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QUARANTINE STORIES: EL TAPABOCAS

Eran un poco más de las cuatro de la tarde e iba camino a coger transporte. Salí del edificio donde quedaba mi oficina con mis audífonos puestos; como es típico mientras la música retumbaba en mi cabeza. El aire se sentía más fresco que de costumbre. Ya un poco más cerca de la estación, la cantidad de personas a la vista empezaba a aumentar. Se hacía poco a poco una aglomeración de seres queriendo usar el bus. Crucé miradas con una joven y pareció alejarse un poco de mí. No le presté atención, ya que el Coronavirus nos hace cumplir distanciamiento social, supongo. Pasaron un par de minutos y, entre la música, mis ojos pudieron visualizar una señora que al parecer iba a preguntarme algo, pero al final no lo hizo, evadiendo mi humanidad... no le di importancia.

Llegó mi bus y fui de los primeros en subirme. Tomé un asiento y sentí mis piernas descansar. El bus en pocos segundos se llenó; hasta personas de pie había, pero a mi lado no había nadie. Una que otra mirada parecía juzgarme a ratos. Era extraño, pero quise restarle importancia, pues me considero una persona apartada del rebaño (ese que piensa que está bien y los demás están mal). "Ja, tan idiotas que no aprovechan el asiento a mi lado" - pensé mientras miraba por la ventana. Empezó a acelerar el bus y un pensamiento hizo aclarar todos mis sentidos: ¡había olvidado mi tapabocas!

Luis, Tecnología en Sistemas.



ARE YOU A REALLY TRUST FUND BABY?

Music is one of the ways a human being uses to express their feelings or opinions about somebody or something. One of my favorite songs at the moment is "Trust Fund Baby" by the American pop band 'Why don't we'. Perhaps, you are asking why it is my favorite song; the answer is simple: I LOVE everything about it. A curious fact is that this song was co-written by the famous British singer Ed Sheeran. This song is characterized by its awesome rhythm and cool vibes, but the most important thing is that its lyrics have a powerful meaning. With this song, 'Why don't we' wants to show that girls should be independent, save their money rather than spend it on luxurious or unnecessary things, and mainly, be themselves, no matter what. In other words, a girl should not be a trust fund baby. That means, a privileged person whose parents are wealthy and they set up a trust fund (an amount of money for the younger), so they can spend it on whatever they want.

In my opinion, people should listen to this song to realize that nowadays teenagers and young people prefer changing their appearance and lifestyle to be or feel "important". They should be themselves, love the way they are, and improve, develop, or keep the qualities that characterize them.

Mónica Burbano,
B.A. in modern languages





LA MONA

It all begins in Policarpa neighborhood; a popular place in Bogotá where many young people used to live, mostly minors. There she was, a woman whose nickname was "La Mona". Not because of her hair color but because of a "paisa" friend who decided to call her that way. Everyone knew each other in the neighborhood from a very young age. They grew up being just "friends from the neighborhood", and during Christmas holidays they used to play a lot down the street. Her birthday was coming, and her friends were planning to go dancing; mainly because they know that she always stayed home reading, listening to music, or watching movies. They sometimes used to play soccer but, as this was such a special occasion, they wanted to celebrate it in a different way. After all, she was turning 20 years old.

On a Saturday night, they went to a popular nightclub in Bogotá and had some drinks. There, she met who she believed it would be the love of her life: an old, tall and very thin man. He wasn't very handsome, but the piercing look in his eyes captivated her completely. As time went by, they started a relationship. They used to go out every weekend, for drinks, to smoke, and also, to have fun by using several hallucinogenic drugs. They continued with this particular lifestyle for almost a year, but then they began to have serious consequences on their health due to the deliberate consumption of all kinds of substances.

In a crisis, she became addicted to those substances, insecure, and lost her identity because of the "love" she felt for Javier, her boyfriend. She wanted to end that relationship but he learned how to manipulate her by telling lies and threatening her well-being. Later on, they went to what would become their last party. They started arguing, so she decided to leave the country to go after her passion for becoming a professional dancer. However, once Javier found out about it, he called her claiming that he would kill her if she ever would break up with him. La Mona went back to talk and persuade him to enroll in a rehab center. Unfortunately, he decided not to do it. Therefore, she sued him and he was taken away. After a while, he was admitted to a hospital because of an overdose; he was on the verge of death. La Mona traveled to another country to establish herself as a professional dancer and she got a lot of great opportunities. Finally, she found her inner self, the person she really was before she met Javier.

"Love is an overdose. If you don't control it, you may die."

Camila Roa,

Lic. Humanidades y Lengua Castellana

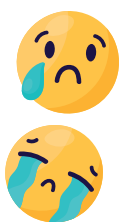
L'EXPOSITION FRANCAISE

C'était un vendredi matin, j'étais vraiment impatiente de faire ma présentation en français; j'avais préparé ma présentation du mieux que je pouvais et j'étais prête. Mes camarades de classe ont commencé à parler, et puis c'était mon tour, alors j'ai commencé à parler avec toute l'inspiration et la meilleure prononciation. Mais, après trois minutes, mon camarade du groupe m'a dit: "Tiens! tu es là?" et oh surprise, j'avais le micro éteint et mon inspiration était partie. J'ai dû tout redire, mais les choses n'étaient plus les mêmes, j'avais juste envie de rire parce que je m'étais parlé à moi-même avec un français parfait.

Paola,

Titre de Langues modernes.





¿CÓMO LAS EMOCIONES AFECTAN NUESTROS PROCESOS DE ENSEÑANZA Y APRENDIZAJE?

Las crisis se encuentran inevitablemente presentes en nuestra vida cotidiana, lo cual puede llegar a generar una afectación de tal manera, hasta el punto en el que esto logra definir qué posición tomamos ante una situación o acontecimiento importante. Adicionalmente, el saber, el hacer y el sentir forman parte del cambio y de lo que somos, define nuestra identidad como base para el crecimiento y aprendizaje. Esta problemática incentiva el interés por investigar y conocer más sobre la afectación que pueden llegar a tener los procesos de aprendizaje de los estudiantes, quienes están atravesando por alguna situación o acontecimiento emocional en cada una de sus vidas y sus entornos. Nos hace pensar sobre nuestro rol y posición como docentes ante situaciones, que muchas veces se salen del contexto educativo, y nos obliga a hacer un trabajo más exhaustivo de investigación y replanteamiento de metodologías y estrategias pedagógicas para aquellos estudiantes quienes están atravesando por crisis que logran afectar sus rutinas, si bien, en la institución educativa, como en cada una de sus vidas.

Existe una gran importancia y que realmente en la mayoría de los casos, no se tiene en cuenta, el conocer los procesos de aprendizaje de cada estudiante, no solo en sus falencias a la hora de aprender, sino lo que emocionalmente les impone una barrera u obstáculo, que les impide continuar con dicho proceso. El poder analizar cada una de sus conductas, es el recurso principal que nos permitirá replantear lo que inicialmente ya está planificado. Como docentes sabemos que la creación de planes de lección, la escogencia de múltiples estrategias de enseñanza y la puesta en práctica de diferentes metodologías, nos permite llevar a cabo el desarrollo de una clase en la cual tenemos planificado abordar algún tema en específico, según la disciplina. Pero, una gran pregunta es, ¿estamos preparados para abordar o aplicar dichas metodologías o prácticas sobre estudiantes emocionalmente afectados por diferentes acontecimientos en su entorno?, ¿estas mismas metodologías se pueden aplicar a los estudiantes, quienes quizá no están atravesando

ninguna crisis importante?, ¿están todos nuestros estudiantes en plena disposición de recibir el contenido planteado? Si bien, las crisis nos llevan a tomar decisiones repentinas, a tener cambios forzados y replantear ideas que, por algún acontecimiento en específico, nos vemos obligados a modificar, mejorar o eliminar de nuestro proyecto de vida. Esto no solo logra afectar al estudiante, sino también al docente.

Identificar la problemática inicial, analizar conductas y planificar estrategias, teniendo en cuenta el estado emocional del estudiante. Si el estudiante muestra dificultad en su aprendizaje, por lo general solemos tener en cuenta sus falencias educativas, pero muy pocas veces un docente se enfatiza e investiga o va más allá de lo que pueda estar ocurriendo en la vida del estudiante que le impide continuar con su proceso. Sabemos que el docente puede identificar conductas, pero es importante saber que el docente no puede trabajar en afectaciones psicológicas, hay conductas y procedimientos que deben estar acompañados por profesionales en psicología y orientación. Pero estas investigaciones nos brindan una percepción más amplia, para modificar y replantear nuevas estrategias para estos estudiantes emocionalmente afectados. Principalmente pensamos en nuevas estrategias y metodologías pedagógicas, pero, ¿para un estudiante emocionalmente afectado, es importante empezar a mejorar su proceso educativo desde los contenidos que se le dificulta recibir?, el docente también debe preocuparse por inicialmente crear un entorno social en donde prime la tranquilidad, un entorno que le permita al estudiante olvidar sus crisis por un momento, minimizarlas o generar un interés por darle menos importancia a este acontecimiento y aumentar su motivación por conocer el contenido. ¿Qué es una crisis y cómo aprender a identificarla? Abarca todo lo que tiene que ver con la identidad y la conducta.

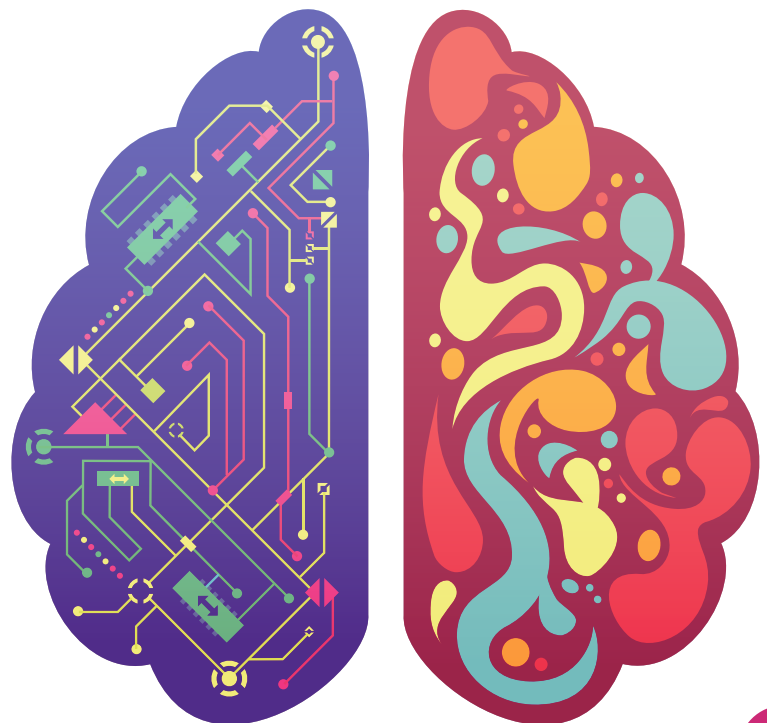
Sabemos que algo no anda bien en un estudiante, cuando su actitud, su estado emocional y sus comportamientos no son coherentes con lo que su conducta suele mostrar cotidianamente. Un

estudiante emocionalmente afectado expresa cualquier tipo de crisis, principalmente, con su desinterés por aprender o por no sentirse cómodo en el lugar en donde se encuentra. Uno de los temas principales es, cómo nuestro rol docente toma un papel importante en la investigación de las situaciones adversas que pueden estar afectando su proceso educativo y cómo casi automáticamente las estrategias de enseñanza se deben replantear. Adicionalmente, no es confundir el rol docente con la posición docente, siendo esta última de interpretación netamente personal del sujeto; debido a que estos roles pueden ser transformados de manera subjetiva. Recordemos que, la identidad está completamente ligada a las creencias, las estrategias, las emociones y/o sentimientos. Los incidentes, por su naturaleza de ser, son perfectamente adecuados para generar y promover los cambios en las identidades, ya sea docente o aprendiz, los cuales pueden ser resueltos en contextos educativos con las herramientas idóneas. Llegando a este punto, existen algunas propuestas de intervención (Intervenciones preventivas, intervenciones locales, intervenciones estructurales) como unas herramientas dinámicas e innovadoras que afectan la metodología tradicional al momento de desarrollar una clase. Tengamos en cuenta que, el fin de la educación es el pleno desarrollo de la personalidad integral del aprendiz, en donde tenemos el desarrollo cognitivo (en donde se encuentra el énfasis especial) y el desarrollo emocional (en donde no se evidencia el desarrollo de estas habilidades). En conclusión, educar no solamente consiste en que un estudiante aprenda algo que no sabía, sino que, va más allá y se refiere a que se debe transformar a el alumno en alguien mejor.

Trabajar desde las crisis, las estrategias, emociones y sentimientos, hace parte de la formación de la identidad de nuestros estudiantes, lo cual influye en cómo actuar o reaccionar ante una situación problemática o en su contexto. En otras palabras, al formar desde las crisis, estamos formando seres con la capacidad de analizar, evaluar y proponer soluciones a problemas de la vida cotidiana. El fin de la educación, es el pleno desarrollo de la personalidad integral del aprendiz, tanto el desarrollo cognitivo como el desarrollo emocional, teniendo gran énfasis en el cognitivo y dejando de lado el emocional. Recordemos que todo proceso educativo se caracteriza por un sinfín de relaciones personales, lo

cual evidentemente conlleva a los fenómenos emocionales a los que reaccionamos los seres humanos. Dicho esto, finalizamos indicando que este enfoque nos ayuda a gestionar las emociones, lograr objetivos, empatizar con los demás y a afrontar mejor los retos y decisiones. En la mayoría de las instituciones se plantean proyectos educativos que se inclinan más hacia la parte de desarrollo de contenidos y planeación de clases en tiempos determinados. Son muy pocas las instituciones, casi que inexistentes, en donde se puede encontrar que uno de sus enfoques principales es abordar los procesos emocionales de los estudiantes. En donde se fomentan estrategias o espacios que les brinden un lugar confortable, seguridad, confianza y comodidad. Espacios en los cuales puedan reflexionar acerca de su realidad y de sus diferentes crisis, adquiriendo un pensamiento crítico sobre su situación, lo que lo llevará a poder solucionarlas o simplemente escucharlos o finalmente como la lectura lo enfatiza, generar espacios de paz, en donde se regule y se lleve un seguimiento exhaustivo de dichas situaciones que logren estabilizar sus procesos educativos. Incentivando así, la motivación por recibir los contenidos de las diferentes disciplinas.

*Luisa Fernanda Villacrés Aramendiz, Lic.
Lenguas Modernas*



WHAT DO TEACHERS NEED TO TAKE INTO ACCOUNT TO CREATE EFFECTIVE ENGLISH LANGUAGE TEACHING MATERIALS?

Helping other people learn a language can be an exciting but also challenging task. There are many different teaching methods and materials used to teach languages, but none are perfect or suitable for all situations. One way for the teacher to design effective English language teaching materials is by taking into account numerous factors, this makes it easier for them to teach and is also much more engaging for the students. The following writing aims to expose the most important factors to take into account when a teacher creates material for their classes, not only the specifics, already exposed by Nuñez and Tellez (2009) but also the most realistic ones that we will be landing in this document, that are more prone to affect our teaching and learning processes applied to our contexts.

Factors such as time, preparation from teachers, tools disposition, context reliability, and freedom from the already designed and assigned syllables from the center of education. In the article from Nuñez and Tellez (2009), there is already a lot of emphasis on whom the material needs to be designed for, and most people would agree as well that proper material for a language teaching class is the one focused on students' needs as first, at least successful material. Taking this into account, we can all agree that this is a student-centered proposal, and that brings us to the first topic to discuss and propose to those teachers whose material design accountability and originality is their main goal.

The amount of time they would have to invert only on the identification and classification part would be a lot; this is because we would have to meet certain criteria, they emphasize on how relevant, how meaningful and how motivating it should be for each student. (proposed by Nuñez and Tellez, 2009. Pg. 74), which is very complete and specific for a successful student's needs coverage, however just sitting and investigating, observing, classifying and organizing our many students (please bear in mind that in most of our public schools we have classrooms with more than 30 students per class, which might imply even more time) is a task that might be well thought before even considering to create mate-

rials personalized for each class, even more considering the very specific learning needs, motivational development, previous knowledge that each student might have.

This first topic leads us to also think of how English language teaching materials require thinking about the teacher first, even when it is a student-centered discussion. Another important topic that might be taken care of in our context is the real preparation from our teachers, not the ones that are just heading and facing the classrooms but the ones that have already left the academy in the past 20 years, it is well known that the teaching methodologies, focus, and aims were different then, and now as we are exposed to globalization and so much different ways to communicate and share information, we as teachers need to be well prepared for what involves to be an updated teacher, we have to see this not only as a topic to discuss but also an important lack that we might present in our education system. We could just sit and think how many of the English teachers from first to third grade would be able to properly teach higher grades as 7th or 11th grade in our public schools. For sure we would not be surprised by the response since it is not a secret that we are not coping with the developmental needs of our very changing world, the aim is not to blame anyone in this case, we know that as teachers are responsible for updating our knowledge but we also need to be facilitated with the proper tools, skills, and courses to do it.

Unfortunately, when it comes to reality it is much more difficult to get to an agreement with our educational system for keeping up every single teacher updated, so in this case teachers with an interest in material development, might be aware that they will not have so much companion during their process and might have to educate themselves, but it for sure will be worth. Finally, for teachers that are thinking of creating effective ELT materials, it is important to be aware of the possible barriers they might encounter on that path, such as the lack of freedom given to the teachers in our community, we have to always understand that the syllable exist for a reason and that the syllable has to be followed, so any material

designed has to meet not only students' necessities but also schools' necessities. Usually these syllabi are designed to meet the requirements from the government and they don't tend to be very flexible, we should discuss then if there is an actual freedom for teachers to organize, educate and evaluate their students, this might be one of the biggest barriers of all when we want to design material since we need to obey certain requirements for each school, program or institution. For example, the material designed by a teacher from a regular public school would have to be practically built from zero if it has to be applied in a catholic school, or even if for a teacher was easier to organize students by skills and then by courses, would that be an option that the institution would be willing to accept? This, of course, is not a new topic for any of us and we as teachers are aware of this as one of the principal issues to face when creating our own material.

Diaz (2010), exposes this phenomenon in a more extent and explicative way, were explains the academic freedom as a constitutional right that is not being respected by many institutions and mostly the ones on the rural schools, however he also presents it as an important tool that might be carefully applied and in a very responsible way. To wrap up this topic, the aim is not to give a negative general view regarding freedom on the design, but is mostly an invitation to have those materials discussed with the institution first and get to a middle ground solution that might be suitable for teachers, students and also institutions.

As a conclusion, we as teachers might understand that the path of proper materials development is full of surprises and some of them might be good ones, and the other ones not so much. The finality of the text was to share some of the most common issues that might face a teacher in the real context more over than the design of the material itself since Nuñez and Tellez (2009) have already explained it very well, they have also gone deeper on the very different necessities of the students, and on this essay we want to specify some of the necessities that teacher might as well present. Finally, the invitation is to always keep on doing our best for the future minds of our country, to not get weakened by all the different threats to our education. But on the contrary, if we know our needs and lacks, we will be able to create better possibilities for them as we update our teaching techniques and materials to respond to

the different new requirements in a globalized and constantly changing world. institutions and mostly the ones on the rural schools, however he also presents it as an important tool that might be carefully applied and in a very responsible way.

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By Leidy Carolina Zuleta.



BAILO SOLA

Bailo sola al compás de los violines. Afuera las hojas de otoño caen. Se ven desmallarse por los grandes ventanales del salón. Es esa hora mágica en la que el día se resiste a morir y la noche nace tímida, casi que pidiendo permiso. Mi mano izquierda se posa en tu hombro derecho imaginario mientras la derecha reposa en tu mano izquierda. Llevas un hermoso smoking y yo un vestido blanco y largo, igual que las paredes del elegante recinto. Sonríe, y te imagino sonriendo conmigo también. Entonces sonreímos mirándonos enamorados y dejándonos llevar por este maravilloso vals. El mundo desaparece tras la cortina de tu aliento, no existe el pasado ni el futuro, solo tú y yo. Eso imagino, aunque en realidad bailo sola en medio de

un gran salón y ya no hay crepúsculo. La oscuridad total se adueña del espacio y mis manos cansadas se dejan caer.

Tu sonrisa desapareció, se desvanece tu esencia y en medio de la nada mi vestido cae. Expuesta al frío y a la soledad debo pensarme y volver a escena de la mano de mí misma, sin inventarte, sin esperarte. Víctima de mis propias expectativas arriesgué y aprendí, porque no sé perder. De vez en cuando sigo buscándote entre el público, sin saber si él mismo es real. Al final recuerdo que, aunque puedes estar entre la multitud no te atreverías a subir al escenario. Debo aprender a bailar sola de nuevo.

Francy Vela



EMOTIONS AND LANGUAGE LEARNING PROCESSES

The sheer fact of learning languages has always been introduced to students as a very complex process, which only a few gifted people get to master. However, while it is a difficult process, your brain can cope with it; you will only need willpower and motivation. The latter from my point of view and according to many experts is the one that plays one of the most important roles in language learning.

In modern times, being able to express oneself fluently in a second language is not a plus to the CV anymore, it has become a personal goal for many individuals as globalization grows. It has also turned into a necessity for some others who want to migrate for study and work purposes, and more importantly, it has become a requirement for professional life, meaning... nowadays it is a must. Unfortunately, I must admit that what I just mentioned in the previous lines is not a secret for most people, indeed, what can be deemed as a secret for many, is how to acquire a language without feelings of stagnation, lack of motivation, and faded interest. The way I see it, language learning processes normally go through different stages; the first one is the drive one feel before starting to study the language, the second one is a combination between enthusiasm and a bit of frustration, and then, we have the phase of emerging and trying to shake off all that negativity hovering around us whispering it is too difficult and perhaps even worthless.

After that, we experience improvement, and we feel that the best way to go is ahead. Regardless of all hardships that might eventually come across, it is precisely at this stage, that people normally reach the so-called "plateau" consisting of stagnation and the smoldering feeling of not knowing how to keep on improving, learners stop losing interest in the target language as they feel they know it all about the language. It is totally wrong, though and you can test that in your own native language. Let me just ask you the following questions: Do you think you already know all possible words in your native language? Is your range of vocabulary in your native language wide enough to never fall short of words and expressions? If the answer to at least one of the previous questions was a robust NO, then we can use that as an

advantage for your language learning process. After several years of trial and error, I came to the conclusion that whenever disinterest knocks on the door, learning new vocabulary can give us the feeling of comfort and the impression that we are reaping new knowledge. Later, as we start to introduce those newly discovered words into our vocabulary and day-to-day interactions, a sense of pride thoroughly invades our body, and we can understand and express more. We can vary the way we speak depending on the context we are surrounded by.

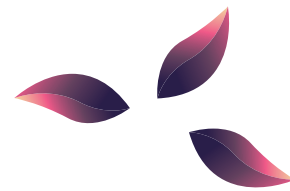
In short, a myriad of benefits will be evidenced just by adding new words to your personal mental vocabulary list; your overall English performance will be dramatically enhanced. To sum up, we will never master a language at one hundred percent, it is impossible to do so even in our native one. What we can do is try to make it sound better day by day, that simple improvement will help us regain interest in it if we are courageous enough. It will make you want to skyrocket your level to unimaginable extents that perhaps your own mind, had hampered you to reach in the past.

Diego Hernández, Lic. en Lenguas Modernas.





A PLANNED TRIP



Juan Pablo Ortiz is 25 years old, he is from Bogota and lives with his parents. He has two friends: Daniel, and Luis. They study veterinary at the National university. Two years ago, he planned a trip with his friends to the Amazon, on December. They were a little anxious, excited, and happy. Juan Pablo hoped to find lots of wild animals to take amazing pictures for his personal photo album. One of the animals he wanted to see was the famous Anaconda; a mythical animal but for some people its existence is just a myth. The day of the trip arrived. It was December 6th in the morning and they'd agreed to meet at Daniel's house at 8 o'clock because it was closer to 'El Dorado' airport. However, Luis was late and Juan got very angry because they could miss the flight, so he told Daniel to leave without Luis, but Daniel asked Juan to wait for five minutes more, so they could go together. As usual, Juan Pablo accepted and 5 minutes later Luis arrived apologizing for being late. They left home immediately. Once they arrived to the Leticia Airport, they took a transportation to go deep into the Amazon jungle. The surprised driver told them that it would be so dangerous for them going alone to that area because there would be swamps, streams, lakes... also the area was very wooded and they could get lost. In addition, there was no phone signal in the jungle. Therefore, the driver suggested hiring a guide. They decided to disregard the suggestion and went to explore the jungle alone. A few hours later, it started to get dark. Juan and Luis couldn't agree on where to camp. Since Juan was still mad at him, Daniel chose the place and they camped there. At midnight, while they were sleeping, Daniel heard a loud noise hitting the tent. Scared, he woke his friends up and asked them to go and check what that noise could be. They were so nervous and the three of them decided to go out to investigate what was going on.

Luis heard some footsteps on the fallen leaves and branches. Immediately, they started to run and at some point they were far away from the campsite. Daniel asked them where they were. Juan and Luis looked at each other and said they had no idea. Luis proposed to go separately in order to find the

campsite, but they thought it better and decided to continue together. While they were walking, it started to rain, which made the situation more complicated for them. They were wet and very tired and started arguing with each other. Luis was so upset and decided to separate from his friends. Daniel and Juan had been walking a few meters when Daniel began to feel ill; he had a fever and was very cold. Juan remembered a TV program which explained how to make a bonfire and he made a big one. Luis saw the smoke and he knew where his friends were. He arrived a few hours later apologizing for leaving them alone. Fortunately, he had found a first aid suitcase in which there was water, food, a thermal blanket and some other items. Luis felt so guilty for what had happened to his friend and once Daniel got a little better, they promised that they would never tear apart again, no matter what. Later on, they continued their search to find the Anaconda, as it was the aim of the trip.

This story will continue.

By Deivid Ramos



WHAT LIES AHEAD FOR TEACHING ENGLISH? DIVING INTO METAVERSES

For better or worse, teachers are to be multifaceted. Prieto & Ramírez (2020) argue that during the pandemic of Covid-19, the challenges teachers faced when implementing ICTs in remote classes were turned into opportunities. In particular, being in front of a classroom is a scenario where everything can go wrong, thus, teachers require a natural mechanism to deal with uncertainties imposed by unpredictable situations.

During pandemic, they were obliged to think of alternatives to teach the language (Prieto & Ramírez, 2020). Teachers can pick over many different teaching pedagogical strategies, just like Constructivism, PBL or CLIL. Personally, I think that the word challenge is not meant to fear but to call for attraction or interest. Now, truth is that the widespread introduction of languages in schools has been described by many as “possibly the world’s biggest policy development in education”. Bilingualism and even multilingualism set an enormous amount of work on educators’s shoulders already, especially for those whose native language is the only tool they have to communicate.

It is also known that technology and its culture spread all around the world expects everyone to follow the same pace, teachers and students equally. With these facts over the table, it is accurate to state that we have to look after how fast teachers (us) update and keep up with the fashions / trends of these kids, teens and

even adults. From now on (at least for a while), Metaverse is the most popular word. It is not only a virtual environment to experiment at first hand the different realities we used to fantasize about.

Now, the Metaverse actually provides a more immersive way to interact with content. That is the biggest improvement when teaching-learning a language. Many claimed that they did not have opportunities to practice the target language outside the classroom. However, metaverses will help you to do so displaying a whole new world for you. Do not limit yourself, go check the Metaverse out for yourself: [sandbox.game](#) - [app.gather.town](#) - [construct.net](#) - [Minecraft.com](#). Have you heard about metaverses for education?

Are you curious about having a class in a metaverse?

*Gabriel F. Rosero,
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MARCHAS EN PANDEMIA

Todo iba mejorando según las estadísticas de la pandemia, ya podíamos empezar a salir a las calles, a viajar y a tener una vida normal. Sin embargo, de un momento a otro todo fue peor y el Coronavirus volvió a hacer de las suyas y empezamos nuevamente con las cuarentenas los fines de semana, pico y cédula y toque de queda.

Era un momento de incertidumbre y un momento donde debíamos ayudarnos mutuamente, cuando de un momento a otro a nuestro presidente se le ocurre la maravillosa idea de sacar una reforma tributaria, ¿Es en serio? ¿A quién se le ocurre proponer algo así en medio de una pandemia? Donde hay gente muriéndose de hambre, que apenas y el salario mínimo le alcanza para su diario rebuscan día a día un plato de comida y el presidente propone que debemos pagar más cosas cuando el país se muere de hambre.

Fue algo absurdo y gracias a esto se desataron las marchas y todas las muertes, desapariciones y agresiones que hay hasta el día de hoy. Colombia ya venía con muchas inconformidades acerca de cómo se venía manejando el país, y esto fue la gota que desató esta situación. Él debe mejorar, mejorar su educación, quitar esa reforma a la salud,

preocuparse más por su gente donde él 42.5% del país vive en pobreza y el 15% en pobreza extrema, especialmente en las zonas rurales ¿Qué se está haciendo al respecto? la respuesta: nada. Ésta pobreza aumentó en 2020 y seguirá aumentando si el país no toma cartas en el asunto. Las marchas seguirán si el gobierno no abre los ojos y empieza a pensar en su pueblo. ¿Cómo es posible que un congresista gane casi 35 millones de pesos? ¡Esto es inaudito! Con ese dinero se deberían alimentar más bocas. El pueblo no solo está peleando por una reforma tributaria, está peleando, por una mejor educación. por dejar la violencia atrás, por todas esas personas que han muerto, por la pobreza del país, por la reforma a la salud, por tener una mejor calidad de vida. Colombia necesita ser gobernada por mejores personas, humanos, que de verdad piensen en su pueblo.

La violencia no es la salida a ningún problema y esto tiene que parar ya, no pueden seguir las muertes ni tampoco puede haber gente muriéndose de hambre, necesitamos un gobierno que nos dé más igualdad y equidad. El pueblo despertó y no va a parar hasta que Colombia sea un lugar donde nuestras futuras generaciones puedan convivir en paz y con una mejor calidad de vida. En este momento lo más peligroso no es la pandemia sino cómo nos está manejando el gobierno.

María Fernanda Pantoja.



BEING A TEACHER IS BEING A STUDENT



Teachers are often perceived as some kind of unapproachable beings who are in the classroom just to share a bit of their so beloved knowledge. In reality, that is not the case. When I decided to study in order to become a teacher, the only thought I had in mind was the fact that I would have to teach languages and grade or assess my students' performance. However, I realized just in time that the fact of being a teacher goes beyond that; the labor deals with psychology, social relationships, and a myriad of other particular situations that, maybe, only teachers can describe. That is the reason I am here: I am a teacher and I want to tell you about my experience.

In the beginning, as in many other professions, it is actually hard to steadfastly stand in front of a group of people, knowing that they expect the best out of you. Those people actually want you to share something with them, something other than nerves, fidgeting, and lack of confidence. Unfortunately, apart from knowledge, that was all I experienced and had to offer in my very first class intervention. After a few minutes of not fully understanding the way a class works, I was able to let myself go by; classes flow, students flow and the teacher flies along with them. Sometimes we put too much pressure on ourselves because we actually want to have an unlike-other class. Sometimes, it just happens and some others don't. That is exactly what I learned during those first days of my interventions. As time

passed by, I started to comprehend that a language teacher's main effort might not be found in the classroom but outside of it.

As teachers, we cannot offer anything of value if we have allocated some amount of time to studying the languages we are supposed to teach. That in and of itself, from my point of view, is the most challenging task we teachers have to accomplish; learning the way so that we can share the best knowledge. That is the principle I have been living by for the past 3 years, a time in which I have had to be a student inside and outside the classroom, even though, formally, I am the teacher in either of the two scenarios.

Throughout time, I have been guiding plenty of students through languages. They have been sincerely grateful for the different experiences we have had together, and so have I. It is staggering to behold how much I have learnt from them. On top of that, I firmly believe that students directly or indirectly have the ability to push teachers forward. Learners and their curiosity can be somewhat challenging as their questions vary in difficulty every day, such curiosity should help us teachers to try to be one or more steps ahead so that all doubts and tricky questions can be properly solved in class at the moment they are sparked and not afterward when all curiosity has slowly faded away. Due to the above, if someone asks me for advice on whether or not to choose this career path or if it is worth it, my answer will certainly be a strong affirmation: By being a languages teacher you will not only have the opportunity of practicing the languages you indulge in, but also you will contribute to someone else's motivation in doing the same.

As a teacher, you will also be in charge of helping all pupils feel accomplished and proud of themselves whatever their language performance is. Remember, in the classroom, they are your peers; being a teacher is being a student.

Diego Hernández, Lic. Lenguas Modernas

GAME OVER-JEUX VIDÉO ET VIE

Dans les temps actuels, c'est commun que les jeunes développent des dépendances aux appareils électroniques et technologiques comme la Playstation, la Xbox, la Nintendo, parmi d'autres. Dans certains cas, les jeux vidéo affectent leurs relations avec des amis, la famille et l'environnement. C'est ainsi que les aspects négatifs, et les positifs aussi, seront discutés pour découvrir s'il y a des avantages sur la faculté cognitive.

Selon Nicolas Esposito "un jeu est une activité interactive volontaire, dans laquelle un ou plusieurs joueurs suivent des règles qui restreignent leur comportement, pour décréter un conflit artificiel qui aboutit à un résultat mesurable". Il faut dire qu'un jeu vidéo est donc une activité électronique qui a comme objectif le divertissement et la créativité. En premier lieu, les domaines de la psychologie et l'éducation supportent les jeux vidéo puisqu'ils améliorent la partie cognitive, c'est-à-dire, ils sont employés comme méthodes d'apprentissage étant donné que, depuis le 21ème siècle la pédagogie utilise la gamification pour diversifier l'acquisition des connaissances. En plus, ils aident à incrémenter les réflexes, la coordination et la confiance en soi-même Rodriguez (2017).

D'un autre côté, les activités sociales ont été abandonnées pendant ces décennies, par exemple, plusieurs jeux de plein air ont été perdus depuis

l'arrivée des jeux vidéo. En fait, un sondage réalisé dans 10 pays révèle qu'entre les enfants de 2 à 5 ans, 66 % savent jouer à des jeux simples à l'ordinateur alors que seulement un 58 % savent pédaler sur une bicyclette. De la même manière, d'après l'OMS, une mauvaise manipulation produit l'addiction et l'obésité.

Enfin et surtout, il y a d'autres problèmes comme l'exposition excessive aux écrans contribue à des difficultés avec les yeux, l'irritabilité et l'isolation. Pour conclure, jouer aux jeux vidéo ne vous tourne pas accro automatiquement, mais il faut limiter les heures de jeu pour profiter de la vie virtuelle autant que la vie dans le monde réel. D'ailleurs, il a été montré prouvé qu'il y a plus de désavantages, pourtant on doit savoir comment utiliser les appareils avec un objectif clair, soit divertissement, éducatif ou professionnel.

Angelo López Lic, Lenguas Modernas



HARRY PEREZ AND THE PUMICE STONE

Harry Perez was an eleven-year-old boy who lived in a distant house in the southeast of Bogotá. He had lost his parents in a murder at the hands of Doña Amparo, his father's lover who was also his secretary. After that fact, Harry had to move through different houses from adoptive families throughout Colombia, starting in Chocó, then Ibagué, Santander, Medellín, and finally Bogotá. Medellín, was the city where he spent most of his time. He began to have a taste for Rap music and skateboarding. He also met his 14-year-old ex-girlfriend Dayanha for whom he tattooed her name on his chest with a sewing needle and Chinese ink. He hid that tattoo, fearing that his adoptive parents would scold him. The relationship ended because of Dayanha's infidelity with a 25 years old man. This completely disappointed Harry. Therefore, Harry decided to erase his tattoo.

Harry was now with his new family in Bogotá and acquired a taste for the Santa Fe soccer team and aguapanela. On a Wednesday afternoon, while washing the dishes, he discovered that he could talk with plants, more precisely, with the aloe that was behind the main door. In addition, he could communicate with pigeons. These events caused much intrigue and fear in Harry. Two weeks later, Henry arrived. He was a tall man who worked as a watchman at the Nueva Granada school; considered to be the best school in Bogotá. This man told Harry about his origins. He explained that Harry was a wizard and his parents had left him a millionaire inheritance, as a product of the sale of some farms in Muzo, and some heads of cattle. This situation motivated Harry to leave his home and move to the Nueva Granada school, where he had to arrive with the school supplies that he had bought in San Victorino (Bogotá downtown). He bought a macaw, a flying mop, magic books, and a valse wand. Then, he went to school with all his supplies and with Henry. He met Maryori and Roncancio in a Transmilenio station.

Roncancio later became "Ronca", since Harry preferred to call him that way. They were also heading to school to start their school year of magic studies. Different people came to introduce themselves to Harry and his friends, but there was a young man



named Dairo Malagón; the son of the most important congressman in the country, who didn't sympathize with Harry. Dairo was very arrogant; he was always bragging about his family status and not showing modesty. This attitude didn't make a good impression on Harry, so he and his new friends Maryory and Ronca left. After a few days, Harry adapted to the school environment and participated in different activities, such as micro football games. At the semifinal of the championship, teacher Culebrilla approached Harry and said: I recommend to shoot to the right. Harry doubted but decided to accept and follow the advice, and, to his surprise, he scored and his team won the game. Harry not only excelled in sports, but also in his potion classes with Professor Mercedes, alias Mechtas, who taught him an ancient potion to cure the flu with ancient elements such as water, brown sugar, and ginger.

One day, Harry was talking to his friends about tattoos and he commented that he had one that he would like to erase. Maryory mentioned a stone that could erase his tattoo. It was the Pumice stone that had been missing for thousands of years and would be the best solution to erase his tattoo. According to what they said, it was lost in the tallest area of Bogota, which was a church called Monserrate. To reach the top, he had to pass different obstacles. Then, Harry, without thinking, asked Maryory and Ronca for help to accompany him and look for it. They accepted and took the road to Monserrate along the bike lane where they would go from time to time. Upon reaching the entrance, they discovered that they had to make their way through the mountain, crossing a lake with a view of the city, climbing a natural waterfall, and finally crossing a city area guarded by a terrifying dog that they called Firulais. It was a large and very agile animal, which was the reason why no one had been able to reach the top. After a few hours and having risked their lives at different times when reaching the top, they went directly to the interior of the Church and had to fight with what they called sacristan gnomes, which were the protectors of the stone.

When they defeated them, they managed to recover the lost stone, so immediately they went down a hidden and abandoned cable car, which left them a few meters from the church of Voto Nacional. They got into the nearest Transmilenio station on San Victorino street, on their way to San Andresito

shopping area. They celebrated by eating and suckling lechona with Coca-Cola. When they got back to school, they had to give the Pumice stone to the school principal Romulo, who was the only one at La Gran Colombia University with the knowledge to activate the powers of the stone and erase Harry's tattoo. Romulo requested a meeting with all the teachers and students at the school in the community hall of the neighborhood to show them the power of the stone. He went up the stage together with Harry and a container of water. He made him lay down on a table and, with great strength and rhythm, the magic stone rubbed on Harry's chest until it reached the point that the stone turned red, due to the blood. Harry's tattoo began to fade. With just a few minutes of having started and with Harry hallucinating due to the loss of blood, Romulo let everybody know that he had completed the process and that the power of the stone was still effective to erase tattoos. I hope that with what you have learned, you will understand that you should not get a tattoo of your girlfriend's name.

*Mateo Calderón,
Facultad de Arquitectura*



MUSIC AS MY BEST TEACHER

It is no secret that music has become the lifeline for many of us, the best companion, the best therapy for bad times, the best escape to get away from routine for a bit. With music we can feel identified, music can be adapted to any moment in our lives. Music relaxes and makes us forget about a bad moment or perhaps it can bring us many memories of important and beautiful events in our lives. Does music instruct us? Yes, music can provide us with a lot of information related to important events, music can update us on the situation of a country or music can simply deal with emotional or psychological issues.

Music can become the best ally in life. And this in different languages, ideologies, purposes and foundations. You can ask any language teacher what has been one of their best ways to learn a foreign language and I know they will answer that thanks to music. For me, it has been my most faithful companion, my best instructor and my most demanding language teacher.

When I started my academic degree program in modern languages, I always considered it a challenge. Learning a new language for me was always something difficult, but there were multiple factors that prevented me from doing it or did not give me enough confidence to start learning it, far from it, start

applying or practicing it in some context. I am a lover of music in English, this can also be a point in favor for those of us who are attracted to learning a second language, perhaps for those who have other musical tastes it can become a bit complicated but not impossible to use it as the best methodology of learning a second language.

Listening to music in English not only improved my mood at some point in my life, it also gave me a space to analyze the lyrics, identify what the artist wanted to achieve by sending his message through his songs, and force me to translate it word by word, until I could understand it, this helped me discover multiple vocabulary in English that I did not know, it facilitated the process of understanding the purpose of the artist and gave me the opportunity to improve my English skills. Also, there is nothing more comfortable and fun than being able to sing your favorite songs in English with greater confidence than what you are really expressing.

Learning English by listening to music not only helped me grow personally but also professionally. This prompted me to get to know many more songs, genres and foreign artists, to investigate their musical purposes, to know their life stories, and to convey the message to others so that they would



learn in the same way as I managed to learn with music in English. Many of the people close to me learned English with me, and additionally they learned about more music in different languages and the great purpose of learning, autonomous, fun learning, learning in an unconventional way, understanding that a song in English, not only It can become interesting because of its rhythm, it becomes much more interesting when you manage to understand what the artist wants to convey with his lyrics and it becomes even more fun, that you can sing with him, with the security of what you are saying, pronouncing and you are doing it correctly. This is not an easy task as you hear it, to be able to do it requires a lot of autonomy, interest in learning to know a second language through music, investigating the vocabulary of each lyrics further, the context of the song, this requires time and dedication to be able to understand it and to be able to listen to it over and over again to learn to pronounce, learn to identify when a sentence begins and ends, learn the grammatical tenses of which the song is composed and the ultimate purpose of it.

Use this beautiful and interesting method to learn a second language, look for a lot of genres than you already know, do not limit yourself to just learning one song, there are multiple songs, fun, nostalgic, happy, to dance, to remember in different foreign languages and what better than being able to understand them and learn from their languages.

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INCLUSIVE ENGLISH FOR EVERYONE!

On some occasions, teachers can face different challenges when creating an inclusive classroom. For example, when students who are deaf are found. Carol Padden (2005) mentions in a Harvard University research called "Inside Deaf Culture" that Deaf Culture considers the social beliefs, behaviors, art, literature, traditions, history, values, and shared institutions of communities that are deaf and that use the Sign Language as the way to communicate and also to learn a new language.

However, students who are learning English may have some learning difficulties; for instance, in their writing skills they could have some mistakes with sentence structure, verb tense, word omissions, etc. For this reason, teachers must become researchers and find the best strategies to minimize the marginalization and school dropout of this population and in the same way, their learning is more significant.

Taking into account Colombia as the main country of this article, it's important to mention that according to the WHO (world health organization), for the year 2019 there were approximately 554,119 deaf people in the country, of which they estimate only 11% of school age (between 5 and 16 years old). With this

being said, the objective of this document is to give possible strategies that can be addressed by teachers with deaf students. First of all, the learning process of a language includes knowing the psychoevolutionary development of this population.

Between 0 to 2 years of age, deaf children develop linguistically in a very similar way than listeners do, the only difference is the limitation of sounds due to their lack of hearing. Then, children between 2 and 7 years old could have issues developing their verbal communication. That's why they can be isolated from their social context. Therefore, at this stage, activities that develop the linguistic aspect are necessary. During their 7 and 11 years, children develop logical and organizational skills. This is where the limitations of deaf begin because their way of thinking is concrete but not abstract, so in some cases their mind can't conceive a number of possibilities.

In addition, between the ages of 12 and 20, deaf people have a concrete and connected thinking to what they directly perceive, however they might have problems making hypotheses and reflecting about some topics. According to this information, we can deduce that this population has the same learning abilities of a foreign language, that way, it is necessary to find the correct strategies and stimulate their cognitive abilities.

Taking as a reference the previous information and the author Dominguez (2004), the first action to be implemented should be focused on Promoting positive attitudes towards diversity, in this specific case, deafness. That said, we should develop educational approaches that allow the community to learn sign language and spoken language which can facilitate to give the support they require at every moment.

The second aspect that is important is the use of sign language as a tool for communicative interaction and as a teaching language because it is the best instrument for the deaf people and the community around them to interact, communicate, think and learn, therefore this tool should be part of the



curriculum and also in the competences that integrate the pedagogical approach of a teacher. In Colombia, we have a Sign Language (LSC) that the deaf people all around the country use as a first language through the practice of written production and understanding, and the production of a Sign Language either in English or Spanish.

According to what was observed from the experiences seen in colleges and universities, there is a lack in the areas of pedagogy that emphasizes learning sign language. As a consequence, there is no evidence of tools, strategies, methodologies or didactic materials that can help people with different disabilities. Nevertheless, by checking some theories and studies, there are some strategies that can be useful for teachers for improving the inclusion in their classrooms. For example, if the objective is the vocabulary, Cassany Luna Sanz (2021) propose activities such as writing the word, writing it along with its translation, writing its definition, relate it to others, try to remember how it sounds, associate its sound with that of other words, repeat it mentally, think of a context in which to use it and associate it with a synonym or an antonym and associate the word with a picture (p.113).

Also, we can include learning by immersion which refers to using the vocabulary in a real context of the language so they can associate the words and meaning in an easier way. On the other hand, vocabulary games can be implemented through tongue twisters, jokes, riddles, among others, in order to develop mental agility, memorization and association thus their intrinsic motivation will be increased that is related to the desire of doing something in this case learning English and encourage the active participation and collaborative working. For teachers, the suggestion is to speak slowly and in simple sentences. Also, it's really important the vocalization that helps the learners to understand better.

Furthermore, we cannot leave aside the use of ICT because it is a good visual tool where we can use a new approach called kofotechnology, which consists in the use of ICT and other materials found

in the school environment to improve the attention of the people with hearing disability, allowing them to continue with their pedagogical process. This tool can be implemented through gamification where children develop skills in English language, reaching the same linguistic levels through social collaboration and games using a system of competences, points, materials and rules.

In conclusion, the creation of visual material taking into account the level, will facilitate the understanding of the topics and engage the students to work in groups. It's normal for deaf people to take longer because it could vary according to their age and practice. The important thing is to make them feel part of the class and comfortable with their learning process and allow the interaction among all students, so that inclusion can be generated and help deaf people in their learning process since this disability is not a valid reason to think that they cannot learn a language because there are several strategies that can and have been used successfully, demonstrating the capacities and development of other skills that deaf people can achieve when a suitable learning environment is formed for them in which they are not marginalized.

Angie Tatiana Arias, Lic. en Lenguas Modernas.





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