

**CRITICAL THINKING AND DISCOURSE ANALYSIS OF
PRE-SERVICE TEACHERS IN THE INITIATION TO THE TEACHING PRACTICUM
COURSE**

LAURA LUCÍA LARGO RODRIGUEZ

VALERIA RÍOS BEDOYA

**UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
LICENCIATURA EN BILINGÜISMO CON ÉNFASIS EN INGLÉS
PEREIRA, 2020**

**CRITICAL THINKING AND DISCOURSE ANALYSIS OF
PRE-SERVICE TEACHERS IN THE INITIATION TO THE TEACHING PRACTICUM
COURSE**

LAURA LUCÍA LARGO RODRIGUEZ

VALERIA RÍOS BEDOYA

**Trabajo de grado presentado como requisito para obtener el título de
LICENCIADA EN BILINGÜISMO CON ÉNFASIS EN INGLÉS**

Asesor

Daniel Murcia Quintero

**UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
LICENCIATURA EN BILINGÜISMO CON ÉNFASIS EN INGLÉS
PEREIRA, 2020**

Acknowledgements

We would like to thank our families for all their effort, patience, love and support throughout this process, and Professor Daniel Murcia for sharing his knowledge and experience in order to help us become better researchers and professionals.

TABLE OF CONTENTS

1. Abstract	1
2. Statement of the Problem	4
3. Theoretical Framework	8
3.1. Literature Review	8
3.2. Conceptual Framework	12
3.2.1. Critical Thinking	13
3.2.2. Cognition	14
3.2.3. Metacognition	16
3.2.4. Intellectual Valuable Traits	17
3.2.5. Ideology	18
3.2.6. Belief	19
3.2.7. Identity	20
3.2.8. Teacher Identity	21
3.2.9. Teaching Practice	22
3.2.10. Community of Practice	23
3.2.11. Task-Based Language Teaching (TBLT)	24
3.2.12. Discourse	25
3.2.13. Writing	26
4. Methodology	28
4.1. Description of the Study	28
4.1.1. Context	29
4.1.2. Participants	30
4.1.3. Researchers' Role	30
4.2. Data Collection Methods	31
4.2.1. Corpus-Based Approach	31
4.2.1.1. Video-Report	31
4.2.1.2. Reflective Papers	31
4.2.2. Think-Aloud Protocol (TAP)	32
4.3. Data Analysis	33
5. Findings	37

5.1. Intellectual Autonomy and Intellectual Perseverance in terms of adaptations based on students' needs and/or proficiency level.....	37
5.1.1. Adaptations to the procedures.....	37
5.1.2. Adaptations to materials.....	41
5.2. Intellectual Autonomy and Intellectual Perseverance in terms of classroom management.....	43
5.3. Intellectual Empathy towards Nunan's Task-Based Language Teaching (TBLT) Approach.....	45
5.4. Intellectual Empathy emerging from the identification of students' needs, characteristics and feelings.....	45
5.5. Activity Description and Self-Identity Description.....	47
6. Conclusions.....	60
7. Research Implications.....	61
8. Limitations.....	63
9. References.....	65
10. Appendix.....	70
10.1. Appendix A: RP1-MA + TAP.....	70
10.2. Appendix B: RP2-AS + TAP.....	77
10.3. Appendix C: RP3-CM + TAP.....	81
10.4. Appendix D: Identification of Tendencies for Activity Description – RP1-MA.....	88
10.5. Appendix E: Identification of Tendencies for Activity Description – RP2-AS.....	89
10.6. Appendix F: Identification of Tendencies for Activity Description – RP3-CM.....	90

1. Abstract

In Colombia, there is a vast amount of research within the field of Teaching English as a Foreign Language (TEFL), especially concerning the instructional aspects of the teaching practice; thus, very few studies have had the Colombian pre-service teachers' ideologies as their main focus. This study aims to determine the ideologies and Intellectual Valuable Traits such as Intellectual Autonomy, Intellectual Perseverance and Intellectual Empathy proposed by Paul & Elder (2010), which are encompassed in the field of Critical Thinking that are revealed in the discourse and teaching reflections of students of the initiation to the Teaching Practicum course. For this purpose, reflective papers and the outcomes resulting from the application of a Think-Aloud Protocol are analyzed under a Corpus-Based Approach using Discourse Analysis as the research methodology. After analyzing the data, the findings determine that, indeed, there is evidence of the presence of critical thinking in the participants' discourses and their ideologies revealed the existence of hierarchies within their communities of practice and a strong connection with political ideologies that influence their discourse and behavior in the classroom; in addition, this study gives new notions on how identities-in-practice are constructed. The main limitation of this research study has to do with the context in which the research was carried out since the researchers were part of the community of practice and their perceptions were permeated by their own ideologies as teachers; however, throughout the analysis, it was possible to get to ideologies based on the samples presented and their linguistic characteristics. Finally, further research should be done in terms of the ideological approximation of pre-service teachers' ideologies and identities-in-practice and the way in which these are transformed and challenged throughout time. Moreover, the use of Discourse Analysis as a methodology for doing research in the field should be explored further.

Key words: *Critical thinking, ideologies, professional development, English teaching, identity, Discourse Analysis, teachers, community of practice, Think-Aloud Protocol, Corpus-Based approach.*

Resumen

En Colombia, hay una gran cantidad de investigaciones dentro del campo de la Enseñanza del Inglés como Lengua Extranjera, especialmente en el aspecto instruccional de la práctica docente; sin embargo, pocos estudios han tenido como enfoque principal las ideologías de los profesores en formación colombianos. Este estudio busca determinar las ideologías y Rasgos Intelectuales Valiosos tales como Autonomía Intelectual, Perseverancia Intelectual y Empatía Intelectual propuestos por Paul & Elder (2010), que se derivan del campo del pensamiento crítico y que son revelados en el discurso y las reflexiones de los docentes en formación del curso de Iniciación a la Práctica Pedagógica. Para esto, las reflexiones escritas y los resultados de la aplicación de un Protocolo del Pensamiento Informado son analizados bajo un Enfoque Basado en Corpus, utilizando el Análisis del Discurso como metodología de investigación. Después de analizar la información, los resultados determinaron que sí existe evidencia de la presencia de pensamiento crítico en los discursos de los participantes y que sus ideologías revelan la existencia de jerarquías dentro de sus comunidades de práctica y una fuerte conexión con ideologías políticas que influyen sus discursos y comportamientos en el aula. Adicionalmente, este estudio presenta nuevas nociones con respecto a cómo las identidades en práctica son construidas. La limitación principal de esta investigación está ligada al contexto en el que la investigación fue llevada a cabo, ya que las investigadoras eran parte de la comunidad de práctica y sus percepciones están permeadas por sus propias ideologías como profesoras; sin embargo, a través del análisis, fue posible obtener las ideologías basándose en las muestras presentadas y sus características lingüísticas. Finalmente, se debe investigar más profundamente en términos de la aproximación ideológica de las identidades en práctica e ideologías de los profesores en formación y la forma en la

que estas son transformadas y desafiadas a través del tiempo. Además, el uso del análisis del discurso como metodología para hacer investigación en el campo debe ser más explorado.

***Palabras clave:** Pensamiento crítico, ideologías, formación profesional, enseñanza del Inglés, Identidad, Análisis del Discurso, profesores, comunidad de práctica, Protocolo del Pensamiento Informado, Enfoque Basado en Corpus.*

2. Statement of the Problem

Currently, in academic settings there is a large amount of knowledge regarding teachers' instructional practices; however, there has been identified a lack of critical views of their role as teachers and of awareness about their teacher formation process and, therefore, their development. With that in mind, providing students with enough opportunities to explore and transform their professional identities while they get immersed in reflective processes allows them to attain a level of self-discovery and criticality that leads them to embrace their roles as social agents. Such reflective processes provide account for the level of critical thinking and metacognition of the student-teachers in regard to their strengths and aspects to improve as professionals since they are required to examine their own conceptions towards education and what being a teacher means in their context.

The lack of reflective and metacognitive practices among teachers in development directs them to a very slight appropriation of their professional role, which limits their contributions to their communities and societies in general and demonstrates a low degree of critical thinking on their process. The most significant consequence, however, is the fact that such absence of reflection misguides the student-teachers' perceptions and behaviors towards the replication of the outdated teaching practices of the educational systems instead of leading them to the formation of beliefs, the construction of ideologies and the proposition of substantial and innovative solutions that will contribute to their immediate context. The impact of replicating old practices has a huge incidence on them as individuals and professionals, and on a society that is continually changing.

Another problematic aspect identified is that there is a strong emphasis on the development of professional attitudes, which are important elements of teaching but do not represent the essence of it; subsequently, components such as student-teachers' professional and identity development are not sufficiently stressed, impeding the improvement and generation of more humanistic-oriented and

individual insights towards education and identity, which brings out an imbalance on the pre-service teachers' professional profile.

In Colombia, the National Ministry of Education (*Ministerio de Educación Nacional* [MEN]) established five fundamental pillars for the pre-service teacher education: “the linguistic, pedagogic, didactic, research, and humanistic elements” (General Law of Education, Law 115, *Congreso de la República de Colombia*, 1994 cited in Suárez & Basto, 2017); these pillars function as a guide for the creation of Licenciatura programs in the country. Nevertheless, pre-service teacher education goes beyond those five components since they leave aside the importance of focusing in identity development. In fact, in a study conducted by Fajardo (2014 cited by Flórez & Basto, 2017) in a Colombian public university, it was found that there is a relation between the practice carried out by the pre-service teachers and their beliefs and ideologies, which built and reformed their identities. Horwitz's (1895 cited by Flórez & Basto, 2017) adds to this idea that student-teachers' beliefs are enhanced by being exposed to real-life teaching scenarios, which allow them to think critically about their perceptions and beliefs; this assures the existence of such identity transformation, acknowledges the importance of going deeper into it, and it also highlights the need for approaching the humanistic development to a more individual level in which such aspects are considered.

On this basis, the professional profile of a Licenciado en Bilingüismo con Énfasis en Inglés of the Universidad Tecnológica de Pereira, states that the graduate students should be able to facilitate learning, be sensitive towards social realities of his context, be a critical, creative and strategic thinker, be honest, committed and have a clearly defined cultural and professional identity; in order to accomplish this, the program has incorporated a critical component to the Initiation to the Teaching Practicum course, where students face classroom realities for the first time, start the aforementioned transformative process and, therefore, are required to constantly reflect upon their practice. Taking this

account, analyzing pre-service teachers' beliefs in practice is a major aspect to explore since it reveals whether students are reaching the standards established by the program.

Throughout the years, research has focused prominently on teaching strategies, methodologies and other aspects of teacher instruction and cognition; as a result, there is currently a gap in research on their formative processes as teachers, the development of their identities, and the effects of the interdependent relation between such identities and the teaching practice, which are also important aspects of teaching that should be taken into consideration. For that reason, it is paramount to conduct research on these aspects since it can benefit educational institutions, specifically teacher-training programs as well as student-teachers.

In terms of research on critical thinking, there is always an approach to its instruction and on ways to identify its development as well as methods to improve it in learners; nevertheless, there is very few research on critical thinking in teachers and the way its enhancement influences their ideologies, identities, instruction and the degree to which they embrace their roles as agents of change in the educational setting.

As a consequence, considering the lack of a critical thinking component in the curriculum with respect to students' professional role and the strong focus on instruction, the Licenciatura en Bilingüismo con Énfasis en Inglés has decided to follow the guidelines established by the MEN by incorporating the Initiation to the Teaching Practicum course as one of the purposes of developing student-teachers' reflective processes upon their teaching practices, beliefs and identities; yet, few research on this issue has been conducted, and, in the program, it has never been emphasized what the disposition of the students towards their practicum and their profession is; in addition, the way in which they display such disposition through discursive practices has not been studied in this context.

In light of this, the purpose of this study is to analyze pre-service teachers' reflections and Valuable Intellectual traits from a self-critical point of view regarding their perceptions towards their

own ideologies and identities and the ones established by the Colombian society; in addition, this project aims to identify and analyze the way those ideologies and identities are challenged and transformed during the Initiation to the Teaching Practicum course as they face the classroom reality.

This project will contribute to the English Language Teaching (ELT) field since it will provide new insights on teachers' identity construction and on the importance of deepening into aspects such as critical thinking in student-teachers so that they are able to adapt to the different challenges and situations that being a teacher in Colombia entails; moreover, it will build and critically transform their identities as language teachers in such context based on the metacognitive process in which they get involved in their teaching practicum. In addition, it will give an account of the impact that the introduction of the Initiation to the Teaching Practicum course to the curriculum has had on the students of the Licenciatura en Bilingüismo con Énfasis en Inglés program.

Considering the above, the research questions of this study are:

1. What ideologies are revealed in the discourse of students of the initiation to the Teaching Practicum course?
2. Are the Intellectual Valuable Traits evidenced in the reflections of the students of the Initiation to the Teaching Practicum course?

In the same way, the objectives by which the research process will be guided are (a) to identify intellectual valuable traits in student-teachers' discourses, (b) to establish what are student-teachers' perceptions regarding teaching in a Colombian public institution, (c) to determine what are students attitudes towards the Initiation to the Teaching Practicum course, (d) to define how are students beliefs about teaching affected by ideologies established by the Ministerio de Educación Nacional, (e) to recognize the factors that have an impact on the development of students' ideologies and identities in practice, and (f) to identify the students' ideologies and beliefs evidenced in their discourses.

3. Theoretical Framework

3.1. Literature Review

This chapter presents the literature related to student-teachers within educational settings and their professional and cognitive development in the English Language Teaching field; furthermore, it presents the way in which such aspects contribute to their identity progression and formation from a sociocultural view of the teaching practicum as well as to the enhancement of their professional profile and their teaching skills and knowledge by means of metacognitive processes which are portrayed in their discursive practices.

In agreement with the socio-cultural perspective of Yuan & Lee (2013) on teacher cognition, due to human continual involvement in social milieus, several experiences emerge from the interaction among the teacher, the classroom, the learners, and other participants, which has a significant impact in cognition shaping and development.

Following this line, Mogapil and Moalosi (2018) state that educational environments should provide the conditions to acquire the “essential abilities and habits of the mind” (p.2) required to originate people who is able to think critically; besides, for student-teachers who start to unfold the theoretical knowledge acquired into their practice, more than just a learning environment, the language classroom turns into a setting where inclusion, interaction and negotiation occur in conjunction with collectively-constructed knowledge, which contributes to the assembly of social conceptions (Bello, 2012).

Adding to this idea, in the field of English language teaching and learning, Bello (2012) addresses Norton and Toohey (2011, p.115) as they conceptualize language as a “complex social practice” by means of which users replicate “a diverse set of socio-cultural practices” (p.110) and accumulate a variety of experiences. Such experiences, as asserted by Yuan and Lee (2013), call for a critical internalization process in which reflection depicts the pathway leading to cognitive

reorganization and further action; therefore, “making sure that pre-service teachers develop critical thinking skills and attributes that are aligned to the classroom environment in schools would go a long way in making them fully prepared for the world of work” (Mogapil & Moalosi, 2018, p. 3) is necessary when executing such reflective practice for it to be effective. By virtue of the aforementioned process, pre-service teachers are able to boost their knowledge and skills, interrogate and reflect on their own values and beliefs, and improve their cognitive learning (Cheng, Cheng, & Tang, 2010; Gebhard, 2009 cited by Yuan & Lee, 2013) and professional development. In such account, the teaching practicum, in spite of its short-term length (see Kanno & Stuart, 2011, p.236), represents a crucial and valuable stage in teacher education since it “also has some significant influence on the critical thinking conceptualization” (Mogapil & Moalosi, 2018, p. 10); moreover, the teaching practicum "is a journey towards more complex forms of thinking about teaching with the purpose of preparing student teachers to better cope with classroom realities in the future" (Fang, 1996; Grudnoff, 2011 cited by Yuan & Lee, p.1), which means that the exposure to real-life scenarios and problematics guides pre-service teachers to the attainment of such improvement and to their engagement in a meaningful critical and metacognitive processes.

Student-teachers take the action of thinking about their own beliefs and perceptions, in the same way as they perform tasks that guide them to what Facione (1990, cited by Mogapi & Moalosi, 2018) defines as “the ideal critical thinker," a person who is flexible, fair-minded in evaluation, willing to reconsider, [and] prudent in making judgments”, and especially “honest in facing personal biases” (p. 3). Adding to this idea, Mogapi and Moalosi (2018) remark the importance of daring to ask questions and of being objective when inquiring even if the conclusions are not aligned with one’s preconceived perceptions, which are necessary characteristics when building a teacher identity.

Such assertions address the main focus of this study in the sense that it seeks to recognize traits that indicate the improvements of critical thinking towards the pre-service teachers’ own process as

teachers-to-be, and nuances of the exploration and evolution of their identities through the enactment of metacognitive processes after being exposed to real teaching scenarios. Likewise, research suggests that pre-service teachers' ability to inquire, reflect and develop their cognitive processes are not the only traits enhanced in the teaching practicum, but teachers' identity is also built alongside practice (Lave, 1996, p. 157; Wenger, 1998 cited by Kanno & Stuart, 2011).

In fact, Kanno and Stuart (2011) note that “the fundamental project in which student teachers of L2 are engaged is the project of becoming ‘language teachers’ in particular communities of teachers and learners” (p.239), suggesting that one of the main learnings arising from the teaching practicum is the pre-service teachers' identity breakthrough and assertion. Thereupon, with the purpose of elucidating the practice-identity relation and interaction, the researchers state the concept of “identities in practice” (p.240), which refers to the correlative relationship between these two elements, and accounts for what is observable in the teaching practicum as well as for what is discursively manifested by the student-teachers.

After carrying out the data analysis for their study, Kanno and Stuart (2011) grant that undertaking the teaching practicum still means getting involved in a learning process for student-teachers; this process encompasses the exploration of what is important, and of the ways to become more skilled teachers, which explains how practice shapes the pre-service teachers' identities. On the other hand, the authors argue that the process of becoming a teacher is concerned with the student teachers' gradual understanding of “what it means to be a language teacher and become increasingly comfortable with that identity” (p.247); such self-identification is the result of the already mentioned metacognitive process, and it is reflected in the way teachers feel and think towards their practice and, therefore, in their instruction as well as in the way they perceive themselves as language teachers.

On this ground, Kanno and Stuart (2011) claim that it is in the practice or the context, where one takes part in the community activities and learns the way of doing and being inside the community;

nonetheless, it is also in the practice where pre-service teachers' beliefs and values are challenged. Student-teachers' developmental process is influenced by experience, meaning that many of the traits that constitute a person's cognition are not entirely fixed; for instance, according to Yuan and Lee (2013), beliefs, knowledge, and attitudes are acquired through exposure to classroom settings (practice) and reflection.

After carrying out a comparative analysis between student-teachers' and in-service teachers' critical thinking, Mogapi and Moalosi (2018) found that the pre-service teachers' perceptions of what a critical mind encompasses is mostly based on theoretical foundations whereas in-service teachers' perceptions not only comprise the theoretical principles of critical thinking, but they also demonstrate a clearer insight on aspects influencing cognitive processes as well as on more centered ways of applying such principles; this supports the idea that pre-service teachers' practice is a substantial factor in their beliefs, identity and cognitive headway.

In view of the aforesaid, Kagan (1992, cited by Yuan & Lee, 2013) defines the concept of "beliefs" in the teaching scenario as "implicit assumptions about students, learning, classroom, and the subject matter to be taught" (p.2). Those beliefs, that can be acquired through the "apprentice observation" (see Lortie, 1975 cited by Yuan & Lee, 2013, p.1), have a huge impact on teachers' perceptions of their practices, education and themselves, yet it is also by means of the teacher practice, "dialogic mediation" (see Vygotsky, 1978 cited by Yuan & Lee, 2013, p.2), interaction with other members of the community, among others, that such pre-service teachers' beliefs and values are challenged. For instance, Oxfam (2006, cited by Bello, 2012) declares that "sensitive or controversial issues [...] have an impact [...] on the political, social or personal spheres and [...] provoke questions of value or belief" (p.110); keeping this in mind, Yuan and Lee (2013) declare that "the development of their beliefs can be attributed to various factors in the situated social-cultural context" (p.2). Hence, social contexts directly impact the developmental process of pre-service teachers' beliefs and identities

since, depending on the experiences that arise from such contexts, student-teachers' perceptions in regard to themselves and their practice will transform and shape their actions and thoughts. Inasmuch as practice shapes identity in the same way as identity is reflected in the practice of teaching, the preceding beliefs and knowledge enclosed in such self-exploratory encounter reflect the accomplishment of cognitive and metacognitive processes (Borg, 2009 cited by Yuan & Lee, 2013).

As stated by Gee (1989 cited by Bello, 2012), discourses are “ways of being in the world; they are forms of life which integrate words, acts, values, beliefs, attitudes, and social identities, as well as gestures, glances, body positions, and clothes”. Bello (2012) adds to such definition that discourses are meaningful acts growing from the need to express one's perception, and way of living in a given situation; hence, it is through the exposure to practice and different social situations the way through which student teachers build up, modify, critically look at, and manifest their discursive practices as well as their identity as teachers-to-be.

To conclude, the presented literature contributes to our study given that it frames the process by which the development of student teachers' identity through their practicum and metacognitive practices are carried out, as well as the way this, together with socio-cultural factors, contributes to the enhancement of their teaching skills, and the discovery and inquiry of aspects related to their professional identities, which are reflected in their instruction and discourse.

3.2. Conceptual Framework

This section aims to familiarize the reader with the most relevant concepts that constitute the theoretical basis of the present research study. We will first present the concept of “Critical thinking”, which is defined as the ability to perform effectively complex cognitive tasks and processes in order to attain more meaningful, extended and objective learning experiences (Atkinson, 1997; Elias *et al*, 2004; Fahim & Shirkhani, 2011; Kabilan, 2000); followed by “cognition”, which encompasses a series of mental processes and abilities performed by individuals when processing,

evaluating and producing information as well as when representing reality (Brandimonte *et al*, 2006; Ilin & Perlovsky, 2013; Sternberg & Sternberg, 2009). Then, “Metacognition”, which accounts for the ability to think, reflect, evaluate and take action over one’s learning and thinking processes (Flavell, 1979; Irwin, 2017; Kosta & Kallick, 2001); after that, we expose “Valuable Intellectual Traits”, which are mental characteristics resulting from the application of constituent elements of critical thinking such as Universal Intellectual Standards and Elements of Reasoning (Paul & Elder, 2014); then, we address the concept of “ideology”, which, according to Van Dijk (2005) makes reference to a system of beliefs that serves as the basis for the representations created by social groups. Additionally, a “belief” is defined as the product, and, at the same time, the unit of thinking and information processing, which is constructed, stored, reactivated and organized in the human mind (Van Dijk, 1998); as a next step, we introduce the concept of “ identity”, which is explained as a dynamic way of understanding the relationships of the world by being exposed to specific moments and contexts. (Duff & Uchida,1997; Kanno & Stuart, 2011; Hall, 2002; Norton, 1997). Following, the concept of “discourse” that according to Casamilgia & Tuson (1997) and Van Dijk (2013) is a constitutive social practice that helps to construct, maintain, change and shape people’s identities; and finally, “writing”, defined as a complex activity in which the representation of thoughts, beliefs and ideologies takes place (De Smedt & Van Keer, 2014; Mekala *et al*, 2016; Olinger, 2016; Peterson & Calovini, 2004; Quintero, 2008; Steinlen, 2018; Vassilaki, 2017).

3.2.1. Critical Thinking

As the concept of critical thinking has acquired more importance during the last years in the educational field, discussions have arised on its conceptualization. Although some theorists say that it is not possible to give a clear definition of critical thinking (e.g. Atkinson, 1997), according to Elias *et al* (2004), critical thinking consists on being able to think critically and creatively, to use thinking skills

and understand the language and its content, and to perceive thinking skills as lifelong learning; furthermore, he points out that “Teacher Training Programmes should prepare prospective teachers capable of utilizing thinking skills in their teaching” (p.2), which means that in order to have students who think critically, their teachers should be aware of the importance of thinking skills and their categorization as a first step. Likewise, Kabilan (2000) agrees with Elias *et al* (2004, p.2) as they claim that the only way of becoming proficient in a language is to “display creative and critical thinking through the language”, besides the language use and understanding of its meaning. This can be evidenced in the learners’ capability to perform certain tasks such as combining ideas, using “elaborate, intricate and complex stimuli and thinking patterns” , determining to “accept, reject or suspend judgment about a claim” in a careful and deliberate way, supporting their opinions and answers, correcting methods and procedures, and adapting to “uniformities, regularities, irregular circumstances, special limitations, constraints and overgeneralizations” (Feldman,1997; Finke et al, 1995; Lipman, 1998; Moore & Parker, 1986, cited by Kabilan, 2000).

Moreover, Fahim and Shirkhani (2011), assert that critical thinking “expands the learning experience of the learners and makes the language more meaningful for them”; therefore, as learners develop critical thinking skills, they can embrace their own thinking, monitor and evaluate their own ways of learning, which makes them capable of carrying out activities of which other students may not be capable; finally, they highlight the importance of the promotion of critical thinking skills by language teachers using appropriate ways of assessment, and of the inclusion of these skills as an integral part of an L2 curriculum.

3.2.2. Cognition

In order to develop academic or regular activities, it is necessary to employ a set of mental skills or processes, known as cognition, to successfully achieve them. As referred by Brandimonte *et al*

(2006), cognition “is not merely a process, but a ‘mental process’” (p.3) by means of which “external and internal input is transformed, reduced, elaborated, stored, recovered, and used” (Neisser, 1967 cited by Brandimonte, Bruno & Collina, 2006, p.4); in the same way, they argue that this process involves many different human functions such as perception, attention, memory coding, retention, recall, decision making, reasoning, problem-solving, imagining, and planning and executing actions. In addition to this, the researchers affirm that carrying out the aforementioned functions implicates the “generation and use of internal representations to varying degrees, and may operate independently (or not) at different stages of processing” (p.3).

Sternberg and Sternberg (2009) claim that cognition is the set of processes by which humans acquire and use knowledge, and it is “at the center of intelligence” (p.3); in addition, there are three types of components involved in these processes: First, meta-components, which are “higher-order executive processes such as metacognition; these are used to plan, monitor and evaluate information. Second, performance components, which are lower-order processes used to “implement commands of meta-components”, and third, the knowledge-acquisition components that are used for “learning how to solve the problems” (p.21). However, contrary to Brandimonte *et al* (2006), the authors point out that these processes are necessarily interdependent since they are constantly interacting with each other and other non-cognitive processes.

Similarly, Perlovsky and Ilin (2013) also remark the existence of perceptive and cognitive abilities involving “interactions of bottom-up and top-down signals” (Grossberg, 1982; Kosslyn, 1980, 1994; Schacter and Addis, 2007, cited by Perlovsky & Ilin, 2013, p.1); even though they do not address the concept from such a specific perspective regarding these mind abilities, they mention that this interaction consists on a process from “vague to crisp” (bottom-up signals), meaning “vague, distributed and unconscious mental representations” that unfold in “crisp and conscious perceptions and cognitions” (top-down signals) (p.15). Moreover, they direct their attention to language by stating

that it constitutes a “fundamental part of cognition and learning (...), especially abstract concepts” apart from being only a communication device (p.15). Understanding that the prior processes are carried in human mind, it is paramount to engage in metacognitive processes in order to perform such functions more accurately.

3.2.3. Metacognition

The way in which a subject is aware of cognitive processes is known as metacognition, which refers to "thinking about thinking", and it is considered as a high-level cognition process that can be applied in every stance of the human life, but most importantly, as one of the components of a successful learning. According to Flavell (1979), "metacognition is the uniquely human ability to reflect upon, monitor and control one's knowledge and thoughts"; similarly, Irwin (2017), claims that metacognition is an "ability to accurately recognize one's own knowledge and emotions, as well the knowledge and emotions of others, the ability to understand the potential or actual interaction of these thoughts and emotions and their impact on behavior, and the ability to identify these phenomena as subjective representations that are distinct from reality". As it is evident, both authors, Flavell (1979) and Irwin (2017) define metacognition as the "ability" that allows humans to learn from theirs and others actions and thoughts. Nevertheless, metacognition is not an easy task, indeed, it requires a series of steps or strategies, that can be taught, to reach that level of consciousness about the process since it is "metacognition the necessary tool to understand how the task was performed" (Garner, 1987 cited by Schraw, 1998, p.113) in order to acquire the knowledge.

As stated before, metacognition is essential in daily life; therefore, it can be applied in the academic scenario since it benefits students thinking processes which leads to better academic outcomes as it demands critical awareness (Lamb, 2014) and helps learners to be capable of developing

a plan, monitor and evaluate how much it's effective, that means metacognition helps the learner to be more involved in the learning process (Costa and Kallick, 2001).

3.2.4. Intellectual Valuable Traits

Critical thinking, according to Paul and Elder (2014), is a threefold concept composed by the Elements of Reasoning (or Thought), Universal Intellectual Standards and Valuable Intellectual Traits. For the purposes of this study, the main focus will be on the Valuable Intellectual Traits, which are understood as a set of mental characteristics resulting from the effective application of the Universal Intellectual Standards to the Elements of Reasoning. There are eight traits that constitute this concept, which are:

1. *Intellectual Humility*: This trait refers to the ability of being conscious of one's own boundaries in terms of knowledge as well as being sensitive towards egocentrism, bias, preconceptions and limitations of one's insights; in addition, this trait involves making claims in accordance to the awareness about such aspects without being intellectually arrogant.
2. *Intellectual Courage*: This trait addresses the capacity of facing ideas that do not necessarily align with one's viewpoints, beliefs. This capacity also entails admitting that others' opinions may be rational, and one may be deceptive. Conversely, it also calls for the necessary courage to be faithful to oneself.
3. *Intellectual Empathy*: It alludes the comprehension of other people's views and situations without being self-centered, identifying functional insights from them in order to assemble rational and accurate "premises, assumptions, and ideas rather than our own", and recognizing the possibility of being wrong.

4. *Intellectual Autonomy*: It implies taking control of one's thoughts, beliefs and values by analyzing and evaluating them in an objective way.
5. *Intellectual Integrity*: To have consistency with the rigourity applied on other people's thinking and actions and one's own thinking and actions.
6. *Intellectual Perseverance*: Willingness to apply "intellectual insights and truths" regardless of how difficult it may be knowing that they may lead to more profound perceptions.
7. *Confidence in Reason*: To be confident in one's application of reasoning principles and to encourage others to think by themselves knowing that the construction of solutions directed towards human interests is made by means of reason.
8. *Fairmindedness*: Adherence to the intellectual standards with the purpose of being objective with one's and others' points of view.

The integration or the lack of these traits will be evident in the quality of the contributions of an individual regarding the improvement of society, personal practices as well as their sense of correctness and their ways to perceive the world.

3.2.5. Ideology

It is possible to find several ways to conceptualize the term "ideology" among scholars since it can be looked at from various perspectives such as political, philosophical and sociological; however, the main concern of this study, in this case, is the definition of ideology by Van Dijk (2005), who defines such term from a sociological view. To begin with, he states that ideologies are a "system of beliefs"; this means that ideologies are representations that reveal the underlying basis for the creation of social groups. These representations are, indeed, the way in which the members of a perceive aspects such as "existence, reproduction and fundamental conditions"; the author also emphasizes the fact that

ideologies are not personal opinions nor shared beliefs; in fact, ideologies are created under that “general knowledge” (costumes and culture). Moreover, ideologies are beliefs that influence or shape “social representations” which are models used to express and construct reality, and those social representations are expressed through ideological discourse” which, at the same time, utilizes opinions, beliefs and attitudes as channels for conveying knowledge.

In this sense, an ideology is encompassed in the individual’s cognitive structure, which adjusts according to the social functions that the person is to perform. In addition, the fact that ideologies are part of individual cognition, they do not represent an individual element; as it was mentioned, they are an organized system of beliefs that become an ideology when they are shared with other members of a given social group. Once a group identifies itself with an ideology, its members acquire their own identity, which is constantly changing and being developed thanks to the transformational character of ideologies. Finally, the author remarks that a person can be aware or not about their ideologies, and that these are essentially acquired and reflected through oral or written discourse.

3.2.6. Belief

The term “belief” is defined in several ways by Van Dijk (1998). To begin with, from a cognitive perspective, beliefs are the product, and, at the same time, the units of thinking and information processing; such units allow the construction of a specific representation of the world, and are stored in the mind, or memory, which “is a storehouse of beliefs, and at the same time is defined by the mechanisms (processes, strategies, mental activities) that produce or process such beliefs” (p.21). As a result, the author highlights that, as they are encompassed in the mind, beliefs can be “constructed, stored, reactivated, [and] organized in larger units” (p.21). On the other hand, Van Dijk (1998) addresses the common contraposition of “beliefs” and “knowledge”, in which beliefs tend to acquire a negative connotation; nevertheless, he indicates that from a technical perspective in which both

“beliefs” and “knowledge” can be accommodated, beliefs are the basis of the mind structures, and, hence, all products of thinking, including knowledge, can be characterized as belonging to a certain category of beliefs. Such categorization occurs on the grounds of given criteria that meet “socially shared standards of truthfulness” (p.19). He makes clear that the fact that beliefs are stored in the mind does not mean that it is filled of beliefs since it also features “information of a structural nature (such as the composition of a sentence of a story)” (p.21). In the same way, Van Dijk (1998) remarks that beliefs are not limited to what exists, but they can also be associated to what the individuals perceive as being good or bad based on a system of norms; in this sense, beliefs may also be called “opinions”. Following this line, the author asserts that beliefs may be constructed and developed in both a conscious and/or an unconscious way, and that their basis are “basic beliefs”, which correspond to any product from the thinking process that cannot be decomposed. As a final point, he affirms that, as they are part of human cognition, beliefs take part on the development of cognitive tasks resulting from social action and interaction and are defined as social depending on factors such as their scope and nature.

3.2.7. Identity

To begin with, Norton (1997) defines identity as the way people understand their relationships with the world and how those relationships are built and transformed in specific contexts and moments. On grounds of this, it is understood that identities are not something “static” (Branch, 1993 cited in Duff & Uchida, 1997), but rather, as stated by He (1995 cited in Duff & Uchida), identities are "a process of continual emerging and becoming". Lave and Wenger (cited in Kanno & Stuart, 2011) add to this idea by explaining that identities are not something that a person has fully developed nor something that emerges when acquiring a particular skill, yet it is a person's' principal project. Moreover, identities are something co-constructed, negotiated and transformed not only by the context,

purposes, biographies (Heath & McLaughlin, 1993; Johnson, 1994; Kagan, 1992; Louden, 1991 cited in Duff & Uchida), desires (West, 1992 cited in Norton, 1997), interaction, exchange of ideas (McCall and Simmons 1966 cited in Hardwick and Mansfield, 2009) gender, social class and religion, but also by means of language (Hall, 1995; He, 1995; Kramsch, 1993a; Lather, 1991; Ochs, 1993; Peirce, 1995 cited in Duff & Uchida).

In addition, the fundamental role of identities is the one of naming, locating, recognizing and differentiating people (Burke and Reitzes, 1981; Foote 1951; Stryker 1968; Stryker, 1968 cited by Hardwick & Ginger); however, even though identities may appear as an individual process, for Hall (2002) it is paramount to remember that, as a member of a society, the perception of our own identity and other's identities are biased by the ideologies, customs, and other aspects of the society and different communities or groups that the person belongs to.

3.2.8. Teacher Identity

Richards (2006) refers to teacher identity as an aspect that is shaped and transformed through interaction and cites Zimmerman (1998) for mentioning aspects that are essential for the analysis of such interaction. First, the discourse identity, which has to do with the different roles that the teacher takes during a direct interaction with others such as “current speaker, listener, questioner, challenger, repair initiator, etc.”. Second, the situated identity, which is related to the individuals' engagement in specific activities that are oriented and aligned to “particular identity sets”. In the case of teacher, such activities would be the ones that are proper from their field and tasks that, as carried out, allow their identification and self-identification with their profession. The above leads Richards to affirm that the identity is a changeable feature of the teachers according to the circumstances in which they are performing. In this sense, Hanna *et al* (2020) describe teacher identity as being part of a more culture-related aspect that is, in a certain way, prescribed and, therefore, “not entirely self-generated” since it is

the result of an “ongoing and organized context and learning about the organization through socialization” (Burke & Stets, 2009, p. 34), which is a meeting point in relation to Richard’s (2006) perception of teacher identity as an interactive, social process; however, from the views of Hanna *et al* (2020), the result of such a social process is for the individual to understand some of the notions that the society in which he or she performs has with respect to what being a teacher is. In addition, the authors affirm that teacher identity goes along with socially shared meanings defining the professional role of teachers, each of which can be related to “any psychological construct [such as] beliefs and attitudes” that guide the teacher’s “behavior, thoughts and emotions” (p.2).

3.2.9. Teaching Practice

Along time, the teaching practice has been considered as one of the most important components when it comes to becoming a teacher. In accordance to Kasanda (1995), the teaching practice encompasses the time in which a student teacher has the opportunity to “try the art of teaching before actually getting into the real world of the teaching profession (pp.57-68); hence, after being given the theoretical knowledge during their academic preparation, the teaching practice, as affirmed by Zaçellari (2019), provides practitioners with practical knowledge that enables them to put into practice important elements such as “methods, strategies, principles and techniques” (p.170) as they have the opportunity to gain their first experience and insights within their professions. As noted by Kiggundu and Nayimuli (2009), cited by Zaçellari (2019), the teaching practice can be perceived as a “form of work-integrated learning” (p.347), where the practitioners are putting into practice the theoretical knowledge they already know and, simultaneously, they are immersed in their future working field, which are, specifically, the classrooms and schools in which they need to develop activities and tasks that will take them to practice teaching skills, to acquire the role of a teacher, which also has to do with the experiences that students go through (Stones & Morris, 1972, p.220, cited by Zaçellari, 2019).

3.2.10. Community of Practice

Throughout history, people have found useful and necessary the congregation of people in order to carry out a specific activity like surviving or more recently sharing common traits in order to create bonds. This necessity is one of the main characteristics of humans and as stated by Aristotle, "Humans are social beings by nature", which means that humans are always looking for the other in order to survive, learn and share. This characteristic has extended into all aspects of people's lives, including education, but recent studies focusing on the interaction of people in academic or workspaces have defined it as a "community of practice". According to Wenger (2010), a community of practice refers to " a group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (p.1); however, the main difference between the concept of "community" and "community of practice" is the intention that drives the creation of the community and the type of interaction. Wegner (2015) also stated three crucial features so as to identify a community of practice: "The domain, "The community" and " The practice".

The domain refers to an identity that is shared by the people who belong to the community of practice. Something that they are able to share and understand; therefore, in order to be in a community of practice, you have to have a level of competence in whichever the topic, interest or identity of the community is.

The community is created when the members of the community share the domain but also engage themselves "in joint activities and discussions, help each other, and share information. They build relationships that enable them to learn from each other; they care about their standing with each other." (Wenger, 2015, p.2)

The practice, which means that the members of a community of practice should be practitioners. Wenger (2015) says that the members of the community of practice have a "repertoire of resources" that involve stories, anecdotes, tools, resources, etc. that they will share within the community and it will work as a main source of knowledge since what they have learned in their practice could be useful for another member at any time.

3.2.11. Task-Based Language Teaching (TBLT)

Around the educational community, specifically in the English Teaching Community, multiple methodologies and approaches to teaching English as a second language have been developed and applied in the last years, but one that has created a big impact is Task-Language Teaching (TBLT). This approach has been around since the 1980's when the communicative language teaching approach emerged. According to Lai, Zhao & Wang (2011), TBLT essence is "that communicative tasks serve as the basic units of the curriculum and are the sole elements in the pedagogical cycle in which primacy is given to mean" (p.1). Hence, language teaching should be a developmental process in which communication and social interaction should be the main focus instead of individualized language items; therefore, in order to reach the objective the student should be exposed to task-based activities in which the language that is related as well as useful for the context in which the student is involved so as to develop meaning in a natural way. Nunan (2004) designed a six-step framework for applying tasks and transforming them into pedagogical tasks.

The framework created by Nunan (2004) include:

1. Schema Building: It consists of exposing the students to several exercises to " introduce the topic, set the context for the task, and introduce some of the key vocabulary and expressions"(Nunan, 2004, p. 31) for the class.

2. *Controlled practice: provide the students with a "controlled practice" in which the teacher uses the structures, vocabulary and language functions so they are exposed to the syntax and the use of those units in a communicative way.*

3. *Authentic Listening Practice: Exposing the learners to authentic audio-material (native-like audios).*

4. *Focus on linguistic elements: The students get to interact directly with the linguistic and syntactic elements that were presented in the second stage of the procedure. All of this, after " they have seen, heard and spoken the target language." (Nunan, 2004, p. 32)*

5. *Provide freer-practice: after being instructed on what students have to do or use, it is time for them to apply what they have learned or acquired from the previous information into the tasks that will be proposed by the teacher. The idea is that the student manipulates by his own language or innovates.*

6. *Introduce the pedagogical task: The students are being asked to complete the task that is the main objective of the lesson by using what they have learned.*

According to Nunan (2004), this six-step procedure is underlined by seven principles that have been around but helped in the creation of it, and they are scaffolding, task- dependency, recycling language, active learning, integration, reproduction to creation and reflection.

3.2.12. Discourse

Inasmuch as since 1960's "discourse" emerged as an independent discipline (Boutet & Mainueneau, 2005) and from there, researchers have tried to define it from different perspectives, for this research study, discourse will be defined from a sociolinguistic and political point of

view. According to Fairclough & Wodak (1997: 258 cited by Calsamiglia & Tusón, 1999) discourse is constitutive social practice, which means that, as discourse is part of society, it is composed by the institutions, situations and social structures of it and, at the same time, it keeps, reproduces and contributes to the transformation of the status quo. Apart from being a constitutive social practice, discursive practices help to construct, maintain and change people's identities. Following this line, Van Dijk (2013) agrees with Fairclough & Wodak when they define discourse as a "social practice"; he states that discourse is part of social practices, and it allows humans to communicate their thoughts or beliefs. Van Dijk (2013) adds that, even though social structures are different from discursive structures, social structures are influenced by the written or spoken outcomes of discourse, which are created by the mental representations of the participants; indeed, Casamilgia and Tusón (1999) state that discourse is not only part of social life, but it is an instrument for its own creation. According to them, as it is a social practice, discourse is complex and heterogeneous; however, it is not chaotic: It is heterogeneous in the sense that it can be expressed in many different ways of organization and there are different levels (from elemental linguistic forms to extra-linguistic or historical-cultural factors) influencing its construction; in the same way, understanding the different modalities in which it can be expressed (oral, written or graphic), it is complex. The aforementioned heterogeneity is regulated by a set of textual and sociocultural norms and principles that go beyond the grammatical level, and serve as guidance for humans to construct coherent and appropriate pieces of discourse; as a result, they mention that discourses give us the characteristic of being social.

3.2.13. Writing

In the academic setting, writing is currently an activity with which students deal on a daily basis. Nevertheless, it is one of the most difficult tasks to perform and it is because writing involves more than using signs and symbols to represent a language. In fact, as proposed by White and Arndt

(1996, cited by Quintero, 2008) “writing is a thinking process”; this activity demands a huge effort since writing “requires the coordination of fine motor skills and cognitive skills” (Steinlen, 2018, p.43). This means that students, and people in general, have to make an effort in learning the symbols, signs, and rules of a language, putting them into paper, but also organizing all the information they collect from the outside and what they already have in order to communicate effectively, or as Mitchell (1996 cited by Quintero, 2008) said “discovering and creating meaning” from the surroundings. By being able to do so, it can be said that students have a “clear thinking” (Mitchell, 1996, cited by Quintero, 2008) which is represented by the quality of their written outcomes.

Moreover, research suggests (Dyson & Freedman, 1991, p. 58; McCutchen, Teske, & Bankston, 2008 cited by De Smedt & Van Keer, 2014) that writing is a problem-solving process as it involves thinking about something, and indeed, it can also be defined as a metacognitive process since it requires the writer to “plan, prepare, draft, revise and evaluate” (Mekala *et al*, 2016) the outcome several times, which results in thinking about what has been thought of before, which is metacognition. As stated before, if the student is able to organize the signs and symbols and use them as an effective communicative tool, it will allow them to solve problems and fulfill academic expectations and the level that is required.

In alignment with White and Arndt’s (1996), and Steinlen’s (2018) ideas, Olinger (2011) indicates that “writing is more than an artifact” (p.274) since it is an activity distributed over time and space and entails a process of arrangement of various semiotic elements such as verbal and nonverbal production of messages, artifact use and environmental interaction. Subsequently, the findings of the research study made by Vassilaki (2017) put forward the significance of writing processes in pre-service teachers’ professional development, and in the formation of their identities as teachers-to-be. Considering this along with the view of writing as an activity in which individuals are required to point out their personal experiences and feelings, to discuss and evaluate their performance and learnings,

and to establish relations between them and their actions (Wharton, 2012 cited by Vassilaki, 2017), the researcher contends that enhanced writing practices ease the production and transformation of reflections upon identities as complex social aspects of individuals; as the author mentions, such identities are considerably influenced by stereotypical views or shared ideologies of what and how a teacher should be, and that impact is evidenced in their written discourses.

Peterson and Calovini (2004), meanwhile, highlight the substantial amount of students' ideologies evidenced in the way they carry out and organize their discursive practices; in addition, they emphasize the dependency relationship among such discourses, the context and context-agents with which students interact, addressing the socially-constructed nature of ideologies and the representation of them in reflective writing practices. Furthermore, Vassilaki (2017) remarks the autonomy given to the students by writing practices in their self-identification process; in the same way, she conceives writing as a social exercise in which negotiation takes place for constructing "discoursal identities more than other mainstream genres produced in the academy" (p.46), which also comprises a set of "different models, roles, beliefs and practices" that guide the mentioned perception of what a teacher should be.

4. Methodology

4.1. Description of the Study

Considering that the purpose of this study was to analyze the pre-service teachers' reflections and presence of critical thinking, the researchers point out Fraenkel's (2011) contribution as he states that qualitative research is concerned with "understanding situations and events from the viewpoint of the participants" (p.10) as well as understanding that the world is constructed by several realities that are built by those different viewpoints; consequently, this research was a qualitative study. In addition, Sampieri, Collado & Lucio (2010) assert that exploratory research accounts for studies dealing with

unfamiliar phenomena to gather information with the purpose of determining whether a more exhaustive research is feasible; in addition, it aims to establish priorities for further research and to suggest specific postulates in regard to the issue about which the study is concerned from an innovative perspective; accordingly, this study was defined as an exploratory research.

Throughout time, the importance of studying human activities has been remarked in social research; according to Burrell and Morgan (1979), this is done by getting directly involved in the situation to be studied with the purpose of understanding it “from the inside rather than the outside” (p.5). Every individual has their own way of understanding the world, and therefore, their own point of view regarding the situation studied; for this reason, this research study was characterized as being anti-positivist.

4.1.1. Context

This study will be conducted in a Colombian public university located in Pereira, Risaralda. The Universidad Tecnológica de Pereira offers 67 post-graduate programs and 37 undergraduate programs, among which is the Licenciatura en Bilingüismo con Énfasis en Inglés. This program has 665 students who come from different parts of the city and its surroundings.

The Universidad Tecnológica de Pereira is well known for its technological and scientific approach, and this is evidenced in the amount of programs that focus on exact and hard sciences; nevertheless, this has not been an impediment for the development of the humanistic side of the academy. In all programs, there is a “humanities” component that was integrated so as to provide students’ with an integral education; besides, Universidad Tecnológica de Pereira has a Fine arts and Humanities Faculty that serves as an answer for all the cultural, social and artistic aspirations of the community.

On the other hand, the Initiation to the Teaching Practicum course has the objective of getting the students immersed in real-life classroom environments in order for them to get familiarized with the different situations that take place in Colombian public institutions. In addition, it offers students opportunities to put into practice all the theory learned throughout the program.

4.1.2. Participants

The participants of this research study were 17 students of the Licenciatura en Bilingüismo con Énfasis en Inglés of the Universidad Tecnológica de Pereira. Among the participants there were 10 women and 7 men, enrolled in the Initiation to the Teaching Practicum course, which was set in the 7th semester of the program according to the syllabus. The frequency with which the students took the course was 4 hours per week: 2 hours of regular class instruction or feedback provided by the professor, and 2 of teaching practicum in one of the allied public institutions of the city.

4.1.3. Researchers' Role

The researchers' role in this study was participants as observers. According to Dewalt & Dewalt (2012 cited by Kawulich, 2005) by participating as an observer, researchers are allowed to learn and understand people's actions and behaviors in their natural setting by observing and getting involved in their activities; moreover, Dewalt & Dewalt (1998 cited by Kawulich, 2005) add that this type of researcher role requires them to have an open and nonjudgmental attitude, to be interested in learning from others, to be aware of aspects such as cultural shock and mistakes, to be a good listener, and to accept the unexpected. In addition, since the researchers' role in this study involved the analysis of the data, and a Think-Aloud protocol that was conducted with the selected participants, the researchers were active taking into account the definition established by Spradley (1980), in which he states that an active researcher is involved in what the participants do in order to understand their behaviors.

4.2. Data Collection Methods

In order to collect the data for this study, the following students' outcomes were obtained from the Initiation to the Teaching Practicum course.

4.2.1. Corpus-Based Approach

As part of the data collection methods, the researchers have selected a Corpus-Based Approach, which encompasses the video-reports and the reflective papers done by the participants of the project. As specified by Biber (2009), Corpus-Based is an approach to research based on the analysis of authentic linguistic data; the purpose of such analysis is to examine the variations and specific components of the data collected. In this case, this study will analyze those linguistic patterns and features in order to identify some of the participants' ideologies.

4.2.1.1. Video-Report

The students of the course were required to record a video in groups of 3 people after reading the documents of the Suggested Curriculum, which contains the Basic Learning Rights, the Suggested Structure and the Pedagogical Principles and Guidelines. In such report, the students were asked to explain what those documents were about, including their purpose and structure; besides, they should state their importance and propose a way in which they would include them in their teaching practicum. Analyzing students' video-reports allowed the researchers to identify the Intellectual Valuable Traits (Paul & Elder, 2014) in their discourses.

4.2.1.2. Reflective Papers

The reflective papers that were part of the data collected were a strategy implemented in the Initiation to the Teaching Practicum course in order to increase the criticality of students towards their learning and experiences in the teaching practicum. The reflective paper #1 was written by the students

at the beginning of the course whereas the reflective paper #2 was part of the writing section of the “Exámen de Semaforización”, a B2 proficiency test that students should take at the end of their 7th semester, as part of the requirements of the program. The analysis of these reflective papers helped the researchers identify the Intellectual Valuable Traits (Paul & Elder, 2014), which was the categorization of Critical Thinking selected for this study.

4.2.1.2.1. Reflective paper #1

The students of the course were asked to write a paper in which they reflect upon their experience while implementing TBLT (Task-Based Language Teaching) in their teaching practicum. The paper had to include a minimum of five paragraphs in which they had to explain, illustrate or describe the adaptations of the TBLT procedure (proposed by Nunan, 2004), the reason why they made it, the strengths, challenges and recommendations.

4.2.1.2.2. Reflective paper #2: Classroom Management

In the Licenciatura en Bilingüismo con Énfasis en Inglés, the students of 4th and 7th semester needed to present the “Semaforización test” in which their language competences were assessed through a series of tests in each skill (writing, listening, speaking and reading). For this study, the students were asked to write a reflective paper # 2 as part of the writing test of the semaforización; there, they needed to explain, illustrate or describe in 300-330 words what they learned in regards to classroom management, how they learned it, and its importance for an English teacher for the 21st century.

4.2.2. Think-Aloud Protocol (TAP)

In the present study, a Think-Aloud protocol was implemented in order to “understand the relationship of thoughts and words” (p.69) of the pre-service teachers’ written outcomes. The Think-

Aloud protocol, according to Charters (2003), “is a research method in which participants speak aloud any words in their mind as they complete a task” (p.68); in addition, Olson *et al.* (1984) indicate that “using think-aloud techniques is one of the most effective ways to assess higher-level thinking processes” (p.71), which was one of the main concerns of this research. For this reason, this technique was held after reading the reflective papers of the participants of the study and watching their video-reports.

4.3. Data Analysis

According to the needs of the project, the researchers realized that the most appropriate group to work with was the one taking the Initiation to the Teaching Practicum course. The data analysis process started with a preview of the group, which was composed by the characteristics of the context and population that the researchers needed to consider in the initial phase. There were 12 men and 17 women in the group, their ages ranged from 18 to 29; some of them had already experienced as teachers while others did not.

The data collection process had two stages: Pre-selection and selection of the participants. First, the researchers asked the professor of the course for permission to contact the students and ask them to be part of the project. After that, the researchers designed the consent letter so that the students could understand better what the project was about and sign for participation (pre-selection); the number of students that agreed to be participants of the research project was 17. Once the researchers got the participants’ permission, they looked at the program of the course in order to select the products that were relevant for the study, which were one reflective paper about the students’ experience with the application of Task-Based Language Teaching (TBLT), a video-report about the Suggested Curriculum and the Basic Learning Rights (BLR) and the way in which they could apply them in their teaching, and an essay about the students’ learnings on classroom management. The products selected were

obtained virtually and were archived in the same way using the participants' last names in a folder in Google Drive.

As a next step, the researchers established three criteria for the selection of the definite participants of the study, which were sent to the participants via e-mail in the form of three items:

1. Antes de la clase de Iniciación a la Práctica Pedagógica, ¿usted ya había enseñado en alguna institución, instituto, etc.? ¿Cuál?
2. ¿Era usted repitente del curso?
3. Durante el curso de Iniciación a la Práctica Pedagógica, ¿usted enseñó en otra institución, instituto, etc.?

In order to be selected, the students should not have experienced teaching English before the course, repeated the course and taught in any other institution during the course. Out of the 17 prospects that signed the consent format, 11 responded to the questions in the e-mail, and, according to the established criteria, 5 of them were suitable (selection).

On October 10th of 2018, the students of the Universidad Tecnológica de Pereira joined the national student strike for public education; consequently, and due to time constraints, out of the 5 prospects, it was possible to carry out only 3 interviews (TAPs). After that, the researchers assigned each other specific tasks: Researcher 1 (R1) did the semantic macrostructure of the video-reports and Researcher 2 (R2) transcribed the TAPs. Those data were coded according to the type of corpus, the last names of the participants, and date in which they were collected, like this:

RP-1-MA-SEPT-09

RP-2-AS-SEPT-09

RP-3-CM-SEPT-09

After revising the data collected, the researchers decided to discard the Reflective Paper #2 on Classroom Management since the conditions in which they were written were not reliable as it was part of an exam and the students were under pressure.

Subsequently, the researchers chose the Intellectual Valuable Traits (Intellectual Empathy, Intellectual Autonomy and Intellectual Perseverance), which were used as a filter to select the reflective papers to be analyzed since they needed to demonstrate features of critical thinking.

After doing the semantic macrostructure, the researchers came to the conclusion that it was a very descriptive outcome from the students, and it did not show nuances of critical thinking or their ideologies; consequently, it was discarded from the corpus to be analyzed.

Then, the researchers created a correlation matrix in which they established what the relationship was between the research objectives, instruments (reflective paper and TAP), indicators, which were previously chosen in order to carry out the analysis; these indicators included the Intellectual Valuable Traits and the Linguistic Referents in accordance with Van Dijk (1998). The correlation matrix also included codes (specific parts of the corpus in which the indicators could be evidenced). When analyzing those relationships, found out that the objective “To define how the students’ beliefs about teaching are affected by ideologies established by the MEN” was connected specifically to the video-reports, which had already been discarded as of the corpus; therefore, this objective was removed as well.

Once this was done, the researchers started analyzing the papers using in-vivo coding in Atlas.ti. First, they identified the Intellectual Valuable Traits (see p. 17) present in the documents and created a code in that specific part of the text and included an explanation of the reason why that IVT was there. Second, the researchers identified the Linguistic Referents (Van Dijk, 1995), which were previously selected. These Referents were:

1. Self-Identity Descriptions (coded as **SIDD**): Answer questions such as “who are we?”, “where do we come from?”, “what are our properties?”, “what is our history?” and “how are we different from others?”.
2. Activity Descriptions (coded as **AD**): Answer questions such as “what are our tasks?”, “what do we do?” and “what are we expected to do?”.

After that, a report was generated from the coding information in Atlas.ti; these files were archived following the metadata established beforehand, like this:

ER-ITV-CM-FEB-17

ER-LR-CM-FEB-17

The researchers decided to print all the papers and carry out the analysis manually by using color conventions as it follows (see appendix):

Intellectual Valuable Traits (IVTs):

Intellectual Autonomy: Green

Intellectual Empathy: Blue

Intellectual Perseverance: Red

Linguistic Referents (LR):

Self-activity description: Orange

Self-identity description: Pink

After having the color conventions, the researchers started reading the papers, identifying the IVTs and, subsequently, the LRs with their corresponding colors based on the coding that had been

done on Atlas.ti. As that was not the first approach with the texts, when they were doing the analysis, the researchers made the decision of modifying some of the codes that were previously assigned since they still not considered that a specific IVT or LR was present in a fragment. Once this was done, the researchers started the analysis process using the corpus and fragments from the TAP.

5. Findings

The Intellectual Valuable Traits identified in the papers analyzed were Intellectual Autonomy, Intellectual Empathy and Intellectual Perseverance.

5.1. Intellectual Autonomy and Intellectual Perseverance in terms of adaptations based on students' needs and/or proficiency level

During the process of giving lessons and interacting with the students, the practitioners were able to identify specific characteristics regarding students' learning processes, proficiency level, perceptions towards the language and responses to the implementation of the TBLT procedure; based on them, they made adaptations to the procedures proposed by the approach, and the materials that were being used, which made evident the existence of traits such as Intellectual Autonomy and Intellectual Perseverance in the practitioners' behavior since they noticed those situations and got the initiative of reflecting as a way to overcome the challenges faced.

5.1.1. Adaptations to the procedures

In the RP1, Intellectual Autonomy was identified since, for the practitioners, it was difficult to find materials that worked for their students as the majority of them were not very authentic or they were too advanced; consequently, after the reflective process, which consisted of writing a short paragraph where the practitioners had to answer questions such as: "what went well?" "what did not go well?" and "what would you do differently?". Subsequently, they concluded that they needed to design

their own materials in order to meet their learners' needs and teaching objectives as it is shown in the following extract:

RP1-MA:15-18 p.1

“For the implementation of the TBLT procedures, it was necessary to make some adaptations to meet the learners' needs. The first stage that was modified was ‘Authentic Listening’ which involves input from native speaker. Due to the basic language level of the students and the aims of the lessons, we decided to simplify this step by using engaging songs and teacher made materials”.

In the highlighted section, Intellectual Autonomy can be evidenced since the practitioners had the agency to identify the problem to a proper reflective process and look for the solution by themselves, which consisted of making some adaptations to the procedure, even though it was already established. This can also be evidenced throughout the whole paper, which shows that Intellectual Autonomy was present in the whole process, especially when thinking about their own teaching practices and, thereafter, implementing the different stages composing the TBLT procedure as a result of such a cognitive process.

Similarly, in the reflective paper #3, Intellectual Autonomy was evidenced in the fact that the pre-service teachers were constantly and conscientiously analyzing their students' needs and responses, and, as a result, the Task-Based Learning and Teaching (TBLT) procedure was adjusted; since the TBLT procedure was modified by the practitioners when the established procedure did not fit the context and students' needs, Intellectual Autonomy was seen. In addition, the prioritization of students' needs and proficiency level was also demonstrated by the practitioners in this paper, as it can be seen in the following fragment:

RP3-CM: 11-15 p. 1

“When we started our teaching practicum, we identified some incongruences between the TBLT procedure and the context in which we had to teach, and we had to leave aside two steps of the procedure, authentic listening practice and freer practice.

C: Nosotros...Pues, decidimos dejar eso como aparte, o encontramos la incongruencia porque el contexto en realidad no daba para realizar eso.”

In the fragment above, it is shown that the practitioners, based on what they have experienced, observed and reflected from their first classes, identified difficulties that involved the TBLT procedure and the context in which they were teaching; therefore, they decided to modify the procedure by eliminating two of the stages, which were “Authentic Listening Practice and Freer Practice”

RP3-CM: 128-129 p.5

“ It is important that teachers think on the needs and language level of the population to design a task”

Although there is a predetermined procedure for the implementation of TBLT, based on their own experience, the practitioners applied and encouraged Intellectual Autonomy after a reflection upon the needs of their instructional practices which resulted in the adaptation of that procedure in order to present authentic and contextualized content to their students.

As stated by Carter (2017), Intellectual Autonomy in the EFL context has to do with the ability to make critical decisions and taking independent action towards the assumption of corresponding responsibilities; having in mind the previous findings, it is confirmed that the pre-service teachers possess features of Intellectual Autonomy as they were able to analyze their context, connect it to their previous knowledge and make the necessary changes in order to fit students’ needs and capabilities. In the same way, Littlewood (1996) states that one of the key components of Intellectual Autonomy is the learners’ abilities and their willingness to make decisions independently, which is supported by the fact

that the practitioners were also autonomous when facing situations they had not faced before in the classroom; they were willing to make quick and assertive decisions as they were at “the expense of their own capacity for self-direction” (Carter, 2017, p.4), which is one of the main characteristics of an autonomous learner according to the author. This is also a way in which the students’ previous beliefs regarding language teaching are modified or reaffirmed by means of their own actions since they faced the situations, make autonomous decisions, and based on the results, they can start developing more willingness and ability to carry out an autonomous teaching process in which they have the agency to look at their context and analyze its needs in order to make appropriate decisions.

Following this line and with regards to Intellectual Perseverance, when facing the classroom situation, the practitioners in the reflective paper # 3 realized that the students did not have the expected proficiency level according to their grade level; therefore, when they attempted to follow the guidelines of the Suggested Curriculum, the difficulties emerged as the students had not acquired yet the linguistic tools required to develop the Suggested tasks. It was possible to identify one action that the practitioners took in order to overcome the challenge mentioned; they re-structured the TBLT procedure and the content proposed by the Suggested Curriculum, after reflecting on the difficulties faced in the attempt to implement the procedure as well as students' responses, with the purpose of fulfilling the linguistic gaps existing between the students’ abilities and what they were expected to be able to do.

RP3-CM: 81-91. p 4

“Bueno esa... Definitivamente eso fue un reto, porque a uno le exigen trabajar con el Currículo Sugerido, y el Currículo Sugerido tiene ciertas competencias ya designadas para cada grado pero, definitivamente, pues en el caso de J., los niños nunca habían visto inglés, y en mi caso, era muy limitado, era muy sesgada la visión que ellos tenían de la lengua porque, al parecer,

sólo lo que habían visto era a través de las prácticas pedagógicas, y, pues, como yo ya había dicho anteriormente... (...) ellos pues como que sólo tenían comandos grabados, pero en realidad de la lengua en sí, no tenían mucho, y, para cuarto ellos ya deben (...) empezar a manejar el pasado, ser capaces de formular oraciones cortas, identificar una conversación según el Currículo Sugerido, pero ellos no eran capaces de hacer nada de eso, lo cual pues nos forzó a replanear o a replantearnos las clases, entonces eso fue (...) un obstáculo respecto al approach de Nunan.”

As presented in this fragment, the fact that the practitioners came to the conclusion of replanning and restating the classes, which meant that they stopped focusing on the Suggested Curriculum and started doing what they thought was correct considering also the stages proposed by Nunan in the TBLT procedure. Their instruction was actually not affected by their students' proficiency level not meeting the standards proposed by the Ministry of Education in the Suggested Curriculum, but instead, they adapted their teaching practices to make the learning and teaching process more meaningful and appropriate for their students. Additionally, this is also a strong demonstration of Intellectual Autonomy as they evaluated their students' and their own process and responses and, based on that, made their decisions about what was correct even if that meant modifying the national guidelines.

5.1.2. Adaptations to materials

In the reflective paper #1, when facing the difficulty of not having the material required for their students' level and context, the practitioners decided to create their own.

RPI-MA:25-29 p.2

“A: (...) a parte nos tocaba también incluir contenido entonces era muy difícil pensar en todo, que sea native speaker, que tenga contenido, que sea el tema...”

D: que tenga el level

A: el vocabulario que íbamos a enseñar. Eran muchas cosas como entonces en ese primer listening... eh... nos tocó a nosotros mismos hacerlo.”

Given the limitations of the context in which the practitioners were immersed, which consisted of the lack of materials that are authentic, context and content-related, they had the necessity to design their own materials so as to be able to teach their lessons as they had planned them.

In the RP2, Intellectual Autonomy was noticeable as the practitioners acknowledged a difficulty in terms of authenticity and the students' proficiency level in the “Authentic Listening Practice” stage. The recordings that were available for practitioners to present in class were not comprehensible for students because they were not designed for their English level; on the other hand, the lack of a wide variety of materials that were appropriate for the students' context and level was a big issue since they were not compatible with the students' proficiency level and needs. Hence, they made the decision to create their own material having in mind those factors.

RP2-AS: 20-23 p.2

“(...) De acuerdo al task-based language teaching pues nosotros como que, para poder enseñarle a los niños como a tener cultural awareness pues nosotros decidimos obviamente utilizar varios tipos de inglés en el mundo, y pues, (...) hicimos varios ejercicios para que los niños entendieran que era lo que decían las preguntas.”

According to this extract, the practitioners made a decision based on the learners' needs and conditions even though the use of different types of English or the type of Authentic Listening that the students were expected to be exposed to was something not specified by the approach. This leads to the

conclusion that the practitioners' process was self-directed, which created awareness of the students' communicative needs of actually understanding the language from the intercultural perspective.

5.2. Intellectual Autonomy and Intellectual Perseverance in terms of classroom management

In the RP1, the practitioners made explicit their difficulties due to their lack of experience, specifically, with time management, which was an issue at the beginning considering all the procedures that they were expected to implement; notwithstanding, they looked for solutions and adaptations in order to overcome this challenge, making evident Intellectual Perseverance and Autonomy, as seen in the following extract:

RP1-MA: 120-124 p.5

“Additionally, time management was another issue faced during the practicum. Each lesson plan was thought through and designed to include the majority of Nunan steps (2004); however, given the lack of experience of the practitioners regarding classroom management and the students difficulties to follow instructions, the activities planned took more than the estimated time, and, in some cases, the steps could not be properly addressed”

In this fragment, a challenge in terms of time management is acknowledged by the practitioners; this led them to a process of identification of its causes and a possible solution, which consisted on the simplification of the language used for giving instructions. Even though this did not work out, it shows Intellectual Perseverance and Intellectual Autonomy as they were facing a problem and took actions to solve it.

With respect to Intellectual Perseverance, the practitioners found out that the students were bored and did not have the expected proficiency level; once they faced this difficulty, framed within the engagement strategies that teachers need to implement, the practitioners analyzed the situation and

decided to change some aspects of their plan for every session as it is seen in the following fragment:

RP2 AS: 72-74 p. 4

“Sí, de hecho como que al final de cada clase nos dábamos cuenta de que los niños se aburrían, entonces nosotros como que tratábamos de, en la próxima sesión, como cambiar cositas, como que los niños...pues ellos como que casi no (...) cogían bien las ideas, entonces pues siempre era durito”.

Intellectual Perseverance and Intellectual Autonomy are present since the practitioners recognized that the activities that they were implementing were not attention-getting enough for the students; therefore, they decided to modify the activities and look for new ways to present the contents to the students in order to make them feel engaged to the lessons.

As cited by Reinders and Lin (2019), autonomy can be seen as “having a strong sense of personal responsibility for [the teacher’s] teaching [practice], exercising via continuous reflection and analysis” (Little, 1995); hence, it was evident that the pre-service teachers were under a continuous reflection upon their lesson implementation since they noticed that the students were getting bored with the activities they were proposing as they did not understand very well, so they immediately decided to make a change for catching students’ attention and improve their learning process, which is a demonstration of one of the two dimensions of teacher autonomy described by Smith and Erdoğan (2008) as they state that this dimension consists of “the capacity for self-directed development and freedom from control by others.”; this affirms that there was a nuance of Intellectual Autonomy in practitioners’ teaching process as they focused their attention on students’ responses to the activities implemented and, by doing this, they decided to take a specific action that derived from the analysis of the situation. In addition, they did not need the assistance or guidance of any external agent to notice the situation and act for its solution.

5.3. Intellectual Empathy towards Nunan's Task-Based Language Teaching (TBLT) Approach

In the RP2, the way in which Intellectual Empathy was identified has to do with Empathy with Nunan, the author proposing the approach; according to Paul and Elder (2010), Intellectual Empathy "alludes the comprehension of other people's views and situations (...), identifying functional insights from them in order to assemble rational and accurate 'premises, assumptions, and ideas rather than our own.'" Therefore, the practitioners encouraged teachers to take into consideration the TBLT procedure, specifically, two of its stages: Authentic Listening Practice and Focus on Linguistic Elements, which demonstrates that they felt comfortable when applying the TBLT procedure since it contributes to better linguistic results in their students. In the same way, the practitioners in the reflective paper #3 recognized some benefits such as the possibility of integrating language and content in both an academic and real-life scenario, of recycling the key vocabulary presented in the lessons, and of allowing students to learn by doing as it is stated in the following section:

RP3-CM: 47-48 p.2

"Although those two steps had to be left aside to fit students' needs, there are some strengths in the implementation of TBLT in classroom that can be highlighted."

In the fragment above, the practitioners made explicit the fact that, even though some adaptations had to be made due to contextual needs and causes related to the students' level, there are strengths to be considered when implementing the TBLT procedure, showing Intellectual Empathy with the author.

5.4. Intellectual Empathy emerging from the identification of students' needs, characteristics and feelings.

This aspect regards the recognition of students' reactions and feelings towards the linguistic forms to which they were being exposed in class, and the fact that the practitioners looked for ways to

help students decrease their affective filter and overcome their difficulties, as they stated in the next sample:

RP2-AS: 24-25 p. 2

“Second, focus on the linguistic elements that is the language chunk that we exposed to the learners. For us, it was challenging because, at the beginning, the students felt frustrated but when we chose other strategies to do this, they improve in other classes; this is really important for us, as it is the main point of the lesson due to the fact, that the student is exposed to the linguistic form”

In addition, the practitioners expressed their concern about the students feelings towards the way in which language was presented. This shows Intellectual Empathy as they, as teachers, were interested not only in the students’ language production but also in the emotional aspects derived from the teaching and learning process.

In accordance with Galinsky and Moskowitz (2000), cited by Chen Cw-Y (2018), empathy encompasses three components, among which is the cognitive element that is “the ability to sense or understand the experience, feelings, or mental state of another person while remaining an objective observer” (Teding van Berkhout & Malouff, 2016, p. 32).

On the other hand, Intellectual Empathy was noticed in the sense that they understood that the students did not have the expected proficiency level so as to get the language structures they were supposed to through the pre-established way; therefore, the practitioners decided to adjust the TBLT procedure by removing the Freer Practice stage as they did not consider it was appropriate for the students. This can be seen in the following sample:

RP3-CM: 40-42 p.2

“Con feer practice decidimos dejarlo afuera porque Nunan lo que proponía era que uno le diera espacio a los estudiantes como de que ellos mismo exploraran la lengua y se enfrentaran al contenido o alcanzaran las metas lingüísticas que uno tenía para ellos, pero (...) definitivamente ellos no eran capaces. (...) No había una base sobre la cual trabajar porque ellos no tenían como el input suficiente, no estaban suficientemente preparados para eso, entonces por eso lo quitamos.”

In the previous fragment, Intellectual Empathy is evident on account of the removal of one of the stages of the TBLT procedure proposed by Nunan. This decision was made since, based on the interaction with the students, the practitioners noticed and understood that their students were not ready to interact with the type of content or exercises that are supposed to be used in this stage of the procedure. The above demonstrates Intellectual Empathy in the sense that, even though the practitioners were supposed to implement the TBLT procedure as a whole, according to the requirements of the practicum course that they were taking, they understood the students' difficulties and were unbiased when making the decision of not implementing the procedure in the way it was established previously.

5.5. Activity Description and Self-Identity Description

Mental models are part of a subject's individual thinking and are arranged by their past experiences; therefore, they are stored in the Episodic Memory, where those experiences are categorized to different factors, among which are the time and space in which they occurred.

According to Van Dijk (2013), there is a set of “hierarchical structures formed by a limited number of fundamental categories that define the basic structure of our experience” (p.5) Mental models are manifested in the form of opinions or beliefs; when individuals have similar experiences

regarding a specific aspect of society, they express them through their discourses, which, as claimed by Van Dijk (1995), are inherently linked to the social structures; at the same time, these social structures are constructed and modified through collective discourse.

Hence, when there is a collective discourse, there is a system of collective beliefs that are part of social representations, which define the social identity of a group (Van Dijk, 2005). In the same way, Van Dijk (1995) states that the social representation of a group, claimed by the author as “ideological discourse (...) will typically be semantically oriented towards (...) topics, local meanings and implications”; following this line, activity descriptions (AD) are a way of categorizing and analyzing the discourse of a specific social group, proposed by Van Dijk (1995). Through this category questions such as “what are our tasks?”, “what do we do?” and “what are we expected to do?” are answered, which acknowledges an “ideological activity description [that] is typical for groups who are defined by what they do” (p.148), which in this case, are teachers to be.

On the other hand, as regarded by Van Dijk (2013), “self-identity descriptions” are the answers to questions such as “Who are we?”, “Where do we come from?”, “What are our properties?”, “What is our history?” and “How are we different from others?”, which helps to narrow the sense of belonging to a certain social group as not every person possesses the characteristics that will allow him or her to feel identified and be recognized as part of that specific social group; therefore, such questions are the means by which the collective identities are developed from the individual beliefs.

Simultaneously, these descriptions are a subdivision of a general structure of ideologies, and along with “activity descriptions”, are stored in the Episodic Memory; hence, both of them work in the same way in relation to the mental models and their inherent link with social structures as they help to create, organize, structure and even restructure social groups. Nevertheless, even though they are part of the same construction, as it was mentioned, the way in which they are reflected in people’s

discourses varies since, specifically, “self-identity descriptions” respond to different questions, as the ones stated above, and they have a particular and fundamental purpose.

First Category: Activity Description

In the following excerpt, the practitioners start to express their need to make specific modifications to the TBLT procedure that they were expected to implement in their practicum; this was due to the fact that the context and the students’ needs were not always compatible with the way in which the procedure was proposed.

RPI-MA: 15-17 p.1

“For the implementation of the TBLT procedures, it was necessary to make some adaptations to meet the learners’ needs. The first stage that was modified was ‘Authentic Listening’ which involves input from native speaker”.

In this fragment, verbs are the grammatical category used to discern what the pre-service teacher beliefs are in terms of the activities that they are expected to perform. As shown in the first and second line, the fragments “make (...) adaptations” and “was modified”, which refer to the grammatical category of verbs, elucidate actions that are proper activities from the specific social group that they belong to (teachers); this can be explained by the fact that there are some theoretical bases on which, for any reason, the teachers need to make changes or modifications, as in this case. In addition, as reported by the Cambridge Online Dictionary¹, the verb “to meet” has to do with fulfill, satisfy or achieve something, and in this case, to represent another action that is commonly required to do in the teaching practice, that is fulfilling the learners’ needs. According to this, it can be inferred that the modifications mentioned above have a specific purpose, as it was demonstrated in most of the corpus.

¹ <https://dictionary.cambridge.org/us/dictionary/english/meet>

Such a purpose has to do with having different types of groups with heterogeneous students who have very specific needs; heterogeneity is, then, a regular situation in the Colombian educational context, of which teachers and pre-service teachers are aware and somehow prepared to face in their practice. This awareness is gotten from the practitioners' educational process in the B.A. program, where they are guided towards the continuous reflection upon their practices and behaviors in the classroom. Hence, the process is more meaningful for them and their students. On the other hand, this is also part of a generalized belief among educators, which is considered as a reality by most people in the field; such generalization creates a bias that guides the actions and activities of Colombian teachers.

In this regard, the pre-service teachers are drawing their own perceptions of what and how the educational processes should be done. This is reflected in their actions, which, according to Kumaravadiveliu (2003), are encompassed into what he has called "Teachers as passive technicians" (p.16) that is among the different roles that he has conceptualized as belonging to the teaching labour. Etymologically, the word "technician" refers to "a person skilled in mechanical arts"; in this sense, Kumaravadiveliu (2003) states that the primary role of this type of teacher is to be a conduit. Etymologically, "conduit" is interpreted as a "lead" and as a "medium or means of conveying"; following this line, the role of the teachers is limited to transmitting or conveying information and leading the students to a specific learning goal, leaving aside more involving actions in the teaching process that could be embodied into a more active and meaningful teaching role that benefits the students as well as the teacher.

Besides, the author mentions that the primary goal of this type of teaching is to maximize the content knowledge through prescribed activities, which fits in what has been written by the practitioners and demonstrates that the fact that they have a specific methodology to be applied, as it is TBLT, and that is composed of different prescribed activities, gets them immersed in a mechanical

cycle in which they should apply, observe, modify and apply again. In light of this, in this type of teaching, the primary players in the process are, first, experts, who develop the theories and methodologies, and, second, the teachers who adapt and apply them.

Notwithstanding, among the elements described as being part of this type of teaching, Kumaravadiveliu (2003) mentions that the teachers are more likely to apply a discrete approach as the primary orientation to teaching; in accordance with Aponte-de-Hanna (2015), a discrete approach is the one that makes emphasis on one skill at a time, leaving the others in the background without divesting them from the others, which can be interpreted as constituting the opposite side of an integrated approach to teaching. In line with this, there is a divergence between what is stated by Kumaravadiveliu (2003) in this sense, and the actual context and actions of the practitioners since, even though they are told to follow the TBLT procedure, which leads them to a cyclical process; this also requires them to use an integrated skills approach in the activities and lessons that they implement since this is one of the main foci of the B.A. program to which they belong.

On the other hand, according to the corpus collected, the teaching practice has to with making adaptations, as it was described above, and also with making choices related to different factors affecting the context and the teaching practice itself.

In the following fragment, the practitioners needed to make choices regarding the way in which intercultural awareness was going to be fostered and, also the way in which it could be integrated with the TBLT procedure that they were expected to implement; in order to do this, they decided to use listening tape scripts containing different English accents in the 'Authentic Listening Practice' stage.

RP2-AS-17-19 (p.1)

“On our lessons we saw that the learners did not have awareness on the different kinds of English that the world has, so we chose to use them to increase the learner’s cultural awareness, by expose [Sic] them to listened [Sic] conversations and music about people around the world.”

As in the previous case, the grammatical structure guiding this interpretation is the verb “chose”. As stated in the second line, the verb “chose” frames another activity that belongs to the teaching practice. As evidenced here, the pre-service teachers applied the different intercultural awareness theories promoted by the Licenciatura program regarding the importance and different ways in which intercultural awareness can be encouraged in the classroom, which demonstrates an advantage in the sense that the knowledge about this specific matter, and different teaching methods are integrated.

In light of this, it can be said that, even though the practitioners were making decisions by themselves based on the context needs, their acts could be framed under what Kumaravadivelu (2003) presents as “teachers as passive technician” since they represent a means for the transmission of knowledge founded on what was presented to them in a determined moment of their formative process, without being actually involved in contributing with something new; in addition, they used prescribed activities when carrying out the strategies and methods for the promotion of intercultural awareness. This type of behavior can be considered as part of a pattern that repeats among pre-service teachers in their teaching practice, which makes them fit in the same profile, according to Kumaravadivelu (2003), again; in this sense, the students are not directly involved in the process, although their needs are being considered. Nevertheless, this can also be a demonstration that the teaching practice is perceived by the practitioners as something isolated from the students. Finally, the sum of all these factors, reaffirms the view of Kumaravadivelu (2003) of teachers as technicians.

Lastly, in the next fragment from the corpus, the pre-service teachers are describing one of their findings after implementing the TBLT process with regards to specific steps that were not context-bound, as it is explained here:

RP3- CM- 11-13 (p.1)

“When we started our teaching practicum, we identified some incongruences between the TBLT procedure and the context in which we had to teach, and we had to leave aside two steps of the procedure, authentic listening practice and freer practice.”

What is understood from the grammatical structures in the fragment, which is specifically the verb “identify”, another action that is proper from the teaching practice is recognized and portrays one of the main challenges with which the practitioners had to deal in their teaching practice, that is the identification of two stages (Authentic Listening Practice and Freer Practice from TBLT) that were not appropriate to the classroom in which the procedure was being implemented. In addition, in the fragment the adaptation of the TBLT procedure to the contextual needs is once again evidenced, which is common among the three corpus presented in this section.

Second Category: Self-Identity Description

Van Dijk (2013) states that self-identity descriptions answer questions such as “Who are we?”, “Where do we come from?”, “What are our properties?”, “What is our history?” and “How are we different from others?”. In addition to this, Salinas & Ayala (2018) show how influential self-image is in the teaching practice, which is, simultaneously, influenced by other, often external factors such as self-perspectives, beliefs, areas or fields of performance (institutional stances), academic background and social recognition and groups, understood as communities of practice. In this sense, a community of practice is defined by Wenger (2010) as a group of people who are engaged in a collective learning process, share a common domain, concern and/or passion, and perform in a specific context or field; besides, they can be perceived from a twofold perspective: first, an analytical perspective, in which

communities of practice understood as the “simplest social learning [systems]”. Second, from an instrumental perspective, in which communities of practice are seen as a “learning partnership” and has to do with a “mutual recognition as potential learning partners” (p.12).

At the same time, Wenger (2010) links communities of practice with power issues, affirming that there are specific types of hierarchies among these communities, which shape perspectives, and therefore, identities and self-identities; these can be observed in the following fragments:

RP1-MA-178-179 (p.7)

“(...) ellos a duras penas le entienden a uno que le habla suavemente, entonces ya para entenderle a un nativo (...)”

RP2-AS-25-26 (p.1)

“For us, it was challenging because at the [beginning we] felt frustrated but when we chose other strategies to do this, they [improved] in the other classes”.

As seen in the excerpt above, the following interpretation is delimited by the use of the personal pronouns that mark the differentiation between “ellos” (they) and “uno” (one[self]). In light of this, Van Dijk (2013) states that an elementary analysis of ideologies can be done by means of certain hypothetical categories that “typically define major social parameters of groups [and] also [allow] us to postulate typically group-oriented meanings in discourse” (p.15); among these categories, the “ingroup-outgroup distinction, differentiation and polarization” (p.16) can be found and recognized by the use of personal and/or possessive pronouns such as “we” and “they”.

On the other hand, Van Dijk (1993) also states that Critical Discourse Analysis (CDA) examines “the relations between discourse, power, dominance [and] social inequality”; in this regard, Van Dijk (2007) affirms that, as part of a series of conceptualizations encompassed within the CDA

field, it is possible to find notions such as power and social power. He asserts that power is inherently linked to relations between social groups, institutions or organizations, and, consequently, power is conceived from the perspective of social power instead of individual power; in this respect, social power “ is defined in terms of the control exercised by one group or organisation (or its members) over the actions and/or the minds of (the members of) another group, thus limiting the freedom of action of the others, or influencing their knowledge, attitudes or ideologies.” (p.1). At the same time, this social power can be distributed (regardless of it being equally or not) among groups and be narrowed to a “specific social domain or scope”, in this case, the educational group; hence, this results in a centralized system of power that controls people belonging to a certain group.

In this study, the use of personal pronouns, in accordance to Van Dijk’s accounts, demonstrate the power relationships existing among the different actors involved in the context in which the practitioners perform and, thus, in their community of practice. Wenger (2010) emphasizes the existence of hierarchies, which are directly linked to power among communities of practice as she states that “when learning takes place in social systems such as communities of practice, issues of power are at the core the perspectives [in which] (...) every learning move is a claim to competence, which may or [may] not function (...). Learning and power imply each other” (p.8).

Taking up the in-group or out-group differentiation or distinction evidenced in the excerpt, these issues of power are present in the sense that the practitioners separate themselves from the students by creating a gap in which they (students) know less and are less capable than them, and the practitioners are in a higher position because of their knowledge and the *power* they have to make decisions on the students’ learning process. Concurrently, the pre-service teachers place themselves at a lower position in relation to a native speaker by affirming that they speak slower, or that their speaking is evidently easier to understand than a native’s, regardless of they (natives) belonging to their

community of practice and of their (practitioners') proficiency in the English language, which is clearly, according to the fragment, always lower than the native's.

The above can be due to the generalized belief that, as cited by Mariño (2011), "The native speaker is relied on to know what the score is, how things are done, because s/he carries the tradition, is the repository of "the language"" (Davie, 2003, p.207), that among Colombians in general, and therefore, among the Colombian teacher's community of practice there is a higher level of acceptance towards English native culture when it comes to teaching.

On the other hand, in the fragment **RP2-AS-25-26 (p.1)**, the pronouns "we" and "they", which refer to teacher and students respectively, show the hierarchical differentiation between them as well as the awareness they have regarding their role as teachers in the sense that they have the power to choose or make decisions that have an impact on the students' learning process, and that can also impact other academic aspects.

Unlike in the previous pieces of corpus, in the following fragment the practitioners show a separation from the community of practice, as it follows:

RP3-CM-164-167 (p.7)

"Bueno sí, es muy tedioso. Pues, yo considero que los docentes de inglés sí deberían usar ese approach aunque sí deben ser como muy conscientes de, de las implicaciones que tiene usar este approach, porque hay cosas muy complejas, y, obviamente, la variabilidad de la población hace que sea muy complejo, entonces pues... (...)"

Such a separation is demonstrated through the lack of use of the pronoun "we", and the use of the "they" (ellos) and "docentes de inglés" (English teachers), placing themselves as observers rather than active agents this time. This can be due to the fact that the practitioners might not feel the expected

sense of belonging to their corresponding community of practice because of their academic condition and the context they are immersed in, that means, they are not graduate students yet and, therefore, they are treated and behaved as students. Hence, the hierarchy existing in the Colombian teachers' community of practice, which was referred to and explained above, can be evidenced in a more notorious way, as well as in the data collected.

Throughout the analysis of the corpus, it was possible to identify certain nuances of political ideologies in some of the pre-service actions and reflections. This is possible since, as it has been stated before, ideologies are created by a group of people who share common beliefs, and those common beliefs have such an impact in all areas of a society; therefore, it is not surprising to find characteristics of specific ideologies in the educational sphere, and, in this case, in the pre-service teachers.

Having in mind that Colombia counts on a democracy, which means that there is liberty of participation, expression, and selection, this has given the opportunity (or right) to other ideologies to emerge and impact areas of the Colombian society, as mentioned before. Taking into account the experience, the reflections, and the events that the participants went through, it was possible to identify specific actions and thoughts that belong to specific political ideologies. The majority of these actions implied that the teaching and learning communities in which the pre-service teachers involved in the study perform are influenced by socioliberalism, democracy, and conservatism.

While organizing all the data, the researchers found out that there was a pattern across the different pieces of corpus. This pattern reflected the need of the pre-service teachers to adapt the procedure as well as to create and design their materials since they were aware of the fact that the context and the methodology that they were expected to apply were not congruent with the reality of the children they were teaching. The actions were taken by the pre-service teachers as a response to the need they were facing correspond to one of the characteristics of social-democratic ideology in the

sense that due to the consciousness that the practitioners had of the context, they decided to make a change, which could be understood as their desire to provide the students with equal learning conditions; in this sense, in a social-democracy, the State advocates for justice and equality of opportunities for their citizens; also, in a social-democracy, commonly, the State intervenes to correct inequalities generated by some of the decisions taken, specifically economic decisions. Therefore, the pre-service teachers not only identified, but also were aware of the inequality of conditions in which their students were, and took actions to solve this problem without going against what has been established by the Colombian Ministry of Education and the parameters of the Initiation to the Teaching Practicum course.

Nonetheless, the fact that they did not go against the criteria proposed by those institutions is a reflection of a libertarian conservatism ideology that emphasizes the promotion of liberty of expression and election through what has been established by the different authorities and institutions; this means that people are limited by the establishment, and do not go further because of the possible retaliation or the lack of consciousness of what can be done to solve a specific problem. Therefore, this is reflected in the fact that, for instance, the practitioners used to make minor modifications to the TBLT procedure as they identified the incongruences with the context, as it was mentioned before; nevertheless, those modifications were not structural, and, along the corpus, they never expressed their desire to do so. As indicated above, this can be due to the political and institutional guidelines under which the pre-service teachers need to work. Such guidelines are understood as the principles of the school in which they need to perform, the local and national standards, and what they have been taught and what is already established by the program and university. Nevertheless, this does not necessarily mean that the institutions setting the guidelines have a conservatory ideology since they propose new approaches to teacher, and an example of this is the fact that the TBLT procedure has been integrated into the program's curriculum; however, the way in which it has been implemented could be perceived by the

practitioners as somehow rigid and this could be owing to the perception of authority that the students have towards the institution.

In addition, the knowledge about the existence of hierarchies in the community of practice of the practitioners was identified, which can lead to the existence of hierarchies in the educational system and, therefore, in the society in general, which is also proper from the ideologies that were mentioned above, in which the individuals restrict their actions to fulfill their duties. This derives in the fact that, again, the practitioners innovate in the sense that they use the TBLT procedure in a new way according to the modifications they have done; notwithstanding, they do not change it drastically or make a profound reflection upon the context with the aim of characterizing it or establishing specific parameters or even standards for the implementation of the approach in the type of contexts that they need and will need to perform in during their professional lives, which can simultaneously lead them to start from the beginning the next time they need to implement the approach with a different group of students.

As a consequence, the practitioners have been labeled as “passive technicians” in accordance with the characterization provided by Kumaravadiveliu (2003) as they replicate the information or, in this case, the approach with which they were provided by their university teachers but their creative and innovative parts in the process were not very significant. But then, all this leaves the uncertainty whether the fact that the practitioners are presented and told to implement an approach that is not entirely applicable to the contexts and situations they will need to face during their teaching practicum intends to foster their critical thinking skills under the perspective of a hypothetical approach in which they necessarily have to solve conflicts and face these type of challenges.

6. Conclusions

Throughout the analysis of the corpus, it was possible to identify certain nuances of political ideologies in some of the pre-service teachers' actions and reflections. This is possible since ideologies are created by a group of people who share common beliefs, and those common beliefs have such an impact in all areas of society; therefore, it is not surprising to find characteristics of specific ideologies in the educational sphere and its corresponding actors, for this study, the pre-service teachers of bilingual teaching program.

Having in mind that Colombia's socio-political system is based on democratic principles, which means that there is liberty of participation, expression, and selection, this has given the opportunity (or right) for other ideologies to develop and impact areas of the Colombian society. Taking into account the experience, reflections, and events that the participants went through, it was possible to identify specific actions and thoughts that belong to specific political ideologies. The majority of these actions implied that the inside of the teaching and studying community of the pre-service teachers involved in the study is influenced mostly by social liberalism, democracy and conservatism.

While reviewing the data, the researchers found out that there was a pattern across the different corpus. This pattern reflected the need of the pre-service teachers to adapt the procedure as well as creating and designing their materials since they have decided that the context and the methodology that they were expected to apply were not congruent with the reality of the children they were teaching. The actions were taken by the pre-service teachers as a response to the need that they were facing, which correspond to one of the characteristics of social-democratic ideology. In a social-democracy, the state advocates for justice and equality of opportunities for their citizens; also, in a social-democracy, commonly, the State intervenes to correct inequalities generated by some of the decisions taken, specifically economic decisions. Therefore, the pre-service teachers not only identified, but were

also aware of the inequality of conditions in which their students were, and took actions to solve this problem, without going against what has been established by the Colombian Ministry of Education and the parameters of the Initiation to the Teaching Practicum course. However, the fact that they did not go against the criteria proposed by those institutions is a reflection of a libertarian conservatism ideology that emphasizes the promotion of liberty of expression and election through what has been established by the different authorities and institutions, which means that people are limited by the establishment, and do not go further because of the possible retaliation or the lack of consciousness of what can be done to solve a specific problem.

In terms of Critical Thinking, throughout the corpus and after the analysis made, it can be concluded that there is strong evidence of the students having features related to Critical Thinking, represented in the IVTs that were selected for the present study. From the reflections of the students it is possible to identify the fact that they have a well-developed and inherent sense of autonomy and empathy, which allowed them to deal with situations that were present in the classroom in an assertive and humanistic way. The above leads to a final reflection upon one of the research questions guiding the study since it is then possible to conclude that there was clear evidence of the IVTs and, finally, the ideologies in the students' discourses were recognized and that their acts correspond to some characteristics of political ideologies such as capitalism, social-democracy and conservatism, and this shapes their role within their community of practice

7. Research Implications

In academic settings, there is a big amount of knowledge regarding teachers' instructional practices; however, there was identified a lack of critical views of their roles as teachers and of awareness about their formation. In addition, although the individuals' ideologies have been researched, they have been rarely related to the educational field, in which research has been focused on strategies,

methodologies and instruction, part of the instructional component of teaching, as it was mentioned; nonetheless, other important components such as professional and identity development have not been sufficiently stressed, especially in Colombia, as well as the way such identities are enclosed within a specific community of practice with its own beliefs that, concurrently, respond to specific and socially-constructed ideologies that guide the student teachers' behaviour, attitudes and thoughts.

Considering the above, by means of the analysis of pre-service teachers' reflections and the way in which their ideologies are transformed and challenged during the Initiation to the Teaching Practicum course, this study provides new notions on how identities-in-practice are constructed in a specific educational context, and identifies the nuances of critical thinking through the reflective process to which the pre-service teachers were immersed during their teaching practicum.

In light of this, Discourse Analysis was taken as the methodology of the present study, which allowed the researchers to elucidate what the ideologies of the participants were based on their written and oral discourses. Discourse Analysis is a complex methodology since it has been approached in many different ways; therefore, the way in which it can be carried out during a study can become an object of study itself. Consequently, it is recommended to select a specific approach beforehand and guide and focus the data analysis on its specific guidelines, which should be researched and analyzed, and the researchers should make sure they respond to the research needs.

On the other hand, as it was specified before, the principal method for the data collection in this study was the corpus-based approach, which allowed the analysis of linguistic patterns and specific features, such as the ones provided by Van Dijk's approach to DA. However, the researchers recommend to have a wider corpus in order to obtain more ideas and perceptions with regards to the ideologies after the data analysis, which can lead to a more complete and extensive perception of the educational system and its actors.

In addition, the researchers also recommend to approach the data collection and analysis towards other type of characteristics in order to obtain other types of results that are also important components of society nowadays; for instance, the data could be analyzed through a perspective of gender or even specific age-groups with the purpose of knowing how the system operates and affects the individuals' attitudes, behaviors and perceptions by addressing specific characteristics. Furthermore, when carrying out research related to the subject of critical thinking, it should be considered that, according to Paul & Elder (2014), there are also other types of aspects or characteristics that allow grasping thoughts or ideas encompassing critical thinking such as Intellectual Humility, Intellectual Courage, Intellectual Confidence, Confidence in Reason, and Fairmindedness (among others). However, even though these features can be a subject of interest for research, the lack of literature related to some of these elements should be noted as well.

Further research should be done in relation to teachers' and student-teachers' ideologies in the second decade of the 21st century, which has depicted great changes in every sphere of society, which has a strong impact in the educational field and its particular role; hence, it is necessary to conduct research in order to conceptualize the way teachers are nowadays, the way they think of themselves and those who they need to interact with in their areas of practice and also, the perceptions and expectations they, and society in general, have in relation to what they should be and do.

8. Limitations

As researchers, the main limitation when carrying out this study was being directly involved in the context in which it took place. As we are also students of the program, we already know what the course is about and the processes and tasks that the people enrolled were to do; in addition, during the time that the project was being executed and the data was analyzed we were taking other courses that got us exposed to deeper pedagogical knowledge and teaching practicum as well. The factors

mentioned above had an impact in our ideologies, which are inherently harnessed to us when analyzing the data. Despite this, as researchers, we attempted to make sure that the findings reflected ideologies based on the samples presented and their linguistic characteristics.

9. References

- Apponte-de-Hanna, C. (2015). A Discrete Approach to Teaching ESL - What does it mean? *Teachers of English as a Second Language Association of Ontario*. Retrieved from <http://blog.teslontario.org/a-discrete-approach-to-teaching-esl-what-does-it-mean>
- Atkinson, D. (1997). A Critical Approach to Critical Thinking in TESOL. *TESOL Quarterly*, 31, 1, 71-94
- Bello, V., I. (2012). A Language-in-Use Study of EFL Students' Social Discourses in Project-Based Learning. *Colombian Applied Linguistics Journal* 14(1), 108-126.
- Biber, D. (2000). Corpus-Based and Corpus-Driven Analyses of Language Variation and Use. *The Oxford Handbook of Linguistic Analysis* (1 ed.).
- Brandimonte, M. A., Bruno, N., Collina, S. (2006). Cognition. *Psychological Concepts: An International Historical Perspective*.
- Calsamiglia, H. & Tusón, A. (1999). Las cosas del decir: Manual de Análisis del Discurso. *Editorial Ariel*, pp. 15-26
- Carter, J. A. (2017). Intellectual Autonomy, Epistemic Dependence and Cognitive Enhancement. *Synthese*. pp. 1-25
- Charters, E. (2003). The Use of Think-Aloud Methods in Qualitative Research: An Introduction to Think-Aloud Methods. *Brock Education*. 12(2), 1-15.
- Costa, L & Kallick, B (2001). "What Are Habits of Mind?" Retrieved Mar 7, 2009, <http://www.habits-of-mind.net/whatare>
- De Smedt, F., & Van Keer, H. (2014). A Research Synthesis on Effective Writing Instruction in Primary Education. *Procedia - Social and Behavioral Sciences*, 112, 693-701.

Elias, H., Konting, M., Lope, Z., Mahyuddin, R. (2004). The Incorporation of Thinking Skills in the School Curriculum. *Kajian Malaysia, Jld. XXII, 2*, 23-33.

Fahim, M., Shirkhani, S. (2011). Enhancing Critical Thinking in Foreign Language Learners. *Procedia – Social and Behavioral Sciences, 29*, 111-115.

Flavell, J. H. (1979). Metacognition and Cognitive Monitoring: A New Era of Cognitive-Developmental Inquiry. *American Psychologist, 34* (10), 906-911.

Fraenkel, J., Normal, E & Hyun, H. (2011). How to design and evaluate research in education. McGraw-Hill Education.

Gerring, J. (1997). Ideology: A Definitional Analysis. *Political Research Quarterly, 50* (4), 957-994.

Ilin, R., & Perlovsky, L. I. (2013). Mirror Neurons, Language and Embodied Cognition. *Neural Networks, 41*, 15-22.

Irwin, L. (2017). Metacognition: A Concept Analysis. *Archives of Psychiatric Nursing, 31* (5), 454-456.

Hanna F., Oostdam R., Severiends S.E., Zijlstra B.J.H. (2020). Assessing the Professional Identity of Primary Student Teachers: Design and Validation of the Teacher Identity Measurement Scale. *Studies in Educational Evaluation 64*, pp. 1-10.

Hismanoglu, M & Hismanoglu, S (2011). Task-based language teaching : what every EFL teacher should do . *Procedia social and behavioral sciences. pp. 47*

Kabilan, M. K. (2000). Creative and Critical Thinking in Language Classrooms. *The Internet TESL Journal, VI, 6*.

Kanno, Y., & Stuart, C. (2011). Learning to Become a Second Language Teacher: Identities-in-Practice. *The Modern Language Journal, 95*(2), 236-252.

- Kawulich, B. (2005). Participants Observation as a Data Collection Method. Forum: Qualitative Social Research. 6(2)
- Kenyon, E., A. (2016). Lived Experience and the Ideologies of Preservice Social Studies Teachers. *Teaching and Teacher Education*, 61, 94-103.
- Kumaravadivelu, B. (2003). Beyond Methods: Macrostrategies for Language Teaching. *Yale University Press*.
- Lin, L. & Reinders, H. (2018). Students' and Teachers' Readiness for Autonomy: Beliefs and Practices in Developing Autonomy in the Chinese Context. *Asia Pacific Education Review*, 20(2) pp. 69-89
- Littlewood, W. (1996). "Autonomy": an Anatomy and a Framework. *System*, 24 pp. 427-435
- Lai, C., Zhao, Y & Wang, J (2011). Task-based language teaching in Online Ab Initio Foreign Language Classrooms. *The modern language journal*. pp. 1
- Mariño, C. (2011). Reflecting on the Dichotomy Native-Non Native Speakers in an EFL Context. *Anagramas 10(19)*, pp. 129-142.
- Mekala, S. Ponmani, M. Sabitha, P. (2016). The Role of Metacognitive Strategies in Second Language Writing. *GSTF Journal on Education*, 4 (1).
- Mogapi, M., & Moalosi, W. (2018). Comparative Analysis of In-Service and Pre-Service Teachers' Critical Thinking Skills: A Thematic Approach Based on the California Critical Thinking Disposition Inventory. *Journal of Education, Society and Behavioural Science*, 23(4), 1-12.
- Nunan, D. (2004). Task- based language teaching. *Cambridge Language Teaching Library*. p. 32
- Olinger, A., R. (2011). Constructing Identities through "Discourse": Stance and Interaction in Collaborative College Writing. *Linguistics and Education*, 22 (3), 273-286.

Paul, R. and Elder, L. (2010). *The Miniature Guide to Critical Thinking Concepts and Tools*. Dillon Beach: *Foundation for Critical Thinking Press*.

Peterson, S., & Calovini, T. (2004). Social Ideologies in Grade Eight Students' Conversation and Narrative Writing. *Linguistics and Education*, 15, 121-139.

Purvis, T., & Hunt, A. (1993). Discourse, Ideology, Discourse, Ideology, Discourse, Ideology... *The British Journal of Sociology*, 44 (3), 473-499.

Quintero, L. (2008). Blogging: A way to Foster EFL Writing. *Colombian Applied Linguistics Journal*, 10, 7-49.

Richards, K. (2006). 'Being the Teacher: Identity and Classroom Conversation. *Applied Linguistics*, Oxford University Press, 27(1), pp. 51-77.

Salinas, D. & Ayala, S. (2018). EFL Student-Teachers' Identity Construction: A Case Study in Chile. *HOW Journal*, 25(1), pp.33-49

Sampieri, R, Collado, C & Lucio, P. (2010). *Metodología de la investigación*, quinta edición. The McGraw Hill Company. 78-79.

Schraw, G (1998). Promoting General Metacognitive Awareness. *Instructional Science*, 26 113-125.

Smith, R. & Erdoğan, S. (2008). Teacher-Learner Autonomy: Programme Goals and Student-Teacher Constructs, *John Benjamins Publishing*, pp. 83-102

Steinlen, A. (2018) The development of German and English writing skills in a bilingual primary school in Germany. *Journal of Second Language Writing*, 39, 42-52.

Sternberg, K., & Sternberg, R. J. (2009). *Cognitive Psychology: Sixth Edition*. United States of America: Cengage Learning.

Van Dijk, T. (2005). Ideología y Análisis del Discurso. *Revista Internacional de Filosofía Iberoamericana y Teoría Social*, 10(29), pp. 9-3

- Van Dijk, T. (2013). Discourse-Cognition-Society. *Contemporary Studies in Critical Discourse Analysis*. 1-35
- Van Dijk, T. (2014). Discourse and Knowledge: A Sociocognitive Approach. *Cambridge University Press*. 587-601
- Van Dijk, T. (1998). Ideology: A Multidisciplinary Approach. *SAGE Publications*.
- Vassilaki, E. (2017). Reflective Writing, Reflecting on Identities: The Construction of Writer Identity in Student Teachers' Reflections. *Linguistics and Education*, 42, 43-52.
- Wenger, E. (2010). Communities of Practice and Social Learning Systems: the Career of a Concept. *Springer*, pp. 179-198.
- Wenger, E. & Wenger, B. (2015). Communities of practice a brief introduction. *Wenger-Trayner*, pp. 1-2.
- Yuan, R., & Lee., I. (2013). Pre-Service Teachers' Changing Beliefs in the Teaching Practicum: Three Cases in an EFL Context. *System*, 44, 1-12.
- Zaçellari, M. (2019). The Teaching Practice in the Albanian Context: Student-Teachers' Perceptions regarding their Experience in Teaching. *Rethinking Teacher Education for the 21st Century: Trends, Challenges and New Directions*.
- Zsigmond, I. (2015). Writing Strategies for Fostering Reading Comprehension. *Procedia: Social and Behavioral Sciences*, 180 (2015) 1698-1703.

10. Appendix

10.1. Appendix A: RP1-MA + TAP

Introduction to Teaching Course 2018-1
Final Reflective Paper
Teachers:

Comentado [VRB1]:

According to Richards and Rodgers (2001), Task Based Language Teaching (TBLT) is a student-centered approach which emphasizes on the use of language through meaningful tasks, such as making a phone call and giving directions. This approach acknowledges Experiential Learning as its underlying theory of language learning inasmuch as it proposes that students learn by doing (Nunan, 2004). TBLT tasks, therefore, should simulate students' real-life situations which will "require them to negotiate meaning and engage in naturalistic and meaningful communication" (Richards & Rodgers, 2001, pp. 223-224). In fact, TBLT comes from the Communicative Language Teaching (CLT) approach since both of them highlight the importance of conversation as a resource to develop the target language (Richards & Rodgers, 2001). Considering that in recent times, TBLT has been taken into consideration when designing syllabi and school language curricula, this paper seeks to analyze the implementation of the six-steps procedure of TBLT (Nunan, 2004) for the design of lesson plans during a teaching practicum. The adaptations made to the procedures, the strengths evidenced during the implementation, and the challenges faced in the classroom are the points to be developed in the following paragraphs.

For the implementation of the TBLT procedures, it was necessary to make some adaptations to meet the learners needs. The first stage that was modified was "authentic listening" which involves input from native speakers. Due to the basic language level of the students and the aims of the lessons, we decided to simplify this step by using engaging songs and teacher-made materials.

"A: Bueno, esto fue un problema ¿Ah! y yo estabamos diseñando juntas aunque yo tenía segundo de primaria y ella tercero, entonces en el primer lesson plan hmmm fue como el ás difícil para nosotras porque ...creíamos que teníamos que seguir todo al pie de la letra, entonces la, el lesson plan que queríamos implementar en esa clase eeh, no encontramos listenings que fueran así como espontáneos ¿Cierto?"

el contexto naturalista
verbs
Verbs → Active or Active
+ Adaptation:

D: muy difícil.

A: uno no habla como de eso así normal..

D: nos fuimos por **hacer un cartelito** donde ellos dibujaran cosas que tenían que ver con ver, con escuchar y pues sabemos que eso no es muy vida real que digamos sino más bien académico pero la profe nos dijo: si chicas es que es muy duro buscar algo real life.

A: y que estuviera completamente bien, entonces tuvimos que **hacer ahí también esa otra adaptación.**"

Adaptación

Integrating the TBLT approach in the classroom supposed some advantages for the teachers and the students. In the first instance, the practitioners could be organized in the design of the lesson. Since the approach proposes a pedagogical task as the ultimate goal of the lesson, the teachers could have a clear perspective of the activities to follow throughout the sessions in order to accomplish the task.

" D: Bueno, cuando empezabamos la planeación en lo primero que pensabamos es en... los objetivos que **ibamos a enseñar** y cual iba a ser la task y una vez supieramos que iba a ser la task ya lo de las actividades de... que se iban a enseñar.. era que ¿Cómo una semana? dos sesiones

A: Eran tres, las haciamos de a tres sesiones..

D: Listo, así haciamos normalmente tres sesiones. El tercer día era en el que se hacia la task, entonces en el día uno y dos, ya sabiendo la task, pues planebamos las actividades, que tuvieran que ver con la task y ya.

R2: ¿Algo más para añadir?

A: Si, yo creo que fue de mucha ayuda saber que eran esos siete pasos porque si en la prácticca nos hubiera dicho vamos a implementar task- based pero ya, si no nos dan como... unos pasos uno queda ahí como perdido. Al menos ya sabiamos que primero se introducía como lo del vocabulario, todo el background y ya ibamos en orden. Como dice, ya pensabamos primero en la taks para ya saber que mas o menos debía ser en cada paso, pero fue de mucha ayuda tener ese procedure."

In the second place, the focus of the approach benefited students' willingness to learn the language.

XB

D: " Eehh, no pues el objetivo era ir aprendiendo el inglés con los chicos de una forma...no no sé, no se me ocurre nada con language.

A: Noo, yo creo que es con la línea en general.

D: O bueno. con esa línea.

A: yo creo que, o sea, ese approach sí ayudó mucho porque era muy dinámica. O sea, no era como que siempre lo mismo, tratábamos también de incluir...ya al final tratamos de incluir más de juegos y cosas porque si al principio era muy de papelitos y ellos se aburrían, pero por ejemplo con esa de los sentidos les gusto mucho porque en el paso uno llevamos fue cosas pues que ellos estuvieran relacionados ...

D: que pudieran tocar, que pudiera oler...

A: y fue muy chevere ese lesson plan por ejemplo. Entonces, ellos siempre estaban como a la expectativa de que vamos a hacer, que nos van a enseñar, que cosas van a traer porque sí, sí era muy dinámico.

Bearing in mind that TBLT emphasizes meaning over form, it was not necessary to explicitly introduce the language to the students; instead, as the lessons were focused on the use of the target language to talk about content, the students were more engaged in the class.

D: Esto tendría que ver con lo que has dicho de que como ellos estaban envueltos en...engaged en hacer algo con el lenguaje, expresar que lo que estaban viendo, probando entonces eso de una u otra forma los motivaba también.

A: Si porque no era la típica clase que llegábamos y les decíamos como que ..eh.. Así se escribe del presente simple, primero va esto, primero, de segundo va lo otro, no, siempre era como .
→ only orange
implícitamente. El, teníamos como para introducir la language form una cosa que era de canciones y aplaudir o, tenemos la oración pero la cambiábamos en una cartulina cambiábamos el orden y ellos nos ayudaban a cantarlo. entonces implícitamente siempre estaban interactuando con la forma . pero
→ only orange
como no era, así una clase tradicional...ellos sí, pues, producían y estaban motivados

D: o pensaban que estaban jugando...pero estaban era usando el language y bueno seguimos.

As the lessons were carried out, some issues concerned with the students' level arose and represented a challenge for the practitioners. To begin with, putting into practice the "Focus on linguistic elements" stage was demanding for both teachers and students. **The students evidenced little understanding** of the language form, and this could be attributed to the high demand of the task or to the lack of interaction with the form.

A: Yo creo que sobre todo fue al principio, cuando empezamos introducíamos la language form...eh...solo en ese, creo que era el tercero, stage?

D: ajá.

A: Ese stage, y no lo hacíamos como luego propuso que era con canciones y todo, no me acuerdo tampoco como lo hacíamos al principio...creo que era con worksheets o algo así y si era muy difícil que los chicos entendieran el language form ...y al a veces **ellos lo producían** cuando era con las canciones, ya ellos interactuaban. Habían unos chicos que eran super pilosos, que lo hacían de una pero cuando llegábamos a la task...no entiendo por que, ya no eran capaz

D: se bloqueaban

A: si, de hacerlo ..eh...eso si fue como un problema.

D: yo creo que era el tiempo...no sé, pienso que de pronto, como teníamos el tiempo tan limitado y había que estar **produciendo** el lesson plan, entonces no como esa importancia a la parte de practicar el linguistic form, entonces eso era algo así como muy rápido, que, ¿Unos quince minutos, veinte? y ya pasábamos a la siguiente stage y eso de una forma u otra no le ayudaba a los chicos, creo que faltó más énfasis ahí."

Additionally, time management was another **issue** faced during the practicum. Each lesson plan was thought through and designed to include the majority of Nunan's steps (2004); however, given the **lack of experience** of the practitioners regarding classroom management and the students' difficulties to follow instructions, the activities planned took more than the estimated time, and, in some cases, the steps could not be properly addressed.

A: "yo cre que eso es lo que está diciendo que, por estar corriendo a veces no nos enfocábamos bien en un stage y perdíamos mucho tiempo con lo de las instrucciones, entonces,

incluso tratábamos de **simplificar** todo, era : primero vamos a hacer esto, segundo vamos a hacer lo otro, ay pero esos chicos yo no sé..

5/11
D: si, son muchos chicos y **ponerle cuidado** a cuarenta y cuantos chicos? entre treinta y cuarenta niños es muy difícil entonces si uno le **explicaba** a uno, el de allí no no no le ponía atención entonces pasábamos mucho tiempo en una sola stage y cuando ya pasábamos a la otra ya estábamos graves de tiempo. Entonces ese fue, creo que el, un problema constante, estuvo desde el principio hasta el final.

A: si, fue muy duro dar las instrucciones ahmm ¿ya cierto?

D: si, ya.

To conclude, based on our own experience, we recommend all teachers who want to implement TBLT in their language classes **to reflect upon** the following considerations. First, if the target population are young children, the listening and speaking skills should be the focus of the lessons as young kids are still learning to read and write in their mother tongue.

D: Hmm, algo que nos dimos cuenta durante el primer día fue que **ellos siempre** tenían el problema que iban a escribir, estaba escrita la palabra en inglés en el tablero y **ellos** iban a escribir y volteaban las letras, confundían la "d" con la "b" que es un **problema** que los niños tienen a esa edad, entonces nos dimos cuenta que enfocarnos en writing a esa edad en segundo o tercero de primera es, pues, no es muy recomendable porque ellos apenas están desarrollando su habilidad en español, ahora para hacerlo en inglés, si.

A: si, con reading era igual. Nos tocaban oraciones chiquitas todo muy ...eh... simple, cortico, muy cortico para que no se les dificultara porque ellos tenían el proyecto de aula ¿Cómo se llama eso? era el plan lector o algo así y todos los días leían en español pero incluso en español no, uno veía que les faltaba mucho, eh, los míos estaban en segundo eran unos chicos que también tenían problemas de aprendizaje y la profesora no era como que les ayudara mucho sino que ella les hacía las cosas, en Inglés también tuve problemas con eso porque ella misma les hacía las cosas entonces... como que no los dejaba a ellos mismos, si,...fue también difícil eso entonces decidimos como a mitad de ...de la práctica enfocarnos más en las habilidades de speaking y listening."

Second, teachers should avoid combining the TBLT approach with a content-based methodology due to the fact that it is not easy to design tasks that focus on content and at the same time simulate a real-life situation.

A: Por ese mismo problema que tuvimos, fue también muy difícil a veces cuando planeábamos siempre de tener en cuenta las dos cosas, no olvidarnos de que tenían que aprender el contenido pero que todo tenía que ser eh...lo de task-based, yo no sé, creo que es mejor solo uno o lo otro.

M: si, pues, creo que los chicos como que se aburrían más cuando teníamos una materia como ciencias naturales, porque ellos, listo eh...es como ellos estar viendo otra vez ciencias naturales en inglés...Pues me dió la impresión a mi de que no les atraía tanto como si hubiera sido algo más de supermercado y haga de cuenta que está comprando, creo que..

A: pero como son con niños, yo no sé...

M: bueno, algo más para ellos, entonces si...

Finally, teachers do not need to include all stages, instead, they can select and adapt the ones that better meet their learners' needs.

M: Hmmm ¿Cuántos pasos eran?

A: 7

M: Porque, por ejemplo el paso de authentic listening que fue uno de los que modificamos, que según ¿cómo uno tiene que poner algo que sea...un listening que sea auténtico, pues, con native speakers y bueno, no me acuerdo de que más, pero eso es algo muy difícil para niños de segundo o tercero. Ellos a duras penas le entienden a uno que le habla suavemente, entonces ya para entenderle a un niño, entonces, creo que podemos modificar esas partes..

A: yo tenía una niña que se ponía a llorar cuando era el listening, pero no el listening de canción sino el que yo grababa con una compañera y se ponía a llorar que porque ella no entendía, no entendía entonces yo tenía el transcript y le decía: bueno, entonces yo lo voy a leer así despacito y ustedes me dicen cuando tengan preguntas o algo, no, ella era cerrada

RP1-MA

M: y los niños se bloquean mucho, se cierran. Había uno que yo le...pues, para **facilitarle** el proceso de aprender el language form, yo le **pedía** que dibujara algo y también **se** bloqueaba: que él no sabía dibujar, que no podía entonces...pues si es difícil por ese lado, ahora si no **modificamos** los stages imagínese cómo sería

modificamos

REFERENCES

- Nunan, D. (2004). *Task-based language teaching*. Cambridge, UK: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.

Convenciones (Colores)

* Intellectual Valuable Traits

- Intellectual Aut.
- Int. Emp.
- Int. Pers.

* Linguistic Referents

- SD (Self-description)
- ~~SID (Self-identify description)~~
- AD (Activity description)

10.2. Appendix B: RP2-AS + TAP

Introduction to teaching course 2018-1

Comentado (VRB1):

Final reflective paper

Teachers:

To define Task-based Language Teaching, first we have to define what is task, it is according to Long (1985) "the hundred and one things people do in everyday life, at work, at play and in between". Now, we can define TBLT as certain trends in second language education that influence both teaching and learning; also it emphasizes the use of authentic language through meaningful tasks. On the TBLT there are theoretical approaches that help teachers to create their lesson plans. First, the communicative language teaching (CLT) the aims of it are the pragmatic, authentic and functional use of language without just focusing on the grammatical aspects; here the teacher focuses on "Knowing that" and "knowing how" they are knowing and being able to use the grammatical rules and being able to communicate appropriately with those rules. Second, the alternative approaches to syllabus design which aim is set of steps to follow in a class in order to teach an English lesson. Third, Experiential learning is the learners experience in their learning process. Fourth, Policy and practice which aim is the educational instructions that the government gives.

As was mentioned before the syllabus is a huge part in the TBLT, Nunan states 6 steps on the procedure and explains them and gives examples to clarify the meaning. We decided to highlight 3 because we consider that they are really important in the lesson. First, Authentic Listening practice which involves the listening skill to increase learner's awareness on the different types of English are spoken around the world. On our lessons we saw that the learners did not have awareness on the different kinds of English that the world has, so we chose to use them to increase the learner's cultural awareness, by expose them to listened conversations and music about people around the world.

Pues no sé... Que... De acuerdo al Task-Based Language Teaching pues nosotros como que, para poder enseñarles a los niños como a tener cultural awareness pues nosotros decidimos obviamente

De acuerdo
Pasado: STI
Naranjo. M
we = + veces!
Ning =

utilizar varios tipos de inglés en el mundo y, pues, para hacer eso **nosotros** como que... **Hicimos** como varios ejercicios para que **los niños** pues entendieran qué era lo que decían las preguntas.

Second, focus on the linguistic elements that is the language chunk that we **exposed** to the learners. For us, **it was challenging** because at the begging the students felt frustrated but when **we chose other strategies** to do this **they** improve in the other classes; this is really important to us, as it is the main point of the lesson due to the fact that, there the **Student is exposed** to the linguistic form.

*Pues al momento de nosotros **implementar** todo eso, pues la principio, como en las primeras clases, sí fue duro... Como más que todo.. Como cómo le vamos a exponer esto a los niños, **los niños** no sabían nada de inglés, entonces fue duro.*

As the strengths of teaching a second language based on tasks, we could **recognize** that students felt more enthusiastic with the topics and activities since the information given and taught is relevant and useful for daily life. The information **provided** in the lesson plans, which were related one with the other, allowed the learners to make a connection between the new knowledge obtained in English and what they already knew in their first language, and not to think about English classes as isolated topics or exercises with no relation from one to another.

*Pues sí, nosotros quisimos como **relacionar** el inglés como algo normal de la vida, que **ellos** no lo vieran como una materia más y como algo difícil.*

What is more, the fact of **exposing** students to the English language in the majority of the lessons **could support** in a positive way to the teaching and practice of the second language, since it was **evidenced** the good response and understanding of the meanings and ideas.

Sí, los niños tuvieron una buena... Una buena... Respuesta en, en, en la parte de listening.

The attempts to partially **understand** the instructions given and the knowledge provided help **pupils'** brain to acquire and learn language as they need it in class to perform throughout the lesson, **increasing** gradually language awareness and allowing students to have meaningful knowledge.

No sé qué decir.

On the other hand, there were also some challenges that we had to face when teaching English as a second language by using task-based approach. One of the main challenges at the moment of teaching was the language structure used in the lesson, due to the fact that students were not used to communicate and interact in English;

Si, pues si fue como un poquito difícil para ellos, y también para nosotras porque ellos no sabían nada de inglés.

When they started receiving classes mainly in English, it was evidence the lack of knowledge about simple language structures in order to ask about doubts or answer questions, and the lack of confidence to talk in front of the classmates since they feel they were not good enough to show the other how they talked.

Si, de hecho muchos niños no participaban casi en clase por lo mismo, porque sentían que los otros, los compañeritos se iban a burlar y por eso no participaban.

Another struggle that we had to solve was regarding memorization. Students were used to remember everything exactly as things were written on the board, and no making relations between both languages, so learners felt the need to memorize every word that the pre-service teachers mentioned.

Si, de hecho cuando nosotros pegábamos como las flashcards en los tableros, ellos se las aprendían así de memoria y... Cuando nosotros les preguntábamos sobre lo que significaban, no tenían ni idea, sólo como que.. se memorizaban la palabra y ya.

At the very beginning of the practicum students got bored easily as they did not understand the meaning of the ideas, and it was very laborious to remember every single word in English, and its meaning in Spanish.

Es lo mismo, pasaba lo mismo.

As a conclusion, we realize that as education evolves, the tools, techniques and approaches implemented within classrooms needs to be constantly changing and developing new strategies to not do the same every session, taking into account students' needs and requirements;

Sí, de hecho como que al final de cada clase nos dábamos cuenta de que los niños se aburrían entonces nosotros como que tratábamos de, en la próxima sesión como *cambiar cositas*, como que los niños... Pues ellos como que casi no, no cogían bien las ideas, entonces pues siempre era durito.

we could say that *teachers* can take the TBLT as a reference and guide to plan their lessons in order to think about knowledge that students can internalize as meaningful to the rest of their lives.

Pues yo creo que *task.based* es... Es... Pues, se puede, uno lo puede utilizar muchas veces, pero pues la cosa es que eso tiene sus pros y sus contras, y, por ejemplo, con lo de.. cuando los niños memorizan pues ahí no se está viendo lo que nosotras pues queríamos alcanzar...

Conscious (Colores)

* Intellectual Valuable Tracks.

- Int. Aut
- Int. Equip
- Int. Pers

* Linguistic Referents.

- SD
- SJD
- AD.

10.3. Appendix C: RP3-CM + TAP

Introduction to Teaching Course 2018-1

Comentado [VRB1]:

Final Reflective Paper

Teachers:

Nowadays, one of the most acknowledged approaches to teach English as a foreign language is Task-based Language Teaching (TBLT). Proposed by Nunan in 2004, this approach conceives language as the result of the strategic use of authentic situations that prompt the real use of language. One of its main pillars is the experiential learning, which consists on learning by doing and understanding the use of language in real situations. In that fashion, to make the language accessible to students, Nunan (2004) proposes the use of pedagogical tasks (real life actions performed in the classroom). With the use of those tasks, students will be able to perform the language with a communicative purpose following a six-step procedure. During the implementation of TBLT in the classroom, we had to modify some of the steps proposed for this approach, we could recognize three main strengths of its implementation, and the challenges that we had to overcome.

[When we started our teaching practicum, we identified some incongruences between the TBLT procedure and the context in which we had to teach, and we had to leave aside two steps of the procedure, authentic listening practice and freer practice.]

Nosotros... Pues, decidimos dejar eso como aparte, o encontramos la incongruencia porque el contexto en realidad no daña para realizar eso. Los niños no sabían nada, estaba en un CDI, yo estaba en... Con tercero, con cuarto de primaria, y definitivamente ellos no sabían nada, lo que tenían de otras prácticas anteriores era más como... como comandos, "can I go to the bathroom?", o sea, frases como chunks, pero no... no eran capaces de realizar un freer practice y pues el listening era más que todo porque había mucho ruido y no había material, entonces tocaba dejarlo así porque como era content-based, no había ningún listening que se adaptara como a... al tema que uno estaba manejando con ellos. Listo.

Since the implementation of the English classes are directly linked to a subject matter, it implies that all the input must be given through the content.

most relevant
auth. adaptations to
material and p.

27

Bueno, yo creo que eso ya lo expliqué en la otra... Pues, era por el contenido, entonces por eso se dejó como el listening, pero igual pues... vale resaltar en este registro que era content-based, a pesar de que era con él, con el approach de Nunan.

Undoubtedly, the reason for not providing authentic listening practice is that finding an audio that explores both the content, the language function, and matches with students' proficiency level is really challenging. The second step that was avoided was the freer practice.

Con Freer Practice pues decidimos dejarlo afuera porque Nunan lo que proponía era que uno le diera espacio a los estudiantes como de que ellos mismos exploraran la lengua y se enfrentaran al contenido o alcanzaran las metas lingüísticas que uno tenía para ellos, pero ellos no, definitivamente **ellos no eran capaces**. Si uno les dejaba el freer practice ellos no... No porque no había una base sobre la cual trabajar porque ellos no tenían como el input suficiente, **no estaban suficientemente preparados para eso**, entonces por eso lo quitamos.

Although many programs have been implemented in the country with the hope of increasing students' proficiency in their L2 (English), our students barely could respond properly to a greeting such as "good morning", so it would not make sense to provide a freer practice if they do not have the level yet to do so.

Bueno, acá pues eh, obviamente no se les iba a dar freer practice porque no... Esto ya está muy redundante pero si, **no tenían** todavía el nivel para hacer eso, se esperaba que lo alcanzaran después pero igual como la práctica era tan reducida, pues no había cómo, por eso lo quitamos.

Therefore, freer practice was completely avoided in our classes.

Although those two steps had to be left aside to fit students' needs, there are some strengths in the implementation of TBLT in the classroom that can be highlighted. First, one of the main strengths of using this approach is that it allows the integration of both language and content. All the procedures allow the focus on both aspects and their use in different contexts, so it allows that students not only learn the use of the language in an academic context but also in a real-world situation.

Pues... Nosotros encontramos que sí era una fortaleza principalmente porque Nunan lo que más quería era no sólo que el estudiante tuviera como un... un... un uso artificial o muy académico de la lengua puesto que eso no lo iba a poder usar como tan libremente en la vida real, entonces pues

→ Auto-adaptation
SS. needs

nosotros consideramos que si era como muy bueno, o muy ventajoso que se les pudiera como dejar ver ese lado como comunicativo o informal de la lengua, que es el que uno realmente usa en un contexto cotidiano.

Another strength of TBLT was stated by Nunan (2004) himself, and it is that teachers can recycle the vocabulary or key expressions presented in a lesson. This means that we, teachers, can reuse the language presented which, of course, is important to present the linguistic elements in different environments (Nunan, 2004).

Esta también es una fortaleza porque, a través de reciclar el lenguaje, pues los niños van a, van a... como que van a aprender más fácil o van a recordar más fácil que es lo que uno les está enseñando, además eso también funciona como un... un andamio para que ellos puedan tener unas bases más concretas sobre las cuales construir pues más conocimiento o ir desarrollando más competencias con respecto a la lengua.

The last strength that is important to recognize of the implementation of TBLT is that students have the opportunity of learning by doing, which is the main characteristic of this approach. Students have, then, the opportunity to learn by completing independently a final task for which they have been getting prepared through the lesson.

Nosotros encontramos que, de hecho, ese era un muy buen... Una gran fortaleza. Primero porque eso lo dirige a uno como al objetivo de la clase, entonces, si usted le pone cabeza al cuerpo, usted ya sabe qué hacer, pues, básicamente, entonces uno primero pensaba a qué quiero que el estudiante llegue entonces uno ya se iba como step by step a decir qué o... a planear exactamente cómo uno iba a dirigir a estudiante para que alcanzara eso, y aparte de eso pues también porque pues... uno trabajaba mucho con ellos muchas cosas entonces uno... yo los ayudaba por ejemplo con los mapas, leímos mucho, hicimos muchas lecturas para antes... Antes de que ellos pues expusieran el mapa que les tocó, entonces es como darles también muchas bases y eso viene, pues, de ese objetivo que uno basa... a través de lo que uno quiere, de lo que uno quiere que ellos alcancen.

On the other hand, we identified some challenges with the implementation of TBLT in the classroom and the population we were working with. As it was already stated, one of the main

→ *Relevant*
} *Persistence*
} *Lack of knowledge*

As a result, one of the procedures, the focus on linguistic elements, was removed in all the implementations since students were not ready to be exposed to grammatical or phonological features of a second language so directly.

Nosotros decidimos quitarlo. Jhenny especialmente, decidimos quitar the focus on linguistic elements porque, primero, pues siempre se ha dicho desde la teoría que los niños no deben ser como tan expuestos directamente a la gramática puesto que no, no aprenden así; además el approach de Nunan, se supone que es un approach, un natural approach, entonces los niños no aprenden desde la gramática, sino que ellos aprenden desde, como de una forma... De una forma en la que ellos puedan internalizar las cosas, entonces por eso eran los tasks, por eso era que se hacían tantas actividades, para que ellos internalizaran más como desde un contexto cotidiano y no desde algo tan académico.

Furthermore, the pedagogical task had to be adapted to their needs, and the considerations for it were also different from the ones proposed by Nunan (2004) as we could not expect students to produce language they were not ready to.

To conclude, from our experience using and implementing TBLT in the classroom, we can say that some steps in its procedure can be modified depending on the context you are teaching in.

Sí fue una de las principales conclusiones porque tenía un contexto muy diferente, ella tenía jardín, niños que todavía no hablan, que todavía no leen, y yo tenía un cuarto, y nosotros hicimos adaptaciones diferentes del currículo, o del. Bueno del approach de Nunan, entonces definitivamente sí es una de las principales conclusiones, que el approach es muy útil porque le da a uno como muchas pautas, además ves cada uno de los steps, cubre muy bien las bases con respecto a la enseñanza, pero igual siempre está abierta la posibilidad de que uno lo pueda adaptar de acuerdo al contexto.

It is important that teachers think on the needs and language level of the population to design a task.

Por supuesto que es importante, es una de las grandes conclusiones que nosotros, con las que nosotros terminamos y es porque, eh, el material que se diseña para niños o para adolescentes es muy diferentes, además del material también depende el éxito de una clase porque los niños se van a

→ Autonomy modifying

→ Autonomy T

152

sentir más... más engaged con un material o con otro, entonces el material.. El diseño del material es indispensable.

Also, teachers need to **be aware** of what students can or cannot produce, and based on that, **design the tasks** in each step of the TBLT procedure, or **remove** the ones that do not seem to fit.

Esta conclusión pues está muy relacionada con la primera, que era la de la adaptación del approach, porque si uno definitivamente ve que, que uno de los steps no da con la población a la que uno le está enseñando, pues uno simplemente lo omite porque, ¿qué más va a hacer uno? Toca.

In this order, it is important to take into consideration that the stages and tasks on each step that the teacher **decide** to use need to relate to the final task, which is the pedagogical task; in other words, they have to serve as a scaffold for its completion.

Creo que yo ya había hablado un poquitico de esto pero, esa es otra que las conclusiones que nosotros encontramos, que el approach de Nunan lo que hace es como guiar a los docentes a lo que, a plantearse un objetivo con respecto a lo que esperan que los niños, eh, sean capaces de hacer y, a través de cada uno de los steps, uno va preparando el niño para que, al final, en el pedagogical task, sea capaz de hacerlo.

TBLT is a fresh and innovative way of teaching a second language.

*Bueno... Pues nosotros consideramos que sí es una forma muy... Algo tediosa pero si consideramos que es efectiva si se implementa bien porque... Porque nosotros pensamos, o yo personalmente pienso que ese approach sí tiene en consideración muchas cosas que antes... Pues en décadas pasadas no se tenían en cuenta para enseñar una segunda lengua; entonces pues, **tomar en cuenta**, por ejemplo, el focus on... el enfoque lingüístico, el enfoque de reciclar las palabras que ellos ya vieron, **prepararlos para...** para realizar pues la actividad pedagógica, y también la de... Y también la de **darles la práctica** pues como una... Una práctica libre de lo que aprendieron es muy importante porque entonces los niños, uno le... **Uno le enseña** al estudiante pero también le **da la libertad** de que él pueda moldear el, la lengua como ellos quieran, entonces eso es como muy... es algo muy innovador, es algo fresco, es algo que no se había hecho antes. Antes todo era como mucho más controlado, entonces, en ese aspecto pues consideramos que sí es mucho mejor, o es una ventaja muy grande que tiene el approach.*

However, in an EFL context it is really challenging to use it, so if a teacher is aware of what was stated in this final section, we strongly suggest them to use this approach.

10-4 [Bueno sí, es muy tedioso. Pues, yo considero que los docentes de inglés sí deberían usar este approach aunque sí deben ser como muy conscientes de, de las implicaciones que tiene usar este approach, porque hay cosas muy complejas, y, obviamente, la variabilidad de la población hace que sea muy complejo, entonces pues...] Como tener en cuenta los steps que se pueden quitar o.. Lo que le puedan agregar, lo que... Las actividades en las que se puedan demorar más, y creo que no mencionamos otra cosa y es que, pues este approach también le da la flexibilidad de que uno no tenga que alargarse, o tenga que realizar todos los steps en una clase, sino que uno puede hacerlo en varias clases, entonces eso es otra cosa de la que el profesor también debe estar como muy al pendiente, o debe estar consciente de eso, y nosotros pues... Yo sigo, yo sigo diciendo, a pesar de que hace un año ya que vi Iniciación a la Práctica, sigo pensando que este approach de verdad funciona, y que sí es una buena alternativa para usar

Empathy
w/ N/A

R-7

References

A framework for task-based language teaching. (2004). In *Task-based Language Teaching* (2nd ed., pp. 19-38). United States of America, New York: Cambridge University Press.

Convenções:

► Intellectual Valuable traits

↳ Int. Autonomy

↳ Int. Empathy

↳ Int. Resilience

→ Linguistic References.

↳ Self-description

↳ ~~Self-identity description~~

↳ Activity Description

