

“THE IMPLEMENTATION OF THE PEDAGOGICAL MODELS OF THE B.A. IN
ENGLISH LANGUAGE TEACHING OF UNIVERSIDAD TECNOLÓGICA DE
PEREIRA IN THEORETICAL COURSES”

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1. Abstract

In this paper, it is aimed to extend concepts about the pedagogical models implemented in the B.A. in English Language Teaching of the Universidad Tecnológica de Pereira. The models are socio-constructivism, humanistic model, and critical-reflective, as well as one approach called content-based instruction (CBI). Through this process, information such as historical background, main authors, subject matters that are based on those models and approaches in order to plan the content of the courses will be explored. In the current paper, it is expected to contribute to clarify which is the predominant model or approach in order to assist the program in the process of accreditation. As a conclusion of this exploration, some aspects of the socio-constructivist, humanistic, and critical reflective model, as well as the content-based instruction, were evidenced in the content language subjects, sometimes even two or three models in the same subject.

Keywords: *Constructivism, Social constructivism, Critical reflective thinking, Humanism, Content based instruction, CLIL.*

Resumen

El presente documento pretende extender los conceptos acerca de los modelos pedagógicos aplicados en el programa de Licenciatura en lengua inglesa de la Universidad Tecnológica de Pereira. Dichos modelos son: Socio-constructivista, humanista, y crítico reflexivo, así como el enfoque de la enseñanza basada en contenidos. Esta monografía incluye información referente al desarrollo histórico, principales autores, y las materias que están basadas en dichos modelos y enfoques para planear el currículo del curso. En el presente documento se espera contribuir a la definición de un modelo o enfoque para ayudar al programa de lengua inglesa en el proceso de acreditación. En las conclusiones, algunos aspectos de los modelos socio-constructivista, humanista, y crítico-reflexivo, así como del enfoque de la enseñanza basada en contenidos, fueron evidentes en las materias de contenido, algunas veces dos o tres aspectos de diferentes modelos en una sola materia.

Palabras clave: *Constructivismo, Socioconstructivismo, Modelo Critico reflexivo, modelo humanista, enfoque basado en contenidos, AICLE.*

2. INTRODUCTION

In recent years, language teaching has been influenced by a number of methodologies. The creators of these methodologies claim that their method or approach breaks the barriers in the traditional methods and applies the latest technology to cater to the needs of the language learners (Vasuhi. R, 2011).

The new generations of learners are growing up in a world that is every time more globalized; therefore, the educational system has been created to supply certain necessities such as communication and exchange of intercultural information through the interaction of the society, developing a different environment for the future. In order to promote this new tendency of the XXI century, it is necessary that teachers get prepared with a variety of tools that help them in the guidance of the students and prepare them for social and professional challenges. Those elements are the models, approaches and teaching techniques, examples of which are three models: humanistic, critical-reflective, and socio-constructivism, and one approach which is content based instruction. Pointing out this, UNESCO (1998) states that every educational model should be supported by pedagogical principles that support and regulate the teaching and learning practices.

It is important to mention that in the Colombian institutions, and according to resolution 5443 of June 2010 article 5, each educational establishment is responsible of developing a curriculum which will demonstrate to be proper, articulated, dynamic, and flexible. It is also responsibility of the institution to take into account the coherence between context, dynamics, and pedagogical strategies.

Additionally, the article 7 from the same resolution, explains that it is a duty of the institution to generate resources in research, pedagogy, didactics, that promote the critical thinking and reflection of the learners. With the aim to accomplish the Colombian statutes and to cover the population needs, the *Licenciatura in language teaching* program of the UTP (Universidad Tecnológica de Pereira) has developed a curriculum which includes a set of pedagogical models and an approach which will be the support to achieve the goals proposed. Furthermore, the design of the curriculum was made taking into account the policies from the Colombian government, which are implicit in the resolution 5443. This resolution points out that it is a duty to design pedagogical projects and implement different approaches taking into account structure, organization, content, transfer, applicability and cultural and social value of the knowledge.

Considering the policies established by the Ministry of Education for *Licenciatura* programs, and considering the key role that pedagogical approaches play in the education process, it is of high relevance to know how the teaching models proposed in the PEP in the language teaching program at UTP are visible and implemented in the *Licenciatura in language teaching* program.

Few studies related to the implementation of the pedagogical models and approaches have been conducted in the *Licenciatura* in language program. Considering that, the analysis of the implementation of pedagogical models at a tertiary level, the present study intends to describe how the models proposed for a language teaching program at UTP are evident.

The purpose of this study is to describe how the pedagogical models and approaches proposed by the *Licenciatura language teaching* program have been appropriated in the English content courses, in the class planning and in the program itself, so the current research study will serve as a diagnostic tool for the improvement of the program in case of being required.

3. SOCIO CONSTRUCTIVISM

3.1 Historical Background

Constructivism does not have a clear beginning since there is no single person or movement that seems to be responsible for developing or laying the basis for modern-day constructivist theories. Even so, the basis of constructivist approaches might be traced to Vico, Goodman, Rousseau, Kant, Dewey, and Vygotsky. Those thinkers were not defined as “constructivists,” even though their key ideas have constructivist elements such as constructing knowledge in society, in group work, and that learning is perceived as an active process instead a passive process in which knowledge is the result of construction instead of being acquired.

As a theory of knowing, constructivism is based on the idea that knowledge does not exist in an objective world, outside the “knower”; instead, it is constructed by people. In other words, knowledge is constructed through a “self” process, and then through the interaction among people; for example, knowledge is not found in a classroom, on the contrary the learner takes advantage of the theory presented in the classroom, and by reading or listening, the learners assimilate and process it in order to construct knowledge; after that the student is prepared to improve that knowledge when compares it with other students. Constructivism as a theory of learning, also called as psychological constructivism, has its origins on the work of

cognitive psychologists such as Piaget, Vygotsky, and Bruner. As cultural psychology grew, there were two perspectives that became dominant: individual constructivism, which main author is Piaget's who in 1970 proposed the cognitive development theory, is defined as the process in which knowledge is developed inside a person. Piaget (1970) proposed that children are limited by their logical structures, so that they must overcome 4 stages in order to develop the knowledge to carry out key cognitive tasks, defined as the tasks that describe the level of thought the learner has reached or used in order to solve a problem, and social constructivism, which beginning can be traced to 1934 and its main author, Vygotsky, focuses on the construction of knowledge in a social environment. Vygotsky (1934) explains that language and culture play a relevant role in cognitive development due to the fact that both provided backgrounds in order to communicate and understand reality; although some theorists consider one of the mentioned perspectives as a truth, some others think that all learners construct meaning socially as well as individually (Rosas & Sebastian, 2008).

Individual or cognitive constructivism comes from Piaget's work, specifically that on genetic epistemology. Cognitive constructivism is an opposition to behaviorist approach, which states that any behavior can be observable and studied, therefore, changed, with no consideration internal mental states (Watson 1913), and information-processing theories of learning. According to cognitive constructivism, learning is the product of constructing meaning based on an individual's experience and prior knowledge.

Social constructivism grew from the work of individual constructivists as well as Vygotsky and others who took a social and cultural perspective of knowledge creation. Pure social constructivists believe that learning occurs via the construction of meaning through social interaction, within cultures, and through language. Different fields such as sociology of knowledge, the philosophy of science, and the history of science, agree that social constructivism is a field of study that focuses primarily on the social construction of science and scientific facts.

Every constructivist position is focused on the cognitive subject (Riviere, 1987). Rosas & Sebastian (2008), argue that from classical epistemological positions in psychology, there is a relation between subject and stimulus, and that relation is merely reactive. In other words, the subject, beyond being a “subject”, is a receptor of the environment where he/she lives. Constructivism, as a position, intends to defend that the subject is an active participant of his/her knowledge. Notice, then, that the concept of constructivism is essential in order to understand the different positions that the term has. Even though every constructivist position is focused on the constructive “role” of the subject, the difference is in how that construction takes place in the learning apparatus.

Every constructivist position has a “market” due to epistemological matters. As a consequence, there are unavoidable questions such as: Who knows? How does the learner know? And what to know? That interest is unavoidable, if the focus

is the study of the construction, development, and change of knowledge structures (Rosas & Sebastian, 2008).

3.2 A Vygotskian Conception

Lev Vygotsky is considered as the father of social-constructivism. Through his theories, other authors have developed different social conceptions about the learning process. Some of those conceptions expand or modify Vygotsky's postulates, but the essence of his social-constructivism approach continues. In the socio-constructivism approach the main focus is to consider the subject as the result of a historical and social process in which language plays an essential role. Vygotsky's concept about knowledge is that it is a process based on the interaction of the subject and the environment where this subject lives, but that environment is understood as social and cultural instead of something merely physical. Vygotsky rejects all of those approaches that reduce the learning process to a simple accumulation of associations among stimulus and responses.

There are some characteristics that are specifically human such as conscience and language, which cannot be separated from psychology. On the contrary to other positions, Lev Vygotsky does not deny the importance of the associative learning, yet he considers that it is not enough. (Payer, 2005); in general,

Vygotsky considered that associative learning and its components, coming from constructivism, are important in the learning process, but those components are not the only ones to take into account since there is also the social factor that impacts the learning process.

The constructivist approach proposes that learning is basically active; that means that when a person learns something new, that new knowledge is added to previous experiences and his/her own mind structures. Abbott (1999) explains that the new information is assimilated and deposited in a knowledge web and experiences that are previously acquired by the person; as a result, the learning process is not passive or objective, but it is a subjective process in which each person modifies it constantly based on his/her experiences.

In the Vygotskian conception, Rosas & Sebastian (2008), citing Wertsch (1998) state that “voluntary control, conscious development, and the social nature of the upper processes assumes the existence of signs or psychological tools which can be used for controlling the self-activity and the other’s”. This means that a person can control his own activities and others’ activities due to the existence of psychological gears that are evident through some clear characteristics of the upper psychological processes. The authors also state that in the psychology socio-historic approach, the addition of those psychological tools (with social origins) is defined as

semiotic mediation, which is the principal characteristic of the intellectual functioning in human beings.

On the context of his historic-cultural theory, Vygotsky mentions the social origins of the upper processes through his “general cultural developmental genetic law”, according to which “any function evident in the child’s cultural development, appears twice, or in two different scenarios”. In the first place, it appears on the social scenario; then, in the psychological scenario. At the beginning it is evident in the subject as an inter-psychological category, and then it appears, in the child, as an intra-psychological category. Basically, the children in his developmental process shows cultural patterns that appear according to the place the child lives; those patterns, according to Vygostky’s law, are evident twice during the cultural development process. This is true when referring to voluntary attention, logical memory, concept formations, and the development of resolution. It is valid to consider this argument as a law in the strict mean of the term although it must be considered that the internalization transforms the process changing its structure and functions. In other words, the essence of this law can be explained when the child in the process of developing his/her knowledge starts to apply to himself the behavior that other used with him/her before and uses that behavior as his/her own; in this sense, the prior structures and functions change due to the relationship with other members of the society. Bounds created by people in a social medium are “genetically” related with the upper functions and its relationships (Vigotsky. 1981, p. 163 en Wertsch, 1988)

3.3 Other Conceptions

In education, constructivism refers to theories of knowledge and learning. These set of theories state that knowledge is constructed rather than received from an objective world or external reality. For example, knowledge does not exist in a book, but rather it is produced by the reader in the process of reading. The authors explain that those theories affirm that knowledge is a construction made by the person, and that knowledge cannot be found isolated, but it is acquired during a process done by the subject. In day-to-day practice, however, constructivism is much more complicated; philosophers, psychologists, sociologists, scientists, and educators approach and understand this “simple” theory of knowledge/learning quite differently. Thus, constructivism perhaps is understood best as an academic construct or metaphor that describes many different ways of thinking about learning and knowledge acquisition (Lowenthal & Muth, 2008).

Kansellar (2002) defines constructivism as the process in which people construct their own knowledge based on their experience, context and reality; the author also defines socio-constructivism as the way in which people construct knowledge, but they do it in community by taking experiences from others. Kansellar (2002) also affirms that “constructivist learning is based on students' active participation in problem-solving and critical thinking regarding a learning activity that they find relevant and engaging”. They are "constructing" their own knowledge by testing ideas and models based on their prior knowledge and experience. In this sense, the author explains that knowledge is built by each person according to each one's

reality, but they do not construct that knowledge apart; on the contrary, they not only take advantage of their experiences, but also of experiences from other people.

Constructivism is a model which states that our knowledge is not based on external factors, but they are the result of an observer's constructions that is always unable of interacting directly with the environment (Vechiarelli, 2009); in other words, in the constructivist model knowledge is constructed by a person according his/her perspective of reality, but without a direct interaction with his/her environment.

The constructivist model was used as a tool for teaching and studying the development of the learning process. When some authors like Vygotsky added that there are aspects such as the social context that affect the people's learning process, more scholars shared the author's view and defined what the social-constructivism is.

Payer (2005) defines social-constructivism as "a model based on the constructivism which states that the knowledge, besides being constructed by the interaction between environment and subject, is the result of adding the social factor to the equation: new knowledge is formed based on the proper schemata of each individual that emerge as product of his/her reality, and the comparison with the others subjects' schemata with whom interacts." In other words, the author considers socio-constructivism as a model that includes the social factor in order to acquire

knowledge, and that knowledge is constructed when the person is able to compare his/her mental structures, which are the product of each individual reality, with others' mental structures through interaction.

Vecchiarelli (2009) also explains that aspects like social, affective, and cognitive aspects are not merely a result of the environment in which the person lives or his/her internal motivations, but they are the product of the development in the daily interactions among those aspects, so the knowledge that the person acquires is not a copy of the reality, but a human being construction. "Reality is the product of particular meanings that the person creates when creating his/her own representative models of the world, and the human mind is the result of symbolic activity" (Meichenbaum, 1997). That means that each person interprets the world according to the way each one interprets his/her reality.

3.4 Social constructivism in education

Social constructivism explains how learning can be fostered effectively through interactive pedagogical practices. It emphasizes that learning takes place in a socio-cultural environment and considers learners as "active members on the construction of their own learning environment" (Mitchell & Myles, 1988, p. 162). Every person develops knowledge depending on the context in which that person lives, his/ her reality, and the people he/she interacts with, as exposed by Yang &

Wilson (2006): “We learn not as isolated individuals, but as active members of society. What we learn and how we make sense of knowledge depends on where and when, such as in what social context, we are learning”.

Constructivism implies that learners are encouraged to construct their own knowledge instead of copying it from an authority, be it a book or a teacher, in realistic situations instead of decontextualized, formal situations such as those spread in traditional text books and together with others instead of their own (Kanselaar, De Jong, Andriessen & Goodyear, 2001).

Kanselaar (2002) explains that Constructivism's central idea is that human knowledge is constructed; that means that learners build new knowledge based on a previous learning. That means that the knowledge acquired by the learner has its basis on previous experiences which lead the apprentice step by step to the new, or current knowledge. The author also states that constructivism involves three aspects:

a) A set of epistemological beliefs (that is, beliefs about the nature of reality, whether there is an independent reality - cf. Von Glasersfeld (2001) or Bereiter (in press))

b) A set of psychological beliefs about learning and cognition (e.g. that learning involves constructing one's own knowledge);

c) A set of educational beliefs about pedagogy, the best way to support learning (e.g., that one should allow the learner to define their own learning objectives; that knowledge emerges from constructive interaction between the teacher and the student or between collaborating students). (Kanselaar, De Jong, Andriessen & Goodyear 2001)

3.5 Social constructivism as a pedagogical model in Colombian higher education.

The National ministry of education has developed a document called “Lineamientos Curriculares para Idiomas Extranjeros”, where a guide for teaching foreign languages is established. It states that learning is a process in which culture and society play an important role in the learner learning process. The guide proposed by the National ministry of education is based on a set of authors such as Bruner, Vygotski and Piaget, Seaver y Botel (1991) who proposed four learning principles:

- The main purpose of learning is the meaning.
- It is evident in a social context.
- Learning implies relations through the different language processes.
- Learning is a particular and personal process in the human being.

3.6 The conception of social constructivism in the Universidad Tecnológica de Pereira.

The Universidad Tecnológica de Pereira (UTP) takes into account the social constructivist model as one of the focuses for teaching the programs offered by the university. The UTP points out in the official document for curricular guidelines, called PEI (Proyecto Educativo Institucional) that it *“must consider the new social and cultural realities that have generated new conditions on the process of transmission, creation, and application of knowledge. As a result, the curricular development should be focused on the learning autonomy, research practice, and the participation on real work and social scenarios; in the same way as the existence of new technologies for supporting this intention”*¹. That means that due to the changes in the social level that affects the culture, the university needs to supply the changes that are emerging. In this sense the teaching methods need to be accommodated according the new reality; so that, the university adopts the social constructivist model as one of its models for teaching when it states that the curricular development should be focused on the learning autonomy, and the participation on real work and social scenarios which are proper characteristics of the socio-constructivism.

¹ This quote has been literally translated by the author from Spanish to English

In the official paper that the UTP uses as a guide (PEI) it is mentioned that nowadays it is necessary to make distinction between research and formative research, the second one should be understood as the current model to follow since it sees the learner as an active participant in the construction of his/her own knowledge. *“The National accreditation counsel has distinguished the difference between formative research and research. Formative research refers to the dynamic relation that should exist in every academic process; it is about recognizing that the learning process is a process in which knowledge is constructed where the learner is able to apply that knowledge in an investigative process, but only if there is a proper pedagogical and methodological environment where the learner is an active element in the process”.*

4. HUMANISTIC MODEL

4.1. What is the Humanistic Model?

Humanism is the main intellectual movement in the philosophical field. In the XIV century, the terms *humanus*, *humanitas* began to be used by Cicero and Gelio to refer to a set of disciplines such as grammar, history, poetry, rhetoric, and moral philosophy due to the fact that those disciplines had to do with the human nature, but the concept of *Humanism* emerges in the renaissance (XV century) in order to mention the individuals that taught the human studies. At that time, the Greek and Latin authors became the referents of *litterae humanae* which were the disciplines that studied the human being (Colomer, 1997).

Through time, the humanistic model has been applied to different fields of study such as psychology in which several authors studied the human nature through psychological processes. The term humanism is also applied to education, and in this section authors such as Reyes (1979), Kurtz (2000), and Vasuhi (2011) will explore the meaning of the humanistic model.

Reyes (1979) explains that the humanistic model has been applied in different fields of study such as psychology and psychoanalysis; as a consequence there are different subdivisions of humanism. Despite the variety of humanistic branches all of them coincide in that humanism covers everything referring to the human being as a whole; that is, the way how humans see the world and the perception that humans have about themselves. The author considers that the humanistic model cannot be

simplified to a more specific concept such as the study of the linguistic and literary disciplines due to the fact that they do not reflect what humanism is. In this sense, the humanistic model cannot be considered as a set of isolated particles but must be understood as the human being and its nature, how humans behave and perceive society.

In the same line, Huitt (2009) declares that “Humanists also believe that it is necessary to study the person as a whole, especially as an individual grows and develops over the lifespan. The study of the self, motivation, and goal-setting are also areas of special interest”; in other words, the author says that the human being needs to be studied as indivisible taking into account intrinsic matters such as emotions and feelings. Kurtz (2000), on the other hand, says that the humanistic model is the identification and study of the human needs inasmuch as they behave according to their values and perceptions of the world.

Years later, Vasuhi (2011) conceptualized the humanistic model as the process through which teachers identify the students’ needs and how they create an environment of facilitation in order to attend learners’ necessities as a group. The author also cites Curran, who expresses that some characteristics of the humanistic model are that “the anxiety or fear of making a fool of oneself will be lowered”. Another important goal of this model is to perceive the teacher as an empathetic helping agent in the learning process and not as a threat.

In conclusion, the humanistic model takes into account the human nature and the perception of the world in learning; in this sense, this model sees the learning

process as a complex procedure in which the human being is determined by his intrinsic development, emotions, and feelings. As a final point, the humanistic model aims to attend the learners' needs in a process of facilitation which procedure comprises the teacher as a fundamental fragment of the learners' learning process.

4.2. The Humanistic Model in Education

Education through time has implemented different models to teaching in order to improve and understand the learners' learning process; each of these models has been used in different epochs. Since the 19th century, the humanistic model has gained importance in the educational field. According to Vasuhi (2011) the application of the humanistic model in education has a great impact due to the fact that children spend most of their time with the teachers, and teachers are able to improve their students' emotional intelligence, self-motivation and self-concept. Years before, in 1970, humanistic methodologies in language teaching and learning were introduced. Total Physical Response, the Silent Way, Community Language Learning and Suggestopedia were the methodologies used, at that time they were only theories, whereas they are being carefully put into practice nowadays.

The Total Physical Response (TPR) is applicable to the humanistic model since the learner develops his/her emotions and motivation using a routine which make the student feel comfortable, secure, and encouraged. The Total Physical Response is a method developed by Dr. James J. Asher and is based on the premise that the human brain has the biological capacity to acquire any natural language including

the sign language of the deaf. Just as an infant who acquires first language by physically responding to its parents' speeches, one can acquire a second language too following this model. The teacher taking the role of the parent helps the learners to get motivated easily and their self-confidence is boosted. However, there are certain inherent weaknesses in this method as it relies more on imperatives, and its sustainability beyond the beginner stage is questionable.

Suggestopedia is another humanistic teaching method developed by a Bulgarian psychotherapist, Georgi Lozanov. This method uses some features taken from the humanistic model since is based on the premise that the learner is capable of reaching any objective if the conditions for learning are the appropriate focusing on the human being. In this line, Lozanov (1979) developed a method using yoga, psychology, and music which aim is to relax the student who later will be motivated and encouraged to learn, in this case, a language. Lozanov (1979) claims that, by this method, a language can be learned three to five times faster than by the traditional teaching methods. This method is based on the modern understanding of how the brain works and how we learn more effectively. Much of the learning relies on music, games, puzzles etc.

The Natural Approach is another method that use features of the humanistic model such as human feelings, intrinsic development, among others. Krashen (1995) states that through the natural approach and the affective filter, the learner lowers his/her anxiety level since the learner is not commanded to produce speech instead, the learner can be focused on one skill at a time. The natural approach is a comprehension based language learning method which emphasizes the idea of

exposure and the lowering of affective or emotional barriers to learning. In this approach, the learner has to develop certain stages before acquiring the most complex structures in the learning process; for instance, the learner acquires the simple present tense before the past tense. In this sense, the natural approach is focused on the ground that acquiring a language is necessarily conducted through simple stages to complex stages.

4.3. The Humanistic Model According to the Colombian System Education

The Colombian system education is ruled by the law 115 of 1994 which establishes in its article 1 that the education is a permanent process that involves different scenarios such as the social, cultural, and personal, but in this process the human scenario plays an important role; this human scenario is integrated by the person's dignity, his/her rights and duties. As established in the Colombian constitution, education is a primary right, and is its job to guarantee certain objectives such as the development of the students' personality through an integral formation that integrates the physic, psychological, moral, spiritual, social, and other human values; also the Colombian system education is responsible for developing in the learner the scientific and technical, social, historical, geographic and humanistic knowledge through the appropriation of the topics previously mentioned.

In Colombia, the "lineamientos curriculares" which is an official document regulated by the law 115, and at the same time rules the language teaching practice, recommends some methodologies that are aligned with the humanistic model; those

methodologies are the Total Physical Response (TPR) and the Natural approach. According to this document, these methodologies are recommended since several studies and authors have shown that in order to teach languages to children and adolescents each methodology must have a set of characteristics in order to develop in the learners the proficiency wanted.

4.4. The Humanistic Model in the Universidad Tecnológica de Pereira.

The universidad Tecnológica de Pereira (UTP) in its official document which regulates the professional programs that are taught in it affirms that different models are applied in the institution in order to improve the education quality offered to every institution's member. The humanistic model which is considered as an essential part of the curriculum in every program due to its importance in the teaching field is one of those. The UTP implements the humanistic model in order to integrate all the human values for the complete development of the professional in development in real scenarios such as social, familiar, academic, among others.

In relation with oneself, the human being is in constant search for the development of his/her potential and self-accomplishment; therefore the UTP is organized in such a way that is able to offer the learners and other members of the institution with the orientation and support in their autonomy, leadership, and responsibility process. Specifically, the PEI (Proyecto Educativo Institucional) states that the main goal of education is to promote in the human being the capability of free thinking and acting, judge, emotions, and creativity in order to reach that

personal search for his/her potential development. In that sense, the methodologies used in teaching must develop in the learner the ability to solve real-life situations in society through dialogue with other members of the society.

Finally, the Universidad Tecnológica de Pereira has a department which is in charge of the human aspect in the campus; this branch aims to promote projects in the university and in the city, facing the social scenario. It is also responsible of create subjects which cover the human aspect adapted to each bachelor, specialization, and master program; in this sense, the humanities department have created the academic areas which are “humanidades, constitución política, ética, metodología de la investigación, comunicación y lengua maternal” in order to guarantee the application of the humanistic model in every program taught in the programs offered by the university.

5. CRITICAL REFLECTIVE MODEL

5.1. Background

The Critical Reflective model is part of a movement that started in the 60s in England where the teacher was seen as a researcher. It emerged as a result of the need for a new curriculum in terms of teaching. The British educational system focused on exams which results determined the students' success or failure in educational terms. According to the results obtained in the exams, the student was able or unable to have access to higher educational levels. Saneugenio & Escontrela (2000).

Consequently, learners felt unmotivated in subjects such as religion, geography, history, and English because learners and their parents thought these subjects were not necessary for their lives outside the school. This situation led teachers to find other alternatives to implement a different curriculum to increase learners' interest in those specific subjects, and in that way change the system that existed in that moment in England. During the 60s, schools started to change from traditional schools to innovative schools. In the innovative schools, the students were selected in heterogeneous groups instead of selecting them based on their abilities. The curriculum was focused on integrating the content of the subjects with topics of the daily life. Finally, with the change of the curriculum, memory was replaced by reflection developing a new environment that encouraged the learner to be critical

and to reflect about his/her previous experiences in order to create new knowledge; therefore, changes such as team work among teachers started being promoted.

Research has raised its importance in the classroom since the 1960s with the critical-reflective movement. Memory and problem solving routines were less important, and analysis, comprehension, and critical thinking replaced the routinely practices. Escontrela (2001) explains that during the transition done from memory to reflection, self-direction, research, comprehension, and discovery, are concepts intrinsically related with the critical-reflective model. The author states that the results obtained in learning due to the student's autonomous activities outside the classroom are known as self-direction; that means that the knowledge developed by the learner as the result of autonomous learning process is defined as self-direction. On the other hand, research is the description of kind of activities and the cognitive operations carried out by the learners in the process of developing new knowledge; finally, comprehension and discovery are the intellectual experiences as a result of the student's learning activities.

The effort made to develop an innovative curriculum that fitted the school's needs made that different authors felt interest to explore this new tendency in order to apply it effectively in teaching; one of those authors is Brookfield (1988) who identified four processes central to learning how to be critically reflective; these processes are known as assumption analysis, contextual awareness, imaginative speculation, and reflective skepticism. *Assumption analysis*, which is the first process, refers to the way adults raise awareness of their beliefs, cultural practices, and the world in which they live in, which at the same time control the way in which

they behave and their daily activities. The second process is *Contextual awareness* which is evidenced when the adults realized that their assumptions take place in a social, political, and cultural context. After that, Brookfield identified a third stage which named *Imaginative speculation*. In this stage, the adult has the opportunity to create new ways of thinking about a phenomenon. Finally, the *Reflective skepticism* is the result of the previous stages in which the adult questions any universal truth.

Years later, the author realized that inside the first stage, known as assumption analysis, there were three types of assumptions which the author catalogued as paradigmatic, prescriptive, and causal. Brookfield (1995) explains that *paradigmatic assumptions* are the hardest ones to be uncover since the person does not perceive them as assumptions. For that person, those assumptions are part of his/her reality. The paradigmatic assumptions are the way in which people categorize the world and their perceptions of it. *Prescriptive assumptions* are those in which the person thinks how the world should work. For example, if the person thinks that the adults are self-directed learners; then, the best way to teach is using methodologies where the adult has the opportunity to act autonomously, taking control over the evaluation of his or her learning process. The prescriptive assumptions are intrinsically connected with the paradigmatic assumptions.

Finally, *causal assumptions* refers to the way how different parts of the world work, and the circumstances in which they can be changed. Brookfield (1995) states that making mistakes in front of the students is an example of causal assumption, and that strategy creates a trustful environment for learning. Therefore, learners would not feel fear of making mistakes and be embarrassed. The author also adds

that part of the critical reflective process is to challenge the prevailing social, political, cultural, or professional ways of acting. Through the critical reflective thinking, adults come to interpret and create new knowledge from their ordinary and sometimes extraordinary experiences.

5.2. Authors' Positions

In order to have a better idea of the critical reflective model, the current document explores different author's perspectives and contributions about this particular model; authors like Gibson (1986) (cited in Reynolds, 1999), Collins (1991) (Cited in Reynolds, 1999), Cranton (1996) (cited in Stein, 2000), and İrez & Çakir (2006) will define what critical reflection is. Gibson (1986) cited in Reynolds (1991), states that critical reflection involves people in changing the way of viewing the world; in other words, through critical-reflective thinking people are able to question what is happening around them and evaluate those situations with a natural and universal perspective. Reynolds (1991) also cites Collins (1991) who explains that critical reflection is described as people's ability to interpret their everyday life adopting a skeptical perspective towards their world's perspective and how to solve everyday situations; in this sense, through critical-reflective thinking people do not take for granted what surrounds them, but are able to analyze their social reality.

According to Cranton (1996, cited in Stein, 2000), critical reflection is a process where the adults recognize assumptions that govern their lives, and based on those postulations they are able to develop alternative ways of acting. In this

sense, the author explains that through critical reflection, adults interpret and create knowledge based on situations from their everyday lives. The development of critical reflective thinking leads the adult to understand the environment and the world in which he lives. Ecclestone 1996; Mackintosh 1998 (Cited in Stein, 2000)

Serhat İrez, Mustafa Çakir (2006) describe the reflective thought as an active process where the learner is able to draw conclusions based on a previous critical consideration about a topic or any form of knowledge. In order to be critical reflective, the authors explain that the learner needs to be conscious about his beliefs and the way he behaves and acts in the world, Tann (1993) (Cited in İrez and Çakir) explains that students need to formulate personal theories; then, analyze these theories in order to compare them with analysis done by their peers, and at the end, students will be able to re-formulate the theories for testing them in future practices.

In conclusion, critical-reflective is an approach that develops in the learners the ability to see the world from different perspectives. In other words, critical thinking allows the learner to evaluate his or her past experiences in order to generate new knowledge which at the same time will prepare them for coming challenges in different scenarios such as academic, social, and everyday life.

5.3. The Impact of Critical Reflection on Education

Critical reflection on education sees teaching as a demanding, and sometimes complex activity where the teacher has to find solutions to several situations that suddenly arise in the classroom and outside of it; that is why decisions

made by the teacher usually face ethical and political positions that affect the way in which certain situation needs to be solved. The teacher is most of the times a problem-solver who needs creativity in order to unravel a particular situation; the teacher bases his/her decision on experiences which are developed individually and then collectively; in addition, the teacher needs to know conceptual references that will help him/her to modify his decisions in real life. In order to find solutions to problems, the teacher needs to talk to other colleagues, read theory, dialogue and interpret a particular situation in order to find solutions for the situation faced; that dialogue is made with other participants such as peers, students, authorities, etc. De Lella (2002)

The application of the critical reflective model has given positive results in the educational field such as reflection upon past experiences that are used in the teaching practices in order to be re-evaluated and based on those experiences create new knowledge. The use of the critical reflective model also generates educational spaces where the participants can work in groups and at the same time those groups are the center of study. It also promotes the development of research projects among learners who need to develop critical reflective analysis in order to solve problems; furthermore, the research process becomes into an individual and a collective practice where learners work in small groups and give opinions based on theory and experience, and see the coordination work as part of the investigative process. Finally, it motivates the student to question instead of repeating, also motivates learners to identify and analyze problems for proposing further solutions. De Lella (2002)

5.4. Critical Reflection in the Colombian Education System

The National Ministry of Education states that the programs in charge of training teachers need to be based on philosophical models that stimulate the teacher's in development questioning about the teaching practice and the contexts in which it is practiced; consequently, the teacher's in development motivation will grow. Wallace (1991) explains that reflection is a response that the professional makes about his/her professional activity in which explores his/her professional knowledge in order to reach new appreciations, and be prepared for new experiences. In other words, the critical reflective model develops in the professional the capacity to evaluate his/her knowledge in a critical way so as to be prepared for future experiences.

According to the National Ministry of Education in its "lineamientos curriculares para la enseñanza de lenguas extranjeras" the critical reflective model must be implemented in the language teachers' training programs. This document explains that the teachers' attitudes influence in their effectiveness towards their teaching practicum; furthermore, any program focused on the teachers' professional development must show behavioral conducts, and those changes need to be observable. The document also suggests that changes are achieved based on reflection upon experiences and the relation between theory and practice. As long as the teacher in development raises awareness of the development of critical reflection, he/she will become more conscious of his/her strengths, achievements,

and needs according to his/her professional field and the development that will eventually experiment.

In conclusion, the critical reflective model offers advantages such as the judgment about the practicum in educational and real life scenarios, the exploration about what the learner is going to acquire, also, decision making, and guarantees corrective feedback about the practice. That means that the teacher in development, through the critical reflective model, will be able to make relation between theory and practice, so that the teacher in development will have good judgement for coming experiences.

5.5 The Critical Reflective Model in the UTP

The Universidad Tecnológica de Pereira is based on a set of philosophical models which guide the teaching practicum at university; one of those philosophical models is the critical reflective thinking which is adopted as a basis for research. The PEI (Proyecto Educativo Institucional) states that every program at the UTP must have strong theoretical bases that lead the learner through his/her professional development that starts with the bachelor program where the research process is the main focus, therefore it is necessary that the curriculum gives research the importance it has. The document also states that there ought to be methodologies that lead the learners to solve problems in the conceptual and theoretical field; such

methodologies have to develop in the learners reflective thinking that allow the student to apply the knowledge acquired in the social context.

In this sense, the language program has in its teaching practices some aspects that refers to the critical reflected thinking, aspects such as motivation towards the interpretation of experiences and theory, research, individual and group solving problems make the learners' learning process richer since it prepares the student for situations in his work and daily life.

To conclude with, the language program applies the critical-reflective model from different subjects through the whole program; from the English subjects. Learners reflect on their own process and observe the teacher as a model. From the Content subjects, observation, analysis and reflection upon lessons observed are fundamental in order to discuss, debate, argument, and finally write essays about what has been observed. The research subjects promote the learners' analysis, proposition and argumentative skills through the elaboration of a project in which the teacher in development is able to apply consciously the critical-reflective thinking.

6. CONTENT-BASED INSTRUCTION

6.1. Background

The Content-Based Instruction approach has been used widely in many Canadian and US institutions. In Europe, the Content-Based Instruction is known as Content Language Integrated Learning (CLIL), which uses the content as a medium to teach the target language (Dueñas, 2004).

Content-Based instruction (CBI) is not a recent approach; although it is a contemporary tendency in the educational field, this approach emerged in Canada in 1965 within the first programs in language immersion education. The CBI approach was developed in order to provide young Canadian students with the opportunity to learn French, which is one of the official languages in Canada. In 1980 the CBI approach gained popularity in the United States due to the necessity to develop a curriculum that provided the increasingly number of English language learners the opportunity to improve their language skills as well as prepare them for real contexts. In this line, the curriculum developed integrated the content and the language in order to achieve the objective of providing the students with enough opportunities for developing their language skills.

The CBI approach has its origins in the theories of second language acquisition, which emphasize on providing multiple opportunities for English as Second Language (ESL) learners to interact with authentic, contextualized, linguistically challenging materials in a communicative and academic context. Cummins (1981) proposed the two-tiered skill model; the first tier, called *basic interpersonal language skills* (BICS), is an internal process in which the learner is able to use basic patterns of the L2 in order to satisfy his/her basic communicative needs. The second tier, called *cognitive academic language proficiency* (CALP), is the stage where the learner is able to use the L2 for academic purposes, understand complex and sometimes decontextualized linguistic structures, and analyze concepts presented in academic texts.

In that sense, the author argues that learners cannot acquire cognitive academic skills only through every day communication, but the development of those skills need task-based, experiential learning where the students have the opportunity to interact with contexts, tasks, and texts that involve complex interdisciplinary content.

In this line, Anderson (1983) in his cognitive learning theory exposed that there are three stages in which learning is presented; learning begins with the *cognitive stage*, where the learner's knowledge is basic and the mental representations for tasks requirements are "rough". In the second stage, *associative stage*, the learner strengthens this mental representation but sometimes needs

external support to carry out the task. Finally, the *autonomous stage* consists on the learner's ability to perform a task automatically and autonomously. O'Malley & Chamot (1990) applied the principles of cognitive learning theory to L2 pedagogy through the principle of "*scaffolding*", which is the process that educators use to provide the learner with enough instructional support when concepts and skills are first introduced and gradually remove those supports as a result of the learner's progress. The authors believe that through scaffolding the learning process is maximized in terms of content and language.

6.2. What is CBI?

The Content-Based instruction approach during its short history in the education field has been defined by several authors like Brinton (1989), Leaver and Stryker (1989; 1997), Short (1993), whose contributions will be explored and exposed in this section.

Brinton (1989) defines CBI as "the integration of particular content with language teaching aims, the concurrent teaching of subject matter and second language skills". Basically, the author states that Content-Based instruction integrates content with language through subject matters in order to improve the learner's language skills.

Other authors like Leaver and Stryker (1989) define CBI as an instructional approach in which the target language proficiency is achieved not by learning the grammar, but learning it through the content of a set of subjects at school or any other educational setting. In the authors' words, "language proficiency is achieved by shifting the focus of the course from the learning of language per se to the learning of subject matter".

In the same line, Short (1993) states that through the Content-Based approach the teacher takes advantage of the topics taught in order to promote in the learner the improvement of the language skills; the author explains that "in CBI, language teachers use content topics, rather than grammar rules or vocabulary lists, as scaffolding for instruction". That means that the target language is taught throughout content topics instead of teaching vocabulary or grammar in isolation.

Years later, Stryker and Leaver (1997) identified that Content-Based Instruction was an approach that could be seen as a valuable tool for teaching a foreign language since it is glimpsed from different scopes such as "a philosophical orientation, a methodological system, a syllabus design for a single course, or a framework for an entire program of instruction". In other words, CBI is an approach that provides the teacher and the learner with multiple benefits when used for foreign language teaching purposes.

In conclusion, the CBI is an approach that brings many benefits in the language teaching field since it allows the teachers to promote the improvement of their learners' language skills and proficiency through the content taught in different subject matters at school. The CBI approach is also applied for designing courses or a teaching program since its several benefits are demonstrated through the results of its application in the foreign language teaching field.

6.3. Content-Based Instruction in Canada and Colombia

Content-Based Instruction applied in the educational field has shown remarkable results as a tool in the second and foreign language teaching. In a study conducted by Wesche (1993), students in Canada that were taught using the CBI approach in immersion programs were compared to learners from non-immersion programs. The results demonstrated an achievement in the target language proficiency level equivalent to their L1 and near-native L2, mostly in comprehension abilities.

Other study conducted by Swain (1995) concluded that the implementation of CBI approach only provided comprehensible input, but the development of the productive skills such as speaking or writing were not as effective as the receptive skills. The author also pointed out that the Canadian immersion learners did not

develop their receptive skills in the same way as their productive skills even though they spent around 2 years in the French immersion program; as a result, the learners made several mistakes in French when speaking and writing.

Lately, Content-Based Instruction has become more popular for teaching a foreign language in Colombia as an option for reaching the aim of bilingualism proposed by the Ministry of Education in 2019. McDougald (2009) considers that CLIL, as known in Europe, brings advantages in the foreign language teaching field through the integration of language and content, an example of that is a better understanding of the target language. Even though CBI has shown in other contexts remarkable results, the author explains that in the Colombian context there is lack of organization since a great amount of programs have no formal language learning objectives. According this statement, lack of formal objectives in the implementation of CBI, or CLIL, leads the teacher to decide on the content used and the teaching methodology, which “creates a large diversity of CLIL teachers, due to the fact that they are using a variety of approaches in order to integrate content and language” (McDougald, 2009).

Finally, there is no doubt of the benefits that CBI conveys for teaching; nevertheless, the usage of CBI, or CLIL, needs teachers prepared for applying this approach, and also teachers capable of breaking the traditional methods used for teaching a foreign language at school. The author recommends more research in

terms of CBI approach in Colombia because it is necessary to take into account the different stages when implementing the CBI approach and the different educational levels.

6.4. Content-Based Instruction According to the Colombian System

Education policies

The Ministry of Education in its official document “Lineamientos curriculares para la enseñanza de lenguas extranjeras” takes into account the Content-Based instruction approach as an instrument for teaching a foreign language. It is mentioned in the official document that this approach emerges from the immersion programs, which intend to teach the curriculum focusing primarily on the target language. According to the Ministry of Education, the teacher is responsible of selecting carefully the content and the topics to be taught and the best way to apply the CBI approach in the classroom. In order to apply the CBI, the teacher needs to take into account the linguistic, academic, and cognitive level of the learners.

The Ministry of education is clear about the curriculum and the concepts that do not require high knowledge in vocabulary in order to make usage of the CBI approach due to the fact that it allows the teacher to focus the class on the learners’ needs in linguistic and academic matters. Also, the CBI approach promotes several

communication contexts among the learners in which they have the opportunity to develop their language skills. The Ministry of education bases its usage of the CBI approach on the grounds that several researches demonstrate that “learners acquire the L2 as well as subject matters knowledge due to the fact that they have enough access to the language they need”, as it is stated in the official document.

6.5. Content-Based Instruction in the Language program at Universidad Tecnológica de Pereira.

The pedagogical area in its official document for the language program considers the importance of the Content-Based Instruction for teaching the target language, English. It is stated that the CBI is developed from certain semester during the program in which subject matters use the language in order to acquire the specific knowledge in the area; for example, curriculum design, English composition, etc. in this sense, the language program develops in the learner his/her language skills from the first semester; after that, the student requires to acquire a proficiency level in the target language which allows him/her to learn the content provided by the teacher in the L2 for a specific subject matter.

The Licenciatura language program promotes the CBI approach in its curriculum gradually from fourth semester in which the content subject matters begin to be taught; in this semester, academic discourse, which is a subject taught in the target language, is introduced in the program with the aim of strength the L2 (second

language). From fifth semester and on, the teachers in development are immersed in subjects such as sociolinguistics, Anglophone civilization, Language acquisition, semantics and pragmatics, etc. which are conducted in the second language since its aim is the exposure of the future English language teacher to the target language as much as possible. In this sense, the CBI approach characteristics are evident in the subjects mentioned previously since their focus is not the L2 but the acquisition of new knowledge through the target language.

Finally, through the Licenciatura language program the students develop their language skills through the subject matters and the guidance of the Licenciatura's professors who are prepared and committed with the development of the learners; in this line, the future language teachers are exposed to the L2 in different levels, mostly through the communication with their professors and colleagues, and in a minor percentage with machines.

7. CONCLUSIONS

Throughout the realization of this paper, different approaches were analyzed and conceptualized in order to accomplish the purpose of this project. Approaches such as socio-constructivism, the humanistic approach, the critical-reflective approach, and content-based instruction were described in different fields, not only in the language program of the Universidad Tecnológica de Pereira but also in the Colombian educational field.

First of all, in order to understand what the social-constructivism is, and where it comes from, it is necessary to take a look at the concept of constructivism and its roots. The constructivist approach considers that the learner constructs his or her knowledge through interaction with the environment in which he or she lives; as a result of this interaction, the learner develops his/her mental structures. The social-constructivism holds that the learner constructs knowledge through interaction, but the interaction is not only with the environment but also in society. In other words, the learner develops his/her mental structures when he/she is in contact with other members of the community. In this sense, the language program uses components of the social-constructivism when in most of the courses (Spanish, English, Content courses, and research) students are encouraged to work in groups instead of individually, which promotes the construction of knowledge in community.

Secondly, the humanistic approach initiates in the XIV century, but the concept of humanism gained popularity in the XV century during the Renaissance to make reference to those who taught the human studies. Therefore, its central thesis is the human being. Due to the fact that the concept of humanism has been applied to different fields of study, its meaning can vary, regardless all the different disciplines that use the humanistic approach in reference to the human being considered as a whole, and the way he/she sees the world. Vasuhi (2011) refers to the humanistic approach, in the teaching field, as the way teachers identify students' needs, and create an environment in which their students feel comfortable and are able to solve their needs. In the Licenciatura program, the humanistic approach is evidenced in every subject since the teachers take into account their students' needs and feelings in order to prepare and carry out their classes.

On the other hand, the Critical reflective approach, which initiated in England in 1960 as a result of the necessity for a new curriculum, focused basically on integrating the subject matters with different content through topics from daily life, so reflection started to be more used instead of learning by memory. In addition, comprehension and critical thinking replaced routinely practices. The critical-reflective approach develops in the learner the ability to construct knowledge based on previous experiences. Due to the fact that the critical-reflective approach must be integrated in every language program education, the Licenciatura language program applies this approach through each one of its subjects through research and observations,

which are essential instruments for creating debates and discussions that allow the learners to develop their critical thinking.

Finally, Content-Based Instruction (CBI) is presumed as a new approach in the education field, but this approach is not as new as many think. The CBI approach emerged in Canada in 1965 with the creation of immersion programs, which allowed the learners to have more contact with the target language taking advantage of the amount of practice and real contexts. In the CBI approach, the teacher takes advantage of the topics that are taught in class in order to promote the improvement of the students' language skills. Swain (1995) demonstrated that the CBI approach is a very effective instrument for receptive skills (listening and reading), but it is not as effective for the productive skills (speaking and writing).

The *Licenciatura language program* applies the CBI approach basically in the content courses, which are every course that is taught in English, and whose main goal is the appropriation of the content of the subject, due to the fact that those courses improve the learners' language skills through the teaching of specific content.

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