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3. Contexto local	Local context
4. Problemas sociales	Social issues
5. Posicionamiento	Positioning

RESUMEN DEL CONTENIDO: (Máximo 250 palabras)

El presente proyecto de investigación se basa en comprender cómo los estudiantes se relacionan con los problemas sociales de su contexto local a través de un ciclo de alfabetización crítica en una clase de inglés como lengua extranjera. Para lograrlo, se planteó un enfoque de investigación acción cualitativa, interpretativa, descriptiva desde los aspectos metodológicos con el fin de identificar los problemas sociales de los estudiantes en su contexto local mediante el uso de fichas de observación, cuestionarios y entrevistas, que sirvieron como insumo para describir el posicionamiento de los estudiantes frente a los problemas sociales que surgieron en la clase de inglés como lengua extranjera. Finalmente, fue posible interpretar la posición de los estudiantes con respecto a los problemas sociales de su contexto local y otros contextos locales, mostrando que la alfabetización crítica apoya el crecimiento de las habilidades de lectura al permitir que los estudiantes relacionen activamente varios textos con otros textos determinando si los mensajes generales promueven o desalientan la marginación de los grupos minoritarios.

ABSTRACT: (Máximo 250 palabras)

The present research project is based on understanding how students relate to the social problems of their local context through a cycle of critical literacy in an English as a foreign language class. To achieve this, an interpretative, descriptive qualitative action research approach was proposed from the methodological aspects in order to identify the social problems of the students in their local context through the use of observation sheets, questionnaires, and interviews, which served as input to describe the positioning of the students towards the social problems that arose in the class of English as a foreign language. Finally, it was possible to interpret the position of the students regarding the social issues of their local context and other local contexts, showing that critical literacy supports the growth of reading skills by allowing students to actively relate several texts with other texts by determining whether general messages promote or discourage the marginalization of minority groups.

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Understanding How EFL Learners Make Sense of their Social Issues through Critical

Literacy Lens

Yeison Duban Gomez Castillo

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Understanding How EFL Learners Make Sense of their Social Issues Through Critical

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Abstract

The present research project is based on understanding how students relate to the social problems of their local context through a cycle of critical literacy in an English as a foreign language class. To achieve this, an interpretative, descriptive qualitative action research approach was proposed from the methodological aspects in order to identify the social problems of the students in their local context through the use of observation sheets, questionnaires, and interviews, which served as input to describe the positioning of the students towards the social problems that arose in the class of English as a foreign language. Finally, it was possible to interpret the position of the students regarding the social issues of their local context and other local contexts, showing that critical literacy supports the growth of reading skills by allowing students to actively relate several texts with other texts by determining whether general messages promote or discourage the marginalization of minority groups.

Keywords: Critical literacy, foreign language, local context, social problems, positioning.

Resumen

El presente proyecto de investigación se basa en comprender cómo los estudiantes se relacionan con los problemas sociales de su contexto local a través de un ciclo de alfabetización crítica en una clase de inglés como lengua extranjera. Para lograrlo, se planteó un enfoque de investigación acción cualitativa, interpretativa, descriptiva desde los aspectos metodológicos con el fin de identificar los problemas sociales de los estudiantes en su contexto local mediante el uso de fichas de observación, cuestionarios y entrevistas, que sirvieron como insumo para describir el posicionamiento de los estudiantes frente a los problemas sociales que surgieron en la clase de inglés como lengua extranjera. Finalmente, fue posible interpretar la posición de los estudiantes con respecto a los problemas sociales de su contexto local y otros contextos locales, mostrando que la alfabetización crítica apoya el crecimiento de las habilidades de lectura al permitir que los estudiantes relacionen activamente varios textos con otros textos determinando si los mensajes generales promueven o desalientan la marginación de los grupos minoritarios.

Palabras claves: Alfabetización critica, idioma extranjero, contexto local, problemas sociales, posicionamiento.

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Introduction

In the same way that for most of the population, the word literacy is synonymous with learning to read and write, the lesser-known term of critical literacy is learning to read and write. At the same time, researchers wonder why people learn to read what they read and learn to write what they write. For students, becoming critically literate implies learning reading and writing and becoming aware of the world around them through this learning process as active and critical subjects of their lives and how they are represented through words.

There are many ways of understanding literacy as a pedagogical practice. It can be seen as an instrument to acquire functional skills and techniques around language or as learning that allows articulating areas of knowledge outside the use of language itself. Nevertheless, there is a third meaning of the term, which goes beyond the one that defines it as decoding the written medium, and describes it as a relationship between the subject and its environment (Morgan, 1997).

Then, from critical literacy, aspects related to self-regulation are integrated, reinforcing the student's autonomy concerning the object of study since its ultimate objective is not only the transmission of knowledge from the teacher to the student body but, above all, the questioning of that transmission band. In this sense, the memorization of content is not sought, but its understanding and evaluation by the students, who go from passive learners to active participants in their learning process. Moreover, this is so because one of the main objectives of critical literacy, as important as the teaching of reading and writing, is to empower its students to question any authority, including, of course, their own teacher.

According to the above, this research exercise is based on the use of critical literacy as a pedagogical tool in teaching a second language to students, seeking to recognize and understand the positioning of students in the face of social problems that overwhelm them.

1. Problem Statement

Nowadays, English is considered one of the most essential languages in the world due to globalization and the fact that the dominant countries speak it in the cultural, economic, and political consumption worldwide (Pineda-Báez, 2004). That is why, in Colombia, they teach English in elementary and secondary schools and at the level of the university as well. So, one of the objectives is to teach a foreign language due to the current needs imposed by globalization in which being bilingual is fundamental. In that sense, the Ministry of Education in Colombia has created policies to improve the English language in the educational system. Act 115 of 1994, articles 21 and 22, highlights the importance of second language learning. As reported by basic standards of competence in foreign languages, Colombians should teach, learn and use English as a universal language (MEN, 2006).

However, the level of English in Colombia is deficient, as shown by the EF English Proficiency Index (EF EPI, 2020), which ranks a total of 100 countries and territories where Colombia is placed at number 71, confirming the low English level. In that sense, to prevent those low results, teachers have implemented in the classroom methods that expose real use of the English language and thus enable students' motivation and the development of the language skills. Taking that scenario into account, we, as teachers, must contribute to improving that situation. Unfortunately, English teaching has mainly focused on the linguistic features of the language (vocabulary, grammar, etc.), disregarding the great opportunities and the potential that the classroom and students provide to go beyond the linguistics skills and focus on topics that may be more relevant to them.

At the public institution where I currently work, English teaching has mainly focused on the linguistic level due to the technical perspective of the educational setting. That technical perspective is evidenced in the curriculum of the complementary English courses,

where the main focus is to acquire the linguistic aspects of the language as it is an excellent instrument of communication.

Figure 1

Guía de aprendizaje, programa de bilingüismo, SENA, 2020

- Resultados de Aprendizaje Alcanzar:
  - Reproducir en inglés frases o enunciados simples que permitan expresar de forma lenta ideas o conceptos.
  - Identificar formas gramaticales básicas en textos y documentos elementales escritos en inglés
  - Comprender una amplia variedad de frases y vocabulario en inglés sobre temas de interés personal y temas técnicos.
  - Comprender las ideas principales de textos complejos en inglés que tratan de temas tanto concretos como abstractos, incluso si son de carácter técnico, siempre que estén dentro de su campo de especialización.
  - Leer textos complejos y con un vocabulario más específico, en inglés general y técnico.
  - Buscar de manera sistemática información específica y detallada en escritos en inglés, mas estructurados y con mayor contenido técnico.
  - Encontrar y utilizar sin esfuerzo vocabulario y expresiones de inglés técnico en artículos de revistas, libros especializados, páginas web, etc.
  - Relacionarse con hablantes nativos en un grado suficiente de fluidez y naturalidad, de modo que la comunicación se realice sin esfuerzo por parte de los interlocutores.

Note. Excerpt from Guía de aprendizaje, programa de bilingüismo, SENA, 2020

Learners deal and must face with a variety of social issues throughout their English learning process. For instance, in the results of a questionnaire and some classroom observations, and discussions with a group of students under my instruction, they manifested that some of the issues that they and people in their immediate context face are violence, unemployment, corruption, chauvinism, poverty, lack of opportunities and environmental issues, among others. Consequently, there is a need to integrate the teaching of linguistic aspects with a more humanistic education where learners can contribute and take an active role in their language learning process without underestimating their contexts, which constitutes an invaluable source of learning (Arifi, 2017).

In the successive phases of teaching-learning, it is emphasized that, for teaching the English language, the starting point is the student, who is considered the center of education.

In that sense, little is taken into account since the academic programs and curricula are centered on the grammar put into practice in universal contexts that are already outdated (See Annex D).

Figure 2

Programa curricular, bilingüismo, SENA

Note. Excerpt from Programa curricular, bilingüismo, SENA (2020).

In this sense, educators address different teaching methods and contextualize the approaches that guide the nature and learning of the language. These approaches are the point of view from which it derives a systematic process of linguistic knowledge for teaching the English language. The approaches can be grouped into five: traditional, natural, structural, communicative, and humanistic. Consequently, this project aims to integrate an eclectic approach by including linguistic features with the social aspect and the great potential that

students and the English classroom pose to tackle social issues relevant to students during their two-month course. Consequently, this research project seeks to answer the following question: How do students make sense of social issues in their local context through a critical literacy cycle in an EFL class?

1.1. Objectives

1.1.1. General objective

To understand how students relate to social issues of their local context through a critical literacy cycle in an EFL class.

1.1.2. Specific objectives

- Identify students' social issues in their local context.

- Describe students' positioning towards the social issues that emerged from other students in the EFL class.

- Interpret students' positioning regarding social issues of their local context and other local contexts.

2. Reference Framework

2.1 Related Studies

Integrating social issues in the language classroom in Colombia has not been a central issue in the last 20 years. However, some researchers have conducted some studies worth reviewing. Mendieta-Aguilar (2009) conducted a research study in a female private school in Bogotá with seven graders. The author took advantage of the English classes, which became an excuse to start posing social issues women were facing, the issue of women's discrimination. Findings showed that the target language is a teaching resource for students to begin inquiring about the reality surrounding them instead of a barrier, as some teachers might think. The pedagogical proposal provided an "opportunity to experience learning and teaching in a different way, where the most important thing was to wonder about real social issues and to co-construct knowledge" (Mendieta-Aguilar, 2009, p.135). The author acknowledges the positive effect of encouraging students to engage in tasks where English is a means to an end and not an end itself.

In the same line of research, Lopez-Robertson (2010) conducted a year-long study in The United States. The study took place in a bilingual second-grade classroom at Wyman Elementary School. The author aimed to understand how their five Latinas make sense of critical issues during the literature classes. The researcher intended to prepare her students to cope with social issues inside and outside the classroom by engaging them in contextualized discussions. She sought to determine and analyze how the five Latinas relate their own lived experiences to the themes presented in class. Findings demonstrated that the young Latinas could relate the topics studied in the books with their own lived experiences as they tried to connect with the books and the issues raised with their experiences as community members. Moreover, the study suggests that the curriculum should be contextualized and socially co-

constructed so it can help and empower students to contest the social inequities they might be going through.

Similarly, Cortés-Rozo et al. (2019) conducted a case study with eight seventh graders in a public school in Bogotá. Participants aged between 11 and 13 years old went through a stage of changes in their lives during the intervention, the adolescence stage. The project's main goal was to analyze learners' self-representation by connecting them with their reality and the content presented through songs in specific English classes. Results showed that learners moved from a passive role to an active role in the EFL classes as they felt encouraged to participate, as the content and social issues presented through the songs helped them connect with their own realities. The type of experience provided by the project allowed students to understand their environment better and appropriate their learning, making them more conscious learners.

Martínez (2018) presented a study entitled Co-constructing Realities: Fostering Literacy in Grade 11 English as a Foreign Language Students, from a Social and Situated Practice. The aim was to describe how the students jointly constructed their literacy skills, reflect on their real-life situations, and determine how this environment could help them develop and improve their English learning process. The categories of analysis sought to: describe peer support as a strategy that co-builds writing and reading skills, identifies the creation of senses and meaning when comparing and completing the ideas of others, and illustrates how analyzing realities and learning from others develop situated reading and writing skills. The answers obtained as a result of this research were as expected in academic and personal terms since the students improved their writing and reading processes in English through meaningful practices.

Arango and Salcedo (2021) conducted research entitled Fostering critical media literacy and critical thinking in future EFL teachers in the online environment at a public university in Montería - Córdoba. The study aimed to foster EFL teachers' critical thinking and media literacy skills in training online tools at a public university in Colombia. The critical thinking framework sought to verify signs of evidence of critical thinking in the development of tasks of future teachers, such as before and after an initial discussion. In contrast, the media literacy framework was used to verify the development of media literacy that teachers and participants showed in media literacy tasks such as individual and group advertising analysis. The results showed that the suggested pedagogical proposal could improve future teachers' critical thinking and media literacy skills and that these two mentioned skills can work together.

Given the preceding, it is established, on the one hand, that critical literacy is a valuable component in education, especially in teaching-learning processes where students achieve intellectual and systematic processes that require the mobilization of various mental actions such as questioning, analysis, interpretation, synthesis, evaluation and making reasoned judgments. This process leads to a deep understanding of a complex situation in order to build knowledge, behavior, or an attitude that adapts and, where appropriate, transforms it. In addition, it requires an open, reflective, and constructive attitude that enables decision-making and problem-solving, which undoubtedly allows students to understand situations better, as is the case of reality or their social realities.

2.2 Theoretical framework

The following section consists of the description and conceptualization of the researcher towards the theoretical constructs that support the research, as well as to generate appropriate reference points by the approach and thematic development needs.

2.2.1   Critical literacy

Critical literacy, also known as liberating or conscientious, points out as a fundamental principle the reading of the world that precedes the reading of the word before starting the literacy process, which should lead the learner to consider it as being capable and responsible where you learn through conscious and reasoned dialogue. Critical literacy is gaining space in the field of education. Several authors have offered some definitions that describe what this process means. According to Morgan (1997), critical literacy tries to develop an understanding of how texts and their discourses work to represent reality and define what is necessary for us; and how we can engage with those texts, their intentions, and their various debates. Similarly, some authors state that the content of critical literacy should have its origin in the lives of the participants and communities and that the processes should involve questions related to their lives as a springboard for dialogue. According to these approaches, critical literacy provides some ways of thinking that allow us to discover social injustices and inequalities. It enables us to discover interests, point out disadvantages and become agents of social change.

It is helpful to consider the contributions made by the cited author to understand the scope of critical literacy in the lives of learners in order, consequently, to have strategies and experiences that enable them to revisit the texts, reread them, analyze them and reimagine them, opening spaces to critically construct the life that unfolds inserted in a given culture.

Otherwise, according to Mayo (1995), Paulo Freire marked a stage that invited many educators of the moment to think and reflect, to make substantial changes in a routine and traditionalist education that he called "banking." The roots of this active formation are found in post-colonial Brazil in the second half of the 20th century. Paulo Freire was the promoter of critical literacy and proposed an education in which the school experience would necessarily dialogue with daily life to achieve linguistic and political literacy. An educational practice in which the apprentices' political and human self-awareness, and the development of their national and personal identity, were the cause and consequence of the educational process as synonymous with freedom.

Our society, if not closed, is in transition, as Freire calls it. In this, sectarianism or irrationality prevails in all facets of people's lives, highlighting the painful reality of gender violence, harassment, violence against the most unprotected, school violence, international violence, trafficking in people, corruption and impunity. In this sense, it is necessary to revive citizen participation to freely overcome the situations that emerge in the absence of critical awareness since hundreds of thousands of citizens still lack critical literacy. So, it is about achieving a liberating and reflective education so that the most honest and honorable people work for the benefit of the people, as a project still in progress and that persists in a situation of stagnation, despite the different "attempts".

Thus, and taking into account that a generalized literacy process was urgently needed, but above all, one of political literacy, Freire proposed an education in which the theoretical or school experience dialogued with the sensory and immediate experience of everyday life. Moreover, after some successful internships in Recife, its establishment at the national level was achieved in the Circles of Culture, where solutions from and for the people were discussed and organized. The illiterate became literate, and the educators became Cultural

Animators, diluting the border between student and teacher. These Animators coordinated debates in the Culture Circles, immersing themselves in the daily life of those learning to read as a previous and indispensable step to their literacy, divisible into three stages:

The three stages of literacy: Generating words: the animators chose a word related to the learners' daily life to break it down into syllables that the learners recombined to form new syllabic groups and new words. These generating words needed to have some relationship with the life of those being literate, partially avoiding the danger that the literacy process would turn into simple literate domination. Codification: or representation of the reality in which the literates live. Sometimes he referred to a part of that reality and sometimes to its entirety. One possible encoding of the word "fishing" could be a photograph of a fishing boat fishing; another could be the word "tree," representing all kinds of trees. Moreover, decoding: the coding was analyzed, giving way to reading reality and examining it critically. Thus, and through the debate sponsored by the cultural animators, the literate could read and write, but above all, read its reality and intervene or enroll in it (Landkammer, 2018).

Through this process, which due to its critical nature, had to be adapted to the cultural and social context in which literacy was developed, the students reached not only a certain level of literacy that could be perfected in the future but also a degree of awareness of their place in the world and among those around him, a result whose first step, towards freedom from the authoritarianism of all kinds, turned Paulo Freire's thought into a testimony as necessary then as now (Landkammer, 2018).

2.2.1.1 Critical thinking in English as a Foreign Language.

Critical thinking was defined by Facione (2015) as a deliberate and self-regulatory judgment that is made up of cognitive skills (interpretation, analysis, evaluation, inference, explanation, and self-regulation in addition to affective dispositions (permanent questioning, perseverance, flexibility, etc.). Learning does not mean simply acquiring and reproducing knowledge; learning profoundly requires mastery, transformation, and use of knowledge, performing multiple mental operations and establishing significant relationships. In this sense, deep learning exceeds knowledge acquisition and supposes deep understanding.

Good quality thinking is necessary to achieve this type of learning, which implies critical, creative, and metacognitive thinking (Piaget, 1981). The development of critical thinking in higher education acquires particular importance in the training of future professionals, as it allows graduates to equip themselves with skills and abilities that favor fundamental analysis of the problems that arise in their professional work and can provide practical and effective solutions. It is a way of thinking about any topics or problems in which the person improves the quality of their thinking by taking over the structures inherent in the act of thought. It is valued as a unique way of thinking that allows better environmental adaptation (Sasson, Yehuda, & Malkinson, 2018).

Harizaj and Hajrulla (2017) stated that contemporary and globalized didactic practices of English could be adapted to the individual needs of the teacher, the performance levels of the students and the activities of the class, as long as the didactics tend to strengthen the role of the student. as the center of the instruction process, allowing, in turn, the consolidation of the student's previous knowledge, and the generation of communication possibilities in the foreign language. This allowed opening paths for a joint discussion, not

only from the linguistic point of view of analysis but also from the perspective of learning through critical thinking.

Going from traditional teaching methods to adopting more didactic ones and more in line with the current needs of our students seems like an aesthetically beautiful speech that does not go beyond what we write or what is expressed verbally in teachers' meetings or scholars in our professional field. What represents the real challenge is to articulate what we think —and what, in fact, we can believe— with what we do as teachers in the classroom since there is a big difference between thinking like a didactic teacher and being a didactic teacher (Fandiño, Barriga, Díaz, & Galindo, 2021).

Some authors choose to explain how critical thinking has gone through various stages in which it has been interpreted in various ways: in the early 1980s as explicit instruction in thinking skills (to classify and compare information); in the mid-1980s, as a reflective and creative thought process for problem-solving through cooperative learning and graphic organizers to visualize information; in the early 1990s, such as the application of the two previous phases to situations of school life and daily life through metacognitive reflection to personalize information. Currently, when critical thinking is spoken of as an ideal element to include in the curriculum, its application in the classroom, nor the transfer of knowledge, is not necessarily reflected (Fandiño, Barriga, Díaz, & Galindo, 2021). Then, the relevance of training in critical thinking due to the fact that its essential function in individuals is to develop the intellectual faculties to facilitate their choices, promote their autonomy and participate in democratic life, thus constituting a means of obtaining the progress of society as a whole.

Thus, the questions of how to articulate the way in which it was learned with what the curriculum that is taught, and how to remain faithful to traditional pedagogical beliefs, if

not necessarily the teachers were educated in an efficient, dialogued and consistent with the context of life or within the framework of teaching by critical thinking. In addition, it becomes complex to plan a single teaching curriculum if all students have a different level of language and are disparate in terms of learning styles, tastes, and their own needs (Pineda-Báez, 2004).

The necessary to humanizing education is clear, and not continue to see how the pillars of behaviorism and cognitivism are privileged, isolated and misinterpreted in today's curricula, often ignoring the student as a person, with opinions, feelings, with specific needs and with a potential for critical expression of the world that surrounds it. Once it is understood that the student is a being with a rich potential for discussion and communication, it will be much easier to plan classes from concepts such as inclusion and tolerance, a sense of community and cultural sensitivity. Thus, it will be possible to rethink classes as a truly didactic space, where authentic communication prevails, the negotiation of meanings, the resolution of problems of daily life, the discussion about one's own and foreign cultures, respect for diversity and the constant search for improvement not only as students of a foreign language but as people, professionals and citizens of the world (Arango & Salcedo, 2021).

2.2.2 Social issues

The constructivist perspective of social problems emerged throughout the 1970s from the initial contributions of sociologists Spector and Kitsuse (1977) on the social construction of reality. This was in order to develop a methodological proposal to address social phenomena that, until the end of the 1970s, had been studied from ideological formulations. With these influences, the idea is established that a social phenomenon is produced by the collective definitions that are made of them, which constitutes a process typical to any

problem and, above all, that it becomes independent of its objective conditions (Schneider, 2018).

Sociologists Malcolm Spector and John Kitsuse, in 1977, reformulated the model of natural history, concentrating on how the demands are presented for an issue to become a social problem, incorporating new phases. Specifically, they focused their study on showing the mechanisms involved in the production of any social problem as a process of making claims according to different groups of people called claimants. The claims respond to dissatisfactions with respect to social life that, when recognized by institutions of various kinds, legitimize their existence through the search for solutions in this regard. In short, according to these authors, social problems are generated through the activities of individuals and groups that produce statements regarding complaints or claims concerning different putative conditions. The emergence of a social problem is contingent on the organization of activities related to the need to eradicate, improve or change certain conditions. Therefore, the central problem of a theory of social problems is to account for the emergency and maintenance nature of claim-making and claim-response activities.

The theoretical-methodological approach of Joel Best (2002) is inserted in the discussion initiated in the constructivist perspective, although with some adaptations focused mainly on understanding social problems as a process and as a dialogue about meanings among many participants and mediated by the mass media. In this dialogue, the linguistic composition of the claims and everything that this implies is crucial: the use of metaphors and other rhetorical figures, cultural values, the use of statistics, etc. As we could anticipate, this gives rise to Best, unlike other theorists, to elaborate a methodological proposal that allows addressing social problems in different historical moments. The value of the media

lies in its power of dissemination and influence on public opinion, as well as in its logic of producing messages, mainly of a dramatic nature (Best, 2002).

2.2.3   Positioning theory

Positioning theory constitutes a particularly suitable conceptual and methodological apparatus for studying interaction in educational environments for two reasons. In the first place, it considers that all interaction is discursive or narrative, and, secondly, it understands that this is a changing, fragmented, and absolutely contextual phenomenon. It can be considered that there are two axes that articulate the proposals of the positioning theory. On the one hand, people interaction; on the other, the narratives that are built on that dynamic. Such axes give coherence and meaning to positioning, understood as the construction of narratives that configure the action of a person as intelligible for himself and others, and in which the members who participate in the narrative have a series of specific locations.

For Harré (2015), the fundamental units that make up social reality and structure the encounters and the social interaction that derives from them are the episodes. These group the different sequences of interaction into a whole with meaning and significance. In every episode, there are two essential elements. The first is position. This is a relationship which is established between an "I", an "other", and an audience. In addition, it is not at all static, and it is negotiated, changes and adapts to the opinions of others. In short, it moves and transforms in the interaction. The second element is positioning. The complex game of positions and their negotiation ineluctably produces a position. This is nothing more than a plane of intelligibility that gives meaning to the very interaction that takes place in each episode. It is contextualized, that is, it has no reason to be beyond the episode itself, it develops at the same time as the episode, and it is immanent because it springs from the action that appears in such unfolding. The notion of positioning is characterized, above all, by understanding positions

as relational processes, which are constituted in the interaction and negotiation with other people. Positions are something like the subtle threads that weave the fabric of social interaction. They are the warp of our interactive situations.

Positioning is an articulation that tells us about actions in which people with skills meet and who are locked in their interaction in a system of rights and obligations, possibilities and meaninglessness. Therefore, positioning is the very sociability that unfolds in interaction. Positioning and sociability are synonymous. Provided, of course, that the latter is not an entity outside the interaction and its production process. "This configuration follows changing patterns of mutual rights and obligations that fluctuate depending on the context and the moment in which one speaks or acts" (Galvez, 2004) in short, revealing the articulation of a position in the interaction is to show neither more nor less, the emergence of the sociability that becomes in it.

From all that has been said, it follows that it would be a mistake to consider that a position is the product of an intentional game or the sum of the regulations that establish a set of pre-defined roles. It is more than that since, in it, the intentions acquire their meaning; paradoxically, it is less since it emerges in each episode in situ, in the simple game of positioning and repositioning the "other" that occurs in every interaction. Therefore, analyzing the interaction in educational environments by examining the episodes-positionings configured in it is, ultimately, an exercise that analyzes the production of sociability in class.

3. Methodology and data

The epistemological model to follow is the interpretive one since it is based on the understanding that all the people involved in the education of the students of the educational institution bring their pre-knowledge, and based on them, they give their opinions for the enrichment of the entire process. The research approach is qualitative with a descriptive design since it allows complex human phenomena to be approached with alternative approaches. Notwithstanding the preceding, the type of research is qualitative, with a descriptive design based on the aforementioned unstructured observation and an interpretive epistemological approach, since the reality observed and to be known cannot be separated from the participants and their own skills.

Regarding the methodology to be used in the research, it starts from the pragmatic epistemological approach and is located in the qualitative type with a Research-Action (RA) design in attention to its characteristics, the desire to understand how students relate to social problems of their local context through a cycle of critical literacy in an English as a foreign language class, expressly designed towards obtaining the objectives that respond to: (i) needs assessment in relation to participation and responsibility in students' social problems in their local context (field notes, interviews and surveys), (ii) use of the diagnosis for the elaboration of the action plan based on critical literacy, (iii) implementation of the designed plan, (iv) analysis of the students' position towards social problems that came up from other students in the English as a Foreign Language class; and (v) interpretation of the position of the students with respect to the social problems of their local context and other local contexts.

It is valued in Action Research that intends to permanently observe the position of students regarding the social problems that overwhelm them through active, dynamic, and participatory classes for all students. This is done so that the phenomenon of self-description

is generated in which students are given the opportunity to reflect and explain their particular experiences in the investigation, and above all, the knowledge created is returned (Díez-Gutiérrez, 2020) and the dynamics that this generates in the exponential growth of critical capacities that is finally the objective of the investigation.

The phases proposed during the investigation (Sanahuja, Moliner, & Benet, 2019), which are developed in parallel with the formulation of the pedagogical strategy and its tools, are:

1. Delimitation of the problem on which it is desired to intervene, that is, diagnosis of the current situation regarding social problems and critical literacy, which implies the elaboration of instruments for data collection, the interview is privileged, and observation is not structured.

2. Analysis of the information and feedback to the community, both students and observers.

3. Action plan, which includes the design of the model to be worked on in class and its application tools.

4. Collection of results, analysis of the same, and final report of the implementation of the model in terms of discursive procedures to know and understand how students relate to their social problems of critical literacy.

5. Structuring the model for the relevant purposes in the educational field.

Now, concerning the data collection technique and instruments, surveys and interviews will be used to apply to students.

3.1 Data collection

Data was collected through students' artifacts, classroom observations, Semi-structured interviews, questionnaires, field notes and dialogues with the students, participant observation, and personal documents.

- Students' artifacts: consist of all types of assignments that lessons ask to do as work in class production. It includes short writings.

- Classroom observations and field notes: These consist of filling in the format of class notes with the details of the implementation by the researcher.

- Questionnaires: List of questions about the importance of proposing a specific topic for students as the central axis of development of the activities of the implementation of the pedagogical strategy (Annex A).

- Semi-structured interviews: An interview was designed to recognize the details of the intervention based on semi-structured questions (Annex B)

Unstructured observation and qualitative data analysis were carried out as support with the participation of peers, students, directors of the institution, and the community; The use of the interview technique is essential in this type of research, as indicated by Adams (2015), since an (interviewer) requests information from another or from a group (interviewees, informants), to obtain data on a given problem. The existence of at least two people and the possibility of verbal interaction are necessary. Likewise, questionnaires were used, as Ricci et al. (2018) indicated. Although questionnaires are usually associated with typically quantitative research approaches and designs, there are many reasons for the association between questionnaires and qualitative research, such as they favor the approach to non-ideographic nomothetic forms of knowledge.

On the other hand, observation sheets were used to complement the interviews and with the other methods listed, where data and information that the observer considers vital to include are detailed. It is important to recognize that field notes were also used in the process, which is constituted as punctual observations, collected most of the time immediately, "on the ground," due to their relevance, and that cannot be left to memory. Thus, they are notes made at the time of the action, support to refresh the memory about what has been seen and/or experienced, to later record through notes or more extensive reports, such as the Diary, when the researcher has more time to do it.

3.2 Context and population

This intervention took place at SENA Cali-Valle del Cauca, office Salomia. SENA is a public establishment of the National order attached to the Ministry of Labor, with administrative autonomy. The SENA provides training/education in Health Services, tourism, administrative and financial accounting, information and communication technologies, research, planning and market development, logistics, transportation, sales, and marketing. It has around 191 staff members among instructors and administrative personnel, which allows it to offer Qualified and Complementary Training/Education in person and virtually.

The exigencies of the contemporary world, globalization, and the needs of the productive sector demand the development of skills in the English language that allows interaction in a common language, promoting communication skills, personal growth, academic, cultural, and social of the being as a citizen, which increases the economic competitiveness of the country.

On the other hand, mastering this language contributes to encouraging research and innovation in the extent to which academic and scientific texts are in English, and their

publication requires knowledge of the language. In this sense, the SENA Bilingualism Program implements complementary face-to-face and virtual courses in English. It offers twelve courses, which respond to content that begins at a basic level and ends at an intermediate level, according to the Common European Framework of Reference (CEFR) standards. The course I am currently teaching is Basic English Level 1. It is an educational proposal that instructs the learner about the development of specific communication skills in this foreign language based on: the acquisition of vocabulary and expressions in English according to their personal information, the construction of short expressions in English according to personal context, and the communication of personal aspects in English taking into account their social and family context.

I teach general English, and my students' level of English is elementary. Students are between 18 and 30 years old. The course where these interventions were applied comprises 18 students, eight men, and ten women. Most of my students come from vulnerable social backgrounds and have found an opportunity to continue their education in SENA. They come from different programs ranging from complementary, technical, and technological ones. The current assessment system for The Basic English Level 1 is formative as the instruments (readings, role plays, discussions, listening exercises, traditional tests, etcetera.) are used to gather information about the students' learning processes as well as to see how the teaching process is going on. Students do not receive numeric information about their performance but receive what we call an approved or Not approved with feedback on the aspects they might need to improve.

3.3 Data analysis

The data was collected through different data collection instruments related to the methodology of this research. The unstructured observation carried out as support served to carry out the qualitative data analysis to describe the students' position towards social problems and interpret their position after carrying out the intervention based on critical literacy. A qualitative analysis of the data was carried out by preparing, revising, and transcribing the data, where appropriate, to text,

The data organization was according to the criteria established in the methodology, which were thematic in nature. The data was categorized, labeled, and coded, preparing them for analysis, making inferences and generalizations, hypotheses, theories, conclusions, etc. This analysis was a dynamic and creative process that allowed extracting knowledge from a mass of heterogeneous data in textual and narrative form.

4. Pedagogical proposal

The following pedagogical proposal has the purpose of carrying out the programmed lessons of the English class through the use of critical literacy strategies, counting on the topics chosen by the students and the teacher, namely, social problems, to understand how they relate to their own social issues of their local context through the aspects of critical literacy and to be able to describe and interpret the position of the students towards these topics of their local context and other contexts. The lessons that are part of the intervention are shown below.

4.1 Interview answers to choose the topics to work on

Once the interviews were carried out and the information was codified, it was possible to determine the topics to work on in the lessons based on using the critical literacy cycle strategy. The topics agreed upon by the students were the following:

- Unemployment,

- Poverty,

- Fear of diversity,

- Violence,

- Social problems,

- Physical damage,

- Emotional damage.

4.2 Lessons designed through the critical literacy cycle (pedagogical intervention)

The classes are focused on working through the four dimensions of critical literacy, social problems and the teaching of the English language. The design of the English classes with the components indicated above is presented below. Table 2 corresponds to the first four

designed lessons from one to four (See table 2), and table 3 corresponds to lessons from five to eight (See table 3).

Table 1

Lessons 1-4 design

LESSON 1			
Time	**Objectives**	**Input (Content and language)**	**Output (Learning outcome) and assessment**
2 hours May 20	Students will be able to identify the most common disrupting the commonplace in their local context.	**Functions:** Research the most common disrupting commonplace in their socioeconomic context. **Discourse markers:** First of all, secondly, thirdly, and finally. **Grammar:** Present simple and introduction to the present continuous. **Vocabulary:** Low income, Unemployment, Cultural discrimination **Skills:** Reading and Speaking.	Design a poster in which students will expose the most relevant disrupting the commonplace in their area.
LESSON 2			
Time	**Lesson Aims**	**Input (Content and language)**	**Output (Learning outcome) and assessment**
2 hours May 27	By the end of the lesson, students will be able to interrogate multiple viewpoints.	**Functions:** - Describing multiple viewpoints, talking about different points of view of the same story, personalities, aspects, jobs, pleasures **Discourse markers:**	Students will write a resume in which they will take into account the importance of multiple viewpoints Students will speak about different points of view of the same story,

		Sequence connectors (and first, second, third, etc.) Begin and maintain a simple conversation **Grammar:** Gerunds; short responses, clauses with because. **Vocabulary:** Fear of diversity, Violence, Social problems, Physical damage, Emotional damage. **Skills:** Reading, Listening, Speaking, Writing	personalities, aspects, jobs, and pleasures in a short interaction activity based on the class reading.

LESSON 3			
Time	**Objectives**	**Input (Content and language)**	**Output (Learning outcome) and assessment**
2 hours June 3	By the end of the lesson, students will be able to focus on social issues using the present continuous.	**Functions:** Report and recognize the common aspects of Bullying, drug and alcohol abuse, Obesity, Academic Problems, Depression, Anxiety **Discourse markers: First, second, third, also, and,** **Grammar:** Present continuous **Vocabulary:** Bullying, drug and alcohol abuse, Obesity, Academic Problems, Depression, anxiety. **Skills:** Writing and Speaking	Describe the common aspects of social issues in people near you

LESSON 4			
Time	**Objectives**	**Input (Content and language)**	**Output (Learning outcome) and assessment**

| 2 hours

June 10 | By the end of the lesson, students will be able to take action and promote social justice | **Functions:** Discuss how to promote social justice when social issues affect people in your local context? and what do you need to take action to provide a better community? Using present simple and present continuous.

Discourse markers: Besides, also, furthermore, moreover, therefore, thereby, however, nonetheless, nevertheless.

Grammar: Present simple, present continuous.

Vocabulary: Poverty, Racism, Conflicts, Gender violence.

Skills: Listening, Speaking and Reading. | Design a flyer that exposes taking action and promoting social justice in your local context |

Table 2

Lessons 5-8 design

LESSON 5		
Time	**Objectives**	**Input (Content and language)**	**Output (Learning outcome) and assessment**
2 hours June 17	Students will be able to identify the job opportunities they can apply for based on their skills and to understand the socio-political systems to which we belong.	**Functions:** Research the most common jobs in their local context. **Discourse markers:** First of all, secondly, thirdly, finally. **Grammar:** Present simple and introduction to the present continuous.	Write a resume in which they will consider important skills they could have to apply for a job.

| | | **Vocabulary:** Jobs and professions, workplaces.

Skills: Reading and Speaking. | |

LESSON 6

Time	Lesson Aims	Input (Content and language)	Output (Learning outcome) and assessment
2 hours June 24	By the end of the lesson, students will be able to talk about the services that the company they work for or run provides, looking into an issue from multiple perspectives.	**Functions:** Share the services that a company may provide to a community using present simple and present continuous. **Discourse markers:** Besides, also, furthermore, moreover, therefore, thereby, however, nonetheless, nevertheless. **Grammar:** Present simple, present continuous. **Vocabulary:** cleaning, advising, supervising, repairing, fixing, controlling, tracking, training, selling, promoting, interchange, and so on. **Skills:** Listening, Speaking and Reading.	Design a flyer that exposes the services a company offers to potential customers.

LESSON 7

Time	Objectives	Input (Content and language)	Output (Learning outcome) and assessment
2 hours	By the end of the lesson, students will be able to describe their activities in the workplace and question the norm, the routine, or what most the people	**Functions:** Report and recognize the everyday activities in an assigned workplace. **Discourse markers: First, second, third, also, and,**	Describe the activities that co-workers do at the workplace.

July 1	do or take for granted using the present continuous.	**Grammar:** Present continuous **Vocabulary:** office, desk, printer, paper, phone, email, computer, planning, cleaning, reporting etc. **Skills:** Writing and Speaking	
LESSON 8			
Time	**Objectives**	**Input (Content and language)**	**Output (Learning outcome) and assessment**
2 hours July 8	By the end of the lesson, students will be able to identify the job opportunities they can apply for based on their skills and take action to promote social justice in the jobs offered.	**Functions:** - Describing abilities and skills, talking about job preferences, and describing personality traits. **Discourse markers:** Sequence connectors (and, first, second, third, etc.) Begin and maintain a simple conversation **Grammar:** Gerunds; short responses, clauses with because. **Vocabulary:** Personal traits, job skills, professions. **Skills:** Reading, Listening, Speaking, Writing	Students will write a resume in which they will consider the necessary skills they could have to apply for a job. Based on the class reading, students will speak about their ideal job in a short interaction activity.

4.3 Intervention

The interventions were divided into eight lessons. Each lesson takes 2 hours to work on the social issues in their local context: Poverty, Low income, Unemployment, Racism, Cultural discrimination, Fear of diversity, Conflicts, Violence, Robbery, Gender violence, Physical damage, and Emotional damage, as can see in figure 1. The first one was about disrupting the commonplace in their local context; the second lesson was about interrogating multiple viewpoints, and the third one was about focusing on social issues. The fourth lesson was about taking action and promoting social justice. The fifth lesson was about understanding the socio-political systems. The sixth lesson was about looking into an issue from multiple perspectives, the seventh lesson was about questioning the norm, the routine, or what most people do or take for granted, and the last one was about taking action to promote social justice.

Figure 3

Exercise lessons

Figure 1 shows the group process of developing the lessons and the activities scheduled at a general level.

4.3.1   Lessons 1, 2 & 3

Figure 2 shows the process that was carried out for lessons 1, 2 and 3, where groups of 3 students were created to discuss the dynamics of working with each other.

Figure 4

Exercise lessons 1, 2 & 3

In these lessons, students were able to identify the most common disrupting the commonplace in their local context, interrogating multiple viewpoints and focusing on social issues using the present continuous. This was achieved by designing a poster in which students exposed the most relevant disrupting the commonplace in their area, wrote a resume in which they will take into account the importance of multiple viewpoints and spoke about different points of view of the same story, personalities, aspect, job, pleasures and common aspects of social issues in people near them in a short interaction activity based on the class reading (See figure 2).

4.3.2   Lessons 4, 5 & 6

Figure 3 allows us to recognize, on the left, the development by groups of 3 for the activities programmed for the exercises of lessons 4, 5, and 6. The image on the right corresponds to the moment of reflection among all the members.

Figure 5

Exercise lessons 4, 5 & 6

In these lessons, students were able to take action and promote social justice, identify the job opportunities they can apply for based on their skills and to, understand the socio-political systems to which we belong, and talk about the services of the company they work and provides looking into an issue from multiple perspectives. This was achieved by designing a flyer that exposes taking action and promoting social justice in their local context, writing a resume in which they took into account important skills they could have to apply for a job and designing a flyer that exposes the services a company offers to potential customers (See figure 3).

4.3.3   Lessons 7 & 8

Figure 6

Exercise lessons 7 & 8

Figure 4 shows the discussion group work among the participants reflected in lessons 7 and 8 of the designed dynamics. In these lessons, students were able to describe their activities in the workplace, question the norm, the routine, or what most people, and identify the job opportunities they can apply for based on their skills and take action to promote social justice in jobs offer. This was achieved by designing a flyer that exposes the services a company offers to potential customers, describing the activities that co-workers do at the workplace and writing a resume in which they will take into account essential skills they could have to apply for a job, then, speak about their ideal job in a short interaction activity based on the class reading (See figure 4).

5. Results

A qualitative analysis of the data was carried out by preparing, revising and transcribing the data, where appropriate, to text. The organization of the data according to the criteria established in the methodology, which were thematic in nature. The data was categorized, labeled, and coded, preparing them for analysis, making inferences and generalizations, hypotheses, theories, conclusions, etc. This analysis was a dynamic and creative process that allowed extracting knowledge from a mass of heterogeneous data in textual and narrative form.

The presentation of the results of the intervention carried out consists of the qualitative research report that includes the analysis and interpretation of the qualitative data plus the researcher's considerations regarding the objectives outlined in the research.

Students filled out the questionnaire intended to identify the social issues in their local context to work in English classrooms. Students expressed that their English teachers have not given them the opportunity or set up the atmosphere to talk and discuss the local issues of their local contexts. Therefore, they expressed the need to implement and bring an approach to the classroom that facilitates the integration of students' local context into the classroom.

Penalva-Verdú et al. (2015) assert that understanding the context is crucial to comprehend social action. Understanding students' social contexts aid in avoiding communication errors and interpretation. Therefore, it is essential to bear it in mind and pay attention to those social situations that students undergo. Learners considered that tackling social issues in the classroom and making people aware of them is a way to facilitate and pave the way to change. Some of the current issues that learners from Cali face are unemployment, poverty, robbery, racism, conflicts, and gender violence.

Data was collected through different sources such as class observations, class recordings, casual conversations that came up during the sessions, and semi-structured observation sheets. After collecting qualitative data, I proceeded to analyze it thoroughly. Data collected come from the lesson work with students, which was approached by the time this design was applied. In order to analyze the data collected, the observation sheet was encoded to identify the students' most common topics and issues so I could analyze their answers based on the lesson design through critical literacy over the social issues in their local context. It is important to recognize that this is an approximate translation of the students' considerations, given that they were expressed in the Spanish language.

The categories of analysis were identified through a Google Forms questionnaire, direct observation, and interviews. The main categories are *Students' positioning towards the social issues that emerged from other students in the EFL class* and *Interpretation of students' positioning regarding social issues of their local context*. Sub-categories are then: *awareness of social issues as an opportunity to change the reality of the country*, *reflecting and taking action*, and *empathy: a challenging path to follow* (See table 3).

Table 3

Analysis of results

Research question	Main Category	Subcategories
How do students make sense of social issues of their local context through a critical literacy cycle in an EFL class?	Students' positioning towards the social issues that emerged from other students in the EFL class	Awareness of social issues as an opportunity to change the reality of the country
		Reflecting and taking action
		Empathy: A challenging path to follow
	Interpretation of students' positioning regarding social issues of their local context	

5.1 Students' positioning towards the social issues that emerged from other students in the EFL class

The school, on the basis of starting equality, affects everyone, judges everyone, and gives each one a place within the school hierarchies, structured around the double function of the school system: socialization in values, dominant cultural values of society, and the distribution of labor. The ideology present in the school culture teaches students to see failure as something individual that results from their lack of ability, developing principles that prioritize differences and divisions in terms of academic performance; Consequently, the education system is responsible for transforming extracurricular differences and inequalities into real inequalities of learning or cultural capital. In this way, working on the student's

positioning towards the social issues from critical literacy generates formal equality, giving a social purpose to school practices, which have served to mask, rather than overcome, the real inequalities which students face inside and outside of schools.

5.1.1 Awareness of social issues as an opportunity to change the reality of the country

Students correctly participated in the pedagogical intervention, where lesson plans through critical literacy were designed to analyze students' social issues and perspectives in the English classroom that affect their lives in their local contexts. For example, a student expressed the following in the pedagogical intervention:

> *We have always faced unemployment in the city, and we do not have so many opportunities to get a job. The pandemic provoked a devastating crisis that has led the companies to go bankrupt and deemed to disappear. The government should support people by creating job opportunities for young people because those young people are easily seduced by gangs in the city and end up involved in criminal acts. (Field note, student 4, May 20, 2022)*

Student 7 interestingly stated the following when they were asked about some of the causes of unemployment in the city:

> *Aside (student referring to the pandemic) from what is evident to everyone, I think that we sometimes do not know to organize our job profiles, I mean, prepare ourselves for the demand of employers. Sometimes we study some technical and technological courses that are not in demand, so we will not have so many opportunities to get hired by the companies of the city.*

Additionally, I believe that the Venezuela crisis has affected us drastically because there are many Venezuelan citizens that are working for really low salaries, and I do not want to be racist, but they should not be doing that if they are going to work. First of all, they have to do it legally and for the appropriate salary. I think that the government should control that because it is something that is not affecting Cali, but other cities that have become the homes of the Venezuelan people. (Field note, student 7, May 27, 2022)

As reported on the intervention, students were facing serious issues affecting them directly, which had triggered some students to take a step further to generate changes in their local context.

One of my classmates got sick and tired and joined "La Primera linea" to fight for his/her rights, to have job opportunities, assure that everyone has the same chances to succeed. (Observation notes, student 3, June 3, 2022)

As evidenced by students' responses, young citizens from low-income groups probably lack civic knowledge and confidence and are the least likely to have access to democratic decision-making procedures. This is related to insufficient educational opportunities to develop the critical thinking necessary to understand democracy and participate in collective decision-making processes. As a result, many young people are likely unable (or discouraged) to constructively express and advocate for their own interests, concerns, and needs, increasing structural maladjustment patterns and cultural and direct violence in their society.

Through the stories of the students during the implementation of the sessions, it was possible to show that there is marked violence and that it can manifest itself in various ways,

all of them dangerous and of great impact since it violates fundamental rights and the quality of life of those who are at risk or are its victims. Despite its harmful effects, young people recognize that certain types of violence are not fully recognized as such, so they are not reported to the competent authorities so that the necessary measures can be taken to prevent their occurrence. It is about economic, psychological, and patrimonial violence, invisible violence that, among other effects, threatens the autonomy, dignity, and integrity of those who suffer it, with women being the main victims.

The awareness of the social problems that affect this youth worked through the application of the dimensions of critical literacy, such as the questioning of multiple points of view and acting and promoting social justice, allowed to establish that everyone agreed on which general awareness campaigns are required to prevent and educate on other less obvious types of violence, such as gender-based psychological, economic and patrimonial violence.

> Campaigns must report on the characteristics, impact, and consequences of silence in the lives of victims of violence, especially when it comes to women or those at risk. (Observation notes, student 13, June 17, 2022).

It was recognized that some students indicated that through clear and simple messages that refine the concepts related to silent gender violence, this scourge could be attacked, or by extension, preventive work is required to promote changes in macho attitudes in favor of those based on empathy, that allow men to be part of the process.

The messages not only focus on raising awareness and reflection but also invite citizens to take measures to stop this violence, such as psychological violence when women are exposed to degrading treatment, insults, ridicule, threats, and blackmail, economic violence when the man exercises control over the woman's economy, violating her independence and her life project, among others.

During lesson 3, students discussed the influence of social media on society and on the high rates of unemployment. A remark from a student was quite appealing as he mentions that:

People study degrees and invest much money, and then they see that their investment in education is not translated into a well-paid job, that they end up doing something quite different from what they studied, for example, such as YouTubers. (Observation notes, student 12, June 3, 2022).

On the same line of thought, another student assured that,

Nowadays, young people don't want to study and get the necessary skills for the jobs available on the market because they now want to be YouTubers. (Field notes, student 14, June 3, 2022).

Perceptions regarding social media and unemployment were varied because some students argued that social media was an excellent strategy to reduce unemployment rates as they facilitate entrepreneurship as people could easily advertise their products at low costs. It is also essential that some students have a neutral opinion about the correlation between unemployment and social media.

In the lesson plan, we started discussing the effects that unemployment causes on their community and society in general. Some students did not know specific reasons why the levels of unemployment had increased. Students watched a YouTube video called "Unemployment rate reaches record high in Colombia."

This was something new for me since I was somewhat unaware of the sociopolitical aspect and the influence it has on many of our problems. For example, in a session, we talked about the causes and consequences of unemployment, and among many aspects, I was struck when a colleague

mentioned that the government should generate employment policies that favor unemployed people since, in many places, they require the experience of two years and if they don't give us opportunities, how are we going to gain experience? (Google Form Questionnaire, student 8, July 15, 2022)

Students understood that one of the reasons why the unemployment rates are among the highest in Latin America is because there is little support for small and medium-sized companies. When students were asked what actions should be taken to reduce the rate of unemployment in Colombia, some of them said that

Encouraging entrepreneurship is essential to deal with the crisis, but more than that is to support each other, buy products from the corner shops, local farmers, and not big companies who buy products from the farmer at very low prices and sell them at high prices. (Google Form Questionnaire, Student 18, July 17, 2022).

Students' ability to think of others reflected their awareness that each decision they took could affect their lives and that of others. When students started researching the effects of unemployment in society, they linked unemployment to poverty, crimes such as robbery, violence, and an increasing number of ambulant vendors.

5.1.2 Reflecting and taking action

In the lesson's development, which talked about unemployment, students were asked to identify the most common jobs in their local context. They used search engines such as Google and Mozilla to start researching the potential companies they could be working for. They also started mapping their local areas for the companies that might require their job profile. After identifying those companies, students were required to design a poster in which they would expose the most relevant jobs in their area. By tackling the topic of unemployment in this way, students were made aware that they need to take action to change

somehow the situation they are going through. They considered quite relevant the fact that they were the ones mapping their communities for opportunities that might match their job profile.

> *This made not only me but also my colleagues take a more active role in dealing with the problems that we encounter every day. What I rescue is the fact that we not only talk about the problems in our beautiful city, Cali, but also go deeper into the causes and consequences, as well as discuss and formulate possible actions to take (Student artifact, student 2, July 1, 2022).*

They understood that sometimes opportunities are available. However, they are the ones who should take action and prepare themselves to face the challenges they encounter in the process of becoming experts in their fields.

> *People should not only be aware of social problems, but they should be able to see beyond that and stop complaining about everything, we know that inequality and job opportunities are terrible in our country, but the reality is that people are not well-prepared and somehow lack some skills that big companies and employers are looking for. They should start thinking about improving their profile by taking courses and seminars, as nowadays they are many resources to enrich our knowledge. (Field notes, student 1, July 1, 2022).*

Student 13 replied during a class conversation to the commentary of student 1 by asserting that.

> *Some people are well-prepared, and experts in the field and are not hired because there are many factors that are underlying the hiring process, which does not necessarily focus on the skills people have. They sometimes hire people that are not suitable for the job. The reason why they are hired is that*

they are friends with the boss of the company. (Observation notes, July 1,

2022).

Students' remarks revealed their attitudes regarding specific issues and how different their opinions could be from each other. At the end of the session, students suggested that they felt free to express their opinions and that by analyzing their contexts, the causes and effects of the current issues, they would be more aware and empowered not just to reflect but to take the necessary procedures to approach or look for a change, a solution.

Students associated the high unemployment rates with the decrease in demand caused by the COVID-19 pandemic, which caused many small and medium-sized companies to close. The low demand is associated with the lack of opportunities for students to access high-quality education programs to allow them to empower them to begin their own businesses and create jobs. Some students asserted that the government's strategy is to limit access to education so they can control the population more efficiently by keeping them in misery.

Students also associated unemployment with depression. They have heard and evidenced how friends, relatives, or even themselves have fallen into depression due to the lack of economic resources due to not having a job to sort out their basic needs. In contrast, a few students did not link unemployment to depression. They say that it is just a mental health issue that should be treated by a professional and the field. Students' opinions towards the social issues tackled during the sessions provided a space for reflection, analysis, and, more importantly, an opportunity to know the other as a member of their communities and the significance they play as social individuals.

Without a doubt, it was an unusual activity, especially because talking about

the problems we are experiencing and that we young people have now means

that we not only experience them because it is up to us but also allows us to

reconsider our actions in the face of them (Google Form Questionnaire student

17, July 16, 2022).

In many cases, poverty generates or deepens the social problem of young people due to the abuse of toxic substances, whether they are permitted or prohibited (tobacco and alcohol) or illegal (marijuana, cocaine, pseudoephedrine, or any psychotropic substance) are sometimes used for the first time by an individual to feel pleasure or well-being. From the promotion of the dimension of critical literacy, Breaking the common, the students managed to carry out an analysis and made their points of view known, reaching a consensus on this subject since before the individual decides to consume a substance, it is because he needs to feel accepted, loved and forget about more serious problems that plague them. The use of toxic substances definitely affects the individual physically, mentally, and emotionally. In school contexts, it is manifested by abstentionism, lack of interest in educational work, or in isolation of the person, among other issues.

The economic situation has never been as difficult for all Colombians as it is now. Notably, in the youth context, due to the lack of opportunities and the closure of national and foreign companies due to the health emergency caused by the Covid-19 pandemic, many families were left without a livelihood from one moment to the next. This situation has caused families and each of their members to have to adapt to living in precarious conditions. In some cases, this situation has been overcome by the university student, and he has sought a source of support without abandoning his studies. However, in other cases, it has caused desertion to seek an economic income, or else disapproval because the exhausted young person, when a working day ends, the last thing he has in mind is to sit down to study.

5.1.3   Empathy: A challenging path to follow

The feeling of insecurity, vulnerability, fear, the feeling of risk are subjective evaluations that people make by combining multiple pieces of information from the world around them but also from themselves. Biological, psychic, and even chemical aspects influence the feeling of insecurity that a person experiences.

After carrying out the implementation of the contents, the students, in general terms, showed a negativistic attitude (they do not want to do something) and were defiant, at least sometimes. Notably, students were often angry and irritable and lost their cool when basic conflicts arose in school or everyday life.

It is easy to see that they are easily annoyed listening to life stories; it is inferred that they argue with authority figures and often refuse to follow the rules. Likewise, it was possible to show that some students blame others for their mistakes and deliberately annoy others. This oppositional behavior generates behavioral problems in family relationships. The usual everyday frustrations—ignored instructions, arguments, explosive outbursts—build up over time, and these negative interactions damage the parent-child relationship and reinforce hostile behavior patterns.

From empathy, it was possible to get the students to act and promote social justice through examples of practical situations that made clear the need to be empathic since it is the basis of building trust with others and, therefore, it is one of the pillars of personal relationships.

This somehow generates awareness and empathy among all of us and, in this way, makes us more aware of the ability we have to propose and address our own problems. (Semi-structured Interview, student 15, July 22, 2022).

With the toils of everyday life, we commonly forget that our lives are enriched to the extent that we develop harmonious relationships with other human beings and with our environment. The students understood this, recognizing that empathy helps establish healthy relationships in both personal and work life, helping our stress levels decrease, and our daily tasks flow more easily. We are filled with two-way learning possibilities.

> *I find it interesting not only to try to understand the problems from my point of view but also to put myself in the place of the other and see reality as they interpret it, which leads us to tolerance and to take joint actions. We understood that it is necessary to put aside resentment and that empathy serves as a way of understanding the other's problem, which can also be my problem, and seeking solutions. (Semi-structured Interview, student 7, July 22, 2022).*

This perspective allows us to consider some objective elements that everyone can perceive and that influence this. These aspects are: the information disseminated about the presence of aggressive people and about the actions carried out by them against the physical integrity and property of the community; second, the information disseminated about the protection available to the community, that is, the security system, which includes mechanisms, measures, surveillance personnel, communication networks, etc.; thirdly, the widespread interpretations of this information. But to these basic components, it is necessary to add other general aspects that influence the evaluation of the previous ones and that are also shared. One is made up of the stability of the situation, especially in the economic, social, political and environmental dimensions, since sudden changes or risk situations in these fundamental aspects of daily life influence creating what can be called a general feeling of security or risk.

Thus, the outcome of the activities, in this sense, allowed students to recognize that they can turn each encounter with the other into an opportunity to approach new perspectives to expand their knowledge and grow as humans.

> *This made not only me but also my colleagues take a more active role in dealing*
>
> *with the problems that we encounter every day. What I rescue is the fact that*
>
> *we not only talk about the problems in our beautiful city, Cali, but also go*
>
> *deeper into the causes and consequences, as well as discuss and formulate*
>
> *possible actions to take. (Semi-structured Interview, student 4, July 27, 2022).*

Curiously, perhaps because the ego gets in the way or because we do not give importance to knowing ourselves, it is common for us to have a hard time developing empathy.

Students were consistent that one of the main reasons why the rates of unemployment in the city and in the country are caused by the employers who demand experienced personnel. One student said:

> *It is sad when you invest time and money to get the best quality education, and after*
>
> *graduating, you have to wait months or even years to be hired due to the fact that*
>
> *employers require people to have previous experience. (Semi-structured Interview,*
>
> *student 2, July 27, 2022).*

Students called for a policy change that demanded employers provide candidates to be hired without experience in the field. The discussion about not requiring experience elicited varied reactions. For example, student 9 remarked:

> *If I were an employer, I would love to have the best and most experienced employees,*
>
> *and I would not hire an inexperienced candidate. (Field notes, July 8, 2022).*

Student 3 replied:

What about opportunities? We should give people a chance to succeed, a chance to show

themselves the qualities they have, and they can contribute to the company. (Observation

notes, July 8, 2022)

5.2 Interpretation of students' positioning regarding social issues of their local context

Increasing awareness of the value of critical comprehension in the field of various disciplines and in the social context allows us to examine, from a socio-cultural view, the significance of critical reading practice in today's post-modern culture. Literacy is a concept that has been continuously and dynamically (re)evaluated in the last two centuries.

This historical relationship has allowed it to strengthen constitutive elements such as reading and writing in essential moments of humanity, playing vital roles in emancipation processes and the consolidation of power. Reading and writing have been two of the main tools for learning and generating knowledge.

When teachers facilitate discussion among students about controversial issues that concern them and their society, this honest dialogue acts as a bridge to allow students to question the social inequalities in their own communities and the underlying hierarchies that govern these biases. Honest dialogue between the teacher and the student leads students to the third factor: critical reflection on how they can apply the insights they have discovered through dialogue to their own life situations to take concrete action to change society and correct the injustices. Given this, student 6 indicated that:

The intention to deal with issues of violence and unemployment from the

police's point of view is complex. However, from the social point of view, it

was necessary because one becomes aware of aspects that were previously

seen as usual and that are now understood to be intertwined and connected.

That is, one thing leads to another (Semi-structured Interview, July 22, 2022).

However, as societies and their main dynamic axes change, literacy requires diversifying, facilitating, or further, through education, the consolidation of reading comprehension levels or writing production, which may differ depending on the situation of each person involved. Unfortunately, on some occasions, these levels are not necessary for the participants to become critical, autonomous, and democratic subjects.

Students' critical literacy positioning regarding their own social issues was interpreted and allowed to understand their mindsets better to understand the perspectives of other neglected groups in society, thereby increasing appreciation for those who have a different culture and language than the other. In addition, the social issues within this intervention allowed students to take action by expanding the social and historical contexts in which the intervention took place.

Teachers can adapt critical literacy instruction to their classrooms by encouraging students to read analytically and challenge social norms found in texts. They can form their own ideas to dispute the text and write a response to oppose or support their claims. In addition, teachers can allow students to research the social justice topics that interest them. This can lead students to take personal responsibility for social change in their communities.

Consequently, having students analyze different texts from various sources and authors to uncover authors' biases that result from their entrenched ideas about norms is another method of developing critical literacy skills, as well as for students to rewrite the passages they read but from the perspectives and circumstances of oppressed minority groups.

Reading various texts or additional readings that accompany the text can also help students practice critical literacy. An example of a modality that can help students with their critical literacy skills is the use of a film. The use of a film can be implemented in a variety of different classes, including history, science, literature, etc. Using a film or other visual modality, students can engage with the content in a way they would not have been able to in a traditional lesson. In addition, visual modalities like graphic novels give students a better opportunity to understand and create meaning behind the information they receive. This, in turn, allows students to provide more evidence and theories behind the information.

6. Discussion

In the context of students' positioning towards the social issues that emerged from other students in the EFL class, it is pertinent to consider the lack of critical literacy as a fundamental problem in contemporary education (Martínez, 2018). The lack of thinking by itself is guided by the culture of paper and that which is guided by cyberculture conducting a problem marked by two related considerations: first, the lack of historical-cultural reflexivity regarding the relationship between the tools we use to perform a given activity (such as reading, writing, speaking) and the activity itself, and second, the little understanding that our psyche is configured in the complex dynamics of that relationship.

The works of Vygotsky and Freire offer guidelines to address these problems. It is possible to point out that both perspectives formulate similar criticisms of traditional education, questioning conceptions about students, teachers, the object of knowledge, and educational institutions. At the same time, they generate a set of renewed conceptualizations that point to a shared pedagogical and ideological direction. On the other hand, there are manifest differences in the level of didactic interventions, those aimed mainly at the treatment of texts, even when both perspectives also advocate the inclusion of a variety of texts to read and write.

As Mendieat-Aguilar (2009) exposes, genuine domain on the part of the educators of the theories considered will allow them to deliberate on them and reach an argued, theoretical and methodological position. Hence, the relevance of training provides criteria for implementing a series of options involved in pedagogical practices. As Trigos (2019) says, this perspective is concerned with creating meaning, identity, power, and authority and highlights the institutional nature of what counts as knowledge in any academic context.

Scholars of this model consider that literacy practices in academic contexts are situated in nuanced, complex, and dynamic sociopolitical contexts mediated by power relations.

As Morgan (1997) says, critical thinking, to consider a self-regulated judgment with the purpose of carrying out an active and intellectually skilled disciplined process for the conceptualization, application, analysis, interpretation, synthesis and/or evaluation, and inference, of information collected or generated, this research was a guide for belief and action, that generates in students an aptitude towards the inquisitive, which generates that they are well informed and capable of accumulating and evaluating the information they receive as well as interpreting it; to argue judgments and opinions; acknowledge and be honest about personal biases; to be open-minded and trust reason; effectively communicates reasoning process, conclusions and solutions; and is willing to reconsider and back down if necessary. This is what was observed during the intervention and development of the research in general since it was possible to generate an environment from the critical stance about the social problems that affect the students, achieving a description of what happened and interpreting their position and what they think (Mayo, 1995). The foregoing defined that students encourage their values such as truth, open-mindedness, empathy, rationality, autonomy, and self-criticism, all of this promoting an environment where the student could describe and explore their own beliefs, freely express their feelings and communicate their opinions.

Likewise, it is highlighted my objective as the researcher was to explain the purposes, the methodology, and the forms of evaluation of the learning objectives before beginning the classes, encouraging the debate aloud so that the students gain confidence in their capacity of reasoning, which generated more space for thought and analysis, processing the information instead of doing it for them. Facione (2015) agrees with this since this allowed

and encouraged the students to communicate their reasoning and final conclusions, strengthening the points of view and offering the floor to those who participated little. As indicated by Facione, their own knowledge and experience added to the exercises in the workshops, using different dynamics such as critical literacy cycles, among others, allowed them to value their own history and value, other people, respect them, understand their way of life and treat them as they deserve.

Critical reading has allowed us to problematize the environment and give the word in front of reality. This reading of reality has given elements to contextualize the groups, elaborate a diagnosis to understand their vocabulary universe and improve oral and written expression. Thus, as professed by Fandiño et al. (2021), the recognition of the relationship between teachers and students in a horizontal, dialogic way allows for carrying out new communicational dimensions and new learning processes since education as a means of liberation from the approach and methodology developed, generates the difference between texts and contexts, learning that the generating word arises from the problems of the community, improving communications in every way.

Critical literacy goes beyond developing critical thinking. It is not limited to providing decoding techniques or cognitive skills to unmask the intentions of social narratives. This type of literacy seeks, instead, citizens' collective and transforming participation in socially live issues. Consequently, the actions in the classroom would have to materialize in small transformative changes in the locality, which demonstrate the viability and real effectiveness of the proposals and social interventions. The approach of creative alternatives to social problems or socially live issues ultimately implies the adoption of critical and democratic attitudes for social transformation. It is, then, about helping groups and individuals, not just students, to achieve empowerment to clarify their historical

experiences of violence and oppression and connect the individual narratives of specific cases of oppression with an increasingly broad historical framework to recover the social memory and the consciousness of struggle of other groups.

In this sense, students think about their social problems from an actor's perspective and not as an isolated phenomenon. That is, students recognize that their social and cultural environment affects them, especially when poverty and lack of opportunities prime. Social problems, therefore, are situations that impede the development or progress of a community or one of its sectors. Because these are public issues, the State has the responsibility and obligation to solve these problems through government actions. However, from the academy, it is possible to get students to think critically about their problems and how to deal with them better.

7. Conclusion and pedagogical implications

This section aims to summarize the results concerning the research question for this research study: How do students make sense of social issues in their local context through a critical literacy cycle in an EFL class? This section is split into four segments: the conclusions that encapsulated the results attained from this research intervention; the pedagogical implications regarding the school, teachers, and students; the limitations of the study and last but not least, suggestions for further research from a critical literacy stance.

7.1 Conclusions

This research study aimed to understand how students relate to social issues of their local context through a critical literacy cycle in an EFL class. It intended to identify students' social issues in their local context and describe and interpret their positioning regarding social issues of their local context and other local contexts. As the teacher and researcher, I felt amazed to have my students explore the fine art of language to tackle these issues and educate them to promote social justice while comprehending, analyzing, and taking action concerning the problems they face daily. Implementing a critical stand while approaching different topics in the classroom was pretty enriching, appealing, and fruitful. From this perspective, both the teacher-researcher and students perceived the school as the place where they were free to disrupt the commonplace by questioning, reflecting, constructing, and re-constructing their way of understanding and conceiving their ideas, beliefs, and assumptions about the world.

Firmly founded on Freire's conception of education, which he considers "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). I reflected on the idea that education goes beyond teaching my students grammatical rules, functions of language, reading or writing. Instead, it is the means by which they grasp and comprehend their own

realities and issues from their local and other contexts, critically and actively deal with them, and participate in their transformation. That is, its end goal is transformative. The research question for this research study was answered in supportable interpretations of the data related to students´ positioning towards social issues such as unemployment, violence, corruption, poverty, etc.

On the one hand, the study demonstrated that participants' awareness of social issues helped to see them as an opportunity to change their local and nationwide realities by becoming aware, reflecting, and taking action. That is, it triggered them to look for opportunities for transformation by overcoming personal and collective hurdles and raising their voices. Students developed a sense of empathy by detaching from their selves and considering their classmates' positioning of social issues as multiple ways to understand and interpret the world and not as opposing and conflicting statements between them. They became aware that problems affect not only them but also their communities in varied ways. In doing so, they were able to see the suffering of others from a more humanized stand. Hence they also developed values such as solidarity and social responsibility for themselves and their communities. It was possible to get the students to act and promote social justice through examples of practical situations that made clear the need to be empathic since it is the basis of building trust with others and, therefore, it is one of the pillars of personal relationships.

On the other hand, students could conceive the school as a place where they can express their ideas since they can express their opinion about what they think or want without feeling ashamed. Their educational institution is an open space for them to express their emotions or concerns under previously established coexistence and respect agreements. That is, it is the setting where students think and reflect, both about their learning process and everything surrounding them, especially their social problems. Thus, the students indicated

that, in addition to listening to their ideas and including them, it also encourages them to be critical of the environment, especially in those situations that are unfair or that generate inequality. Furthermore, the students felt they had an open attitude to change and were encouraged to become involved with the community through active participation in different associations. In short, students consider that school is not a place where they will only acquire instrumental learning but where they develop as people and learn to be responsible for themselves and the world around them.

Approaching social issues from a critical stance allowed students to develop their ability to understand society's problems from a controlled academic environment in a constructive dialogue between teachers and students. Students were able to identify discrimination within institutions of power and then question these power dynamics as they appear in written and oral texts so that they could understand why specific topics, such as racial slurs, are controversial in society. Furthermore, it fostered students' higher-order thinking through class discussions and reflections on social issues in what is known as a dialogic environment. From this perspective, the teacher replaced the traditional teaching model by allowing students to openly express their ideas and thoughts on the topics being taught in class. In short, critical literacy practices promoted discussions, reflections, the empowerment of students' voices, and, last but not least, awareness of social issues and the relevance of taking action to transform and generate positive changes in their local contexts and others.

7.2 Pedagogical implications

The results of this study acknowledged that tackling social issues through critical literacy lens had relevant implications for school administrators, teachers and students. The

following implications enlighten the influence of teaching English through critical literacy lens.

7.2.1 Implications for teachers

One implication of this study is that teachers should become aware that Critical literacy supports the growth of reading skills by allowing students to actively relate various texts to other texts to determine whether the general messages promote or discourage the marginalization of minority groups. Younger children can also learn to practice critical literacy by having a teacher read picture books aloud to them as children learn to examine what messages pictures and paragraphs in picture books convey. By encouraging students to find ways that these social issues relate to their own personal lives, students' minds are expanded to see cultural and racial differences as positive.

In addition, the outcomes of this study allowed me to see the progress of my students' linguistic skills besides their low level of English. Consequently, students' low linguistic levels are not a limitation to tackling challenging topics related to social issues. Instead, it is a chance to keep learning.

From a personal and professional perspective, it helped me to value the teaching activity more, open my eyes to the sometimes-unperceived problems that my students face daily, and empower them to raise their voices to take action. Therefore, another implication is the potential for teachers to intermediate among the different social issues students face and revindicate their citizen rights. Teachers need to avoid negative comments toward the students' work in order to achieve an enriched classroom environment. Criticism has to be constructive, and never make unpleasant comments in the classroom. The interaction between student-teacher and between students is significant. It is an outstanding tool to encourage participation and active learning.

Another implication is that meeting the needs of students is relevant for this kind of intervention. Students learn to improve when they have incentives to satisfy their own motives for learning. Thus, it can be helpful for the teacher to identify their students' needs, both those they are aware of and those they are not. Students are participants in their learning. The active methodology helps to motivate students. They learn by doing, building, writing, designing, creating, etc. Teachers should embolden passive students to take an active role in the classroom.

One last implication is the various topics teachers have to explore related to social issues, which pose an extraordinary chance to discover the richness of students' local contexts and the opportunity to transform their lives.

7.2.2 Implications for school administrators

The educational community must be aware that the students must be motivated to learn, apart from many other factors, to obtain an effective teaching-learning process. Motivation can be achieved in many ways. For example, critical thinking allows teachers to assess the credibility of a source or an opinion, identify arguments or draw conclusions.

However, it requires training skills such as analysis, reasoning, reflection, or making judgments that can also be learned in the classroom. Consequently, school administrators should be flexible and allow teachers to adapt, modify and reconstruct the curriculum where students' needs and social issues are accounted for. School administrators should support those projects teachers and students carry out in quest of raising their voices, empowerment, social awareness, and transforming their local contexts.

7.2.3 Implications for students

Some students may be responsible for presenting some ideas and leading the sessions in the classroom by promoting creativity, encouraging themselves to be able to answer freely

and adapting the content they already know to the questions asked. Thus, they will be able to think more creatively and promote each other's individuality and originality. This kind of intervention helps students set their own goals. Accordingly, they have to be fully aware of where they want to go and what they want to achieve; the objectives have to be realistic and appropriate to a good self-concept of the student. Therefore, the teacher has to help them set these goals and vary the different teaching methodologies to help spark engagement among students and motivate them to learn. The routine can lead to apathy towards study and passivity in the classroom. So, it depends on the teacher to continue teaching in traditional ways or to engage students by focusing not only on the linguistic part of the language but on the human aspect and involve students in their learning process by tackling issues relevant to them.

7.3 Limitations

School administrators were supportive of the implementation of this pedagogical intervention. So, I did not have limitations in this regard, and students' interest in this project was evident. Hence, the limitation I had was concerning time. The complementary course I had lasted two months, so I had to manage to adapt the activities to eight sessions. Nevertheless, I was able to finish the intervention smoothly.

7.4 Further research

Speaking from my experience as a teacher-researcher who assumed the challenge of teaching English from a critical stance, I recommend implementing critical literacy practices in the EFL classroom. Teachers can explore various topics related to social issues from a critical perspective which may elicit meaningful learning experiences for the students and the teacher themselves. Moreover, it is an excellent opening to innovate and positively impact students' lives, local contexts, and communities. For instance, it would be interesting to

approach topics such as depression and anxiety in these post-covid pandemic times and examine the impact on students' performance in the EFL classroom. In this sense, I present the following question: *How do students make sense of topics such as depression and anxiety in an EFL classroom through critical literacy practices in post-covid pandemic times?*

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Annexes

Annex A. Questionnaire

Students' social issues in English classes

1) How old are you?

2) What is your gender?

3) What is your school level?

4) What is your level of English?

5) Have you had the opportunity to reflect on the situation of the country, your city or your neighborhood in English classes?

6) What are the most common social problems in your town/city?

7) What do you think are the causes of these social problems in your town/city?

8) Do you think that raising awareness can help solve social problems in your context? Justify your answer.

9) Would it be important for you to create spaces in English classes to be able to express your opinion about the current situation in your neighborhood, your city or country? Justify your answer.

10) What topics could be addressed in these classes?

Annex B. Semi-structured Interview

1. What do you think about discussing among you the students and the teacher the topics to be addressed in the sessions?

2. Do you think that this dynamic serve to develop skills in the second language?

3. What is your opinion regarding the activities developed during the sessions and to what extent do you think they contributed to learning the second language?

4. Apart from the topics covered, what other topics would you have liked to include?

Annex C. Google Form Questionnaire

Impresiones de los estudiantes sobre la interpretación de su realidad social mediante la alfabetización crítica en clase de inglés.

1. Ante la actividad donde se buscaba sensibilizar la problemática social para cambiar la realidad mediante actuar y promover la justicia social, ¿Cuáles son sus impresiones sobre esta forma de abordar el tema?

2. ¿Cree usted que los diferentes puntos de vista de sus compañeros le ayudaron, de alguna manera, a comprender, reflexionar y actuar sobre los diferentes conflictos sociales? ¿Por qué?

3. Sobre el tema de la empatía para tratar de romper con lo común en los momentos de depresión y pobreza ¿Cuáles son sus consideraciones sobre esta forma de afrontar la realidad?

4. Por último, ¿sobre los aspectos de desempleo y la falta de oportunidades lo que genera violencia, revisar este aspecto centrándose en cuestiones sociopolíticas sirvió de algo? ¿Por qué?

Annex D. Observation notes

Field notes		
Lesson: Date: Program objective: Institution:		
Activity	Observations	Analysis
✓ Description of activities ☐	✓ Commitment to learning ✓ Attitude towards the class	
Future actions ✓ Future improvements		

Annex E. English Curriculum

1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE:

- **Denominación del Programa de Formación**:
- **Código del Programa de Formación:**
- **Nombre del Proyecto:**
- **Fase del Proyecto:**
- **Actividad de Proyecto:**
- **Competencia:** Interactuar en lengua inglesa de forma oral y escrita dentro de contextos sociales y laborales según los criterios establecidos por el marco común europeo de referencia para las lenguas.
- **Resultados de Aprendizaje Alcanzar:**
- Comprender información básica oral y escrita en inglés acerca de sí mismo, de las personas y de su contexto inmediato en realidades presentes e historias de vida.
- Describir a nivel básico, de forma oral y escrita en inglés personas, situaciones y lugares de acuerdo con sus costumbres y experiencias de vida.
- Participar en intercambios conversacionales básicos en forma oral y escrita en inglés en diferentes situaciones sociales tanto en la cotidianidad como en experiencias pasadas.
- Llevar a cabo acciones de mejora relacionadas con el intercambio de información básica en inglés, sobre sí mismo, otras personas, su contexto inmediato así como de experiencias.
- Comunicarse de manera sencilla en inglés en forma oral y escrita con un visitante o colega en un contexto laboral cotidiano.
- Poner en práctica vocabulario básico y expresiones comunes de su área ocupacional en contextos específicos de su trabajo por medio del uso de frases sencillas en forma oral y escrita.
- **Duración de la Guía:** 192 horas

2. PRESENTACION

Las nuevas tendencias y políticas socio-económicas han llevado a las empresas a buscar nuevas oportunidades de mercado en otros continentes, lo que implica comunicarse a través de una segunda lengua. Hoy por hoy, esto se convierte en un gran reto para las personas que están en las empresas o que llegan a estas; quienes tengan el dominio de otro idioma tendrán ventajas comparativas que les permitirán competir en este nuevo mundo con tendencia a la globalización.

En este curso el objetivo es lograr conocer muchos de los conceptos de su área de formación a través del idioma inglés. Igualmente, aprenderán y practicarán el lenguaje de uso cotidiano en este idioma. En esta guía las actividades que se proponen buscan que construyamos comunicación en inglés ayudándonos de nuestros conocimientos previos e integrando nuevo conocimiento. Se brindará asesoría virtual y/o presencial para que se realicen las actividades de aprendizaje y se incentivará el trabajo en equipo para lograr un intercambio en la lengua extranjera.

3. FORMULACION DE LAS ACTIVIDADES DE APRENDIZAJE

- Descripción de la(s) Actividad(es)
  - Expresar información oral y escrita en inglés acerca de sí mismo y de su entorno de acuerdo con el nivel principiante.

- Usar vocabulario y estructuras gramaticales básicas en diferentes contextos en inglés según reglas del idioma.
- Hablar en inglés de forma básica acerca de su contexto laboral.
- Utilizar el vocabulario de su área ocupacional para interactuar en su entorno laboral.

- Ambiente Requerido:
  Ambiente de formación amplio, buena   iluminación, con buena ventilación, buena acústica, puertas de entrada y salida segura.

- Materiales
  - Marcadores permanentes de colores.

  - Pliegos de cartulina

  - Computadores con acceso a Internet

3.1 ACTIVIDADES DE REFLEXIÓN INICIAL.
Conversatorio

Participe en conversatorio sobre la importancia del dominio del inglés como segunda lengua en el entorno laboral colombiano a partir de la lectura del texto "Los 10 idiomas que más se hablan en el planeta", el cual se encuentra en el enlace en línea: http://www.portafolio.co/tendencias/10-idiomas-hablan-planeta-80612

Comparta sus experiencias con relación a su aprendizaje o acercamiento al inglés.

3.2 ACTIVIDADES DE CONTEXTUALIZACIÓN E IDENTIFICACIÓN DE CONOCIMIENTOS NECESARIOS PARA EL APRENDIZAJE.

Exploración de conocimientos previos

Participe en una lluvia de ideas de los saludos, despedidas y formas básicas de pedir información en inglés. Escriba en el tablero las expresiones que recuerde y practique su correcta pronunciación con ayuda del instructor.

Organizados en grupos de máximo tres personas, construyan conversaciones a partir de las frases y expresiones registradas en el tablero.

3.3 ACTIVIDADES DE APROPIACIÓN DEL CONOCIMIENTO (CONCEPTUALIZACIÓN Y TEORIZACIÓN).

❖ **Expresar información oral y escrita en inglés acerca de sí mismo y de su entorno de acuerdo con el nivel principiante.**

3.3.1. Useful expressions – expresiones útiles

Practique las expresiones útiles en el salón de clase, conozca su traducción y pronunciación:

- May I go to the bathroom? ¿Puedo ir al baño?

- How do you say _____ in English? ¿Cómo se dice _____ en inglés?

- I don't understand! ¡No entiendo!

3.3.2. Alphabet - alfabeto

- Con ayuda de su conocimiento previo y la guía del instructor, practique la pronunciación del alfabeto en inglés. Después, realice ejercicios para deletrear sus propios nombres, respondiendo a la pregunta: "How do you spell your name?

- Aplique lo aprendido en un ALPHABET BINGO. Cada aprendiz recibirá una tabla con letras del alfabeto, cada vez que escuche una letra, ¡la marcará y cuando haya llenado su tabla cantará BINGO!

3.3.3. Numbers – números

- Teniendo en cuenta las orientaciones dadas sobre la escritura de los números en el orden de 0 al 21, luego del 30 al 100 en series de diez en diez y finalmente la escritura del mil, millón y billón, practique los números del 1-10 en inglés con el fin de expresar sus propios números de teléfono en inglés, respondiendo a la pregunta: What is your telephone number?

- Luego, participe de una actividad grupal en donde cada integrante escribe el número de teléfono en una tira de papel, luego al azar se reparten las tiras para que cada uno lea el número que le correspondió, los demás escuchan y lo escriben. Luego se valida con el grupo.

- Practique más números, esta vez para expresar edades. Luego de revisar su correcta pronunciación y escritura, responda a la pregunta: "How old are you?"

- Para continuar con la práctica de los números, exprese en inglés las cifras dadas por su instructor, por ejemplo: 2.500, 34.600, 1870.400, entre otros.
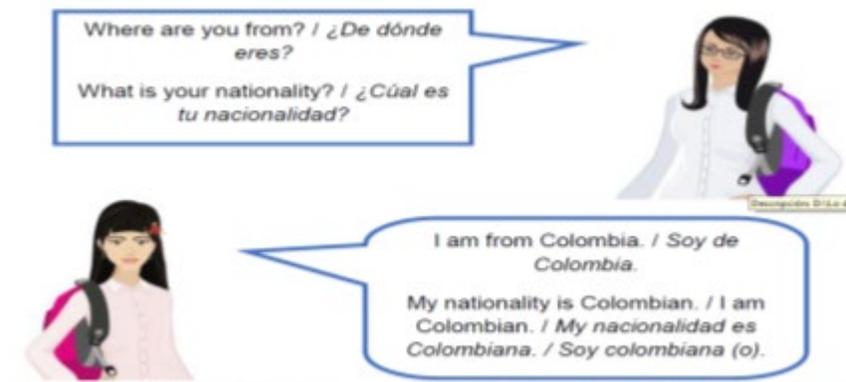
- Aplique lo revisado en el juego "Hangman" (Ahorcado) deletreando números.

3.3.4. Countries and Nationalities – países y nacionalidades

- Con ayuda del instructor, practique los nombres de países en inglés para responder a la pregunta: "Where are you from?". Utilice las formas de preguntar y responder con el verbo TO BE para hablar acerca de las nacionalidades:

- Are you Colombian? Yes, I am. ☐ ¿Eres colombiano? Si.

- Is she Italian? No, she isn't. She is Russian. ☐ ¿Ella es italiana? No, ella es rusa.

Where are you from? / ¿De dónde eres?

What is your nationality? / ¿Cúal es tu nacionalidad?

I am from Colombia. / Soy de Colombia.

My nationality is Colombian. / I am Colombian. / My nacionalidad es Colombiana. / Soy colombiana (o).

Fuente: SENA

3.3.5. Asking and giving personal information

Después de revisar la información de Lisa, adáptela con su información personal y preséntela de forma oral. Incluya los temas abordados hasta el momento como números para expresar edades y fecha de nacimiento, nacionalidades y lugar de procedencia.
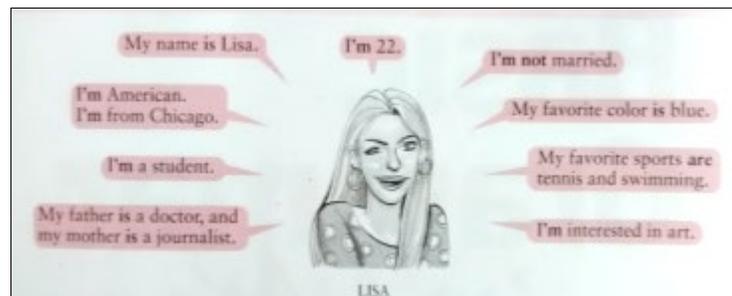
Fuente: Murphy, R., Smalzer, W. (2002)

Luego en parejas, pregunten y respondan acerca de su información basados en el ejemplo:
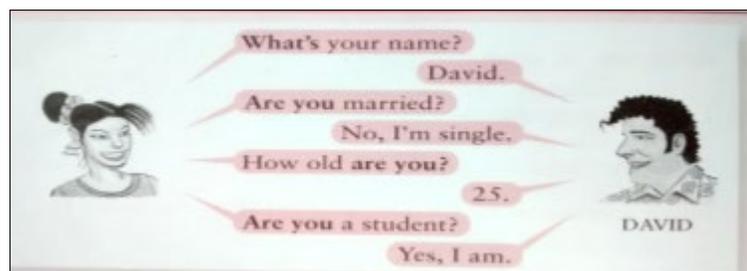
Fuente: Murphy, R., Smalzer, W. (2002)

3.3.6. Physical appearance and personality adjectives – adjetivos de apariencia física y personalidad

- Practique el vocabulario de los adjetivos para describir apariencia física y personalidad. Descríbase a sí mismo y a los compañeros de clase con ayuda de las estructuras del verbo TO BE.

Example:

What do you look like?

"I am tall and thin. I am friendly and talkative" ▢ Soy alto y Delgado. Soy amigable y hablador.

What does she look like?

"She is short and a little heavy. She's shy and quiet" ▢ Ella es bajita y un poco gordita. Ella es tímida y callada.

3.3.7. Clothes and colors vocabulary – vocablario de prendas de vestir y colores

Practique el vocabulario de las prendas de vestir y de los colores para describir lo que llevamos puesto. Describa lo que lleva puesto usted y su compañero del lado respondiendo a la pregunta: "What are you wearing today?".

3.3.8. Comparatives and superlatives. Comparativos y superlativos

Revise el material acerca de los comparativos y superlativos y utilizando conocimientos previos de adjetivos de descripción de características físicas y de personalidad, realice comparaciones con sus compañeros de formación.

Ejemplo *Carlos is taller than Felipe and Andrea. Carlos is the Tallest.*

❖ **Usar vocabulario y estructuras gramaticales básicas en diferentes contextos en inglés según reglas del idioma.**

3.3.9. Food and restaurants - Comidas y Restaurantes

Participe de una lluvia de ideas acerca del vocabulario de nombres de alimentos que conozca en inglés. Luego, haciendo uso del modelo de conversación elabore una situación en un restaurante y adáptela a sus preferencias haciendo uso del vocabulario y las estructuras aprendidas.

Fuente: Richards, J. (2012)

3.3.10. Countable and uncountable nouns – Sustantivos contables e incontables

- Después de revisar el material de apoyo acerca de los sustantivos contables e incontables, clasifique los siguientes sustantivos en la columna correcta:

- Bottle of wine
- Water
- Clothes
- Sand
- Can of paint
- Tile
- Chair

- Chocolate
- Wood
- Paper
- Bananas
- Coin
- Rice
- Matches

- Information
- Brush
- Money
- Time
- Mail
- Vegetables

Countable	Uncountable

Fuente: SENA

- Después de revisar el uso de "some" y "any", "how much" y "how many", junto con los sustantivos contables e incontables, en grupos de tres preparen una situación en la que se van al supermercado y hablan acerca de lo que necesitan y no necesitan comprar.

Example:

- We need to buy some sugar.
- How much sugar do we need?
- We need a pound of sugar.
- Do we need any bottle of water?
- No, we don't need any bottle of water.

3.3.11. Modal verbs CAN / COULD – Verbos modales CAN /COULD

Después de revisar el material y los ejemplos acerca del uso de los modales "Can" y "Could", escriba una oración para cada uno de los siguientes usos:

- To express ability
- To express a possibility (in general)
- To offer to do something for others
- To ask for or give permission / To request something
- Can't: Something that is forbidden or not allowed

3.3.12. Demostrative pronouns - Pronombres demostrativos

- Después de revisar el material de apoyo para que se apropie de los pronombres demostrativos en inglés, utilice los pronombres (this, that, these, those), mediante el uso de vocabulario referente a los implementos y objetos que se encuentran en el salón de clases y sus alrededores.

- En grupos de 4 personas, realice presentaciones de sus compañeros utilizando los pronombres demostrativos asignados por el instructor (this, that, those, these).

3.3.13. Places/there is-there are – Lugares y estructura "there is-there are"

There is/are

Positive

There	is	a table.
	are	two desks.

Negative

There	isn't	a table.
	aren't	any desks.

Yes/No Questions

Is	there	a table?
Are		any desks?

Short Answers

Yes, there is. / No, there isn't.

Yes, there are. / No, there aren't.

Fuente: DOCENTECA (2015)

- Observe el video referente a lugares mediante el siguiente enlace:
https://www.youtube.com/watch?v=VIDkAjluZ2k

- Luego, revise el material de apoyo acerca de la estructura "there is – there are" y nombre los lugares que se encuentran cerca a su lugar de residencia.

- Realice un mapa del barrio donde reside y construya frases con las expresiones (there is/are) (Ej. There is a bookstore, there are four shops)

❖ **Hablar en inglés de forma básica acerca de su contexto laboral.**

3.3.14. Specific terms – términos específicos

- Después de haber consultado los términos técnicos relacionados con su área de formación, aporte dos palabras en inglés con su traducción al español para construir el glosario de términos. Cada aprendiz debe escribir en el tablero sus dos palabras y practicar la pronunciación con el grupo.

3.3.15 Web page – página web

-Ingrese a un sitio web en inglés que contenga temas relacionados con su área de formación y desde allí identifique y comparta los conceptos y frases que puedan ser relacionados con lo visto en clase.

3.3.16. Reading comprehension – specific vocabulary

A partir de la lectura propuesta por el instructor en el libro relacionado con su área de formación que se encuentra en el sitio web AeroEnglish en el enlace en línea https://vk.com/board77391349, identifique el vocabulario clave y en parejas creen un crucigrama que incluya mínimo 10 palabras de la lectura. Dicho crucigrama será intercambiado entre los equipos de trabajo, lo resolverán y al final, se socializará delante del grupo.

3.3.17. Reading comprehension – general vocabulary

A partir de la segunda lectura acerca de temas cotidianos (ejemplo: las costumbres de un país, los deportes, la cultura de su región, entre otros), realice un cuadro sinóptico en donde categorice los temas principales de la lectura y agrupe el vocabulario relacionado con las mismas, complemente buscando vocabulario adicional relacionado con cada categoría en el diccionario.

❖ **Utilizar el vocabulario de su área ocupacional para interactuar en su entorno laboral.**

Simple Present Tense – Tiempo Presente Simple

Interrogative form					
	WH / how	Auxiliary	Subject	Base form of the verb	Question mark
Information	Where	do	you	work	?
Yes / No		do	you	work	?

Affirmative and negative form				
	Subject	Auxiliary	Base form of the verb	Complement
Negative	I	don't (do not)	work	everyday
Affirmative	I		work	everyday

Fuente: Murphy, R., Smalzer, W. (2002)

3.3.18. Video – daily routines

-Observe un vídeo acerca de las rutinas diarias y acciones cotidianas, las cuales están expresadas en tiempo presente simple.

http://www.youtube.com/watch?v=DcyyKtmFMiQ

A partir del video, diseñe su rutina diaria de un día de semana y del fin de semana y preséntela delante de sus compañeros a través de una cartelera, de un dibujo o de una presentación en Power Point. Recuerde que si es su propia rutina, debe ser en primer persona.

Example:

- "I get up at 5:00 AM" ☐ Yo me levanto a las 5 AM
- "I have luch at 12:00" ☐ Yo almuerzo a las 12:00

3.3.19. Activity – routine challenge

Participe de un juego de memoria llamado "Routine Challenge". En este, el primer aprendiz menciona una actividad cotidiana que realice y el segundo aprendiz debe repetir dicha actividad (usando la tercera persona del presente simple) y agrega una nueva actividad que él o ella realice normalmente. El juego continúa con cada aprendiz repitiendo las actividades de sus compañeros y agregando una actividad más en cada ronda.

3.3.20. Asking and giving questions using Do – Does

En grupos de tres construyan una conversación acerca de sus rutinas, deben incluir preguntas directas y preguntas acerca de sus familiares:

Ejemplo:

- Do you get up at 5:00 AM? ☐ ¿Te levantas a las 5:00 AM?
- Does your father get up at 5:00 AM? ☐ ¿Tu padre se levanta a las 5:00 AM?
- What do you do on weekends?
- What does your sister do on weekends?

3.3.21. Functions in the Company – Funciones en la compañía

- Participe en grupo en la creación de la lista de verbos que hacen referencia a las funciones que usted normalmente realizará en su entorno laboral. Por grupos harán uso del diccionario para buscar las palabras en inglés y a medida que las vayan encontrando, saldrán al tablero para construir la lista de los verbos en inglés. Practique su pronunciación con el instructor.

Luego, asocie los diferentes cargos de la compañía con los verbos de la lista, por ejemplo:

"Secretary ☐ Organize".

- Siguiendo el ejemplo de su instructor, construya las funciones que realiza cada cargo en la compañía, utilice los verbos anteriores y el glosario de términos técnicos para complementar sus oraciones. Asegúrese de construir una función por cada verbo de la lista.

Ejemplo: - "The secretary organizes documents".

- "The receptionist answers calls".

Simple Past Tense – Tiempo Pasado Simple

3.3.22. Biography

Después de haber revisado el material de apoyo de la plataforma acerca de los verbos en pasado, formen grupos de cuatro personas y revisen la biografía de Steve Jobs que se encuentra en la base de datos "READ IT", en el enlace en línea:
http://search.ebscohost.com.bdigital.sena.edu.co/login.aspx?direct=true&db=elr&AN=102396809&site=ell-live. Subrayen los verbos que reconozcan en pasado y salgan de forma voluntaria al tablero para escribir un verbo y clasificarlo en la columna de regulares **"regular"** o irregulares "**irregular".** Con ayuda del instructor, practique la pronunciación de los verbos y consulte el significado en el diccionario.

Después de lo anterior, basado en la biografía revisada, escriba cinco oraciones de actividades realizadas por usted y su familia en tiempo pasado.

3.3.23. Interview in past

- Revise el material de apoyo acerca de la estructura de las preguntas y de las expresiones de tiempo en pasado y construya una entrevista para un compañero acerca de las actividades que realizó la semana pasada. Practiquen la entrevista de forma oral y preséntenla delante de la clase.

3.3.24 Functions in past – Funciones en pasado

Teniendo en cuenta el listado de verbos referentes a las funciones de la compañía, busque el pasado de dichos verbos con ayuda del diccionario. Encuentre cuáles de esos verbos son regulares y cuáles irregulares.

Haga un recuento de las funciones que realizaron varios empleados en el último mes en la compañía, teniendo en cuenta los verbos en pasado y las expresiones de tiempo, tales como, "last week", last month", "yesterday", last morning", entre otras.

3.4   ACTIVIDADES DE TRANSFERENCIA DEL CONOCIMIENTO.

❖ **Identificar las características propias del sector productivo y empresa sobre la cual se desarrolla el proyecto formativo.**

3.4.1. Identifique los miembros de la compañía por medio de una presentación personal. Mencione aspectos tales como: name, age, nationality, interests, profession or occupation, functions, interests, marital status, feelings.

Ejemplo:

INTRODUCING OTHER PEOPLE

1. Read the following introduction.

Name: This is Walter.
Last names: His last names are Rodriguez Pineda.
Age: He is 45 years old.
Nationality: He is from Cali. He is Colombian.
Profession: He is a Logistics Engineer in a Logistics International Company.
Functions: He plans, manages and supervises the logistics processes in the company.
Interests: He is interested in logistics operations.
Marital Status: He is a married man.
Feelings: He is happy of working in this company.

Fuente: SENA

3.4.2. Después de lo anterior, describa físicamente a los miembros de la compañía que presentó.

3.4.3. Escriba un párrafo en inglés y de acuerdo con su proyecto de formación sobre "A company Profile". Incluya: Company´s name, business, company activity, nationality, offices, customers, portfolio, composition, major markets, main competitors and importance.

Ejemplo:

A COMPANY PROFILE

I. Read the following information about GlobalCom company.

Company's name, business and activities	Our company is a service and software solution provider specialized in logistics, distribution and foreign trade across Latin American countries.
Location	We are an American Company. Its headquarter is in Buenos Aires. It has offices in Florida and Bogotá.
Customers	We have costumers in seven countries. Most of them are small and medium-sized businesses.
Portfolio of products or services	We offer a portfolio of software solutions and re-engineering processes of the whole logistics business.
Company sections	Our company is composed by four sections: Warehouse Management, Transport Management, Foreign Trade Management and Distribution Management.
Importance	GlobalCom is the perfect choice to outsource software development activities, especially in the logistics industry.

Fuente: SENA

3.4.4. Entregue presentación de diapositivas que contenga los tres puntos anteriores, utilice los formatos de Power Point o Prezi. Luego, exponga de forma oral su presentación en sesión presencial.

4. ACTIVIDADES DE EVALUACIÓN

Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
Evidencias de Desempeño: - Presentación sobre su información personal de forma oral en inglés.	-Comprende vocabulario y expresiones en inglés en contextos personales acorde con nivel principiante.	**Instrumento:** Lista de chequeo **Técnica:** Observación
	- Comprende información básica en textos en inglés acorde con nivel principiante.	
Evidencias de Conocimiento: - Prueba escrita sobre vocabulario y estructuras gramaticales en inglés.	- Completa formularios con información personal utilizando	**Instrumento:** Cuestionario **Técnica:** Formulación de preguntas

	vocabulario y gramática acorde con nivel principiante.	
Evidencias de Producto:		**Instrumento:** Lista de chequeo **Técnica:** Valoración de producto
- Cuadro sinóptico categorizando los temas principales de la lectura acerca de temas cotidianos.	- Participa en juegos de rol guiados o situaciones simuladas relacionadas con el intercambio de información personal, expresiones de saludo y demás utilizando vocabulario y gramática básica junto con el uso de fórmulas de cortesía.	
- Presentación de diapositivas con la información y la descripción de los miembros y del perfil de la compañía.	- Brinda información acerca de objetos y sus características.	
	- Expresa el quehacer diario personal y laboral utilizando vocabulario y gramática acorde con nivel principiante.	
	- Comprende recomendaciones sobre conductas seguras en el lugar de trabajo, utilizando vocabulario y gramática básica acorde con nivel principiante.	
	- Expresa gustos, preferencias y actividades en el tiempo libre utilizando vocabulario y gramática básica acorde con nivel principiante.	
	- Comprende narraciones cortas orales y escritas acerca de situaciones que ocurren en el momento de la expresión,	

	utilizando vocabulario y gramática básica acorde con nivel principiante.	
	- Emplea la estructura básica del inglés (sujeto + verbo + complemento) en la elaboración de textos cortos orales y escritos que contienen descripción u opinión acerca de un sitio turístico de interés de su región utilizando vocabulario y gramática básica acorde con nivel principiante.	
	- Comprende conversaciones cortas acerca de experiencias pasadas utilizando vocabulario y gramática básica acorde con nivel principiante.	
	- Emplea la estructura básica del inglés (sujeto + verbo + complemento) en la elaboración de textos cortos orales y escritos en pasado simple que contienen información personal de su historia de vida y de otros.	
	- Establece acciones de mejora continua para el alcance progresivo de logros comunicativos en inglés acorde con nivel principiante.	
	- Participa en juegos de rol guiados o situaciones simuladas	

	relacionadas con el intercambio de información personal, expresiones de saludo y demás utilizando vocabulario y gramática básica junto con el uso de fórmulas de cortesía en un ambiente laboral.	
	- Contesta una llamada o e-mail usando fórmulas de cortesía en el contexto laboral.	
	- Comprende palabras y frases muy sencillas en letreros, catálogos o similares de uso laboral cotidiano.	
	- Da consejos simples de salud y seguridad.	

4. GLOSARIO DE TERMINOS

- El verbo to be
El verbo To be es muy importante en inglés. Equivale a los verbos españoles "ser" y "estar". Según el sentido de la frase se sabe a cuál de los dos se refiere.
- Los adjetivos calificativos
Expresan las cualidades del sustantivo al que modifican y se ubican delante de éste. No varían ni el género ni el número (red cars, fat woman).
- los verbos irregulares
-Adverbios para el pasado
-Te invitamos a tomar nota de los conceptos dados.

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7. CONTROL DEL DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
Autor (es)	Roberto Andrés Quintero Néstor Julián Jaramillo Lina María Zamora Sánchez Adolfo Guevara Escobar Jhon Castro Ana María Betancourt	Instructor Instructor Instructora Instructor Instructor Instructora	Centro de Gestión Tecnológica de Servicios	08-05-2017

8. CONTROL DE CAMBIOS (diligenciar únicamente si realiza ajustes a la guía)

	Nombre	Cargo	Dependencia	Fecha	Razón del Cambio
Autor (es)	Lina María Zamora Sánchez Jhon Castro	Instructora Instructor	Centro de Gestión Tecnológica de Servicios	20/01/2020	Ajustes de acuerdo con la nueva competencia para los programas técnicos

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