounter between Bottom and the

fairies leaves the human fascinated by their prettiness (see annex I). By contrast, Titania is disconcerted when she realizes that her love belonged to Bottom who had the figure of an ass. Such figure, provoked repulsion on the part of Titania (see annex J). The above, clearly shows the relevance of beauty within the construction of the meaning of love, and this is a characteristic feature in Greek mythology, where beauty is a symbol of veneration and worship.

Additionally, love is used as a medium to obtain personal benefits, and this fact includes most characters in Shakespeare's masterpiece. First, Egeus sought to unite his daughter with Demetrius, demonstrating dominance over his daughter and representing the patriarchal oppression on women at that time (Wolak, 2017). Besides, Oberon performed the flower incantation on Hippolyta in order to steal the human baby and make him his squire. In addition, there is no feeling of sincere love between the couples and this is related to the conception of "dream" that revolves around the play. As a third element of this argument, Hippolyta intended to recover the belt of Ares and take revenge for the kidnapping of her sister Antiopa; for his part, Theseus was seeking to expand the Athenian empire from the victory over the Amazons, this last factor is analyzed and interpreted from the given context of the work. Hereto, the meaning of love is highly influenced by the concepts of beauty and self-interest which can be evidenced by the way these concepts appear repeatedly in the work and in the dialogues of the characters.

As a matter of conclusion, based on the aforementioned, it is inevitable to deny the fact that the worlds of fairies and humans are strongly connected and developed in the same space of time and place. For these reasons of proximity, on festivities like Saint John's Eve, both groups would crowd together in relation to the same event. Apart from that, the first component of analysis reveals that both worlds were facing opposite environments; the fairy world was undergoing a break-up of its kings and the mortal world was filled with joy and rejoicing over the marriage of its leaders. The above was accomplished by Shakespeare through the unification of three elements: Greek mythology, Celtic mythology and medieval literature. Regarding the second analytical component, there is a convergence in the way couples perceive love, for whom, in general, it is a volatile feeling, which highlights the discussion that the work presents about fidelity seen from the practice of monogamy and polygamy. After that, the third component reveals the imprint of beauty and egocentrism in the construction of the significance of love in Shakespeare's masterpiece. In this way, the analysis of the three major categories suggests that both worlds are interconnected in the way they relate to each other, interpret, and give meaning to the concept of love. Finally, the analysis of literary works is key to explore and elucidate the mysteries and doubts that revolve around them and thus succeeding in understanding the historical, cultural and literary richness that lies behind masterpieces such as A Midsummer Night's Dream by Shakespeare.

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ANNEXES

A. **Egeus.** My lord, this is my daughter here asleep,
And this, Lysander; this Demetrius is;
This Helena, old Nedar's Helena.
I wonder of their being here together.
Theseus. No doubt they rose up early, to observe the
rite of May.

B. **Oberon.** How long within this wood intend you stay?
Titania. Perchance till after Theseus' wedding day.
If you will patiently dance in our round,
And see our moonlight revels, go with us.
If not, shun me, and I will spare your haunts.
Oberon. Give me that boy, and I will go with thee.
Titania Not for thy fairy kingdom. Fairies, away!
We shall chide downright, if I longer stay.

C. **Fairy.** Are not you he
That frights the maidens of the villagery,
Skim milk, and sometimes labor in the quern,
And bootless make the breathless housewife churn,
And sometime make the drink to bear no barm,
Mislead night wanderers, laughing at their harm? (…)
Puck. Thou speak'st aright

D. **Titania.** Then I must be thy lady. But I know
When thou hast stol'n away from fairy land,
And in the shape of Corin sat all day,
Playing on pipes of corn and versing love
To amorous Phillida.

E. **Oberon.** Didst thou not lead him through the glimmering night
From Perigenia, whom he ravishèd,
And make him with fair Aegle break his faith
With Ariadne and Antiopa?

F. **Theseus.** Now fair Hippolyta, our nuptial hour
Draws on apace. Four happy days bring in
Another moon. But O, methinks, how slow
This old moon wanes! She lingers my desires.

G. **Hermia.** Take comfort: he no more shall see my face.
Lysander and myself will fly this place.
Before the time I did Lysander see,
Seemed Athens as a paradise to me.
O then what graces in my love do dwell,
That he hath turned a heaven unto a hell.

H. **Lysander.** I am beloved of beauteous Hermia.
Why should not I then prosecute my right?
Demetrius, I'll avouch it to his head,
Made love to Nedar's daughter, Helena,
And won her soul. And she, sweet lady, dotes,
Devoutly dotes, dotes in idolatry,
Upon this spotted and inconstant man.

I. **Bottom.** I cry your worships mercy, heartily.
(to Cobweb) I beseech your worship's name?
Cobweb. Cobweb.
Bottom. I shall desire you of more acquaintance, good Master Cobweb. If I cut my finger, I shall make bold with you. (to Peaseblossom) Your name, honest gentleman?

J. **Titania.** (waking) My Oberon, what visions have I seen!
Methought I was enamored of an ass.
Oberon. There lies your love.
Titania. How came these things to pass?
O how mine eyes do loathe his visage now.

EDUCATING OR DOMESTICATING ?

By Luis Alberto Barrero Gómez M.A. - Professor of the B.A. in English and Bilingualism

It is satisfactory for Colombian people to hear news that sweeten ears and create hope with the educational change that has been yearned for decades. This is the case of Law 1753, called the Law of the National Development Plan 2014-2018 "All for a new country", which within its plans includes the famous slogan "Colombia, the best educated in 2025", led by the Ministry of Education, which implies a series of strategies to materialize this educational policy. However, it is not worth going into knowing and discussing these strategies, if educators do not critically analyze the educational reality of the country.

Hence, it is important to question whether Colombia will really achieve this goal; and if it could do it, would it be educating or domesticating? Is Colombia capable of meeting the essential needs of education? Or it must simply align itself with a globalized education, which does not necessarily want to form individuals to transform the world, but to totally domesticate individuals and make them useful within its own system. For this reason, the purpose of this essay is to reveal a reflection based on theoretical references, which can provide possible answers to the questions posed previously, taking into account the essence of education; that is, the people who control the world and the educational system through Neoliberalism, as well as how this influences decision-making and the creation of educational policies in the country.

Initially, education, from its essence, must be seen as a public ideal that helps human beings, individually, to find himself (Botz, n.d). However, during its long history, it has been influenced by the interests of Neoliberalism, losing its main objective which is to train people who can make changes and transform society. Díez (2009) states that because of this influence, some have forgotten that "education must be a priority at the service of the integral development of people and the training of critical citizens, capable of actively intervening in and transforming their world" (p. 163). Now, if because of the Capitalist influence, known today as Neoliberal, education has lost its original horizon, it is vitally important to understand how this influence was introduced into the educational system.

With the weakening of the old ideologies of progress and enlightenment in the world such as Socialism and Communism (Díez, 2009b), only until the middle of the 20th century education managed to maintain its ideals regarding the fulfillment of its functions at the social level, which contributed to the beings' formation from ethics, culture, and personal growth. After World War II, the economic needs and demands in terms of skilled labor increased, making education adopt an economic dimension and shift the formation of the individual as a citizen to an almost invisible plane.Thus, "economic development became the axis of educational reforms and policies" (Rodríguez, 2000, p. 117).

Surely, that is the stage where education began to decline since its original purpose of forming beings capable of transforming society became domesticating individuals capable of adapting to monetary realities. Thus, education revolved around the economic interests of Capitalism, which is characterized by being voracious, with no limits, it needs to continually expand to have higher rates of profit and among many of its hunts; education as prey is its greatest boast. It might sound hopeless, but from its possession, Capitalism has become invincible. Despite its weaknesses, it has implemented a "common sense" system, making all its movements pleasant and convenient at first sight, since it was shown as the exit door, the means by which everything would improve. Although, this advertising fell, and people noticed the wild changes it caused, it was there when it was possible to identify that this freedom of markets, wich it offered never existed, it was a smokescreen and what happened was that a minority took control and complemented it with globalization, in such a way that it blinded all possibility of countering that system. (Wallesteirn, 2005).

That minority has taken full control, and they are the ones who pull the strings of the world as they please; today, they are known as The Bilderberg Club. Martin (2018) calls them "the masters of the world" and describes them as a group of people who have the power to control much of the essential aspects of society around the world. They consider that all human beings are slaves and use them to achieve their goal, to dominate the world through the union of all nations under the same government, sharing the same political, social, economic, educational structure, to mentioned some of them. Furthermore, within their philosophy they claim to defend the interests of democracy. However, a critical look at what they truly do with each of their movements would make it clear that their dictatorial philosophy is the one that

prevails. Indeed, globalization is the idea that has been implanted in the world, in which Colombia, not being an exception, is subject to its decisions at all social and political levels.

From understanding the influence of the Neoliberal Capitalist system and the decisions of most of the world governments, thanks to globalizaton, it is pertinent to approach Colombia's education, from the public and educational policy because the process of their implementation and evaluation is important to understand, conceptually, the ways in which the State and public authorities influence their creation and operation process (Jiménez and Pedroza, 2013). Following this further, it is necessary to take into account the definition of a public policy since they are the ones that have an impact on the country's educational reforms and changes. Cuervo (2007) defines it as: “a toolbox that can be used to improve state action and increase the well-being and cohesion margins of societies” (p. 71).

“Education began to decline since its original purpose of forming beings capable of transforming society became domesticating individuals capable of adapting to monetary realities.”

Taking into account the above definition, it is worth adding the question of whether there is autonomy in decision-making regarding population welfare, since a general overview of Colombian education allows identifying many aspects that do not satisfy the society welfare. Probably, the process of identifying the problems of the educational society is not 100% equivalent to its needs and interests; on the contrary, it is manipulated by Neoliberal influences and self-interest of the government, making reference to the governors. For example, the educational strategies included in the educational policy "Colombia the best educated in 2015" such as: incentives for educational quality, bilingual Colombia, modernization of secondary education, among others; they do not fundamentally respond to the needs of the country (coverage and quality), but rather to global educational interests that respond to economic interests.

Finally, acknowledging that the thesis proposed in this essay requires more theoretical and statistical foundation, I can conclude that the policies implemented in the country at the educational level do not correspond to the true interests of our comunity but to those of the global society. In other words, Colombian culture has been affected by domestication, causing it to, the lost of its importance in society. That is why today it is very easy to see young people dreaming of generating profits and studying abroad and practically unaware of their history and roots. Education has become a process of domestication to serve the impositions made by the organizations that control the world. Thus, Colombia does not seem to be prepared to meet the needs of its inhabitants since it must meet those of the New World Order. In such a way, it would be an utopia to think that Colombia will be the most educated nation in 2025; and in my personal opinion, it may become one of the most domesticated nations by globalization.

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OPINION COLUMNS

SIGHTLESS BILINGUALISM

By María Fernanda Torres - 7th semester student of the B.A. in English and Bilingualism

It is so frustrating that for most Colombians the term bilingualism only frames English and Spanish, and it does not consider indigenous languages. After all, there are over 80 ethnic groups that represent multiculturalism in the country, and they are not acknowledged as important groups in society. However, the government has tried to implement policies of inclusion, but there is a lack of recognition in many fields. Regarding education, indigenous people are contemplated as having different traditions and unnecessary languages that are not considered to be a matter of importance. Thus, linguistically, the indigenous population is seen as invisible bilingualism, stripping us of our identity.

STUDENTS' PARTICIPATION IN PANDEMIC TIMES

By Carolina Muñoz - 7th semester student of the B.A. in English and Bilingualism

Despite the many efforts to emerge discourses that frame students' participation and the action of listening and recognizing others as a particular subject in which they participated, their thinking, and their feeling in the construction of collective realities. Undemocratic decisions have been imposing that hinder the validity of this slogan in times of quarantine where we carry social responsibility on our shoulders without the awareness of building society. The call is to reinvent the preservation of the social fabric beyond surviving individual duties that endanger what we have collectively constructed and to promote a pandemic free of absences.

REFLECTIVE TEACHING

DEAR COLLEAGUES

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

I know it has been hard during the COVID-19 epidemic. Nobody was ready to take a break from our early coffees, and the classic “Good morning teacher” that our students sing in a chorus when we arrive to class. It is hard, I know, social distancing does not mean social isolation, and the fact that we are responsible for our students' learning process and social life is especially terrifying. I have seen teachers using different techniques to go against this, such as having students work in teams, and making them interact and practice knowledge which traditionally is received and shared in the 4 walls of “the classroom”.

¡Amigos! Let us be honest, as a teacher, I believe we tend to teach the way we like to learn. I want to see those bold teachers, who are exploring strategies and approaches to create a student-centered digital environment. Remember, online learning is not the only way to learn remotely. Let us start to personalize our classes and check on how our students are feeling. Are they happy or bored? Or are they having anxiety attacks? We are human beings, and during this quarantine, we need to support one another.

Dear teacher, know that learning happens anytime, anywhere. That is the reason why a Competency-based approach will require us to respond to individual needs and challenges (I am sharing my computer with my brother, my father, my cousin, etc.) Let us be flexible with homework and due dates, since internet connection is not available for everybody.

It is an invitation, as a teacher, to be in your students’ shoes. During these hard times, be conscious about their needs, teach with love and inspire them to face the challenges of the world.

Best regards,
Angie C. Daza Rincón
Alunmus B.A in English and Bilingualism.

THE LIMITED IDEAL OF BEING A TEACHER

By Jairo Castro & Angie Alvarez - Alumni of the B.A. in English and Bilingualism

“Teachers affect eternity; no one can tell where their influence stops”, Henry Brooks Adams.

Over the centuries, the world of teaching has been expanding its own roots from different theorists’ points of view. Nevertheless, there are some aspects which have not been contemplated such as how the teachers’ role goes beyond their own area. How far a teacher's impact can go? According to Oxford, a teacher is: “A person whose job is teaching, especially in a school”. The previous statement seems to be simple and general. However, is teaching, as a job, a proper way to define an educator? Considering those teachers who deal with situations that are out of their hands. There are some educational settings that evidence specific phenomena that are common in those contexts. For example, rural zones affected by armed conflict face various issues such as violence, lack of resources, and hard-to-reach problems. Regarding the author's experience, a clear example of the previous kind of setting is Montes de Maria (Bolivar) rural area, where teachers mentioned that they must perform a multifunctional role due to the social issues they deal with. Carl Roger’s Humanism states the importance of teachers encouraging role models, where the educator is a motivator, a guide, and a supporter for learners through attitudes like realness, appreciation, and empathy. Given these facts, it is necessary to avoid generalizing the idea of a teacher’s role because being an educator means more than it is believed, it goes beyond school, theory written in books, teaching experience, and the pedagogical practice.

EDUCATION AND COVID 19

By Sebastián Bermúdez Hernández - 6th semester student of the B.A. in English and Bilingualism

Nowadays, in Colombia and the world, education has changed and it is now virtually directed because of the emergence COVID 19 virus. The National Government has decided to create a decree that forces people to remain in quarantine as a strategy to prevent the virus infection, and this is why today's educational institutions remain closed. This has forced teachers, students, and parents to change their perception of how knowledge is learnt and acquired.

To begin with, nobody was prepared to deal with this pandemic, and the most surprised were the teachers who have had to work hard to search strategies and tools that allow them to continue teaching through digital media. This turned out to be a challenge for them because they had to be trained in the use of ICTs, and they were forced to restructure their teaching methodology because they must choose to be more dynamic and playful in their classes to get happy learners. Teachers should use and create engaging teaching materials, for example, projecting YouTube videos, creating quizzes, using Kahoot or Quizizz, or having students design models that encourage creativity. Thus, the teacher must make their classes more interesting, involving and entertaining the students, so that in a more interesting way they can feel confident when participating through synchronic meetings.

"Virtuality, indeed, limits access to certain practices or teaching models"

On the other hand, there are students who claim that their learning process has been affected by this pandemic because they do not have a good internet connection a computer at home to study, or in some cases, the class platforms crashes, causing the session to fail. In my point of view, the government and educational institutions should guarantee access to technological tools to those students who do not have it, so that they can continue their educational training without any problems. In this way, students are prevented from losing their attitude and interest on studying. In the same way, teachers and parents will be in charge of encouraging them to forge a better future for themselves and the world.

Adding to the above, we also find parents who hope this virus disappears soon because they are afraid that their children could face diseases because of the constant exposure to ICTs. Then, it s true that this could cause sight problems and hearing illnesses, carpal tunnel syndrome, social and psychological issues, and damage to the nervous system. Furthermore, confinement has made students more prone to stress, anxiety, hyperactivity, and depression.

Finally, the appearance of COVID 19 turned out to be an opportunity to innovate. Virtuality, indeed, limits access to certain practices or teaching models, but virtual classes opened up new learning and teaching possibilities, and some of them may be used later with returning to school once the crisis is over. To conclude, the educational community must take advantage of this difficult time to experiment with new teaching methods and tools.

TEACHER-MADE MATERIALS

PEDAGOGICAL PROPOSAL THROUGH VIDEO GAMES

By Alejandra Reyes and Melissa Jimenez - 8th semester students of the B.A. in English and Bilingualism

This pedagogical proposal for second grade students is based on game-based learning approach which includes 1 unit divided into 3 lessons where students can interact with their teachers, classmates, and technology. Students will acquire vocabulary and learn different activities that farmers have to develop to reach their dreams through "ranch rush" and "farm football" video games. Besides, students will work with the 4 communicative skills, and accomplish the basic learning objectives. This pedagogical proposal works with the use of video games in the classroom, and it provides students with different opportunities not only to have fun but also use video games that contribute to the development of competences and skills to solve problems looking for the best strategies to get the highest score. Then, videogames increase motivation and attention in the learning process allowing students to develop all the activities planned for the class, as well as accomplish the objectives that help students to acquire knowledge in an attractive way.

You can find this proposal in the following link: https://www.flipsnack.com/dianame1209/pedagogical-proposal.html

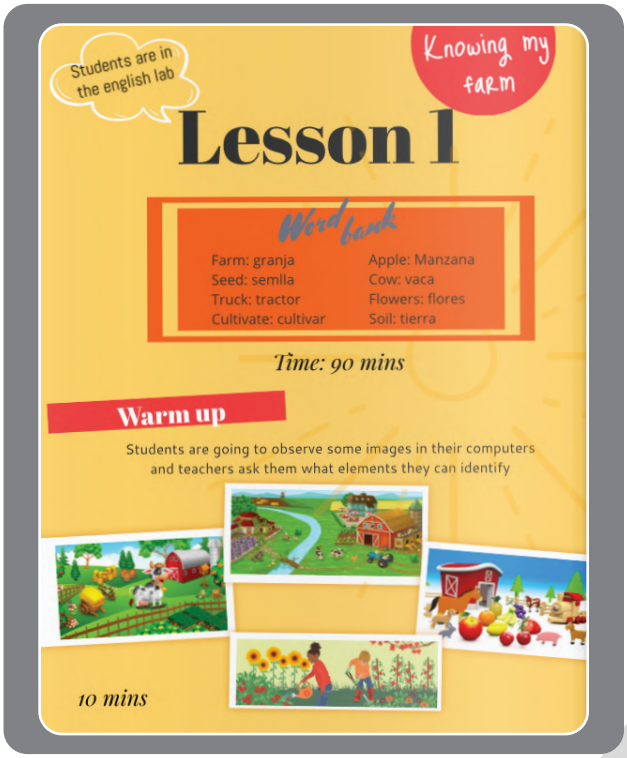
UNIT 1: A FARMER CHILD WHO WANTS TO BE A FOOTBALLER

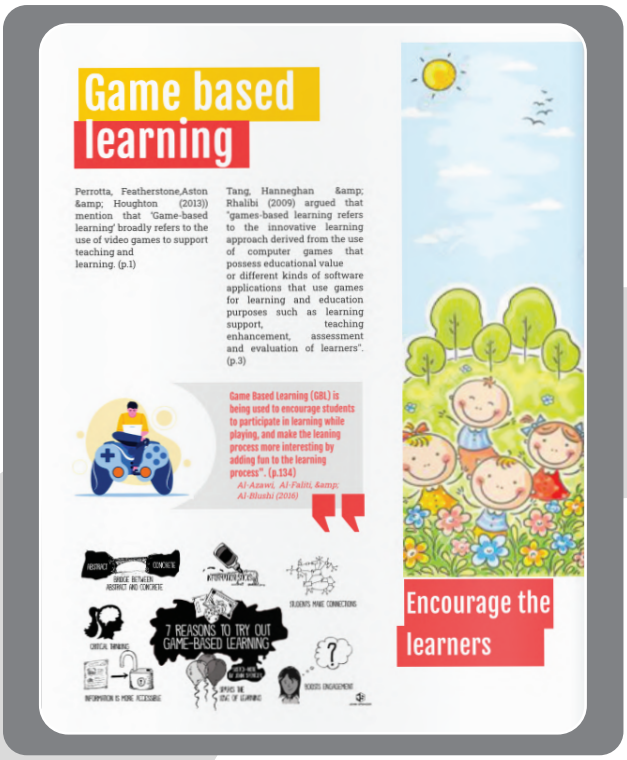
This pedagogical proposal suggests working with 1 unit where students are going to be involved in a story where a boy or a girl wants to be a footballer but lives on a farm, while she /he waits for an opportunity, he/she helps on the farm because he/she loves it. In the development of the class, students are going to use the present simple. This unit is divided into 3 lessons, each lesson is going to include some specific vocabulary and video games.








Students are in the english lab
Knowing my farm
Lesson 1
Word bank
Farm: granja
Seed: semlla
Truck: tractor
Cultivate: cultivar
Apple: Manzana
Cow: vaca
Flowers: flores
Soil: tierra
Time: 90 mins
Warm up
Students are going to observe some images in their computers and teachers ask them what elements they can identify
10 mins


Game based learning
Perrotta, Featherstone,Aston & Houghton (2013)) mention that 'Game-based learning' broadly refers to the use of video games to support teaching and learning. (p.1)
Tang, Hanneghan & Rhalibi (2009) argued that "games-based learning refers to the innovative learning approach derived from the use of computer games that possess educational value or different kinds of software applications that use games for learning and education purposes such as learning support, teaching enhancement, assessment and evaluation of learners". (p.3)
Game Based Learning (GBL) is being used to encourage students to participate in learning while playing, and make the leaning process more interesting by adding fun to the learning process". (p.134)
Al-Azawi, Al-Faliti, & Al-Blushi (2016)
7 REASONS TO TRY OUT GAME-BASED LEARNING
Encourage the learners


PEDAGOGIC
A L PROPOSAL
Ranch rush
Vocabulary
How to teach
with video games
in the classroom
Farm soccer
Game based learning
compensar
unipanamericana



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