

*PROMOTING-SELF EMPOWERMENT*

“Implementing a Dialogical Agenda to promote Critical Thinking and  
Self-Empowerment”

Carlos Eduardo Díaz Gutiérrez

Cesar Augusto Díaz Castilla

Universidad Distrital Francisco José de Caldas

School of Science and Education

B.A Degree in Education with Emphasis in English

Bogotá-Colombia, 2015

*PROMOTING-SELF EMPOWERMENT*

“Implementing a Dialogical Agenda to promote Critical Thinking and  
Self-Empowerment”

Carlos Eduardo Díaz Gutiérrez

Cesar Augusto Díaz Castilla

Advisor: Oscar Orlando Reyes, M.A.

“An internship submitted as a requirement to obtain the degree of Bachelor in Basic  
Education with Emphasis in English”

Universidad Distrital Francisco José de Caldas

School of Science and Education

B.A Degree in Education with Emphasis in English

Bogotá-Colombia, 2015

*PROMOTING-SELF EMPOWERMENT*

**Note of acceptance**

Internship Advisor \_\_\_\_\_

External Teacher \_\_\_\_\_

## *PROMOTING-SELF EMPOWERMENT*

**Acuerdo 19 de 1988 del Consejo Superior Universitario**

**Artículo 1771:** “La Universidad Distrital Francisco José de Caldas no será responsable por las ideas expuestas en este trabajo”

## *PROMOTING-SELF EMPOWERMENT*

*“Man acts as though he were the shaper and master of language, while in fact language remains the master of man”*

*Martin Heidegger*

*“The most exciting phrase to hear in science, the one that heralds new discoveries, is not ‘Eureka!’, but ‘That’s funny ...’”*

*Isaac Asimov*

## *PROMOTING-SELF EMPOWERMENT*

### **Dedication**

*In memory to Ms. Angela Weisberg for here help and guidance concerning this Internship. She was able to provide useful knowledge and ideas that proved to be essential for the stated purposes. This project would not have been made possible without her help.*

## *PROMOTING-SELF EMPOWERMENT*

### **Acknowledgments**

Firstly, it is necessary to take into account the role of our families, Elsie Haldane, Felipe Raigoso, David Guantiva, Diego Guevara and Mr Samuel O'Donnell in the preparation of this project due to the fact that they were involved in supporting the creative process; self-assistance, peer-editing and all whilst practicing patience and therefore were important keys required to tackle this internship.

Additionally, this Internship could not be possible without the efforts of our teachers Ruth Amira, Oscar Reyes and Martha Gerzak who were continuously engaged in the proper development of this project.

Finally, we want to thank to the organization, Emerging Voices, for allowing us to gather plenty of experiences working with children, foreign volunteers and local people who are an inspiration for continued pedagogical projects in the future.

## *PROMOTING-SELF EMPOWERMENT*

### **Abstract**

Recently, English teaching has become important for 'social labor' especially with the ongoing necessity of the language within vulnerable communities which lack academic necessities. In this Internship, 25 students from a school within the Soacha district received specifically designed classes for six months, with focus upon important issues, such as social values, peer-relationship problems and Critical Pedagogy. This can be seen as striving to meet educative necessities considering, firstly, English grammar is not easily accessible and is without critical perspectives when available, and secondly social advantages to learning English are not taught within general English lessons.

This project involves a community of 5<sup>th</sup> graders from the school Eduardo Santos in Soacha. The children commonly have to face daily interfamilial problems, Latchkey feelings and poor access to educational sources. Considering this, the readers can understand why our intervention is highly focused on creating an atmosphere inside the classroom allowing us to discuss community and personal problems. Additionally, English teaching is used as a tool to help the expression of feelings, emotions and solutions. Specifically, role-playing, arts and crafts, literature, games and class discussions were used as important avenues to help students begin to personally solve issues. Our environment allowed them to express their way of life free of discrimination or judgement promoting self-empowerment and critical thinking. Furthermore, this project involves the participation of foreign volunteers who play main characters in the intervention due to their ability to show students new cultures and other ways of problem-solving and self-empowerment. At the same time, this project considers a variety of gathered research involving diverse theories that deal with similar situations. This expert information, from authors such as Freire, Zubiria, Lee and McLaren, is essential for the projects implementation.

**Key Terms:** Critical Thinking, Self-Empowerment, English Teaching, Rapport.



# *PROMOTING-SELF EMPOWERMENT*

## **Table of Contents**

<b>Emerging Voices</b> .....	10
<b>Justification</b> .....	14
<b>Declaration of Purpose/objectives</b> .....	16
<b>Setting and Participants</b> .....	18
<b>Literature Review</b> .....	20
<b>Pedagogical Plan Experience</b> .....	28
<b>Implementation of the process</b> .....	39
<b>Outcome/results</b> .....	61
<b>Conclusion</b> .....	65
<b>Appendix</b> .....	68
<b>References</b> .....	78

## *PROMOTING-SELF EMPOWERMENT*

### **Emerging voices**

Emerging Voices is a nonprofit organization that was founded in 2007. The founder Monica Sepulveda along with other global volunteers saw a need to assist volunteers around the world. In 2006 Monica volunteered in Kenya, Africa. Here was where she decided she could do more and the idea of Emerging Voices came about. In 2007 Monica and her sister, Martha Sepulveda organized a fundraiser/awareness event to help a school in Africa where she had volunteered previously. In 2008 Monica volunteered in Lima, Peru, where she met Amanda Ecklesdafer, Alistair Barbour-Brown, and other volunteers who decided to open their own Program in Colombia.

#### ***Role of the organization***

Emerging Voices (E.V) strive to provide the best possible work and living arrangements for volunteers, continuously searches for people in need that can use their assistance and works with all types of people in many different locations. Their programs help with people ranging from babies and children in orphanages, elderly found on the street, a hospice for children with cancer, and medical placements for those with medical degrees or those studying medicine. E.V volunteer work occurs from Monday through to Friday with volunteers able to see all placements on offer, selecting which best suits them, and can work at one place every day of the week or multiple locations throughout the week.

## *PROMOTING-SELF EMPOWERMENT*

### **goals of emerging voices.**

-To create an opportunity for Children to live their childhood in an environment conducive to promoting imagination, communication, tolerance, and a distinct message of Peace.

-To support relief and development projects aimed at increasing access to and improving the quality of education for children living in communities affected by poverty or political strife.

-To develop and institute innovative social and educational programs from a culturally sensitive perspective to empower children and relieve suffering and hardship.

-To use art, literature, film, music, dance and other cultural expression to bring joy and healing to communities of all cultures and faiths.

-To support and provide training to volunteers, so that they may pass on their skills and knowledge and ensure the most cost-effective and expansive investment of funds and resources.

### ***emerging voices and their volunteers.***

Emerging Voices works to develop culturally sensitive projects, that will enrich both the lives of those in which they serve and the volunteers. They also provide training to volunteers so that they may pass on skills and knowledge to empower people of all cultures and faiths. Additionally, volunteering abroad is a life-altering experience, most specifically with E.V due to the opportunities to help assist those in need, in areas mentioned previously such as caring for orphaned children to medical placements in poor areas. In order to provide a safe environment for all involved, E.V provides safe and comfortable housing for volunteers and has a highly selective process for finding volunteer placements and host families.

# *PROMOTING-SELF EMPOWERMENT*

## **Introduction**

It is an undeniable fact that the role of English teacher is currently changing by the transformation of the learning processes; the presence of Globalization, International Policies and the role of economics. The presence of school as an official institution requires an established curricula which must be adapted to the requirements not only the government but a community in general. At present, methodology and its application is rapidly changing according to new developments within the market.

With reference to the ongoing and changing role of modern living, this internship adjusts to reality. Considering, as a basis, the implementation of a dialogical agenda endeavors to promote the interaction among children whom bring to the set different problems that affect students. This agenda is valuable to create a space in which students can think and reflect about their own conditions being aware of it in order to take advantage of their ways of life, aiming always at personal enhancement.

The main interest of doing this internship came to us from the interactions in the school with the children (c. 2014). Being involved in the institution's processes and dynamics and witnessing different situations that take place inside and outside of the institution, provoked a desire to know more about the context of the children.

This internship considers 2 important ideas: Pedagogical and Social Dimension. Our Pedagogical intervention is carried out by cooperative work among interns and the school, using a humanistic approach that promotes Rapport and positive values in the development of children. At the same time this pedagogical method will work as a compilation of co-operating works by all agents involved in this project.

The social Dimension is linked to an emancipatory process that seeks to intervene in situations and aims to promote changes in real life situations whilst

## *PROMOTING-SELF EMPOWERMENT*

considering the advantages and disadvantages of adapting or modifying the traditional patterns. De la Maza (1998) states:

In Social Dimension, Emancipatory process is a good opportunity to integrate traditional and current knowledge to generate new understandings taking advantage of positive previous aspects and global income of modern living. Social Dimension and Pedagogical Dimension are useful to work hand by hand with the purpose of accepting the best aspects of two teaching eras to assert on the basis of a power tool [...] (p. 76)

The Pedagogical and Social Dimension are a good basis to present this project as innovative in the sense that we seek to use those approaches to create a new atmosphere inside a classroom in which language education can be used to study human relations among students. In addition to the previous idea, this project does not seek to highlight the teacher's involvement, instead it seeks students that obtain academic and personal tools to fight by themselves against academic and social injustice.

This internship outline is divided into three chapters that will help readers to understand the nature of the project. The first chapter describes all information related to the context of students, including personal background, location and behavior. The second part, is a gathering of authors' opinions towards the topics proposed and the implementation. The final part is the analysis of data and the conclusions related to the previous implementation.

## PROMOTING-SELF EMPOWERMENT

### Justification

The desire to work on this project was due to our labor as English teacher volunteers', where we could understand that students are in a context where it is necessary for them to reflect on social conditions which they have to deal with daily. For that reason, in order to understand their situation better, we sort to pay attention to different events that occurred inside the classroom and to look for ways in which students can identify their strengths and weaknesses.

Language Education takes an important role in this work because, beyond being taught using general curriculums and standards, it is a tool serving to allow reflection upon areas of problem-solving, moral lessons and decision making. The new environment of learning a language provides new plasticity when approaching these sorts of areas.

In order to generate meaningful processes for children, it is important to provide them with tools to face harsh situations, aiming to enhance their development as human beings. Understanding the environment in which the children are immersed, we as novice teacher-researchers are of use due to the fact these students already rely on us, more so than on the other teachers. This requires consideration with respect to the intervention and because of this the Director of Eduardo Santos School selected us to work on this project.

With the advantage of having a close connection previously formed with the children we are able to create *rapport*. This sort of teacher-student relationship is increasing in popularity, most especially within France, Sweden and the U.S.A. These countries are well-known for good Educational Policies and the ideas, and studies that have come about due to the uptake of this method can be used to strengthen classroom management, peer relationship and community problems. Realistically this project is the first step to generating real change.

## *PROMOTING-SELF EMPOWERMENT*

In this project, all participants are meaningful interlocutors and for that reason, each piece of information is relevant. One of the most important portions of information is that most of the population living in these neighborhoods do not have access to running water, are displaced by violence, live in unhygienic conditions and/or are without an ideal nourishment. This includes the students of which are a part of this project.

In some cases, students have had to witness shocking violence cases. Although there are not accurate statistics to convey the real problem in the community, these types of actions are witnessed every day by people who stay in the institution. This provides us with criterion to understand why students lack motivation, team work and confidence in themselves to deal with academic work and personal troubles.

Regarding classroom process, it is important to mention that students behave during our classes in a good manner. They come to study with good attitudes and although some of them do not seem interested on learning English, they want to stay with us to the point that they openly express this desire, displaying that we are not just giving them Language Education but we additionally creating an environment in which many students show themselves as they really are.

To summarize, the promotion of awareness toward one's position in the world and the different circumstances that affect one's context are simple but meaningful processes to justify the real engagement in the development of this project.

## *PROMOTING-SELF EMPOWERMENT*

### **Declaration of a purpose-objectives**

As stated before, we have the total conviction that Language Education can change lives using cooperative work among community members, for that reason, this internship is the detailing of many stories in a context which needs a voice.

Regarding our labor as English teachers our experiences, both academically and personally, are important as agents to generate change. During our studies at University, distinct experiences were crucial to determine an area of focus which can be pertinent, innovative and valuable to our work and an internship is an appropriate modality for it to be applied.

To combine the understandings of Language Education and Social Work, it is necessary to show that we are conscious about the idea that there are multiple obstacles because we are working with human beings whom are facing fears, dreams and frustrations. Even so, we seek to cause impact in a community which is important for us in the sense we are well-known in it, as volunteers, starting with our involvement in 2014.

In terms of volunteering it is important to mention that this position started as an extracurricular activity to help improve our English skills. After a period of time, volunteering became a daily activity and, with our first real life experience in context, we were advised by members of the community to continue with this project in conjunction with our university work.

The concrete objectives, within this internship are firstly purpose to create a Dialogical Agenda and to put it to work in the classroom. This is in order to build critical thinking in students and promote active participation to reinforce the idea they can change their reality. We will emphasize language in their dialogical function as the tool to transform their lives. Freire (1971) refers to it as “the human faculty to solving things by an inner speech that avoids isolated people and creates sociable or immerse people who are engaged with their community”. Space and/or atmosphere allowing



## *PROMOTING-SELF EMPOWERMENT*

students to freely express their ideas and perception of life, provided that they are related, is critical to promoting Rapport Principles which are based on: Generating motivation, being respectful with others, learning to call others by their name, being humble at the moment of speaking and punctuality (Buskits, 2001).

Secondly, another important objective is the use of a combination of Pedagogy and Research in order to specify the best means of interacting with students within this community, advancing both teaching methodology and welfare.

Instructional Activities are also an important item and for that reason, we are focused on: (1) Students being able to construct materials according to the resources available, using their creativity and imagination, initiating the discovery of solutions to real life situations. (2) The domain of some specific vocabulary related to determined verbal tenses. (3) Create an on-going process of self-inspired learning behaviors.

## PROMOTING-SELF EMPOWERMENT

### Setting and participants

The setting in which we are going to carry out the internship is “Eduardo Santos school”, a public school located in the Bogota’s southern border. This school is located outside of the city center and is split into 2 buildings, one for primary and the other for secondary. Although these building are newly added infrastructure, it is placed in a vulnerable area, where they do not have enough resources or any feeding project, so some children have to come to class without having had regular meals.

The institution relies on a volunteer program which brings people from over all the world. The NGO in charge is Emerging Voices and the goal is to assist *headroom teachers* in cultural activities and English teaching. This is valuable because they are engaged to assist us in English classes as consultants. The school was given by concession to Fe y Alegría Endowment and the local community in order to provide formal education to this vulnerable community.

In the school we find a variety of different kinds of people. Not all of them are in bad economic conditions or neglected however, particular cases are very difficult to access but in some cases it can be perceived through some behaviors or physical aspect. In spite of all of this, it is very positive to see that does not deter volunteers, there are people who always have the disposition to work in English Teaching Programs. Classroom spaces to teach are adequate (clean, wide and easy access) and improving but still provides inadequate access to course books and other materials for alternative learning.

In terms of technological devices, there is a room specifically dedicated to learning English with technological aids such as headphones for the practice of English pronunciation. However, it needs maintenance due to the fact many computers do not work well and there is no internet access. In conjunction with this room, our labor is going to be aimed to create a setting in which these materials and learning processes

## PROMOTING-SELF EMPOWERMENT

are used to foster the learning process and continued attention to welfare. As suggested by Jacobs and Cates (2012), there is a great need to take action, not just developing awareness but developing an understanding of causes and becoming competent in evaluating plans to deal with these. In this internship the emphasis is on developing meaningful participation instead of merely focusing upon exams.

Regarding fifth graders, which will be the focus of this internship project, classrooms are mixed and have 25 students (12 males and 13 females), with most of them able to use English vocabulary related to personal Information and physical needs, a pertinent to consideration of their background.

The importance of each member of the staff relies on identifying the role of the participants involved (see Table 1).

Grouping 1. Participants	Description
-Headroom Teachers	- These ones are the official teachers of the institution who coexist with students often.
- Interns	- These ones are students who are doing their professional practice in English teaching
- Foreign Volunteers	Native English speakers who do not have a pedagogical degree but are focused on assisting Interns in their teaching process.
- Fifth Graders	Students who are receiving classes of English. <i>They are the main area of focus.</i>

## PROMOTING-SELF EMPOWERMENT

- Teacher Consultants	External Teachers who provide valuable data about distinct processes and methodologies, recognizing their <b>expertise</b> .
-----------------------	--

**Table 1. Role of participants in Pedagogical intervention**

### Literature Review

In order to tackle this project, it is really necessary to reflect upon the role of the teacher in modern living, taking into consideration the role of human relationships within the classroom. Additionally we must consider the academic needs that this project has. The project selected Critical Pedagogy, Popular Education and Language education as main focusses for its implementation, in order to provide solutions to the objectives previously outlined for this internship

#### Critical Pedagogy

Human beings do not grow in isolation but in dialogue involving, work, action and reflection. Human beings have an important relation with the world in the sense that they are able to interact with others using society as a bridge to express distinct ideas, attitudes and beliefs about specific topics and issues (Freire, 1971). Considering this, variations in society play a role in Formal Language Education (FLE) because in these types of processes, groups of students spend long periods of time under the same conditions of infrastructure and student regulations, therefore reflecting on the effectiveness of FLE.

## *PROMOTING-SELF EMPOWERMENT*

Although each society works FLE based on specific context and needs, it is necessary to mention that all these processes seek to create a change in students which is highly influenced by family, teachers and friends (Freire, 1971). Taking into account the previous statement, this internship is not going to only focused on teaching English language but it is also going to be aimed at using language for a Dialogic function to promote adequate spaces which reduce the pressure for face to face conversation.

Freire (1971) conceives Critical Pedagogy as a method that aims to reflect and challenge human beings conceptions against any form of social oppression related to customs and beliefs. It is a form of theory and practice which serves to let pupils gain critical awareness to question society and understand the real role that education has in life (Freire,1971). This construct is the most relevant in order that students can, in the future, understand by themselves that education can redirect the reproduction of unfairness and promote their own belief systems.

Based on Freire's ideas ,Critical Pedagogy is related to personal empowerment where dialogue creates the proper conditions to allow human beings to grow as individuals in their own contexts and be able to transform their own conditions. Thus “Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world” (Freire, 2000, p.34).

In our project, we will seek to work with distinct types of Human subjects to capitalize on distinct processes related to the implementation in which we are going to carry out. We are going to use 3 categories of humans which are portrayed by De la Maza (1998) in the following way:

## *PROMOTING-SELF EMPOWERMENT*

- (1) The immersed one is like an object, just an element who is not content of its situation and does not know his position to face and transform the world.
- (2) The emerged one is growing and discovering the relations that link him with the world and is able to take a position over them.
- (3) The inserted one is who feels an active person and responsible of the things that are happening around it. (p.3)

Another important piece of information that is relevant is a construct of Freire which was confirmed by us by a rigorous observation process which we have been doing as English teacher volunteers in the same area where we will be doing our intervention. This construct details that “the teacher teaches and the students are taught, the teacher knows everything and students know nothing, the teacher thinks and the students are thought of, the teacher talks and the students listen” (2000, p.73) .

In contrast to this we propose to redefine the role of the teacher creating a reciprocal learning in which interns, teachers and students can learn and feel as equal human beings in the same conditions. Then, critical pedagogy identifies empowerment as one of its most important tenets and the way to make the values of justice, social responsibility, acceptance, recognition, and respect more concrete. (McLaren, 2003, p. 211)

Beyond troubles inside or outside the classroom, students need to take responsibility for the context in which they live in order to create better suited conditions and perform actions to enhance said conditions. McLaren (2003) states "schools should be sites for social transformation and emancipation, places where students are educated not only to be critical thinkers, but also to view the world as a place where their actions might make the difference" (p. 187)

It is undeniable that Critical Pedagogy is a natural response to current human conditions in which culture, economic and social realities are necessary considerations

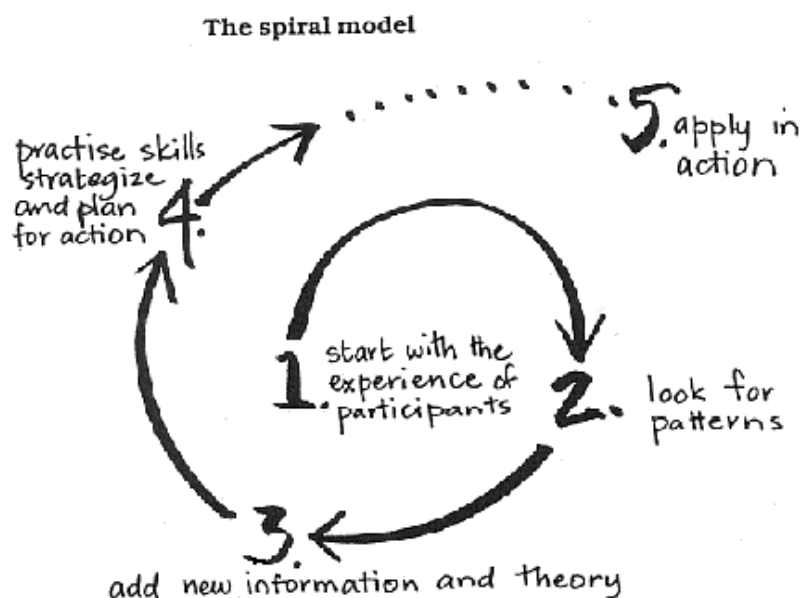
## PROMOTING-SELF EMPOWERMENT

within the classroom (Wink, 2005). For that reason, we endeavor to integrate these previous whilst being realistic with the respective conditions of life.

We, as interns, understand that educational conditions start to change when educators are aware about the particularity of the students and their specific situation in life. For that reason, we will work based on the idea that Language Education is not continuous temporally or based on location, and we agree with De la Maza (1998) who states: "Education can not be standardized or neutral, it has to be though in a certain moment, toward a certain population, with certain problems, in a certain place" (p.3).

### Popular Education

Due to the fact that the institution which we are going to work with for this project is run by Emerging Voices, it is already interested in working on popular education, (see figure 1). Social practices of learning can generate transformational processes which allows communities recognize their strengths and weaknesses and to take concrete actions over distinct situations (Fischman and Hass,2009). Popular education relies the fact that previous knowledge is the key to co-exist with children and give them opportunities to face real life situations.



## PROMOTING-SELF EMPOWERMENT

Popular education is conceived as a method that encourages people to learn and teach one another, without considering a hierarchy, and redefining the right way to learn (Saldaña, 2009).

Popular Education and similar movements are valuable for us in this project as it gives us reliability for dealing with hurdles which are linked to mobilization efforts and the ongoing battles of land reclamation. These hurdles need to be considered inside the classroom with real facts and in context (see table 2).

<b>Objetives</b>	<b>General</b>	<b>Specific</b>
Ecology	To orientate a specific environment using convincing standards.	<ul style="list-style-type: none"><li>-To create a consciousness about the health of the environment.</li><li>-To begin identifying green lands to preserve.</li><li>- To relate students backgrounds and the management of waste.</li></ul>
Educative	To foster learning, especially in children and teenagers.	<ul style="list-style-type: none"><li>-To create a culture of healthy habits.</li><li>-To promote solidarity.</li></ul>
Heath	To show students the importance of finding out	<ul style="list-style-type: none"><li>-To promote the consumption of natural food.</li></ul>



## PROMOTING-SELF EMPOWERMENT

	solutions and ways to avoid food contamination.	-To work hand in hand with other NGOs to improve student nutrition.
Economic	To teach students about the use, earning and saving of money.	-To explain the benefits of studying and understanding economics  -To advise students on the advantage of using money correctly.

**Table 2. Guidelines designed by Emerging Voice’s staff**

Foreign volunteers serve as consultants of the English language and are a meaningful tool to empower students so they have more experience in dealing with problems in another context. For this reason, there is a close relationship among popular education and communicative competence because the set of dialogues we endeavor to realize are essential in this process.

In this case, we use an well-known outlook, Intercultural Communicative Competence (ICC), that is understood not as an ability but as the overall social and psychological capacity of an individual to appropriately manage encounters with people from other cultural backgrounds (Tomlinson, 2003)

In this internship ICC is hugely important as when people who coexist inside the classroom (Teachers, students, volunteers) they can show their abilities to ‘interact with others, to accept others perspectives and perceptions of the world, to mediate between

## *PROMOTING-SELF EMPOWERMENT*

different perspectives, to be conscious of their evaluations of differences (Byram et al., 2001: 5). In this same vein, we will use ICC while taking into account Byram's theory which claims that 'successful communication might not be viewed as efficiency of information exchange' (1997: 3). On the contrary, we should value the ability of the individuals to establish and maintain relationships.

Some people could think that the use of ICC is difficult in a classroom environment where it is visible that there are constant problems of Latchkey kid, interfamilial violence and peer relations troubles. Nonetheless, we are convinced that it is relevant to our project in order to create an atmosphere in which all students can feel in the same and then can decide what is best for them in order to learn. This will be innovative because we will take a role as mediators of language not as helpers of students.

### **Language Education**

Language Education is used in this project as a tool to create confidence in students, in order so they will start to take confidence in learning, reinforce their conception of identity and deal with issues without limitation. Given a special relevance to the role of language as a transformational tool, Lee (2000) has asserted that "language serves as a conceptual organizer, primary medium through which thinking occurs" (p. 192).

Language creates the means by which we interpret, think, and read the world. This is the relation between language and thought, which is not static, as Wink (2005) has stated: "as words develop, thought develops; and as thought gradually develops, the words change with the emerging ideas" (p. 31).

Every day, our planet has more challenges in terms of Education, provoking a re-thinking about how to proceed in class. For this reason, the ability to randomly question our values and beliefs is valuable. For pre-service teachers it is mandatory to start identifying strengths and weaknesses to modify traditional standards "to use global

## *PROMOTING-SELF EMPOWERMENT*

issues as a context to develop language and social skills". (Gursoy and Saglam 2011, 47).

Freire's theory convinces us that the dialogical functions promote freedom in the sense that language Education as an artifact could be worked as an alternative to deal against anti-dialogical practices such as Banking Education which is highly related with symbols of oppression and social injustice. In contrast we find that self-reflection, autonomy, and human relations are necessary to create meaningful dialogue (Mocombe, 2005)

Nowadays, language education focuses on instructive methods, in contrast Stroller (2012) suggests that modern teachers must teach language with a focus on (a) increasing student interest in significant current issues, (b) educating students on processes that seeks to make the planet healthier and (c) offering factual context that helps to promote an original interaction. Language education must use an extension of available materials which seeks to promote cultural facts and the needs of students, therefore providing classroom specific education. Unfortunately teaching materials commonly used in classrooms are provided by other countries and therefore show no specificity to children within Colombia and specifically children within the Soacha community. The educational material therefore is not relevant to the children and examples are of little value. By the light of this assertion, it is important to mention that in our classroom the local context is always considered and we select teaching materials that avoid reinforcing stereotypes therefore strengthening the idea that everybody is equal inside the classroom. (Rico, 2012). Additionally, Garton and Graves (2014) writes that "materials are fundamental to language learning and teaching (...) but materials cannot be viewed independently of their users." ( , p.11). This strengthens our idea that learners are benefitted by working with examples that are relevant to their situation. This furthermore is mimicked by the ideas of Corbett (2003) who claims that 'learning materials have to incorporate aspects of the home culture'.

## *PROMOTING-SELF EMPOWERMENT*

It is factual that in modern living, language education is associated with marketing materials and mass media such as foreign brands and advertisement. Although this project is autonomous, commercial knowledge is critical in order to incorporate the local situation and provide locality specific education, most specifically with reference to economic lessons.

### **Pedagogical Plan Experience**

Using the basis of developing communicational skills alongside language education and whilst fostering motivation, students have the opportunity to interact with English native speakers working conversational classes. These classes promote dialogue and is the main goal of our intervention. Additional to language exposure, we will set tasks with relevant problems and situations which students have to deal in their personal context. In the school, we also want to make a new dynamic for English classes, a new angle, with practical and experimental work in which the language education suits their own interests. This works alongside the involvement of *La Escuela Nueva pedagogical model* which seeks to help unlearn all issues that creates repression and unfairness in children, a large task considered a worthy challenge (Zubiria, 2011).

In terms of language education, English will serve as a basis to prepare individuals to face specific situations in life, for example, an interview for a job, the moment to deal with conflictive neighbors and bullying provoked by classmates (Zubiria, 2011). Thus we are teaching English with relevance, that is almost a requirement nowadays in our social context. In addition, qualitative factors are relevant due to the fact that in our process as teachers we conceive evaluation as an integral process in order to give an account of the child's development in several dimensions and in this case statistical data.

## *PROMOTING-SELF EMPOWERMENT*

We expect to see in their process a meaningful improvement in their education linked with their interest and social needs. This Internship wants to affect their perception of life and change their regular way of internalizing knowledge, as well as to cause an impact on their life goals, in order that they start to identify their skills and enhance them to be applicable in the future. Although this process is very personal, general increases in courage and critical thinking will allow them to foster their specific abilities.

### **Schedule of approach**

According to the guidelines and statements provided by the organization Emerging Voices and the establishments guided by Universidad Distrital this internship is going to be contained with 390 hours which can be modified according the circumstances and the necessities of the school, the advisors, and the students.

TIME	PROCESS	DETAILS
157 hours	Practice in the school (2 days per week)	3 hours per day + 1 hour daily to work after class in order to work English structures
38 hours	Tutorship with our director of internship	2 hours per week in order to share ideas, strategies and opinions about this process
38 hours	Tutorship in the school	2 hours per week to advice students in the process worked.
38 hours	Feedback from institution	2 hours per week in order to exchange strategies with head-room teachers and internship supervisors in order to work hand in hand with the institution

## PROMOTING-SELF EMPOWERMENT

19 hours	Assessment with foreign volunteers (academic assistants)	2 hours per week to work with foreigners to support us in our process, taking into account their opinions, strengths and weaknesses
94 hours	Work in the second part of the internship	This part of the project is focused on continue working in the elaboration of the final report which will be focused on: Pedagogical intervention and Research issues

**Table 3.** Working Plan designed by the crew of Emerging voices and Eduardo Santos school

### Activities proposed

The following weekly activities are the backbone of this project but they are modified by the agents involved in this internship (see table 4).

Number of weeks	TOPICS	TIME	Items and processes
Week 1	Rules of the Classroom	6 Hours – 3/3	-Name, age, hobbies, dreams
Week 2	-Relevant things in a community -Greetings song	6 Hours – 3/3	- verbs, places - I like, I do not like, I do not mind, I really do not like, I hate
After Class	Working on English	2 hours - 1/1	Grammar and vocabulary, use of

## PROMOTING-SELF EMPOWERMENT

	structures		simple present, statement of questions and so on.
Week 3	Seven days of the week and making decisions	6 Hours – 3/3	Questions which create thinking process - The role of language in dialogical function Situations linked to community, peer relations, academics, video games etc.
After Class	Working on English structures	2 hours - 1/1	Reinforcement of phonetics use of (v) (b) and (th)
Week 4	Leisure Flascards	6 Hours – 3/3	Understanding the importance of complaining in the right way, avoiding the use of violence.
After Class	Working on English structures	2 hours - 1/1	Grammar and vocabulary, use of simple present, past simple, going to, modal expressions, statement of questions and so on.

## PROMOTING-SELF EMPOWERMENT

Week 5	Seasons and Weather	6 Hours – 3/3	To show autonomy at the moment of express nonconformity about some topics such as: transport service, the destruction of nature etc.
After Class	Working in English structures	2 hours - 1/1	Grammar and vocabulary, use of simple present, past simple, going to, modal expressions, statement of questions and so on.
Week 6	Situations	6 Hours – 3/3	- Rules of coexistence provided by human rights in order to use dialogue as a bridge with problems such as: Interfamilial violence, lack of motivation to do chores and so on.
After Class	Working on English structures	2 hours - 1/1	-Grammar and vocabulary, use of simple present, past simple, going to, modal expressions, statement



## PROMOTING-SELF EMPOWERMENT

			of questions and so on.
Week 7	The art of complaining	6 Hours – 3/3	-Rules of coexistence provided by Institution, family and other entities in order to strengthen classroom interaction in a positive way.
After Class	Working on English structures	2 hours - 1/1	Grammar and vocabulary, use of simple present, past simple, going to, modal expressions, statement of questions and so on.
Week 8	Tic-tac-toe Activities. Questions related to our environment	6 Hours – 3/3	- To use all sources available to show students the importance of preserve animals and nature in future - Why to take care of plants and animals? How to deal with people who want to destroy them?
After Class	Working on English	2 hours - 1/1	Grammar and vocabulary, use of

## PROMOTING-SELF EMPOWERMENT

	structures		simple present, past simple, going to, statement of questions and so on.
Week 9	Fat Bee contest	6 Hours – 3/3	- Specific vocabulary to enhance peer relationship problems
After Class	Working on English structures	2 hours - 1/1	Grammar and vocabulary, use of simple present, past simple, going to, modal expressions, statement of questions and so on.
Week 10	Adjectives and Super Heroes	6 Hours – 3/3	- Distinct stories which are clear to foster social values
After Class	Working on English structures	2 hours - 1/1	Grammar and vocabulary, use of simple present, past simple, going to, modal expressions, statement of questions and so on.
Week 11	Artistic expressions to promote problem solving	6 Hours – 3/3	The use of crafts, drawings and other artistic expressions which students

## PROMOTING-SELF EMPOWERMENT

			generate new insights to deal with problems.
After Class	Working on English structures	2 hours - 1/1	Grammar and vocabulary, use of simple present, past simple, going to, modal expressions, statement of questions and so on.
Week 12	Social part - Healthcare	6 Hours – 3/3	- The implementation of activities which help student to recognize similarities and differences in classroom
After class	Feedback focused on Critical thinking skills and rapport	2 hours - 1/1	- This feedback is only fostered to the idea that students start to get a personal empowerment in their lives.
Week 13	Social part: “how to help community”	6 Hours – 3/3	- Distinct activities which shows in the advantages of help community
After class	Working in English structures	2 hours - 1/1	Grammar and vocabulary, use of simple present, past

*PROMOTING-SELF EMPOWERMENT*

			simple, going to, modal expressions, statement of questions and so on.
Week 14	Social part: “Advantages of English in modern living”	6 Hours – 3/3	- The role of English in academics, leisure time and Intercultural relationships, travelling etc. -This activity seeks students can understand the advantages of learning English in society
After class	Feedback	2 hours - 1/1	- To comprehend students’ perspectives about topics worked
Week 15 (The use of videos, web sources and other devices to explain this topic in an interactive way)	Social part -Economics and Education	6 Hours – 3/3	- To show students how others can generate changes in their context, is relevant to work this literary session
After class	Working in English structures	2 hours - 1/1	Grammar and vocabulary, use of simple present, past

## PROMOTING-SELF EMPOWERMENT

			simple, going to, modal expressions, statement of questions and so on.
Week 16	Life project looking for a dream	6 Hours – 3/3	- To understand what student's dreams, it is necessary to show them that it can be possible if it is linked to the idea of working honestly.
After class	Integration of main topics worked	2 hours - 1/1	Grammar and vocabulary, use of simple present, past simple, going to, modal expressions, statement of questions and so on.

## PROMOTING-SELF EMPOWERMENT

<p style="text-align: center;"><b>ACTIVITIES WORKED DURING THE PROCESS</b></p> <ul style="list-style-type: none"><li>- Songs, plays, crosswords, worksheets, crafts, exhibition, readings, forums etc.</li></ul>	<p style="text-align: center;"><b>SKILLS WORKED</b></p> <ul style="list-style-type: none"><li>-Macro (reading, speaking, writing and reading)</li><li>- Micro (vocabulary, pronunciation, spelling, grammar)</li></ul>
<p style="text-align: center;"><b>PEDAGOGICAL IMPLICATIONS</b></p> <ul style="list-style-type: none"><li>-The activities could be modified according to students needs due to the fact they are the first priority in this project.</li><li>- The assessment provided by foreigners is from academic assistants because they are native speakers of English but they do not have a certification as teachers.</li><li>-The elaboration of materials will be worked among interns and headroom teachers to work hand by hand in this process.</li></ul>	<p style="text-align: center;"><b>NOTES</b></p> <ul style="list-style-type: none"><li>- CALL= Computer assisted language learning</li></ul> <p>Due to the fact the institution has not a constant access to technological devices, the school has an alliance with government institutions which are going to carry out this process in other schools with an application form.</p> <ul style="list-style-type: none"><li>- The section “after class” is a reinforcement which the Institution provides to students to enhance their English school, although it is mandatory for all them, it is necessary to mention that</li></ul>

## PROMOTING-SELF EMPOWERMENT

	<p>this time is meaningful to work in our project.</p> <p>-Internship hours can be modified according to school needs, LEBEI project standards and so on.</p>
--	---

### Implementation of the process

#### Week 1 Rules of the Classroom

To start the scholar year was not a new experience for the students since they already knew what we do in the school. They also already knew that we have been working for more than one year in the classrooms with foreigner assistance, and were excited to start the English classes again.

This time we started our classes giving them the rules of the class, regulations and greetings. We gave 5 simple rules to create peaceful co-existence; respect for other students and teachers, raise your hand to talk, use the trash can, bring your English notebook to class and no bathroom breaks.

We taught the students the meaning of each rule using mimickery and movements to describe each action. After the students knew the meaning we assigned a movement for each rule and asked them to do the corresponding movement when the native speaker (assistant) read the rule.

We created a poster with the rules and a space for each student to sign as an agreement. All students from the class signed the paper after the teacher or assistant

## *PROMOTING-SELF EMPOWERMENT*

asked them if they agree with the rules. The students were supposed to sign or not sign an agreement or disagreement to the applied rules.

The assistant introduced himself mentioning his/her name, nationality and age. The intention was to give the students an example of how they should introduce themselves. We as teachers asked questions to the students after the assistant provided the information, just to be sure that the students were understanding what the assistant was saying.

After this the students did the same, they introduced themselves from their spots using the provided example. Teachers, with the assistant's help, gave proper feedback to the students in respect to their pronunciation and grammar.

### **Week 2 Greetings song**

The class started with the normal greeting and we had the same volunteer accompanying us so there was no need for introductions. To start the topic, we explained to the students that every greeting is assigned to different times of the day and has particular options. The volunteer started writing on the board the regular greetings of the day: good morning, good afternoon, good evening and good night plus some informal greetings such as good bye and see you later.

The volunteer asked the students to practice the pronunciation using the command "repeat after me" then we (the teachers) assigned a movement for each one of the greetings: good morning:raise the hands, good afternoon:move the hips, good evening:to do the silhouette of the moon using the right hand, good night:to mimic when sleeping. Once the students practiced the greeting's pronunciation with the



## *PROMOTING-SELF EMPOWERMENT*

corresponded movements we played the “Greetings song” and the students paid attention.

When the song finished they were told that the song was meant to be learnt off by heart. We played the song again and it was very catchy to the students, then without asking them they started to sing it. When we played it for the fourth time most of the students had memorized the song and performed the correct movements. After the fifth time singing the song we started to be more demanding with the pronunciation as we detected that students had a problem with the good afternoon greeting as they tend to replace the F sound for the S sound.

The volunteer helped with the pronunciation mistakes and once we felt the students were doing it better we asked them to do their best effort to record a video singing. Students got very excited about the idea of the video and the outcome of the video was very good. We finished with the video and told the students that the song was going to be the greeting every day when starting class.

Then we asked for volunteers to sing the song in front of all the group, and the ones who did it got an unexpected piece of bread as a reward for being volunteers. One of the most relevant aspects of this week was to have the opportunity of performing a healthcare assessment of some workers of the school who taught students. This assessment reviewed basic but relevant processes, such as hand-washing, the best time to consume fruits during the day and how to mix-food in order to have better nutrition.

## *PROMOTING-SELF EMPOWERMENT*

### **Week 3 Seven Days of the week**

The class started with the stated greeting and we got to practice and emphasize pronunciation with the volunteer, particularly the “Good afternoon” greeting. We played the song a couple of times and the students were very encouraged and proud of the outcome.

We proceeded to teach a new topic “The days of the week” where the volunteer wrote them on the board and asked the students to repeat the pronunciation. Some students were very confident of their pronunciation and knowledge of each word, but others seemed to be a bit confused but attentive. However, teachers made sure that all the students understood the meaning and had good pronunciation of the words for all days of the week. After we played the song “Seven days of the week”. The students paid attention and it was evident that they liked the song because some of them started asking if they had to learn the song and seemed excited at the prospect of doing so.

The second time we played the song some of the students started to sing it without being asked to do it, when they got the chorus, we proceeded to teach them the meaning of some lines in the song lines such as: ‘seven days are in the week’, ‘I like to sing them quiet’, ‘I like to sing them loud’, ‘I like to clap them out’, ‘I like to stomp them out’, ‘I like to sing them proud’, ‘I like to sing again’ and then we continued singing the song one more time. To continue we assigned a movement to each part of the song according to the command given by the song ‘Clap, stomp, sing quiet, sing loud and seem proud’.

Once the students were ready to sing as a whole group we asked them to be ready to record a video and they agreed and showed how excited they were about it.

## *PROMOTING-SELF EMPOWERMENT*

We recorded the song and showed the students the video, they were very happy with the outcome and not shy at all.

Continuing with the previous idea, we asked them to write down on their notebooks the days of the week and pay attention to the correct spelling since we were going to apply an evaluation. Volunteer and teachers all went desk by desk to check and help the students with the task. The test was applied and even though not all of them got the best grade which was 5.0, no one failed the exam.

### **Week 4, Leisure Flashcards Faces (LIKE,DO NOT LIKE)**

The class started with our usual greeting and the students were very vigorous and attentive in class. We taught some basic verbs and activities that are normal during leisure time and daily activities of the community. Meanwhile, the assistant was reading and writing on the board each one of the verbs which was followed by an action made by us. The students were trying hard to guess the meaning of each verb and once they knew the meaning we moved on to the pronunciation. When we finished teaching the twenty one verbs the students were ready to work on a worksheet to match the pictures and the verbs.

Once all the students were done with the worksheets, we proceeded to give them the basic structures to express likes and dislikes. We used cards with the faces that represent like or dislike and students had to identify 6 different situations to categorize them as a positive or negative. After this, we tested the students by performing the movements and the students had to say the correct phrase, and we then assisted them with the proper pronunciation, making emphasize on it.

## *PROMOTING-SELF EMPOWERMENT*

We asked the students to construct simple phrases using the given grammar. They worked in pairs and wrote ten phrases in a piece of paper to give to the teacher. After, we worked with twenty new verbs and activities related to leisure and sports. The assistant wrote them on the board and at the same time, the teachers gave clues to the students to guess the meaning of each one. After that, students received a worksheet with the twenty pictures to be cut and named using the information written on the board, once the students completed the process correctly we organized a contest.

-The students were working in rows

-On the last desk of the row, the students had all the mini flashcards named and organized

-We drew different faces representing simple emotions, such as happy, sad and angry.

-One row played against another row taking into account the same turns of participation for each line

-The assistant chose two rows to participate, rolled a die with six faces on it and depending on the fallen face he/she said a phrase, for instance 'I love the cinema'

- The students paid attention and looked for the indicated verb or activity. One of each row came to the board to post the mini flash card on the correct face.

-The first who posted the correct mini flash card on the correct face gets one point for his/her group

- The first line that got five points won a reward.

-The activity finished when we got the winners.

At the same time, students painted by themselves some food which is consider healthy and other unhealthy using group discussions to express likes and dislikes. For instance, 'The hamburger is tasty but it is unhealthy'

## *PROMOTING-SELF EMPOWERMENT*

### **Week 5. Seasons and Weather**

We started the class with the regular greeting and immediately the volunteer who was with us started to write on the board the different seasons of the year, in the order that they occur during the year. Some students already knew a couple seasons and they started to say the Spanish translation meanwhile the volunteer was writing them on the board.

Once the volunteer finished, he started with the pronunciation and asked the students to repeat. Students pronounced the words with no difficulties, then we played the song “Seasons Song” and the students watched the video while paying attention to the different backgrounds for each season. They tried to follow the song but we did not spend much energy in making them learn it by heart since it was not the main activity of the week.

After all students knew the four seasons of the year we started talking about weather. To carry out this topic we brought to the class photocopies of mini flashcards about the weather. The flash cards were numbered from one to nine and the volunteer wrote on the board the word for each flash card with its correspondent number and after that practiced the pronunciation. Students named and put colors on the flashcards. The activity was explained in the next class, and followed as such:

We put nine students into a row in front of the class. We gave each student a card, they looked at it and held the card in front of them with the picture facing outwards. All students turned away from us, then we called out any of the weather cards, for example; ‘It’s sunny’, then the student who had the sunny card had to turn around and face us showing the card.

## PROMOTING-SELF EMPOWERMENT

We performed the activity until all students had participated. This task was necessary to create integrational activities between all members of this project. Computers were used to show videos about natural disasters and how to act towards them. With this information, students worked on a worksheet (see table 5) specifically designed to teach more about Colombian geography and how to live in these areas.

Place	Weather	Characteristics
Moor of Sumapaz	Snowy, Cloudy	Use warm clothes such as coats and gloves in order that you can feel protection. At the same time it is important you take into account that weather can change depending of the moment of the year

Table 5. Sample of the scheme used to identify places in context

### Week 6 Situations

This week, students worked in groups of 3 in order to promote peer relations. Learners received some illustrations about distinct situations related to their context. For example, someone waiting a long time for the bus, a beggar asking for money from citizens and a student who is thinking about inquiring something from their headroom teacher. After they observed the illustrations, the assistant provided them other images which were connected to the previous illustrations; they had three options to choose which the best option was and this process was carried out after 10 minutes of discussions in groups.

## *PROMOTING-SELF EMPOWERMENT*

We requested students to create questions about the illustrations previously provided in order to familiarize them with English structures and with these questions we teachers and assistants worked on issues of pronunciation and writing. To portray these processes in real life, they drew their own illustrations of the questions. At the end of the class the students put all their answers and drawings in a box, designed by all classroom members, with the idea they can open it whenever they desire and remember what they had created.

We also taught about environmental preservation and organized an ecological day in which some hand-crafts was made and shared in galleries to show classmates and some members of community the benefits of recycling some objects to create another use especially because we are personally convinced that nature indirectly influences human actions.

In the Article *Pre-service Teachers' Opinions about Causes of Environmental Problems, Solutions and Education* is stated the importance of nature to deal with human-relations, making allusion to simple situations, such as receiving classes in unsanitary conditions allowing them to reflect on the basic idea that the classroom environment is relevant to the encouragement of learning (Sahin, 2013). At the same time we taught the parts of the house to reinforce new vocabulary related to English teaching.

### **Week 7 The art of complaining**

We presented to the students' different kinds of situations that can happen in their real context, and in their parents' daily life. We also taught them some useful expressions to highlight how they can feel when this is happening, for instance, 'the

## *PROMOTING-SELF EMPOWERMENT*

thing that irks me is when my classmates hide my notebooks’ or ‘the thing that bothers me is when my parents do not give me money to buy snacks’

We explained the meaning of each phrase using the mother language. The students formed groups of six and one of the group’s members came to take a random one flash card with a situation written on it. The entire group then had to act out the situation and the assistant read the corresponding phrase.

After the performance, the students had the opportunity to share their ideas of how they would feel if those were real situations and how they would solve them, taking into account the feelings they felt while doing the plays. We the teachers created a list on the board of the positive and negative things that they showed us during the plays in order to make the students recognize the consequences of each reaction to each situation.

Students understood the vocabulary assigned to each flash card that was written on the board alongside the phrases and images that represented different situations. We put the flash cards face down toward the board hiding the phrase or the picture. We split them into two columns, one with the phrases and one with the pictures with the following instructions (see table 5)



## PROMOTING-SELF EMPOWERMENT

<b>Activity</b> the art of complaining	<ul style="list-style-type: none"><li>-The students kept the groups they already had formed</li><li>- Each group had a turn to match one flash card from each column</li><li>- The students were not able to touch the flashcards</li><li>-Each flash card has a color or number on it, and they had to ask for them in English</li><li>- If the students matched they got a point for their group and they were able to play again, but if they matched one more time they would not continue till their next turn</li><li>- The group who had the most matches were the winners</li></ul>
--	---

**Table 5** team-work Activity

Each time that a group asked for a flash card the assistant reveals it and reads it aloud, making emphasis on proper pronunciation. When all the matches were done the group who had the most points were rewarded. In this week was also taught the parts of the body as a reinforcement of English structures.

### Week 8 Questions Playing TIC- TAC –TOE

To carry out this class, we started with our regular greeting. We had new assistants or volunteers coming with us, so as we teachers regularly do, we asked them to introduce themselves using the structures “my name is, I am\_\_ years old, I am from\_\_ and I am here to” the students paid attention to the volunteers and when both of

## *PROMOTING-SELF EMPOWERMENT*

them had introduced themselves we asked the students the volunteers' name, age and nationality.

After this, we teachers showed the students a die with six faces with 'the WH questions', one of the volunteers wrote them on the board and the other started to make the students practicing the pronunciation using the command "repeat after me", followed by teachers teaching action to the students for each word using Spanish and then practice of pronunciation again. After some time of repeating and saying the Spanish meaning of each word, the students knew the WH questions.

We teachers drew on the board the tic-tac-toe figure two times, and students got really excited to know we were going to play this game, as it is very popular and they obviously made us feel they like it. After we explained the activity:

- Students were going to work by lines, line 1,2,3,4 and each line was going to be named by themselves.
- Each line was going to do a paper plane with the name of the group on it.
- Line 1 was going to play against line 4 and line 2 against line three
- In each turn the groups were going to select a different participant to represent the group
- The two participants were going to throw the paper plane from one side of the classroom to the other. The paper plane that gets closer to the other side wins.
- The student who threw the paper plane that won was going to roll the W questions die and answer a question that one of the volunteers was going to write and read on the board using the WH question on the die.
- If the participant did not have the answer the students from the group were allowed to help. (all questions were related to the context) the group had one minute to answer and one of the volunteers was in charge of monitoring the time.

## *PROMOTING-SELF EMPOWERMENT*

- If the group was not able to answer then the other group had the chance to do it in (30 seconds).
- The group who answered the question could select a position and symbol to play and start the tic-tac-toe game to run.

We played the game till a group had beaten the other twice and they got a reward. We worked with students making a short review about what was worked on in the previous classes. After we had made sure they remembered some basic structures of English, we used the board and some flashcards to explain some adjectives with the purpose they start to pervade themselves. The assistants of the class provided us a poster which contained the adjectives previously worked on and each member of the classroom had to stand up and write or draw something related to the main adjective. For instance, perky:happy face or angry:the drawing of an infuriated person.

To promote interpersonal relationships among peers, we decided to split up the groups and integrate them in a random order. At the beginning it was hard for them but we made them understand this process creates diversity and rapport in the sense that they must be open-minded to work with others.

As a matter of fact, the students used the activities provided to describe the qualities of other students in two aspects: emotional and physical appearance whilst always being respectful.

When they finished with the adjectives, each member of the group participated in a forum we created to exchange knowledge related to the topic's 'adjectives'. The assistants used this opportunity to reinforce their pronunciation. Once this activity was finished we requested for each pair to choose an adjective and to create some exercises with it using third person.

Students started to observe the distinct derivations languages have, especially when we referred to personal pronouns, such as a different way to ask and/or a different way to answer. All of these processes were considered to be beneficial for students.

## *PROMOTING-SELF EMPOWERMENT*

### **Week 9 Fat Bee Contest**

The class started with the regular greeting and the students were not very energetic so we asked them to repeat the greeting. We went out of the classroom and arrive again as if for the first time that day. The students were quite energetic. We continued the class by explaining to them what was going to be the activity of the day.

The new volunteer introduced himself in English using simple structures as in 'my name is', 'I am from', and 'I am \_\_\_ years old'. After that, we showed the class the materials that were going to be used for the arts and craft session. The students got very excited when they saw that we were going to be working with balloons. From that point, we got all of their attention. Some other materials were glue, soil, markers and wings made of construction paper. We gave the materials to the students according to how they advanced each steps. The final product of the handcraft was to be a bee.

Once the bees were made, we organized two activities. The two activities were named, "The fat bee contest" and the 'beauty bee pageant'. We started by teaching the students the word "bee" and the name of the materials that were going to be used to create the bee. Following this, we organized the students in groups of four. Each group for each table. We explained that the first step would be to fill the balloons with soil.

This was to be cooperative work since it is not easy for a single student to hold a balloon and to fill it at the same time. Working with the soil was a very good task for them. The students started to fill the balloons after we provided each group with a jar full of soil. They started working in interchangeable pairs, sharing the experience of filling the balloons. Meanwhile, we teachers and volunteers were walking around, making sure all students were using the soil properly. At times, we had to tell some of them to stop filling their balloons because it was about to explode from over-filling.

## *PROMOTING-SELF EMPOWERMENT*

This activity took the whole class since most of the students blew up their balloons at least once. In the end, we had to tell them we no longer had any more of them to replace them. From that point, they started to be more careful. Going on with the activity, they started asking us if we thought their balloons was going to be the biggest. Our answer to them was that they had to decide whether to continue filling them up or to stop. This meant for them either to start over from the beginning or recognizing when was a good point to stop.

Once we had all the balloons ready, we gave the students black ropes to roll around each individual balloon, starting from the middle and going down to the base. The students continued working each in their own respective groups. This part went faster. Every one of them proved to be very responsible for handling the balloon. After they each were given one marker to draw the bee's face.

Each student was doing this according to their liking. When finished drawing, we gave each one construction paper with wings drawn on it as well as scissors to cut them. The bees were finally ready for the contests. The volunteer was the jury and we had three places for each contest.

The students were very attentive and focused. Some a bit nervous; others very confident. Finally, the winners were picked, each of them receiving cookies as a reward. Some gentle respectful jokes were made about the bee's appearance. This ended the activity.

### **Week 10 Adjectives and Super Heroes**

This class started with the regular greeting. The students were in a good mood. To introduce the topic, we started asking the students what was a "super hero" and which characteristics a super hero must have. They started enumerating different adjectives, actions and behaviors they believed a super hero is supposed to exemplify.

## *PROMOTING-SELF EMPOWERMENT*

After listening to the different opinions on the subject, we played a video about super hero characteristics, but in real life. In the video a girl is about to cross a bridge with her friends, suddenly she stops and friends who are a few steps ahead turn and ask her what is going on. To that the girl answers she is scared of heights. Instead of making fun of her, they demonstrate empathy and compassion towards somebody else's feelings and difficulties. This is, according to the video, "perspective taking".

After this, we teachers gave instructions to the class. The activity was for the students to each create their own super hero. We played some videos introducing adjectives that could be used to describe a super hero's physical characteristics. The volunteer made the students repeat the pronunciation of each adjective. Once the video was played the volunteer acted out the adjectives and had the students try to guess them. When the students had enough vocabulary for the task, they started to draw. When finished with their drawings, we asked them to think about their super hero's personality and tell us about it.

They would tell us in Spanish and we would then teach them the English words. With the volunteer's help, the students were now able to describe their super heroes physically and emotionally in a single paragraph using adjectives and simple grammar structures such as: he/she is or he/she has. After this, students started to write their super heroes' descriptions.

Teachers and volunteers helped them out to correct mistakes but respecting each student's individual style. We ended the class giving the students time to do their super heroes' drawing and to color them, if the activity itself was not finished, we would continue it in the following class.

### **Week 11. Artistic Activities to Promote Problem-Solving**

Problem solving activities have been worked with previously in order that students started to identify problems inside their community and other situations that affect them indirectly. For instance, the famine of children in La Guajira and the

## PROMOTING-SELF EMPOWERMENT

abstinence of voting in the country's general elections. This process was natural and this week efforts were focused on promoting the acceptance of issues as a personal way of life without judgement or persecution. We showed some videos to illustrate the vexing of situations of people from different places of the world who can solve certain situations with conviction.

After the videos, children and volunteers worked together to write about their self-reflection in relation to the videos, using the guidance of the volunteers who help students to translate from Spanish to English using simple sentence structure such as: 'in my opinion', 'I think' and 'on the other hand'. Despite the fact, the children still did have a strong knowledge of English sentence structure, they were able to express themselves using some sentences with the verb 'to be', 'do/does' and simple present. With assessment by volunteers, it worked correctly. The self-reflections were just 5 lines but it was valuable to identify the thoughts of pupils and these assumptions were shared in the class allowing for language exchange in terms of pronunciation and class integration.

Afterwards, students worked in 4 groups and some short stories were given to them in order that they made a theatric representation of the tales such as "*walking*", "*the gingerbread boy*" and *the "great mouse race"*. The stories were to exemplify problem solving and used to tackle social issues using literature circles.

By now, literature circles are relevant because these ones are focused on a central issue and Burke (1996) argues that having a central issue aim to create discussion about "their understandings and personal and literary connections to what they read" (p. 42) Additionally, Fellow (2008) states that literature circles are good spaces for learners as they benefit from engaging in communicative exercises in the classroom in order to be exposed to "formulaic expressions" which allow them to internalize the target language rules and achieve language competence (p. 1)

## *PROMOTING-SELF EMPOWERMENT*

In the light of the previous assertion, some workers of the foundation Poca-Lana generously provided us with some materials to create a problem-solving situation related to what was discussed in the literature circles. Reciprocally, the daily routines were reinforced in a period called “after class”, with the purpose of promoting English skills in students.

### **Social Issues from week 12 to 16**

Prior to these classes, social issues were worked on but were not the main focus in this period of time due to the fact that other topics were more important, such as English grammar, pronunciation and verbal tenses. Nevertheless, this period of time was when we decided to link social issues and critical thinking hand in hand.

Taking statements from Fisher (2001), who perceives critical thinking as an active process, he states that one thinks ideas through oneself, raises questions by oneself and can find relevant information by oneself. Following these ideas, we worked with issues from global to local, mentioning some hurdles for example, ‘is slavery a thing of the past’ and ‘What can you do if you see there is not running water in your neighborhood’ etc.

In the first place, we made a compilation of answers for many questions we had worked on in the past. The children were provided with 4 possible answers/responses for each problem and each alternative was analyzed by everybody using ellipsis in



## PROMOTING-SELF EMPOWERMENT

videos previously worked on by students. After that we selected the 4 best questions (see table 6) to gather diverse opinions from different people within the community

Questions
Why do you think voting in elections is important?
Do you think that there is racism in Altos de la Florida?
Do you think there is a way to cultivate fruits in the area los farallones?
How often do you read a book?

**Table 6.** Questions to discuss

Using the labs of the school Fe y Alegría which has internet access, we provide children some tips to look for solutions to social issues. Those tips include: create a brainstorm of ideas, to try to predict the possible consequences of certain actions and taking into account opinions of the variety of people in their life.

Additionally, with help from the head-room teacher we were able to complement this process using their provided suggestions shown in (table 7).

In that order of ideas, during this week in terms of English structures were reinforced the following topics: terms to motivate someone, animals, fruits and vocabulary to state agreement or disagreement.

## PROMOTING-SELF EMPOWERMENT

Activities	Process
Common mistakes in English	Basic grammar structures incorrectly written or spoken by students.
Make a rocket Balloon	<p>Use a long balloon, crayons, a long drinking straw, a small paper bag, a long piece of string, tape</p> <p>After constructing the balloons, students put a name of a social issue letting go the balloon in order to symbolize the liberation of some problems and reinforce team work.</p>
Live better live healthy	<p>This activity started inside the classroom, and was guided by volunteers who shared some experiences about transportation, academic education and food of distinct countries, contrasting the way of life of their countries</p> <p>Students talked about this issues freely, creating songs, letters using basic comparatives “as-as” to detach the better of some places taking as basis health and environmental facts.</p> <p>. Some world maps where brought to the</p>

## PROMOTING-SELF EMPOWERMENT

	<p>class and students had to work in answer questions following the performances provided previously</p> <ul style="list-style-type: none"><li>. In what city did the volunteer from?</li><li>. What country is that city in?</li><li>. What is the capital of that country?</li><li>. What language is spoken there?</li></ul> <p>After this process students brought some food who was prepared with the staff of Emerging voices to share with them.</p>
<p>What is my dream?</p>	<p>This activity was the gathering of the previous classes where was reviewed especially focused on working critical thinking towards several problems of the community. So, students worked in couples choosing a problematic randomly and participating to give a solution applying the previous knowledge in class.</p>

After the suggestions and activities provided by the head-room teacher, we celebrated the 'English day' within the school which served to prepare students for the Monopoly-like game, the final task, which serves to also show others the culmination of

## *PROMOTING-SELF EMPOWERMENT*

this project showing the diverse of items which were taught to and internalized by the students. The idea of a Monopoly-like games arises out of the necessity to integrate varied items that were studied so students but with the ability for them to reflect and modify ideas. The combination of English day and the Monopoly-like game, aimed to summate all that was taught and provided an outline which is now available to the institution for use at any time they require.

The Monopoly-like-like game was created with famous and/or representative characters for children and it worked 4 groups, having individual and group challenges related to healthcare, environment preservation, English structures and questions that provided space to discuss and generate knowledge. In this case with the questions proposed, the idea was to use puzzles, hangman-activities and re-questions in order students can answer questions from another outlook. For instance, “Podrías decirme, qué harías se ves a una persona consumiendo sustancias prohibidas en tu vecindario” o más bien podrías decirme “qué harías si ves a uno de tus amigos consumiendo sustancia prohibidas. Children had to roll a dice and the corresponding square that their character landed on denoted which activity they will perform. This activity is also focused on providing spaces to dis-learn what has been learned and re-thinking about some problems that have been naturalized by the society. Although this activity works like the traditional Monopoly in terms of the use didactic money, after each movement of the character, children receive feedback about situations portrayed. The winners of the game were chosen based on the quantity of money and number of positive answers which were graded from 1 to 10.

During week 12-16, activities heavily involved ideas about democracy, especially in education, and human rights due to the fact that when we started in this community, it was observable that although people know about the words ‘democracy’ and ‘human rights’ there is ambiguity as to what they truly mean, regardless of how common their use is and how important they are to society in general. We felt it important to create a

## *PROMOTING-SELF EMPOWERMENT*

deeper understanding in order that the children can continue learning after our lessons and performing with these ideas in mind.

### **Outcome**

Working in vulnerable areas is a challenging process and it is possible to observe and contrast the policies of education between Bogota and Soacha. Nonetheless, beyond describing the educational differences between the areas previously mentioned, this project, serves to portray how children face their daily lives in Eduardo Santos School. It is in this point, where we start to consider the children's backgrounds regarding English and the involvement of social issues (peace, moral principles, corruption, interfamilial problems, the use of waste and healthcare) and its importance to detach students from what they already know.

In class, prior to the beginning of the project students were able to use english to vocalize greetings, speak of physical necessities, describe states of mood, use structures to make positive, negative and interrogative sentences and identify the difference between an adjective, a noun and a verb. Those valuable proofs of commitment by the previous English teachers towards the children's learning.

The students' background is important because we take it as a basis to produce speech bearing always in mind differences in grammar between English and Spanish in order for the children to get used to use the language properly. For example, our volunteers were working phonetics to remember the sounds of words, such as 'university' (use of v), 'mall' (use of the L), 'church' (use of ch). These are terms that people usually think they pronounce well and sometimes those mistakes are not corrected on time therefore creating bad habits in pronunciation. In Eduardo Santos School, we took advantage of working on phonetics in a multilingual scenario; children-

## PROMOTING-SELF EMPOWERMENT

volunteers and volunteers-children, accepting that fact that teachers always learn something new from students.

Believing that learning a new language is a powerful process, it is important to make allusion to the Scientific Psychology Magazine (Entwurf einer Psychologie, 1895) in which it is stated that human beings are able to internalize different types of behaviors regarding repetitive patterns. In context, this idea is linked with language teaching, where if someone mispronounces a word repetitively during their first stages of childhood it can become a bad habit that is difficult to correct (Freud, 1923).

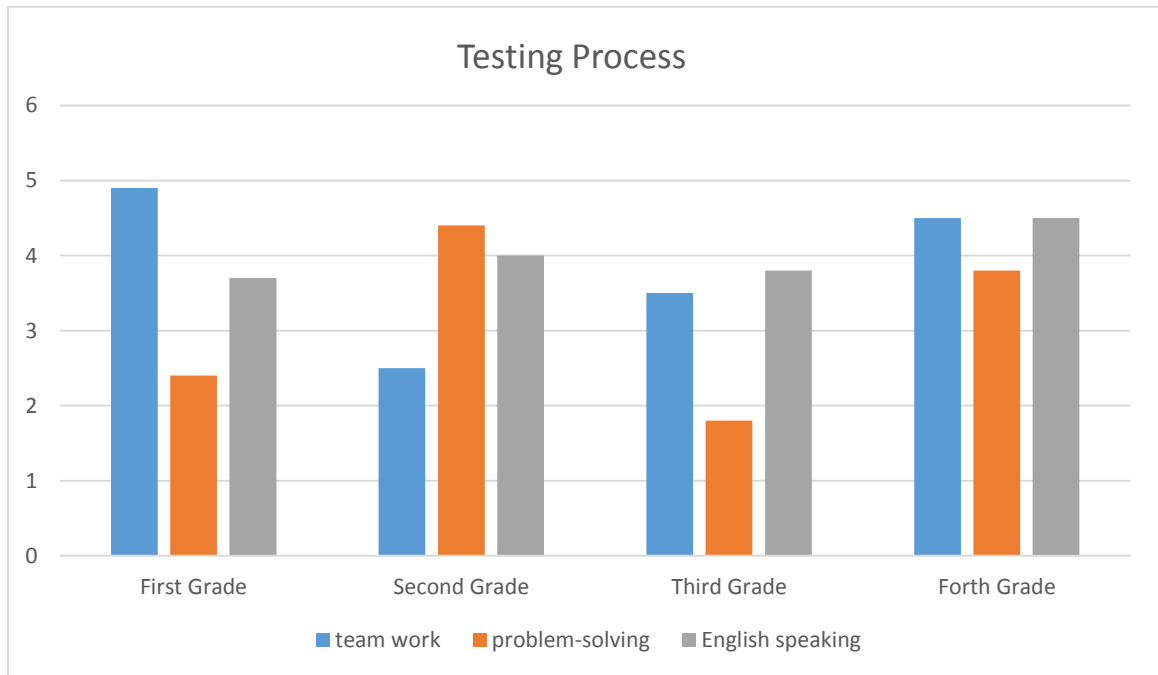
Accepting the fact children can not retain every piece of information that is taught, we aimed to provide children with important moments of participation. For example, in the celebration of 'English Day' children presented "*The Little Red Riding Hood*". We are confident that the children will talk in the future about the day in which they performed as actors with their peers and public supporting them.

Our commitment to this project is strengthened by idea that these children can start to be proficient in English because of its current necessity in academic and laboral fields. In this panorama, Carroll, 1961a; Davies, 1968b; Spolsky, 1968; Upshur, 1979, Oller, 1979 and Rivera, 1984 state that the term 'language proficiency' is often used in the context of language testing in reference to general to knowledge, competence, and/or the ability to use the language, irrespective of how, where, or under what conditions it has been acquired. At the same time, the previous authors recognize the necessity of using the term language proficiency in 'social studies' to express a real impact on fostering good relationships and problem solving. In other words, in this project, we sought that the children can use English to improve the environment in which they live instead of thinking of only being proficient in exams.

To try to scale the proficiency of our students, during 'English Day', before the play, children of all grades in the school came to our classroom in turns in order to check other activities that fifth graders had made for them, so our students organized

## PROMOTING-SELF EMPOWERMENT

and planned some activities working with the foreign volunteers of Emerging Voices hand in hand. In diagram 1 it is shown how students performed activities based on team-work, English speaking and problem-solving.



**Diagram 1.** Proficiency categories

The activities were applied from first graders to fourth graders, and children had the opportunity to teach others using 4 tasks: (a) darts game (b) create sentences using a model of Soacha (c) a home-made castle with multiple doors in which the children have to throw balls through the doors therefore, selecting a particular challenge (d) relay-races in teams using the school facilities to find solutions to hypothetical social situations. The information of the previous diagram was collected from a point based system gathered from opinions of headroom teachers and volunteers with a maximum score of 5.0.

The tasks were also linked to the use of new adjectives, prepositions, use of simple present and strong verbs such as, be, can and must. Perhaps readers could consider the idea that the tasks were not successful on first graders because they do

## *PROMOTING-SELF EMPOWERMENT*

not have as much knowledge as other grades but it is a counterproductive idea because the real goal of our project was to evaluate how children can use their available tools to transmit academic and social knowledge to others and it was valuable to see how they handle sources, including the youngest in the school. The activities worked in this day were useful to be applied in the elaboration of the 'Monopoly-like-like game'

The Monopoly-like-like game as a culmination of all the classes represented distinct fields of knowledge that we connected to provide spaces to children, to be themselves without pressure related to parents, grades or external issues that are uncomfortable in a school environment. In the Monopoly-like-like game, we deal again with issues related to the Altos de la Florida neighborhood, such as difficult access to water, the presence of drug dealers and violence at home. The points in the game were for the groups who provided the most creative and useful solutions to the situations given. At the same time, there were questions with extra points for groups who could portray and exemplify distinct consequences of actions, such as burning of wheels, deforestation, the use of fossil fuels and political avoidance.

The Monopoly-like activity also serves as a way to promote dialogue between classmates who have conflicting behaviors and/or ideas. It is important to mention that while the implementation of the game was ongoing, we learned interesting information such as: (a) To deal with drug dealers in close proximity to the school, there is a protocol based on a cooperative circle between school and parents (b) The existence of a literacy programs in which families can participate in provided by the library of Soacha.

It is likely that people from altos de la Florida had heard about these programs but possibly people usually do not participate in them because these programs can not provide an immediate benefit. Another example, is the potable water that is only accessible every 15 days using trucks, with difficult to access. After some research and insisting Acueduto in Soacha to visit the institution, a project was designed to provide water to the entire community of altos de la Florida. The first step is collecting



## *PROMOTING-SELF EMPOWERMENT*

signatures in order that the neighborhood changes its legal status so that water can be provided by the government.

To sum up, the process worked with fifth graders in Altos de la Florida and served to provide a voice for the community using mass media as a resource. There are many people who can learn more about this community not only in Colombia but in many places of the world, and in this current project, we have the advantage of having volunteers helping in the community and telling others about this work.

### **Pedagogical Implication**

One of the most relevant activities used 'literature circles'. In a recent study, Lopez (2007) reinforces the role of L.C as bridges that construct meaning while children are learning. In this article, the use of characters, themes, plot, illustrations, reader responses and personal experiences of the children, are useful items to create meaningful conversations about texts, connecting experiences and creating questions about the world. For the previous reason, I recommend that readers take a look of Lopez's study, in order to learn more about this valuable contribution to Language Research.

### **Conclusion**

Although it is not the first time there is an NGO present in Eduardo Santos School, because respectable institutions, such as ONU and Peace without Borders had previously been there, the space provided to Emerging Voices is meaningful in order to provide spaces for Intercultural Language teaching. The necessity to prepare children to face troubles using dialogue and the establishment of a life project, which is based on social values such as love, respect and tolerance, are important steps to provide opportunities to children in order that they can be more familiarized with their skills and what they can become with them.

## *PROMOTING-SELF EMPOWERMENT*

During the development of this project, the most difficult obstacles were, the presence of pandillas, lack of motivation in students and unadaptable materials to teach English. However, we were encouraged with the provision of new tools so that students can empower themselves and feel a real commitment with them in order they start to discover alternatives to improve their environment at school, in the house and in other places.

Promoting self-empowerment is not an easy task, especially because the time worked with children is not enough for learners to be able to totally question the society in which they live, in terms of economics, access to basic services and the improvement of their education. In a society which is full of prejudices and stereotypes, promoting change is really challenging but it is not an excuse to not take action with problematic children's daily lives. The activities worked in English learning and social issues are processes which are to be considered valuable in the near future, aiming always so that children can create their own system of beliefs apart of social repression.

The personal drive of students to improve their lives is critical for them to find their truths in academic, laboral and familial issues. For that reason, we were working with the use of 'Democracy' taken as a rule for respecting disagreements between people. In order to fulfil the objectives planned, we started to create democratic habits in children, such as speaking by turns, listen carefully to other classmates, respect the decisions cooperatively and do not impose an opinion over others (Finker, 2003)

The previous democratic behaviors helped to handle the creation of a space or atmosphere in which students can express freely express themselves without prejudice and the first steps to create an emancipatory process in which, as De la maza (2008) states, "creating active person and responsible of the things that are happening around it". (p.3)

## *PROMOTING-SELF EMPOWERMENT*

With the termination of this project, the ideas and objectives were ideally to continue to perpetuate, therefore in order to possibly ensure this, this project was presented to the members to the community in order that others can continue to try deliver results, especially because these items should be repetitively worked over a longer period in order to produce a long term influence in the children minds. In terms of instructional objectives, they were accomplished successfully despite the fact we are beginners in classroom management, and we had to learn how to talk with children, what to do when a student is reluctant to learn and how to mediate conflicts between two students inside the classroom. This implementation serves as a reflection to continue improving our teaching methods and strategies, to prepare ourselves for the future especially if working in small spaces with a large amount of students. These ideas that teach problem-solving, how to communicate effectively and the benefits of technology in a learning environment, extend outside of the english language environment and therefore will continue to benefit with proper teaching and reinforcement in the coming years.

## **Appendix**

## PROMOTING-SELF EMPOWERMENT

Gutiérrez&Castilla . (2016). Monopoly-like game designed [Painting].  
Universidad Distrital Francisco José de Caldas: Bogotá.



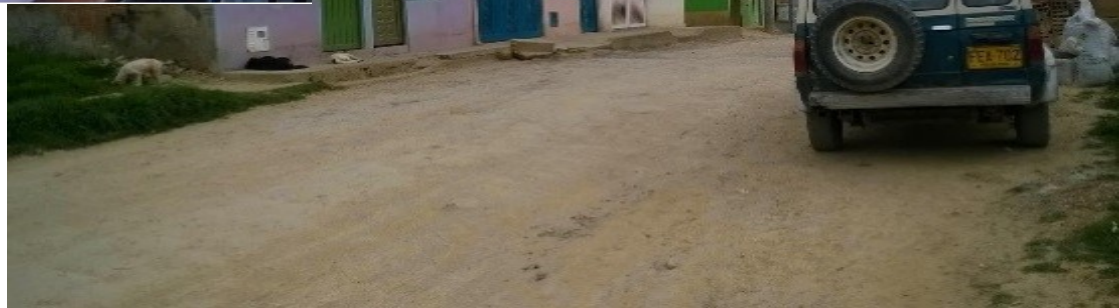
Gutiérrez&Castilla . (2016). Monopoly-like game ongoing [Picture]. Institución fe  
y alegría-Eduardo Santos: Soacha.



Guti



Gutiérrez&Castilla .  
(2016). Altos de la



## PROMOTING-SELF EMPOWERMENT

Florida [Picture]: Soacha.

Gutiérrez&Castilla . (2016). Working on English day, Colegio Eduardo Santos [Picture]: Soacha.



Gutiérrez  
&Castilla .  
(2016). Worki

## PROMOTING-SELF EMPOWERMENT



ng with  
Preposi  
tions,  
Colegio  
Eduard  
o  
Santos  
[Pictur  
e]:  
Soacha

Gutiérrez&Castilla . (2016). Promoting Rapport in class, Colegio Eduardo



Santos  
[Pictur  
e]:  
Soacha

## PROMOTING-SELF EMPOWERMENT

Gutiérrez&Castilla . (2016). Panoramic view of Colegio Eduardo



Santo  
s [Pic  
ture]:  
Soac  
ha.

## PROMOTING-SELF EMPOWERMENT

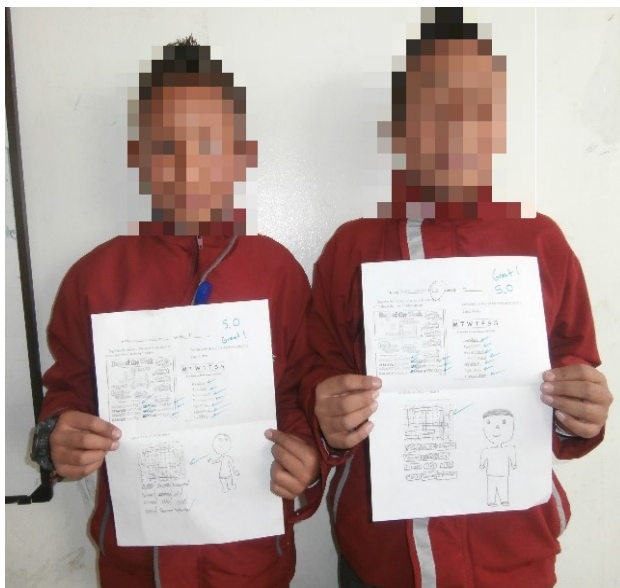
Gutiérrez & Castilla . (2016). Working weather activity [Picture]: Colegio Eduardo Santos: Soacha.



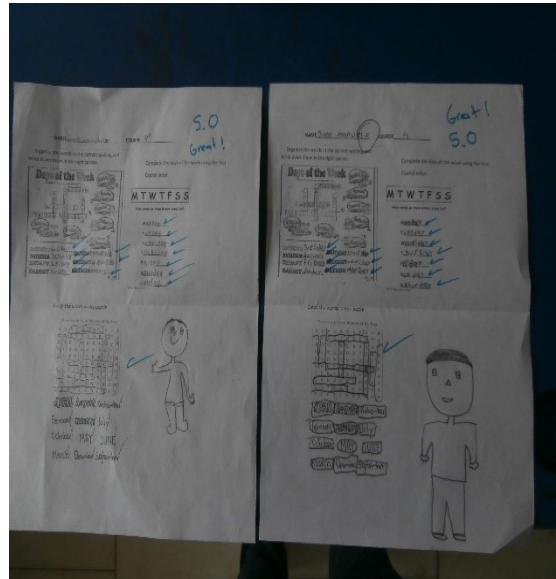
utiè  
rez  
&C



astilla . (2016). Working weather



activi  
ty [P  
ictur  
e]:  
Cole  
gio  
Edua  
rdo  
Sant  
os:S  
oach



a.



## PROMOTING-SELF EMPOWERMENT

Gutierrez&Castilla . (2016). TIC TAC TOE- Working verbal tenses [Picture]:  
Colegio Eduardo Santos: Soacha.



Guti  
erre  
&C  
astil  
la .

## PROMOTING-SELF EMPOWERMENT

(2016). Working handycraft-bees [Picture]: Colegio Eduardo Santos: Soacha.

Gutiérrez&Castilla . (2016). Promoting solutions to Social Issues [Picture]:  
Colegio Eduardo Santos: Soacha.



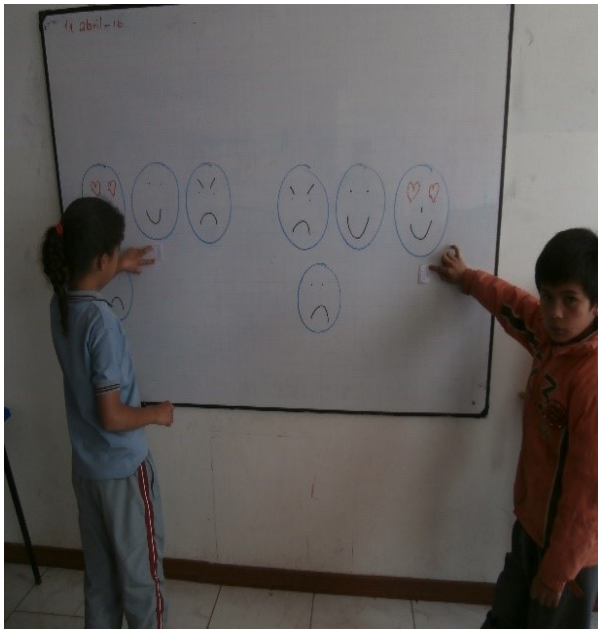
Gutiérrez  
& Castilla



## PROMOTING-SELF EMPOWERMENT

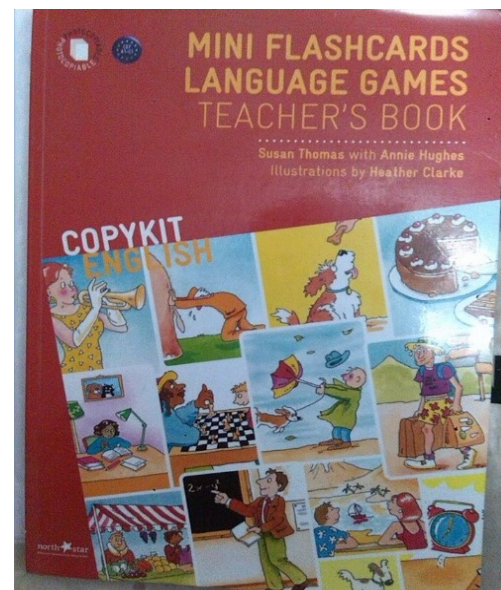
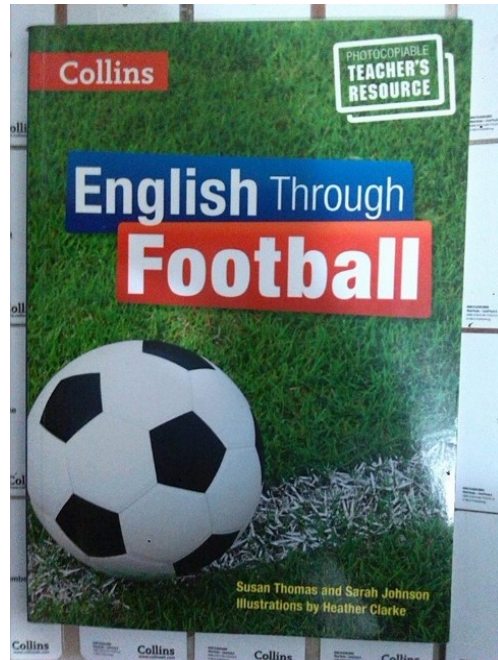
illa . (2016). Activity of Superheroes [Picture]: Colegio Eduardo Santos: Soacha.

Gutiérrez&Castilla . (2016). Activity of likes-Dislikes [Picture]: Colegio Eduardo Santos: Soacha.



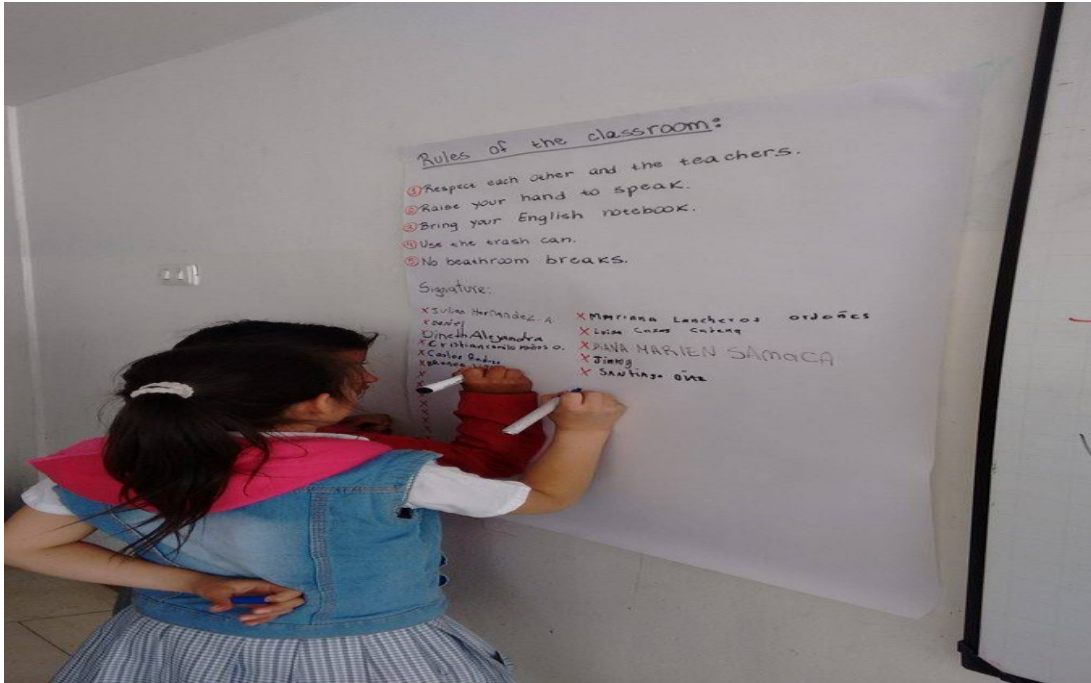
## PROMOTING-SELF EMPOWERMENT

Gutiérrez&Castilla . (2016). Didactic Materials [Picture]: Colegio Eduardo Santos:  
Soacha.



## PROMOTING-SELF EMPOWERMENT

Gutiérrez&Castilla . (2016). Rules of the classroom – Commitment of students



[Picture]:  
Colegio  
Eduardo  
Santo  
Soacha.

My time in Soacha was enriching (personally) and revealing. The children's commitment and enthusiasm for learning English was inspiring. Equally inspiring was Eduardo's and Cesar's determination and ability to harness the children's willingness to learn using a variety of techniques. My favourite was helping organise the play 'Little Red Riding Hood', to be performed in front of their peers and to be applauded for their performance. This is a great example of positive reinforcement of the effort used to learn English for the play and in the future. It was truly a pleasure to help.

utiè  
re  
&  
Ca

## *PROMOTING-SELF EMPOWERMENT*

stilla . (2016). Testimonial of Samuel, a New Zealand volunteer – Emerging voices headquarters [Picture]: Bogot



Gutiérrez&Castilla . (2016). Water tanks – Altos de la Florida [Picture]: Soacha

## PROMOTING-SELF EMPOWERMENT

### REFERENCES

- Anonymous [chanapol kiniman] (2016, May 10) head, shoulders, knees and toes caught on video tape 14. [video file]. Retrieved from:  
<https://www.youtube.com/watch?v=qxphoOOwTbo>
- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters.
- Byram, M. (1989), *Cultural studies in foreign language education*, (D. Sharp, Ed.), Clevedon UK, Multilingual Matters Ltd.
- Teaching and assessing intercultural communicative competence (1997), Clevedon, United Kingdom, Multilingual Matters.
- De la Maza, C. (1998). Freire sigue vigente. *Revista interuniversitaria de formación del profesorado*, ISSN 0213-8646, Nº 33, 61-66. 2015, Marzo 29, De Scielo Base de datos.
- Finkel, E (2003) can democracy be taught? *Journal of Democracy*, Vol (14),137-151
- Fischman, G. E., & Haas, E. (2009). *Critical pedagogy and hope in the context of Neo-liberal globalization*. In W. Ayers, T. Quinn, & D. Stovall (Eds.), *Handbook on social justice in education* (pp. 542-553). London: Routledge.
- Freire, P. (1973). *Education for critical consciousness*. New York: Herder-Herder.
- Freire, P. (1993). *Pedagogy of the Oppressed*. New York: Continuum. (Original work published 1971).
- Sigmund Freud & Ernest Jones (2001) correspondencia completa 1908-1939*. Madrid: Editorial Síntesis. ISBN 84-7738-839-3.

## PROMOTING-SELF EMPOWERMENT

-Ibrahim, A. (Autumn, 1999). Becoming black: rap and hip-hop, race, gender, identity, and the politics of ESL learning. *TESOL Quarterly*, Vol. 33 (3), 349-367.

-Lopez, M (2007). Literature Circles: a door To students' life experiences in the classroom. *Colombian applied linguistics Journal*, Vol (9), 247-261

- Lee, C. (2000). Signifying in the Zone of Proximal Development. In Lee, C. Smagorinsky, P. (Eds.), *Vygotskian Perspectives in Literacy Research. Constructing Meaning through Collaborative inquiry*. (pp. 191-255) Cambridge:Cambridge University Press.

- McLaren, P. (1988). Schooling the postmodern body: Critical pedagogy and the politics of enfleshment. *Journal of Education*, 170(1):53-83

- McLaren, P. (2003). *Life in Schools: An Introduction of Critical Pedagogy in the Foundations of Education*. Boston: Allyn and Bacon.

-Mocombe, P. (2001). A labor approach to the development of the self or " modern personality The case of public education. Thesis Florida Atlantic University. Ann Arbor: UMI.

-Rico Troncoso, C. (2010), "*The effects of language materials on the development of intercultural competence*", in B. Tomlinson, & H. Masuhara, *Research for materials development in language learning* (pp. 83-102), London, Continuum.

-Tomlinson, B. (2003), "*Developing principled frameworks for materials printed*" in B. Tomlinson, *Developing materials for language teaching*, (pp. 107- 129), London UK, Continuum.

-Zubiria, J. (2011) *Los Modelos Pedagógicos hacia una pedagogía dialogante*, Editorial Magisterio. Bogotá, Colombia.



*PROMOTING-SELF EMPOWERMENT*