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Editorial

Carlo Granados-Beltrán, PhD*

Welcome to a new issue of GiST Journal! This edition incorporates contributions about Content Language Integrated Learning, Teachers' Cognitions, and ICTs, among many other aspects. This issue reflects all the learning researchers and teachers have gained during the pandemic in the implementation of ICTs for teaching languages. **Silva-Perdomo, Duero-Naranjo and Castañeda** report a narrative study with the aim understanding students' experiences in English courses while using ICT. Also, **Çakan Uzunkava and Gül** report a study aimed to evaluate the contribution of the activities prepared with Web 2.0 technologies in the achievement of music lessons. Additionally, it aimed to understand the perceptions towards the use of technologies in different areas of learning.

Regarding methodological interests, **Mosquera-Pérez** contributes a theoretical reflection upon Content Language Integrated Learning (CLIL) and the challenges regarding its implementation in Colombia. Also, **Roberto, Arias-Rodríguez and Herreño** reports case study which aim was promoting critical thinking skills in Law students by using virtual tools. **Yarim, Yildirim, and Akan**'s phenomenological study explores the factors behind teacher candidates' motivation concerning the profession. **Adem and Berkessa** contribute a mixed-method study whose goal was exploring teachers' cognitions in relation to teaching speaking. Least but not least, **Mora** questions us about the frameworks we have used for the teaching and learning of English in Colombia, ambitiously proposing the move from English as a Foreign Language (EFL) to English as a Colombian Language (ECL) and, finally, to Colombian English (CE) for the benefit of equity.

We invite ELT scholars in Colombia and abroad to continue disseminating the results of their research and reflections and we thank the continuous support given by the members of our editorial and scientific committees, authors, and readers.

Dr. Carlo Granados-Beltrán
Editor in Chief
Academic Vice Chancellor
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CLIL in Colombia: Challenges and Opportunities[1]

AICLE in Colombia: Desafíos y Oportunidades

Jhon Eduardo Mosquera Pérez[2]

Universidad Pedagógica y Tecnológica de Colombia,
Colombia

Abstract

"Content and Language Integrated Learning" or "CLIL" as it is most commonly referred to, is an innovative methodology that has been gaining interest in the last few years.Although at first its implementation might appear to be something simple, as there is a tendency to think that for the successful application of CLIL based lessons it is only necessary to impart classes in English, in fact, there is a series of elements that language teachers and scholars should consider before reducing such an innovative approach to that simplistic view. In light of this, in this reflective article I address some of the challenges and opportunities that may arise when implementing CLIL in Colombia. Firstly I present a general theorization of CLIL. Secondly, I reflect on three of the challenges as well as on three the opportunities for the implementation of said approach in our national context. Finally, I present the conclusions and some possible research venues revolving around this field.

Key Words: CLIL in Colombia, Challenges, Education, Language Teaching, Opportunities.

Resumen

El "Aprendizaje Integrado de Contenidos y Lenguas Extranjeras" o "AICLE", como se le conoce comúnmente, es una metodología innovadora que ha venido ganando interés en los últimos años. Aunque en un principio su implementación puede parecer algo sencilla, ya que existe una tendencia a pensar que para la aplicación exitosa de lecciones basadas en AICLE sólo es necesario impartir clases en inglés, de hecho, hay una serie de elementos que los profesores y profesores de idiomas deben considerar antes de reducir un enfoque tan innovador a una visión simplista. En el presente artículo reflexivo analizo algunos de los desafíos y oportunidades que pueden surgir al implementar AICLE en Colombia. En primer lugar presento una teorización general de lo que es AICLE. En segundo lugar, reflexiono sobre tres de los desafíos así como sobre tres oportunidades para la implementación de dicho enfoque en nuestro contexto nacional. Finalmente, presento las conclusiones y algunas posibles vías de investigación en torno a este campo.

Palabras Clave: AICLE en Colombia, Educación, Enseñanza de Lenguas, Oportunidades, Retos

Resumo

A "Aprendizagem Integrada de Conteúdos e Línguas Estrangeiras" ou "AICL", como é vulgarmente conhecida, é uma metodologia inovadora que tem vindo a ganhar interesse nos últimos anos. Embora a princípio sua implementação possa parecer um tanto simples, pois há uma tendência de se pensar que para a aplicação bem-sucedida de aulas baseadas em AICL é necessário apenas ministrar aulas em inglês, de fato, há uma série de elementos que professores e professoras das línguas deve considerar antes de reduzir uma abordagem tão inovadora para uma visão simplista. Neste artigo reflexivo analiso alguns dos desafios e oportunidades que podem surgir ao implementar o AICL na Colômbia. Primeiramente, apresento uma teorização geral do que é AICL. Em segundo lugar, reflito sobre três dos desafios, bem como três oportunidades para a implementação de tal abordagem em nosso contexto nacional. Por fim, apresento as conclusões e alguns possíveis caminhos de pesquisa em torno deste campo.

Palavras Chave: AICL na Colômbia, Desafíos, Educação, Ensino de línguas, Oportunidades.

Introduction

// Content and Language Integrated Learning", or CLIL, as it is more commonly referred to, is an innovative methodology that has been gaining traction in applied linguistics and language teaching in the last few years. This has occurred probably because of the potential it has for improving language while combining it with subject knowledge. Although this methodology was originally designed for the European context, because of its versatility and adaptability it soon spread to other contexts, and thanks to this situation, multiple empirical and contextual articles have emerged.

An analysis of scholarly literature revolving around CLIL in the international spectrum makes evident that scholars' interest towards this area of knowledge has grown with no precedent. For example, Curtis, (2012); Lorenzo, (2007); Lorenzo et al. (2009); McDougald and Pissarello (2020) have inquired into the potential of CLIL for English language teaching and learning processes and established that although it is vital to bear in mind the particularities of the context of which this methodology is applied, overall, students who are exposed to this type of teaching show positive results. This affirmation has been further supported by Costa and D'Angelo (2011) who suggests that if well implemented, CLIL "represents an extremely effective approach".

In the national scenario, CLIL has been gaining notoriety as well. Whereas in previous years English in Colombia was taught following what authors such as Kumaravadivelu (2003) and Reagan (2004) call "instrumentalizing" and "objectifying" views respectively, nowadays educational institutions appear to be are more aware of what the overall language teaching and learning process requires and now methodologies as it is the case of CLIL are being implemented.

Even though the previous situation is something positive, it is not undeniable that in Colombia there are some challenges that need to be considered when it comes to the implementation of CLIL. The privilege of English over other languages (including foreign and indigenous), the inconsistency between language policies, and the lack of preparation in teacher education programs regarding CLIL are some of the most recurrent aspects that cause difficulties in the implementation of such a methodology. Considering these elements, in the context of this article I center my attention on analyzing the challenges that arise for the implementation of CLIL in Colombia. However, beyond merely analyzing these factors, I would also like to discuss about the possibilities and benefits of applying CLIL in a context like Colombia, as my intention through this reflective article is to analyze both sides so as to illustrate not only the negative but also the positive aspects derived from the implementation of the process I have been referring to until now.

Challenges for the Implementation of CLIL in Colombia

English is the most privileged language

When considering the possible challenges that may come when implementing CLIL in Colombia, the first aspect that comes to my mind is related to the privileged position English has in this country.

It is not a secret that in Colombia English is the most privileged language after Spanish. Previous scholarly literature has supported this fact. Guerrero (2008) and Mejia (2011) for example have established that even if other languages as it is the case of French, German, to mention a few, offer excellent opportunities for the educational scenario, English is the most privileged language because of the influence that countries from what Kachru (1992) regarded as the "inner circle" (eg. the United States, England) have over Colombia. This influence has not only positioned English as the most "adequate" language to learn. Further than that, this action has contributed to the spread of native speakerism ideologies and other neoliberal agendas including "Americanization" and "Mcdonaldization". As a result of these dynamics, the more American/British you sound, the more proficient speaker of the English language you are considered.

In two critical discourse analysis (CDA) studies, Escobar (2013) and Valencia (2013) reaffirmed this situation and concluded that in Colombia, English has contributed to the "manufacture of consent for foreign intervention" and has also disseminated "identity shaping discourses". In short, it means that in our national territory, English has acted with a twofold purpose: on the one hand, it has contributed to access to international opportunities and globalization. This is evident. On the other hand, it has fulfilled a type of "linguistic imperialism" (Canagarajah, 1999) and has gained privilege over other languages which deserve equal importance and respect.

When considering all of these circumstances, it is understandable why the dominant language for implementing CLIL in Colombia would be English. Nevertheless, and as suggested by authors from the national panorama, it becomes necessary to transgress this situation and begin to incorporate the utilization of other languages (as I mentioned it above, foreign and indigenous) along with CLIL so that our students have a richer experience when learning through this methodology.

Language Policies: decontextualized documents which do not acknowledge our students' realities

A second challenge that rises when fully considering the implementation of a methodology like CLIL in Colombia, is that for many years national language policies have disregarded our students' realities. Following the perspective of Correa and Usma

(2013), national linguistic policies have been designed under bureaucratic models, which implies that individuals who do not belong to elite communities will not have the same opportunities as individuals who do belong to those. It means that "It is not the same to learn English in a cosmopolitan city like Bogotá as it is in the countryside, or in a highly touristic town like Santa Fe de Antioquia as in a farming town like Yarumal" (P. 236) because of course both contexts are different.

Let us consider for example the case of rural education in Colombia. If we as educators have had the opportunity of engaging in rurality, we know first hand that most commonly, schools in these zones do not count on the necessary equipment to properly develop a CLIL based class as computers, tablets, projectors, cd players are scarce. Therefore, to really promote the implementation of a methodology like CLIL in Colombia (including of course urban and rural zones), it is fundamental to stop designing decontextualized language policies where it seems that policy makers and other stakeholders have been "sitting at different ends of the same table" (Correa & Usma, 2013, p. 239) and acknowledge our schools and students' contexts by incorporating actors from all scenarios into the process of design of such documents.

Furthermore, and when doing such a task, applying "Ethnographic longitudinal multisite case studies" as suggested by Correa and Usma (2013, p. 232) would be excellent for students coming from all places as that approach could shed light on their "real" reasons for acquiring a foreign language so as to have these motivations more into account when designing new policies..

Lack of preparation regarding CLIL in teacher education programs

Language teacher education (LTE) programs are the place where prospective teachers prepare them to work in the teaching scenario in their near future. Crandall (2000) manifests that LTE constitutes the space where pre-service teachers´ contact with learning and teaching methodologies shape their initial professional development dimension along with their initial teaching repertoire as language instructors. This is coherent bearing in mind that LTE represents the place where prospective teachers have their first educational experiences within and outside the university.

According to Freeman (1989) and Trent (2010) LTE programs contribute to the development of teachers' initial identities and practices. Thus, it is in this space where teachers will shape the pedagogical practices they will implement in the future, when they graduate and become in-service teachers. Possibly another challenge that appears when considering the implementation of CLIL in Colombia is that in our national context, in LTE programs prospective teachers are exposed to several courses and areas of knowledge, but, it seems that during this time, there is no formal preparation to teach content through language in the future. This fact has been further asserted by Brown and Bradford (2017) who stress that language teachers are one of the main

difficulties when properly implementing CLIL because they may have not received adequate preparation.

Hence, to contribute to the consolidation of CLIL as an area of interest and knowledge in Colombia, LTE should incorporate in their curricula materials and courses regarding this field as prospective language teachers could feel interested in teaching content through language in their professional milieu. Likewise, teacher training programs revolving around CLIL should be developed in the context of our country because even if prospective language teachers began to receive that type of education at university level, a large number of language teachers (those who have been in service for many years) would still need preparation revolving around CLIL.

The previous idea is asserted by Granados-Beltrán (2011) who holds that LTE as well as development programs regarding CLIL should be designed and subsequently implemented because "it is clear that for these efforts to be fruitful, they cannot be seen as an isolated endeavor undertaken solely by languages departments" (p. 14). Therefore, initial teacher education as well as continuous professional development programs, or teacher training, as it is also referred to, really need to address this situation so that CLIL gains relevance at all educational levels in Colombia. The theme regarding professional development will be better addressed in the following sections, though.

Now I present the opportunities that may derive from the implementation of CLIl in Colombia:

The Consolidation of a New Research Agenda

In a previous literature review I was able to establish that in Colombia there have been some dominating categories when it comes to research in ELT. Teachers´ professional development (Buendia & Macias, 2019), pedagogical skills and teaching approaches (Álvarez & Sánchez, 2005; Sierra, 2007), reflective practices and research skills (Castro-Gárces & Martínez-Granada, 2016; Clavijo et al., 2004) identities and beliefs (Castañeda-Londoño, 2017; Torres-Rocha, 2017) and virtually mediated teaching and learning environments (Galvis, 2011; Guerrero, 2012) appear to be the most recurrent ones.

Other dominating categories I identified are related to teachers´ emotions (Méndez-López, 2020; Méndez-López & Peña-Aguilar, 2013); English speaking teacher´s perceptions about their non-native condition (Viáfara, 2016), teachers´ socio cultural representations (Álvarez, 2009), EFL literacy teaching and learning (Torres & Castañeda-Peña, 2016; Mora, 2016), gender based pedagogies (Castañeda-Peña, 2010, Mojica & Castañeda-Londoño, 2017), critical discourse analysis on language policies

(Guerrero, 2008) and more recently, professional development within postgraduate education (Viáfara & Largo, 2018). However, it seems to be that despite the fact that quite a few empirical and conceptual articles revolving around CLIL in Colombia have been published (Mcdougald, 2015; Leal, 2015; Otalora, 2019), more research regarding this area is being needed.

Properly implementing CLIL in Colombia may lead, therefore, to the consolidation of a new research agenda that may help shed light on how CLIL is being implemented in the country. Besides, promoting this action is necessary because it would also gradually enhance the incorporation of content through English and would contribute to develop a better understanding on how CLIL, if that is the case, is being applied across different contexts in the national territory.

In short, promoting CLIL as a research agenda is extremely important and urgent because previous scholarly literature on this area has come from private settings (e.g. Universidad de la Sabana, Universidad Pontificia Bolivariana, among others) and it appears that rural contexts and other spaces as it is the case of public schools and universities have not carried out research studies regarding CLIL. Thus, successfully implementing CLIL would not only contribute to the development of a new research agenda. Beyond this, it would promote the development of studies to continuously examine the advantages/disadvantages that CLIL has for our country.

A Shift of Paradigms: Towards A New Connotation of Bilingualism

Perhaps one of the most valuable opportunities for the application of CLIL in Colombia is the potential it offers to challenge the wrong perceptions towards bilingualism that exist in the country (as it was already suggested above). For instance, Implementing CLIL with languages different to English would not only contribute to the detachment of native speaker ideologies (Guerrero, 2008; Macias, 2010; Mejia, 2011; Viáfara, 2016). Beyond that, it would raise awareness among the population about the importance other languages have for the cultural panorama of the world and the overall country, as not only in the United States, England, Australia, or Canada; what Kachru (1992) regarded as "inner circle countries" exist opportunities for academic and professional preparation.

This aspect has been discussed by Escobar (2013); Valencia (2013) as both authors argue that in Colombia we have been sold the idea that English equals success and better opportunities in life in this globalized world; aligning with what professor Mahboob (2011) denotes as a "gatekeeping" condition, that is, individuals who have not access to high quality English education will not have the same opportunities than those who can afford to pay for better conditions (Correa & Usma, 2013). Then, promoting the incorporation of other languages into the utilization of CLIL (e.g. French, German, Russian, indigenous), would really contribute to the awareness

raising process about the role of languages worldwide, and about the potential that other territories (including our own) have to offer.

New Opportunities for Professional Development

At first, professional development can be conceived as "a life-long process of growth which involves collaborative and/or autonomous learning "(Crandall, 2000, p. 36). This aligns with Craft´s (2000) ideas where he contends that professional development refers to a set of experiences that educators go through to become more professional within their field. However, other authors such as Johnston (2009) and Freeman (2004) have used the term professional development to be more specific and have stressed that it refers to education that second language educators go through in order to become better prepared in their role as teachers.

Even though various definitions of what professional development converge, it is paramount to characterize the different types of professional development levels that exist in the academic field of English language teaching. For instance, Richter et al. (2014) separate professional development between formal and informal opportunities for learning. Regarding formal opportunities for learning, these authors hold that "these are defined as structured learning environments with a specified curriculum, such as graduate courses or mandated staff development" (Richter, et al., 2014, p. 117). In contrast to this, informal opportunities for learning are seen as actions which do not follow a specified curriculum. Freeman (1989) otherwise, separated the notion of what training is from development. According to Freeman (1989, p. 39), teacher´s training is "a strategy for direct intervention by the collaborator, to work on specific aspects of the teacher's teaching" while the main objective of teacher´s development is to "generate change through increasing or shifting awareness" (Freeman, 1989, p. 39).

According to Crandall (2000) and Freeman (2013), there have been at least three or four widening gyres within the field of second language teachers' professional development. Crandall (2000) asserts that the first shift that took place within language teacher education (LTE) was related to the advance from "transmission, product-oriented theories to constructivist, process-oriented theories of learning, teaching, and teacher learning" (p. 34), through which learners became empowered and active participants of their own learning processes.

The second shift highlighted the lack of inclusion of learners´ realities since it appears to be that language teacher education programs have historically "failed to prepare teachers for the realities of the classroom" where multiple everyday situations were overlooked. As a result of these acknowledgment processes, the LTE field commenced to progressively incorporate teachers´ situated practices and cognition to foster a higher level of appropriation of all contexts among educators.

The third shift represented, according to Crandall (2000, p. 35) "a growing recognition that teachers' prior learning experiences (what Lortie [1975] refers to as "the apprenticeship of observation") play a powerful role in shaping their views of effective teaching and learning and their teaching practices". This aspect has been especially supported by authors such as Borg (2004) and Freeman (1989) who have held that teachers´ early passive learning experiences as pupils allow them to recognize and shape their initial practices as future novice teachers. However, scholarly literature has also evidenced that through constant exposure to real teaching world and through constant reflection upon their professional and pedagogical dimensions, educators begin to detach from their inherently acquired practices/methodologies to more elaborated and complex ones; moving from what Kumaravadivelu (2003) called "teachers as passive technicians" to what he also regarded as "teachers as reflective practitioners" and "transformative intellectuals".

And finally, the fourth shift constituted a growing concern for boosting teachers´ professional development through observation, inquiry, workshops, and continuing programs, where collaborative initiatives have gained relevance.

The previous widening gyres, especially the last one, have been really important for the field because they have acknowledged that nowadays teachers' continuous professionalization is a process of paramount importance. However, it is also essential to remark that not only formal processes gain importance in this regard. Adey (2007) recommends the use of study groups where a number of individuals belonging to the school community may discuss aspects related to policies, lesson planning and students´ work. Ferrance (2000) proposes the implementation of action research studies as a manner to identify school failures and to subsequently work towards solving them, while Butcher (2002) advocates the use of mentoring.

Other authors including Callahan et al. (2001), Crandall (2000), Cosh (1999), Day (2002), among others, have recommended the use of teacher´s reflection logs, journals, video-monitoring, audio-monitoring, portfolios, collaborative learning and formative feedback as a complement to teacher´s professional development.

Bearing all the previous information in mind, CLIL represents the perfect opportunity for the development of new professional development programs in Colombia as many in-service and pre-service teachers are not fully acquainted with this area of knowledge. Short and long CLIL specialized courses (Mcdougald, 2009; 2015); academic events, workshops, SIGS (special interest groups) are some of the initiatives that could take place within the national territory as a manner to keep raising awareness about the potential that CLIL had for our educational scenario.

Besides this, this action would also require the development of new curricula, courses, and syllabi within the framework of LTE programs because these settings represent the place where pre-service teachers would be initially exposed tha type of

knowledge, as remarked by Freeman (1989) and Trent (2010) who maintain that LTE represent the starting point of all language teachers.

Finally, I find it worth mentioning that for CLIL based professional development programs to properly work, these must be accessible to teachers from all communities, as highlighted by Torres-Rincón and Cuesta-Medina (2019, p. 22) who affirm that "constant CLIL professional development opportunities need to be accessible to a wider variety of teachers" as it seems that mostly intense or bilingual private settings have had access to this type of experiences.

In another contribution, Granados-Beltrán (2011) suggests that LTE and professional development programs regarding CLIL should be designed and subsequently implemented because "it is clear that for these efforts to be fruitful, they cannot be seen as an isolated endeavor undertaken solely by languages departments" (p. 14). Therefore, continuous professional development programs and initial teacher education within the context of LTE really need to address this situation so that CLIL gains relevance at all education levels in Colombia.

Conclusions

The first conclusion is that although there are several challenges for the implementation of CLIL in Colombia, there are also opportunities for its proper appropriation. For instance, fostering the consolidation of a research agenda through which many research initiatives would take place, as well as creating new professional development opportunities for language teachers in general are some of the main initiatives to happen if CLIL continues to gain notoriety in the Colombian context and especially in language teaching.

Secondly, through this activity I was able to establish that even though CLIL is a relatively new field for the context of Colombia, there are already some research initiatives that have been contributing to the consolidation of the field. It is the case for example of the initiatives carried out by Mcdougald (2009; 2015;); Montoya and Salamanca (2017); Rodríguez-Bonces (2021); who have been inquiring into CLIL and have found that this approach indeed offers advantages for context where English does not hold the status of a second language. Hence, from my view, it becomes extremely urgent to keep conducting research to keep fostering research studies in Colombia as a manner to understand how CLIL develops in several contexts: be these urban, rural, private, or public.

Finally, after having written this article it is also important for me to mention that CLIL is an approach that will continue informing not only my own research agenda

but also my practices as a language teacher, as implementing this approach to teaching in Colombia will surely continue posing new principles, practices, and pedagogical techniques, but as teachers we must stay updated and take advantage of the potential benefits it may have for the overall field of English language education and for our students.

Possible Research Venues Regarding CLIL in Colombia

As suggested until now, although there have been some initiatives revolving around teachers' knowledge base and understandings concerning CLIL, it becomes important to have more research initiatives in order to contribute to the consolidation of this area nationally. Future research projects may examine for example the intersection between CLIL and language teacher education, teacher's identity, and materials and curriculum design as a manner to have a wider understanding on how this approach has been permeating these other areas of knowledge within the field.

Additionally, future research projects may examine how the possible benefits or disadvantages that using CLIL with languages different to English may have on students overall educational process, as there has been a tendency in Colombia to associate CLIL with English, and other languages; be these indigenous or foreign, have been left aside (Mejia, 2011).

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Author

Jhon Eduardo Mosquera Pérez holds a B.A in English language teaching and an M.A in English language teaching, both from Universidad Surcolombiana. Currently, he is a 4th semester student in the master´s degree in learning and teaching processes at Universidad Pontificia Bolivariana and belongs to the research groups "APRENAP" and LSLP (Literacies in Second Languages Project). His research interests revolve around the areas of language assessment, language teacher identity, teacher's professional development, English as an international lingua franca, critical discourse analysis, among others. He has been an active presenter at national and international academic specialized events.

ORCID: https://orcid.org/0000-0003-4027-3102

Toward More Equitable Language Learning and Teaching Frameworks for Our ELT Community: Moving from EFL to ECL to CE[1]

Hacia marcos más equitativos de aprendizaje y enseñanza de lenguas para nuestra comunidad ELT: Pasando de EFL a ECL a CE

Raúl Alberto Mora*[2]

Universidad Pontificia Bolivariana, Colombia

Abstract

Over the past decade, different scholars in ELT have raised questions about the notion of English as a Foreign Language (EFL) and the growing issues related to inequity that such a framework has raised. Our field in Colombia needs to interrogate the very frameworks and concepts we use to define the language and how those definitions will include us or exclude us from the larger global conversations in the field of ELT and related ones as a way to remain active and relevant in years to come. This article proposes moving from English as a Foreign Language (EFL) into English as a Colombian Language (ECL) as the intermediate step toward Colombian English (CE). This article will first problematize EFL as a segue into detailing the transition and some considerations involving our views of English and teacher education.

Keywords: Colombian English; language equity; ELT; English as a Foreign Language

Resumen

En la última década, diversos académicos en ELT han hecho interrogantes sobre la idea de Inglés como Lengua Extranjera (EFL) y los problemas que siguen surgiendo con relación a la inequidad que este marco ha creado. Nuestro campo en Colombia tiene que interrogar los marcos y conceptos que usamos para definir el lenguaje y cómo dichas definiciones nos incluyen o nos excluyen de las conversaciones a nivel global en el campo de ELT y otros aledaños como una forma de permanecer activos y relevantes en los años venideros. Este artículo propone pasar de Inglés como Lengua Extranjera (EFL) a Inglés como Lengua Colombiana (ECL), como paso previo hacia Inglés Colombiano (CE). Este artículo primero problematizará EFL para pasar a detallar dicha transición, así como unas consideraciones que involucran nuestra visión sobre el inglés y la formación de docentes.

Palabras clave: Inglés Colombiano; equidad en el lenguaje; ELT, Inglés como Lengua Extranjera

Resumo

Na última década, diferentes acadêmicos em ELT lançaram interrogantes sobre a ideia de Inglês como Língua Estrangeira (EFL) e os debates sobre as inequidades que este âmbito criou. Nosso campo na Colômbia precisa interrogar os âmbitos e conceitos que utilizamos para definir as línguas e como estas definições nos incluem ou excluem das conversações no campo de ELT e outros próximos a nível global como a forma de permanecer ativos e relevantes nos próximos anos. Este artigo propõe uma transição de Inglês como Língua Estrangeira (EFL) a Inglês como Língua Colombiana (ECL), como passo intermédio para o Inglês Colombiano (CE). Este texto primeiro problematizará EFL para depois detalhar a transição e algumas considerações que envolvem nossas visões do inglês e a formação de professores.

Palavras chave: Inglês Colombiano; equidade na linguagem; ELT; Inglês como Língua Estrangeira

Introduction: The Collective Challenge for ELT

The field of ELT, both in Colombia and around the world, is facing a moment of reckoning, amplified by recent events that bookmarked the beginning of the third decade and the new societal and political configurations in our country in years to come. We are rethinking ourselves as both a community of practice (Lave & Wenger, 1991) and affinity (Black, 2009), which also implies raising deeper questions about how we will frame and define language moving forward. We need to carefully interrogate how the frameworks we use will include us or exclude us from the larger global conversations in the field of ELT and related ones while considering who is included and excluded as part of these conversations. We must therefore keep in mind the "edu*poli*tical" (Willis, 2009) consequences of these terms as the incoming governments lay out their language curriculum and policy proposals.

One of the ideas that requires careful revision is how we talk about *English* in our documents and whether an idea such as "foreign" language should be the way to go moving forward. I am fully aware that going after a concept so deeply entrenched in the very fabric and DNA of the profession is a risky move, one fueled by a mutual feeling of iconoclasm and hope. Nevertheless, as the world begins to rethink our views of society and education in the aftermath of the pandemic (e.g., Reimers, 2021; Sutton & Jorge, 2020; Yi & Jang, 2020) and, back to our local context, we will wrestle with the new societal challenges ahead of us, these are not times for neutrality after all. This is the overall purpose of this article, framed both as a proposal and a manifesto (Denzin, 2017, 2018; New London Group, 1996). This article proposes moving past the ESL/EFL binary (Mora, 2013, 2021), less as a rupture (although it is) and more as a transitional process that leads us to talking about *Colombian English* (CE), where I suggest using the notion of *English as a Colombian Language* (ECL) as a bridge, where we can also revisit the relationship among English and the other local languages present in our context from a deeper ecological perspective (Reyes, 2009).

To help propel this transition, I rely on ideas and theories drawn from language ecology (e.g. Skutnabb-Kangas, 2009), World Englishes[3] (e.g., Canagarajah, 2006), Critical Applied Linguistics (e.g. Pennycook, 2001), Critical Literacy (e.g., Hammond & Macken-Horarik, 1999;), as well as recent discussions around translanguaging (e.g.,

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[3] I chose to use World Englishes (WE) instead of other frameworks such as English as a New Language (ENL) because from its inception WE has taken on a larger sense of global advocacy as we move away from the traditional conversations about US/UK varieties. A further survey of the literature on ENL showed me that this concept seems to be too specific to the US context and related to particular issues of migration. That said, I do appreciate how the reviewers pushed me to unpack my choice of using WE over other frameworks such as ENL.

García & Li, 2014). These ideas, all ingrained in socio-critical views of language in society, aim to break existing power relations across languages while also seeking equitable views of language use that do not marginalize language users or less dominant languages in local contexts. They serve as conceptual foundation to profile the transition to CE and profile this equitable view of English vis-à-vis the other local languages in our communities.

Before I introduce my arguments here, a caveat: I have centered the discussion around English due to its larger global appeal and therefore a careful analysis of how we frame it is warranted. This emphasis does not intend to ignore or diminish the role and influence of Spanish, indigenous languages, or other languages historically present in our context (e.g., Portuguese, French, etc.), nor does it intend to recognize the official status of Spanish and the indigenous and minoritized languages in our land. If anything, this conversation about how we frame languages in Colombia should happen across the board and this exercise with English might provide a blueprint for other languages to follow or critique.

I will develop my argument for the transition in three moments: A first moment will (re)problematize the notion of EFL, if only because, as Alastair Pennycook shared with me, "a good critique of all this stuff would be useful." (Personal Communication, Sept. 20, 2017). The second moment will provide a rationale for the transition and its meaning. Finally, the third moment will introduce three main considerations to make a successful transition "from EFL to ECL to CE."

First Moment: (Re)Problematizing EFL

After my return to Colombia from my graduate studies back in 2010, I have devoted a considerable part of my scholarship (Mora, 2011, 2012, 2013, 2014e, 2015; Mora, et al., 2019) to question the inherent social and curricular inequities that the notion of EFL entails. Let us begin from the very notion of "foreign": EFL is problematic even from the actual definition of "foreign" (Mora, 2012, 2013). In one of my earliest conversations (Mora, 2012), I showed the synonyms of "foreign," according to several thesauri. If one does a very quick Google search for "synonyms of foreign," one would find the following results, among several others: distant, remote, external, outside, alien, strange, unfamiliar, unknown, exotic, outlandish, odd, peculiar, bizarre, weird, irrelevant, inappropriate, unrelated, and unconnected. Now, I suggest readers to try changing "Foreign" for one of its synonyms and ask themselves how they would feel teaching English as an *Alien* Language, English as an *Unfamiliar* Language, English as a *Strange* Language, English as a *Bizarre* Language, or English as an *Unrelated, Unconnected* Language. Even from this semantic vantage point, EFL begins to look a bit, bizarre, does it not?

That said, I do not want to turn this problematization into an issue of word choice or mere semantics, as the synonyms are, to me, just the tip of the proverbial iceberg. EFL does have much larger issues underneath the surface. Take, for instance, the existing blind spots present in the notion of EFL, which are woven in the geographical dimension of its constitution, as Kachru denounced when he proposed his concentric circles (Kachru, 1990; Rajadurari, 2005). EFL, as any part of a binary does, operates in absolutes. That means that issues present in the borderlands, including issues of interlanguaging present in some of the research on translanguaging (de los Ríos & Seltzer, 2017; Hornberger & Link, 2012), are not part of this framing. The EFL construct also seems to overlook what happens in regions where there are multiple languages in full contact, as I have pointed out happens to us in the province of San Andrés, Providencia, and Santa Catalina. The presence of Spanish, English, and Creole, all of which have strong social, religious, cultural, and even political ties to this region create what I have described as "The San Andrés Paradox" (Mora, 2015), as you really cannot call any of these languages the "foreign" language in that region since they are equally valuable and they coexist (I will return to this idea at the end) for multiple purposes in the local communities.

Another big question surrounding EFL has to do with language ownership itself. This issue goes back to the discussion of synonyms I brought up in a previous section. When I first brought up the issue of the meanings of "foreign" back in 2012, one of my students raised a question that still remains relevant to this discussion, "How can I teach a language that is not mine?" (Mora, 2012). This issue of detachment and lack of ownership, whether we want to acknowledge it or not, is germane to the idea of EFL. Students can not truly be engaged in a language if they do not see themselves as part of the language communities said language seems to endorse.

Highly related to the ownership issue, there is also the outward status of English (and other second and even minoritized languages by extension). By outward, I mean that we keep perpetuating the idea that cities in Colombia are fully "monolingual" and thus we need to "insert" other languages in the cities (Mora, Pulgarín, Mejía-Vélez, & Ramírez, 2018), which is the goal of several policies, aimed at turning cities or provinces "bilingual" (see Mora, Chiquito, & Zapata, 2019, for a brief analysis of Medellín and Antioquia). This outward view is deeply problematic, for it continues to overlook the possibilities to use, for instance, English to better understand the local culture (e.g., Cruz Arcila, 2018; Ramos Holguín, Aguirre Morales, & Hernández, 2012; Zuluaga Corrales, López Pinzón, & Quintero Corzo, 2009).

Finally, an even more problematic situation is the reality that the EFL/ESL binary is very present as a source of social inequities (Mora, 2012, 2015). We cannot deny that learning English is still associated with issues of privilege, even stemming from what varieties we learn or never get to hear from, as well as who gets to teach certain courses, decisions oftentimes less guided by pedagogy and more by nativespeakerism (Ramjattan, 2017, 2019). We know there are stark disparities between the kind of

instruction that students in rural areas or from minoritized communities get to receive versus what happens in affluent areas in our cities, in terms of quality of teachers, instructional load, and overall access to target-language resources. Just because we have "standards" or official statements declaring English as a *de facto* foreign language does not mean all social and curricular practices operate in a level-playing field.

This unevenness in the curriculum is one situation I have lived and witnessed first-hand as a teacher and teacher educator. I am sure the following scenario is familiar to teachers elsewhere: Think about a school that employs teachers who are either native or near-native, in smaller groups than the other classes in the school curriculum (whereas a social studies or Spanish teacher would host 30 students, the English teachers would host between 10 and 15 students), with access to technology and online resources, sometimes in a special building for English classes, and taking between 10 and 15 hours of English instruction per week (in some cases, more because they also take content area classes in the target language). Also, let us not forget that students in these schools can afford to go on study abroad immersions, have parents who may be bilingual themselves, and have access to language resources outside of school.

This scenario is a polar opposite to what many public school students face in terms of instructional time, class size, and human and physical resources. We know stories where schools must resort to assigning another teacher from a different subject *just because they took several courses at language institute* to teach English in several grades. We also know that in inner-city and rural schools, English teachers are under-resourced. In a situation like this, where we have a first scenario that resembles something closer to what an ESL curriculum would look like and a second that is even far from what EFL is supposed to be like, we need to raise questions about the kinds of unspoken privileges that a hidden ESL curriculum is affording to students in very restricted socio-economic groups have such affordances.

It is this analysis that has led me to question whether it is worth sustaining such an inequitable framework such as the ESL/EFL binary, to decide that it is not worth it anymore and, thus propose in this article/manifesto a transition that moves us past EFL into a more contextualized and equitable framework for our land.

Second Moment: What Does it Mean to Go from EFL to ECL to CE?

Before we go into the rationale for the transition, a second caveat: As I said in the introduction, I am in fact suggesting a transition as opposed to a full-frontal rupture with EFL. The idea here, despite the critical tone, is to trigger a conversation where we can reach common ground toward this transition. I know that there are teachers and scholars out that still use EFL not because they fully agree with the concept but because the leap to other concepts seems extreme (Mora & Golovátina-Mora, 2017).

Why do we need a transition? As I stated in the previous section, my central argument is that the notion of EFL as our ELT community has traditionally conceived it is falling short to address the realities of language and literacy practices in Colombia (Graddol, 2006; Mora, 2013) and in many cases, it has become a "convenient shortcut" (Matsuda, personal communication, Sept. 19, 2017) to avoid the deeper conversations about language inequity and access that we need to have as we project the future of ELT (Kubota, 2020; Ortega, 2019). I agree with one of the reviewers that the issue is much larger than nomenclature and it has to do with addressing real meaning-making issues. That said, when a framework is so deeply ingrained in colonial views of language, the name shift is not just a cosmetic move. It is an invitation for a much-needed paradigm shift that makes us rethink why we learn, teach, and use languages within deeper levels of social consciousness.

We need the transition because we need frameworks that do not leave our students in public/urban/rural schools, our indigenous populations (Escobar Alméciga & Gómez Lobatón, 2010;; Uribe-Jongbloed & Anderson, 2014), and students with disabilities (León Corredor & Calderón, 2010;) at a disadvantage. This transition is necessary because we need flexible, adaptive frameworks (Tochon, 2009) that acknowledge what users do with English in urban (Mora, et al., 2018) and virtual spaces (Mora, Gee, Hernandez, Castaño, Orrego, & Ramírez, 2020), in their communities (Rincón & Clavijo-Olarte, 2016; Trigos-Carrillo, 2019), and in their personal lives. Finally, this transition is urgent because, as I tried to explain in the First Moment, English is not "foreign" to quite a few people in our land and for others, it should not be any longer.

ECL and CE: Two working definitions.

To aid the transition, I will now offer two working definitions for *English as a Colombian Language* and *Colombian English* (Note: I will just go over the definitions here. The deeper conversations about how this framework may promote equity are the object of the next sections). I see *English as a Colombian Language* as any existing variety of English (e.g., American, British and beyond) that local people can relate and see as part of their existing linguistic repertoire. In this sense, ECL considers English in general as a resource that language users can rely on for everyday communication and for realistic purposes. ECL would be then the first step toward pushing against the backlash around English in certain urban and rural communities (e.g., Bonilla Medina & Cruz Arcila, 2013).

In the case of *Colombian English,* we are talking about a move past the traditional varieties of English, becoming instead a variety of English, analog to those already present in other regions of the world such as Singlish (Forbes, 1993), that acknowledges the local values (Higgins, 2009) and the diverse situated narratives (Rajagopalan, 2010) that English, as part of a collective language tapestry, can help promote, but framed

within language ecology (Mora, 2014d) and equity principles (Phillipson & Skutnabb-Kangas, 1996). Colombian English would then be a move from the traditional ways to frame English in Colombia, usually circumscribed to American or British, into a more organic (Gramsci, 1971) approach to language use. In this sense, I think of Colombian English as an umbrella term that considers all the different ways in which we speak English in Colombia, including already existing homegrown varieties (González, 2010), and others that keep emerging as different folx in Colombia experiment with English for multiple purposes in our cities (Mora, et al., 2018)

Third Moment: Three Considerations to Implement the Transition from EFL to ECL to CE

A transition from EFL to CE, besides gradual, would need to have some specific considerations related to what one should keep in mind. In this section, I offer three guiding points as we get the transition started:

Consideration 1: The Transition Is About Glocal Advocacy.

A move toward CE means that we should build our English language curricula keeping in mind how the local counternarratives (Bamberg, 2004; Mora, 2014c; Solórzano & Yosso, 2002) would use it to share their voices in local and global milieus. This as part of a move toward moments of *glocal advocacy* (Mora, 2016), understood as

> the recognition that today's practices are part of an increasingly global society that brings people from different backgrounds together. However, it also bears in mind the need to ensure that some agents are not lost in the midst of the global waves. (Defining the Term, pa. 2)

A glocalized perspective also provides a moment to carefully discuss the colonial nature of English. ECL and CE defy traditional ideas about the neutrality of English and English instruction (Pennycook, 2001). In order to think about transition, it is necessary to interrogate all our practices in the past few decades and how we have been complicit (whether overtly or tacitly) in the promotion of these colonial values in the language (that, I admit, is a question I have wrestled with over the past decade, and I am still dealing with in all my work) and what new ways of framing our instructional practices are necessary to give our views of English a true, critical turn. Without reflecting on how we break those cycles of reproduction, the change will not be anything less that a performative, cosmetic move where we may end up just, as the expression says, recycling old wine in new bottles.

Thus, a glocalized perspective does not frame notions such as ECL or CE as monolithic in nature. Doing so may fall prey to the trap of making them synonyms for *Standard English* Instead, this perspective assumes both notions as permeable (Dyson, 1990) terms that need to be in constant examination so that they fulfill the purpose of celebrating the existing linguistic and cultural diversity in our regions as the building block of the needed common ground. In this sense, the move toward ECL and CE wishes to move the fields of English Education and ELT in Colombia past the traditional L1/L2 binaries (Mora, 2013), as part of an extended palette that also features the indigenous, the borderlands, and other second languages present in our communities (Mora, et al., 2019).

Consideration 2: There Must Be a Critical Perspective *Framing the Transition, Which Involves Teacher Education.*

At this point, it is important to point out that this proposed transition is not just the result of my individual musings. I propose this inspired by all the different questions about how we frame English in Colombia that we have noticed in recent years. This is a response to all those questions about the relationship between English and gender, socio-economic status, policies, and instructional practices (e.g., Mora, Cañas, Gutíerrez-Arismendy, Ramírez, Gaviria, & Golovátina-Mora, 2021). Making the transition to ECL and CE is part of that ongoing conversation about how we teach and use English in Colombia. In the case of how we teach it, the transition is an invitation to look at the new ECL/CE curricula as a space for *conscientização* (Freire, 1979; Mora, 2014a), or

> The understanding of social realities from both epistemological and critical perspectives as the basis for the effective and sustainable transformation of said realities […] an invitation to take strong critical stances about history, society, and even politics as the first step to meaningful change. (What is it? pa. 1)

Rethinking our frameworks for English in Colombia begins, therefore, at the teacher education level, both preservice (*licencitaturas*) and inservice (advanced and continuing education) teacher training and professional development. Tertiary teacher education programs would have to develop curricula that balance the rigor in terms of language instruction with a commitment to defy cultural biases and question language neutrality (Pennycook, 2001). We will need teacher education programs that foster powerful literacy (Finn, 2010) curricula across all contexts (urban/rural/exurban) that aim "to analyze social fields and their systems of exchange—with an eye to transforming social relations and material conditions." (Luke, 2012, p. 9). These curricula also need to mobilize prospective and practicing teachers to "mobilize existing linguistic, cultural, and cognitive resources to support them in gradually becoming a critical language user [and teacher]." (Lau, 2012, pp. 329). In addition, as Ko (2013) argued, "The curriculum is to use materials from the everyday world as text and analytic tools to deconstruct these texts to lay bare their ideological workings

and power relations; therefore, the instruction is situated, interrogated and counter-hegemonic" (pp. 92-93). This also involves (re)building ELT teacher education programs (undergraduate, master's, and doctoral alike) to keep in mind the realities of our local communities (Cuasialpud Chanchala, 2010). We need to customize curricula where we keep in mind all those stakeholders beyond teacher education and how we incorporate their input. We need to hear more from minoritized communities and add their voices to our courses. The good news is, we already have structures in place to do so, both at the Macro level (e.g., the Ministry of Education's Basic Learning Rights or the conditions for accreditation our *licenciaturas* must comply with) and the micro level (e.g., professional development). We just need to act more decisively on those actions and give them a stronger presence in our teacher education programs.

Consideration 3: A Transition to CE Relies on Language Coexistence.

The idea of language coexistence (Mora, 2018; Mora, et al., 2018) draws heavily from language ecology, or the application of ecosystems theories into languages in societies. In this sense,

> The ultimate goal of a language ecology perspective is to ensure that the promotion of any one language, in the name of globalization for example, does not mean that all other languages that have historically been part of local societies do not become casualties, but instead become empowered as the result of broader social interactions with the world. (Mora, 2014d, What is it? pa. 2)

A language ecology perspective, therefore, means that a move towards ECL and CE needs to be deeply ingrained in the sustainability of the Colombian language ecosystem. It operates from the belief that any language policies and curricula under this umbrella cannot promote practices that erase and marginalize local, indigenous, or sign languages (Guerrero, 2009). A view of language coexistence also promotes a move from the traditional view of *language interference.* The transition proposal seeks to understand how languages (sometimes organically) find ways to fit in the existing linguistic ecosystems and how English is not isolated nor can we isolate it from other languages in our communities (Sharkey, Clavijo-Olarte, & Ramírez, 2016), as sometimes our policies and curricula seem to frame it (Chang-Bacon, 2021). Rather, a transition to Colombian English stems from the recognition of the multiple languages (both indigenous and European) that have been part of our communities for a very long time. It means, as I mentioned before, that we will need to carefully revisit the purposes of English, from the very notion that it is a colonial and colonizing language. Languages can be decolonized, so long as we decenter their practices from the traditional knowledge centers (Mora, et al, 2020).

In this sense, advocating for *Colombian English* means acknowledging the varieties of English that will come to light as a consequence, varieties that will not necessarily

adhere to traditional understandings of what certain registers should look like (Flores, 2020) or that continue using idealized models of language speakers as the only way to validate what Colombian English speakers should look or sound like (Brittain, 2020; Guerrero, 2009; Rosa, 2016; Rosa & Flores, 2017). Finally, a view of language coexistence also implies creating equitable frameworks so that our communities can use English to make other stories visible to different audiences everywhere. We already have relevant examples in the literature about how local communities have come together to give English a truly contextualized social and communicative purpose to talk about issues in our neighborhoods (e.g., Medina-Riveros, Ramírez-Galindo, & Clavijo-Olarte, 2016). We have research that keeps exploring how the relationship between English and urban dwellers is transforming the cities (e.g., Mora, et al., 2018) and salient examples of how indigenous communities use it to promote their local cultures and crafts (e.g., Jaraba Ramírez & Arrieta Carrascal, 2012). As we keep compiling these examples, this will enable us to refine the features and purposes for this nascent construct called Colombian English.

Coda: From EFL to ECL to CE – A Final Word and an Invitation

Our future as educators is only possible if we frame our profession around issues of language sustainability and equity, research, and strong educational advocacy. This is a futurology essay, where I took a bold, iconoclastic stance around a concept such as EFL, thinking that our Colombian ELT community can propose something different and closer to how we may envision the role of English and other second languages in our country. This essay is nothing but an invitation for others to join the quest that must begin after I write the last sentence. I have said these words, first in the plenary and now here, because I have a strong conviction (Mali, 2012) that there is a blueprint here that could guide the next steps.

However, I do not believe that one single person can build such a framework as this. I am just proposing a viewpoint, but this is the beginning of a longer conversation. I am sharing these lines to invite other scholars and practitioners *in* and *from* Colombia who are deeply invested in the future of English Education in our country, to engage with these words. I especially invite (paying tribute to the ideas of Pierre Bourdieu) those who disagree with these ideas or have deep concerns about the extent of my proposal, to join me in conversation. This is a blueprint, this is work in progress and I imagine some ideas will morph as we read them together. I know some of these ideas may be controversial, but I welcome the controversy, not to pick fights, but to cross bridges. At the end of the day, whether we fully agree on this manifesto, I am fully aware that we do share one common cause: building a better future for ELT in Colombia, a future where our students and communities can own their second languages and not only use English *in* Colombia but English *for* Colombia.

Author's Note:

This article collects ideas from three keynote addresses between 2017 and 2021: *From EFL to ECL to CE: Seeking more equitable language learning and teaching practices for our ELT communities and teacher education programs* (Forum on the Future of the ELT Profession in Colombia, 2017), *What will it take for us to have bilingualism in Colombia? A blueprint for the incoming decade* (Universidad Tecnológica de Pereira, 2019), and *Landscaping English literacies in Colombia... or why English isn't foreign to us anymore* (ASOCOPI Annual Congress, 2021). This article is also the result of many conversations around the subject with my students at Universidad Pontificia Bolivariana, as well as colleagues in other universities in Colombia.

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Author

Raúl Alberto Mora is associate professor at the School of Education and Pedagogy at UPB in Medellín, Colombia (currently residing in Trondheim, Norway). Dr. Mora chairs the award-winning Literacies in Second Languages Project research lab (part of the Pedagogies and Didactics of Knowledge research group at UPB). Dr. Mora's research focuses on the use of literacies theory to understand second language practices in and out of schools and uses sociocritical frameworks to talk about languages and bilingualism in today's world, ideas that are reflected in his scholarship and advocacy efforts to promote the Global South as a veritable knowledge center.

ORCID: https://orcid.org/0000-0003-0479-252X

Motivation Factors Of Candidates Teachers For Their Professions[1]

Factores de motivación de los maestros en formación para elegir sus profesiones

Mehmet Ali Yarim, İsa Yıldırım, and Durdağı Akan[2]*

Atatürk Üniversitesi, Turkey

Abstract

The purpose of this research is to determine the motivation factors of teacher candidates regarding the teaching profession. For this purpose, this study was designed with a cross-sectional scanning model, since the data collection process was carried out in one go. The research was designed with phenomenology, one of the qualitative research designs. The study group consists of 20 teacher candidates studying in various departments of Atatürk University Kazım Karabekir Faculty of Education in the 2021-2022 academic year. The data obtained with the semi-structured interview form were analyzed with the help of content analysis. According to the results of the research, teacher candidates are more positively motivated by internal factors related to the teaching profession. Almost all of the negative motivational factors are exogenous. It is seen that these motivational factors affect the attitudes and perceptions of teacher candidates towards their profession. It can be ensured that competent teachers who are motivated by their work can be trained by increasing the motivational elements that are seen as positive by the novice teachers and by reducing the elements that are seen as negative. In this way, significant gains can be achieved at the point of achieving educational goals.

Keywords: Motivation; teacher motivation; intrinsic motivation; meaninglessness; extrinsic motivation; prospective teacher.

Resumen

El propósito de esta investigación es determinar los factores de motivación de los candidatos a docentes respecto a la profesión docente. Para ello, este estudio se diseñó con un modelo de barrido transversal, ya que el proceso de recolección de datos se realizó en un solo momento. El grupo de estudio de la investigación, que se diseñó con el patrón de fenomenología, consta de 20 candidatos a docentes que estudian en varios departamentos de la Facultad de Educación Kazım Karabekir de la Universidad de Atatürk en el año académico 2021-2022. Los datos obtenidos con el formulario de entrevista semiestructurada fueron analizados con la ayuda del análisis de contenido. Según los resultados de la investigación, los candidatos a docentes están más motivados positivamente por factores internos relacionados con la profesión docente. Casi todos los factores motivacionales negativos son exógenos. Se ve que estos factores motivacionales afectan las actitudes y percepciones de los candidatos a docentes hacia su profesión. Se puede asegurar que los docentes competentes que están motivados por su trabajo pueden ser formados aumentando los elementos motivacionales que los docentes novatos ven como positivos y reduciendo los elementos que ven como negativos. De esta manera, se pueden lograr ganancias significativas al punto de lograr las metas educativas.

Palabras clave: Motivación; motivación doçente; docente en formación; motivación intrínseca; sinsentido; motivación extrínseca; futuro docente

Resumo

O propósito desta pesquisa é determinar os fatores de motivação dos candidatos a docentes com relação à profissão docente. Para isso, este estudo se desenhou com um modelo de barrido transversal, já que o processo de obtenção de dados realizou-se em um só momento. O grupo de estudo da pesquisa, que se desenhou com o padrão de fenomenologia, consta de 20 candidatos a docentes que estudem em vários departamentos da Facultade de Educação Kazım Karabekir da Universidade de Atatürk no ano acadêmico 2021-2022. Os dados obtidos com o formulário de entrevista semiestruturada foram analisados com a ajuda da análise de conteúdo. Segundo os resultados da pesquisa, os candidatos a docentes estão mais motivados positivamente por fatores internos relacionados com a profissão docente. Quase todos os fatores motivacionais negativos são exógenos. Observa-se que estes fatores motivacionais afetam as atitudes e percepções dos candidatos a docentes em relação a sua profissão. Pode-se assegurar que os docentes competentes que estão motivados pelo seu trabalho podem ser formados aumentando os elementos motivacionais que os docentes principiantes veem como positivos e reduzindo os elementos que veem como negativos. Desta forma, podem-se conseguir ganâncias significativas até conseguir as metas educativas.

Palavras chave: Motivação; motivação docente; docente em formação; motivação intrínseca; sem sentido; motivação extrínseca; futuro docente

Introduction

The success of the education system largely depends on the school subsystem. One of the most important human resources for schools to achieve their goals is teachers. The quality of teachers in the first years of their profession largely depends on the quality of teacher candidates trained in faculties. Although many studies (Ada et al., 2013; Can, 2015; Çiftçi, 2017) have been carried out on teachers' professional motivation factors in the literature, there are no studies on the factors affecting the motivation of prospective teachers to learn the knowledge required by the profession and to perform the teaching profession. The assumption that teacher candidates' motivation to teach and acquire knowledge and skills related to the teaching profession may have an impact on their professional qualification levels necessitated such a study. According to a study by Şahin (2011), eighty-one percent of teacher candidates have negative thoughts about their professional future. Teacher candidates think that the status of teachers is low and that teachers are not respected enough by the society (Aydoğmuş & Yıldız, 2016). Similar research findings required revealing the perceptions of prospective teachers about the factors affecting their motivation to learn and do their jobs.

The changing world conditions of the twenty-first century have also affected working life, and in this context, workplace motivation, one of the elements of organizational behavior, has become one of the most important concepts that are examined and paid attention to (De Rijk et al., 2009). According to the Dictionary of the Turkish Language Association, motivation is defined as "the desire to switch to work or learning in vivo, motivation". At the same time, it is used to explain the energy that is the cause of the behavior of the person in the group (TDK, 2019). In short, motivation is a dynamic state of arousal that initiates, directs, coordinates, strengthens, terminates and evaluates cognitive and motor processes as a result of desire and desire (Dörnyei & Ushioda, 2011). The concept of motivation, which has many definitions in the literature, is basically a concept belonging to the science of psychology and is considered as a force that motivates the individual to meet personal and environmental needs.

Effectiveness and productivity are significantly higher in organizations with highly motivated individuals. In this context, it will not go beyond a dream to expect organizations that care about the motivation of their employees and do not work in this direction to be successful (Toker, 2006). Studies on the factors that motivate individuals have attracted the attention of researchers for years. Maslow's hierarchy of needs approach is one of these studies. In addition, Douglas McGregor's (X) and (Y) theory, Herzberg's Double Factor Theory, McClelland's need for achievement theory are studies that try to explain motivation. Alderfer's ERG theory, Adams' equality theory, Vroom's expectancy theory, Locke's goal theory are the main theoretical

researches that try to explain the sources of motivation in different times and locations for the same purpose.

One of the areas where individual motivation has been examined in recent years is schools, and researchers have been examining the motivation processes of teachers and educators for many year (Yarım & Ada, 2021). Herzberg (1964) is of the opinion that giving subordinates the opportunity to develop themselves and show their talents and to be given time to achieve success increases the motivation of individuals. Oplatka (2010) states that the main motivation factors for teachers are self-actualization, managerial sensitivity, a safe and friendly working environment, professional expertise, social prestige, being a partner in the vision and mission, participating in decisions and a sense of achievement.

The main feature that distinguishes a high-energy school from others is related to the level of morale and motivation of the employees in that school (Whitaker et al., 2009). Teacher motivation in educational organizations is an extremely important situation that activates many factors in the school system and increases the effectiveness, efficiency and quality in practices. It becomes difficult for schools to be effective and efficient in case of negative effects such as teacher frustration, increased work stress, dissatisfaction and unhappiness. Teachers have both internal and external expectations and needs. These needs are motivators. It is seen that teachers who experience intrinsic motivation make intense efforts to achieve a job and realize themselves. Teachers with extrinsic motivation, on the other hand, can perform in order to obtain some resources with rewarding features such as salary, vacation, promotion. Both intrinsic and extrinsic motivation play an extremely important role in human life. Determining whether the teachers are intrinsically or extrinsically motivated will provide important data to the administrator. In this respect, it should be one of the most important goals of schools and administrators to carry out studies to increase the motivation of teachers both internally and externally in order to maximize their performance in the teaching environment (Ud Din et al., 2012).

Teachers' motivation is more influenced by internal factors than by externally initiated factors such as salary, education policy, and reform and service conditions (Barmby 2006). According to Kayuni and Tambulasi (2007), lack of motivation can have a negative effect on teachers' commitment. Understanding the importance of human resources in organizations is becoming increasingly important (Davidson, 2005). Human resources are accepted as the core of an organization, and highly motivated employees can undoubtedly have a great advantage in competitive environments (Rasheed et al., 2015). Teachers with low motivation levels will give up striving for the school's goals and success, and they will negatively affect their students and other colleagues with the individual negativity they experience. Teachers with high motivation are needed in order to provide a good education service to students in the education process in line with their interests, abilities and abilities, to raise self-realized

qualified individuals who are beneficial to the society in accordance with the aims of the education system, and more generally to ensure the growth and development of the country (Cemaloğlu, 2002; Kocabaş & Karaköse, 2005).

Reeve (2001) states that motivation is generally influenced by two sources, internal and external. Employees are intrinsically motivated when they get motivation from the job satisfaction, job design and work environment, etc., the nature of the internal work and the assigned tasks. Extrinsic motivation is related to factors such as salary and reward system. Motivated teachers are productive teachers because of their job satisfaction (Osterloh et al., 2001). This contrasts with the Bickel and Brown's study (2005), which found a significant link between the motivation of teachers in their schools and the use of external incentives given to them. Bickel and Brown (2005) emphasize that extrinsic incentives increase motivation more. Rasheed et al. (2015), external factors such as salary and compensation packages, job design and working environment, performance and management systems affect teacher motivation.

Today, the current economic and social structure in Turkey significantly affects the opportunities of individuals to choose a profession and settle in a job. Difficulties in choosing a profession and finding a job cause significant accumulation in certain areas in higher education. Teaching programs in universities are one of the most important areas in which these accumulations are observed. While the number of students who prefer teaching programs increases, the reasons and expectations of students for choosing this profession also vary. Despite the high demand for teaching programs in universities, problems in the post-graduation appointment process, gradually decreasing teacher recruitment cause problems that threaten the mental health of individuals (Yazıcı, 2008). Teaching is a profession with high human sensitivity. Individuals who choose the teaching profession are expected to have a high sensitivity towards the students and society they will serve, which is usually closely related to personal characteristics. Teaching is not only a profession preferred for economic reasons, but also a profession pursued to provide psycho-social development and satisfaction. These are also important factors in the motivation of teacher candidates.

The concept of motivation has a critical importance in ensuring a sustainable success in schools as well as in different sectors and organizations and increasing effectiveness and efficiency (Herzberg, 2003). The attitude towards the teaching profession is important in terms of its impact on the processes during the practice of the profession (Durmuşoğlu et al., 2009). This attitude is characterized by thoughts, feelings, performance and motivation related to the teaching profession (Camadan & Duysak, 2010). The motivation status of prospective teachers regarding their profession is closely related to their future commitment to their profession. Novice teachers who are more motivated about their profession are more committed to their profession and are happy in their work (Fokkens-Bruisma & Canrinus, 2013). The level of motivation affects the results such as fulfilling the responsibilities of pre-

service teachers throughout their academic and professional lives, perseverance, being successful and being happy with the work they do (Colengelo, 1997 as cited in Aydoğan & Baş, 2016). Sinclair (2008) is of the opinion that the attitude and motivation of a pre-service teacher in preparation for the profession will increase job commitment and job performance. In addition, the desire to gain prestige in the environment where they live and to make their families happy increases the motivation of candidate teachers regarding the profession (Acat & Yenilmez, 2004).

Considering in this context, getting a good academic education is extremely important for teacher candidates. At the same time, having a solid pedagogical background and field knowledge in terms of teacher abilities seems sufficient to be assigned to the profession in today's assessment system. However, the reflection of all these abilities and competencies in the field depends on the motivation of the novice teachers towards their profession. Considering in the context of studies in the literature on the subject, it is seen that individuals who are not motivated enough while preparing for the profession may have difficulties in behaving in accordance with the mission of teaching. For this reason, determining how the motivation levels of the prospective teachers are related to the profession and the variables that affect this level positively or negatively will provide new data and paradigms for both candidate teachers and administrators. In this way, teacher candidates will be motivated during the preparation for the profession, and important gains will be achieved in terms of achieving the educational goals by increasing the teacher's commitment and performance.

Motivation of teacher candidates is also a very important variable with their level of benefiting from the education they have received and their upbringing. Candidates who are not motivated enough for the profession may experience problems during the education phase and show weakness in terms of acquiring the necessary gains, knowledge and skills. Candidates who are motivated towards the profession, in their education life; they are more successful in fulfilling academic skills such as doing the homework completely and completely, preparing for the exam and being successful, and completing the projects (Colengelo, 1997 as cited in Aydoğan & Baş, 2016). Similarly, Gülerci and Oflaz (2010) are of the opinion that motivation and motivation are closely related to success in academic life. As can be seen, the motivational status of candidate teachers for their profession is an extremely important variable that increases the quality of these actions that guide their actions both in their education life and in their professional life. In this sense, it is important to reveal the motivation levels of teacher candidates about doing the teaching profession and the factors affecting this level.

In this context, the aim of this study is to try to determine the situations that motivate the teacher candidates towards their profession and the situations that disrupt their motivation.

In line with this general purpose, answers to the following questions were sought:

1. What are the factors that motivate teacher candidates towards the teaching profession?

2. What are the factors that reduce the motivation of teacher candidates towards the teaching profession?

Methodology

Research Design

In this study, which was conducted to reveal the motivational factors of teacher candidates, it was designed in a phenomenological pattern by using qualitative research method. Phenomenology focuses on cases that we are aware of but do not have detailed information about (Yıldırım & Şimşek, 2006). In the selection of the study group, maximum variation and easily accessible case sampling, which is one of the non-probability sampling methods, was preferred.

Study Group

In the determination of the study group of the research, maximum diversity and easily accessible sampling methods, which are among the purposive sampling methods, were used. The study group in the research consists of 20 teacher candidates studying in various departments of Atatürk University Kazım Karabekir Faculty of Education in the 2021-2022 academic year. In accordance with the purposive sampling method, the participants were determined from the 3 departments with the largest number of students (classroom teaching, Turkish teaching, mathematics) and the 2 departments with the least number of students (computer teaching and preschool teaching).

Instruments

A semi-structured interview form was used as a data collection tool in the research. Before the interview forms were created, the literature on the concept was scanned and the studies were examined. As a result of the screening and preliminary interviews with the teacher candidates, a semi-structured interview form was developed for the purpose of revealing the positive motivation and negative motivation factors of the teacher candidates. In the interview form, two questions were asked to the teacher candidates. 1- What are your internal and external motivation sources that enable you to learn this profession? 2- What are your internal and external motivation sources that

encourage you to do this profession? The developed interview form was examined by three faculty members from the field of educational administration, and it was decided to implement it after necessary corrections were made in line with the suggestions. The interviews were conducted face to face with the teacher candidates. Open-ended questions were read to the participants and their answers were noted down by the researcher. At the end of the interview, these notes were shown to the participants and their confirmations were obtained.

Data Analysis

The data obtained within the scope of the research were analyzed by content analysis method. Content analysis is based on coding the obtained data, organizing the codes on a theoretical basis, and creating explanatory themes (Yıldırım & Şimşek, 2013; Ekiz, 2015). The data collected within the scope of the research were first coded. Afterwards, themes were created according to the content of the associated codes.

Information on the Credibility, Transferability, Reliability and Confirmability of the Research

In order to increase the credibility of the research, the opinions of the participants about the findings, comments and results were taken. In order to increase the transferability of the study, the research sample was defined in detail, and each stage of the study was explained in a clear and understandable way. Before starting the interview, a conversation was held with each participant for the purpose of building trust and getting to know each other (Lincoln & Guba, 1986).

The stability in the answers of more than one coder regarding the data sets is perceived as an indicator of reliability in qualitative studies (Creswell, 2016). Reliability in the study was calculated with the help of Miles and Huberman's (1994) Reliability Formula = Consensus / Consensus + Disagreement. The codes and themes were sent to another expert in the field of educational sciences, and this expert was asked to reclassify the codes under the heading of the determined themes. In the classification made by the experts and researchers, the agreement rate was determined as 76%. A consensus (reliability) of over 70% between expert evaluations is sufficient to prove the reliability of a research (Miles & Huberman, 1994). Codes classified under different themes were re-examined by field experts and researchers and placed on agreed themes. At the last stage of the analysis, the findings were interpreted (Yıldırım & Şimşek, 2013; Ekiz, 2015). Consent of the participants was obtained for the interviews, and all interviews were conducted on a voluntary basis. Participants were also informed that the data would only be used for scientific purposes and that their personal information would be kept confidential.

Findings

The data obtained from the research are presented in two parts as positive motivation elements and negative motivation elements. The negative motivational elements of teacher candidates were organized as two themes, internal and external factors. Seven categories were created: individual factors related to these themes, assignment anxiety, professional difficulties, perception of the profession, managerial practices, pre-vocational education experiences and environmental factors. A total of 33 codes were created from the negative motivational data of the research. Regarding the positive motivational factors, 2 themes were created as internal and external factors, and 6 themes were created: Instructional usefulness, personal and professional development, idealized beliefs, environmental factors, professional opportunities and pre-vocational education experience. A total of 33 codes were created from the positive motivational data of the research. Detailed findings on these themes and codes are presented in the tables below.

Table 1. Motivational Elements that Affect Teacher Candidates Negatively

Theme	Child Theme	Codes
Intrinsic Factors	Individual Factors	Belief that you chose the wrong profession (O2) Anxiety about not getting paid for one's effort (S2) Personal and professional inadequacy anxiety (M1)
External Factors	Assignment Anxiety	Exam condition for appointment (B1,B3,M2,O3,O4) The thought of not being appointed (1B1,B2,B3,M1,M3,M4,B3,B4) Perception of the family that they cannot be appointed (O1) Interview application in the appointment process O4)
	Professional Challenges	Anxiety about serving in the mandatory zone (B3) Low teacher salary (B2,M3) Difficulty of mission conditions (M4) Current education system problems (B2,B3,T1) Unnecessary workload (S2) Obligation to combat unethical behavior (M1) Teachers' retirement at an advanced age (B1)
	Perception of the Occupation	Low professional reputation (B1 , B2 , M2 , S2) Negative perspective towards the profession (O1 , O2) Thought that the profession is abrasive (B1) The low level teacher-student relationship today (B1) Managerial practices Nepotism (B3,M3,O3) Ineffective school management (S2) School administration does not value teachers (S4) Lack of performance-based wage application (S2) Not paying attention to extracurricular activities (S4)

Pre-Vocational Education Experiences	Attitudes of instructors (M1,M3,M4,O2) Unnecessary homework and projects (M2) Difficulty of the academic process (B1) Belief in the inadequacy of the received education (O2) Negative internship experience (Q2)
Environmental Factors	Examples of graduates working in different sectors (B1) Family problems (B2) Low student interest (T2,T3,S2) Negative teacher model (T1,S1,O3) Teacher profile who cannot produce a solution (S1)

According to the data in Table 1, motivation of teacher candidates is generally negatively affected by external factors. Only 3 codes were obtained as a negative internal satisfaction factor, and only 3 of the prospective teachers stated that their motivation was negatively affected by individual internal factors. The thought of choosing the wrong profession, the perception of personal inadequacy and the expectation of getting paid for their efforts are internal factors that negatively affect motivation. According to the statements of the participants, it is the factors related to the anxiety of assignment that affect motivation most negatively (15). Pre-service teachers stated that their motivation decreased mostly because of the perception they developed that they could not be appointed (8). Exam pressure for appointment (5), expectation of family and environment (1) and presence of interviews in the appointment process (1) are other external factors that affect teacher candidates the most. The theme of professional difficulties was the theme with the most codes, with 7 codes. Negative perception of the living conditions of the places to be assigned, low salary expectation, professional workload and attitude towards the system, ethical concerns and the long service period in teaching are the factors that negatively affect the teachers gathered under the theme of professional difficulties. The perception of low reputation towards the teaching profession (3), the attitude of the instructors in the teacher education process (3), the negative teacher models in the environment (3), the negative perception of student interest (3) are among the external factors that negatively affect the motivation of the teacher candidates. The statements of the participants were taken in Turkish and translated directly into English by the English language experts, and some of them are below.

"It's a lot to be assigned. I often think about what I will do if I am not appointed. The exam scares me a lot. The fact that retirement in teaching is so long and people don't care about teachers makes me unmotivated. My friends are studying in better departments and will have better opportunities (B1),

"The teaching profession is not as popular as it used to be. Those who work as teachers receive the same salary as those who do not work. I had a hard time in the internship, which scares me. The indifference of the students demoralized me" (S2).

"The fact that the appointment is dependent on the exam reduces my motivation a lot. I have exam stress" (O4)

"I am very depressed when I see myself as inadequate. I don't know anything about teaching. Being appointed is very unfair, the fact that I don't know anyone who can deal with them affects me negatively, and my teachers' constant telling that we will have difficulties in teaching at school breaks my motivation" (M1).

"Fear of not being appointed reduces my motivation a lot" (B4).

Table 2. Motivation Elements That Affect Teacher Candidates Positively

Theme	Child Theme	Codes
Intrinsic Factors	Instructional Usefulness	Gaining knowledge (B1 , O2) Transfer of knowledge and experience (B2,B3 , M1,M2,M4,S3,T3) Opportunity to do life coaching (M1,S1,S3,O3)
	Personal and Professional Development	Possibility of self-development (B2,O1) Professional development opportunity (B3 , O1) Seeking professional competence (B3) Desire to make a difference (B3 , S3) Opportunity to experience theoretical knowledge (S1)
	Idealized Beliefs	Contribution to production (B1) Desire to be useful to society (M2 , M4) Social status (B1 , O3) Desire to raise individuals compatible with National and Universal values (M2 , M3,T2,S3) Atatürk's mission to teaching (T2) sense of patriotism (S2) Ideal teacher models around (O1) Belief in the sanctity of the teaching profession (M1 , M2 , S2 , O1 , O3) Child love (T1 , M1 , M3 , S4 , O2,O3) Profession love (O4)
External Factors	Environmental Factors	Family expectation (M1 , O3) Awareness of students' parents about education (O1) Expectation of attention and respect from students (S4) Learning expectation in students (S1 , B2)
	Professional Opportunities	Job Opportunity (B1,M4,O3,B1,B3,O4 ,) Vacation opportunities (O4) Occupational comfort (O4) Satisfactory income (O4)
	Pre-Vocational Education Experience	Teaching the two elements positive attitude (O1) Positive experience and relationships in the internship (T4)

When the data in Table 2 is examined, it is seen that internal factors affect teacher candidates' motivation more positively. A total of 19 codes were created that affect pre-service teachers internally, and pre-service teachers made 45 statements related to these codes. The theme of instructional usefulness includes the elements that most affect positive motivation. The idea of transferring knowledge and experience is the internal factor that motivates candidate teachers the most (7). The fact that the teaching profession has the potential to be a life coach is another factor in the positive motivation of teacher candidates. The idealized beliefs theme, on the other hand, was the theme with the most diverse code. Regarding this theme, the expressions of love of children (6), belief in the sanctity of the profession (5), desire to raise value-oriented students (3), desire to be useful to society (2) are the motivation factors most frequently emphasized by pre-service teachers. In the context of positive motivational factors, 9 codes related to external processes were obtained and there are 16 participant statements regarding these codes. The fact that the teaching profession offers job opportunities is the most motivating external factor (6). Family expectations, expectations for students and parents, vacation and income opportunities, and the attitudes of instructors are among the other external motivation factors. Some of the statements of the pre-service teachers interviewed about their extrinsic motivation are given below.

"The fact that I will teach what I know to young minds increases motivation (T3)",

"It motivates me to teach new things to students, (E2)",

"The thought of holding students by the hand is that I will be life coaching them. I'd love to be called a teacher. My parents want me to be a teacher. It is very important for me to have a certain income (O3),

"It increases my motivation to transfer everything I have learned so far to someone. While doing this sacred profession, raising children who are devoted to their homeland and nation and working for my country has a positive effect on me (M2).

It is my biggest goal to be useful to this society that raised those little puppies and to shed light on them. Other factors that motivate me are the greatness of this profession and my family's desire for me to be a teacher" (O3).

Discussion and Conclusion

In this study, which was conducted to determine the factors affecting the motivation of teacher candidates, 27 positive motivation factors were determined. Of these positive motivational factors, 17 are intrinsic and 10 are extrinsic. 45 of the statements of the participants are related to intrinsic motivation and 17 of them are related to extrinsic motivation elements. In the study, 33 factors related to negative motivation

elements were determined. 30 of them are external factors and 3 are internal factors. While the participants made statements about extrinsic negative motivation 57 times, they made only 3 statements about intrinsically negative motivation. In the context of these results, it was seen that teacher candidates mostly had positive motivation stemming from internal factors. Instructional usefulness, personal and professional development needs, and idealized beliefs were found to be internal factors that increase the motivation of novice teachers. Pre-service teachers experience a high level of intrinsic motivation for the profession due to their potential to convey what they know, their desire to guide life, the thought of raising value-oriented students, their love of children and their belief in the sanctity of the teaching profession. Guaranteed job opportunities for many years; they are motivated externally by factors such as vacation, salary and comfortable job opportunities.

In their study, where they analyzed 27 studies on the subject, Yarım and Ada (2021) found that male and female teachers had similar qualifications in terms of motivation factors and levels. Similar to the results of the research, there are studies in the literature that teachers experience more work motivation (Koçak, 2002; Polat, 2010) . In their study, Akhan and Kaymak (2021) concluded that the teaching practice on candidate teachers makes a difference and provides an intrinsic motivation for the teaching profession. Ada et al. (2013) and Arslantaş et al. (2018), in their study on different primary and high school teachers, they concluded that, unlike the results of the study, the participants were more motivated externally. Similarly, Büyükses (2010) and Deniz (2021) found that external factors are effective in his study on teachers' motivation. Çifçi (2017), on the other hand, concluded that organizational working opportunities are effective in increasing the motivation of teachers. Income opportunities, convenience of working opportunities, social status, wideness, completeness of necessary materials, equal workload, physical opportunities, low workload, personnel rights are among the factors that increase the motivation of teachers (Atmaca, 2004; Ertürk & Aydın, 2017).

Considering these results in the literature, it can be said that pre-service teachers were motivated by internal factors before they were appointed, while they were motivated by external factors in the teaching process after they were appointed. The change in the perception of the profession after being appointed, the professional difficulties experienced, working under difficult conditions, especially in the first years of the profession, and managerial expectations can be seen as the reason for this change in perception. Similarly Erdemir (2007), Ekinci (2010), Sarı and Altun (2015) emphasized in their studies that teachers experienced problems in the first years of their profession, such as the place where they were appointed, their relations with top administrators, the disagreements they had with school principals, and the lack of positive colleague examples. It can also be interpreted as the perception of looking at the profession more professionally and taking care of the material elements, especially after being appointed, has developed.

Assignment anxiety, professional difficulties, negative perception of the profession, negative pre-vocational education experiences, managerial bad practices and negative environmental factors are among the external factors that reduce the motivation of teacher candidates. Exam and interview conditions for appointment, non-appointment, expectation of family and environment, anxiety to work in a compulsory region, low teacher salary, difficulty in workplace conditions, current education system problems, unnecessary workload, obligation to struggle with unethical behaviors, teachers' retirement at an advanced age is low. Professional reputation, negative perspective towards the profession are the most frequently mentioned negative extrinsic factors. The belief that he chose the wrong profession, the anxiety of not getting paid for his work, the anxiety of personal and professional inadequacy are considered as internal factors that negatively affect motivation by the candidates. These results show that exogenous factors affect teacher candidates' motivation more negatively.

Ada et al. (2013), in their study on primary school teachers, similarly concluded that the participants experienced more negative motivation due to external reasons. In the research conducted by Deniz and Erdener (2016) on the motivation of high school teachers, external motivation factors such as economic concerns, environmental factors, and perspective on teaching came to the fore. Similarly, there are many studies in the literature that external factors affect teachers' motivation negatively (Ünal & Bursalı, 2013, Yaman et al., 2010, Ertürk & Aydın, 2017, Köse et al. 2018, Yıldırım, 2008; Göksoy & Argon, 2015; Yavuz 2018; Aktekin & Kuzucu, 2019, Deniz, 2021).

When considered in the context of these results, the presence of internal factors increases the motivation of pre-service teachers, but the negativity or lack of external factors reduces their motivation. This result confirms Herzberg's two-factor theory. According to Herzberg, factors such as success, recognition, responsibility and professional development, and perspective to work are internal factors, and their presence is factors that increase the work motivation of employees. Factors such as management policy, work conditions and colleagues, salary, promotion and vacation opportunities, job security are hygiene factors that cause job dissatisfaction. Deficiencies in hygiene factors in an organization reduce the motivation of employees (Özkalp & Kırel, 2016). The motivational factors that teacher candidates feel positively should be supported by the cooperation of the university and the ministry both in the pre-service training process and in the in-service process. Pre-service teachers are more concerned about external factors. For this reason, practices that will eliminate these concerns should be included both in the pre-vocational education process and in the process of selection and assignment to the profession.

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Authors

*Doctor Mehmet Ali Yarım** completed his doctorate in Gazi University in the field of Educational Administration. He works as a school principal in a school affiliated to the Ministry of National Education. His research interests are leadership, organizational behavior, classroom education, social networks in schools, and quality in education

ORCID: https://orcid.org/0000-0002-8168-8526

Associate Professor İsa Yıldırım is working as a lecturer at Atatürk University, Faculty of Education. His research interests are teacher training, leadership in teaching and assessment and evaluation in education.

ORCID: https://orcid.org/0000-0003-0365-3480

Associate Professor Durdağı Akan is a lecturer at Atatürk University, Faculty of Education. His field is educational administration. His research interests are supervision and evaluation in education, leadership and school administration.

ORCID: https://orcid.org/0000-0002-5397-8470

EFL Teachers' Cognitions about Teaching Speaking Skills[1]

Conocimiento de los profesores de inglés como lengua extranjera sobre la enseñanza de las habilidades orales

Habtamu Adem and Mendida Berkessa*[2]

Wolkite University-Addis Ababa University, Ethiopia

Abstract

The main purpose of this study was to explore EFL teachers' cognitions about teaching speaking. To achieve the purpose, a sequential mixed-methods research strategy was employed. A questionnaire was administered to 192 secondary and preparatory school English teachers while an interview was conducted with four teachers. Descriptive and bivariate analyses were computed for the analysis of the quantitative data, and a qualitative content analysis was used for the qualitative data. The findings revealed that speaking was not the skill teachers enjoyed teaching and learners liked to learn. The teachers considered speaking as the weakest part of their learners. To most of the teachers, learning speaking was different and difficult from learning other language skills. The teachers regarded group discussion as the most effective classroom activity. The teachers' self-concept was optimistic, but they were pessimistic about the students' interest in learning to speak. It was found that most teachers' beliefs were primarily influenced by prior teaching experiences. The teachers ranked the relationship between their beliefs and the classroom practices as fair. Teachers thought the teaching of speaking was predominantly influenced by learner-related factors. Moreover, there were teachers' beliefs that showed statistically significant relationships to their gender and year of teaching experience. The study concludes that the teaching of speaking is still one of the disregarded areas of English language teaching.

Keywords*: Cognition; EFL teachers; English language teaching; Language skills; Teaching speaking;

Resumen

El objetivo principal de este estudio fue explorar las habilidades de los profesores de inglés como lengua extranjera sobre la enseñanza del habla. Para lograr el objetivo, se empleó una estrategia de investigación secuencial de métodos mixtos. Los participantes fueron profesores de inglés de escuelas secundarias y preparatorias de la Zona de Gurage. Se administró un cuestionario a 192 docentes y se realizó una entrevista a cuatro docentes. Al analizar los datos, se hicieron análisis descriptivos y bivariados para los datos cuantitativos y se utilizó un análisis de contenido cualitativo para los datos cualitativos. Los hallazgos revelaron que hablar no era una habilidad que los maestros disfrutaran enseñar ni los estudiantes aprender. Los profesores consideraban hablar como la parte más débil de sus alumnos. Para la mayoría de los maestros, aprender a hablar era diferente y difícil de aprender comparado con otras habilidades lingüísticas. Además, los profesores consideraron la discusión en grupo como la estrategia más eficaz. A pesar de todos los problemas, el autoconcepto de los docentes era optimista, pero se mostraban pesimistas sobre el interés de los alumnos por aprender a hablar. Se encontró que la mayoría de las creencias de los docentes estaban influenciadas principalmente por experiencias docentes previas. Los maestros expresaron que la enseñanza del habla estaba predominantemente influenciada por factores relacionados con el alumno. El estudio concluye que la enseñanza de la expresión oral sigue siendo una de las áreas desatendidas de la enseñanza del idioma inglés. Con base en los hallazgos, también se recomiendan más investigaciones y capacitación.

Palabras clave: Cognición; Profesores de inglés como lengua extranjera; habilidad de habla en segunda lengua; actitudes frente a la enseñanza

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Resumo

O objetivo principal deste estudo foi explorar as habilidades dos professores de inglês como língua estrangeira sobre o ensino da fala. Para conseguir o objetivo, empregou-se uma estratégia de pesquisa sequencial de métodos mistos. Os participantes foram professores de inglês de escolas secundárias e preparatórias da Zona de Gurage. Administrou-se um questionário a 192 docentes e realizou-se uma entrevista a quatro docentes. Ao analisar os dados, fizeram-se análises descritivas e bivariadas para os dados quantitativos e utilizou-se uma análise de conteúdo qualitativo para os dados qualitativos. As descobertas revelaram que falar não era uma habilidade que os professores desfrutaram ensinar nem os estudantes aprender. Os professores consideravam falar como a parte mais débil de seus alunos. Para a maioria dos professores, aprender a falar era diferente e difícil de aprender comparado com outras habilidades linguísticas. Além disso, os professores consideraram a discussão em grupo como a estratégia mais eficaz. Apesar de todos os problemas, o autoconceito dos docentes era otimista, mas mostravam-se pessimistas sobre o interesse dos alunos por aprender a falar. Encontrou-se que a maioria das crenças dos docentes estavam influenciadas principalmente por experiências docentes prévias. Os professores expressaram que o ensino da fala estava predominantemente influenciado por fatores relacionados com o aluno. O estudo conclui que o ensino da expressão oral continua sendo uma das áreas desatendidas do ensino do idioma inglês. Com base nas descobertas, também se recomendam mais pesquisas e capacitação.

Palavras chave: Cognição; Professores de inglês como língua estrangeira; habilidade de fala em segunda língua; atitudes diante do ensino

Introduction

Although a syllabus is believed to guide the instructional process, there are also aspects that exert considerable influence. In this regard, the study of teachers' cognition has attracted considerable educational researchers' interest. Beginning from the late 1980s, the study of teachers' cognition, which Borg (2003) defined as studying what teachers think, know, and believe, became the focus of educational research. Borg claimed that the dominant idea of the time that teaching is a complex cognitive activity that demands thinking, knowledge, beliefs, and decisions of the teacher was the beginning of the focus of shift from tangible behaviors to teachers' mental lives. Besides, the advancement of cognitive psychology and the popularity of qualitative research methods were the pushing factors for the shift (Kim-Yin, 2006). Accordingly, the shift to teacher cognition researches can be seen as the search for why classroom practices are in the way they are or understanding the factors influencing the hidden pedagogy of the classroom (Burns, 1992).

Though the study of teachers' cognitions seems to be a well-established area of study, there are still issues that the teacher cognition researchers fail to resolve. Besides, the classroom teachers do not unthinkingly implement curricula designed by others. Hence, the study of teacher cognition continues to be a vital area of educational research so far as teaching is done by human beings (Borg, 2009).

In the Ethiopian educational context, teachers' cognition has not been given due attention. The overall educational system is a top-down curriculum with little or no room for teachers' beliefs, opinions, suggestions, and comments (Seyoum, 1996). The classroom teachers, therefore, are disregarded in the core educational decision-making processes like curriculum development, textbook and material preparation and instructional and program designing. Similarly, most studies in Ethiopia are process-product oriented that investigate what the teachers do and what the respective students gain from it (Birhanu, 2012). Hence, the study of teachers' cognitions has attracted few Ethiopian researchers' interests despite its worldwide domination of educational research in general and language studies in particular.

Though teachers are believed to have cognitions about all aspects of their work, the study of teacher cognition about the teaching of speaking is one of the disregarded areas in local and international studies. Borg (2003), for example, review 64 teacher cognition studies in language teaching. Grammar and literacy were the two language teaching areas that have been rewarded significant attention; 22 studies were on grammar while 7 were on literacy instruction of which 5 focused on reading. Contrarily, the teaching of speaking was not included as the reviewer could not find any published work of teacher cognition in the teaching of speaking.

Besides the inadequacy of the studies, those few local teacher cognition studies are broad that do not consider the nature of the mental construct. They focus on investigating the teachers' beliefs about teaching English and their classroom practices (Birhanu, 2012; Awol, 1999). As teacher cognition is one of the difficult areas of educational research due to the intricate and multifaceted nature of mental constructs, the study of teachers' cognitions about teaching English and their classroom practices are extremely wide-ranging. Thus, a study that focuses on a single skill/aspect of language teaching and investigates it comprehensively contributes greatly in providing in-depth understanding. Besides, most of the teacher cognition studies are solely qualitative that comprise few participants and fail to explore shared beliefs.

The interest in the teaching of speaking skills also originated from the challenges the researcher has faced in making students speak English and the assertion that oral communication is the area where most foreign and second language learners encounter difficulty. Especially in countries like Ethiopia where English is not used in the community, the classroom is the most important place to practice speaking. However, the classroom speaking skills lessons may not often be effective as foreign language teachers face difficulties in getting students to speak the language. Ur (1991), for example, indicated four problems in making students speak a foreign language in the classroom: inhibition, having nothing to say, low uneven participation, and mother tongue use. Although it is claimed that students who can speak English have greater chances of further education, finding a job, and gaining promotion (Baker & Westrup, 2003), the teaching of speaking for foreign or second language learners is challenging and students' mastery of oral skills is limited.

The following therefore were the rationales of this study: a) the claim that the teaching of speaking remains unstudied from a teacher cognition point of view, b) speaking is one of the challenging skills for foreign language learners, c) the teacher cognition studies need to focus on a single skill or aspect of the language rather than dealing with broader topics, and d) the teacher cognition studies do not have to focus only on the in-depth understanding of the issue from few participants but need to explore shared beliefs. Hence, this study is an attempt to address these gaps.

Research Questions

The main objective of this study was to explore EFL teachers' cognitions about teaching speaking. Thus, the following research questions guided the study:

- What cognitions do EFL teachers have about teaching speaking skills?

- Do gender and year of teaching experience significantly affect teachers' cognitions about teaching speaking?

Literature Review

Teacher Cognition

The primary focus of foreign/second language teaching researches on observable behaviors and what people do in the classroom, neglecting the teachers' mental lives, was not convincing for the educators in the late 1980s (Kim-Yin, 2006). The idea that teaching is a complex cognitive activity that demands the thinking, knowledge, beliefs, and decisions of the teacher became dominant in the late 1980s (Borg, 2003). Hence, beginning from the late 1980s, studying what teachers think, know, and believe has been the focus of educational research. Borg used 'teacher cognition research' in referring to researches on what teachers think, know, and believe and the relationship of these mental lives to the classroom practices.

In teacher cognition studies, establishing a clear distinction between knowledge and belief is one of the major problems. The issue of subjectivity is often used to differentiate knowledge and belief, but knowledge is also categorized as objective and subjective. Hence, the distinction between subjective knowledge and belief is either blurred or the two concepts stand for a similar concept (Pehkonen & Pietilä, 2003). Besides, in philosophy, knowledge is defined as a justified true belief. Though the terms justified and true are used to show the distinctive features of knowledge, it clearly indicates that knowledge is a type of belief (Yero, 2002). Hence, knowledge is a type of belief in the objective and subjective categorization of knowledge, and belief is a type of knowledge in its philosophical definition. As Woods (1996) stated the boundaries between the two concepts are not also clear when teachers were interviewed to justify their decisions with a reference to their knowledge and beliefs. Woods reported that it was difficult to distinguish what belief and/or knowledge refer to teachers. He further added 'assumption' to the list and used a coined term of the three concepts (Belief, Assumption, Knowledge) BAK. Borg's explanation of teacher cognition as the notion that refers to the "unobservable cognitive dimension of teaching- what teachers know, believe and think" is comprehensive that governs the assertion of teacher cognition in this study (2003, p. 81).

Approaches to Teaching Speaking Skills

Different approaches to teaching speaking have been adopted. Rhalmi (2017), for example, reported three approaches: the traditional Present, Practice and Produce (PPP) approach; the Test, Teach, Test (TTT) approach based on the task-based instruction, and the discovery approach based on awareness-raising, appropriation, and automaticity. Talley (2014), on the other hand, classified the approaches to teach speaking into two: explicit and implicit. Predominantly, the approaches to teaching speaking are categorized into two main types: direct approach and indirect approach.

The direct approach to teaching speaking focuses on the practice and development of isolated language forms (Goh and Burns, 2012). The practice involves a reproduction of predetermined language through drills, pattern practice, and structure manipulation. An indirect approach to teaching speaking, on the other hand, focuses on the creation of conditions for oral interaction to enable learners to engage in communicative activities (Richards, 2008; Goh & Burns, 2012). In the indirect approach, fluency is the primary concern, and learners are exposed to authentic and functional language use. Thus, the practice involves real-life communicative activities such as discussion, information-gaps, role-plays, simulation, and so on (Burns, 1998).

Exclusive reliance on one of the approaches to teaching speaking is disadvantageous as both approaches have their limitations (Goh and Burns, 2012). Thornbury and Slade (2006) for example stated that the direct approach focuses on the component of the language while the indirect approach focuses on the context of use. The focus on one aspect of teaching the skill and neglecting the other forces the learners to be good at the area of focus and weaker on the neglected one. Hence, an approach to teaching speaking that combines the features of the two approaches is considered to be the solution. Accordingly, Thornbury (2005) introduced a general approach to teaching speaking that consists of three cyclic stages: awareness-raising, appropriation, and autonomy. Awareness-raising is the first stage during which the learners identify their gaps and familiarize themselves with the knowledge designed to address the gap. Appropriation is the second stage at which the learners integrate the new knowledge into the existing one. At this stage, the learners start progressing from other-regulated practices to self-regulated ones. Autonomy is the final stage during which learners use the newly constructed knowledge in a real-life situation.

Methods

Research Design

This study aimed to explore EFL teachers' cognitions about teaching speaking skills. To achieve this purpose, a sequential mixed-methods research strategy was used. As Creswell (2003) stated this is a mixed-methods strategy that gives researchers the freedom to decide on the sequence and priority of the methods. Accordingly, a strategy that employed quantitative data collection and analysis first and also gave priority to the quantitative method was employed in this study.

Research Sites and Participants of the Study

The study was conducted at secondary and preparatory schools in Gurage Zone, Southern Nations Nationalities Regional State, Ethiopia. 192 English teachers in 62

schools filled in the teacher questionnaire. Of the 192 participants, 139 (72.4%) were males while the remaining 53 (27.6%) were females. For the interview, four English teachers from three schools were chosen. The experienced teachers were purposefully selected to gather in-depth information from teachers with rich insights about the issue under investigation.

Instruments

Teacher Questionnaire

The teacher questionnaire was designed to survey English teachers' cognitions of teaching speaking. The questionnaire was prepared by reviewing the existing literature on teachers' cognitions and revision of questionnaires that have been used for similar research intents (Yoneska & Tanaka, 2013; Khader, 2012; Shigeru, 2012; Richards & Lockhart, 1996; Johnson, 1992; Horwitz, 1987). The items in the questionnaire were grouped into four categories. The items in the first section were designed to investigate the participants' conceptions of teaching speaking skills in comparison to other language skills. The second section of the questionnaire was intended to explore teachers' cognitions about teaching speaking. It was designed in the form of five point-Likert scales ranging from "Strongly Disagree" to "Strongly Agree". In the third part of the teacher questionnaire, three multiple-choice and four multiple response items were given. Finally, demographic questions were asked. The questionnaire was pilot tested to ensure face and content validity. Accordingly, some modifications were made to the wordings of the items and about 12 monotonous items were deleted. Besides, Cronbach's alpha was computed to determine the reliability of the items. It was computed for the two groups of items independently. The Cronbach's alpha result for the items in the first group was .706 while the result for the Likert-scale items was .722. Accordingly, the results show that the questionnaire has an acceptable degree of reliability as Cronbach's alpha greater than 0.7 is considered to show sufficiently reliable internal consistency (Muijs, 2004).

Interview

A semi-structured key informants' interview was conducted with four core participants of the study. A semi-structured interview is a balance between structured and unstructured interviews in which guiding questions are prepared in advance that are often developed and elaborated during the interview (Dorneyi, 2007). In qualitative studies, the employment of a semi-structured interview is believed to minimize validity and reliability problems often caused by the overload of information as a semi-structured interview ensures consistency in data collection.

The interview guide was prepared based on the literature review and the data from the survey questionnaire. Afterward, the interview was done after the questionnaire was administered aiming to elicit teachers' cognitions, sources of teachers' cognitions, and espoused contextual factors that affect classroom practices in sufficient depth and breadth. The interviews were recorded with audio-recording material with the consent of the participants. Considering the interest of the participants, the interviews were conducted in English.

Methods of Data Analysis

Descriptive statistics (frequency counts) were computed to summarize teachers' cognitions. Crosstabs and Chi-square tests were also computed to see the relationships between teachers' reports of their beliefs and their gender and year of teaching experiences. Fisher's Exact test was also computed as an alternative to Chi-square tests when the expected counts less than five were more than twenty percent of the cells. A Phi-test was also computed for the variables that showed significant relationships to determine the strength of the relationships.

Qualitative content analysis was used to analyze the data from the key informants' interviews.   As Ellis and Barkuizen (2005) explained that qualitative content analysis follows the sequence of coding for themes, looking for patterns, making interpretations, and building theory. Dorneyi (2007) included transcribing the data and came up with four phases of the qualitative content analysis process: transcribing the data, pre-coding and coding, growing ideas and interpreting the data, and drawing conclusions. In this study, the four phases of the analytical process were performed. Having the side-by-side collection and interpretation of the qualitative data in mind, the data analysis was commenced with the verbatim transcription of data from the participants into word processing documents. All the recordings were transformed into texts. Then, the texts were read and re-read in their entirety aiming to be familiar with the data. The reduction and interpretation of the data then started with the initial coding of the text. In the initial coding, the texts were broken into segments, and labeling was given to the segments often by using the participants' own words. For the initial coding, hardcopy printouts of the texts were used, and labeling was given on the margin. Then, the initial codes with common concepts were grouped, and higher-order themes were developed. As the first coding may not always work well, the codes were reexamined and relabeled. The coding was similar to what Strauss and Corbin (1998) mentioned as open, axial, and selective coding of the ground theory analysis.

More importantly, as the researchers' capability to manage excessive amounts of qualitative data manually is the area of difficulty, the data analysis process was assisted with a computerized qualitative data analysis program, OpenCode 4.02

Results

The Teaching of the Language Skills and the Status of Speaking

Grammar was chosen by 67 (34.9%) of the respondents as the first aspect of the language they favored teaching the most. It was followed by writing while speaking was ranked third with a percentage of 28.6 and 20.8 respectively. Reading and vocabulary were ranked fourth and fifth with a percentage of 10.9 and 4.7 respectively. None of the participants chose listening as the skill they favored to teach. There was a statistically significant relationship between the skill the teachers favored teaching and their gender (P < .05). The skill male teachers preferred to teach the most was grammar. It was followed by writing, speaking, reading, vocabulary, and listening descendingly. On the other hand, females' ranking of their preferences from the most to least chosen was: speaking, writing, reading, grammar, vocabulary, and listening. Similarly, there was a statistically significant relationship between the skill the teachers favored teaching and their experiences (P < .05). The least experienced teachers (teachers with 1 to 5 years of experience) favored teaching speaking while the more (teachers with 6 to 10 years of experience) and the most experienced (teachers above 10 years of experience) preferred grammar. As the Phi results show, gender and experiences had moderate relationships with teachers' favorite skills to teach (Phi value < 0.5).

Regarding the skill the teachers wanted to improve the most, speaking came first as it was chosen by 72 (37.5%) of the respondents. Writing and reading were the second and third skills the teachers wanted to improve with the percentage of 28.1 and 13 respectively. Vocabulary and listening ranked fourth and fifth while grammar was the least aspect teachers wanted to improve. The skill the teachers wanted to improve and their experiences had statistically significant relationships (P < .05). Speaking was the most chosen by the least and most experienced teachers while teachers with 6 to 10 years of experience chose writing. On the other hand, the skill the teachers wanted to improve was not dependent on their gender as the relationship was not statistically significant.

Concerning the skill teachers wanted their students to improve the most, speaking and reading came first and second as they were chosen by 62 (32.8%) and 43 (22.4%) of the teachers respectively. Writing and grammar were chosen by 30 (15.6%) of the participants each as the skills they wanted their students to improve. Vocabulary and listening were the least selected skills. As the Chi-square and Fisher's exact tests show, there was no statistically significant relationship between the skill the teachers wanted their students to improve and their gender. However, teachers' experience had shown statistically significant relationships with their responses to the item (P < .05). Teachers with one to ten years of teaching experience wanted their students to improve speaking while those with above ten years of experience chose reading.

As regards the most difficult skill to teach, the majority of the teachers (106/54.9%) chose listening. The participants placed speaking as the second most difficult skill to teach while writing and reading ranked third and fourth. Conversely, none of the participants considered grammar and vocabulary as difficult to teach. As listening was the most difficult skill to teach for the respondents in different groups, there was no statistically significant relationship between teachers' beliefs about the most difficult skill to teach and their gender and years of teaching experience.

A relative majority of the teachers thought that grammar was the first aspect of the language the learners were interested to learn (74/38.5%). It was followed by writing, speaking and reading with the percentage of 28.6, 19.3 and 11.5 respectively. On the other hand, vocabulary and listening were the least chosen ones as vocabulary was chosen by 1.6 percent of the teachers while only 0.5 percent of them went for listening. There was a statistically significant relationship between teachers' beliefs about the skills the learners wanted to learn the most and their gender and experiences ($P < .05$). Male teachers perceived that learners were attracted by grammar while females thought their learners were interested in speaking. As far as their experiences are concerned, the teachers with one to five years of experience believed that the learners were interested in speaking while grammar was chosen by the more and most experienced ones. The Phi-values show that the relationships between teachers' beliefs and their gender and experiences were moderate (Phi value < 0.5).

Speaking was chosen by most of the participants (117/60.9%) as the weakest part of their learners. The other oral skill, listening, ranked as the second weakest side of the learners as it was chosen by 56 (29.2%) of the respondents. The remaining four skills/aspects were only selected by about 10 percent of the respondents. Teachers' evaluation of the weakest part of the students did not have statistically significant relationships with their gender and experiences.

Reading was chosen as the first most important part of learning English (44/22.9%). Writing and speaking took the second and third places as they were chosen by 20.8 and 19.3 percent of the teachers respectively. Grammar was the fourth, listening the fifth, and vocabulary the least important aspects of learning English. The teachers' gender and experiences had a considerable impact on their belief about the most important part. As regards their gender, speaking was the most important and writing was the second most important for females, but for males, reading and grammar were the first and second most important parts respectively. As the effect size result shows, the strength of the relationship was moderate (Phi value < 0.5). Teachers' years of service had also shown a statistically significant relationship to their beliefs. The teachers into the three categories of service years chose three different aspects. Speaking was the most important for teachers with one to five years of teaching experience, writing for teachers with six to ten years of experience while grammar was for those with above ten years of experience. Reading, which was chosen as the most important based on

the frequency counts, was the second most important for the teachers in the three categories. The Phi-value also revealed that the relationship between teachers' beliefs and experiences was strong (Phi value < 0.8).

There were also associations among the skills teachers enjoyed teaching, the skill they thought the learners were interested in, and their beliefs about the most important part of English instruction, and their gender and experience. For example, grammar was an aspect of the language male English teachers enjoyed teaching, thought the learners were interested in and considered as the second most important area of the language. On the other hand, female teachers reported that speaking was the skill they preferred to teach, the learners wanted to learn the most and the most important part of learning English. Regarding experience, speaking was the chosen skill to teach, the favorite skill of the students to learn, and the most important aspect to the least experienced teachers. However, the more and most experienced teachers went to grammar.

Briefly, the results from the items in the first section of the questionnaire revealed the following points about speaking instruction. First, speaking was not a skill most of the teachers enjoyed to teach. It was chosen only by 20.8 percent of the teachers and was ranked as the third skill teachers favored to teach. However, it was the favorite skill to teach for females and the least experienced teachers. Second, speaking was the skill the teachers themselves wanted to improve and required their students to improve the most regardless of their gender and experiences. Third, speaking was perceived as the second most difficult skill to teach following listening. Fourth, most of the teachers believed that speaking was the weakest part of their learners. Though teachers believed that speaking was the weakest side of their learners and wanted them to work on it, they supposed that learners were interested in grammar and writing. Still, females and the least experienced teachers believed that learners were interested in speaking. Lastly, as far as teachers' beliefs about the most important part of learning English is concerned, speaking came third following reading and writing.

As a complement to this part, the four teachers in the qualitative part of the study were asked about the following points: how much they enjoyed teaching speaking, how difficult was teaching speaking, how weak were their students in spoken English, and how interested were their students in learning to speak. The teachers reported that teaching speaking was challenging as it was the skill the learners were uninterested in and had no the required background skill to understand even simple lessons. This contradicted their beliefs about how important speaking skill is to the academic and overall life of the students. T1 for example believed that being able to speak English was the means to show one's competence in the language; T2 and T3 supposed that the mastery of spoken English boosted students' confidence which in turn would help them succeed in academia, while T4 thought oral proficiency played a paramount role in the job-hunting process. Thus, the teachers were not pleased with their experiences of teaching speaking skills.

Beliefs about What Learning Speaking Meant

The majority of the teachers (71.3%) did not believe that learning speaking was more about learning and memorizing common phrases and expressions. On the other hand, nearly twenty-two percent of the teachers took learning and memorizing common phrases as a key to learning speaking while seven percent of the teachers were uncertain. The item that presented teaching speaking as providing equivalent phrases or expressions in students' mother tongue was one of the items most of the teachers disagreed with as the vast majority of them (98.4%) did not endorse the statement. The statement "Learning speaking is mostly a matter of practicing real-life communicative activities," was accepted by most of the teachers (62%) while 25.5 percent disagreed and 12.5 percent were uncertain.

As the findings from the Chi-square and Fisher exact tests and Phi-values show there were significant relationships between teachers' perceptions of memorization in teaching speaking and their genders. The use of memorization was relatively favored by males over females. The relationship however was modest as the Phi-value was below 0.3. Perceiving the speaking instruction as a matter of practicing real-life communicative activities was a shared one, statistically significant relationships were also found between gender and experience. As far as their gender was concerned, the use of communicative activities was favored by males over females. Of the 119 respondents who agreed with the statement, 84 percent were males while only 16 percent were females. With regard to their experiences, the most and more experienced teachers agreed the most with the statement than the least experienced ones. The influence of gender was moderate as the Phi-value was less than 0.5; whereas, the influence of experience was stronger.

From a multiple-choice item, it was found that the vast majority of the participants (78.6%) accepted that learning English was mostly a matter of practicing the language and being able to use it for communication. Those who considered learning English as learning the grammar of the language and learning and memorizing the vocabulary words were 10.4 and 8.9 percent respectively. On the other hand, translation was chosen only by 2.1 percent of the teachers.

Similarly, the interviewed teachers thought learning speaking was all about practicing the language than the memorization of phrases and the study of equivalents in the students' mother tongue. For T1 and T2, for example, teaching speaking was helping the learners to practice the language by using a variety of classroom activities.

Accordingly, it was possible to say that the teachers' beliefs about what learning English in general and speaking in particular meant matched with the communicative views of language teaching.

Beliefs about Teaching Speaking in Comparison to other Skills

The majority of the teachers (63%) assumed that learning speaking was different from learning other skills while thirty-three percent disagreed. Besides, the teachers considered speaking as a difficult language skill when compared to reading and writing. This is because most of the teachers (78.1%) believed that it was easier to read and write English than to speak it. Similarly, the findings from one of the multiple items revealed that most of the teachers (57.3%) rated speaking as a difficult skill while it was rated as a medium by about thirty-four percent, as easy by five percent, and as difficult skill by about four percent of the teachers. The statement "Students who are good at speaking are not good at written English," was accepted by most of the participants (55.2%) while about thirty percent disagreed and fifteen percent were uncertain.

The teachers' evaluation of whether speaking was an easier skill than reading and writing and their gender and experience had shown statistically significant relationships. Speaking was easier to the relative majority of males and teachers with six to ten years of experience than to the females and the most and least experienced ones. As the Phi-values indicate, the relationships between teachers' evaluations and their gender and experience were moderate. Besides, the teachers' belief students who were good at speaking were not at written English was significantly related to their gender and experience. The statement was endorsed by a relative majority of males and the most experienced teachers as compared to females and the least and more experienced ones.

To the four teachers as well, teaching speaking was different from teaching other language skills that require teachers' commitment and good command of the language. T1 for example stated the preconditions required for effective teaching speaking skills. These were: teachers' conviction that speaking should be taught in the language class, positive attitude towards teaching speaking, working on students' attitudes towards speaking and cleansing their misconceptions, patience and readiness to pay the prices of teaching speaking as they might be contested by students' lack of interest in learning to speak and different contextual factors. Despite the list of preconditions by all the teachers, they all agreed that teaching speaking lessons required good oral proficiency and understanding of a variety of teaching techniques when compared to teaching the other skills. They have also constantly indicated that teaching speaking to their students was a daunting task. As they indicated, they used to jump speaking lessons of the textbook like their teachers did.

In short, the followings were revealed. First, learning speaking was different from learning other language skills to most of the teachers, a belief which would have a methodological impact. Second, most of the teachers believed that speaking was a difficult language skill by itself or when compared to other language skills. Third, most

of the teachers believed those learners who were good at oral skills were not good at written English.

Beliefs about the Effective Classroom Activities and Modes of Interactions

Discussion was chosen by the vast majority of the teachers (94.3%) as an effective classroom activity in teaching speaking. Presentation and role-play took the second and third places as they were chosen by seventy-three and seventy percent of the teachers respectively. These were followed by interview and storytelling activities as they were chosen by forty-three and thirty-three percent of the teachers respectively. The classroom activities that were labeled as the least effective in teaching speaking were picture description/narration and repetition of drills.

Figure 1. Teachers' beliefs about the effective classroom activities in teaching speaking
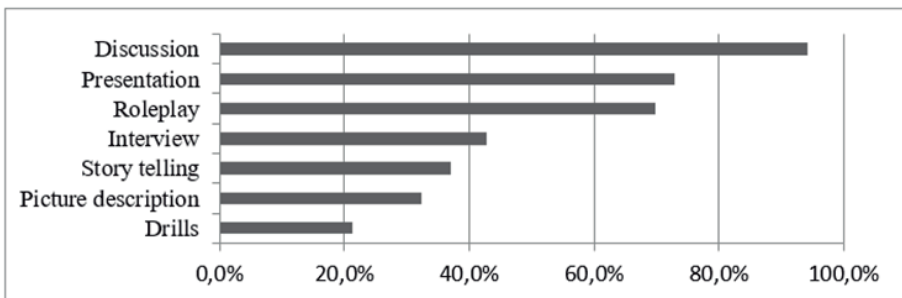
Regarding the modes of interaction, group work was the most chosen mode of interaction as it was chosen by eighty-seven percent of the teachers. Pair-work was ranked as the second effective mode of interaction as it was picked by sixty percent of the teachers. On the other hand, whole-class work was the least chosen mode of interaction during a speaking task.

Group discussion was also the most effective classroom activity in speaking class for the four interviewed teachers. T1 for example mentioned discussion, interview and role-play as effective classroom activities but ranked discussion as the best. T4, on his part, reported that group discussion was the most effective classroom activity in teaching speaking. Discussion was also one of the three (discussion, picture description and presentation) effective classroom activities for T2. Though T3 did not list the activities, he thought that classroom activities that promote interaction are effective to which discussion can be a part.

In short, the discussion was regarded as an effective classroom activity and group work was picked as an effective mode of interaction in teaching speaking by the majority of the teachers. Jointly, group discussion was the effective classroom activity for the teachers in this study.

Beliefs about the Ability to Learn Speaking

Most of the participant teachers thought that some people were born with an ability that was useful to learn speaking. Those who disagreed with the statement were about sixteen percent while eight percent were uncertain. The teachers' responses to the item that compared girls' and boys' capabilities at learning speaking did not clearly show where most of their beliefs laid. Accordingly, girls were better than boys at learning speaking to forty-five percent of the teachers while thirty-seven percent of them rejected the statement. Most of them (68.2%) thought Ethiopians were not good at learning to speak English. Those who endorsed the statement were only eighteen percent of the teachers while thirteen percent were uncertain.

As the results from the bivariate tests showed, girls were better than boys at learning speaking to the majority of female respondents as 77 percent of them agreed with the statement while only 33 percent of males did. The same was true to the relative majority of the experienced teachers (teachers with six and above years of experience) than to the least experienced ones. The relationships between teachers' evaluation of who was good at learning speaking and their gender and experience were moderate.

Teachers' Self-concept

The majority of the respondents (68.3%) assumed that they had sufficient English proficiency essential to be good English teachers while only eleven percent disagreed with the statement. The teachers' response to the item that enquired if they believed their oral proficiency could be exemplary to the learners was mixed. The teachers who thought they were fluent and accurate in spoken English and could be role models to the students were about forty-three percent while about forty percent rejected it. As the teachers' response to the last item revealed, most of them (62%) thought they had an adequate methodological understanding that enabled them to use diverse teaching methods in speaking classes.

As the results from the bivariate analysis revealed, the males significantly outperformed the females in their perception of themselves. The majority of the males agreed with the statements that enquired the rating of their English proficiency and methodological understanding than females did. The relationships between male and female teachers' perception of their English proficiency and methodological

understanding were strong (Phi-value < 0.8); whereas, the influence of gender on their belief that their fluency and accuracy could be model to the learners was modest (Phi-value < 0.3).

Like the teachers' gender, their experience has also shown statistically significant relationships with the perceptions of their proficiency and understanding of the speaking skills teaching methods. As the females were outperformed by the males, the least and more experienced teachers were also outperformed by the experienced ones. In other words, the teachers with more than 10 years of teaching experience perception of their proficiency and understanding of the teaching methods were by far positive than those with ten and fewer years of experience.

Like those who filled in the questionnaire, the interviewed teachers were also positive about their language proficiency and understanding of the methods. However, the nature of the data gathering instrument gave them the chance to mention some of their weaknesses. T1, for example, said that he lacked commitment and determinations which he believed were mandatory in teaching speaking. T2 also declared that she focused on covering the textbook than helping the learners to understand the lessons. Likewise, T3 reported he was not well prepared for speaking lessons ahead of time.

In general, the majority of the participants were optimistic about their English proficiency and understanding of the speaking skills teaching methods. Moreover, males and the most experienced teachers were more optimistic than the females and the least experienced ones.

Teachers' Beliefs about the Learners

The vast majority of the teachers believed that the learners were interested in grammar and vocabulary than oral skills. The statement that stated learners considered learning to speak as a waste of time was endorsed by most of the teachers (56.3%) while twenty-seven percent of respondents disagreed. As to most of the teachers (62.5%), the learners thought speaking English perfectly with good pronunciation and fluency was a complex task to achieve. One of the statements the vast majority of the teachers agreed with was the one that talked about learners' fright. To ninety-two percent of the teachers, the learners feared to speak English in front of others. Asked if the learners used translation as a technique, almost half of the respondents (49.4%) affirmed that most students first thought how to say it in Amharic before saying it in English. However, thirty-four percent of the teachers were uncertain about the learners' use of translation as a technique while speaking in English while sixteen percent disagreed. Bearing the amount of time the learners have studied English in mind, most of the teachers (62%) were not satisfied with their students' overall progress. Those teachers who were satisfied with their students' progress amounted to forty-six percent.

In the Chi-square test, the teachers' gender and experiences and their evaluation of how the students consider the ability to speak English have shown statistically significant relationships (P-value < .05). The relative majority of males and the most experienced teachers thought speaking perfectly with good pronunciation and fluency was considered a complex task to fulfill by the learners. The bivariate test was also computed to see which groups of teachers were highly dissatisfied with their students' progress. Males and the most experienced teachers were very much dissatisfied with their students' progress in learning English than the females and the least experienced teachers. The relationship between teachers' dissatisfaction and their gender and experience was strong (Phi-value >0.8).
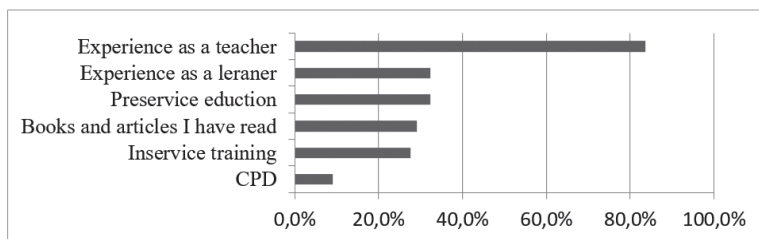
As the findings from the teacher questionnaire, the results from the interview data also showed that the teachers were not pleased with their learners' interest and ability in speaking. As to T1, for example, the learners were simply attending speaking classes because it was part of the syllabus. T2 also indicated that grammar was the only aspect of English language teaching that the students were interested in. T4 viewed the issue differently; he said the learners' had the desire to fluently speak English, but their desire even was naïve as they did not want to practice. Lack of interest was not the only issue the teachers complained about the students but also their lack of the basic background skills and experience of practicing classroom speaking activities. In this regard, T4 indicated his students could not understand the lessons due to their background while T1 labeled his students unfit to the grade level they were in. T3 on his part recommended that intervention is needed from the concerned bodies as the learners' command of English was very poor.

Briefly, the majority of the teachers were pessimistic about the students' interest and courage in learning to speak. On the contrary, they believed that the students were interested in grammar and vocabulary. They were also not satisfied with the overall progress of their learners as far as learning English was concerned.

Beliefs about the Aspects that Exerted Influences on their Beliefs

The vast majority (83.6%) of the teachers thought that their beliefs about teaching speaking skills were very much influenced by their teaching experiences. Of the given alternatives, experiences as a learner at high schools and pre-service education programs in college/university ranked second as they were chosen by an equal number of the teachers (32.3%). The influence of the books/articles the teachers read and in-service training were picked by twenty-nine and twenty-seven percent of the respondents respectively. On the other hand, Continuous Professional Development (CPD) program was the least chosen.

Figure 2. Issues that influence the teachers' beliefs about teaching speaking


The findings from the teacher questionnaire revealed that the majority of the teacher believed their cognitions about teaching speaking skills was primarily influenced by their teaching experiences. The remaining four aspects (experience as a learner, pre-service education programs, books, and training) almost had a similar impact on their beliefs while CPD was the least influencing aspect.

Unlike those who filled in the questionnaire, only one of the four interviewed teachers (T2) mentioned prior teaching experience as the source of his beliefs about teaching speaking. To T1 and T4, own learning experiences exerted the primary influence on their belief about how speaking could be effectively taught. Despite the labeling of own learning experience as the main source, T1 also added workshops and training he took part and the courses he took to the list. T3 on his part reported that in-service training played a pivotal role in shaping his thoughts.

Beliefs about the Contextual Factors that Influence the Teaching of Speaking

To the vast majority (94.3%) of the teachers, the teaching of speaking was highly influenced by the students' lack of basic background skills. Of the given alternatives, four of them, which were ranked from second to fourth, were picked by a nearly similar number of the teachers. These were: the use of students' mother tongue in the classroom (84.9%), uncomfortable classroom atmosphere and inadequate classroom facilities (81.3%), large class size (79.2%), and students' lack of interest in speaking lessons (78.1%). Besides, the students' low and uneven participation was selected by fifty-three percent of the teachers. The two least chosen contextual factors were: teachers' insufficient oral proficiency and inadequate methodological understanding of teaching speaking (20.8%) and washback effects of national examinations (27.6%).

Figure 3. Teachers' beliefs about the contextual factors that influence the teaching of speaking
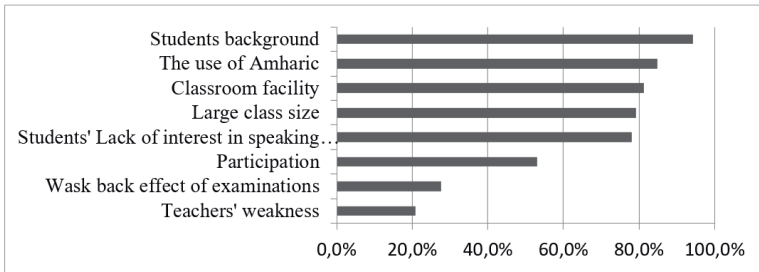
In the interview, the nature of the instrument gave the participants the possibility to mention most of the factors they thought were influencing the teaching of speaking. Still, most of the contextual the teachers reported were learner-related. All the teachers, for example, mentioned the following factors: learners' lack of the basic background skills that were required to understand even simple classroom instructions, inexperience in practicing classroom speaking activities, fear of the stage and making mistakes, and lack of interest in speaking lessons. As T1 indicated, the learners' lack of interest in speaking lessons originated from three sources: the focus on standardized tests to which speaking was not a part, hopelessness speaking in English was difficult to achieve even if they learn and practice it, and the misconception that learning English meant all about studying and knowing the grammar and vocabulary of the language. Besides the learners, three of the participants (T2, T3 and T4) reported that some of the speaking contents of the textbook were ineffective. To T3, for example, the textbook did not promote interactions while T4 oral skills were disregarded in the textbook as the focus was on the grammar of the language. T3 and T4 also blamed most of the English teachers for not having the expected command in the language and determination which they thought were fundamentals to teach speaking. Like the learner-related factors, the teachers also agreed that the teaching of speaking was impeded by large class size. As to T4, it was not only the size that impeded the instruction but also the seats as the learners sat on sealed desks which made group discussion, a speaking activity he regarded as the most effective, difficult. T2 and T3 also seemed to be bothered by the school administrators' demand to cover the textbook at any cost within the given time. Finally, T1 indicated that the students' master of speaking was hindered by the school culture. To him, the learners who practice speaking in and outside the classroom were afraid of their peers' criticism as speaking in English was considered showing off one's ability not only by the students but also by the teachers.

In general, the teachers thought that the student-related factors (lack of background, use of mother-tongue, and lack of interest) and the classroom-related

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factors (inadequate classroom facility and large class size) played the leading roles in influencing the teaching of speaking. Most of the teachers however did not think that their English proficiency and methodological understanding had that much influence.

The Relationships between Beliefs about Teaching Speaking and the Classroom Practices

In the questionnaire, the respondents were asked to rate the relationships between their beliefs how speaking could be effectively taught with the actual classroom practices in a five-point Likert scale item. The result revealed that a relative majority (49.5%) of the teachers believed there was a fair relationship between their beliefs and the classroom practices. However, thirty-one percent of the teachers rated the relationship as poor. Those who regarded the relationships between their beliefs and classroom practices as excellent and good were sixteen percent and two percent respectively.

Table 1. Teachers' rating of the relationships between their espoused beliefs and the classroom practices

Item	Ratings	Freq.	Percent
The relationships between teachers' beliefs and the classroom practices	Excellent	4	2.1
	Good	30	15.6
	Fair	95	49.5
	Poor	59	30.7
	Very poor	4	2.1

Discussions

Speaking was considered as one of the important aspects of English language instruction to the learners' academic achievement and personal success. Besides, speaking was one of the vital productive skills the teachers wanted their students to improve the most. Identifying speaking as one of the most important skills and the teaching of the speaking lessons as a must was not only a shared belief for teachers in this study. Tleuov (2016) and Vibulphol (2004), for example, reported that teachers thought speaking has been one of the most important skills that needed to be learned and practiced. Leong and Ahmadi (2017) and Ur (1991) also stated that speaking is the most important aspect of learning a second or foreign language as success is often measured by how well the learners have improved their spoken ability. The teachers' beliefs about the benefits of speaking also matched with the reports of Baker and

Westrup (2003) that indicated individuals with good speaking skills have greater chances of better education, finding good jobs, and getting a promotion. Accordingly, speaking was the skill the teachers themselves wanted to improve and required their students to improve the most.

Though the teachers agreed on the importance of the ability to speak English and the essentiality of teaching speaking lessons, it was not the skill the teachers enjoyed to teach and the students preferred to learn as they were interested in grammar and vocabulary lessons. The teachers perceived speaking, the skill itself, and the teaching of speaking lessons as difficult when compared to other language skills. These all showed how speaking is overlooked in the instructional process. Likewise, Leong and Ahmadi (2017) and Musliadi (2016) reported that speaking is one of the disregarded areas of English language teaching at schools. It was alarming because speaking was also identified as the weakest part of the learners; it was the weakest but also the disregarded part of the instructional process.

The teachers' beliefs about the purpose of teaching speaking could play pivotal roles in their selection of the classroom activities and their classroom decisions. Therefore, it was important to understand the teachers' beliefs about the objectives of teaching speaking and the areas they wanted to focus on. The teachers in this study believed that developing learners' ability to form coherent connected speech with a normal level of speed, which we literally referred to as fluency, should be the primary focus. The teachers' prioritization of fluency accords with what Brown (1993) said that developing fluency has become a major objective in language teaching methodology. On the other hand, it contradicted with the arguments of educators like Lindahl (2018) who claimed that there should be a balance between fluency (i.e., being able to speak fluidly to convey meaning) and accuracy (i.e., being able to create utterances and pronounce words relatively error-free). However, if teachers' views of the speaking teaching objectives were used alone to match their cognitions with the speaking teaching approaches Goh and Burns (2012) mentioned (direct, indirect, and balanced), the teachers' views went to an indirect approach that prioritizes fluency over accuracy.

The teachers' were against learning and memorizing common phrases and expressions, and providing equivalent phrases or expressions in students' mother tongue in teaching speaking. They rather supported practicing real-life communicative activities. This belief of the teacher matched with the communicative views of language teaching as Communicative Language Teaching (CLT) claims learners learn a language through the process of communicating in it rather than studying the given phrases and looking for their equivalents in the students' mother tongue (Richards, 2006; Richards and Rodgers, 1999).

It is assumed that teachers have different levels of language competencies (Shamim, 2008). The teachers in this study were confident that they had sufficient

English proficiency and adequate methodological understanding of teaching speaking which were required to become qualified English teachers. This finding disagrees with the reports by Young et al., (2014) that stated English language teachers knew their command of English was not sufficient for classroom teaching or communication. However, the experienced teachers' optimism than the least experienced ones coincided with what was reported by (Pennington and Richards, 2016).

Skehan (1991:276) stated the following about language aptitude: "there is a talent for learning languages that is independent of intelligence; it varies between people." Accordingly, to the teachers in this study, some students were better in their speaking aptitude (the ability to learn speaking), and speaking aptitude and writing aptitudes were incongruent as those who were good at written English were not good at speaking. By and large, they thought Ethiopians' speaking aptitude was not good.

Previous studies report that discussion exercises were the most preferred and used ones by English language teachers in oral skills lessons (Esayas, 2019; Gudu, 2015; Kaski-Akhawan, 2013). This was true to the majority of the teachers in this study as the discussion was the effective classroom activity and group work was the effective mode of interaction in teaching speaking.

Of the different sources of teachers' cognitions reported by different scholars, the ones by Richards and Lockhart (1996) were common. They identified six sources of teacher cognition which could be categorized into three major sources: own learning experience at primary and secondary schools, pre-service education programs (college and/or university), and teaching experiences. Of these, Borg (2003) reported that prior language learning experiences laid the foundation for teachers' cognitions that are often stronger and resistant to change. However, the teacher believed that their cognition about teaching speaking skills was primarily influenced by their teaching experiences. The remaining four aspects (experience as a learner, pre-service education programs, books, and training) almost had a similar impact on their beliefs while CPD was the least influencing aspect.

Regardless of the length of study, EFL learners have difficulties in using English for academic work and communication (Lee, 2009; Sawir, 2005). This seemed why the teachers were dissatisfied with the students' overall progress. The teachers did not think that the students were even good at the aspects, grammar and vocabulary, they were interested in let alone the skill they disliked. Moreover, the teachers assumed that the learner-related factors (i.e. lack of background, use of mother-tongue, and lack of interest) were the most responsible for the difficulties of teaching speaking.

The debate on the relationships between teachers' cognitions and their classroom practices is yet unresolved as different teacher cognition researchers have reported three forms of relationships: congruent (Mansour, 2009; Pajares, 1992), incongruent (Khader, 2012; Hendric, Harmon, & Linerode, 2004) and mixed (Borg, 2006; Farrell

& Lim, 2005). To the relative majority of the teachers in this study, the relationship between their beliefs and the classroom practices was fair.

Conclusions and Recommendations

Conclusions

Based on the findings, the following conclusions are drawn:

- Though speaking was considered an important part of English language instruction, it was one of the disregarded skills that the teachers did not enjoy teaching.

- The ability to speak English and teaching speaking lessons were difficult tasks for the teachers though they seemed to be confident about their English proficiency and understanding of the speaking skills teaching methods.

- To the teachers, practicing real-life communicative activities was more essential than memorization and translation to teaching speaking.

- Group discussion was an effective classroom speaking activity for the teachers.

- The teachers were doubtful about the relationships between their beliefs about teaching speaking and classroom practices.

Recommendations

- The following recommendations are given to researchers who are interested in the teaching of speaking:

- It is pivotal to investigate the problems the teachers encounter in teaching speaking and show the possible solutions.

- Studies on why females and least experienced teachers are pessimistic about their English proficiency and understanding of the speaking skills teaching methods than the males and experienced teachers are also required.

- It is also important to study if what the teachers think of the students is real or teacher constructed.

- The practice and contributions of the Continuous Professional Development (CPD) program for the teachers' professional developments needs to be investigated as it was the least chosen regarding its contributions to the teachers' beliefs.

- The study on the relationships between teachers' beliefs about teaching speaking and their classroom practices can also contribute greatly.

The researcher also recommends awareness-raising and professional training to be given to the teachers. Thus, the teacher training colleges and universities or the zonal and Wordea education bureaus need to shed light on the teachers' conceptions of the ability to speak and the teaching of speaking lessons as difficult as that can have methodological impacts.

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Authors

*Habtamu Adem is an English lecturer at Wolkite University, College of Social Science and Humanities, Department of English Language and Literature. He is a PhD candidate at Addis Ababa University, College of Humanities, Language Studies, and Journalism and Communication, Department of Foreign Languages and Literature. His area of research interest include teachers' cognitions and classroom practices, teaching English to young learners, teaching speaking, and teaching grammar.

ORCID ID: https://orcid.org/0000-0002-6540-7579

Dr **Mendida Berkessa** is an assistant professor of English at Addis Ababa University, College of Humanities, Language Studies, and Journalism and Communication, Department of Foreign Languages and Literature.

ORCID ID: https://orcid.org/0000-0003-0638-7579

The Contribution of the Activities Prepared with Web 2.0 Technologies to the Level of Learning[1]

La Contribución de las Actividades Elaboradas con Tecnologías Web 2.0 al Nivel de Aprendizaje

Melike Çakan Uzunkavak and Gülnihal Gül[2]*

Bursa Uludag University, Turkey

Abstract

This research is aimed to evaluate the contribution of activities prepared with Web 2.0 technologies for the sound formation unit within the scope of a music lesson to the learning levels of students. The study group consists of 220 students in the 9th grade of Trabzon Affan Kitapçıoğlu Anatolian High School. A 9-question knowledge test was applied as a measurement tool to make determinations regarding the realization of the achievements in the unit of "formation of sound". In the study, interviews were conducted with a randomly selected group of 8 students from the study group. The content analysis technique was used to analyze the data obtained as a result of the interviews. In line with the findings obtained from this study, it was determined that the activities prepared with Web 2.0 technologies contributed to the students' self-knowledge, self-confidence, protection of voice, voice change, and field expert knowledge, which also provided ease of learning theoretical knowledge.

Key Words: Technology; web 2.0 tools; music education; z-generation; learning level; education

Resumen

Esta investigación tiene como objetivo evaluar la contribución de las actividades preparadas con tecnologías Web 2.0 para la unidad de formación de sonido en el ámbito de una lección de música a los niveles de aprendizaje de los estudiantes. El grupo de estudio consta de 220 estudiantes del noveno grado de la escuela secundaria Trabzon Affan Kitapçıoğlu Anatolian en Turquía. Se aplicó una prueba de conocimientos de 9 preguntas como herramienta de medición para realizar determinaciones respecto a la realización de los logros en la unidad de "formación del sonido". En el estudio, se realizaron entrevistas con un grupo seleccionado al azar de 8 estudiantes del grupo de estudio. Se utilizó la técnica de análisis de contenido para analizar los datos obtenidos como resultado de las entrevistas. En consonancia con los hallazgos obtenidos de este estudio, se determinó que las actividades elaboradas con tecnologías Web 2.0 contribuyeron al autoconocimiento, la confianza en sí mismos, la protección de la voz, el cambio de voz y el conocimiento experto de campo de los estudiantes, lo que también proporcionó facilidad de aprender conocimientos teóricos.

Palabras clave: tecnología; herramientas web 2.0; educación musical; generación z; nivel de aprendizaje, educación

Resumo

Esta pesquisa tem como objetivo avaliar a contribuição das atividades preparadas com tecnologias Web 2.0 para a unidade de formação de som no âmbito de uma lição de música aos níveis de aprendizagem dos estudantes. O grupo de estudo consta de 220 estudantes da nova série da escola secundaria Trabzon Affan Kitapçıoğlu Anatolian na Turquia. Aplicou-se uma prova de conhecimentos de 9 perguntas como ferramenta de medição para realizar determinações com relação à realização dos aproveitamentos na unidade de "formação do som". No estudo, realizaram-se entrevistas com um grupo selecionado aleatoriamente de 8 estudantes do grupo de estudo. Utilizou-se a técnica de análise de conteúdo para analisar os dados obtidos como resultado das entrevistas. Em consonância com as descobertas obtidas deste estudo, determinou-se que as atividades elaboradas com tecnologias Web 2.0 contribuíram ao autoconhecimento, a confiança em si mesmos, a proteção da voz, a mudança de voz e o conhecimento experto de campo dos estudantes, o que também proporcionou facilidade de aprender conhecimentos teóricos.

Palavras chave: tecnologia; ferramentas web 2.0; educação musical; geração z; nível de aprendizagem; educação

Introduction

Human beings try diverse ways according to their wishes and needs in their life; as a result of these trials, new inventions can emerge. These inventions show themselves in every aspect of human life and make significant contributions to technological developments.

It is an inevitable fact that technology, which is at the center of humanity's daily life, will also be used in educational environments (Yavaş, 2021; Yıldız, 2021; Devran & Bilgin, 2021; Günay, 2017; Shaban, 2017; Şenel & Gençoğlu, 2013). The use of today's technologies in these environments is seen as an important step in adjusting to the universal and contemporary. Technology is an important aid in creating the tools and equipment that will pave the way for effective and efficient education processes and help students reach the desired level of awareness (Burak & Çörekçi; 2021; Ardıç, 2021; Ledger & Fischetti, 2020). Today's technology allows today's z-generation students to be included in the education process, enabling them to take more active roles and access information directly; besides their cognitive and affective development, it helps them to socialize by enabling them to act in cooperation (Gürsan, 2021; Şafak, 2020; Aksoy, 2021; Kavan, 2021; Çakan Uzunkavak, 2020; Schmid, Ernst & Thiele, 2020; Yungul & Can, 2018).

Technology in educational environments, has become available thanks to web 2.0 tools (Köse, Bayram & Benzer, 2021; Dalgıç, Geldi, Güleş & Kartal, 2021, Şengür & Anagün, 2021; Bolliger & Shepherd, 2017). It is thought that applications that are considered as Web 2.0 tools such as Powerpoint, Powtoon, Canva, Kahoot, Edmodo, Linkedin, Mentimeter, Puzzlemarker, Plickers, Quizizz, Socrative, Triventy, SoundCloud, WhatsApp, Evernote, FlockDraw, MindMup, and Google Drive can be used in education and training environments (Çelik, 2021; Başaran & Kılınçarslan, 2021; Bugawa & Mirzal, 2018; Jena, Bhattacharjee, Devi & Barman, 2020; Johnson, Bledsoe, Pilgrim & Moore, 2019; Karvounidis, Chimos, Bersimis & Douligeris, 2018; Dellos, 2015; Moyer, Klopfer & Ernst, 2018).

Web 2.0 technology tools take students away from traditional classroom environments and enable them to be active, and to share, and develop their high-level thinking skills. Through these technologies, students also provide feedback, corrections, and opportunities for self-evaluation in online environments (Türegün Çoban & Adıgüzel, 2021; Kayaduman & Delialioğlu, 2021; Gündüzalp, 2021; Karakuş & Er, 2021; Gündüzalp, 2021b; Altunışık & Aktürk, 2021; Timur, Yılmaz & Küçük, 2021; Ledger & Fischetti, 2020).

Such technologies were investigated by Can (2021) who examined the use of Edmodo-supported conceptual cartoons, one of the web 2.0 tools, in a 5th-grade science lesson, and as a result of the research, he determined that the application in

question contributed to the effective, permanent, and rapid learning of the students. In Batıbay (2019) examined the educational function of the Kahoot application in a Turkish lesson; he determined that the application has a positive effect on the motivation of students by transforming the question-solving action into a game, students are actively involved in the education process, it enables peer learning, and that it offers an effective learning environment suitable for the 21st-century education system understanding. In their study, Jong and Tan (2021) examined the effects of using Padlet, one of the web 2.0 tools, on students' writing skills. They concluded that the Padlet application is suitable for use as an easy, interesting, and practical writing tool in the education process; In Padlet, the writing progress is observable and open to feedback correction; it provides a student-centered learning platform, and has a positive effect on the professional development of teachers. Studies show that activities prepared with web 2.0 technologies contribute to students' learning levels and motivation, create effective and productive learning environments, make lessons fun and enable peer learning. Stefancik & Stradiotova (2020) examined the effect of using podcasts, one of the web 2.0 tools, on foreign language teaching in their study. They found that podcasts can help students improve their listening skills significantly. In their study, Afach, Kiwan & Semaan (2018) aimed to convey life tips to students with special needs in an easy way by using the web 2.0 tool EdPuzzle. They determined that students with special needs were motivated, perceived the conveyed messages, felt comfortable, and understood the lesson without asking their teacher.

It is thought that activities prepared with Web 2.0 technologies will contribute significantly to the achievements of music lessons, and increase learning speed by embodying abstract concepts; the activities prepared by considering the interests and wishes of today's generationz students will positively affect their attitudes and motivations towards the lesson. In this research, it is aimed to evaluate the contribution of activities prepared with Web 2.0 technologies for the sound formation unit within the scope of the music lesson to the learning levels of students. Depending on the purpose of the research, answers to the following questions were sought:

1. To what extent does the activity prepared with Web 2.0 technologies contribute to the learning level?

2. What are the students' views on the activity prepared with Web 2.0 technologies?

Method

Research model

The mixed-method is a research model that was used in this study in which the researcher collects both quantitative and qualitative data, analyzes and integrates the data with both methods to reach answers (Creswell, 2017; Yıldırım & Şimşek, 2021; Strijker, Bosworth & Bowter, 2020).

During the design of this research the sequential explanatory design was usedand is aimed to support the data obtained using quantitative methods with qualitative methods and to analyze the results of the research in-depth (Creswell, 2017; Çepni, 2021; Yıldırım & Şimşek, 2021).

For this purpose, the quantitative research method was used to determine the contribution of the activity prepared with web 2.0 technologies to the learning level of the students. To support the data in the research, data were obtained by semi-structured interview form and knowledge test.

Application: At this stage, The activity called "What Is This Sound?" was held for 2 hours (80 minutes) and was prepared by the researcher using web 2.0 technology tools for the "formation of sound" unit in the 9th-grade music curriculum prepared by the Ministry of National Education. At the end of the activity, the knowledge test prepared by the researcher was applied.

Study group

The study group of the research consists of 220 students studying in the 9th grade of Anatolian High School. The demographic information of the students participating in the research is given in Table 1.

Table 1. Findings of the Demographic Information of the Students Participating in the Research

Gender	f	%
Female	126	57,3
Male	94	42,7
Total	220	100

Age	f	%
13	33	15
14	166	75,45
15	20	9,1
16	1	0,45
Total	220	100

As seen in Table 1, it was determined that 57.3% of the students were girls and 42.7% were boys; 15% of them are 13 years old, 75.45% of them are 14 years old, 9.1% of them were in the age group of 15, and 0.45% of them were in the age group of 16.Interviews were also conducted with a group of eight students in the study groupwho were randomly selected.

Data Collection Tools

Two types of data collection tools were used in the study. For quantitative data, a "knowledge test" was prepared for the study group by the researcher to determine the realization status of the achievements in the "formation of sound" unit after the activity.

To determine the qualitative data of the research a semi-structured interview technique, one of the interview technique types, was used. . The questions in the semi-structured interview form were written by the researcher to determine the opinions of the participants about the activity prepared through web 2.0 technologies. To ensure the validity of the prepared interview questions, they were presented to the expert opinion, questions and items that should be removed and added were corrected, and the interview form was finalized at the end of the expert opinion.

Data Collection and Analysis

Mean, frequency, and percentage calculations were used for the analysis of the data including demographic information and the data obtained from the knowledge test. Knowledge test success point values were determined according to the item of evaluation with points in line with the general principles of measurement and evaluation of the Secondary Education Institutions Regulation of the Ministry of National Education (Ministry of National Education [MEB], 2013).

The qualitative data collection in the research were made using a semi-structured interview form and interview technique. The semi-structured interview form consisted of 7 open-ended questions, and the data were obtained as a result of one-on-one interviews with eight students in the study group. The obtained data were analyzed and interpreted by content analysis, and direct quotations were included to reflect the views of the students (Adhabi & Blash Anozie, 2017; Yıldırım & Şimşek, 2021).

The qualitative data obtained in the research were coded, then divided into themes and interpreted. While quoting, the names of the students were coded with abbreviations as student 1 (S1) and student 2 (S2).

To ensure the reliability of the qualitative data of the research, the data in question was presented to the opinion of two field experts, and consistency analysis was carried out. Consensus and differences of opinion were determined during the interviews, and the percentage of consistency was calculated by using the reliability calculation formula P (Percent Consistency) = Na (Number of items coded the same in two forms)*100/Nt (Total number of items in one form) (Çepni, 2021). The agreement between the evaluations of the experts was 85.19. Since this value is 70 or above, it is considered sufficient for data analysis, and it is concluded that reliability is provided (Miles & Huberman, 1994: cited in Baş, 2014).

Findings

In this section, the findings obtained from the data collection tools are given.

Table 2 shows the success rates obtained from the knowledge test after the "What is this sound" activity of the students who participated in the research. The data obtained from the knowledge test are given in Table 2.

Table 2. Knowledge Test Success Results

Success Point Value	f	%
85-100	58	26,36
70-74,99	101	45,91
60-69,99	35	15,92
50-59,99	12	5,45
0-49,99	14	6,36
Total	220	100

As seen in Table 2, it was determined that 26.36% of the students scored 85-100; 45.91% of them scored 70-74.99 points; 15.92% of them scored 60-69.99 points; 5.45% of them were in the range of 50-59.99 points, and 6.36% of them were in the range of 0-49.99 points. The findings regarding the answers given by the students to the knowledge test are as follows:

Table 3. Table of Students' Answers to Knowledge Test

Question Number	Question Type		f	%
1. Question	Gap-filling		208	94,5
			12	5,5
2. Question	Multiple choice		140	63,6
			80	36,4
3. Question	Multiple choice		215	97,7
			5	2,3
4. Question	Gap-filling		187	85
			33	15
5. Question	Matching	A	187	85
			33	15
		B	204	92,7
			16	7,3
		C	201	91,6
			19	8,4
		D	210	95,5
			10	4,5
		E	211	95,9
			9	4,1
		F	211	95,9
			9	5,1

		A	194	88,1
			26	11,9
		B	187	85
			33	15
		C	193	87,8
			27	12,2
		D	184	83,7
6. Question	Matching		36	16,3
		E	181	82,2
			39	17,8
		F	195	88,6
			25	11,4
		G	168	76,4
			52	23,6
		H	166	75,5
			54	24,5
7. Question	True/ False		211	96
			9	4
8. Question	Gap-filling		184	83,6
			36	16,4
9. Question	Gap-filling		106	48,1
			114	51,9
Total			**220**	**100**

Table 3 shows that the third question of the knowledge test is the one with the most correct answers (97.7%); the second question (36.4%) and the 9th question (51.9%) were the most incorrectly answered questions. In addition, it is seen that 94.5% of the students answered the 1st question of the knowledge test correctly, 97.7% of them answered the 3rd question correctly, and 96.4% of them answered the 5th question correctly. However, it was determined that the students gave more wrong answers to the A option (15%) of the 5th question and the H option of the 6th question (24.5%), which are in the matching question type.

Students were asked to express their opinions on the contribution of the activity, which was prepared through Web 2.0 technologies, to their education. The codes and themes created from the data obtained are given in Table.

Table 4. Student Views on Contribution of the Activity to Personal Education

Theme	Sub-Theme	Code	Participants
Personal Education	Self Awareness	Voice Health	S1, S3, S4, S5, S6, S8
		Confidence Gain	S2,S7
		Foresight	S2,S4
	Knowledge Level	Anatomical Awareness	S7,S8
		Obtaining Theoretical Knowledge	S2, S3, S6

As can be seen in Table 4, there are students who expressed their opinions about the contribution of the activity to personal education. it was determined that they expressed opinions in the direction of voice health (6), self-confidence gain (2), and foresight (2); regarding the "level of knowledge" sub-theme they expressed opinions in the direction of anatomical awareness (2) and obtaining theoretical knowledge (3). Some of the students' views on this theme are given below.

"…I think about working with music. I will pay more attention to my voice" (S1).

"…I learned my sound level. Human voices are divided into thin-medium-thick. My voice will be thin or medium" (S2).

Students were asked to express their opinions on the attractiveness of the activity, which was prepared through Web 2.0 technologies. The codes and themes created from the data obtained are given in Table 5.

Table 5. Student Opinions on the Attractiveness of the Activity

Theme	Sub-Theme	Code	Participants
Attractiveness	Contents	Sound Types	S1
		Surgery videos	S1, S2, S4, S7, S8
		Vocal Cords Structure	S3, S8, S6
		Opera	S6
		Sound Protection	S5, S8
	Active Learning	Peer Interaction	S2
		Place	S4

As can be seen in Table 5, it was determined that the students expressed their opinions about the sound types (1), surgery videos (5), vocal cord structure (3), opera (1), preservation of the voice (2) regarding the "content" sub-theme of the "attractiveness" theme; regarding the "active learning" sub-theme, students expressed their opinions about peer interaction and space (1). Some of the students' views on this theme are given below.

"Vocal cord surgery! I saw it for the first time, it was very interesting for me" (S8).

"I've seen it in movies before. Opera is a beautiful piece of music. There is such a genre of music. I watched and listened for the first time" (S6).

Students were asked to express their opinions on the difference between the activity prepared through Web 2.0 technologies and the music lesson. The codes and themes created from the data obtained are given in Table 6.

Table 6. Student Opinions on the Difference Between the Activity and the Music Lesson

	Sub-Theme	Code	Participants
Differences	Content	Concerning Life	S1
		Fun	S1, S3, S4, S6, S5, S7
		Attractiveness	S1, S8
	Physical Condi-tions	Attention-Raising Environment	S2, S8
		Location Factor	S4, S5, S3
	Effective Teaching	Active Learning	S5
		Interaction	S6, S7
		Memorability	S7, S8
		Focusing	S8
		Visual Support	S8

As can be seen in Table 6, it was determined that students expressed opinions regarding the "content" sub-theme of the "differences" theme in the direction of concerning life(1), fun (6), attractiveness (2); regarding the "physical conditions" sub-theme in the direction of the attention-enhancing environment (2), location factor (3); regarding the "effective teaching" sub-theme in the direction of active learning (1), interaction (2), memorability (2), focus (1), and visual support (1). Some of the students' views on this theme are given below.

"It is not effective in the classroom. But in this environment, all of my friends and I can participate. It is fun" (S6).

"Lessons in the classroom can be boring sometimes. I think the place where we learn is very important. Instead of the classroom environment, I prefer environments like here where everyone can participate" (S7).

"...we learned things that we should pay attention to in our daily life" (S1).

Students were asked to express their opinions on the awareness of the mutation period of the activity, which was prepared through Web 2.0 technologies. The codes and themes consisting of the data obtained are given in Table 7.

Table 7. Student Opinions on the Contribution of the Activity to Mutation Period Awareness

Theme	Code	Participants
Awareness	Self-Knowledge	S1, S2, S4, S5, S6, S7
	Self-Confidence	S1, S2
	Protecting the Sound	S1,S2,S3,S4,S5,S6,S7, S8
	Change of Voice	S1, S4, S6
	Consulting Field Expert	S3, S5

As can be seen in Table 7, there are students who expressed their opinions about the contribution of the activity to the awareness of the mutation period. It was determined that the students expressed their views on the theme of "awareness" in the direction of self-knowledge (6), self-confidence (2), protection of the voice (8), change of voice (3), and consulting a field expert (2). Some of the students' views on this theme are given below.

"… After this activity, I realized that I don't need to be afraid or ashamed while singing because everyone has it" (S1).

"I realized myself. How is my voice changing? What will happen in the future? What will happen if I don't pay attention? Now I know all of them" (S6).

Conclusion and Discussion

According to the results obtained from the knowledge test, it is thought that the activity prepared with web 2.0 technologies contributes to the knowledge level of the students, provides ease of learning the theoretical knowledge and is a reminder. From this point of view, it is considered important to use applications that can make permanent changes in students in the education process. It is thought that the inclusion of web 2.0 technologies in music education, which especially affects the aesthetic perspective and cultural level of the person, allows students to act together with the community and work in cooperation, will contribute positively to their learning levels.

In the literature, studies show that the lessons, which are carried out with activities prepared with web 2.0 technologies, have a positive contribution to the learning levels of the students. In his study, Can (2021) concluded that the Edmodo application contributed to the effective, permanent, and fast learning of the students, increased their motivation, and made the lessons fun. Similarly, Karadağ and Garip (2021) determined that the LearningApp application can be used in the course processes. Based on this, it is stated that the activities carried out with web 2.0 technologies in educational environments will contribute to the effective, permanent, and rapid learning of the students and it is also thought that it will increase their motivation towards the lessons. With this thought, it is considered important to organize and plan the said technologies in such a way that they can be used in teaching environments and to enrich the course content with activities prepared with web 2.0 technologies.

In line with the findings of this investigation, it was determined that the activity prepared with web 2.0 technologies contributed to individual awareness, students' knowledge levels,, and to the active learning of the physical environment in which the activity was carried out. In similar studies, it was concluded that activities carried out with web 2.0 technologies contributed to individual awareness and knowledge levels of students (Afach, Kiwan & Semaan, 2018; Stefancik & Stradiotova, 2020). From this point of view, it is thought that the more active use of these activities in the educational process will contribute to the cognitive development of students. For this reason, it is considered necessary to prepare activities with web 2.0 technologies in such a way that students can be active in the education process and increase their awareness levels.

The students who participated in the research thought that the activity carried out with web 2.0 technologies was different from the music lesson held in the classroom in terms of content, physical conditions, and teaching method; however, it has been determined that they expressed their opinion that the event contributed to their awareness of sound health and protection.

It has been determined that the activities prepared with Web 2.0 technologies contribute to the creation of a more effective learning environment in line with

the interests and wishes of the z-generation students and to transform the learning environments into a more equipped and enjoyable one. Similarly, studies have supported that the activities carried out with web 2.0 technologies contribute to the learning level of students (Arslan & Coştu, 2021; Ergül Sönmez & Çakır, 2021; Açıkgül Fırat & Fırat, 2020; Vanichvasin, 2021; Kazazoğlu & Bilir, 2021; Egüz, 2020; Karakaş & Kartal, 2020; Bolliger & Shephard, 2017; Şahin Topelcengiz & Yıldırım, 2020; Juškeviciene & Kurilovas, 2014; Azid, Hasan, Nazarudin & Ali, 2020; Jong & Tan, 2021). With this thought, it is necessary to use in-class and extra-curricular activities prepared with web 2.0 technologies that support educational environments.

In line with the findings obtained from the research, the following recommendations can be made:

An effective music lesson within the scope of general music education helps students to have an aesthetic point of view; it is also known to contribute to artistic and intellectual knowledge (Uçan, Yıldız & Bayraktar, 1999; Arslan & Gül, 2019). For this reason, the lesson planning of the music lessons held within the scope of general music education should not be neglected. In addition, it is considered very important for students in secondary education to be aware of the voice changes they will experience during the mutation period they are in, to overcome this period in a healty way and without damaging their vocal organs, and to have an awareness to protect their vocal health. For this reason, it is considered necessary to prepare the music education to be carried out within the scope of general music education so that students have the level of knowledge and awareness that they can get through the period they are in most healthily and consciously.

In the 21st century, where the way of accessing information is constantly changing, it is seen as very important to bring the education system of our country closer to the universal and contemporary, to bring the technology that students put at the center of their daily lives to their educational environments and to enable it to be used beneficially, with the intention that it will increase the quality and qualification of the education and training process. It is thought that it is necessary for teachers and students to actively use web 2.0 applications in order to adapt to the universal, to include technology in life, and to be involved in universal music studies. The fact that the course activities prepared with the support of Web 2.0 technology tools by the teachers in a planned and programmed process will contribute to the academic success of the students; it is also thought that it will have a positive effect on students' personal and social development. For this reason, it is considered necessary and important to use web 2.0 technology tools, which are almost at the center of our age, by teachers and students more actively. With this in mind, it is deemed necessary to organize in-service training programs, courses, and seminars not only with theoretical but also applied studies so that teachers can have the equipment to use these studies effectively and efficiently in learning environments. In addition, it is considered necessary to

support students with programs in which they can use web 2.0 technology tools within the framework of support and training courses to contribute to their education and training processes.

It is known that web 2.0 technologies, which started in the 1970s and developed from year to year, have been included in education programs at a universal level intensively (Günay & Özdemir, 2012). Especially recently, thanks to augmented reality applications, presenting abstract concepts to students concretely, has contributed to the achievement of the targeted gains and the differentiating expectations of the z-generation have become meetable.

It is known that digital technology is advancing day by day, applications are updated and technological tools are developed for new needs. It is thought that web 3.0 tools, that we have just been introduced to as of 2021, are about to be developed; the concept of "meta-verse", which we will encounter frequently in social media and similar online environments recently, can be used in education/training environments in the future. For this reason, it is considered important to provide school equipment that is suitable for the requirements of the 21st century and is shaped according to the interests and needs of the student profile of our age. It is considered necessary in terms of equality of opportunity in education that these types of equipment are accessible not only in private schools but also in public schools.

The disadvantages of Web 2.0 technologies and other digital technological content - in the education and training environment should not be ignored. The inadequacy of application knowledge of these technologies and contents, the lack of control that may be experienced in online learning environments, the inadequacy of materials for students, and other issues, reveal the necessity of being planned and programmed in the use of these technologies, since situations such as these can negatively affect the effectiveness of the education and training environment. In parallel with the science, internet and technology developments of our age, it is suggested that different studies be carried out in order to renew the education system of our country for these developments.

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Authors

***Melike Çakan Uzunkavak** was born in Trabzon. She started his music education at Trabzon Anatolian Fine Arts High School in 2005. She graduated from high school in 2009 and started the Department of Music Education from Dokuz Eylül University Buca Faculty of Education in the same year. She graduated her undergraduate education as the first of her department in 2013. She was appointed to Zonguldak-Devrek as a music teacher in 2015. In 2018, she started her Master's Degree in Music Education from the Department of Fine Arts Education of the Institute of Educational Sciences of Uludag University under the guidance of Dr. Lecturer Gülnihal GÜL and graduated with a master's degree in 2020. She started her doctorate in Music Education from the Department of Fine Arts Education of the Institute of Educational Sciences of Bursa Uludag University in 2022 and she continues her education as a doctoral student under the supervision of Doç. Dr. lecturer Gülnihal Gül. In 2018, she was appointed to Trabzon Affan KitapcıoGlu Anatolian High School and is currently working as a music teacher.

ORCID : https://orcid.org/0000-0002-8936-6417

Dr. Gülnihal Gül was born in Gümüşhane. She completed her primary and secondary education in Bursa. She graduated from Uludağ University, Faculty of Education Department of Music in 1997. She started working as a Voice education instructor at the Music Education Department of the Faculty of Education of Uludag University in 1999. She graduated from her Master's program at the Institute of Social Sciences of Uludag University in 2000. She continued her voice technique studies with Ankara State Opera and Ballet artist Hülya Kazan between 2001 and 2005. In 2012 she completed her Doctorate Program at the Institute of Social Sciences of Uludag University. Currently, she is working as a "Voice Training" lecturer in the Department of Music Education at the Faculty of Education of Uludag University.

ORCID: https://orcid.org/0000-0001-9437-2419

Constructing Critical Thinking Scenarios in Online Legal English Classes[1]

Construyendo escenarios de pensamiento crítico en clases de inglés legal en línea

**Eliana Edith Roberto-Flórez,
Gladis Leonor Arias-Rodríguez,
Yomaira Angélica Herreño-Contreras**[2]

Universidad Santo Tomás, Colombia

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[2] Eliana.roberto@usantoto.edu.co; yomairaherreno@usantoto.edu.co;
gladis.arias01@usantoto.edu.co

Abstract

This paper reports qualitative research on constructing critical thinking scenarios in online legal English classes at a private university in Colombia. This study aimed to enhance law students' critical thinking skills development in EFL (English as a Foreign Language) classroom through virtual tools by implementing a descriptive case analysis. Data were gathered through a journal, a survey and a focus group. It was demonstrated that when students are trained in critical thinking, they learn to develop specific abilities such as reasoning, making proposals, identifying and solving problems, making inferences, making decisions according to their prior knowledge and the context needs. Furthermore, the strategies contributed to improving students' communication skills in the foreign language.

Keywords: Legal English, Critical thinking, Online English Teaching, Online English Learning, prior knowledge.

Resumen

Este artículo reporta una investigación cualitativa sobre la construcción de escenarios de pensamiento crítico en clases de inglés legal, en línea, en una universidad privada en Colombia. Este estudio tuvo como objetivo mejorar el desarrollo de las habilidades de pensamiento crítico de los estudiantes de derecho en clases de EFL (inglés como lengua extranjera) a través de herramientas virtuales mediante la implementación de un análisis de caso descriptivo. Los datos se recopilaron a través de un diario, una encuesta y un grupo de enfoque. Se demostró que cuando los estudiantes se capacitan en pensamiento crítico, aprenden a desarrollar habilidades específicas como razonar, hacer propuestas, identificar y resolver problemas, hacer inferencias, tomar decisiones de acuerdo con sus conocimientos previos y las necesidades del contexto. Además, las estrategias contribuyeron a mejorar las habilidades comunicativas de los estudiantes, en la lengua extranjera.

Palabras clave: Inglés legal; pensamiento crítico, enseñanza de inglés en línea, aprendizaje de inglés en línea, conocimientos previos

Resumo

Este artigo relata uma pesquisa qualitativa sobre a construção de cenários de pensamento crítico em aulas online de inglês jurídico em uma universidade privada na Colômbia. Este estudo teve como objetivo melhorar o desenvolvimento de habilidades de pensamento crítico de estudantes de direito nas aulas de inglês como língua estrangeira, por meio de ferramentas virtuais, implementando uma análise de caso descritiva. Os dados foram coletados por meio de um diário, uma pesquisa e um grupo focal. Mostrou-se que quando os alunos são formados em pensamento crítico, aprendem a desenvolver habilidades específicas como raciocinar, fazer propostas, identificar e resolver problemas, fazer inferências e tomar decisões de acordo com seus conhecimentos prévios e as necessidades do contexto. Além disso, as estratégias contribuíram para melhorar as habilidades comunicativas dos alunos, na língua estrangeira.

Palavras-chave: Inglês Jurídico, pensamento crítico, ensino de inglês online, aprendizado de inglês online, conhecimento prévio.

Introduction

Nowadays, education aims at developing students' critical thinking skills, and EFL teaching and learning scenarios (English as a Foreign Language) are increasingly including methodologies intended to foster the in-tandem development of communicative and critical thinking skills. Vanicheva et al. (2015) assert that "the skill of critical thinking, or ability to make conclusive decisions within a given situation, requires appropriate knowledge of content of the matter in view, which shows the need to align ESP content with the content of the main [...] discipline" (p. 662). In the present paper, the ESP (English for Specific Purposes) content corresponds to Legal English classes oriented in the Law Faculty at Universidad Santo Tomás (hereafter USTA) in Tunja and Villavicencio.

Previous research on ESP conducted nationwide has focused on the development of communicative skills mainly reading (Arias-Rodríguez, 2014; Hernández, 2019). In her study, Arias-Rodríguez (2014) intended to promote reading within a group of law students. She concluded that "reading specialized texts permitted students to enrich their background knowledge and to apply it to their next written assignment and also in subsequent debates or oral reports" (pp. 111-112). Hernández (2019) tackled the issue by implementing Virtual Learning Objects (VLO) and determined that "VLOs serve to promote reading strategies for ESP courses" (p.119).

In this article, we describe the steps followed to make online Legal English classes scenarios to construct Critical Thinking settings. At USTA law students take two semesters of Legal English as part of their training as future lawyers, and some studies have been conducted to assist students in gaining a domain in Legal English. Rico (2014) examined how movies and TV series contributed to learning Legal English vocabulary. Arias-Rodríguez (2017) conducted a research study aiming to describe the impact of developing students' linguistic competence through listening and reading short stories. Furthermore, critical thinking as a concern to be included into the Legal English classes has been addressed by some studies developed by Arias- Rodríguez et al. (2014), Herreño-Contreras and Huertas (2019) and Herreño-Contreras (2020).

Previous research at USTA on this issue was conducted within face-to-face classes. In the framework of the present research, researchers ventured to make online Legal English classes scenarios to develop critical thinking. To do so, English classes were adjusted to the international standards established by the Common European Framework of Reference for Languages (CEFRL). In each course, students were able to develop a variety of activities promoting the advance of the four communicative skills (listening, speaking, reading and writing). After a diagnosis stage and in-class conversations between the researchers and the law students, it was evidenced that they required more agility and training to analyze legal cases and daily situations from a critical thinking focus, which is necessary in current times, due to the society's needs

and daily life problems. In the Legal English courses, it is assumed that students have acquired most of the English language input, thus, in these semesters students are fostered to develop different skills that are going to contribute to their professional development such as the identification of problems and their solution through their reasoning.

In a diagnosis exercise implemented to law students, the teachers faced students to daily life problems, but they were superficial at the time of making their own analysis and proposing a realistic solution to the problems they were presented; thus, the researchers realized that students required to be trained in the development of specific skills that are necessary under the current circumstances, in terms of communication they needed to gain self-confidence to express their ideas in English, they required agility to analyze the context and set the best solutions to problems according to the context, when they analyzed a case, they only mentioned they agreed or disagreed about the decisions of lawyers or the court because there were mandatory regulations, but they rarely proposed new ways to solve the problems, they did not present strong arguments to defend their viewpoints, they required to develop their critical thinking. In this sense, Legal English classes intended to prompt them to be more analytical and explain in depth different situations that affect today's society.

In order to tackle this issue, the present research sought to create a suitable environment that met the students' needs in terms of developing their critical thinking skills. Bearing in mind the researchers' previous experiences as Legal English teachers at this university, we realized that the identification and analysis of daily life problems are essential for law students as they serve to train them as future lawyers who must be ready to contribute in the construction of a better society.

This research intended to provide more insights on approaches to develop critical thinking skills within ESP classes -in this case Legal English- and also encourage students' communication in the English language. This article aims at sharing the findings that emerged after conducting a qualitative research study, bearing in mind the following research question: How to enhance law students' critical thinking skills development in the Online Legal English classes at USTA? In a general scope, it aimed at promoting students' cognitive skills (interpreting, arguing and proposing) by using legal issues in online ESP classes. Thus, engaging students in using prior knowledge for analyzing daily life legal problems, and motivating students' communicative competence through legal case analysis in English were set as specific objectives.

Theoretical Framework

In this section, the main theories underpinning the study will be explored.

Critical Thinking and Language Teaching

Critical thinking is an important aspect to be developed in education because it leads students to apply research procedures to discern knowledge, for example, making questions and answering from a reasonable point of view and obtaining results based on rational procedures; about it, Wang and Zhenh (2016) state "Critical thinking is purposeful, reasoned, and goal-directed. It is the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions" (p. 1325); besides, The Open University (2008) highlights that critical thinking helps students to synthesize thoughts and analyze theories in a coherent way. Thus, including critical thinking in teaching becomes meaningful because students grow capable of making correlations between class content and their real living context, and subsequently Legal English classes become conducive to learning through practice, observation and analysis.

While preparing classes, it is important that teachers keep in mind the context where students interact; thus, activities and strategies must respond to their academic needs. Astleitner (2011) argues that instructional activities are appropriate to develop critical thinking as well as the instructional context. In this manner, critical thinking is coherent with teaching English to law students in aspects like case analysis, since it motivates students to identify problems in the local context and use all their background knowledge to solve them properly and in line with the field of law. In this regard, Paul and Elder (2007) declare that

> Developing critical thinkers is central to the mission of all educational institutions. By ensuring that students learn to think critically and fair-mindedly, we ensure that students not only master essential subject matter, but become effective citizens, capable of reasoning ethically and acting in the public good. (p. 9)

In this way, the benefits of developing students 'critical thinking not only help them to increase their capacity to enhance their knowledge, but also to be accurate while making decisions as a collaborating member in the society. Medina (2012) argues that critical thinking is inherent to human beings, but it must be cultivated in the educational contexts. Besides, Ennis (2011) stated a set of critical thinking dispositions (care that their beliefs be true, care to understand and present a position honestly and clearly and care about every person) and abilities (focus on a question, analyze arguments, ask and answer clarification and/or challenge questions, judge the

credibility of a source, etc.) to be implemented in academic contexts. At this point, it can be assumed that all students should be involved in critical thinking procedures; according to our own experience as English teachers in the law career, law students in particular, should develop this sort of skills due to their contact with the problems of the community which require them to be rational, flexible, creative, and impartial concerning everyday situations.

English for Specific Purposes

English for Specific Purposes (ESP) has been one of the most important tools for university students because they need to develop their English skills in their own field of study, it assists them in obtaining information based on their professional interests. Anthony (1997) defines ESP as: "The teaching of English used in academic studies or the teaching of English for vocational or professional purposes" (p. 9-10). Thus, this approach was created after 1960 and from that moment, it has evolved in techniques and uses due to its benefits in terms of knowledge acquisition for students and professionals in exercise.

Additionally, ESP has grown around the world in schools and universities as a strategy to develop knowledge and as a special mechanism to research information, keeping in mind that nowadays students and professionals require skills that let them interchange worldwide without barriers. Galina (2016) states that ESP is related to the teaching and learning of English as a second or foreign language, and as an aim for students to use English in the academic, professional or occupational fields, depending on their needs. In this manner, it has been well received in the academic context because it opens doors especially for those who want to investigate and increase their knowledge.

According to Arias-Rodríguez (2014), ESP becomes interesting for students because they can look for information they need about different subjects in the international magazines, journals, books and databases; furthermore, they can access latest information, this is a key aspect for their learning. On the other hand, it is not an easy job because English teachers do not always have a wide knowledge of specialized information to answer students' doubts as it could be required. Jo McDonough (2010) points out about it: "The teacher's task is potentially more difficult where students are already experts in their fields" (p. 476); there are cases in which teachers have to learn a lot of vocabulary to be able to teach ESP in a specific academic context. All in all, nowadays ESP skill development is quite relevant for students' academic and professional life because this sort of skill allows them to argue, make claims, support ideas, and in general, to communicate in real contexts with strong and sound arguments.

Online English Teaching and Learning

Online English teaching has currently become paramount as in 2020 education took a leap into a more constant virtuality. Compton (2009) has designed a framework of online teaching competences which comprises competences dealing with hardware and software issues along with teaching and pedagogical competences. Similarly, Guichon (2009) hypothesizes three competences in order to handle online classes: 1. Competency of socio-affective regulation, 2. Competency of pedagogical regulation and 3. Competency of multimedia regulation. Consequently, teachers should be able to design and orient engaging online classes as well as providing adequate feedback concerning the learner's needs and performance.

The present research aimed at constructing critical learning scenarios within online legal English classes. To do so, the researchers adopted a socioconstructivist approach which implies the acquisition of new skills in order to foster pedagogical transformations and encourage better online learning and teaching practices (Hampel & Stickler, 2015). In fact, as previously stated, orienting online classes poses a set of challenges that should be handled using strategies suited for online scenarios. In this regard, Sun (2011) emphasizes that even though "an online community can be built through technology, […] a truly functioning online learning community is much harder to come by" (p. 438).

Successful online teaching relies heavily on the mastery of the aforementioned competencies, the ability to attain the course's goals, and also an existing balance among the participants involved. Rubin et al. (2013 cited by Montiel-Chamorro, 2018) state that "one characteristic of a successful online course is its capability to create a CoI [Community of Inquiry] where learners, instructors, and learning materials interact to develop knowledge and skills" (p. 22).

In this sense, acquaintance with ICT, training and confidence become indispensable requirements to guarantee technological competences that may influence the way teaching is conducted, and how learners engage in their learning process. Peeraer and Van Petegem (2011) state that "a lack of competence goes together with a lack of confidence" (p. 980). In the online lessons, teachers additionally display their implicit theories. According to Cárdenas-Claros and Oyanedel (2016) "the pedagogical beliefs of both teachers and students seem to be the final frontier for successful technology integration in the language classroom" (p.221), and this is a key factor brought into consideration within this research.

Method

This section is intended to display information concerning the research design, research method, and the procedures followed to collect and manage data.

Context and participants

This study was developed at Universidad Santo Tomás in Tunja (USTA-Tunja) and Villavicencio (USTA- Villavicencio) in Colombia. It offers 5 English courses of general English to all the programs, but in the law career, where this research was conducted, it differs to some extent as there are four courses more. At USTA Tunja, law students take 9 courses, the first five levels are focused on general English, sixth and seventh courses are based on reading comprehension and the last two levels are oriented on legal English. In Villavicencio students enroll in 7 levels of General English, and 2 levels of Legal English in eighth and ninth semesters. Thus, this research was developed within the Legal English courses in both branches: Tunja and Villavicencio due to the fact that topics are totally related with the legal ordinance and students require their prior knowledge (as law students) to analyze the proposed cases. This project was carried out with 62 students, 37 of them belonged to USTA Tunja (25 from Legal English 1 and 12 from Legal Legal English 2) and 25 (Legal English 1) from USTA Villavicencio.

Research design

A descriptive case study was implemented in the development of this study. Yazan (2015) asserts that this method allows the researchers to carry out a detailed observation and analysis of a particular situation in the classroom. In general, all types of case studies can overlap, because they have the following similar aims: (a) to depict the relatively incontrovertible details of the people, place, events, transactions, and processes of the case—a description that others would likely make if they had been there; (b) to give a clear picture of what is happening, without making judgments—an organized and coherent presentation of the phenomenon; and (c) to develop and expand on relevant concepts. A descriptive case study distinguishes itself from other types of case studies by its preoccupation with articulating a descriptive theory.

The present study corresponds to qualitative research. According to MacDonald (2010), qualitative methods contribute to understanding how people interpret their context, as well as their motivations to act. In this sense, this study aims at shedding light on a pedagogical strategy mediated by the analysis of legal problems and the

use of digital tools so as to foster critical thinking within Legal English classes. This descriptive case study was found on students' needs analysis which provided useful data in order to design and execute workshops. As part of the research process, students were advised about the research project and its scope as a necessary step to ensure their informed consent. Then, a pedagogical intervention and data collection were conducted. Finally, data analysis allowed researchers to come up with a set of conclusions and pedagogical implications derived from this research project.

Data collection instruments

Over the course of the present research, data collection was conducted by means of three instruments, namely, a survey, a researcher's journal and a focus group session.

Survey. A survey is conceived as a "research instrument consisting of a set of questions (items) intended to capture responses from respondents in a standardized manner" (Research Methods for the Social Sciences, n.p).The survey consisted of open and closed - ended questions intended to delve into students' perceptions on the class methodology, the legal case analysis approach and whether they considered there was any sort of academic growth in terms of communicative and critical thinking skills. In this sense, "Open-ended survey questions allow respondents to answer in their own words [...] In contrast, closed- ended questions require the respondent to choose from among a given set of response" (Salant & Dillman, 1994; McIntyre, 1999 cited by Glasow, 2005). The survey was administered to identify students' perceptions about the legal English course in general.

Journal. This instrument was used by researchers in order to register their classroom observations in a structured journal form, to record meaningful aspects that emerged from the process of teaching and learning English in a legal course and to obtain written registers about students' performance during the development of the workshops. According to Annink (2017), "The research journal is a tool for observing, questioning, critiquing, synthesizing, and acting" (n.p). Altrichter and Holly (2005) mention some key elements of a research journal, such as: data obtained from various sources, supporting information (photographs, videos), contextual information, researcher's insights and subsequent ideas or action plans. In this case, the researcher's journal was complemented by the class videos as all the classes were given by means of web video conferencing applications (Zoom and Google meet).

Focus Group. "In a focus group discussion, researchers adopt the role of a "facilitator" or a "moderator." In this setting, the researcher facilitates or moderates a group discussion between participants and not between the researcher and the participants" (Nyumba et al., 2018, p.21). Besides, "the key aspect of focus groups is the interactions between participants as a way of collecting qualitative data that would not emerge using other methods" (Kitzinger, 1994, p. 104). When the pedagogical intervention concluded, students were asked to participate in a focus group session to discuss their academic experiences and emotions in a deeper way. The present project was conducted within three different Legal English courses, thus, three focus group sessions were carried out, thus, a set of predetermined interview questions were used to gather information.

Pedagogical intervention

The pedagogical intervention of the present research took 4 months and consisted of 4 workshops that were implemented with three different groups of Legal English (two in USTA Tunja and one in USTA Villavicencio). Every workshop was designed in order to attain the following objectives: to promote students' cognitive skills (interpreting, arguing and proposing), to link prior knowledge to analyze legal cases in English, and to apply different reading strategies to understand legal cases, spread legal vocabulary and share possible solutions orally and in a written way. The workshops' topics covered various law branches such as family law, public law, criminal law and constitutional law. Thus, in the Legal English classes, students discussed on issues related to child support, homicide, indigenous communities and the violation of their human rights, the environmental detriment and its correlation with health problems as well as discrimination and the right to free personality development.

The aforementioned topics were selected by students themselves as in the first stage of the pedagogical intervention they were requested to gather information of a case that should be treated in class according to their knowledge and experience. They created videos summarizing the main facts of the case, and afterward the whole class was expected to watch the videos and vote. Thus, students voted to select the most interesting cases, and based on the voting results, researchers designed four workshops to be carried out within the Legal English classes.

Workshops comprised five stages intended to foster the development of specific skills. The first stage was devoted to introducing vocabulary related to the workshop's topic so as to allow students to become acquainted with legal terminology. As for the second stage, it usually consisted of a speaking activity derived from a set of guiding questions on the class core topic. The third stage intended to engage students in the case analysis itself. To do so, students were presented the case by means of a video and a summary. In this stage, they firstly approached the case and discussed some initial ideas

and insights, which served as the starting point to conduct more in-depth research on the issue. During the fourth stage, students were expected to work collaboratively and gather more information on the case and even resort to jurisprudence and normative in order to have a big picture of it. Finally, in the last stage they were requested to use digital tools to share their insights. Thus, they designed infographics, flipbooks, mind maps to display their insights on the legal case. Law students from Tunja prepared and performed a hearing in English as a final product. In this task they played specific roles such as: the judge, the lawyers, the witnesses, among others. Besides, they followed the stages established in a real hearing, presented the legal documents with proofs and finally, they provided the best legal solutions assuming a critical position and providing strong arguments supported by the Colombian Law.

Data Analysis

Ground theory approach was used in order to analyze the gathered information as it allows to organize the information in a systematic way. According to Chong and Yeo (2015), Grounded theory is suitable for analyzing social processes or social life phenomena, especially when there is not theory about it, besides it is appropriate for studying specific moments or situations in education. Thus, in the current study, information was collected through the use of three research instruments in order to validate the findings by the use of triangulation. Jensen (2008) defines triangulation as "Seek out multiple sources of data and use multiple data- gathering techniques". (p. 139). In this study, this process was evidenced because the information was gathered in different ways. Afterward, information was gathered, classified and coded from the three Legal English groups, identifying similarities and differences, some main categories were established and explained in order to answer the research questions stated at the beginning of the project.

Findings and Discussion

In this section findings derived from the present study will be explained:

First category: Legal Vocabulary Acquaintance and Influences in Students' Performance

One of the purposes of this study was to motivate Law students to use and apply ESP within classrooms, as an innovative pedagogical tool in the use of digital environments in order to help them construct critical thinking scenarios in their legal English classes. Thus, students could express meaningful experiences through the

analysis of legal cases. "Well teacher, the English classes were nice and I felt motivated to learn because it was a mixed process of English and legal topics. I like the digital tools you gave us in the workshops" (Student 26, Focus group T, 02.06.2021).

This category refers to how this procedure lets them improve their communication in English. We observed that most students showed a positive attitude during the development of each workshop and were able to spread legal expressions when they were interpreting, analyzing and discussing legal cases in English. One of the participants said: "At the beginning, it was difficult to understand vocabulary, but the workshops helped me to learn a lot of expressions of law" (student 11, Focus group T, 04.06.2021).

ESP is a branch of the process of teaching English as a foreign language that aims at teaching the necessary contents in order to help learners perform in specific contexts. In university atmospheres, the necessity to learn another language is increasingly demanding, teachers have great challenges when implementing ESP in their areas of study. Bearing in mind that, one student expressed that "In the school we learn basic English but, in the university, we must face new content in English and for me it was nice to learn English of my career because it is very important for my profession and with legal cases, I understood better" (student 23, focus group T, 04.06.2021).

Students felt very well when they realized they could develop hearings in English, using legal vocabulary. They recognized that learning ESP allowed them to access new knowledge, academic information, participation in international events, scientific journals, among others. The implementation of ESP in the workshops was designed exclusively to meet the students' specific needs and foster the importance of speaking another language in diverse contexts such as political, economic, social and cultural. Furthermore, teachers benefited because they learned new things from Law students. One of the researchers mentioned: "Students' mood and attitude towards the class tended to change when they made their presentations. In fact, they made great analyses of the cases and me as a teacher learned a lot from them" (Entry- Research Journal 3, 20.04. 2021). Likewise, another entry refers to the students' progress in terms of analysis and meaningful use of legal background knowledge: "In the session devoted to socializing students' insights on the case, students displayed a good performance in terms of the analysis of the case, juridic implications and provision of a verdict according to their knowledge and expertise" (Entry-Research Journal 3, 18.05.2021)

In the samples above, it was evident how Law students began to understand that learning ESP is necessary in their professional life and we can summarize that the workshops contributed to strengthening students' English level. In conclusion, this research was relevant because it contributed to the training of competent professionals in the area of English as a foreign language, participants were able to play specific roles in different contexts as future lawyers in which they found suitable solutions concerning several legal problems.

Legal case analysis as a EFL methodology

Methodologies in EFL are expanded and adapted according to the students' needs as well as the teaching situations. for example, through the use of technologies, depending on students' fields of knowledge (ESP), of or focused on the development of specific skills such as critical thinking. studies done by Bilová (2016) reports that the use of legal cases improve students' interest and motivation in class work; additionally, through this research, it was possible to show some benefits like the appropriation of legal expressions and the development of critical thinking skills that helped students reinforce their legal knowledge acquisition and English language use (EFL).

Likewise, the development of this research highlights the use of legal cases as a meaningful experience for teachers and students. Thus, one of the students points out: "Well, teacher, I liked the English classes because we studied legal aspects, and the English class focused on legal English; thus, that is very interesting for us, I liked the use of legal cases a lot" (student 16, Focus group T, 14.05.2021). Additionally; about the use of legal cases as the main material, one of the researchers remarked: "Students showed a positive interest in the development of the workshop. Something positive is that the use of real law cases motivated students to search for more information about it. That search was especially done in the news" (Research Journal 2, 13.04.2021). The use of real materials -real cases- was a fundamental strategy to motivate language learning. Students not only checked the information taken to class like the videos and readings, but also had to search for extra information about the cases in order to obtain more tools to discuss, analyze and propose their own interpretations and verdicts as required in each case analysis. According to studies done by Huda (2017), there is a positive attitude on the part of students and teachers about the use of real materials because the topics and materials motivate language use, acquisition and retention of knowledge through practice and class discussion.

The present research intended to apply strategies that really motivate students to work in class, participate and be able to develop teamwork. As a result, Legal English classes made them feel committed and engaged. In this sense, one of them remarked: "The class was very dynamic, we were able to analyze cases and express ourselves freely according to our own understanding" (student 6, Focus group T, 14.05.2021).

Students' perceptions about the legal English classes showed that they felt comfortable, not only because they could analyze topics of their own career, but also because the dynamic of the activities allowed them to express their points of view. Besides, they could develop teamwork which enriched their understanding and capacity to acquire arguments to defend their position and support their own analysis about the different legal cases.

Case Analysis as a Way to Foster Critical Thinking Skills

The present research was conducted with Law students enrolled in Legal English classes. Within their law classes, they were familiar with case analysis as an approach to examine legal cases and come up with plausible courses of action or solutions. Researchers implemented case analysis as a methodology to orient Legal English classes. The analysis of Legal cases contributed to foster critical thinking skills, which in the framework of this research adhered to Ennis' taxonomy of critical thinking. Ennis (2011) outlined a set of critical thinking dispositions and abilities. Ideal critical thinkers "care that their beliefs be true and that their decisions be justified [...] care to understand and present a position honestly and clearly [...] and care about every person" (pp.1-2). Furthermore, ideal critical thinker has the ability to focus on a question, analyze arguments, challenge questions, judge the credibility of a source, observe, and judge observation reports, deduce, and judge deduction, make material inferences, make and judge value judgments, define terms and judge definitions, attribute unstated assumption, consider and reason from premises, reasons, assumptions, positions, and other propositions with which they disagree or about which they are in doubt, without letting the disagreement or doubt interfere with their thinking, integrate the dispositions and other abilities in making and defending a decision. (Ennis, 2011, pp-2-4)

In this regard, students pondered the relevance of case analysis and mentioned that " For me it is important to use cases because after graduation that will be the challenge we are going to face" (student 3, Focus group V, 25.05.2021). Similarly, another student asserted that "The experience of analyzing real cases in the Legal English class also encourages us to really investigate what happened with that case. When we analyze fictitious examples, our own beliefs and ideas are involved, and we may be wrong" (student 8, Focus group V, 01.06.2021). Roell (2019) highlights that

> Case studies can be tailored to different language levels and teaching situations, such as English for specific purposes (ESP) or content-based learning (language acquisition combined with the study of a subject matter) [...] The more complex the case is, the more specific the knowledge and the more specialized the language students will need. (p. 25)

Case analysis suits Legal English classes because it allows learners to tune their communicative skills in foreign language while they are delving into real examples of legal problems. Thus, they may resort to their legal background knowledge to tackle the issue, and attempt to communicate their ideas and insights by means of the foreign language. In this regard, one student stated that "background knowledge was vital when we were searching information about the case because we already know legal terminology in Spanish that a person who doesn't study law, usually ignores" (student

1, Focus group V, 25.05.2021). Likewise, another student declared that "the topics to be discussed were not really new, the novelty lied on transferring the legal knowledge into English" (student 6, Focus group V, 01.06.2021). Concerning the development of critical thinking skills, Kuimova (2010) refers to the advantages of implementing the case analysis within the EFL classroom. Case analysis contributes to develop and raise critical thinking (application/synthesis/evaluation) and reflective learning in the learner; develop problem solving skills; improve the student's organizational skills – as case studies are sometimes very dense in information, the key is to condense this information into logical sections and organize them so that a clear picture of the problem/issue can be understood; get you thinking and brainstorming; connect theory and practice; teach students that there may not be one«right» answer, after all; encourage attention to and self-consciousness about assumptions and conceptions; reflect the contextual, situated, complex nature of knowledge; get students to be active, not passive[...]. (n.p)

In this respect, students tended to correlate criticality with knowledge. Thus, one student stated that "As we are about to graduate, we hold a more optimal criterion as lawyers, and it differs from non-lawyers" (student 8, Focus group V, 01.06.2021). In conclusion, the present research confirms that case study is a suitable methodology to be applied within EFL settings, and its contributions transcend the development of communicative skills in foreign language as it may foster thinking, organization and collaboration skills.

Conclusions

After the application of this research project, we could see that communicative and critical thinking skills (Ennis' taxonomy of critical thinking) were fostered using the legal case analysis approach to teach Legal English online. Through workshops designed by the researchers, students were guided to learn and use legal terminology, reflect on current issues by answering some ice breaking questions, differentiate the parts of a legal case and how they are interrelated, and useful to conduct the legal case analysis. Furthermore, they engaged in collaborative activities intended to foster the use of prior legal knowledge, the assessment and exchange of suitable information to come to some conclusions concerning the given case. In this sense, academic activities like the use of real case analysis for teaching may be included as part of the daily teaching in Legal English. As it was previously mentioned they allowed students to use their prior knowledge as a way to express their ideas, additionally, they motivate students to solve real life problems and develop abilities of arguing in specific fields of law.

In regard to Online English teaching, Guichon (2009) emphasizes three teaching and pedagogical competences, namely, 1. Competency of socio-affective regulation, 2. Competency of pedagogical regulation and 3. Competency of multimedia regulation. Over the course of the present research project, researchers were able to work as a team in order to design Legal English classes and develop a pedagogical proposal intended to contribute to the in-tandem development of communicative and critical thinking skills. In relation to the first competency defined as "the capacity to establish a relationship with a learner or a group of learners, to maintain it despite distance, and to eventually build a learning community" (Guichon, 2009, p 169), we as researchers advanced in terms of solving students questions and learning predicaments within the online classes, however, there is still too much to do in order to build up real learning communities which transcend the enrollment for just one or two semesters. As for the Competency of pedagogical regulation which consists of "proposing clear and concise instructions, providing positive and negative feedback and deploying an array of strategies to facilitate second-language learning" (Guichon, 2009, p.169), we must express that it was the core of designing suitable workshops to orient Legal English classes and provide a clear class agenda for students to become acquainted with each lesson's objectives and steps. Finally, concerning Competency of multimedia regulation that "encompasses both the multimedia literacy and the computer-mediated communication literacy" (Guichon, 2009, p.170). We, as English teachers and the students as well, are still on the path to becoming more familiar with all the advantages derived from the implementation of online platforms, applications and websites. Over the course of the pedagogical intervention and aligned to the university guidelines, we conducted online classes by means of Google meet or zoom, and used Moodle as the platform to assign classwork. Furthermore, students developed some assignments using applications such as Canva, Flipsnack and Flipgrid.

Concerning the students' performance, their needs count when making decisions

about legal cases in order to find a correct solution. The Law students achieved their main goal, which was to prepare and perform a hearing in English, including legal vocabulary, support from the Colombian Law, legal background knowledge, analysis of real legal cases, among others. This was possible because they were internally motivated, their critical thoughts were heard by the teacher-researchers when they made decisions about issues they wanted to address.

Although this study was successful, there were some limitations related to the use of some digital tools, for some students it was difficult to access to the Internet when they had to attend to virtual classes, so they were lost about the activities they had to develop but they were willing to find the way to present tasks on time. Lack of time was also a limitation for participants because they had to assume other duties in their several subjects, so they asked teachers to provide extra time for the development of the activities. Finally, in some learners, it was not easy to work in groups because of the schedule each one had, thus, during the English classes, it was relevant to assign time and create breakout rooms to give students the chance to communicate and achieve their academic goals.

This project is available to be worked in other areas of study in EFL as further research because not only Law students have the necessity to explore skills about interpreting, arguing and proposing. Nowadays, students from different majors should be motivated to have a critical thinking development and the opportunity to learn how to solve problems from their field of knowledge.

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Authors

* Eliana Edith Roberto Flórez was born in Tunja, Boyacá – Colombia. She holds a MA in Language Teaching. She has worked in education for more than sixteen years. Currently, she is a full-time teacher at Universidad Santo Tomás in Tunja. She has been supporting the teaching process of English as a foreign language since 2005. Besides, she is a research teacher who has been working in different areas such as virtual tools as a complement of face-to-face classes, the way that students are involved in writing research articles in English collaboratively, teachers and students' stereotypes about the teaching and learning of English and a project related to the way to increase critical thinking awareness through the use of task-based learning approach. Besides, she has published different articles in indexed magazines and academic speaker in national and international congresses. Her goal is to help students' learning process of English as a foreign language according to their academic needs in order to understand social aspects around the world. She belongs to "Expedicionarios Humanistas" research group from USTA – Tunja and she is "Investigador Junior" in Minciencias.

ORCID: https://orcid.org/0000-0003-2586-2670

Gladis Leonor Arias Rodríguez holds an M.A. in Language Teaching from Universidad Pedagógica y Tecnológica de Colombia (UPTC), M.A. in Pedagogy at Universidad Santo Tomas (USTA) and currently candiadate to Master in Spanish and Latin American Literature (UNIR). She has investigated ELT, literature, curriculum and online education. She is full time teacher and researcher at USTA in the "Expedicionarios Humanistas" group.gladis.arias01@usantoto.edu.co.

ORCID: https://orcid.org/my-orcid?orcid=0000-0001-7739-3103

Yomaira Angélica Herreño-Contreras. The author has a B.A. in Modern Languages from Universidad Surcolombiana (Colombia) and a M.A. in Comparative Literature and Literary Translation from Universidad Pompeu Fabra (Spain). She is a Ph.D candidate in Comparative Literature (University of Auckland). Currently, she is an English professor and researcher at Universidad Santo Tomás (Villavicencio, Colombia), and an article reviewer for some scholarly journals in Colombia and abroad. She has published two books and some articles in research journals, as well as translations in literary reviews. She has participated as a lecturer in various conferences worldwide. She is interested in literary translation,prose poetry, comparative literature, tefl, esp, hots, m-learning and problematizing pedagogy.

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

EFL Students' Experiences Using ICT in their English Learning Processes: A Narrative Study[1]

Experiencias de los Estudiantes de Inglés en el Uso de las TIC en sus Procesos de Aprendizaje de Inglés: Un Estudio Narrativo

Julian Dario Silva-Perdomo, María Soledad Duero, and Jairo Enrique Castañeda-Trujillo[2]

Universidad Surcolombiana, Colombia

[2] U20171156916@usco.edu.co; u20171157921@usco.edu.co; jairo.castaneda@usco.edu.co

Abstract

This article presents the results of a narrative analysis that looked into some EFL students' experiences related to their English learning processes and the use of ICT (Information and Communication Technologies). The study was carried out at a university in southern Colombia. The main objective was to understand the participants' experiences in the institutional English courses at a university while using ICT during their language learning process. The data was collected through in-depth interviews and life stories. The English students' experiences are relevant to validating a new teaching tool or strategy in a specific context. The main conclusion indicates that ICT in language teaching needs to be articulated with other appropriate tools, practices, methodologies, and approaches to achieve meaningful learning.

Keywords: English language learning; EFL students; ICT; Narratives; Experiences

Resumen

Este artículo presenta los resultados de un análisis narrativo que indagó en las experiencias de algunos estudiantes de inglés como lengua extranjera relacionadas con sus procesos de aprendizaje del inglés y el uso de las TIC (Tecnologías de la Información y la Comunicación). El estudio se realizó en una universidad del sur de Colombia. El objetivo principal era comprender las experiencias de los participantes en los cursos de inglés institucionales de una universidad mientras utilizaban las TIC durante su proceso de aprendizaje del idioma. Los datos se recogieron mediante entrevistas en profundidad y relatos de vida. Las experiencias de los estudiantes de inglés son relevantes para validar una nueva herramienta o estrategia de enseñanza en un contexto específico. La conclusión principal indica que las TIC en la enseñanza de idiomas deben articularse con otras herramientas, prácticas, metodologías y enfoques adecuados para lograr un aprendizaje significativo.

Palabras clave: Aprendizaje de inglés; estudiantes de inglés como lengua extranjera; TIC; Narrativas; exoperiencias.

Resumo

Este artigo apresenta os resultados de uma análise narrativa que indaga nas experiências de alguns estudantes universitários relacionadas com sua aprendizagem do inglês e o uso das TIC (Tecnologias da Informação e a Comunicação) por parte do docente durante este processo. O estudo foi realizado em uma universidade do sul da Colômbia. O nosso objetivo principal foi compreender as experiências dos estudantes dos cursos de inglês ao usar as TIC durante seu processo de aprendizagem do idioma. Os dados foram obtidos através de entrevistas em profundidade e relatos de vida. As experiências dos alunos são um aspecto relevante a considerar na hora de validar uma nova ferramenta ou estratégia didática em um contexto concreto. A conclusão principal indica que as TIC no ensino de idiomas deve se articular com outras ferramentas, práticas, metodologias e enfoques pertinentes para lograr uma aprendizagem significativa.

Palavras chave: Ensino de inglês; TIC; Aprendizagem de língua, narrativas, experiências de aprendizagem de idioma; Experiências com as TIC

Introduction

For the past fifty years, society has engaged in a digital connection, screen-based communication, and global knowledge exchange and ideas. Warschauer and Meskill (2000) state that in the 1950s, blackboard support was implemented in the grammatical translation method to facilitate language learning. Some teachers decided to use the cassette tape holder to improve their speaking and listening skills in the audio-lingual method. Thus, in the 1980s, the computing device was officially established in education and became a potential tool for developing learning materials. Subsequently, communicative approaches to language learning emerged, focusing on the interaction of students in meaningful exchanges. Consequently, it is a fact that ICT (Information and Communication Technologies) has become part of the educational system.

In such a way, ICT began to have importance in language learning. It became fundamental in developing new teaching didactics, which led to the emergence of virtual education and meaningful and innovative classroom tools to support teachers and students. Today, ICT integrates strategies to motivate, support, evaluate, and improve learning. Although the curricula cover ICT, it is up to teachers to know how to adapt and introduce such tools in their contexts and students' needs. In short, every day, the role of ICT in language learning evolves according to the students' needs.

Some scholars have narrated the great impact ICT has had in the educational field in recent years (Castañeda-Trujillo & Rincón, 2018; Fu, 2013; Livingstone, 2012; Okauru, 2011; Wang, 2005). For example, Wang (2005) stated, "we can definitely agree that technology has done a great job in helping language learning, but this is just the beginning of the era of technology-enhanced education" (p. 42). Additionally, according to Kumar and Tammelin (2014), "in the last decade, changing conceptions of learning and rapid technological advances have been accompanied by changes in language teaching and learning" (p. 5). However, this one seems unknown when it comes to students' perception of including technology in the classroom.

Considering the above, we decided to focus on what happened at Universidad Surcolombiana and the perceptions EFL students have about the use of technologies. Universidad Surcolombiana offers all students the possibility of enrolling in four English courses. These courses are called Institutional English courses, which consist of four hours of instruction accompanied by an English teacher. However, since using technologies in the classroom is not a must, only some English teachers use them as part of their classes. So then, how have EFL students from institutional English courses experienced ICT use in language learning?

Our research study took as context the advanced course of the English for general purposes Program at Universidad Surcolombiana in Neiva since this is the last of the

four courses EFL students take. So it is expected that they have been more exposed to environments where ICT was implemented in EFL learning than in the other program courses. Furthermore, this program is regulated by agreement 065 of 2009; it is responsible for certifying the communicative competence in a foreign language that students must present as a requirement for the degree (Universidad Surcolombiana - USCO, 2009). Therefore, our research study is valuable to the university's Education Program and EFL faculty and students since it seeks to provide an overview of students' perspectives. That is why we decided to set ourselves the main objective of understanding EFL students' experiences of the Institutional English Program with ICT in language learning.

Theoretical Framework

The primary constructs that underpinned this research study were ICT for Education, and English Language Learning and ICT, which are presented from the point of view of different authors.

ICT for Education

Information and communication technology (ICT) has to do with an integral component of a learning program for many teachers and students (Wilkinson, 2007). Some of the most usual functions of ICT are the digital processing and use of information, which includes the storage, retrieval, conversion, and transmission of information by electronic computers, the Internet, and electronic transmission systems such as radios, televisions, and projectors, among others (Fu, 2013; Okauru, 2011). Although this technicist vision is limited, ICT plays a role that goes beyond learning to use the media and mediations provided.

The use of ICT in education is assumed as a demand nowadays. As a result, students in educational institutions are increasingly accustomed to ICT use inside and outside the classroom (Castañeda-Trujillo & Cruz, 2012; Wilkinson, 2007). Additionally, globalization has driven this need to include ICT management within educational processes by presenting it as a desirable and indispensable competence for countries' social and economic development. In this sense, the inclusion of ICT is an indicator of the quality of teaching and the standards managed by the educational institution (Castañeda-Trujillo & Rincón, 2018; Livingstone, 2012).

ICT contributes to maximizing the teaching outcomes of traditional education (Livingstone, 2012). The primary purpose of the inclusion of ICT is not to help students understand how to use these tools themselves, but to contribute to the development of their cognitive skills, the development of critical thinking, intrapersonal competencies,

and self-directed learning (Castañeda-Trujillo & Rincón, 2018; Livingstone, 2012). In a formal learning environment, ICT serves as a tool for students to discover learning issues and solve and provide solutions to problems in the learning process (Brush et al., 2008). Additionally, ICT can help students memorize, comprehend, and interact within classes (Ciroma, 2014) and contribute to dynamizing learning scenarios and provide learning alternatives that are not usually possible in regular classrooms.

English Language learning and ICT.

The use of ICT for teaching English as a foreign language (EFL) has been very present during the last decades. According to García Chamorro and Rey (2013), English teachers believe that ICT helps with the learning and reinforcement of grammatical structures and vocabulary at the same time it contributes to the development of the four communicative skills such as reading (Ariza & Suárez Sánchez, 2013; Rátiva Velandia et al., 2012), writing (Guzmán Gámez & Moreno Cuellar, 2019; Ortiz Navarrete & Ferreira Cabrera, 2014; Pascual, 2019), and speaking (García Trejos, et al., 2018; Neiva Montaño, 2021; Sánchez Narváez & Chavarro Vargas, 2017).

However, the development of communicative skills has not been the only purpose of incorporating ICT in EFL teaching. Some scholars have found that the use of ICT contributes to autonomous learning (Ariza & Suárez Sánchez, 2013; Ballén, 2014), as well as to collaborative learning (Castañeda & Cruz Arcila, 2012; Cote Parra, 2015). Similarly, evaluation processes have been integrated into the use of ICT within academic activities (Picón-Jácome, 2021). The varied approaches given to the use of ICTs in EFL teaching have allowed expanding the possibilities of what is generally taught in a classroom, integrating with a process of literacy in language and in the use of ICTs itself.

This inclusion of ICT in the EFL teaching has not been limited to searching for information on the Internet. Some teachers have implemented various strategies to achieve the objectives of language learning and strengthening the use of ICT in teaching. For this purpose, approaches such as Flip Learning (Chivatá & Oviedo, 2018; Ramírez, 2018; Ramírez & Buitrago, 2022;), telecollaboration (Ramírez-Lizcano & Cabrera-Tovar, 2020), web-based activities (Ballén, 2014; Cariaga, 2016; Cote Parra, 2015; Galvis Pinzón & Callejas, 2017; Guzmán Gámez & Moreno Cuellar, 2019; Pineda Hoyos & Tamayo Cano, 2016), wikis or blogs (Fandiño Parra, 2012; Ortiz Navarrete & Ferreira Cabrera, 2014; Pascual, 2019), learning management systems (LMS) (Castañeda & Cruz Arcila, 2012; Correa Díaz, 2012; Gunduz & Ozcan, 2017), blended learning (García Trejos, et al., 2018; Gómez-Orjuela, 2021; Quitián Bernal & González Martínez, 2022), and the most recent, emergency remote teaching (ERT) (Castañeda-Trujillo & Jaime Osorio, 2021; Cohen & Calderon Aponte, 2021). All these uses, resources, strategies, and achievements obtained from the inclusion of ICT with

EFL teaching present a panorama of possibilities that can be applied in educational contexts such as the rural context (Rojas Rojas, 2019); or teaching education programs (Rincón-Ussa et al., 2020). However, this review also shows that there are many more avenues to explore in terms of the integration of ICT and EFL.

Methodology

This research study is based on the qualitative paradigm because the main interest is analyzing a social phenomenon in which people and facts are the most relevant (Merriam, 2009). In addition, this study was structured based on an interpretive/constructivist perspective, which allows us to interpret and understand the particular points of view of individuals without the need to make generalizations or establish patterns of behavior (Creswell, 2009) since we only focused on the participants' experiences to understand the role of ICT in their learning process.

Consequently, we have adopted narrative as a research approach, as it allows us to inquire about aspects of participants' lives, experiences, impressions, and perceptions (Barkhuizen & Wette, 2008). Narratives are used as a data collection instrument and a type of data (Conle, 2000). These narratives can influence the understanding of other phenomena in different contexts, not only in those in which the research is conducted, so they have a transformative meaning (Weiler, 1988).

Context and Participants

Participants in our research study were five students from an EFL (English as Foreign Language) advanced level course of the English for general purposes program offered by the Universidad Surcolombiana. The data collection and analysis took place over seven months, from May 2020 until November 2020. Unfortunately, there were setbacks due to the unexpected events resulting from the covid-19 crisis, making it challenging to communicate with the participant students. Despite everything, the study was developed in three cycles: narrative, interview, and final consensus.

In this research study, ethical issues were taken into account to ensure the proper conduct of the research. Each participant signed an informed consent form divided into three critical aspects (see Annex 1). First, they were informed that their participation was voluntary and that they could withdraw from the study if they wished. First, participation in the research study was voluntary, and it was not an obligation for them to take it if they did not want to participate. Second, their information was kept with the utmost confidentiality and was used for academic purposes only. Third, the names of the respondents will not appear in any publication resulting from this study unless

they agree. Therefore, at the end of the research study, the students who conducted the interview will receive a copy of the abstract and the complete research.

Instruments and Data Collection Procedures

In conducting research, it is essential to decide the techniques and instruments in charge of collecting the data. Among all the possible options, the ones that best fit our research and contributed to achieving the stated objectives were in-depth interviews and life stories. It is essential to highlight that the inquiry was divided into three cycles (see Figure 1).

Figure 1. Cycles followed throughout our project
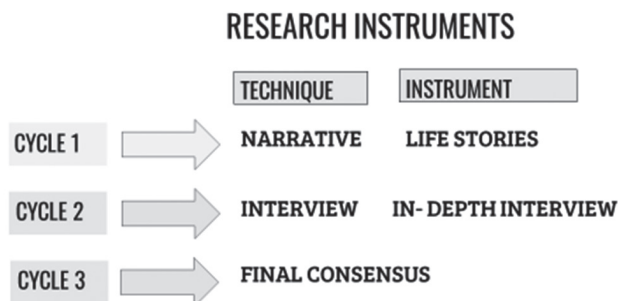
Note. This figure shows the three cycles taken to consolidate the data for this research.

In the first cycle of the research study, a life stories instrument was applied in Spanish (see Annex 2). This kind of narrative allowed the teller to tell their story through their memories, the experiences they lived, their view of their past, and their plans for the future, among other many layers necessary for a complete interpretation of a life experience (Etherington, 2009). Moreover, that instrument was handy to attend to the context and the local details where the story was built and as a reflective exercise since in-depth interviews are helpful when you want detailed information about a person's thoughts and behaviors or want to explore new issues in depth.

Interviews were also used to provide context to other data, offering a complete picture of what happened in the program and why (Boyce & Neale, 2006). After analyzing the first intervention results in the second cycle, we applied one in-depth interview in Spanish to deep down and collected more information about English for general

purposes of Program students' experiences with ICT. Using this qualitative research technique, we could ask the participants about their experiences and expectations related to the language learning process throughout their lives, the thoughts they had concerned, processes and outcomes about any changes they had perceived in themselves, and the different levels of the program as well. After these two cycles, we analyzed all the information collected. As a result, each participant's composition of a narrative story with the most critical information was obtained (see Annex 2).

Finally, there was a third cycle in which the main objective was to give their opinion and say if they agreed with the story created or wanted to make any changes. The five students decided on the stories, and there was no need to make any changes. Based on these narratives, we created the final one. The interviews were recorded and transcribed as verbatim as possible to proceed to the analysis.

Data Analysis

Data analysis was conducted guided by the paradigmatic principles of narrative analysis (Barkhuizen et al., 2014). First, an iterative reading was conducted to find the most relevant themes within the narratives related to the overall research objective (Barkhuizen et al., 2014). These themes were then organized graphically (see Figure 2).

Figure 2. Second participant's categories
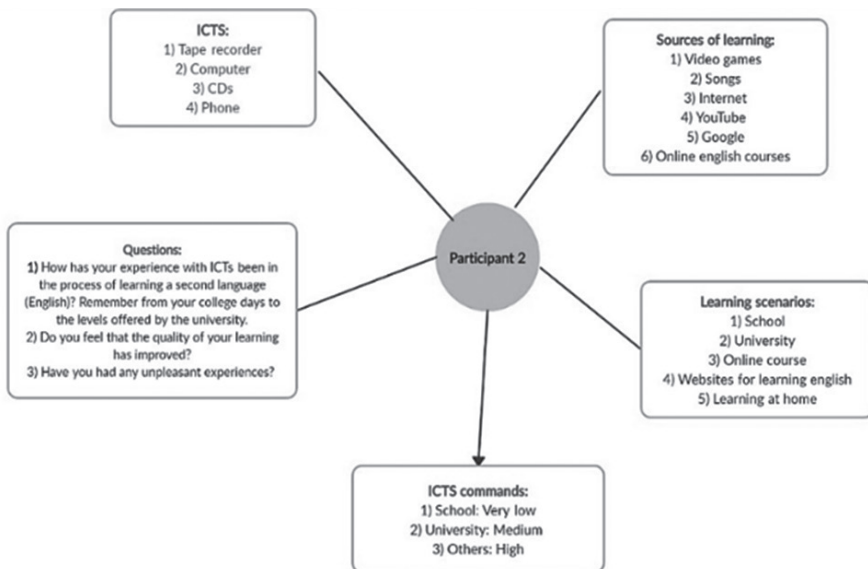
Note. Elaborated by the authors.

Next, we identified information gaps relevant to the research, so we formulated questions labeled into themes and subthemes for the next interview cycle (see Figure 3). Then, once the second cycle interview was conducted, we extracted the most substantive information and compared it with the data from the previous categorizations. In this way, we were able to complement the data collected to create a meaningful narrative for each participant at that time.

Finally, we shared their respective narrative with each participant to review and argue whether they agreed, disagreed, or suggested any modifications before creating the final narrative based on each participant (Barkhuizen & Wette, 2018).

Figure 3. Labeled questions for cycle 2 interview of the third participant

Engagement of ICTs: *the variation of motivation in ESL:*
- ¿Cómo te sentiste aprendiendo inglés utilizando a través de un dispositivo? ¿Podrías especificarnos los aparatos que utilizaste?(1)
- ¿ Cómo describirías la vivencia de aprender inglés a través de estas plataformas como meet, zoom y las demás?
- ¿Aumento tu interés por aprender inglés utilizando estos dispositivos?

ICTs as a learning strategy: *Autonomous language learning:* - ¿Cuando comenzaste tu proceso de aprendizaje de la segunda lengua?

videojuegos: ¿Has hecho uso de los videojuegos para aprender inglés? ¿Qué videojuegos usabas? ¿como te conectabas a través de la computadora, a través de una xbox? ¿Aun los sigues usando como una estrategia para aprender inglés y desarrollar tus habilidades lingüísticas?
- **celular:** ¿Has utilizado tu teléfono celular para aprender inglés? ¿Podrías mencionar las aplicaciones y los sitios webs que te ayudaron a mejorar en la lengua?
- **Computador:** ¿Has utilizado tu computador para aprender inglés? ¿Que paginas webs

Note. Elaborated by the authors.

It is important to note that the three researchers carried out each cycle, so a constant triangulation of the information was carried out to guarantee its reliability and trustworthiness (Barkhuizen et al., 2014). Once the data was saturated, we organized the data according to what each participant reported in each of the themes.

Findings

Participant #1 Experience:

The first participant has a fascinating view of learning English as a foreign language using ICT. He recalled his school period when it was not common to integrate technology in his English classes, but he found out that he could learn English funnily and effortlessly in his spare time.

> *I used to go a lot to my neighborhood cyber to play videogames; at that time, dubbing and subtitles were not very common, so I played most of the games in English (or if they had subtitles, I didn't know how to configure their language), games like GTA San Andreas, the Simpson game, and some others made me learn new verbs and understand better the use of others I had already seen at school.*

He describes this experience as dynamic and satisfactory because he did not depend on a dictionary or ask his parents for the meaning of a single word. Using video games to learn new vocabulary makes him feel more autonomous in his learning process. He stands out the benefits of learning unknown vocabulary using songs. Thanks to the multiple times he reproduces the same song, he memorized the meaning of the previously unknown words. Moreover, he states his listening skills have improved a lot.

> *You are listening to eh... a song, emm, I don't know... and... it sounds like a strange word, emm, at first you don't understand it but when you learn it let's say it's easier to remember what it means or why it's used.*

He mentions the continuous use of some platforms such as Spotify to look for song lyrics, translators without Internet access to seek words' meaning, and Duolingo to learn English. He described them as useful and relevant in his language learning process. He expected an excellent English learning experience and a more effective teaching tool implementation as a university student. However, it was not as he wished; he describes his classes as "being in primary school once again," mainly because of the course's low English level and his limitations with a book. Because he has always been an autonomous young person in his learning, he had the opportunity to have a more enriching relationship with the ICT when it comes to learning since he does not highlight significant contributions in the academic field. Nevertheless, his experience with ICT in learning English has been productive; he emphasizes that he considers it a positive, satisfactory, and pleasant experience.

Participant #2 Experience:

Our second participant brought us new perspectives about ICT use in English classes. In primary school, he used a recorder, but this one was not very significant for English learning because, with this tool, he wanted to practice Listening and Writing, but the objectives were not clear.

> *In primary school, I never liked the use of recorders because the teacher didn't explain to us or anything but simply played the recorder, and that was it.*

As a teacher, you can be provided with the most advanced technology, but if the activities are unclear or do not have stated objectives, it will not be meaningful learning.

Later, he had more opportunities to experience and develop a closer and friendlier relationship with other technological tools. Thanks to them, he has been able to use them as a learning strategy to learn English. For example, video games such as *"Castlevania, Grand theft auto, ... Super Mario 64, and so on"* came pre-determined in English on platforms such as the computer or console he has played. It has managed to expand his lexicon in the second language, which was motivating. Thus, the topics studied at school, and the activities in the primers did not seem so difficult.

His story also carries an interesting factor. He took some English courses where most of his teachers used to record classes to reinforce the already taught topics and practice.

> *I mean, I really preferred the face-to-face classes, but those classes that allowed us to record were very good as a support, right? because we listened to the CD, we investigated something about the topic and then, right there, we were prepared for the class, and then, they asked us questions and made us speak compulsorily, and one lost his fear there. So, that was a very good tool for me.*

Unlike other participants, he found Duolingo very useless because all the topics, grammar, and vocabulary were unchallenging. He did not feel any improvement with the use of this app.

> *I tried Duolingo out, but I didn't really feel like I learned anything, I mean, I don't know if I did because I already knew it before, but it seemed to me, I don't know, very basic, very simple. So then, it was an experience that I didn't like, so I uninstalled the application.*

He describes his computer as generous support to practice his listening skills because he listened to songs in English. In the beginning, it was a bit complex because some songs he listened to contained many abbreviations or colloquial words that he could not understand, but his interest in the latter had already emerged, and he did not mind translating or consulting on Interner to understand them. He used these tools for an educational purpose and as a joy for himself, where he could learn and have fun.

Although he has been able to experience the use of ICT to learn English for many years, his expectations have not been very high due to the lack of intrinsic motivation and the constant disappointment he carries with him. He usually lost interest and motivation in learning some of the topics covered in English or in the process of learning verbs with their respective tenses. Still, he did not lose interest in the applications or tools he had access to this language. Even so, his experience with ICT has been a little successful in acquiring English.

Participant #3 Experience:

This participant did not have much experience with ICT, and his interest in learning English was low. He expressed he could not remember which technological tools he used to learn English during his primary school years. And his experience with ICT did not have much impact during his secondary school years. Nevertheless, he decided to deep down into his experiences taking English online classes during the lockdown due to the pandemic caused by COVID- 19.

> *It is not the same as having a teacher there, to get out of the doubt, but it is a pleasant experience due to the situation in which we live but because it feels a little bit different, does not it?*

His classes consisted of completing dialogues and listening to audio files played on a tape recorder to improve his listening skills at school. He considers this process relevant to developing his listening skills and being used to all the different native English speakers' accents.

> *I think that suddenly it was important to develop the listening skill of a second language, emm … It is different to listen, maybe, the native language in the recorder to listen maybe to the English of the teacher who speaks "normal" but it is not his native language where it was originated, so it is fundamental. [Once] one gets used to it, and it helps the ear.*

He understood English better using the tape recorder, translator, computer, CDs, and cell phone. However, he claimed to feel more comfortable using his cell phone to learn English. His story also carries some memories about his English teachers using technology who do not seem to be used to integrating these gadgets and platforms. However, he is comprehensive and empathetic with these issues.

> *Well, at first, the teacher did not have much knowledge, but little by little, she got immersed in the tools and their use, but one can understand these things.*

As time went by, when he entered the university, classes varied more between movies, recordings, and ICT, such as the computer, cell phone, video beam, and books.

This contrast gave him a more "understandable, fun, and entertaining" perspective on learning English. However, due to the current pandemic that the country is facing, he considers that things feel a little different and that they are not the same since teachers implement ICT only to read slides and assign workshops, becoming "boring" as if it were a traditional class. Nevertheless, he is consistent because he is not motivated to improve and practice the English language beyond the course's academic duties and recognizes that this is a cause of his low development in the English language. In general, he reports that using ICT for his English language learning has been an experience with a positive impact since he notices some improvements in his performance, but he is not satisfied. Again, he considers that this is due to his lack of motivation.

Participant #4 Experience:

The fourth participant is a young autonomous learner with a strong relationship with ICT. Since he was a child, he has remained in close interaction with them, but on his own.

> *"Since school, ICT has always been the basis for learning English."*

He used to keep himself constantly surrounded by English by using video games, cell phones, and the Internet (a place where he could find videos, music, and web pages in English).

> *"I would say that, well, I learned the basic knowledge and the sentences I know in English mostly through the applications as I mentioned in my daily life, in my daily activities such as playing video games, listening to music, as I was saying. Not so much on the academic side because when you are young, you don't focus too much, or at least it happened to me that I wasn't very interested in school. I didn't find meaning in the classes".*

He also said that he did not make much progress in language learning during his school years. He acknowledges having had teachers with little ICT management, given their age and lack of training. He says it was reflected in how complicated it was for his teachers to create didactic and practical educational content that aroused students' interest. For him, most of the classes seemed to be boring. Later, in high school, his perspective changed completely.

> *"On the other hand, there were the young and trained teachers, with wide knowledge about technology. They used great songs and games that awakened competitiveness among all and created a pleasant space in the classroom with only a video beam and a computer".*

Later, in college, he had more consolidated strategies to continue learning English independently, such as using apps to learn English, listening to English songs, changing the phone's language to English, and communicating in video games with English speakers. But he also feels he cannot cover all the language skills in his autonomy, especially writing.

Finally, he recognizes and attributes to ICT the high command of English he currently has. The participant highlights the importance of learning a second language and emphasizes that although autonomous work is necessary, the guidance and tutoring of a teacher make the process really efficient; it is up to them whether or not ICT contributes to the process.

Participant #5 Experience:

The last participant provided more arguments that support the perspective that previous participants expressed about the need for a meaningful implementation of ICT by teachers or tutors, as they alone do not impact the language learning experience. In her primary school education, she had no exposure to ICT, and her English classes were based more on textbooks, drawings, and other traditional strategies. She does not recall any autonomous experiences in those years either.

> *I think the English classes were very few, and no, ICT was not used. At that time, I think it was mostly drawings and words, but it was all very basic. I don't remember much.*

On the other hand, in the last two years of her secondary education, ICT started to be part of her learning experience thanks to a new teacher with proficient ICT skills. The teacher used to take them to a classroom with audiovisual devices with which she developed activities with songs, and web applications, among others. In addition, the 5th participant began to autonomously use the Duolingo app, to which she dedicated 5 to 15 minutes a day. This new stage gave her a different perspective on language learning that she still considers ideal today.

> *On my own initiative, I kind of downloaded the application, and it gave me the possibility to have a lesson of 5-15 minutes a day, and I kind of used it for a while, didn't I? And I thought it was interesting because despite the short time, it was something constant, so I think it was helpful to learn.*

During her university years, she expressed dissatisfaction with the English classes she received, describing them as not very didactic, based on books, and with a dull use of ICT since the professors continued to use the same traditional and passive methodologies even with computers and video beams. The participant relates this

experience to her disinterest in learning English and the little use of ICT autonomously for language learning.

> *Instead of motivating me to learn this language, it kind of did the opposite, didn't it? When I realized that nothing was different, that it was always textbooks, and because I didn't have a good English basis, I attended classes more for the requirement than to learn.*

Finally, the participant concludes that

"Anyone can use a video beam and a computer, but then you [should be able] to create dynamic activities with it. I think I've seen websites useful for teaching English, and I think they are ludic and have good activities."

This suggests that teachers are who have in their hands the possibility and the duty to use ICT tools for truly fruitful language learning. Consequently, teachers are required to be trained in ICT regularly for them to be updated. This training must be provided by institutions that are also interested in improving the quality of education.

Discussion

After analyzing the narratives of the five participants, we identified two relevant themes that helped us complement our understanding of their EFL learning experiences. The first theme is oriented to the contributions derived from the use of ICT outside the classroom; the second theme is related to the dynamics of the in-class experience and those limitations that the participants encountered.

Contributions of the use of ICT inside and outside the classroom

The experiences of the five EFL students show that the use of ICT in English language learning has become an everyday occurrence. Within the classrooms, ICT becomes an integral component that helps students maximize learning outcomes (Wilkinson, 2007; Livingstone, 2012). Many of them expect the use of ICT to go beyond the completion of decontextualized grammar or listening exercises. Moreover, they expect that through ICT, they will perform activities that are not possible in the classroom (Ciroma, 2014). However, some participants do not see innovation happening in the classroom. Instead, they agree that the everyday use of technology is to perform common activities in an English class and repetitive movements that often do not make sense.

That is why EFL students look for other ways to learn and effectively resort to ICT for this purpose, but outside the classroom settings. For example, in their daily lives, students use applications, video games, websites, podcasts, and videos, among others, that allow them to have direct contact with English. In this way, some participants complement or reinforce what they see in their English classes. Moreover, although some of the participants focus on learning only vocabulary or strengthening only one of the communicative skills, it is remarkable how using ICTs outside the classroom motivates them to continue learning and improving their skills. That is why it is so important to promote autonomous work. Many of the students do have resources at home for meaningful ICT-mediated activities, so it would be helpful for teachers to create opportunities to use ICT to reinforce what they see in class more traditionally.

Call for more dynamic uses of ICT

Something in common for some EFL students is the lack of effective use of ICT in the classroom to learn English. They claim that these classes are developed in a very traditional style, i.e., oriented with a book, doing exercises to fill in gaps that make no sense to them, listening to scripted audios with accents that are difficult to understand, etc. This dynamic in the classroom has led to frustration and confusion, especially when students understand that learning English is vital to the globalization process. For the same reason, participants called for better integration of ICT in the classroom, with contextualized activities and providing an understanding of the sociocultural dynamics of English speakers in other countries (Tan & Liu, 2016).

Likewise, EFL learners agreed on teachers' inexperience in using ICT. According to Castañeda-Trujillo and Cruz-Arcila (2012), university teachers require constant training in ICT use. However, if such training is achieved, teachers will be able to offer much more flexible scenarios for the integration of ICT and the work of communicative competence along with others that are necessary for the personal and professional development of university students (Castañeda-Trujillo & Rincón-Ussa, 2018).

The fact that teachers are not sufficiently trained to integrate ICT in English classes negatively influences the perceptions of our participants since it is essential to understand that ICT is an adequate tool for learning and is determined by its pedagogical, social, and technological possibilities and not only by the ICT tool itself (Lin et al., 2016).

Although aspects such as intrinsic motivation and autonomy made language learning with ICT a pleasant and satisfying experience for the participants, the lack of ICT integration in the classroom leaves gaps that need to be filled. For example, the strengthening of interpersonal skills (related to collaborative work), self-directed learning (connected to cognitive development and autonomy), and critical thinking

(linked with decision-making and problem-solving) could be reinforced by using digital resources (Brush et al., 2008).

Nevertheless, these problems integrating ICT into English teaching and learning depend not only on the teachers' inexperience or lack of ICT knowledge but also on the lack of physical spaces and technical resources within the classroom. A teacher, for example, may want to adapt his class to technological means, but if he does not have the resources of Internet, software, or hardware, this will remain only an intention, and he will not be able to achieve his objectives.

Conclusions

Although the findings are valuable for the teachers' community, the number of participants was smaller than expected, limiting a broader view of the phenomenon and the context. In addition, the instruments pointed to a more face-to-face interaction at the time of application, which could not be achieved that way. All of these limitations stemmed from the COVID-19 pandemic contingency.

Addressing the lack of attention to the learner's perspective in implementing ICT in language learning, we found that most of the five participants' experience has been satisfactory and productive from an autonomous learning perspective. This stems from the significant problems we encountered throughout the research, such as teachers' poor management of ICT and the implementation of these tools without a clear and articulated objective. Furthermore, the participants had little common interest in traditional methodologies offered by teachers throughout their lives, such as the use of tape recorders and books just to complete writing exercises. But they also agreed on other ways of learning the language empirically through ICT tools such as video games, mobile applications, and websites. These testimonies led us to achieve our objectives, despite the limited sample, as we deepened their experiences with this phenomenon and succeeded in understanding them. Based on this, the research allows us to reinforce the importance of knowing the target population's perspective to achieve the meaningful application of new tools, especially in EFL contexts It also invites the teaching and education community to train in these new tools and to articulate them with approaches, methodologies, practices, and other suitable mechanisms, but above all, with the validation that the students' experience provides. Finally, this research calls for teachers to become more proficient with modern tools as ICT opens up new possibilities such as the use of interactive content, individualized homework assignments, and the provision of different resources and activities to meet the diverse needs of students (Castañeda-Trujillo & Cruz Arcila, 2012; Tan & Liu, 2016).

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Authors

*__Julián Darío Silva Perdomo__ holds a B.A in English from Universidad Surcolombiana. He belongs to the research seedbed GAIA, which is part of ILESEARCH research group. His main interests in research revolve around the use of technologies in language teaching.

ORCID: https://orcid.org/0000-0002-4387-511X

__María Soledad Duero__ holds a B.A in English from Universidad Surcolombiana. She belongs to the research seedbed GAIA, which is part of ILESEARCH research group. Her main interests in research revolve around the use of technologies in language teaching.

ORCID: https://orcid.org/0000-0001-9267-9804

__Jairo Enrique Castañeda-Trujillo__ holds a B.A. degree in Spanish and English and a M.Ed. with Emphasis on English Didactics. He is currently an assistant professor and researcher in the B.A. program in English language teaching at Universidad Surcolombiana (Neiva, Colombia). He also teaches in the M.A. in English language teaching program at the same university. Currently, he is enrolled as a part-time teacher educator in the MLAEI at Universidad Distrital. In addition, he is a doctoral candidate in education with an emphasis on ELT. He belongs to the research groups ILESEARCH (Universidad Surcolombiana) and ESTUPOLI (Universidad Distrital), and his research interests revolve around the intersection of pre-service teachers' identity construction and decolonization in ELT.

ORCID: https://orcid.org/0000-0002-3002-7947

Annexes

Annex 1.

Consent form for participation in the research study

CONSENTIMIENTO INFORMADO DE PARTICIPACIÓN

PARTICIPANTE PARA INVESTIGACIÓN

████████████

Neiva, Huila

Estimado estudiante:

Cordial saludo,

Nos gustaría que nos brindará la autorización para realizarle dos entrevistas con fines investigativos. Los datos recolectados serán usados para un proyecto de investigación acerca de las TICS y el aprendizaje de idiomas, coordinado por el semillero de investigación GAIA. Estamos llevando a cabo la entrevista con el objetivo de indagar y comprender las experiencias de los estudiantes del 4to nivel del programa Inglés Institucional de la Universidad ████████ con las Tecnologías de la Información y la Comunicación.

Cada entrevista tendrá una duración de 15 a 20 minutos. La participación en la encuesta es voluntaria y no existen riesgos conocidos o anticipados para la participación en este estudio. Toda la información proporcionada se mantendrá con la máxima confidencialidad y se utilizará únicamente con fines académicos y de investigación. El nombre de los encuestados no aparecerá en ninguna publicación resultante de este estudio a menos que se acuerde.

Una vez analizados los datos, usted recibirá una copia del resumen. Si está interesado en obtener más detalles, podemos poner a su disposición una copia electrónica (por ejemplo, PDF) de toda la investigación.

Si está de acuerdo, firme amablemente a continuación reconociendo su consentimiento y permiso para que realicemos este proyecto de investigación. Su aprobación para realizar este estudio será muy apreciada. Gracias de antemano por su interés y asistencia con esta investigación.

Atentamente,

████████████████████ y ████████████████████

Firma de autorización:

_____

Guidelines for Authors

GiST Journal ISSN (1692-5777) is a peer-reviewed journal published bi-annually by the *Institución Universitaria Colombo Americana (ÚNICA)* in Bogotá, Colombia.

Content. GiST Journal disseminates the results of national and international studies in language education, particularly in bilingual education and language learning innovation. GiST addresses related topics including language policy, the relationship between language, culture, and society, the role of first and second languages, teaching methodologies, learning strategies, educational planning, and other topics related to language education.

Journal Aim. To disseminate the results of national and international research carried out in the field of language education, in particular bilingual education, as well as innovations in language teaching and learning.

Readership. GiST Journal is directed towards students, researchers, educators, policy makers, and other parties interested in the field of (or in fields related to) language education.

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Submission of articles. Authors must submit documents exclusively and directly via the platform of Open Journal Systems (OJS). Users must register, and articles should be submitted by clicking on the link "online submissions." Submissions are received in the dates established and published by GIST. Submissions to GIST can be sent via: https://latinjournal.org/index.php/gist/issue/view/66

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1. Letter addressed to the Editor of GiST Journal, requesting the evaluation of the article.

2. The Letter of Copyright Assignment Agreement and Conflict of Interest Statement, both signed by the author(s), verifying that the article is original, and that it has not been published or submitted to another journal for consideration. This format is available on GIST's page, in the Editorial section, also in the OJS platform.

3. CV for each author including studies, professional experience, current position, and institutional affiliation. In addition, each author's full name should be given in the order in which they wish to appear.

Article Presentation Format

Language. The article should be in English.

Tone. Articles should present scientific, scholarly, and professional research on language education. All biases towards gender, sexual orientation, racial, or ethnic groups should be avoided, as should all prejudiced statements involving disabilities or age. Historical and interpretative inaccuracies (quoting a work inappropriately) are not acceptable.

Length. At least 15 but no more than 25 pages.

Software. The article should be submitted in a recent version of Microsoft Word.

Style. Authors should follow _the **Publication Manual of the APA** (Seventh Edition, 2019) for writing style in gen_eral as well as references. Some key aspects of the general APA style include:

a. Using just one space, not two, between all words and sentences.

b. Using a ½ inch (five to seven space) indentation on every paragraph.

c. Placing reference citations within the text (and not as a footnote).

d. Spacing in-text references according to the example: (Johnson, 2003).

e. Keeping direct quotations to a minimum. When included, following the APA guidelines for short quotations (less than 40 words, identify the quotation with quotation marks as part of the main text format, and include the page number of the source), and long quotations (more than 40 words, use block paragraph format for the quotation and include the page number of the source).

f. Placing punctuation _within_ quotation marks, according to the example: ...word."

g. Using the 12 point Times New Roman font, for readability.

h. Double-spacing the entire text.

i. Utilizing commas before the word _and_ or _or_ in a series of three or more items.

j. Using digits (e.g., 10; 78; 394) only for numbers 10 and above. Other numbers under 10 may be written out (e.g., four, nine, seven).

k. Differentiating in the format used with a _table_ and a _figure_ in the graphics which accompany one's article.

l. Implementing the editorial "we" or "I" (with the active voice), which is perfectly acceptable nowadays, and even preferred over the use of the passive voice.

m. Using the five levels of APA heading, (which are not to be numbered).

Although we encourage authors to use the reference lists of previously published GiST Journal articles as a model, seven general examples follow. Please notice that each reference includes the authors name, date of publication, title of the work, and publication data.

Martínez, A. A., Jones, B. B., & Schmidt, C. C. (1997). Título de artículo en español [Title of article translated into English]. *Name of Journal*, *8*(3), 492-518.

Chang, F. F., & Donovan, P. P. (Eds.). (1985). *Title of work*. Location: Publisher.

Martínez, A. A. (2009). Title of chapter. In E. E. Godoy (Ed.), *Title of book* (pp. xx-xx). Location: Publisher.

Martínez, A. A., & Jones, B. B. (2010). Title of article. *Title of Periodical*, 24, pp. xx-xx. doi:xx.xxxxxxxxxx

Martínez, A. A., & Jones, B. B. (2010). Title of article. *Title of Periodical*, 24, pp. xx-xx. Retrieved from http://name.of.website

Chang, F. F (2000, July). *Title of paper or poster*. Paper or poster session presented at the meeting of Organization Name, Location.

Martínez, A. A. (2002, October 12). Title of article. *Name of Newspaper*, pp. B2, B6.

Graphic Aides. Original tables, figures, photographs, graphics, or other digital files which are necessary for comprehension are encouraged. Graphics should be original and may not be reproduced from copyrighted material. Graphics may be included in the text of the article in the place where they should appear. All figures and tables should be black and white.

Title. The article's title should be brief and allow readers to identify the topic and content easily.

Origin of the Article. It is necessary to specify if the article is the result of research, a graduation thesis, an essay, or critique. In the case of it being a product of a research project, the author should indicate the project title, the financing source, sponsoring institution, and project phase.

Abstract. All abstracts should be in English and in Spanish. The abstract should include the scope and intention of the paper, with a concise description of the methodology, supporting theories, general results, and main conclusions.

Keywords. There is a maximum of seven keywords, which must be presented in English as well as Spanish.

Types of Articles

1. **Scientific or technological research article:** A document which presents in detail the original results of a research project. The structure generally contains seven important sections: and abstract, an introduction, a review of the literature, the methodology, the outcomes, the conclusions, and a reference list.

2. **Reflective article:** A document which presents in detail the results of a research project from the analytical, interpretive, or critical perspective of the author, on a specific topic, with clear references to the original sources.

3. **Review Article:** A document which is the result of research in which the results of certain research projects which have or have not been published are analyzed,

systematized, and integrated together with the objective of demonstrating advances and developmental tendencies. This type of manuscript is characterized by its presentation of a careful bibliographic summary of at least 50 references.

Peer Review Process

As GIST is a bi-annual publication, the Editorial Committee publishes two calls for papers, in approximately April and November of each year. GIST then receives submissions until the published deadline, and carries out the following process with each submission:

The Editor carries out a preliminary evaluation before assigning peer reviewers, with the purpose of verifying that the article complies with the established criteria and guidelines for presentation of articles. This revision is usually completed within a three-week period.

In the case of articles that do not comply with the standards for presentation, according to the specifications of the journal, the Editor requests that the authors adjust the article in order to prepare it to be reviewed by peer reviewers. Authors are given a two-week period to make the requested modifications, and re-send the manuscript again to the Editor for consideration. Once the Editor has verified that the article fits the standards of presentation and specifications of the journal, the process of peer review may begin.

The Editor informs authors of the decision to submit the article to peer review or not within one month.

Articles that fulfill the presentation requirements are submitted to anonymous, double-blind peer review by experts in the field. This means that authors do not know the identity of the reviewers, and vice versa.

The Editor, with the help of members of the Editorial Committee, assigns peer reviewers according to the specific topic of each article. The Editor then invites peers to conduct the review, and once these individuals accept, they are informed as to the procedure for accessing articles in the OJS. In this same message, reviewers are informed of the expected time period and proposed deadline for the review, approximately one month after a reviewer agrees to conduct the evaluation. It is the hope to always conduct the peer reviews in a timely fashion; nevertheless, adjustments may be made to ensure reviewers' participation.

In order to carry out the evaluation, peer reviewers complete the evaluation form, and in this way, recommend the article for publication or not as well as specifications for revision, if this is recommended. The results of this evaluation serve as input for the Editor and Editorial Committee to decide if the article is publishable, publishable with minor adjustments, publishable with major adjustments, or not publishable.

Once the evaluation is complete, the Editor communicates with the author(s) and informs them of the decision that has been made, indicating whether or not the article will continue in the revision process. Authors have a one-month period to adjust the

article and send the revision once again to the Editor. The Editor then reviews the article and reaches the final decision as to whether the revised version will be accepted for publication, bearing in mind its revision according to the input received from the peer reviewers, and the Editor's own independent criteria.

The Editorial Committee will decide on the publication of an article according to the following criteria: the fulfillment of the above stated conditions, methodological and conceptual rigor, originality, scientific quality, and relevance.

If the article is accepted for publication, the Editor proceeds with the editing and proofreading process. Once the final version of the article is completed, it is sent to the author for final approval, and is then forwarded to the design team for its preparation.

Relinquishing of Rights and Distribution of Published Material

The publication of articles in GIST implies that authors relinquish all rights to the article and its content. Authors also authorize GIST to promote and distribute the article via the means it deems appropriate, be it in print or electronically. For this purpose, authors should sign and send both the letter of relinquishment, and the declaration of conflict of interest upon submission of the article. These formats are available in the OJS platform of the Journal.

Code of Ethics and Good Practices

The Editorial Committee of GiST Education and Learning Research Journal, as part of its commitment to the scientific community, strives to guarantee the ethics and quality of its articles. The publication takes the code of conduct and good practice of the Committee of Ethics in Publications (COPE) as its point of reference, which defines standards for editors of scientific journals, as well as the legal and ethical standards of the American Psychological Association (APA) in the sixth edition of its Style Manual.

All parties involved in the publication of the journal (Editor, Committees, Authors, and Peer Reviewers) must accept and adhere to the ethical guidelines and principles outlined here.

Editor Obligations and General Responsibilities

The Editor of the journal is responsible for ensuring strict compliance with the policies and principles of the journal. Specifically, the Editor is expected to act in an ethical manner in the following aspects:

Decision making. The Editor guides all decisions regarding articles submitted and published according to verifiable criteria of impartiality and fairness, taking into consideration the primary objectives of the journal.

The works submitted are evaluated objectively, based solely on the scientific merit of their content, without discrimination in regards to race, gender, sexual orientation, religion, ethnic background, nationality or political persuasion.

Confidentiality. The Editor is committed to the principle of confidentiality and anonymity in communications between Editor and Authors, and Editor and Peer Evaluators. The Editor shall not disclose information related to the article or its process with third parties or colleagues not related to the journal, except in cases when an expert opinion is required, and in which the express permission for this purpose is granted by the author(s). The Editor shall not use the results of research of articles not accepted for publication for his or her own benefit or that of others, except with express permission from the author(s).

Communication. The Editor shall receive and respond to complaints, petitions, and comments in a reasonable amount of time. This also applies to the publication of corrections or modifications stemming from the editing process of published articles.

Compliance. The Editor strives to comply with the editorial policies of the Journal, and the publication of each online and print issue according to its established publication schedule.

In the same fashion, to:

- Consult the opinion of the members of the Editorial Board and Committee.
- Generate initiatives of support and constantly improve editorial practices.
- Support initiatives to educate researchers on issues of publication ethics and other ethical aspects of the journal.
- Take responsibility for the process of all articles submitted to the Journal, and develop mechanisms of confidentiality and peer evaluation up to the point of publication or rejection by the journal.

Other principles to follow include:

Peer Review Process and Editorial Decisions. The decision to publish or not shall be established via the process of peer evaluation, according to the "double blind" method in order to guarantee that the evaluation process that is free of conflict of interest between the parties. This rigorous procedure allows peer reviewers to value the technical quality, originality, and scientific contribution of the articles, among other aspects, and at the same time provides authors with the means to improve the article. For this revision process, a sufficient number of peer reviewers will be provided, selected from qualified area experts, with the intention of allowing for a more critical, expert, and objective editorial decision- making process.

Editing and Publication Schedule. The Editor provides for the fulfillment of the editing and publication schedule of articles accepted for publication. Upon the publication of each issue, the Editor and the editorial team accept responsibility for the promotion and distribution of the journal to its readers, subscribers, authors, peer reviewers, and other organizations with whom the institution holds agreements, as well as the data bases and national and international indexing services.

General Editor Obligations and Responsibilities

Authors must present their articles in the link indicated on the OJS-web page, according to the guidelines for the presentation of articles established by the journal. Authors are responsible for the ideas expressed in the articles, and for the ethical appropriateness.

Originality, plagiarism and exclusivity. Authors must explicitly state that the article is original in its creation, and that every effort has been taken to respect the intellectual property of those third parties cited within. Articles must not be reprints, nor published in other journals. Further, authors must declare that the findings are original in nature, that no plagiarism exists, nor distortion or manipulation of the facts.

Exclusivity. Articles submitted to the journal must not be simultaneously submitted to other publications.

Citations and references. Authors must ensure that they have received express permission for the use of material they do not own, including the reproduction of charts, graphs, maps, diagrams, photographs, etc. All sources must be cited appropriately, with complete references provided.

Authorship. Articles with more than one author should order authors' names in hierarchical fashion, indicating by this the degree of function, responsibility, and contribution to the article. By the same token, mention must be made to any individuals who have made significant scientific or intellectual contributions to the research, composition, and editing of the article.

Responsibility. All authors submitting articles must assume full responsibility for their work, and ensure that it presents an exhaustive review and discussion of the most recent and relevant literature.

Research ethics. Research studies must use methodology that ensures that subjects are treated with respect and dignity. In addition to those principles of the code of conduct of the American Psychological Association (APA), GIST highlights the following: discussion of the limitations of confidentiality and the safekeeping of the same, minimization of the intrusion and invasiveness in individuals' privacy, conservation of data and informed consent to research, record, or film. Further, the names of institutions or individuals should be avoided, even if the author has gained permission for their use. If their mention is considered necessary, the author must submit signed authorization for their inclusion. The names of the researchers and participants shall likewise be omitted from the article. It is suggested that authors use pseudonyms, for example in case studies.

Conflict of interest. The Editor shall not consider articles that possibly represent a real or potential conflict of interest, resulting from financial or other relationships of competition or collaboration between authors, companies, or institutions mentioned in the article.

Errors in articles published. Any error or imprecision shall be communicated by the editorial team, and the necessary corrections in the online version of the article made.

Obligations and General Responsibilities of Peer Reviewers:

In the revision process, peer reviewers shall adhere to the following principles:

Confidentiality. Peer reviewers shall not share any information with third parties related to the article or its publication process. In such case that an external opinion may be necessary, reviewers shall seek express written authorization from the Editor in Chief, explaining the reasons. By the same token, reviewers shall not use the content of non-published articles for their own benefit or that of others, except with the express authorization of the authors. The violation of the principle of confidentiality constitutes bad practice by the reviewers.

Contribution to quality. Individuals who commit to evaluating articles submitted to the Journal shall carry out a critical revision, without bias, using clear, non-offensive language, with the intention of guaranteeing scientific and literary quality, according to the area of expertise.

Time management. Although the Journal has a maximum time allotted for the revision process, articles should be evaluated as soon as possible in the hopes of optimizing the revision and editing process. At the same time, peer reviewers who feel that they are unable to fulfill their function as evaluators, either because of lack of expertise, time or possible conflict of interest, shall communicate this immediately to the Editor or editorial team through regular channels.

Detection of errors and bad editorial practices. Reviewers shall pay particular attention to gaps in references to literature or authors that they feel need to be included. At the same time, if in the process of revision, it is possible to detect bad practices on the part of authors, peer reviewers are under the obligation to inform the Editor so that he or she may proceed in accordance with the ethical principles of the journal.

Additional Information

Compensation. The author will receive three copies of the edition in which his/her article shall appear.

Concerns. Communicate with the Editor through e-mail or by telephone, please. Institución Universitaria Colombo Americana, International: (57-1) 281-1777 ext. 1296; In Colombia: (05-1) 281-1777 ext.1296

Waiver. Every article shall be subject to the review of the Editorial Committee. The Editor reserves the right to make formal modifications to articles through the editing process.

Editorial Norms. The contents of the articles are the exclusive responsibility of their authors and do not necessarily reflect the opinions of GiST or ÚNICA. Any article published in GiST may be quoted as long as the source is clearly referenced.

Correspondence. For contributions, subscriptions or journal exchanges please write to: GiST Journal, Institución Universitaria Colombo Americana ÚNICA, Calle 19 # 2A -49 Bogotá, Colombia. PBX: (57-1)2811777 email: gist@unica.edu.co http://www.unica.edu.co

Reviewers

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