

ISSN-e 2631-2859 | ISSN-i 12631-2840 | año 2021 | agosto 2021-enero 2022 | vol. 02 | n.º 1

---

INSTITUTO ACADÉMICO DE IDIOMAS

---

# KRONOS

THE LANGUAGE TEACHING JOURNAL

ISSN-e 2631-2859 | ISSN-i 12631-2840 | año 2021 | AGOSTO 2021-ENERO 2022 | vol. 02 | n.º 1

# KRONOS

THE LANGUAGE TEACHING JOURNAL

## **AUTORIDADES DE LA UNIVERSIDAD CENTRAL DEL ECUADOR**

- RECTOR Dr. Fernando Sempértegui Ontaneda, Ph. D.
- VICERRECTOR ACADÉMICO Y DE POSGRADO Dra. María Augusta Espín, Ph. D.
- VICERRECTOR DE INVESTIGACIÓN, DOCTORADOS E INNOVACIÓN Dra. María Mercedes Gaviláñez, Ph. D.
- VICERRECTOR ADMINISTRATIVO Y FINANCIERO Econ. Marco Posso Zumárraga

Kronos-The Language Teaching Journal, en su nueva temporada, 2021, es una revista científica del Instituto Académico de Idiomas de la Universidad Central del Ecuador de frecuencia bianual, que publica en los meses de agosto y febrero. Su objetivo es la divulgación científica, cuyos campos de investigación se concentran, pero no se limitan, a la búsqueda de metodologías alternativas y novedosas en los procesos de enseñanza-aprendizaje de lenguas, así como en la investigación y crítica del corpus teórico y práctico alrededor de la pedagogía, didáctica, tecnología y cultura. Kronos está dirigida a investigadores, docentes, estudiantes, profesionales, y público interesado en el quehacer educativo.

## **DIRECCIÓN EDITORIAL**

Evelyn Almeida García— *Universidad Central del Ecuador-Instituto Académico de Idiomas (Ecuador)*

## **CONSEJO EDITORIAL**

Andrés Baldassari, Andrea Rosero, Martina Nebbiai— *Universidad Central del Ecuador-Instituto Académico de Idiomas (Ecuador)*  
Gil Baillard— *Pontificia Universidad Católica del Ecuador (Ecuador)*  
Serge Bibauw— *KU Leuven (Bélgica); Universidad Central del Ecuador (Ecuador)*  
Diana Ruggiero— *University of Memphis (USA)*  
Diego Bussola— *Universidad Nacional de Rosario (Argentina)*  
Hazel Acosta, Daniel Cazco— *Universidad Nacional de Educación (Ecuador)*  
Gonzalo Puma, Alexandra Zapata, Jumandi Chimba, Mónica Tamayo— *Universidad de las Fuerzas Armadas, ESPE (Ecuador)*  
Jorge Bernal— *Universidad de Salamanca (España)*  
Marcia Criollo— *Universidad Nacional de Loja (Ecuador)*  
Mónica Vaca— *Universidad Técnica de Manabí (Ecuador)*  
Ítalo Carabaja— *Universidad Estatal de la Península de Santa Elena (Ecuador)*  
José Campuzano— *Universidad de Guayaquil (Ecuador)*

## **COORDINACIÓN**

Estefanía Llamuco— *Universidad Central del Ecuador-Instituto Académico de Idiomas (Ecuador)*

Año 2021, vol. 2, n.º 1  
Frecuencia: bianual (agosto-enero 2022)  
ISSN-i 12631-2840  
ISSN-e 2631-2859  
Año de inicio: 2018  
Idioma: inglés y español  
kronos.idiomas@uce.edu.ec  
<https://revistadigital.uce.edu.ec/index.php/KronosJournal/>  
Instituto Académico de Idiomas-UCE  
Av. América y Av. Pérez Guerrero, s. n.  
Código postal: 170521

Edición general | Gustavo Pazmiño  
Diseño y diagramación | Christian Echeverría  
Edición de textos | Marcelo Acuña  
Portada | Christian Echeverría

Edición | Editorial Universitaria  
Ciudadela Universitaria, Avenida América, s. n.  
Quito, Ecuador  
+593 (02) 2524 033  
editorialuniversitaria@uce.edu.ec



Los contenidos pueden usarse libremente, sin fines comerciales y siempre y cuando se cite la fuente. Si se hacen cambios de cualquier tipo, debe guardarse el espíritu de libre acceso al contenido.

## CONTENIDO

Carta editorial .....	4
Editorial letter .....	6

### ARTÍCULOS

ESP (English for specific purposes) vocabulary to improve reading at an a1.2/ a2.1 English level .....	8
Mirian Cuenca Fernández, Luis Aulestia Vallejo Universidad Central del Ecuador (Ecuador)	
Factors that motivate Ecuadorian public school English teachers to code-switch in the English as Foreign Language classroom .....	24
Wellintong Intriago, <sup>1</sup> Delia Hidalgo <sup>2</sup> <sup>1</sup> Pontificia Universidad Católica del Ecuador (Ecuador), <sup>2</sup> Universidad Nacional de Loja (Ecuador)	
A methodological strategy in foreign language teaching through artistic creations with seeds .....	33
Eugenia Proaño <sup>1</sup> , Ernesto Muñoz, <sup>1</sup> María Rosa Ferigra <sup>2</sup> <sup>1</sup> Universidad Técnica del Norte, <sup>2</sup> Universidad Central del Ecuador (Ecuador)	
The lyrical visualization of songs and its repercussions on the teaching of English as a foreign language.....	39
Orlando Vicente Lizaldes Espinosa Universidad Nacional de Loja (Ecuador)	
Cyberbullying in adolescents and its increase due to new technologies.....	50
Miguel Bastidas, Steven Artos, Alejandro Barrionuevo, Sebastián Bedoya Universidad de las Fuerzas Armadas, ESPE (Ecuador)	
Virtual classes and their effect on the physical and mental state of university students .....	60
Paúl Arias, Alexis Arévalo y Anahí Armas Universidad de las Fuerzas Armadas, ESPE (Ecuador)	
Common intonation mistakes of the production in lower intermediate English as a Foreign Language (EFL) adult students.....	68
Diana Vaca Instituto Superior Tecnológico Cordillera (Ecuador)	
Developing English as a Foreign Language (EFL) teacher's identity: the role of EFL teachers in the classroom.....	79
Raúl Ramírez Pontificia Universidad Católica del Ecuador (Ecuador)	
<b>RESEÑA</b>	
Making sense of bad English. Peterson, Elizabeth (2020), eBook, Oxford .....	91
Alexánder Padilla, Universidad Central del Ecuador (Ecuador)	
Normas de publicación .....	93

## CARTA EDITORIAL

La revista Kronos The Language Teaching Journal presenta a ustedes el volumen dos, número uno en su versión digital, el mismo que desarrolla temáticas en torno a la enseñanza-aprendizaje de idiomas con investigaciones de colegas docentes y estudiantes de diferentes universidades a nivel nacional. Esta edición cuenta con ocho artículos académicos y un book review.

El primer artículo, intitulado *ESP (English for specific purposes) vocabulary to improve reading at an A1.2/A2.1 English level*, fue escrito por Mirian Cuenca y Luis Aulestia, quienes desarrollan un análisis técnico del vocabulario *Inglés para Propósitos Específicos* aplicado a estudiantes de los niveles de inglés A1.2 y A2.1 de diversas universidades públicas del país, además presentan el resultado del aprendizaje y posterior aplicación en la literatura académica de los estudiantes en sus carreras.

El segundo artículo intitulado *Factors that motivate Ecuadorian public school English teachers to code-switch in the EFL classroom*, de los autores Wellintong Intriago y Delia Hidalgo, presentan una investigación descriptiva combinada y etnográfica realizada en instituciones públicas del Ecuador acerca de factores que motivan a cambiar del idioma inglés al español (*code switching*) y la influencia de la lengua materna en el proceso de enseñanza-aprendizaje.

El tercer artículo lleva por título *A methodological strategy in foreign language teaching through artistic creations with sedes*, de Eugenia Proaño, Ernesto Muñoz y María Rosa Ferigra, autores que se adentran en la aplicación de una metodología que fomenta el aprendizaje creativo de una lengua extranjera; es una colaboración entre la Universidad Técnica del Norte y la Universidad Central del Ecuador donde se invita al lector a dar un vistazo a las relaciones que se establecen durante la aplicación de este estudio.

El cuarto artículo se intitula *La visualización lírica de canciones y sus repercusiones en la enseñanza de inglés como lengua extranjera*, de Orlando Lizaldes Espinosa, se nos presenta una investigación experimental sobre los efectos que la música lírica de canciones produce en el aprendizaje del idioma inglés en estudiantes del Instituto de Idiomas de la Universidad Nacional de Loja en Ecuador, donde se demuestra como la exposición musical y el input perceptivo dan como resultado el desarrollo de las capacidades nemónicas en el aprendizaje de una lengua extranjera.

En el quinto artículo, intitulado *El cyberbullying en los adolescentes y su incremento por las nuevas tecnologías*, sus autores, Miguel Bastidas, Steven Artos, Alejandro Barrionuevo y Sebastián Bedoya, presentan una investigación cualitativa y cuantitativa sobre el *cyberbullying* en el contexto de la pandemia ocasionada por el virus coronavirus SARS-COV-2, en ella identifican las consecuencias emocionales, académicas y sociales que tienen en adolescentes de unidades educativas de Quito, además, basados en sus resultados, plantean posibles soluciones a esta problemática social.

En el sexto artículo, titulado *Clases virtuales y su efecto en el estado físico y mental de los estudiantes universitarios*, escrito por Paúl Arias,

Alexis Arévalo y Anahí Armas, se nos presenta un análisis deductivo con enfoque cuantitativo acerca del estado físico y mental de los estudiantes de primero y segundo semestre de la carrera de Comercio Exterior y Mecánica de la Universidad de la Fuerzas Armadas-ESPE en el contexto de las clases virtuales durante los meses de noviembre 2020 a febrero 2021, en el que demuestran como la mala postura y la poca actividad física de los estudiantes ha causado diversos problemas físicos, además de trastornos mentales.

En el séptimo artículo, titulado *Common intonation mistakes of the L2 production in lower intermediate EFL adult students*, la autora, Diana Vaca Barragán, presenta un estudio de diez alumnos que se encuentran cursando el nivel intermedio de inglés de un instituto privado en Quito-Ecuador, en los que investiga el desafío que representa el aprendizaje de un idioma que no es el de nacimiento. En esta investigación, muestra los errores de entonación más comunes usando la herramienta Praat, que es una plataforma que permite visualizar y comparar distintos patrones de entonación, la misma que le permitió concluir que el idioma nativo influye en la producción del segundo idioma.

En el octavo artículo titulado, *Developing EFL teacher's identity: the role of EFL teachers in the classroom*, escrito por Raúl Ramírez, quien desarrolla un estudio de caso a tres docentes de inglés de la Universidad Católica del Ecuador utilizando las habilidades de socialización y empatía provistas por el docente en un rol de aculturador cuyo objetivo principal es reducir la fatiga emocional de los estudiantes.

Finalmente, en esta publicación también se puede hallar la revisión del libro *Making sense of bad English*, de Elizabeth Peterson, donde la investigadora realiza un análisis profundo acerca de lo que considera apropiado o no en el uso del idioma inglés desde una perspectiva antropológica y lingüística.

El equipo editorial de la revista *Kronos* agradece a todos los autores y editores que han aportado para esta publicación, además reafirma su compromiso con la academia por lo que hace la más cordial invitación a presentar sus trabajos de investigación.

*Equipo editorial  
Revista Kronos, 2021*

## EDITORIAL LETTER

The Journal Kronos-The Language Teaching Journal, is pleased to present volume two, number one in its digital version, which develops topics related to language teaching and learning, with research by fellow teachers and students from different universities nationwide. This edition has eight academic articles and a book review.

The first article entitled *ESP vocabulary to improve reading at an A1.2/A2.1 English level*, written by Mirian Cuenca and Luis Aulestia, who develop a technical analysis of the English for Specific Purposes vocabulary applied to students of English levels A1.2 and A2.1 of various public universities in the country, also present the result of learning and subsequent application in the academic literature of students in their careers.

The second article entitled *Factors that motivate ecuadorian public school english teachers to code-switch in the EFL classroom*, written by Wellintong Intriago and Delia Hidalgo, provides a descriptive, combined, and ethnographic research carried out in public institutions in Ecuador, about factors that motivate to code-switch in English language education and the influence of the mother tongue in the teaching-learning process

The third article entitled *A methodological strategy in foreign language teaching through artistic creations with seeds* by Eugenia Proaño, Ernesto Muñoz and María Rosa Ferigra, explores the application of a methodology that promotes creative learning of a foreign language; it is a collaboration between the Universidad Técnica del Norte and Universidad Central del Ecuador where the reader is invited to look at the relationships established throughout the application of this study.

The fourth article entitled *La visualización lírica de canciones y sus repercusiones en la enseñanza de inglés como lengua extranjera*, by Orlando Vicente Lizaldes Espinosa, presents an experimental research on the effects that music produces in learning English in students at the Language Institute at Universidad Nacional de Loja in Ecuador, where it is shown how musical exposure and perceptual input, resulted in the development of mnemonic abilities in learning a foreign language.

The fifth article entitled *Cyberbullying en los adolescentes y su incremento por las nuevas tecnologías*, written by Miguel Bastidas, Steven Artos, Alejandro Barrionuevo, and Sebastián Bedoya, presents a qualitative and quantitative research on cyberbullying in the context of the pandemic caused by the coronavirus SARS-CoV-2 virus, where they identified the emotional, academic, and social consequences in adolescents from different educational institutions in Quito. Besides, based on this research some solutions are proposed.

The sixth article, *Virtual classes and their effect on the physical and mental State of University students*, written by Paúl Arias, Alexis Arévalo, and Anahí Armas, describes a deductive analysis with a quantitative approach. The article analyses the physical and mental state of the students of the first and second semesters of the Foreign Trade and Mechanics program at the Universidad de las Fuerzas Armadas-ESPE in the context of virtual classes

from November 2020 to February 2021, which demonstrated how poor posture and little students' physical activity had caused various physical problems in addition to mental disorders.

The seventh article entitled, *Common intonation mistakes of the l2 production in lower intermediate EFL adult students*, written by Diana Vaca Barragán, presents a case study of 10 students from a private institution intermediate English level (Quito-Ecuador); the study was focused on the challenge which lies on foreign language learning. The results showed intonation common mistakes by means of Praat software; this platform is aimed to present and compare varied intonation patterns. Thus, the research supported that native language affects EFL production.

The eighth article entitled *Developing EFL teacher's identity: the role of EFL teachers in the classroom*, written by Raúl Ramírez, develops a case study on three EFL teachers from Universidad Católica del Ecuador using the socializing and empathizing skills provided as an *acculturator* role using Ecuadorian pitch coding aimed to deal with emotional transactions in the class.

Finally, in this publication you can also enjoy the review of the book *Making sense of bad English*, written by Elizabeth Peterson, where the researcher makes an in-depth analysis of what he considers appropriate or inappropriate in the use of the English language from an anthropological and linguistic perspective.

The *Kronos* editorial team, thanks all the authors and editors who have contributed to this publication, and reaffirms its commitment to academia, and therefore extends a cordial invitation to submit their research papers.

*Editorial Board  
Journal Kronos, 2021*





**ESP (ENGLISH FOR SPECIFIC PURPOSES) VOCABULARY TO IMPROVE READING  
AT AN A1.2/ A2.1 ENGLISH LEVEL**

**VOCABULARIO ESP (INGLÉS PARA FINES ESPECÍFICOS) PARA MEJORAR LA LECTURA  
A UN NIVEL DE INGLÉS A1.2 /A2.1**

Mirian Cuenca Fernández  
Universidad Central del Ecuador (Ecuador)  
<https://orcid.org/0000-0002-9346-0334>

Luis Aulestia Vallejo  
Universidad Central del Ecuador (Ecuador)  
<https://orcid.org/0000-0002-9934-4078>

Recibido: 22 de junio 2019

Aprobado: 30 de abril 2021

doi:10.29166/kronos.v2i1.1764

**ABSTRACT**

This report aims to find out how effective the use of esp vocabulary is in general English classes and to improve the use of language which is mainly focused on the student-centered learning approach, specifically on reading skills. The case study, 123 English A1/A2.1 level-students from diverse faculties majoring and attending the Public University of Ecuador during the academic period May-November 2018, constituted the population for this research. A teacher-made pre-test and post-test, mainly about basic technical vocabulary knowledge, were administered. esp vocabulary was taught to complement General English structures and grammar. The post-test outcomes showed the influence of the technical vocabulary on students' English reading proficiency. Data analysis showed that the student-centered approach using basic technical vocabulary in general English learning was beneficial to higher education students' proficiency development. Furthermore, the results showed that when focusing on the student's needs, they become more motivated to learn and also interested to read academic literature related to their careers.

**RESUMEN**

Esta investigación tiene como objetivo descubrir qué tan efectivo es el uso del vocabulario esp (inglés para fines específicos por sus siglas en inglés) en las clases de inglés general y mejorar el uso del lenguaje que se centra principalmente en el enfoque de aprendizaje centrado en el estudiante, específicamente en las habilidades de lectura. El caso de estudio: 123 estudiantes de nivel de inglés A1.2/A2.1 de diversas facultades de una universidad pública del Ecuador durante el período académico mayo-noviembre de 2018, constituyeron la población para esta investigación. Se administró una prueba previa y una prueba posterior elaboradas por el maestro, principalmente sobre conocimientos de vocabulario técnico básico. Se enseñó vocabulario esp para complementar las estructuras y la gramática de inglés general. Los resultados posteriores a la prueba mostraron la influencia del vocabulario técnico en el dominio de la lectura en inglés de los estudiantes. El análisis de datos mostró que el enfoque centrado en el estudiante que usa vocabulario técnico básico en el aprendizaje de inglés general fue beneficioso para el desarrollo de la competencia de los estudiantes de educación superior. Además, los resultados mostraron que, al enfocarse en las necesidades de los estudiantes, se motivan más para aprender y también se interesan en leer literatura académica relacionada con sus carreras.

**KEYWORDS** English for specific purposes (ESP), A1/A2 levels, reading, vocabulary, student-centered approach.

**PALABRAS CLAVE** Inglés para fines específicos, niveles A1/A2, lectura, vocabulario, aprendizaje centrado en el estudiante.

## INTRODUCTION

This century of great competitiveness, communication, and information evolution demand a certain level of English knowledge. L2 fluency enables better communication and access to science and technology. Therefore, it is considered that notable attention should be drawn to General English courses in higher education levels to scaffold opportunities to awaken students' motivation to learn and continue reading even beyond an academic degree.

Most of the time students do not feel motivated enough to study English. Thus, the most effective strategy to help our learners to get engaged in the English language is required. We consider esp vocabulary learning as an approach to motivate learners, as a teaching style, as well as minds' attitude, Dudley-Evans, Tony (1998). Hutchinson et al. (1987) states that esp is a method of language teaching, the topics and methods are concerned with the student's purposes or reasons for learning. Hutchinson and Waters (1987) mention that in practice, esp outlooks on realities associated with the nature of language. The lack of esp courses and specialized esp teachers may cause high job turnovers and unemployment as mentioned by Bracaj (2014). We are certain that university students should be better prepared academically for their future job performances. An English class should be specialized to match a students' major in his or her studies, particularly in technological ones, where students are trained to perform on the job and shouldn't have the need to reoccur to this subject after they graduate from their university or college. Belcher (2009) mentions that general English courses don't seem to have purposes, that they are merely ample teaching of lexical lists which students do not really need, but the specific purpose may be more beneficial for them, Long (2005). Higher education students might know what their needs are and what could be taught to them, Graves (1986). So, the authors of this report consider that in order to change a students' mindset about L2, they need to be motivated from the very beginning.

We are aware of the importance of vocabulary in studying a foreign or second language and the need to enrich their communicative competence by reading appropriate texts related to students' field of studies. Therefore, this study determines whether teaching esp vocabulary through student-centered learning can be influential and practically useful to our students who attend English foreign classes; not just to get their diplomas or certificates of proficiency in the language studied, but vastly motivated to continue reading academic texts related to their careers.

## THEORETICAL FRAMEWORK

### Definition de *English for a specific purpose (ESP)*

English for specific purpose (ESP) is a methodology based on the learner's purpose for learning. esp appeared as a term in the 1960s to satisfy learners or employers' needs or wants (Brunton, 2009). Johns and Dudley-Evans (1980) point out that esp is not simply a matter of knowing the information it contains but evaluating and using that information. esp vocabulary appears similarly efficient to real-life situations. Bruton, Candlin, and Leather (1976) also studied the speech of doctor-patient statements and applied the discoveries in a specialist course design. Gvelesiani (2011) states that educational institutions must understand that new demands and challenges are present in this 21st century. Top-class education should be offered by developing research opportunities using material and resources available. The purpose, to prepare students for their future careers and real-life with principles and academic freedom. ESP vocabulary learning in General English programs can allow the students to open their minds to new fields of insights, and probably by reading in English, understand more about their fields of study.

As Nazarova (1966) points out, ESP instruction in the past was restricted to simple training and translating texts. Those methods did not reflect students' interests and, consequently, resulted in low learner motivation and poor participation. The concept of ESP for teachers reveals the need for research into new strategies to have meaningful use of the language being learned.

### ESP characteristics

According to Dudley-Evans and St. John (1998), the fundamental and valuable characteristics ESP possesses are that it encounters specific learners' needs. It is centered on the language suitable to actions in terms of grammar, lexis, register, study skills, discourse, and genre (p. 4). It is variable and may be associated and designed for specific disciplines, in specific training situations. The methodology used is different from that of General English and from EAP (English for Academic Purposes) course which only teaches writing, and/or presentations. As cited by Beshaj (2015), Strevens (1988) mentions that ESP main characteristics are related to first students' needs, centered on the learners' specific activities or jobs making use of precise strategies and methodology.

### ESP and EGP

Brunton (2009) proposes a thorough overview of how ESP is designed: register analysis (1969), needs analysis (1970), target situation analysis (1980). He also included the reasons for the emergence of ESP which he quoted

from Hutchinson and Waters (1987). Register analysis is the first step to determine the relation to lexical and grammatical structures. Additionally, Hutchinson and Waters (1987), contend that these questions should be answered to use ESP: Why? How? What? Who? Where? When? Vermeer (1992) points out that lexis is the key to understanding and being understood. The more significant part of learning a new language consists of learning new words. Grammatical knowledge helps proficiency in the language. Similarly, Yu (2011) cites words regarding the relevance of vocabulary learning; he mentions that grammar and vocabulary are essential to carry meaning, but even more vocabulary. Bracaj (2014) points out that ESP has made some higher education personnel in some countries claim that ESP should replace for *English for general purposes* (EGP).

With this in mind, using the ESP vocabulary with the corresponding grammatical structures studied in their courses may allow the students to use the language with their peers, their career roommates and professors in different contexts while working on their thesis when reading papers about their field of study, etc.

### **A1 English level**

The Common European Framework (CEF) has obtained recognition in political and educational systems. It describes and defines knowledge and skills for each level of proficiency, which allows learners 'progress to be measured at each stage of learning. A1 Breakthrough level is for basic abilities, designed to have students communicate and exchange information in a simple way: interact, understand and use familiar everyday expressions and very basic phrases like describing appearance and personalities, discuss clothing at a basic level and ask sales clerks simple questions about it, talk about favorite foods and make simple orders, talk about daily activities and arrange meetings with friends and colleagues, describe current weather conditions, talk in general terms about health, hobbies and interests, etc.

### **Reading in ESP**

Reading is considered the primary source of vocabulary growth in L1 and a good source of learning when reading longer texts, Laufer (2003). These long texts help with the affective aspects: learners' attitude, motivation, and interest. Learners need to select their texts to be motivated and develop spelling, grammar, vocabulary, and writing Krashen (2004). According to Gambrell (1996), reading for pleasure means being creative and thinking critically. Reading helps learners improve listening, speaking, and pronunciation skills; a meaningful text may make learners accidentally have a good attitude toward books, syntax and vocabulary

should not be controlled, Elly (2006). Reading also helps learners see the world differently, on a broader view Littlejohn (1996). The more learners practice reading, the better and more literate they will be.

Bernhardt (1986) references that efficient lower-level word recognition procedures are essential constituents of L2 reading comprehension and must not be ignored even in vastly advanced ESL readers. The vital components of reading comprehension are vocabulary, lexis development, closely connected to comprehension. The larger the reader's vocabulary, the easier to make sense of the text. Fluency is also important; the more learners read and speak, the better they will decode each word.

### **Branches**

Above all, Bracaj (2014) states that the terminology related to ESP is: English for Academic Purposes. EOP: English for Occupational Purposes. EST: English for Science and Technology. EBE: English for Business and Economics. EVP: English for Vocational Purposes. ESS: English for Social Sciences. EMP: English for Medical Purposes. ERP: English for Recreational Purposes. Regarding ESP learners' expectations when attending an ESP course, the most representative is academic or occupational; this constitutes one of the main reasons for learning. However, the cultural-educational, learner's background, an expectation of success, optimism or pessimism, and personal and individual expectations are relevant too.

### **STRUCTURE OF THE ESP COURSE**

#### **Student-centered approach:**

Kember (2009) indicates that a research university in Hong Kong sought to promote student-centered learning across the entire university by employing the following methods: Good practice by rewarding excellent teachers who use vigorous forms of student-centered learning. A deep analysis serves to stimulate good practice. A program-level quality enhancement initiative that utilized a student survey to identify strengths and potential areas for improvement. Teachers enable students' academic accomplishments by defining their needs, interests, aspirations and expectations providing learning experiences that are most of the time modified. ESP teachers' guidance should employ a variety of educational methods to accomplish goals. Thus, methods vary as well as classroom strategies.

In student-centered learning, students' learning happens inside and outside the classroom, which may depend on the skills and knowledge that students show. They may have different opportunities to take part and manage discussions, design learning projects, explore

interesting topics to help form their own course of study. Additionally, students usually work in desks organized in circles or small groups. The methodology used was the student-centered learning approach and the following characteristics were taken into consideration when choosing this approach. Student-centered method largely includes student focused methods of teaching. It aims to develop learner autonomy and independence and responsibility in the hands of students when acquiring skills and basis on how to teach a specific subject. That is why the authors of this report decided to use this methodology. Tutoring concentrates on skills that permit constant learning and independent problem-solving. A students' role is the crucial aim in this type of methodology.

### Determining functions and needs

Bracaj (2014) mentions that teachers nowadays are much more aware of the importance of needs analysis. Published textbooks have improved vividly, allowing teachers to select materials to match the learners' goals meticulously. Perhaps this demonstrates the influence that the ESP approach has on English teaching in general.

Needs analysis is crucial information collected and interpreted through a survey about the learner's attitudes and needs. The students' needs encountered in EFL students at this Public Institute of Languages have led to proposing and defining the possible solutions and finding the main objectives for the course design and the materials to be used. Hutchinson and Waters (1992) state that some influences disturb ESP courses

related to the learner's surrounding. It is mandatory to motivate our students despite issues found in ongoing L2 learning processes, as mentioned Belmekki and Bensafa (2016).

### SYLLABUS

The purpose of any syllabus is to organize, plan or break down the extensive amount or mass of knowledge to be learned and taught into manageable chunks or units. The criteria can be varied. There is a great variety of ESP courses like the following: Topics syllabus, structural/situational syllabus, skills and strategies, and functional/notional syllabus. Hutchinson and Waters (1992) mention that the «language descriptions» involves questions, especially when referring to what the student needs to learn and the topic areas to be covered. Kennedy (1983) mentions the syllabus can be adjusted to suit the conceptual and linguistic requirements of teachers in particular courses while maintaining the subject-language link». Teachers should direct attention to these words or vocabulary related to student's careers. A lot of definitions of ESP can be found in the literature. Bracaj (2014) states that it is important to organize the ESP course and its implementation well. ESP courses need a unique and different curriculum; these courses have to be managed with a wide range of different types of exercises and materials. The course planning was flexible; the syllabus was adjusted to slight changes in the course while teaching, so student's interests and needs were addressed. Thus, the following syllabus was organized and presented in our class.

---

**UNIVERSIDAD CENTRAL DEL ECUADOR**  
**ACADEMIC INSTITUTE OF LANGUAGES**  
*ESP VOCABULARY SYLLABUS*

---

1.1	ENTITY	Academic Institute of Languages-uce			
1.2	CAREERS	All			
1.3	LANGUAGE	English			
1.4	SEMESTER	May-November 2018			
1.5	IAI COORDINATOR	Santiago Sanguña			
1.6	ESP VOCABULARY TRAINERS	Mirian Cuenca Fernández, Luis Aulestia Vallejo			
1.7	CASE STUDY POPULATION	123 students from different careers. 6 groups.			
1.8	ENGLISH LEVEL	A1.2 and A2.1			
1.9	N.º ESP PERIODS	Fridays	2 periods	2 hours a day x 7 weeks	14 hours
1.10	N.º EGP PERIODS	Mondays to Thursdays	2 periods	2 hours a day, total 8 days a week, x 7 weeks	56 hours
1.11	PREREQUISITES	A1.2 level	For A2.1		
		Placement test or A1.1	For A1.2		

## I. ESP VOCABULARY AND ESP DESCRIPTION

The command of the English language in the world context constitutes an essential tool in the social, labor and scientific field and personal development in general, which facilitates better communication, access to science and technology through the development of linguistic skills, following the guidelines of the Common European Framework for the teaching of the language, in the specific case of this syllable, which corresponds to the essential use of the language alongside with the implementation of ESP (English for specific purposes) vocabulary to improve reading.

## II. OVERALL OBJECTIVE OF THE ESP VOCABULARY COURSE

To motivate beginner students to read through ESP vocabulary, alongside the General English basic structures using the student-centered approach.

## VI. UNIT PLANNING

UNIT TITLE	The WORD world and the parts of speech.	
OBJECTIVE	Recognize the importance of a Word as a key element of any language with all the characteristics: spelling, phonology, morphology, semantics, etc. Differentiate the parts of speech to have a better understanding of written technical texts according to students' careers.	
LEARNING OUTCOMES	Exchange information about specific vocabulary related to the students' careers, basic vocabulary review and use alongside with the units of egp study.	
CONTENTS	WORK ACTIVITIES	EVALUATION
Grammar	- Students design their own list of words they need according to their careers or subjects of current study.	The evaluation must be constant, through different mechanisms such as:
· esp vocabulary contents:	- Students have the chance to make their own choices of the vocabulary to be studied.	
· Word: definition and importance	- Use open-ended questioning to encourage critical and creative thinking for clear communication.	Participation in class, short tests to evaluate reading and grammatical points of the competence unit.
· Spelling	- Drill vocabulary words by pre-teaching inductively, using illustrations, and enhancing the heart of the vocabulary and reading lesson.	
· Syllabification	Students of the same careers	The evaluation of writing through a paragraph or essay of the central theme of the unit of competence under criteria that are evaluated with the rubric.
· Pronunciation: stress, intonation, pause.	Collaborate in group review activities.	
· Word definition	- Students work with each other to learn a great deal of more vocabulary than just the lesson content by listening to others.	
· Prefixes	- They learn to have respect for what may sometimes be very differing points of view.	
· Suffixes	- Draw careful attention to other students' words used to bounce images, ideas back and forth with each other, creating a much greater opportunity to grow vocabulary.	
· Rhyming words	- Analyze word derivations, prefixes and suffixes added to the words.	
· Synonyms		
· Antonyms		
· Parts of speech:		
· Nouns		
· Pronouns		
· Verbs		
· Adjective		
· Adverbs,		
· Conjunctions		
· Interjections		

## III. SPECIFIC OBJECTIVE

To use the ESP vocabulary alongside the ordinary and simple expressions and structures studied in the EGP lessons, to understand printed texts about different articles or texts related to their careers and interrelate clearly with other students.

## IV. CONTRIBUTION OF THE COURSE IN THE TRAINING OF THE PROFESSIONAL

The learning of languages is a fundamental tool in professional development to enhance knowledge, research, science and technology, intercultural relations and student mobility.

## V. LEARNING OUTCOMES OF THE COURSE

- Describe particular situations in their career environment with the use of ESP basic vocabulary.
- Read short texts with the use of simple structures.
- Read and understand short texts related to their careers and specific field of studies.

EGP

- Simple present: to be verb
- Simple present: do verbs
- Present continuous
- Imperatives
- Like to, want to, need to, have to
- Questions with what, where, when who, how, how old, what time, how much, how many
- Demonstrative pronoun
- Possessive adjectives
- Singular and plural nouns
- Linkers: and, but, or.
- Would like to
- Use of can
- Simple past tense

- Reflection creates space and time for individual and group growth.
- Create individual self-paced assignments.
- Students don't work at the same speed and assignments should reflect this.
- Students gain a deeper understanding of the subject matter.
- Students get involved in others' learning activities.
- Students have the opportunity to see firsthand that learning specific vocabulary opportunities surround improving short texts reading.

METHODOLOGY

- Student-centered approach
- ppp model (presentation, production and practice). The practice stage aims to provide opportunities for learners to use the target structure.
- Inductive pre-teaching
- Vocabulary in context.

DIDACTIC RESOURCES

- Top Notch Books N.o 1 and 2
- Digital and paper dictionaries.
- Videos about basic vocabulary related to the different careers
- Internet sites.
- Digital books
- Realia
- Crossword puzzles
- Bingo cards
- Tokens with letters.
- Pocket charts
- Folders
- Worksheets

BIBLIOGRAPHY

Robinson, C. (1989). English For Specific Purpose. Cambridge University Press. Saslow Joan (Author), Allen Ascher (Author) Top Notch Book 1 and 2.

VII. EVALUATION

VOCABULARY LIST WORK	(2 points)
GROUP WORK	(2 points)
INDIVIDUAL WORK	(2 points)
READING COMPREHENSION ACTIVITIES	(2 points)
EGP AND ESP INTEGRATION	(2 points)
	<b>Total (10 points)</b>

---

## **COURSE DESIGN**

### **AUTHENTIC MATERIAL**

Belmekki and Bensafa (2016) state that resources have different possible areas for variation, and ESP materials are not the exception. Brunton (2009) also mentions the curriculum development, materials used, the best teaching practices and the focus of ESP may be part of the material. Among the materials used, we had worksheets, a dictionary, and a list of new words. The vocabulary words were requested by the students. Everything was conceptualized through the learner-directed approach. The appropriateness of materials included student comfort and familiarity with the language level, interest, and relevance. It was used the same syllabus the institution chose, the textbook of the general English courses. The selection of teaching materials was based on teachers and students' availability.

The selection of materials and course assessment took some extra time because the general contents had to be covered. We had to squeeze time to dedicate it to the ESP vocabulary project. It is not possible to cover every type of task or content, but with a sample of tasks or development of skills, students can continue writing basic or more advanced sentences depending on their level of proficiency, in different careers like in medicine, this is essential as it is for the other ones. The challenge is to provide student's different language profiles, different strategies in reading, especially at these basic level of study, then writing, listening and speaking regarding that a language involves all of them.

In this research, no specific textbook was used for this purpose; the teachers elaborated the content. There were students of 10 or 12 different careers with different needs and interests in one class group. Conceptualizing the content was not a context-free process. The student's goals, objectives had also to be taken into account. The ESP aspects had to be included, emphasized and integrated using the core of the course to address students' needs and expectations. Basic skills were expected to be developed, communicative competence, vocabulary awareness, etc. All skills and aspects of the language were interwoven in real communication. They were treated, taught and tested as one inseparable unit.

### **VOCABULARY IN ESP**

Referring to Richards and Renandya (2002) vocabulary is the main element that provides proficiency within communication; Hutchinson and Waters (1987) state that ESP should be seen as an approach to language teaching directed by specific and apparent reasons for

learning. Schmitt (1997) emphasizes that the purpose of vocabulary learning is to relocate lexical information from short-term to permanent long-term memory. To put it in another way, short-term memory or working memory is linked to human consciousness, a kind of entry where the information is transferred to the long memory. It holds a limited amount of information for a limited amount of time, extracting visuals relevant for ongoing comprehension with a limited capacity.

On the contrary, long-term memory serves as the storage area of information for a long time; concepts are represented according to their associations. Driscoll and Burner (2005) explain each episodic memory refers to specific events such as particular events as remembering the circumstances of how one learns to read a map. Semantic memory, in other words, refers to all the universal information deposited in memory and remembered independently. McCarthy (1990) points out that it does not matter how successful L2 students' command or management of grammar and sounds are; without varied vocabulary to express a broader range of meanings, communication cannot occur in any meaningful mode. Driscoll and Burner (2005) state that in order to examine vocabulary words, it is necessary to review high-Frequency words, academic words, technical words and low-Frequency words. Strevens (1988) points out that «learners who know the scientific field may have little difficulty with technical words, but a teacher who doesn't may have a great deal». A convenient approach for ESP suggested is the lexical approach, whose principle is vocabulary as part of L2 learning chunks are essential in ESP learning to identify words. Lexical chunks help students write and communicate in a better way. Most students feel identified with specific terminology related to their field of study (Nation, 2001).

### **Vocabulary pre-teaching**

We pre-taught vocabulary inductively; different opportunities and methods were used to pre-teach. First of all, ten words or phrases were selected per week, students chose the word vocabulary list weekly, and then groups elicited, repeated, asked their concept through checking questions. To pre-teach individual words or lexical items, it was used miming, images, realia, meaning discussion or even guessing meaning about the word presented. Once they got the word, they repeated it many times. Chorally, whole class repetitions or individually. The vocabulary was presented in a very dynamic and engaging way showing the facets of understanding some phonology, morphology, syntax, semantics and the pragmatism of each vocabulary word presented.

**Table 1.** Definitions for exposing the understanding of a concept or term or diction

	Part of speech	Syllabification	Pronoun citation	Definition	Synonyms	Antonyms
Confidence	Noun	con-fi-dence	<u>/kan</u> fih dihns/	A sense of trust or faith in a person or thing	Belief, faith, trust	Doubt
Data	Plural noun	<b>da-ta</b>	<u>/dae</u> tə/ <u>/dei</u> tə/	Facts, figures, or other pieces of information that can be used	Evidence	Knowledge gap, zero information

### Vocabulary teaching

First, the vocabulary had to be graded from simple to complex. Students had to bring pictures to class to illustrate their vocabulary words. Ex: Is this snow? (Yes) (Picture of snow.) Is this snow? (Yes) affirmative. Is this snow? (No) negative. Yes/No questions were asked, things like this. Is it cold? (Yes). Does it fall from the sky? (Yes) It could also be a short act. Can you do it? (Skiing). They can also be either? Or as questions: Is it hot or cold? (Cold). Or personalized questions: Do you get snow in your country? Students could learn new vocabulary through practical techniques that boosted their ability to memorize because it came from analyzing their own needs, their needed lexicon personalizing their career backgrounds and learning abilities.

To introduce «WOULD LIKE TO», students were asked to use ESP vocabulary to complete sentences. Example: I would like to study more about... (the word from students' career ESP vocabulary). Example: I would like to study more about taxation, ultrasound Doppler, restoration, timbering, the flora in Ecuador, ionizing radiology, motor skills, etc. Students define two of the terms for the entire class. Students had to check pronunciation before presenting the words. Students turned to be interested in those phonetic symbols found in the dictionaries. They wondered about sounds in English, especially vowel sounds that are different from the L1. Students also knew about syllabification. Students read the words by folding the page where the pronunciation was only to practice reading them based on the phonetic transcription, most could do it without difficulty, but in some cases, it made them laugh when they could not recall and had to resort to writing each word. Learners also illustrated the vocabulary with a small drawing made freehand and finally wrote a simple present sentence, using the vocabulary studied. Small oral and written quizzes were also taken at the end of each unit of study. The students created their own word search with ESP words in horizontal, vertical, diagonal, up and down

form. We started with a word, a word students based on their careers. An example of a word is «a dog».

For the class planning, the authors used the PPP presentation, practice, and production approach. Then we considered a short introduction of the parts of speech. Nouns: ARCHITECTURE the science and ARCHITECT the person who deals with this science. A superstructure, A productivity, An economic structure Pronouns: and the use of the demonstrative pronouns: THIS, THAT, THESE, THOSE: This superstructure is the base of development and economic growth of the country. Example: The unfavorable fluctuations determine that a country's recession will have to control in the wrong way. These financial structures make up the set of production relations of the country; those fiscal deficits are instability in the income that affects the growth and development. Adjectives: Possessive adjectives: Sentences: I am going to the movies with THEIR friends. We like OUR University. Adverbs: Well, fast, over here, over there, etc. Conjunctions: And, but, or, in addition, etc. Ex: He is an engineer, and he is from Ambato. She is an architect, but her father is an economist.

Division of words into syllables exercises. Ex: Parameter: pa-ra-me-ter, data: da-ta, confidence: con-fi-dence. Pronunciation charts were presented with the International Phonetic Alphabet and examples as well as word formation, new lexemes created by changing syntactic categories or adding substantial meaning to a free or bound base, ex: national, derived from the word nation, joyful from joy, amazing, from amaze. Antonyms, hot/cold. Synonyms: gift/present; assets/liabilities, credit/debit, profit/loss, build/destroy, increase/decrease (see Table 1).

### TEACHING MATERIALS IN ESP

One of the most critical aspects that determine the success of the teaching-learning process is suitable teaching material. The materials stimulate an interest in learning and capture the students' attention. The materials prepared by a company dedicated to this



effect or teachers are the most tangible and visible part of this process. They can intensify the learning of content or a pedagogical task. Little-experienced or experienced teachers can appreciate the benefit of using the material whose purpose is to encourage creativity and originality in a class that helps achieve the objectives set in the planning phase. The variety of materials used in class can be worksheets, brochures, presentations in different interactive programs and even books.

Once the needs analysis is carried out and the syllabus is designed, the ESP course materials we wish to teach can be created. It cannot be ignored that the development and selection of materials are based on the students' needs. Swales (1999) indicates that the student's needs and objectives are more significant than others, surpassing tasks and materials themselves. According to Hyland (2006), teaching materials depend on methodologies adopted, forming «the interface between teaching and learning, or the points at which the needs of the course, the objectives and the study programs become tangible both for the students and the teachers». Students will be motivated to learn if the ESP materials have been selected and appropriately designed and will undoubtedly support the process of teaching language learning in ESP classes conveniently.

ESP teachers will use appropriate materials created by them because there are no printed materials that meet students' requirements and needs. All the material must be designed considering the needs of the students who start a study period, so it will be difficult to select from the existing printed materials since they will have been created taking into account the needs of another group of students. A positive aspect will be if the institution encourages ESP teachers to develop original materials and in this phase the students should actively participate in the design and creation of the material since their previous knowledge in related areas will be of great help because the teachers will strive to satisfy the specific needs of what they teach by adapting them to the proposed topics and even to the level of students' language knowledge (Vorobieva, 1996).

#### **CLASS METHODOLOGY**

Palmer (1997) suggests that good teachers join themselves, the subject and students because they teach an integral and individual self and evoke a capacity for connectedness in their students. It is known that before deciding about the course-developing process, it is essential to analyze the target group of students who are going to be under the teacher's responsibility. Students might sometimes feel that their interest is not directed to specific contents presented in a book as a fixed curriculum to achieve what they need; indeed, it

goes further than that. They need to find the answer to, why start learning a foreign language and how useful it could be for real-life contexts (Graves, 1996). Therefore, we decided to use what they had as tools, their background academic knowledge in L1 to motivate them to acquire the English language. Taking the above as a reference, the course's objective was focused on what the students need and know concerning their careers.

Leaving aside the past premises where grammar was considered the most important thing, and that undoubtedly overwhelmed the student since he had to learn rules and structures, he did not see their benefit and struggled to use them. In this case, it was the opposite. The students shared their previous knowledge of the subjects related to their careers, and from the very beginning, they agreed with the topics and chose the ones closest to their needs. Once the students established the topics, they worked on a list of closely related words to the proposed topics, and ten words were chosen in L1 for each week. The next step was to share this information with the teacher. For the next meeting, the teachers prepared the material that consisted of readings, including their vocabulary lists. The reading preparation became a challenge for the teachers since they had to adapt and relate the contents. The difficulty was to make 5 to 7 different activities similar to the same amount of groups. This methodology ensured students understand English texts related to their careers.

Undoubtedly, teaching ESP opens up a wide possibility of skills to be developed. But at the same time, we can indicate that one of the characteristics of ESP is the possibility of limiting the skills to be developed according to the students' needs. For example, the analysis of the needs and available resources served to determine that the participating students needed to improve their reading skills since they agreed that their teachers shared with them a lot of English information and felt frustrated when they could not understand it.

#### **ASSESSMENT IN ESP**

Many may think that the ESP assessment must be equal to that one involved in general English. Dudley-Evans and St. John (1998) consider that ESP English teaching uses a methodology different from that used in general English teaching, understanding as «methodology» the interaction between the teacher and the students. In ESP English classes, the teacher becomes a language consultant, and the students bring their experience and knowledge on the subject. The ESP English methodology must reflect the essence of the disciplines and professions concerned in each case. Thus, apart from language learning activities, the

ESP English class carries out tasks and activities that reflect the world of students' field of study. It is done using registers and associated language that students need to master to carry out those tasks. Consequently, ESP English teaching differs from general English teaching (Robinson, 1989), especially concerning the student's specialist knowledge and the cognitive and learning processes they bring from their own academic and professional experience within their field of specific expertise.

Evaluation is how the course's effectiveness, and its different aspects are established (Robinson, 1989, Dudley-Evans and St John, 1998). Any language course requires an evaluation process, but in the specific case of ESP language learning, this process has to do with the effectiveness of learning to achieve the course's objectives. The actual evaluation of an ESP English course's success or failure is based on the students' performance in real, academic, or professional situations for which they have been trained (Cameron, 2019). According to Hutchinson and Waters (1987), it is convenient to evaluate the students and the course itself. On the one hand, it is also necessary to evaluate the student's learning at different times throughout the course to determine the capacity that he/she is acquiring to perform particular communicative tasks.

Additionally, you have to evaluate the course itself to see if your objectives are met. These two aspects of the evaluation are not independent, but they complement each other. It is also advisable to apply this process to the materials used during the course (Robinson, 1989). The results in ESP English can influence later decisions or produce long-term changes. It is also recommended to use formative and summative evaluation throughout the course. The evaluation process becomes a constructive and stimulating activity because it is seen as something achieved or not by a group of students. It should not be understood as something negative but to highlight the positive points and detect which aspects have not gone well and why. In this sense, Robinson (1989) establishes the distinction between process and evaluation. The first takes the learning processes and strategies into account, and the evaluation focuses on the product and final results of each student.

## **LEARNER ASSESSMENT**

### **Assessment tests in ESP**

Although designed with different objectives, there is a superposition in terms of the purpose and information extracted from the various evaluation tests (Weir,

1993). Thus, the evaluation tests could be classified according to the following criteria:

- a. Depending on the use, they could be divided into initial tests, selection tests, diagnostic tests, and linguistic competence tests.
- b. Depending on the content, they would be classified as specific linguistic skills assessment tests (micro-linguistic skills tests) and global assessment tests (macro-communication skills tests).

### **Evaluation tests of linguistic micro-skills**

This type of evidence includes the possibility of evaluating isolated linguistic abilities, the ability to make questions, inferring meaning from context, pronouncing the ed ending of the past and past participles of the regular verbs, etc. However, it should not be the only parameter of evaluation since it is observed certain inconveniences, such as lack of reference in evaluating communication skills on the part of teachers. Meanwhile, on the part of students, the loss of specific communication skills can be seen.

### **Evaluation tests of communicative skills (macro-skills)**

Communication competence is understood as the union between knowledge of the language and the ability to put that knowledge into practice in specific uses (Savignon, 1983). Taking Hutchinson and Walters' comments about language proficiency tests, these would be adjusted to the specific English objectives to assess the students' competence to perform specific communicative acts.

## **EVALUATING READING SKILLS**

Reading comprehension is a complex skill, consisting of at least three components: the reader, the texts and the task. During the reading process, these components interact and are inseparable. During reading, readers display a series of abilities such as the fluency with which they recognize words, their reading objectives, their motivations and their purposes for the reading activity. The reading activity refers to the actions that the reader performs during reading. In this case, our students had access to information on the initially proposed content. The suggested reading was consistent with the interest and level of English that the group had. Various individual and group work strategies were used. Once the students did the reading, they were asked to carry out some prepared activities related to the task. These worksheets had exercises related to meanings to reading comprehension and selection of essential or main ideas. Some reading skills such as skimming, scanning, close reading and speed reading were part of the classwork. Students demonstrated their conditions for finding terms, rephrasing simple

sentences, underlining main ideas, and looking up meanings using a dictionary.

### **AN ESP PRACTITIONER**

Educators say that education's responsibility does not depend exclusively on the teacher but also on other actors and factors such as students, educational community, society, family, and state. Education is a shared activity if there are low academic results or social issues; they cannot be the teacher's only responsibility or the educational institution. Therefore, it is necessary to make the student aware of his role and responsibility in this process (Widdowson, 1998). We cannot deny that education changes every day; most of them influencing positively and bringing benefits while constructing knowledge. Current education requires the student to be a consultant, a researcher, an innovator, a reader by nature, among other qualities that allow him/ her to understand and value their teaching and learning processes, and to be someone who contributes with solutions when they face some difficulty or problem.

### **ESP TEACHER**

Unfortunately, an ESP teacher has not been given too much research attention over the last few years. Despite this, an ESP teacher is considered a facilitator (Bocanegra, 1997) of lifelong learning and an intercultural mediator. Additionally, the role he has always played in his continuous interdisciplinary collaboration with the experts in other subjects has helped to reinforce the knowledge acquired in those subjects. The first authors who paid particular attention to the teacher as an integral part of an ESP course were Ewer and Hughes-Davies in 1971, proposing specific and specialized training. These authors pointed out four disadvantages every ESP teacher would have to face, and they are still valid in general terms humanities education, training, training for older students, and inappropriate elaboration of materials for a specific use.

Considering all the features mentioned above, the teacher of specialized languages' role is quite complex (Martínez, 2001). According to Hutchinson and Waters (1987), although ESP English is included within the teaching of languages in general, there are differences with the general English teacher's work. Besides, the ESP teacher has to deal with needs analysis, course design, adaptation or writing of materials, and evaluation, considering most teachers have not been trained for such an objective. Many need guidance in a new environment for them and for which they have not been prepared.

## **STATISTICS**

### **Research methodology**

The methodology used in this research was experimental because the variable esp vocabulary has been manipulated to see its influence on English learning, particularly in reading skills. It was also correlational type research since a relationship between two variables was established. The purpose of using the correlations in research is to determine what and how the variables are connected. The interaction between esp vocabulary and English learning is sought so that, if one changes, we will have a notion of how the other will do it. Two tests were used: a Pre-test at the beginning and a Post-test at the end of the course, both tests having the same conditions and structure. The results obtained in the two tests were analyzed statistically to show the relationship between the two variables. The groups of students selected were assigned by the Director of the Academic Institute of Languages at Universidad Central del Ecuador. They were under the responsibility of the teachers Mirian Cuenca and Luis Aulestia during the periods May-June, August-September, and September-November 2018 and were part of the A1.2 and A2.1 levels at different times: 7 a. m.-9 a. m., 9 a. m.-11 a. m., 1 p. m.-3 p. m., 3 p. m.-5 p. m., 5 p. m.-7 p. m. with a 2-hour daily activity. They were subject to the learning of esp vocabulary while students studied the contents of regular English courses planned by the institution. The Academic Institute of Languages authorities at Universidad Central del Ecuador-Quito knew about the process of selection, group assignment, and esp vocabulary learning implementation.

### **Population**

The observation units that were the reason for the research were the A1.2 and A2.1 students of the Academic Institute of Languages at Universidad Central del Ecuador-during the periods May-June, August-September, and September-November, 2018. Their class schedule, periods of study, number of students as well as their teachers in charge are mentioned below (see Table 2).

Because it was a small population, the data collection instruments were applied to all the above-mentioned units, so it was not necessary to perform a sample calculation: women, 68; man, 55; total, 123.

The sample consisted of 123 students distributed in different courses and schedules who participated in the ESP Vocabulary activity. They studied two different English learning levels: A1.2 and A2.1, from which 44.72% were male and 55.28% were female students, belonging to various careers and faculties of Universidad Central del Ecuador whose age range from 20 years to 28 years.

**Table 2.** Sample Source: Secretariat of the Academic Institute of Languages - Universidad Central del Ecuador

Schedule	Period	N.° students	Level	Teachers in charge
7:00-9:00	May-June	9	A1.2	Luis Aulestia
9:00-11:00	May-June	8	A2.1	Luis Aulestia
7:00-9:00	August-September	28	A2.1	Luis Aulestia
13:00-15:00	May-June	27	A2.1	Mirian Cuenca
15:00-17:00	August-September	26	A2.1	Mirian Cuenca
17:00-19:00	September-November	25	A1.2	Mirian Cuenca
Total		<b>123</b>		

**Tabla 3.** Students surveyed

Agreed	Disagreed	Total
96	27	123
77,80%	22,20%	100%

### Techniques and instruments for data collection

To collect the required information, three (3) data collection instruments were used with alternatives that varied according to the indicators evaluated and described below:

Instrument n.° 1: Called Questionnaire of Needs Analysis, which in its first part contains information referring to the general data of the institution, and the second part was composed of seven close-ended questions. In this part, a scale with three alternative answers was applied to express his or her opinion. This instrument was designed, taking into account the contributions of Delmastro (1985) and Castro (1997).

Instrument n.° 2: Application of a Pre-test. It was designed for students to express themselves and demonstrate their new vocabulary related to their study fields. It consisted of three sections: the first section consisted of 5 questions in which the student had to interpret phrases and expressions from English to Spanish. The second section consisted of 5 questions, and they had to interpret expressions from Spanish to English. The third section consisted of 5 questions, and the students had to complete the sentences with the assigned vocabulary.

Instrument n.° 3: Application of a Post-test. It was designed for students to express themselves and demonstrate their new vocabulary related to their study fields. It consisted of three sections as in the pre-test: the first section had five questions in which the students had to interpret sentences and expressions from English to

Spanish. The following section had five questions: the students had to interpret expressions from Spanish to English. Finally, the third section had five questions, and the students had to complete the sentences with the assigned vocabulary.

To achieve the three (3) questionnaires' content validity, some experts gave their criterion to detect the instruments' correspondence with their theoretical context. The specialists expressed their findings and made pertinent observations and recommendations that were taken into account to obtain the questionnaires' final version. A statistical treatment was required to interpret the obtained results, which allowed the analysis and the description of the study object, derived from a Pre-test and a Post-test. The present research results provided the necessary information to determine the benefit of implementing ESP vocabulary in English learning, particularly in the Reading Skill.

### Reliability

The instruments' reliability in this research was determined by informants' participation, which consisted of collecting data from the A1.2 and A2.1 English students of the Academic Institute of Languages at Universidad Central del Ecuador. That allowed determining points of convergence, which validated the instrument used in the data collection. Both the Pre-test and the Post-test measured the specified dimensions and the influence of the ESP vocabulary on learning English, particularly Reading Skill.

### Analysis questionnaire of ESP vocabulary needs

Before beginning teaching esp vocabulary, students were asked if they considered the implementation of space and time for esp learning related to each career to be positive or not. Out of the total students surveyed, 77.8% showed their willingness to learn esp vocabulary, and only 22,2% expressed their disagreement or their disinterest in the proposal's implementation (see Table 3).

Among the parameters considered in the Analysis questionnaire of ESP Vocabulary needs are:

1. Reason for studying English
2. Usage of language
3. Interest for learning ESP vocabulary
4. Importance of ESP vocabulary
5. Kinds of ESP vocabulary
6. Skills developed by means of ESP vocabulary
7. ESP vocabulary learning

Within the parameters mentioned above, different aspects immersed in each category were established. Here are some of them:

Aspect 1. Travel, business, exams, general interest reasons

Aspect 2. Socializing at university, at home

Aspect 3. Interest in learning ESP vocabulary

Aspect 4. Importance of selected vocabulary

Aspect 5. Relation of ESP vocabulary to subjects, instructions, manuals, etc.

Aspect 6. Importance of improving listening, reading, speaking, or writing or some of them

Aspect 7. Contextualization of ESP vocabulary

### Comparative by criteria. Pre-test

The pre-test was organized into three sections:

1<sup>st</sup> section: Interpretation from English to Spanish-5 questions

2<sup>nd</sup> section: Interpretation from Spanish to English-5 questions

3<sup>rd</sup> section: Completion with the correct words-5 questions

The pre-tests used were different for each group of students, and they were related to their faculties and careers. Next, the statistics of the Pre-test applied to the students are detailed in the following table (see Table 4). The results obtained by the students are relatively low. There are low values in questions 5 and 3, and the highest values are seen in questions 14 and 12.

A group of students obtained a percentage higher than 50% in question 14, with 51%. In the remaining 14 questions, the rate was less than 50%, being question 5 the lowest of all. On the contrary, in question 5, there is 93% of students got incorrect answers.

As stated above, the pre-test was organized into three sections. In the first section, the initial five questions interpreting words from English to Spanish, the second section interpreting words from Spanish to English, and the third section completing spaces with the correct word. In the first section, students obtained the lowest results with 14,2%, while the third section shows the highest marks with 45,3%.

When evaluating the three sections integrally, it is observed that the percentage of correct answers is 28,3%, while 71,7% corresponds to incorrect answers.

### Post-test

Likewise, at the end of the ESP vocabulary implementation period, a post-test was used that had the same organization and format as in pre-test; that is to say, it had three sections:

1<sup>st</sup> section: Interpretation from English to Spanish-5 questions

2<sup>nd</sup> section: Interpretation from Spanish to English-5 questions

3<sup>rd</sup> section: Completion with the correct words-5 questions

There were different tests for each group of students, and they were related to their faculties and careers. Next, the statistics of the Post-test applied to the students are detailed in the following table (see Table 5). The results obtained by the students are relatively high in contrast to the results obtained in the pre-test. There are high values in questions 5, 12, and 15, and the lowest values are seen in questions 8 and 7.

A group of students obtained a percentage higher than 50% in all the questions, ranging between 64% (the lowest) and 89% (the highest). As stated above, the post-test was organized into three sections. In the first section, the initial five questions interpreting words from English to Spanish, the 2<sup>nd</sup> section interpreting words from Spanish to English and the third section completing space with the correct word. As seen in the second section, students got the lowest results with 73,8%, while the third section shows the highest results with 84,0%.

When evaluating the three sections integrally, it is observed that the percentage of correct answers is 79,3%, while 20,7 corresponds to incorrect answers. As seen in this table, students' performance after taking the pre-test showed results ranging from 21% to 29% correct answers and ranging 71% to 79% wrong answers. They belonged to six different groups, schedules and teachers. The students' performance after taking the post showed results ranging from 75% to 83% correct answers and ranging 17% to 25% wrong answers. They belonged to six different groups, schedules and teachers.

**Table 4.** Pre-test

FREQUENCY			
ITEM	RIGHT ANSWERS	WRONG ANSWERS	TOTAL
1	22	101	123
2	27	96	123
3	14	109	123
4	16	107	123
5	8	115	123
6	33	90	123
7	41	82	123
8	36	87	123
9	16	107	123
10	30	93	123
11	55	68	123
12	60	63	123
13	57	66	123
14	63	60	123
15	44	79	123

**Table 5.** Post-test

FREQUENCY			
ITEM	RIGHT ANSWERS	WRONG ANSWERS	TOTAL
1	93	30	123
2	93	30	123
3	104	19	123
4	93	30	123
5	109	14	123
6	96	27	123
7	87	36	123
8	79	44	123
9	98	25	123
10	93	30	123
11	98	25	123
12	107	16	123
13	104	19	123
14	101	22	123
15	107	16	123

When comparing students' performance by teacher's groups after taking the pre-test, it is seen that Mirian Cuenca's groups obtained 25% right answers and 75% wrong answers. Luis Aulestia's groups obtained 27% right answers and 73% wrong answers. When comparing students' performance by teacher's groups after taking the post test, it is seen that Mirian Cuenca's groups obtained 79% right answers and 21% wrong answers. Luis Aulestia's groups obtained 80% right answers and 20% wrong answers.

## CONCLUSION

The teaching-learning process requires students' appropriateness of the contexts and topics related to their studies to improve their oral and reading skills. However, the lack of Basic English language skills to face a new language helped students struggle initially. Still, once they went on, they became more manageable and made them feel more secure to use the English language to talk about their careers. A case study with mixed methodologies, strategies, and activities was the essence of this research. Under these circumstances, the authors concluded that they could work from level A1 introducing ESP vocabulary to improve reading skills.

To achieve the proposed goals and objectives, the authors investigated iai students' needs and learning attitudes concerning esp through a survey. Subsequently, vocabulary was presented in each study unit following the student's needs or the group who opted for the same degree program. They were grouped, taken into account their careers, and were given a weekly list of a specific vocabulary, approximately ten words studied in class. The objective was to use that lexicon in sentence context in the English language aided by each unit's grammatical structures. At the beginning of this project, pre and post-tests were administered to evaluate the entry of knowledge. The same happens at the end of it. With these instruments, it was possible to measure the efforts and achievements made in implementing this project. Different appropriate strategies were used to learn the vocabulary optimally.

We consider that reading ESP vocabulary should be a very effective way to teach students to read. We should become well versed in teaching theories (mainly reading) and research the best practices. Additionally, ESP vocabulary should be integrated into all curriculum areas. Students require many opportunities to read diverse academic settings, offering them the tools and training necessary to read and understand effectively information coming from various purposes, audiences and contexts.

## DISCUSSION

The purpose of this research was to introduce a framework for developing an ESP strategy for teaching reading. As illustrated, the course-developing started with students' analysis, then the formulation of goals and objectives, the content, the selection of teaching materials, the course planning, and the course evaluation. The course development must appear to be viewed as an on-going process, one in which all teachers from our institute make the necessary changes to meet students' interests and needs, even as the course is in progress. Teachers should ask students about their attitude towards the subject matter; look for the best instructional methods, activities to implement. We, teachers, have to be open-minded in hearing and implementing learner's comments and needs. Developing a new course is difficult, but at the same time, it may bring new experiences and satisfaction. Teaching concepts and methodology knowledge are constantly changing. Teaching and learning processes will inevitably be necessary and essential to modify and adjust to students' particular groups. From semester to semester, we have different students with different backgrounds and needs. Many things occur in an unexpected or unplanned way in a class, and flexible teachers make necessary changes while teaching.

## REFERENCES

- Belcher, D. (2009). *What ESP is and can be: an introduction*. Georgia State University.
- Belmekki, A. & Bensafa, A. (2016). Skills-centred approach for an ESP course design: case of master physics students writing scientific papers at the University of Tlemcen. *European Journal of Research and Reflection in Educational Sciences*, 4(6).
- Bernhardt, E. B. (1986). Proficient texts or proficient readers. *ADFL Bulletin*, 18(1), 25-28.
- Beshaj, L. (2015). *International Journal on Studies in English Language and Literature (IJSSELL)*, 3(6), 10-13, June 2015. ISSN 2347-3126 (Print) & ISSN 2347-3134.
- Bocanegra-Valle, A. (2010). *Evaluating and designing materials for the ESP classroom*. Leyden: Brill Academic Publishers, Inc.
- Bracaj, M. (2014). Teaching english for specific purposes and teacher training. *European Scientific Journal. Edition*, 10(2).
- Brunton, M. (2009). An Account of ESP-with possible future directions. *English for Specific Purposes Issue*, 3(24).
- Bruton, C. J., Candlin, C. & Leather, J. H. (1976). *Doctor speech functions in casualty consultations: Predictable structures of discourse in a regulated setting*. na.
- Cameron, M. (2019). *An evaluation of students' attitudes to the general english and specific components of their course: a case study of hotel employees in Chiang Mai*,

- Thailand. TESOL Department Payap University, Chiang Mai, Thailand.
- Castro, M. (1997). *Evaluación del contexto, planificación y modelo de organización de programa director de inglés instrumental para ingeniería química* (Trabajo de Grado para optar al título de Magister Scientiarum en Lingüística y Enseñanza del Lenguaje). División de Estudios para Graduados de la Facultad de Humanidades y Educación. Universidad del Zulia.
- Delmastro, A. (1985). *Aptitud lingüística y variables individuales en el aprendizaje de idiomas* (Trabajo de ascenso). Facultad de Humanidades y Educación. Universidad del Zulia. Maracaibo.
- Driscoll, M. P. & Burner, K. J. (2005). *Psychology of learning for instruction*.
- Dudley-Evans, T. (1998). *Developments in English for specific purposes: a multi-disciplinary approach*. Cambridge University Press, Cambridge.
- Elly, W. (2006). *Acquiring literacy in a second language: the effect of book based programs*.
- Ewer, J. R. & Hughes-Davies, E. (1971). Further notes on developing an English programme for students of science and technology. *English Language Teaching*, 26(1 & 3). Artículo reeditado y comentado en Swales, J. M. (1988), 45-57.
- Gambrell, L. B. (1996). Creating classroom cultures that foster reading motivation. *Reading Teacher*, 50, 14-25.
- Graves, F. M. (1986). *Research article*. Chapter 2, Vocabulary Learning and Instruction, Minnesota University, USA.
- Graves, K. (1996). *Teachers as course developers*. Cambridge University Press.
- Gvelesiani, I. (2011). Terms Related to the «Trust» in Georgian, Russian and English languages. *Bilingual Scholarly Peer-Reviewed Journal Spekali*.
- Hutchinson, T. & Waters, A. (1987). *English for specific purposes: A learner-centered approach*. Cambridge University Press.
- Hyland, K. (2002). *Teaching and researching writing*. Longman.
- Johns T. F. & Dudley Evans. (1980). An experiment in team-teaching of overseas postgraduate students of transportation and plant biology. Reprinted in J. Swales, *Episodes in ESP*. Pergamon.
- Kember, D. (2009). Promoting student-centred forms of learning across an entire university. *Higher Education*, 58(1), 1-13.
- Kennedy, C. (1983). An ESP approach to EFL/ESL teacher training. *The ESP Journal*, 2(1), 73-85.
- Krashen, S. D. (2004). *The power of reading: Insights from the research: Insights from the research*. ABC-CLIO.
- Laufer, B. (2003). Vocabulary acquisition in a second language: Do learners really acquire most vocabulary by reading? Some empirical evidence. *Canadian modern language review*, 59(4), 567-587.
- Littlejohn, S. W. (1996). *Theories of human communication*. Wadsworth, Publishing Company. An International Thomson Publishing Company.
- Martínez, A. C. L. (2001). Empirical examination of EFL readers' use of rhetorical information. *English for Specific Purposes Journal*, 21(1), 81-98.
- McCarthy, M. (1990). *Vocabulary*. Oxford University Press.
- Nation, I. S. (2001). *Learning vocabulary in another language*. Ernst Klett Sprachen.
- Nazarova, T. (1966). English for specific purposes in Russia: a historical perspective. *English for Specific Purposes. Russia*, 1, 4-5.
- Palmer, P. (1997). *The courage to teach: exploring the inner landscape of a teacher's life*. Jossey-Bass, San Francisco, USA.
- Richards, J. C., Richards, J. C. & Renandya, W. A. (eds.) (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- Robinson, C. (1989). *English for specific purpose*. Cambridge University Press.
- Savignon, S. (1983). *Communicative competence: Theory and classroom practice*. Reading. Addison-Wesley.
- Schmitt, N. (1997). *Vocabulary learning strategies*. Vocabulary: Description, acquisition and pedagogy, 199-227.
- Stevens, P. (1988). *ESP after twenty years: A re-appraisal*. In M. Tickoo (ed.), *ESP: State of the art (1-13)*. SEAMEO Regional Language Centre.
- Swales J. M., (1985). *Episodes in ESP*. Pergamon Press.
- Vermeer, A. (1992). 12. Exploring the second language learner lexicon, in *The construct of language proficiency* (p. 147). John Benjamins.
- Vorobieva N. (1996). Needs analysis for an international relations department. *English for Specific Purposes. Russia*, 2, 15-18.
- Weir, C. (1993). *Understanding and developing language tests*. London: Prentice Hall.
- Widdowson, H. G. (1998). Communication and community: the pragmatics of ESP, in *English for Specific Purposes*, 17(1), 3-14.
- Yu, L. (2011). *Vocabulary recognition and memorization: A comparison of two methods*. Kristianstad University Sweden.





## FACTORS THAT MOTIVATE ECUADORIAN PUBLIC SCHOOL ENGLISH TEACHERS TO CODE-SWITCH IN THE ENGLISH AS FOREIGN LANGUAGE CLASSROOM

### FACTORES QUE MOTIVAN A LOS PROFESORES DE INGLÉS DE LAS ESCUELAS PÚBLICAS ECUATORIANAS A REALIZAR CODE-SWITCH (CAMBIAR DE UN IDIOMA A OTRO) EN EL AULA DE INGLÉS COMO LENGUA EXTRANJERA

Wellintong Intriago  
Pontificia Universidad Católica del Ecuador (Ecuador)  
<https://orcid.org/0000-0003-4435-6722>

Delia Hidalgo  
Universidad Nacional de Loja (Ecuador)  
<https://orcid.org/0000-0001-9051-6833>

Recibido: 30 de enero 2021

Aprobado: 30 de mayo 2021

doi: 10.29166/kronos.v2i1.3032

#### ABSTRACT

Code-switching is a sociolinguistic phenomenon that usually occurs in bilingual or multilingual communities either to show affection or membership. However, and regarding to the English as Foreign Language teaching (efl), it seems that code-switching is also considered by the Ecuadorian public schools' English teachers within this process. Therefore, this paper attempts to find out and describe the factors that motivate them to code-switch as well as to establish the foundation for further studies on code-switching influence and the role that L1 should play in the English as Foreign Language classroom. This descriptive, combined, and ethnographic research gathered data through surveys consisting of 6 questions framing the Likert scale format, which were answered by 17 Ecuadorian public school English teachers. Likewise, the interview was used to gather the perceptions of 5 English teachers about the usage and acceptance of code-switching. The results show that the factors that motivate them to code-switch are related to pedagogical and affective purposes; in fact, the participants highly accept its usage for pedagogical purposes such as giving examples and explaining the class in the mother tongue. Nevertheless, it seems that code-switching is used according to each teacher's perception, without following any logical nor planned sequence, which seems to be contradictory to well-known theories that explain the effects of the frequent usage of the mother tongue within the second language acquisition process.

#### RESUMEN

El cambio de código es un fenómeno sociolingüístico que usualmente ocurre en comunidades bilingües o multilingües, principalmente con fines afectivos. No obstante, y en relación a la enseñanza del idioma inglés como lengua extranjera (EFL por sus siglas en inglés), el cambio de código también parece ser considerado como parte de este proceso, por los docentes de inglés de las instituciones educativas públicas del Ecuador. Por lo tanto, este artículo intenta descubrir y describir los factores que los motivan a cambiar de código, así como establecer las bases para futuros estudios sobre la influencia y el papel que el idioma materno debería desempeñar en el aula de enseñanza del idioma inglés como lengua extranjera. Este estudio descriptivo, combinado y etnográfico recopiló datos por medio de encuestas que siguen el formato de la escala de Likert, las cuales fueron contestadas por 17 docentes de inglés de

**KEYWORDS** Sociolinguistics, factors to code-switch, English as foreign language teaching, Ecuadorian public schools' English teachers.

**PALABRAS CLAVE** Sociolingüística, factores para cambiar de código, enseñanza del idioma inglés como lengua extranjera, docentes de inglés de instituciones públicas del Ecuador.

instituciones públicas. Asimismo, se utilizó la entrevista para obtener la percepción de 5 docentes de inglés sobre el uso, percepción y aceptación del cambio de código. Los resultados muestran que los factores que los motivan a cambiar de código están relacionados con propósitos afectivos y pedagógicos; de hecho, los participantes muestran mayor aceptación hacia motivos pedagógicos, como proveer ejemplos y explicar la clase en el idioma materno. No obstante, el cambio de código parece ser usado de acuerdo a la percepción de cada docente, sin una secuencia lógica ni planificada, lo cual contradice teorías reconocidas que explican los efectos del uso frecuente del idioma materno en el proceso de adquisición de un segundo idioma.

## INTRODUCTION

Code-switching is a sociolinguistic phenomenon that usually occurs within bilingual or multilingual contexts. Holmes (2013) claims that the most common reasons for switching codes are related to social status, affection, and amusement where speakers are usually proficient in both languages. Nevertheless, it seems that code-switching is conceptualized under positive and negative attitudes, for example, Holmes (2013) states that «Reactions to code-switching styles are negative in many communities, despite the fact that proficiency in intra-sentential code-switching requires good control of both codes».

Taking into consideration that most of the English teachers worldwide are non-native English speakers, it is highly likely that the mainstreaming of code-switching into English as a foreign language classroom (EFLC) brings about some effects. That might be the reason why researchers such as (Hamadi & Sarem (2012), Pollard (2002), Chowdhury (2013), Johansson (2014), Itmeizeh, Ibnian, & Sha'fout (2017), and Yao (2011) have carried out investigations on code-switching in the EFLC.

Nonetheless, it seems that neither in Ecuador nor in Spanish speaking countries code-switching in EFLC have aroused up the researchers' interest. In fact, the literature review showed that only two researchers focused on code-switching: Rivera (2017) investigated A1 learners' perspectives of code-switching in the EFL classroom in Ecuador, while Vergara (2016) studied teacher's code-switching use in the classroom and its effects on students' learning process in Colombia. Actually, there are more studies about the role and usage of L1 in the EFLC; nonetheless, it seems that some of them confused the mixed terms, which provide the gap to go on with this type of studies.

On the other hand, Payne & Contreras (2019) and Carabajo, González, & Paccha (2020) carried out studies related to translation in the EFLC although it appears that both studies approaches include examples and ask questions about code-switching instead. Therefore, it is necessary to draw the differences between both concepts to focus on the kind of code-switching that will be studied.

## Translation and translanguaging

The Dictionary of Cambridge (2020) defines translation as «A piece of writing or speech in one language that has been changed into another language». In the EFL classroom, English Language teachers are familiar with the Grammar-translation method. According to Brown (2000), two features of this well-known method are: (a) vocabulary taught in the form of lists of isolated words, and (b) exercises in disconnected sentences from the target language into the mother tongue.

After some years, the grammar-translation method was criticized, reduced, and sometimes banned since it was thought that its usage affected the SLA process. Concordantly, Carabajo, González, & Paccha, (2020) found that «The translation in a class affects the SLA when it is developed, because the teacher does not increase the interest of the new language if he/she is speaking in his/her mother tongue» (p. 77). This research conceptualizes translation as a mixture of both languages; however, it appears that it is nothing but the confusion between translation and code-switching. Despite its findings, the authors drew the conclusion that most of the time *translation* is the only option for English teachers to make students understand and acquire new learning, which is still under discussion.

Regarding translanguaging, it has gained popularity during the past decade due to new theories about languages acquisition. To illustrate it, Wei (2016) holds that monolinguals learn a second language because they want to become bilinguals or multilinguals not because they want to forget their L1. In the same speech, he also establishes differences between code-switching and translanguaging. The first one is related to sociolinguistics and psycholinguistics studies while the second one is related to the manipulation of L1 and L2 for Language teaching purposes. Furthermore, García (2017) theorizes that Language teachers should not ignore the learners' L1 repertoire, but get both languages working together to achieve better results in the SLA process.

According to the above views, it seems that code-switching and translanguaging are not mutually

exclusive against each other, indeed, translanguaging might be the term introduced to the manipulation that goes beyond the languages' boundaries for pedagogical reasons. That is, when speakers code-switch in the EFLC, they are not commonly aware of this fact while in translanguaging the switching of codes is expected to follow a structured plan to get pedagogical results, although it is not quite clear yet how and when teachers should apply it. Those are the reasons why this research is neither focused on translation nor on translanguaging but on code-switching per se.

### **Code-switching types**

Code-switching is not a new concept, actually, Redouane (2012) states that the earliest definition of code-switching dates back to Weinreich (1953) who realized this phenomenon used to occur between bilinguals or multilingual. From that moment on, many terms related to code-switching have been introduced; therefore, in an attempt to differentiate them as well as to clarify the research approach, only intersentential and the intrasentential switch will be analyzed and they both will be referred as code-switching during the rest of the paper.

On the one hand, Ritchie & Bathia (2008) quoted by (Kim, 2006) postulate that code-mixing refers to the mixing of various linguistic units (morphemes, words, modifiers, phrases, clauses and sentences) primarily from two participating grammatical systems within a sentence. More specifically, code-mixing is intrasentential and is constrained by grammatical principles. That is to say, code-mixing usually occurs inside the sentences' boundaries, therefore, it is likely to end up in languages mixture.

On the other hand, Grosjean (1982) cited by (Kim, 2006) defines code-switching as the alternation of two languages within a single discourse, sentence, or constituent. Intersentential alternations occur when the switch is made across sentence boundaries. In general terms, code-switching usually occurs outside the sentences' boundaries.

### **Code-switching in the EFLC**

As the code-switching term became popular, researchers took up investigations about its effects in the EFLC. In fact, it seems that code-switching was the starting point of what is known as translanguaging. Professor Li Wei (2016) Chair of Applied Linguistics and Director of the UCL Centre for Applied Linguistics at the UCL Institute of Education, University College London, UKW, explained the differences between code-switching and translanguaging and proposed a second explanation as a theory for language acquisition.

According to Wei (2016) code-switching is neither structured nor planned, therefore when teachers switch codes, they do not usually expect any pedagogical outcome while translanguaging is supported on scaffolding or the deliberated manipulation of L1 for pedagogical purposes. That is, translanguaging might be the name given to code-switching when it is structured and planned to get pedagogical purposes in the EFL classroom. Furthermore, García (2017) Professor at the City University of New York, holds that both L1 and L2 should work together as a unitary meaning making system that allows learners to select from their individual repertoire the features to establish communication.

It appears that both professors' concepts match with that of Krashen (1981) who concludes that the L1 may «substitute» for the acquired L2 as an utterance initiator when the performer has to produce in the target language but has not acquired enough of the L2 to do this. Therefore, it seems that L1 might be useful at the lower levels, since it might show that learners understand the input but it is still too early for them to produce the desired output. In a more updated view Krashen (2021) suggests that there is no problem whether in the early stages of second language acquisition (SLA) learners answer in their L1, the key factor is to know what the L1 role in the SLA is.

The above opinions are more focused on learner's performance; therefore, in an attempt to provide reasons, functions, and effects of code-switching, some researchers studied how teachers use L1 in the EFLC. To illustrate this fact, Hamadi & Sarem (2012) investigated about the reasons behind code switching in the EFLC; Fareed, Humayun, & Akhtar, (2016) studied the perceptions about English Language teachers' code-switching in class; Azlan & Narasumanb (2012) researched about the role of code-switching as a communicative tool; Mahdi & Almalki (2019) focused on the pedagogical implications of code-switching in the EFL classroom.

Most of the research about code-switching found that this phenomenon seems to be beneficial at lower levels; however, in advanced levels it is likely to be detrimental since this might reduce the learners' exposure to the target language (TL). That might be the reason why, most of those studies suggest reducing or eliminate the use of L1 when it has no pedagogical role to play in the EFLC. Regarding the decrease of L1 input issue, Krashen & Terrell (1998) conclude that «it allows the performer to participate more in conversation, and this could mean more comprehensible input and thus more second language acquisition» (p. 42).

## Code-switching in Spanish speaking countries

Taking into consideration the analysis of code-switching in the EFLC, studies related to this issue were carried out in Colombia as well as in Ecuador. For example, Vergara (2016) concludes that «students appreciated when teachers explained instructions, meanings, and grammar elements through code-switching; what is more, it was identified the decrease of code-switching through the semester and students English process was successfully achieved» (p. 61).

In the Ecuadorian context, Rivera (2017) holds that teachers believe that sometimes the use of code-switching is necessary especially in EFLC to be successful; nonetheless, some of them still doubt about how much L1 should be utilized. Therefore, it seems that the role, functions, or effects of code-switching – or what others call translanguaging – are neither explained nor standardized yet. What seems to be clear is that L1 is frequently used in the EFLC; therefore, it should play an established role that provides guidelines to take advantage of its usage. This might be gotten by applying the right strategy at the right moment instead of randomly. That is, L1 shouldn't be used to get away from providing comprehensible inputs to learners or just because it is much easier to switch to L1 to deal with some aspects within the SLA process.

Likewise, Payne & Contreras (2019) carried out an investigation on translation, despite the research questions were closely related to code-switching instead. For instance, they found that 90% of students believed that they would learn more English if the L1 were used as a medium of instruction. It is clear that the findings were not related to translation but to code-switching. Finally, Payne & Contreras, (2019) concluded that «It can be perceived that most level 1 students prefer to include Spanish in their English classes, while most level 6 students do not» (p. 69).

Taking into consideration the above literature, this research will attempt to answer the next questions: What are the factors that motivate Ecuadorian English teachers to switch codes in the EFLC? Is code-switching used for affective and pedagogical purposes in the EFLC? Therefore, the research aim will be to find out and describe the factors that motivate Ecuadorian English teachers to switch codes as well as to establish the foundations for further research on the effects and role that L1 should play in the EFLC.

## MATERIALS AND METHODS

### Research materials

To begin with, the instruments utilized to gather data were a survey and an interview. The survey was

designed by using google forms applying the Likert scale format which includes indicators ranging from strongly agree to strongly disagree. It was organized in three sections: The first one shows a brief explanation about code-switching so that the participants are able to understand what the questions will be about; the second section allows the participants consent their participation in the research; the third section displays 6 structured questions about both affective and pedagogical factors that might motivate them to switch codes in the EFLC.

In January 2021 the survey was piloted within a group of 15 English teachers, who were pursuing the Masters' program «English as a Foreign Language Pedagogy» developed at Pontificia Universidad Católica del Ecuador. Once the survey was completed, some suggestions were made to narrow its scope as well as to edit some features for embracing the study purpose. In the end, the survey was sent via WhatsApp to 17 English teachers, who work in 4 public schools, located in the cities of Quito, Ibarra, Salcedo, and Gualaquiza.

The interviews were carried out through WhatsApp in the interviewees' L1 (Spanish) since its main purpose was to gather their perceptions on code-switching. The conversation was free, but it followed a 5 semi-structured questionnaire about code-switching which were typed in Word files and organized individually in order to present the findings in a qualitative way while the data obtained from the surveys was organized and tabulated by using Excel worksheets. Both results will be discussed and analyzed in the next section.

### Research methods

As this investigation attempts to identify and describe the factors that motivate teachers to code-switch in the EFLC, the chosen type of investigation was descriptive. In this respect, Bernal (2010) holds that «En tales estudios se muestran, narran, reseñan o identifican hechos, situaciones, rasgos, características de un objeto de estudio [...] pero no se dan explicaciones o razones de las situaciones, los hechos, los fenómenos, etcétera». [Such studies show, narrate, review, or identify facts, issues, features, characteristics of a study object [...] but they neither give explanations nor reasons on the situations, facts, phenomena, etc.]. (p. 113) which frames this study that also seeks to establish the foundation for further investigations on code-switching in the EFLC.

Furthermore, this study is also supported on the ethnographic method, which seeks to describe what usually occurs in the day-to-day English teaching practice. Bernal (2010) claims that «[e]l propósito específico de la investigación etnográfica es conocer el significado de los hechos de grupos de personas, dentro del contexto de la vida cotidiana». [The ethnographic

research' specific purpose is to know people's meaning of facts in the daily life context]. (p. 65). Consequently, this research expects to gather English teachers' perceptions about code-switching in the EFL classroom, which is part of their daily routines.

It is worth pointing out that this investigation will apply the mixed method to analyze the gathered data. Regarding the qualitative method, Bernal (2010) states that «Su preocupación no es prioritariamente medir, sino cualificar y describir el fenómeno social a partir de rasgos determinantes, según sean percibidos por los elementos mismos que están dentro de la situación estudiada». [Its concern is not mainly to measure but qualify and describe the social phenomenon from determining features, as perceived by the elements within the studied issue]. (p. 60).

Concerning the quantitative method, Bernal (2010) sets that «Se fundamenta en la medición de las características de los fenómenos sociales, lo cual supone derivar de un marco conceptual pertinente al problema analizado». [It is based on the measurement of social phenomena features which are supposed to be derived from a conceptual framework related to the analyzed problem]. (p. 60).

The above concepts match the research purpose since, on the one hand, it seeks to get the general view on code-switching through a set of semi-structured questions asked to 5 interviewees. On the other hand, it is expected to find out the factors that motivate them to code-switch in the EFLC through surveys made up of a set of structured questions that were answered by the participants.

### Research sample

The Ecuadorian Ministry of Education (Currículo, 2016) establishes the English proficiency levels in which high schoolers attending the 3 years of Bachillerato General Unificado (BGU) are expected to master proficiency levels starting from A2 to B1 of the Common European Framework of References (CEFR). Thus, the research population is focused on BGU Non-native English teachers who currently teach these levels. The participants are 5 English teachers, 4 males and 1 female, while the survey participants are 17 English teachers, 9 males, and 8 females, who have taught English for more than 5 years in Ecuadorian public institutions. This experience provides the academic background so that they express valid and reliable opinions on this issue.

## RESULTS & DISCUSSION

### Results

### INTERVIEWS RESULTS

As explained above, the interview is based on 5 topics about code-switching. In an attempt to clarify individual perceptions, they will follow the same sequence so that the results and perceptions are displayed in a logical and organized way. The interview results are organized in Word tables where each question is analyzed taking into consideration the interviewee number, if the answers are similar the interviewee number is written in the interviewee column and only one perception is written. On the contrary, if the answers are not similar they will be presented with the correspondent interviewee number and their perceptions. An extract of introductory statements and the questions asked to the responders are shown in each heading.

Statement: At the beginning of each school year, it is almost a must to give directions and explain the course rules quickly to meet the deadlines set by the principals and authorities (see Table 1).

Statement: Code-switching saves time when explaining difficult grammar structures and vocabularies as well as when providing individual feedback to English learners, especially in large classes (see Table 2).

Statement: Some teachers believe that code-switching is useful in lower levels but it should be reduced in advanced ones. On the other hand, others believe it slows down Second Language Acquisition at any level; therefore, it should be eliminated at all (see Table 3).

Statement: Code-switching is effective to motivate, engage, and challenge EFL learners to do activities in the TL as well as to build rapport and show empathy within the class (see Table 4).

Statement: It might sound unfair to force both English teachers and learners to avoid switching codes in the EFLC since this is a bilingual context where they share the L1. If so...

Taking into consideration the above perceptions, most English teachers code-switch to cope with both pedagogical and affective factors; therefore, its usage in the EFLC should be planned so that it is not overused (see Table 5). Finally, the agreement columns show that code-switching should not be eliminated in lower levels but reduced in advanced ones to broaden the L2 exposure.

### SURVEYS RESULTS

In the next section, the data obtained from the 6 survey questions will be shown orderly. Questions 1 to 3 are related to pedagogical factors while the last 3 questions are focused on the affective factors that code-switching might bring to the EFLC.

Graph 1 shows that 2 respondents (12%) strongly agree; 8 (47%) agree; 4 (23%) hold a neutral view; 2 (12%) disagree; and 1 (6%) strongly disagree with

**Table 1.** Do you explain these details in Spanish or English?

<b>Interviewee</b>	<b>Perception</b>	<b>Agreement</b>
1, 2, 3, 4, 5	English teachers should be the ones who choose in which Language to give directions and explain the course rules as long as the learners understand every aspect.	It depends on learners' English proficiency levels.

**Table 2.** What is your opinion about this statement?

<b>Interviewee</b>	<b>Perception</b>	<b>Agreement</b>
1	Beyond code-switching, it is important to consider the best way to transfer knowledge	If L1 helps, there is no reason to avoid it, but it is important not to overuse it.
2	Sometimes, it is a must to switch codes as it might be useful tool to save time.	
3, 4, 5	In advanced levels, there is no need to use L1, but if they find it difficult L1 might help with further explanations.	It depends on the learners' level

**Table 3.** Which methodology do you think is more effective?

<b>Interviewee</b>	<b>Perception</b>	<b>Agreement</b>
1	The curriculum should consider all the available resources to learn any Language.	It should not be eliminated but reduced in higher levels.
2, 3, 4, 5	In advanced levels, there is no need to code- switch, but L1 might support SLA in lower levels.	

**Table 4.** Do you agree with this statement?

<b>Interviewee</b>	<b>Perception</b>	<b>Agreement</b>
1	Code-switching allows learners to gain confidence which creates a funny and interactive learning environment.	In lower levels, it provides support, but it has an opposite effect in higher ones.
2, 3, 4, 5	In advanced levels there is no need to switch codes since these aspects should be approached in English.	

**Table 5.** Could you support your choice?

<b>Interviewee</b>	<b>Perception</b>	<b>Agreement</b>
2	More than unfair, it seems to be inevitable since English teachers have to cope with many issues that might be solved easily in L1.	It is not necessary to force English teacher to eliminate L1 from the EFL classroom, but its usage should have a goal or purpose in the EFLC
3	If learners acquire enough vocabulary, grammar, and knowledge, they will not need to use L1.	
1, 4, 5	Forcing English teachers to eliminate the L1 from the EFLC might lead learners to frustration.	

the usage of code-switching to facilitate the flow of classroom discipline, give instructions and explain the course rules. The results might be related to time constraints usually faced in public institutions by teachers to give directions and instructions as well as to the need for clear explanations about the course's rules and discipline to avoid future drawbacks due to learners' misunderstanding that might occur in the L2.

Graph 2 shows that 2 participants (12%) strongly agree; 9 (53%) agree; 3 (17%) hold a neutral view; 2 (12%) disagree; and 1 (6%) strongly disagree with the usage of code-switching as a pedagogical tool to teach grammar and vocabulary as well as to draw similarities between L1 and L2, especially in large classes contexts. It seems they perceive code-switching as a teaching strategy that facilitates grammar and vocabulary acquisition in the EFLC which is reinforced through the presentation of similarities between L1 and L2.

Graph 3 shows that 2 interviewees (12%) strongly agree; 9 (53%) agree; 3 (17%) hold a neutral view, and only 2 (12%) disagree with the usage of code-switching to teach English at lower levels as well as to provide individual feedback to those learners who face problems at understanding some content or structure. According to the results, it seems pretty clear that most of the Ecuadorian Public Schools English teachers code-switch in the EFLC during early learning stages where L1 is also used to make the feedback more understandable to learners.

Graph 4 shows that 2 teachers (12%) strongly agree; 7 (41%) agree; 4 (23%) neither agree nor disagree, 3 (18%) disagree, and 1 (6%) strongly disagree with the usage of code-switching to get learners engaged, motivate them or to foster their participation during the class. The results display divided opinions about this statement since almost half of the teachers believe there are more options than switching to L1 either to motivate schoolers to learn English or to empower their participation in the EFLC. This outcome might be interpreted as a kind of rejection to the usage of code-switching for these purposes.

Graph 5 shows that 1 respondent (6%) strongly agrees; 9 (53%) agree; 4 (23%) neither agree nor disagree, and 3 (18%) disagree with the usage of code-switching to build rapport, avoid embarrassment, and show affection in the EFLC. The results reveal a favorable tendency toward the usage of code-switching to deal with affective factors. It is likely this phenomenon is not considered as part of the teaching practice per se, since this sort of interaction usually happens before and after the hour class when teachers play the role of counselors.

Graph 6 shows that 3 interviewees (17%) strongly agree; 10 (56%) agree; 4 (22%) neither agree nor disagree, and 1 (5%) disagree with the usage of code-switching to create better learning environments. It appears that Ecuadorian public schools' English teachers switch codes to create better learning environments where it is likely the affective filter is lowered, since in this type of setting learners usually pay attention to the class and are eager to acquire new knowledge.

## ANALYSIS

As it was already mentioned, graphs 1, 2, and 3 are related to pedagogical factors. The findings indicate that at the beginning of the school year about a half of teachers usually switch codes to establish a better channel of communication that permit them clearly explain all the aspects related to the course, but it is limited by the learners' levels. Furthermore, more than a half of teachers switch codes to establish similarities between L1 and L2 as well as to teach grammar and vocabulary. Finally, it is evident a rising tendency toward the L1 utility to teach English at lower levels as well as to provide individual feedback.

Graphs 4, 5, and 6 have to do with affective factors while teaching English as a foreign language. The findings demonstrate diverse opinions about whether code-switching is useful to motivate and get schoolers eager to participate in the EFLC. It is also revealed that about a half of the teachers are not quite sure about switching codes to show affection or to build rapport. The only graph that shows a determining acceptance is the one related to the creation of better learning environments. It appears that code-switching is determined by the class phase since motivation and affection might be shown within the class period while the creation of a better learning environment may start and finish out of its boundaries.

## DISCUSSION

The interview results and findings establish that Ecuadorian public school English teachers think there is no need to eliminate L1 from the EFLC but to reduce its usage, particularly in advanced levels. According to them, there is a need to continue using L1 as long as it is used to avoid learners' frustration in lower levels as well as to achieve pedagogical aims. In this respect, García (2017) concludes that L1 and L2 should work as a team to create a meaning system that fosters the SLA. By the same token, Wei (2016) sets that L1 should be manipulated to get pedagogical purposes which eventually lead teachers to make the input more comprehensible, especially in lower levels. Likewise, Krashen (2021) posits that beginner learners might

switch codes to answer any question during the silent period; indeed, a right answer in either language may be the best tool to measure input comprehension.

On the other hand, All the interviewees agree with using code-switching at lower levels; nevertheless, they acknowledge its overuse can be detrimental in advanced ones due to the lack of exposure to the target language. Along the same vein, Johansson (2014) figured out that English teachers not only switched codes, but it also had an important function and regarded it as an essential tool in their teaching practice, despite in the previous interviews they had rejected the idea of switching codes during their teaching practice.

The survey results and findings, it seems quite clear that most of the teachers use code-switching to draw similarities between L1 and L2, teach grammar and vocabulary, and provide individual feedback in lower levels. That is the reason why it appears that code-switching is considered a pedagogical tool that is also used to give directions and explain course's rules. Contrasting this view, Itmeizeh, Ibnian, & Sha'fout, (2017) recommended that English teachers should look for diverse teaching methods to avoid switching which, in turn, would encourage students to use the L2. That is, English teachers should facilitate the SLA instead of promoting the use of the L1.

As far as affective factors are concerned, code-switching seems to be used by English teachers to create better learning environments; nevertheless, to motivate, build rapport, and show affection there is a divided view about whether it would be better to do it in L1 or L2. Contrasting this divided view, Karakaya & Dikilitaş (2020) conclude that English teachers utilize code-switching for interpersonal relations as well as to encourage participation, and enhance motivation, which is somehow similar to create better learning environments.

As a result, there is a high possibility that Ecuadorian English teachers related affection and rapport to the interaction that usually occurs within the class time and the creation of better learning environments to the interaction that usually surrounds it. Therefore, it is recommended to carry out further studies not only in online modality but also in face-to-face classes in order to compare whether Ecuadorian English teachers perceive code-switching in the same way they do during the pandemic lockdown.

## CONCLUSION

Based on the gathered data, results and findings obtained from the application of the research instruments, most of the questions show a light tendency that favor the usage of code-switching in the EFLC. That is to say, Ecuadorian

public school English teachers switch codes for pedagogical and affective purposes mainly in lower levels. Nonetheless, the broadest tendency is that related to the use of code-switching to draw similarities between L1 and L2, teach grammar and vocabulary, which according to previous findings and some theorists should be avoided since it cuts down the exposure to the TL. This fact clearly demonstrates that the role that L1 should play in the EFL classroom is not fully understood, since it seems that code-switching is used to teach English instead of using it for affective factors or to deal with issues that surround the teaching practice per se.

The research contribution is based on the fact that most of the communicative methods are focused on the English teachers' role, since they are meant to provide comprehensible input in the TL, although how to measure it and how and when its application benefits the SLA has not been studied yet. Therefore, this investigation expects to establish the foundations for further studies about the effects of code-switching in different contexts.

On the other hand, the main limitation was to get the participations consents due to the pandemic lockdown which reduced the sample that might have been larger. Another limitation was that this study was not carried out to measure code-switching effects in the EFLC and was mainly focused on teachers who teach A2 and B1 levels in Public schools, which might be broadened in the future.

## REFERENCES

- Azlan, N. M. & Narasumanb, S. (2012). *The role of code-switching as a communicative tool in an esl teacher education classroom*. 6<sup>th</sup> International Conference on University Learning and Teaching (pp. 458-467). Selangor, Malaysia: Academy of Language Studies, Universiti Teknologi MARA.
- Bernal, C. (2010). *Metodología de la investigación* (3.<sup>a</sup> ed.). Pearson.
- Brown, H. D. (2000). *Teaching by principles: an interactive approach to language pedagogy*. Logman.
- Cambridge. (2020, January 18). *Cambridge Dictionary*. Retrieved from <https://dictionary.cambridge.org/es/diccionario/ingles/translation>
- Carabajo, Í. R., González, S. D. & Paccha, M. d. (2020). *Advantages and disadvantages of teaching English as a second language in a Spanish-speaking country: a case study at the coastal zone in Ecuador*, 4(31). Pro Sciences. <https://doi.org/10.29018/issn.2588-1000>
- Chowdhury, N. (2013). Classroom code switching of english language teachers at tertiary level: A Bangladeshi perspective. *Stanford Journal of English*, 7, 40-61. <https://doi.org/10.3329/sje.v7i0.14462>



- Currículo. (2016, February 2). *Mineduc*. Retrieved from: *Currículo de lengua extranjera inglés*. <https://educacion.gob.ec/curriculo-lengua-extranjera/>
- Fareed, M., Humayuny, S. & Akhtar, H. (2016). English language teachers' code-switching in class: ESL learners' perceptions. *Journal of Education & Social Sciences*, 4(1), 1-11. DOI:10.20547/jess0411604101
- García, O. (2017, November 11). Translanguaging during the multilingualism. *Diversity lectures*. retrieved from <https://www.youtube.com/watch?v=511CcrRck0>
- Grosjean, F. (1982). *Life with two language. An introduction to bilingualism*. Harvard University Press.
- Hamadi, H. & Sarem, S. N. (2012). A closer look at some reasons behind code-switching: a case of iranian EFL classrooms. *ELT Voices-India*, 90-102.
- Holmes, J. (2013). *An introduction to sociolinguistics* (4.<sup>a</sup> ed.). Routledge.
- Itmeizeh, M., Ibnian, S. S., & Sha'fout, M. (2017). Code-switching among teachers of english language service. *Asian Journal of Humanities and Social Studies*, 05. <https://www.ajouronline.com/index.php/AJHSS/article/view/4892>
- Johansson, S. (2014). Code-switching in the English classroom: What teachers do and what their students wish they do. *Semantic Scholar*.
- Karakaya, M. & Dikilitaş, K. (2020). Perceptions of the students and the teachers towards the use of code switching in EFL classrooms. *The Literacy Trek*, 40-73.
- Kim, E. (2006). Reasons and motivations for. *Issues in EFL*, 4(1), 43-61. <https://www.semanticscholar.org/paper/Reasons-and-Motivations-for-Code-Mixing-and-Kim/ae406457161f9cceca34a54fba06c67246de2d72>
- Krashen, S. D. (1981). *Second language acquisition and second language learning*. Pergamon Press Inc.
- Krashen, S. D. (2021, January 20). Bilingualism in second language acquisition. (J. Matts, Interviewer). <https://www.youtube.com/watch?v=tWr4bMaRLKM>
- Krashen, S. D. & Terrell, T. D. (1998). *The natural approach: language acquisition in the classroom*. Prentice Hall ELT.
- Mahdi, A. & Almalki, M. S. (2019). Teachers' perceptions towards pedagogical implications of code switching: Saudi EFL classroom context in focus. *International Journal on Studies in English Language and Literature (IJSELL)*, 7(1), 1-9. <http://dx.doi.org/10.20431/2347-3134.0703001>
- Payne, M. & Contreras, J. P. (2019). Ecuadorian students' perception on the use of translation in the EFL classroom. *Studies in English Language and Education*, 6(1), 61-70. <https://doi.org/10.24815/siele.v6i1.12072>
- Pollard, S. (2002). The benefit of code switching within a bilingual education program. *Honors Project*, Paper 2. [http://digitalcommons.iwu.edu/hispstu\\_honproj/2](http://digitalcommons.iwu.edu/hispstu_honproj/2)
- Redouane, R. (2012). Linguistic constraints on code-switching and code-mixing of bilingual moroccan arabic-french speakers in Canada. *Proceedings of the 4th International Symposium on Bilingualism*, 1921-1933. <http://www.lingref.com/isb/4/149ISB4.PDF>
- Ritchie, W. C. & Bathia, T. K. (2008). Social and psychological factors in language mixing. *The Handbook of Bilingualism*, 336-352. DOI: 10.1002/9780470756997.ch13
- Rivera, W. (2017). *Perspectives of code-switching in EFL A1 learners of an Ecuadorian public university*. Escuela Politécnica del Litoral, Facultad de Ciencias Sociales y Humanísticas.
- Vergara, A. V. (2016). *Code-switching: uses and perceptions an the EFL classroom at Uniminuto*. Corporación Universitaria Minuto de Dios. <http://hdl.handle.net/10656/4453>
- Wei, L. (2016, December 06). Translanguaging as a theory of language. <https://www.youtube.com/watch?v=fnOx-8GjPvj4>
- Weinreich, U. (1953). *Languages in contact, findings and problems*. New York, NY: Linguistic Circle of New York. Linguistic Circle of New York.
- Yao, M. (2011). On attitudes to teachers' code-switching in EFL classes. *World Journal of English Language*, 01. <https://doi.org/10.5430/wjel.v1n1p19>



## A METHODOLOGICAL STRATEGY IN FOREIGN LANGUAGE TEACHING THROUGH ARTISTIC CREATIONS WITH SEEDS

### UNA ESTRATEGIA METODOLÓGICA EN LA ENSEÑANZA DE LENGUAS EXTRANJERAS A TRAVÉS DE CREACIONES ARTÍSTICAS CON SEMILLAS

Eugenia Proaño  
Universidad Técnica del Norte  
<https://orcid.org/0000-0002-5510-5139>

Ernesto Muñoz  
Universidad Técnica del Norte  
<https://orcid.org/0000-0002-9502-5889>

María Rosa Ferigra  
Universidad Central del Ecuador  
<https://orcid.org/0000-0002-7334-2947>

Recibido: 13 de mayo 2019  
Aprobado: 30 de abril 2021

doi: 10.29166/kronos.v2i1.1698

#### ABSTRACT

Language teaching strategies in the English language classroom as a foreign language have changed significantly in the last few decades. New approaches and different materials have risen in the learning process. This action research focused on the use of seeds as didactic material and idea generator in the development of the writing process with university students from Técnica del Norte University —Ibarra and Central University— Quito. The data were obtained through the application of a survey and observation. A description of what was observed was recorded in each stage of the process while using seeds as a methodological strategy. Results showed that when designing and seeing figures, a 'rock-slide' of thoughts emerged from students for writing. Students simply expanded their horizons with their creativity because this new strategy gave them liberty to express themselves openly. They were more than able to reaffirm their intellectual capacities when learning the foreign language.

#### RESUMEN

Las estrategias de enseñanza de lenguaje en el aula de inglés como lengua extranjera han cambiado significativamente en las últimas décadas. Nuevas técnicas y diferentes materiales han surgido en el proceso de enseñanza. Esta investigación acción está enfocada en el uso de semillas como material didáctico y generador de ideas en el desarrollo del proceso de escritura con estudiantes universitarios de la Universidad Técnica del Norte-Ibarra y de la Universidad Central del Ecuador-Quito. Los datos fueron obtenidos a través de la aplicación de una encuesta y la observación. Una descripción de lo que fue observado se registró en cada etapa del proceso al utilizar semillas como estrategia metodológica. Los resultados mostraron que cuando se diseña y se observa imágenes, una lluvia de ideas emerge en los estudiantes para la escritura. Los estudiantes simplemente expandieron sus horizontes con su creatividad porque esta nueva estrategia les dio libertad para expresarse ampliamente. Ellos pudieron reaffirmar sus capacidades intelectuales al aprender el lenguaje extranjero.

**KEYWORDS** Methodological strategy, seeds, images, rods, writing skill.

**PALABRAS CLAVE** Estrategia metodológica, semillas, imágenes, paletas, habilidad de escritura.

## INTRODUCTION

Language teaching strategies in the English language classroom as a foreign language have changed significantly in the last few decades. New approaches and different materials have risen in the learning process. The use of seeds can be an alternative material to be used in the classroom. Seeds are not only inventive but provide a tactile resource usually wasted and thrown away; equally, it is cheap and easy material to obtain. With this strategy, students are provided the opportunity to be creative, express their opinions, and develop critical thinking. Although everyone has something to say, not everyone is given the opportunity to do so. Working with seeds contributes to this purpose in a relaxing environment, in which students are reassured and can set free their imagination (Robinson, 2009).

Finding motivation to achieve a task can become a nuisance for students, as some of them come from different backgrounds where learning a new language had no importance. Brown (2000) mentions on his book *Learning by principles* that when given the opportunity to do language for their personal interests; students succeed at becoming independent and motivated. Through working with new materials and resources, students have a chance to create pieces of art drawing inspiration from their own creative minds, becoming little by little aware of their own abilities and getting motivated for a better learning.

Shifting the focus of the classroom has become inevitable in the language classroom. The role of the student must be an active one as they are the ones learning the subject. The use of seeds to create mosaics gives them a chance to be themselves, act on their imagination, and become independent in their own learning. Linse & Nunan (2005, p.7) mentions in his work that the effects of traditional methods have been greatly unsatisfactory. A change in methodology can always open doors to improving the teaching and learning of a foreign language.

Generally, the English as a foreign language (EFL) classroom material refers to the course books widely offered by editorials. However, this paper is based on the use of seeds as didactic material. Seeds are principally used in sowing, but appropriately dried, they can serve as a tactile resource to be easily manipulated in the classroom. They can be used as Harmer suggests as any other «object for involving students in activities of all kinds» (2007, p. 177), whether to learn Math or to create art; their use will awaken students' senses meaningfully.

Language teachers provide students a wide range of materials which help to augment the acquisition of the English language. The didactic material employed spans the more traditional approach to the not-so-tra-

ditional methods-of knowledge-acquisition. Simple paper is used, posters, balls, varieties of plastic objects to take advantage of, toys, and clothes to mention some. The vision spreads out very far and beyond the aforementioned examples provided that seeds are a precious natural resource.

The question arises here. How are seeds used in a language class? Are they just seeds? What is there to talk about seeds? They can be reused as the raw material needed to create artistic picture designs. From these images, learners organically generate ideas necessary in the composition of English. Similarly, as stated by Janovsky (2015), when students have the opportunity to use a graphic organizer, they can create their own illustrations and this can be a great way to incorporate active learning experiences in the classroom. Starting there, the demonstration of the student's consummate creativity was astounding. Students' designs and compositions were totally original. Everything was spawned from their minds and hearts.

## Literature review

This article reports on an action research and innovation project focused on the use of seeds as didactic material in the writing skill. This research was inspired on the work of other teachers as for example, Mary Scholl, Costa Rica, (2016) who uses rods, colored stones, cards, dice, even real food to create stories with them and promote the language learning. Also, a teacher from Dirección de Educación (2001) who mentioned that in the countryside teachers use seeds as educational material due to its availability and a teacher of natural sciences Colegio Bilingüe (2009) who created with her students a seed bank to preserve them. In other words, didactic material can be any element that might contribute to the teaching-learning process in the classroom in which learners become active constructors of their own learning and teachers, facilitators of it (Moreno, 2013).

Even though there is no research about the benefits of seeds as didactic material in the language classroom, the present research aims at exploring how seeds contribute to language learning. This project takes as reference the studies carried out by Arnold, Puchta & Rinvolucrí (2007) about imagery in the EFL classroom. Harmer and Scrivener (2011) about the use of Cuisenaire rods as tactile tools for learning.

## Mental images

Arnold *et al.* (2007) present solid reasons for dealing with imagery in language teaching. For them, imagery work can contribute significantly to our students' language learning in direct or indirect work; among others they can increase learners' cognitive skills and

their creativity, provide things they want to say when they write, enhance their motivation, and help to focus their attention. These mental images first conceived in students' minds are then represented in a picture design worked with seeds which can be visualized by everybody but mainly by the authors who will use it as idea generator to write their compositions.

The neurologist Antonio Damasio explains that images are what 'mind' is actually made of. He goes on to state that an essential condition for mind is the ability to display images in a process called thought, Damasio (1994), (cited in Arnold *et al.*, 2007, p. 89-90). Therefore, the mental images that little by little take form on a canvas with the use of seeds also generate ideas in a piece of writing because both the picture design and the composition are closely related. Boosting intrinsic motivation through tactile material (seeds) in the language classroom will help students spark their artistry that all have inside secretly hidden.

Dornyei in his discussion of motivation and self-motivation presents the concept of the ideal language self. He explains that if in your ideal vision of yourself there is a facet associated with knowing the L2; this can act as a strong motivational force (cited in Arnold *et al.*, 2007). Teachers need to ensure their students that knowing English can be attractive and possible for them when they picture themselves as fluent users of the language either speaking or writing and the illustrations they create help them reach this goal because these images can take them wherever they want to go.

### **Cuisenaire rods**

What are Cuisenaire rods? «Cuisenaire rods are small colored blocks of wood or plastic that come in different lengths. Originally used in primary Math teaching, they have become a very useful language-teaching aid. They first became widely known as a feature of Caleb Gattegno's Silent Way approach in the 1970s» (Scrivener, 2011, p. 300). Seeds are somehow similar to rods. Seeds come in different colors, textures, shapes, volume and sizes and originally they were used in Mathematics. Seeds can be used as another visual and manipulative aid, which is tangible, and the students can pick them up, move them around, play and create a scene with them in the way their images come to their minds.

According to Harmer (2007), rods help students to *focus in* on meanings, ideas, stories, language items, etc. In a similar way, seeds can provide language learners with an opportunity to develop imagination and creativity in an experience that requires concentration and a narrowing of attention. This was reflected in the testimony of a student who said «I, personally, became so focused on what I was doing when working with seeds that I sometimes drifted out of thought. I

was totally immersed in the present. I seemed to be drifting out of time and space, where every moment seemed to be as long as the life-age of Mother Earth». «Creativity is also necessary for survival. The history of our species can be mapped with reference to key creative breakthroughs: agriculture, the wheel, writing systems, printing —a cumulative and constantly proliferating series of discoveries and inventions» (Peachey & Maley, 2015, p. 9).

### **Incorporating picture designs**

Same as when using graphic organizers, the implementation of picture designs with seeds served as vocabulary lists that students alone made. Some learners are just more naturally visual. They are inclined to learn with their eyes. They comprehend figures faster. From seeing figures, a 'rock-slide' of thoughts emerged from students when writing. Students simply expanded their horizons with the designs of seeds. Their creativity could grow spontaneously. Moreover, their tasks gave them liberty to express themselves openly in a written way. They were more than able to reaffirm their intellectual capacities. They further developed their abilities in using the English Language.

### **Writing in a foreign language**

Writing is communicating thoughts and ideas through the written word. Writing competence comes from how you write and consummately grows depending on what is written (Zemach & Stafford, 2010). In order to be able to excel at these tasks, as well as to accomplish them, students need to have exercised certain abilities previously related to the structure of how to compose simple, compound and complex sentences to eventually write a paragraph. Can they express an argumentative idea? Is there cohesion in what is said? Does it make sense or is the writing coherent? How is the grammar? Is the lexical-resource employed able to articulate proposed ideas? Is the punctuation correctly utilized?

As the aforementioned authors affirmed, writing artistic entrepreneurship is a process. The writer naturally passes through different stages until achieving a final product. Once students understand how the writing process works in short compositions and essays, they will gain the necessary confidence to dive into the higher academic levels of communication.

Prior research has identified areas of difficulty when acquiring a second language regarding writing. This occurs due to the first language interference (Hinkel, 2015). The author has identified some elements of weak writing as for example, the over-use of the verb 'to be' as well as other verbs, starting a sentence without a subject, using the noun before an adjective, dropping s-es in the 'third-person' in simple present, not

using the auxiliary to ask a question. Such examples as these are enhanced with practice. They are some of the challenges and habits of first (L1) and second language writers.

These common-errors are observed in class activities sent as homework as well as in written texts that are produced by the students, in order to be evaluated by tests. The tests prove the proficiency and efficiency of the students. When being successful, students can receive certification as a requirement before graduating from university. The aforementioned common-errors are on account of the mother-tongue; which is still quite strong. This project aims at helping the acquisition process of writing and joyfully removes filters that may hinder the acquisition of stellar and communicative English.

## Methodology

### PARTICIPANTS AND SETTING

The participants were university students belonging to different faculties: Centro Académico de Idiomas (CAI), English Major and Graphic Design from Técnica del Norte University-Ibarra and Carrera Plurilingüe from Central University-Quito. The students were between the ages of 19-25. They were both male and female. The study was carried out in two-hour sessions with each group of students.

### MATERIALS

The store house of seeds available has been collected by the teachers for more than three years. The material comes from several types of fruit, like mamey, plums, tamarind, guanabana, cherry, cherimoya, sapote, and peach, shells of pistachio, walnut, and the seeds of other plants, like huairuro, caimito, acacia, tortas, visola, and san pedro. They belong to the three different regions of Ecuador, the Coast, Highlands and the Amazon Region. Galápagos is excluded, because «Consejo de Gobierno del Régimen Especial de Galápagos» has a law that prohibits anybody from introducing or removing anything that can damage the ecosystem in this protected area, Control ambiental art. 82 al 85 (2015). So, there is nothing from the Galapagos province. The fruit seeds have been obtained following certain detailed steps.

### PROCEDURE

The fruit is first eaten. The seed is removed. It is then rubbed with a sponge and washed with water. Next, all the remaining parts of the fruit-pulp are diligently removed with a tooth-pick until all is completely clean, or picked-out. At long last, the seeds are exposed to the sun to let them dry a bit. The drying process can

take several days. If a seed is not dried well enough, it runs the risk of becoming spoiled. When ready, the best seeds are lovingly selected. Despite being well cleaned, it is interesting to note that the seeds maintain their former characteristics of color, size and texture. Seeds of different plants that are harvested directly from trees are dried before being used. All seeds are stored in jars with the caps seals shut to avoid a possible invasion of hungry moths that would incessantly feast on these precious little seeds.

### DATA COLLECTION

The information was gathered through the application of a survey to the students who participated in the study. The survey was validated by well-experienced teachers, working at CAI and the English major at FE-CYT of UTN, and a professor from Central University. A description of what was observed was recorded in each stage of the process while using seeds as a methodological strategy.

### DATA ANALYSIS

The information was processed after completing the task of designing and writing. Significant results were identified from the students' answers and teachers' observations which helped to draw the following findings.

The materials, namely the seeds, were a medium that most of the students hadn't worked with since they were in primary school. This fascinated them, as was evident by their enthusiasm and engagement with the activity. The different colors, forms, sizes and textures gave them an outlet to express themselves creatively, which provided them an opportunity to use their language learning in a way that has not been visited upon in a very long time. They were also given the opportunity to adjust their own presence in the learning environment, like sitting or lying on the floor, or in other ways that did not inhibit their creative expression while doing their projects. By working in pairs, they developed new experiences in teamwork, communicating in the target language without the inhibition usually associated with formal language learning. This manifested in a mutual respect for one another through the sharing of ideas and concepts, that may not usually be achieved by traditional language learning means.

This way of working facilitated creativity in the creation of original work, giving the students a sense of ownership over the projects they were developing. They felt free to express their own ideas while at the same time they valued and respected their teammates ideas and creations. This supported an environment of tolerance for others, their culture and ethnicities as Kaplan (2019) claims in her article 6 Essential Strategies

for Teaching English Language Learners that creating a supportive environment is about cultivating an appreciation of diversity. The use of materials that might usually be overlooked fostered a new perspective in English as a subject especially when put into the context of an original and untraditional learning environment. They created an art gallery with all of the other teams, where the viewer could walk through and appreciate what the students had made, giving them a feeling of satisfaction that encouraged their abilities and belief of success in the target language.

Overall, the evidence demonstrates that the effect of using alternative materials, in this case seeds, serve as a means to efficiently facilitate conversation as idea generators. It also supported the writing process, as the students had to work together to describe their final projects through written word in a context that represented their experiences, beliefs, culture, interests and needs. It also developed social skills in the target language through concepts including, cooperation, sharing, community building, teamwork and creativity. Besides, Caicedo (2016) manifests that cooperation can be conceived as more than just sharing with others, but also implies having in mind a particular goal and working with enough spirit and responsibility to achieve this goal. Indeed, the students found the project fun and engaging, which greatly supported the learning experience.

## **DISCUSSION**

The seeds worked well as an economic medium which were found to be a convenient yet inspirational tool in the EFL classroom. Though there is no research specifically applied to seeds, the use of everyday items has been documented to demonstrate benefit in the classroom. Such items help to initiate thought, allowing the students to access their imagination which facilitates conversation and descriptive writing. Developing artwork greatly contributes to this creative process, which work hand in hand to generate an overall fully engaging learning environment.

The use of seeds mimics the use of tactile material applied in almost all other content areas. Examples of this include colored rods in Mathematics, models in Science, or creating posters in History. The seeds gave the students a solid, non-abstract item that helped them to focus their creative energy and move into the target content without many of the inhibitions that may be associated with traditional learning strategies. The students would become lost in thought by creating something new and innovative.

The methodology described in this activity represents a holistic learning strategy that appeals not only to visual learners, but all of the different types

of learners because it lends itself to such multifaceted strategies. Working as teams also helped students, who normally might be reserved in expressing themselves verbally or through writing in English, find confidence and support which supported them working outside of their normal comfort zones. The idea behind this strategy, as is shown evident through the final products created by the students, was not to accomplish the forms of communication flawlessly but to get to the essence of communication and language by getting across ideas and thoughts without the inhibitions of formal, traditional means. This methodological strategy in the foreign language teaching has turned out to be a positive alternative to avoid students' frustration, demotivation and drop out when facing writing challenges as it is mentioned in the studies carried out by (Lou & Noels, 2017) cited in (Douglas, 2019).

An example of a written text produced by Jorge Morales and Erick Taimal (UTN English major students, first semester, 2017).

### *The Andean condor*

The condor freely soars about the Andes Mountains in splendor beneath the shining sun!

The Andean Condor gazes down, from on high, and sees that there are waterfalls cascading downwards. It inhales the pure Andean air before descending to join its mate on the edge of a special crag.

A condor's plumage is black. It is a very large bird. It has feathers lining the edge of its great wings as well as its bare neck.

Yes. That is correct. You read correctly. The Andean Condor has no feathers around its neck.

Moreover, their head is red and can alter its hue depending on the emotional state of the bird, so don't get them upset!

Condors want to gaze down and see people cultivating 'Little Seeds'.

A condor is also a symbol of spirituality and purity for many conscious people in Ecuador. They are spiritual beings and simply adore the condor, simply for being.

## **CONCLUSIONS**

Using seeds as a methodological strategy in foreign language classroom allowed the students to engage their intellect with positive and enthusiastic emotion. Their joyful collaboration gave them ways and avenues to give voice to their thoughts and ideas and make them visible in a written way. Their imagination was their only limitation. The students created art that contextualized personal experience and perception.

They expressed real-life situations that everybody encounters at some point in life.

The use of seeds in the classroom was a fountain of inspiration. Creativity could only bloom. There was great motivation to create a piece of art with their own hands and then build meaning through a first draft of a piece of writing. The students used seeds to communicate not only in the target language, but to reacquaint the youth with art and seeds.

The students and teachers had the opportunity to break the mold that must have been originally set in a traditional writing lesson. Having the freedom and flexibility of choice, students could participate with one another in a holistic, motivating and inspirational environment, guided by the teacher who created a serene space where all could become constructors of knowledge.

The three groups of students involved in this particular project, not only improved at demonstrating personal background-knowledge and learning, but they also made use of 'soft-skills'; such as interacting with the public and working with the community. This innovative tactile strategy/approach is not for every English writing lesson. However, it gives language-teachers a new dimension to be explored when teaching writing in their own classrooms.

#### REFERENCES

- Arnold, J., Puchta, H., & Rinvoluceri, M. (2007). *Imagine that! with CD-ROM/audio CD: Mental imagery in the EFL classroom*. Cambridge University Press.
- Brown, H. D. (2000). *Principles of language learning and teaching* (vol. 4). Longman.
- Caicedo, P. A. (2016). Using cooperative learning to foster the development of adolescents' english writing skills. *Profile Issues in TeachersProfessional Development*, 18(1), 21-38.
- Douglas, M. (2019). *MultiBrief: How to encourage your ELLS*. <https://exclusive.multibriefs.com/content/how-to-encourage-your-ells/education>.
- Harmer, J. (2007). *The practice of English language teaching*. Harlow. English: Pearson Longman.
- Hinkel, E. (2015). *Effective curriculum for teaching L2 writing: Principles and techniques*. Routledge.
- Janovsky, A. (2015). Instructional materials: Definition, examples & evaluation-video & lesson transcript. *Study.com*. <https://study.com/academy/lesson/instructional-materials-definition-examples-evaluation.html>.
- Kaplan, E. (2019). 6 essential strategies for teaching ELLS. *Edutopia*. <https://www.edutopia.org/article/6-essential-strategies-teaching-english-language-learners>.
- Linse, C. & Nunan, D. (2005). *Practical English language teaching: Young learners*/by Caroline T. Linse; David Nunan, series editor. McGraw-Hill/Contemporary.
- LOREG (Ley Orgánica de Régimen Especial de la Provincia de Galápagos). (2016). Ley 0, Registro Oficial Suplemento 520 de 11 de junio de 2015.
- Moreno, F. (2013). La manipulación de los materiales como recurso didáctico en educación infantil. *Estudios sobre el mensaje periodístico*, 19 (Special Issue), 329.
- Peachey, N. & Maley, A. (2015). *Creativity in the English language classroom*. British Council.
- Robinson, K. (2009). *The element: How finding your passion changes everything*. Penguin.
- Scholl, M. (2016). *SIT TESOL Course*, Costa Rica.
- Scrivener, J. (2011). *Learning teaching: the essential guide to English language teaching*, 3<sup>rd</sup> ed. Macmillan Education.
- Zemach, D. & Stafford, L. (2010). *Writers at work: The Essay Student's Book: The Essay*, vol. 1. Cambridge University Press.




---

**THE LYRICAL VISUALIZATION OF SONGS AND ITS REPERCUSSIONS ON THE  
TEACHING OF ENGLISH AS A FOREIGN LANGUAGE**

---

**LA VISUALIZACIÓN LÍRICA DE CANCIONES Y SUS REPERCUSIONES EN LA  
ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA**

---

Orlando Lizaldes Espinosa  
Universidad Nacional de Loja (Ecuador)  
<https://orcid.org/0000-0002-7426-5840>

---

Recibido: 16 de enero 2021  
Aprobado: 30 de mayo 2021

---

doi: 10.29166/kronos.v2i1.3077

---

**RESUMEN**

El propósito de la siguiente investigación se encamina en dos direcciones: primera, determinar en qué aspectos didácticos influye la visualización lírica de canciones (VLC) en el aprendizaje de inglés como lengua extranjera (ILE) y, segunda, proponerla como estrategia pedagógica a ser incluida en el aula de ILE. Para lograr estos propósitos, setenta y seis estudiantes del Instituto de Idiomas de la Universidad Nacional de Loja en Ecuador fueron observados y expuestos a la técnica durante un semestre académico y encuestados al final del proceso de aplicación. Treinta y ocho estudiantes fueron parte del grupo control y treinta y ocho se expusieron al desarrollo directo de la misma como parte del grupo experimental. Se recogieron datos de percepción de los participantes sobre los efectos que la música produce en su aprendizaje a través de una encuesta y en una ficha de observación dicotómica para analizar la correlación de las variables para una muestra reducida en función de la motivación. El estudio revela que, ante la exposición musical y el input perceptivo, la motivación estudiantil mejora considerablemente y el miedo a la mala pronunciación disminuye ampliamente. Finalmente se observó que las capacidades nemónicas de los expuestos mejoran considerablemente y se confirma la incidencia causal entre variables.

**ABSTRACT**

The purpose of the following research is directed in two pathways: first, to determine in which didactic aspects the Song Lyric Visualization (SLV) influences the learning of English as a Foreign Language (EFL), and second, to propose it as a pedagogical strategy to be included in the EFL classroom. To achieve these purposes, 76 students from the Language Institute of Universidad Nacional de Loja in Ecuador were observed and exposed to the technique during an academic semester and surveyed at the end of the application process. 38 students were part of the control group whereas 38 were exposed to its direct development as part of the experimental group. The participants' perception data on the effects that music produces on their learning was collected through a survey and a dichotomous observation sheet to analyze the correlation of the variables for a reduced sample as a function of motivation. The study reveals that, in the face of musical exposure and perceptual input, students' motivation improves considerably and fear of mispronunciation greatly decreases. Finally, it was observed that the mnemonic capacities of those exposed improve considerably and the causal incidence between variables is confirmed.

**KEYWORDS** Song lyric visualization (SLV), English teaching, motivation, pronunciation, mnemonics.

---

**PALABRAS CLAVE** Visualización lírica de canciones (vlc), enseñanza de inglés, motivación, pronunciación, mnemotécnica.

---



## INTRODUCCIÓN

La complejidad de los mecanismos lingüísticos es poco conocida a pesar de la investigación neurológica de estos últimos años. Su arquitectura e interacción incluso parecen depender de procesos cognitivos más fundamentales (Jacoby et al., 1989) que serían automáticos, no conscientes e independientes, ya sean semánticos o procesales. En este sentido, la coyuntura música y aprendizaje de inglés como lengua extranjera (ILE) siempre ha sido tema de controversia en el campo de las ciencias cognitivas y por consiguiente desconocida hasta nuestros días.

Ante esta fenomenología poco conocida surge la problemática de esta investigación: en nuestro medio no existen estudios que manifiesten la relación directa o indirecta entre música y adquisición de idiomas. De hecho, el escepticismo existente al preguntar a profesionales y académicos dedicados a la enseñanza de idiomas extranjeros sobre el tema, ahonda más el interés del autor para explorar este terreno muy poco explorado que sin duda alguna, favorece a la investigación participativa y exploratoria en nuestro medio. Razón por la cual se elige a la técnica VLC como estrategia pedagógica para crear un esquema conceptual y metodológico para explorar, comprender y aplicar la misma, enmarcados pedagógicamente el método de enseñanza de ILE «*canciones en acción*» de Griffée. Tampoco existe literatura que sustente la teoría de semejanza entre música y lenguaje teniendo a ambas como formas de expresión humana de civilización y cultura que tienen fines en común de transmitir mensajes y expresar emociones, peor aún con propósitos específicos y fines académicos.

Abordar la enseñanza de lenguas extranjeras desde otra perspectiva docente, es un reto novedoso. Implementar estrategias lingüísticas inductivas innovadoras que van de lo particular a lo general, supone un riesgo que no todos los docentes están dispuestos a correr. Desde nuestra perspectiva académica, creemos con certeza que ejecutar este tipo de técnicas que, vienen aportando enormemente a los anales pedagógicos de lenguas extranjeras resultados positivos alrededor del mundo, es provechoso no solo para los profesionales en formación, sino que lo es también para el docente. El instructor descubre nuevas formas de inferir estrategias a adaptarlas a su entorno con prueba y ensayo —en función de la edad de su grupo, condición social, materiales didácticos, tiempo, etc.—, los educandos se adaptan a estas nuevas facetas didácticas con entusiasmo y descubren que existen maestros con capacidades de encarar situaciones atípicas pero transformadoras (es como utilizar un Kahoot por primera vez en el aula).

En Ecuador, los normalistas educativos y los movimientos de reforma educativa implementaron en

2016 un currículo para lengua extranjera que dice alinearse con la realidad ecuatoriana, pero que, a decir verdad, se encuentra muy alejado de la realidad social y cultural ecuatoriana. Como en la mayoría de los fracasos de reforma educativa, en nuestro país se busca alcanzar estándares internacionales con base en dos indicadores que permiten acreditaciones: el plan de estudios y la evaluación. Transcurridos cuatro años desde su implementación, educadores, administrativos y académicos siguen a la espera de conocer los índices de mejora que la reforma educativa ha permitido y saber si el panorama es alentador o no. Por poner un ejemplo, y haciendo alusión únicamente al componente léxico, siguiendo el marco común de referencia para las lenguas, un estudiante universitario que finaliza su instrucción en idioma extranjero, debe haber adquirido como mínimo un repertorio de 4000 palabras: una meta idealista e ilusoria. Es por ello que desde la academia se deben proponer nuevas tendencias y formas de enseñanza-aprendizaje al existir una brecha tan grande entre lo que el papel dicta y lo que realmente sucede en nuestras aulas. La VLC es una de ellas.

La aplicación de esta nueva estrategia de enseñanza es pertinente. Primeramente, en las tres últimas décadas en multiplicidad de contextos lingüísticos y entornos educativos, la relación de desarrollo cognitivo estudiantil ha sido vastamente desarrollado y probado. Además, estudiar idiomas a través de la música permite acceder a canales sensoriales de forma natural y sin mayores esfuerzos, de la misma manera como se adquiere la lengua materna en los años de infancia. La presencia de canciones ayuda a incrementar ampliamente el vocabulario en idioma extranjero (Custodio, 2017), afianza relaciones interpersonales entre estudiantes y docentes, coadyuva a incrementar los niveles de autosuficiencia y autoestima de los estudiantes, fomenta un ambiente de distensión y relajamiento dentro del aula (Žáková, 2010).

## MARCO TEÓRICO

En las últimas décadas, la ciencia cognitiva ha despertado el interés del estudio y relación existente entre la música y el aprendizaje-adquisición de lenguas extranjeras. De igual manera y gracias al avance de las ciencias neurocognitivas, se conoce que el estudio de las relaciones entre la expresión vocal y musical se basa institucionalmente en varias disciplinas: literatura comparada, musicología, lingüística, métrica, melodía, armonía, música-matemática, ritmo, etc., por lo que el terreno es complejo y sinuoso. Sin embargo, ha sido la música desde tiempos inmemoriales y hasta la actualidad la que se ha inmiscuido en el avance de las ciencias sociales llámese lingüística, antropología, psicología o neurociencia.

El vínculo existente entre música y adquisición de idiomas se entenderá únicamente al partir del hecho de que cada ser humano aprende en medida de sus capacidades de inteligencia, y cada individuo cuenta con la llamada inteligencia musical, estrechamente relacionada con la inteligencia lingüística. Por ello, las personas con alto nivel de inteligencia musical son principalmente intérpretes, compositores, cantantes, fabricantes de instrumentos musicales, críticos de música y aficionados con una profunda percepción de la música (Du, 2017. p. 60).

La neuroasimilación del sonido lingüístico se logra a través de canales metafóricos analógicos por el medio ideal que es la música. La repetición fonética musical se utiliza para reconstruir la arquitectura de un idioma extranjero de manera precisa y fiel, maximizando así su grabación en la memoria implícita por las áreas prefrontales de la corteza. Neurológicamente hablando, Goswami (2015) también afirma que al menos en las primeras etapas de la vida, las prácticas tradicionales como las canciones infantiles son necesarias para percibir las estructuras silábicas y métricas del lenguaje. La misma autora manifestó, además, que las prácticas pedagógicas basadas en juegos lingüísticos o en combinación con movimientos motores con lenguaje como la música, mejorarían las habilidades lingüísticas.

El lenguaje humano y la música tienen una relación íntima que interactúa y colabora entre sí de manera positiva. Son de importancia trascendente para el aprendizaje humano en todas sus formas porque se estimulan mutuamente y aumentan su asimilación mutua. La afectividad y el aprendizaje emocional son fenómenos científicos de importancia significativa e inevitable en la actualidad de todas las ciencias psicosociales. Por lo tanto, las nuevas técnicas educativas deben ser más dinámicas y efectivas, centrándose en cambio en los recuerdos afectivos del subconsciente tomando prestadas nuevas formas de recepción sensorial. Así, la música se concibe como una estrategia pedagógica altamente efectiva para aprender un idioma acelerando su memorización y el lenguaje, la esencia de la comunicación interpersonal, se define como un código que permite la expresión del pensamiento.

La neuróloga Clara James demostró cómo se desarrolla el cerebro humano al aprender música a una edad temprana y a una edad adulta. En su tesis doctoral *Mentes musicales*, se observa diferencias notables en las respuestas conductuales y electro-encefalográficas. Además, se evidencia las fuentes de actividades cerebrales específicas en músicos en las áreas temporal medial derecha, frontal insular y parietal. La capacidad de asimilar una melodía rodeada por su ritmo a alta velocidad de forma inmediata y poder adquirir una gran cantidad de información y darle un significado

adecuado particular a través de la música, está vinculada a la naturaleza homeostática del cerebro humano (James, 2008).

Los sistemas gramaticales que representan una formalización de las habilidades psicológicas deben encontrar su equivalente en el funcionamiento interno del cerebro por componentes del lenguaje fonético. Esto es, *fonemas*: el sonido cuya secuencia forma morfemas, *morfemas*: la unidad mínima cuya combinación es el significado que crea la palabra, *sintaxis o gramática*: la disposición de palabras y oraciones con reglas precisas, *prosodia*: palabras y oraciones que probablemente modifiquen los significados literales y, finalmente, el *discurso*: que se refiere a la narración y formas de oración.

Cantar a lo largo de la historia humana refleja el modo poético y filosófico correspondiente a una lógica lingüística y rítmica. Ahora bien, la cultura vocal al servicio de la expresión lingüística conduce a la investigación sobre las relaciones entre la música y el lenguaje. «La música afecta directamente a nuestro cerebro, el cual controla la emoción, la motivación y el deseo personal. Por lo tanto, usar música en la clase de enseñanza de idiomas favorece una atmósfera activa en el aula y promueve el interés de los estudiantes, sus ganas de estudiar, y el desarrollo de la cooperación de los dos hemisferios de nuestro cerebro, así que puede lograr un buen resultado en el aprendizaje» (Du, 2017).

Lerdahl y Jackendoff (1983, p. 249) señalan que la percepción humana de la música y la del idioma son paralelas, esto es, se refuerzan mutuamente. «Hasta ahora, los estudios lingüísticos y antropológicos de la psicología y la neurociencia cognitiva prueban el hecho de que la música y el lenguaje están estrechamente relacionados en términos de origen, estructura interior y mecanismo cognitivo» (Du, 2017).

«La música es un medio de comunicación. Cruza todas las barreras: idioma, cultura, sistemas de creencias, edad, género y nacionalidad. Es una parte innata del ser de una persona. Dependiendo del gusto, calma y relaja, inspira y motiva. Utilizado con cuidado en la situación de aprendizaje, puede cambiar el ritmo del proceso de aprendizaje» (Israel, 2013). Así mismo, los elementos musicales de la canción, el estado de ánimo que crea, cómo se siente, las cualidades vocales del cantante, el arreglo, son todos temas potenciales de conversación o escritura, y solo se suman a la apreciación (Lems, 2002).

Considerando las aseveraciones de Arslan (2015, p. 2261), «Es en la etapa de sentir el sonido durante la instrucción de lectura, los maestros definen las características de las canciones bajo el tema *¿De qué trata la canción?* y seleccionan las canciones en secuencia». Según Fonseca (2000, p. 150): «El canto

es una manera fácil de memorizar algo. La mayoría de nosotros probablemente podamos recordar haber aprendido las tablas de multiplicar con una melodía específica. La melodía parece actuar como un camino o una señal para evocar la información precisa que estamos tratando de recuperar» (ver Figura 1).

Custodio *et al.* (2017) manifiesta:

En este sentido, la música es procesada mediante un sistema modular y distintas áreas del cerebro se encargan de procesar sus distintos componentes. Cuando escuchamos una canción, primero se realiza un análisis acústico a partir del cual cada uno de los módulos se encargará de unos componentes: la letra de la canción será analizada por el sistema de procesamiento del lenguaje y el componente musical será analizado por dos subsistemas: organización temporal (analizamos el ritmo y el compás) y organización del tono (el análisis del contorno y los intervalos nos llevan a codificar el tono. (p. 63)

No cabe duda que la música influye en el apto funcionamiento hemisférico de nuestro cerebro, que a su vez interviene en nuestras sensaciones. Es por ello, que utilizar música en clases de ILE provoca una génesis sensorial en los estudiantes quienes se interesan en aprender un idioma extranjero y que se sienten motivados para lograr resultados favorables.

## METODOLOGÍA

Siguiendo el modelo «canciones en acción» de Griffée (1992), se seleccionan específicamente dos actividades clasificadas por sus funciones lingüísticas: extensión de vocabulario y desarrollo del nivel de canto y expresión oral. Por tratarse de una investigación cuali-cuantitativa, descriptiva y exploratoria, no se formula más que una hipótesis causal en este trabajo de investigación. De hecho, las investigaciones cuantitativas que formulan hipótesis son aquellas cuyo planteamiento define que su alcance será correlacional o explicativo, o las que tienen un alcance descriptivo, pero que intentan pronosticar una cifra o un hecho (Hernández Sampieri, 2010). La hipótesis consiste en aseverar que la aplicación de la VLC influye positivamente en el afianzamiento del material léxico de la memoria a largo plazo, así como en el aspecto motivacional extrínseco del aula durante la intervención —lo que permitirá desinhibir al educando para que logre hablar y cantar mejorando su pronunciación—. Estos aspectos se corroboran con los resultados obtenidos después de la aplicación de los instrumentos de observación y de percepción.

Se concretó una población de 76 estudiantes de idioma inglés nivel A2 del Marco Común Europeo de Referencia, pertenecientes a diferentes carreras

que oferta la Universidad Nacional de Loja, en cursos regulares de 100 horas presenciales del régimen 2013 en la Unidad Académica del Instituto de Idiomas, horario matutino, quienes acordaron participar en el proyecto mediante acta de consentimiento informado. De la población se obtuvo un grupo experimental (38 estudiantes entre hombres y mujeres, 50%) y un grupo control (38 estudiantes entre hombres y mujeres, 50%) seleccionados aleatoriamente. El grupo experimental desarrolló la técnica musical VLC (Lems, 2016) durante un semestre académico (abril-septiembre 2019/4 horas\*mes) en horario alterno al del grupo control. El grupo control, por su parte, participa longitudinalmente al proyecto, siendo expuesto a las mismas canciones y a las mismas temáticas y actividades de canto y de refuerzo que el docente presentó; contrariamente al grupo experimental, éste no desarrolló la técnica VLC en ningún momento del proyecto.

Se expuso al grupo experimental a la visualización de dos canciones de base siguiendo el modelo de Lems: «Waiting for love» de Avicii y «Lost Boy» de Ruth B., canciones con las que los estudiantes tienen mucha afinidad. En esta fase de exposición los estudiantes aplican la técnica «sing along», que consiste en seguir la letra con base en una lectura secuencial según el avance de la canción. Como señala Griffée en su libro *Songs in action* (1992, pp. 6-8), «no existen reglas estables a la hora de seleccionar las canciones para la enseñanza, pero sí que hay que considerar tres aspectos esenciales: los alumnos, el profesor y la canción». Dependiendo de la canción seleccionada, los estudiantes se ven obligados en primera instancia a aplicar técnicas de lectura rápida (*scanning* y *skimming*) y lectura silenciosa en función del ritmo y armonía de esta. Las canciones seleccionadas y presentadas al grupo experimental a lo largo del semestre fueron:

1. John Legend, *All of me*
2. Passenger, *Let her go*
3. Ed Sheeran, *Thinking out loud*
4. Lukas Graham, *7 Years old*
5. Hozier, *Take me to church*
6. Gotye ft. Kimbra, *Somebody that i used to know*
7. Adele, *Rolling in the deep*
8. PinK, *Just give me a reason*
9. Christina Perri, *A thousand years*
10. Bruno Mars, *Grenade*
11. Radioactive, *Imagine dragons*
12. John Lennon (Boyce Avenue), *Imagine*
13. Coldplay, *The scientist*
14. Emeli Sandé, *Read all about it*
15. Birdy, *People help the people*
16. Alexandra Bruke, *Hallelujah*
17. Lady Gaga, *Superficie*

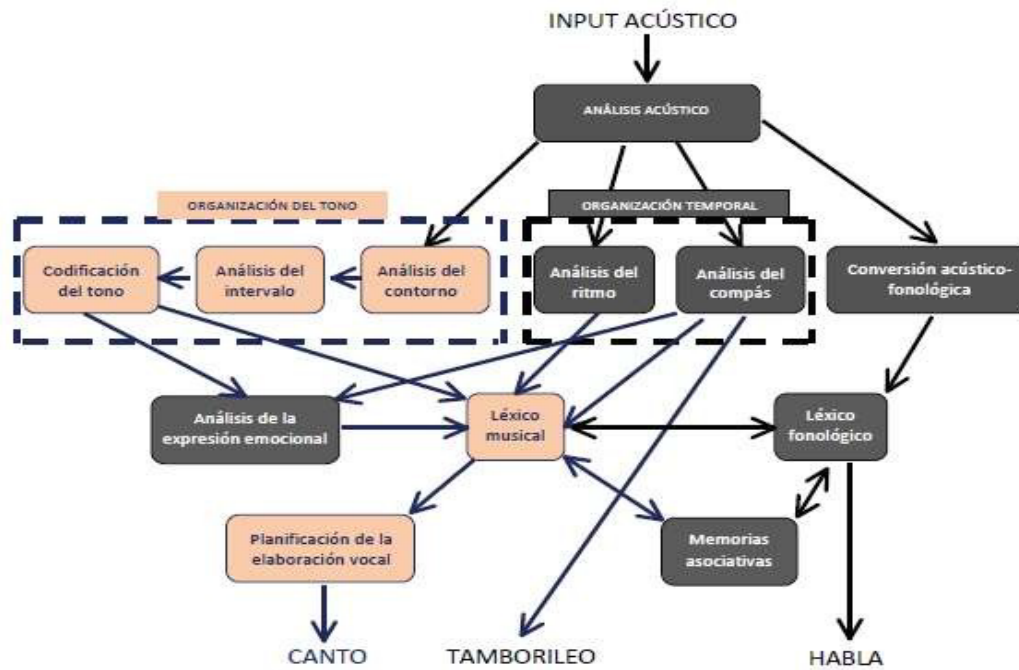


Figura 1. Modelo de procesamiento modular de la música

Fuente: Custodio et al. (2017)

18. LP, *Lost on you*
19. Sia, *Chandelier*
20. Imagine Dragons, *Believer*
21. Faded, *Alan Walker*
22. Bruno Mars, *Count on me*

En primera instancia, el grupo experimental siguió líricamente la canción presentada y tras escucharla por dos ocasiones, se seleccionaron las palabras desconocidas para escribirlas en una ficha académica que se facilitó. Luego de aclarar todas las dudas de vocabulario con el docente presente, se completó la segunda parte de la ficha con palabras conocidas o desconocidas a las que le costó trabajo pronunciar. Una vez completada la ficha con los aspectos léxicos y fonéticos requeridos, el instructor aplicó actividades de refuerzo de vocabulario (como oraciones y frases, escritas y habladas) así como el método audiolingual de sucesivas repeticiones (*speaking drills*) hasta lograr una pronunciación estándar o aceptable. Es importante señalar que en ningún momento de la aplicación de la visualización lírica, los estudiantes estuvieron sujetos a seguir normas o reglas gramaticales ni construcciones sintácticas propias de las metodologías tradicionalistas o gramaticalización conservadora.

En el presente caso, el estudiante escribe palabra a palabra toda la letra y al escribir y repetir, interioriza cada aspecto léxico de la misma a la vez que establece

el vínculo entre la grafía y el significado. Se puede decir que es un aspecto simple inmerso por defecto en el aprendizaje, pero que en muchas de las veces queda al margen por intentar actualizar o proponer nuevas estrategias de enseñanza. Para la creación del video se asignó tiempo dentro del aula como fuera de ella. Como etapa final, cada estudiante presentó su video lírico a todo el grupo como actividad de trabajo autónomo que se consideró como evidencia para la presentación de proyectos finales al docente en la fase final del curso. Tanto para el grupo experimental como para el grupo control, el docente investigador llevó una hoja de observación directa en la que se incluyó información acerca del aspecto motivacional de los estudiantes. El proceso se realizó durante 22 semanas, los días miércoles con el grupo control y los días viernes con el grupo experimental.

Al final del proceso, y una vez que todos los estudiantes presentaron su proyecto, se aplicó una encuesta a los 76 participantes del estudio. El grupo experimental respondió a preguntas relacionadas con la técnica de la VLC y su procedimiento, y el grupo control en función de la actividad lúdica de karaoke únicamente para contrastar resultados y verificar las respuestas del instrumento. Los datos se tabularon utilizando el paquete SPSS25 con el fin de establecer relaciones de dependencia entre variables utilizando el Chi cuadrado y el coeficiente de contingencia de Pearson, la

Moda para indicar la tendencia de las respuestas de los encuestados, y las medidas de tendencia central para mostrar los valores de agrupación estadísticos de la distribución. De esta forma se corrobora el comportamiento entre variables mediante análisis estadísticos descriptivos de frecuencias y gráficas comparativas.

## Resultados

### RESULTADOS DEL ASPECTO MOTIVACIONAL

El 100% de los participantes se sintieron motivados con la presentación de canciones desde el inicio del proyecto (ver Tabla 1). La inclusión de una canción semanal en el programa de estudios realmente genera un ambiente distendido y relajante para los estudiantes. Al inicio del proceso, los sujetos mostraron un escepticismo generalizado al desconocer en qué consistía el desarrollo de la técnica, pero una vez que se familiarizaron con la misma, el desarrollo de las demás sesiones fue satisfactorio y gratificante. Terminada la fase de presentación de videos, se pudo comprobar que los participantes del grupo experimental quedaron totalmente satisfechos con el producto y sus niveles de autosuperación y autoestima incrementaron notoriamente. Esto es, que a pesar de no entender a cabalidad el significado de las letras de las canciones y las intenciones que tienen los creadores de las mismas, las canciones activaron en los estudiantes sus emociones implícitas de entonación. Se debe tener en cuenta que desde que se está en el vientre de la madre, los seres humanos desarrollan la capacidad musical que incluye el ritmo, melodía y entonación, incluso antes que la lingüística. Según Griffie (1992, p. 8), las canciones nos dan el respaldo que necesitamos para sentir seguridad, mientras que al mismo tiempo proveen de un soporte interno para facilitar una tarea. Es decir, al escuchar los diferentes tipos de música, los estudiantes relajan su mente y perciben el mensaje de las canciones sin darse cuenta (ver Figura 2).

Por el hecho de ser hablantes en proceso de aprendizaje y asimilación de una lengua distinta, existe la tendencia a pronunciar mal ciertas palabras o estructuras, conocidas o desconocidas inexistentes en la lengua materna y, por ende, la intranquilidad por el rechazo y la burla escolar se hicieron presentes. Sin embargo, tras varias sesiones de práctica guiada y repetitiva, los participantes fueron adquiriendo aplomo y descubriendo que la equivocación y las malas ejecuciones orales son parte del proceso de aprendizaje, hecho que no se logró metacognitivamente hablando con el grupo control. Con la motivación extrínseca brindada por compañeros y el docente durante las sesiones, y creando en el aula un entorno laxo y seguro para sus participantes, el miedo a pronunciar mal se desva-

neció y siguió una tendencia decreciente conforme avanzaron las semanas.

Como era de esperarse, ninguna de las personas encuestadas, tanto del grupo experimental como del grupo control rechazó la inclusión de canciones en el aula para aprender inglés cuando se hizo la propuesta. En este sentido, se puede dar respuesta a una de las preguntas de investigación aseverando que incluir esta técnica didáctica en el aula estimula positivamente los aspectos afectivos y psicomotrices de los educandos. Asimismo, los participantes afirmaron no tener tiempo suficiente de ocio o entretenimiento durante la semana debido a sus actividades académicas divididas entre asistencia a clases presenciales, trabajos autónomos, prácticas preprofesionales, desarrollo de proyectos de tesis, tareas académicas, entre otras. Esta falta de tiempo para la distensión benefició en la actitud estudiantil y en su predisposición al trabajo con la técnica de visualización lírica de canciones.

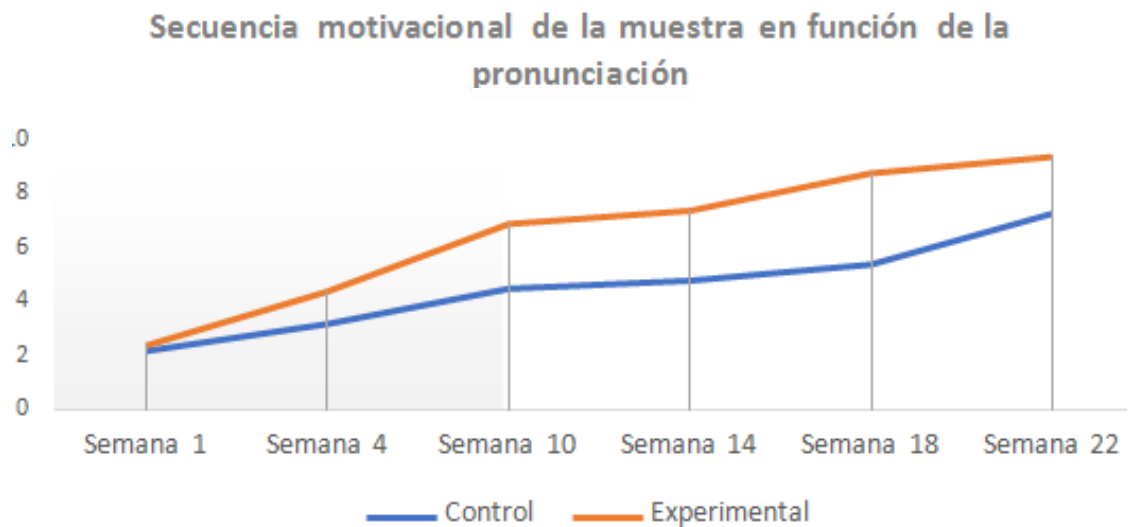
### RESULTADOS DEL ASPECTO NEMÓNICO

La predisposición a una actividad diferente y entretenida de aprendizaje, permite que los elementos cognitivos de recepción y memorización se activen favoreciendo a que el proceso de asimilación de palabras y estructuras gramaticales se desarrolle de una forma natural y no forzada (ver Tabla 2). Esto se logró activando tres elementos esenciales presentes en las canciones como lo son el sonido, el ritmo y la entonación. Estas tres dimensiones atraen la atención de los alumnos lo que, a su vez, facilita la capacidad de retención de vocabulario en función de sus inteligencias múltiples y capacidades cognitivas. Si se considera lo propuesto por Griffie (1992, p. 8) que manifiesta a este respecto, se puede reafirmar la interpretación de los resultados considerando que «[...] aprender un idioma es ciertamente pesado y aburrido, pero con el empleo de canciones en el aula se puede fomentar la afición a esa nueva lengua. Además, la repetición de canciones es algo que, generalmente, se puede obtener sin mucha dificultad. Así que, en cierta manera, el empleo de la música en clase de un idioma extranjero aumenta la confianza de los estudiantes en sí mismos» (ver Figura 3).

En la encuesta de satisfacción, los participantes del grupo experimental manifestaron en un 100% recordar con facilidad las palabras complejas y utilizarlas en diversos contextos hablados y escritos, durante todas las sesiones; de hecho, las palabras siguen frescas a poder ser utilizadas, ya que se almacenaron en la memoria a largo plazo debido al proceso de la manipulación lírica y la constante repetición escrita. En contraste en el grupo control, un 15,79% manifestó recordar fácilmente las palabras complejas después de

**Tabla 1.** Valores obtenidos sobre el aspecto motivacional

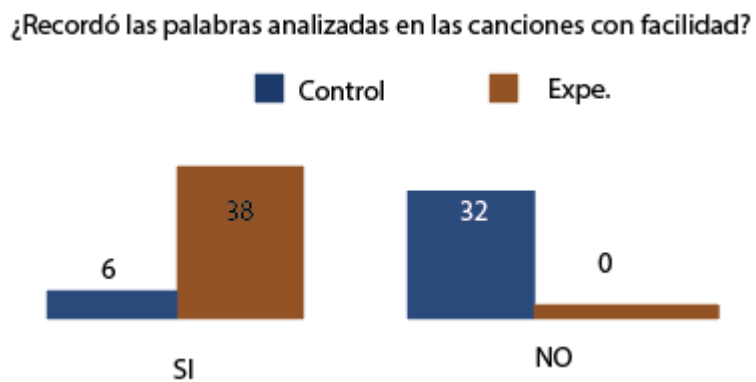
<b>¿Se sintió a gusto y motivado cuando su docente presentó la canción?</b>					
Válido	Sí	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
		76	100	100	100



**Figura 2.** Resultados de la ficha de observación docente tanto para el grupo control como para el grupo experimental.

**Tabla 2.** Valores obtenidos sobre el aspecto nemónico

<b>¿Recordó las palabras analizadas en las canciones con facilidad?</b>					
VARIABLES		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
	No	32	42,1	42,1	42,1
Válido	Sí	44	57,9	57,9	100
	Total	76	100	100	



**Figura 3.** Comparación entre grupo experimental y control en relación al aspecto nemónico de palabras nuevas presentadas en canciones.

la actividad cantada sin refuerzo hablado y escrito, mientras un 84,21% aseveró no recordar las palabras difíciles que se revisaron e incluyeron en las letras de las canciones. Para validar este dato, se contrastó los porcentajes de la ficha didáctica que completaron semana a semana, y se constató que, efectivamente, la reducida actividad de cantar y revisar la letra de las canciones no fue suficiente para afianzar la asimilación y memorización léxica requerida, dato que valida la técnica de visualización lírica de canciones.

Paralelamente, en esta interrogante relacionada con capacidad nemónica, se obtiene una media del 0,5789 y su error estándar arroja un 0,05701, lo cual afirma que a pesar de haberse presentado tanto al grupo control como experimental las actividades de canto, únicamente los del grupo experimental fueron capaces de recordar más fácilmente los términos analizados. Esto no significa que el grupo control tuvo una activación nemónica nula. Al contrario, ambos grupos reaccionaron positivamente ante los estímulos léxicos, pero exclusivamente en el grupo experimental se hizo con la mayor acentuación memorística debido a su alta exposición al input escrito y de repeticiones logrado con la VLC. Para ser más explícitos, la media está cercana al 50% de los datos a pesar de que en un grupo predomina el sí y en el otro el NO; esto significa que el 0,0789 demuestra que dentro del conjunto universo, el grupo control que contesta sí existe, a pesar que dentro de su grupo significa un 15,79%.

Como ya lo manifestó la autora de la VLC, la música en la enseñanza de ILE puede ayudar a crear un ambiente feliz, interactivo e intelectualmente estimulante (Lems, 2001). Ante este respecto, la respuesta luego de la fase aplicativa de la técnica es avasallante. 100% de los participantes manifestaron que la técnica ayudó a incrementar su vocabulario y que su aplicación coadyuvó paralelamente a crear un ambiente distendido e interactivo con sus compañeros, lo que motivó su aprendizaje. A más de sentirse relajados y desinhibidos, los estudiantes pudieron realizar actividades didácticas lúdico-digitales con la ayuda de plataformas actualizadas puesto que la mayoría de quienes participaron en este proyecto son nativos digitales.

Con los datos obtenidos en la aplicación de los instrumentos, se analiza con pruebas de estadística inferencial las preguntas 5 y 6, debido a que proporcionan los datos necesarios para sustentar el presente trabajo de investigación. Por consiguiente:

#### PRUEBA CHI CUADRADO PREGUNTA 5

$H_0$ : Si  $X^2 < X^2_t$ , se acepta la independencia entre la aplicación de la VLC y el mejoramiento nemónico en el aprendizaje de idiomas extranjeros.

$H_1$ : Si  $X^2 > X^2_t$ , se rechaza la independencia entre la aplicación de la VLC y el mejoramiento nemónico en el aprendizaje de idiomas extranjeros.

De este modo (ver Tablas 3 y 4):

$$X^2_t = \sum \frac{(f_o - f_e)^2}{f_e}$$

Fórmula 1. Cálculo de Chi cuadrado. Fuente: Blythe, Fensom, Forrest y Waldman de Tokman (2015).

$$X^2 = \frac{(6,00 - 22,00)^2}{22,00} + \frac{(38,00 - 22,00)^2}{22,00} + \frac{(32,00 - 16,00)^2}{16,00} + \frac{(0,00 - 16,00)^2}{16,00}$$

$$X^2 = 11,636 + 11,636 + 16,00 + 16,00 =$$

$$X^2 = 55,272$$

Al comparar  $X^2_t$  y  $X^2$ , se obtiene que  $X^2 > X^2_t$ , 55,272 > 3,841. Por tanto, se acepta la existencia de una relación de dependencia entre variables. A continuación, se procede al cálculo del Coeficiente de contingencia corregido de Pearson, para excluir la dependencia que se produce por el número de datos y las dimensiones de la tabla ( $r$  es el número de filas y  $c$  el número de columnas de la tabla de valores observados).

$$C_c = \frac{\sqrt{\frac{X^2}{X^2 + n}}}{\sqrt{\frac{\text{Min}\{r - 1, c - 1\}}{1 + \text{Min}\{r - 1, c - 1\}}}} \times 100\%$$

Fórmula 2. Coeficiente de contingencia corregido de Pearson. Fuente: Goodman & Kruskal (2011).

$$C_c = \frac{\sqrt{\frac{55,272}{55,272 + 76}}}{\sqrt{\frac{2 - 1}{1 + (2 - 1)}}} \times 100\%$$

$$C_c = \frac{\sqrt{0,4210494241}}{\sqrt{\frac{1}{2}}} \times 100\%$$

$$C_c = \frac{0,648883213}{0,7071067812}$$

$$C_c = 0,9176595934 \times 100\%$$

$$C_c = 91,77\%$$

**Tabla 4.** Tabla de contingencia con valores observados (*f*)

		RESPUESTA		
		Sí	No	Totales
Aplicación de la VLC	Control	6	32	38
	Experimento	38	0	38
	Totales	44	32	76

**Tabla 5.** Tabla de contingencia con valores observados (*f*)

		RESPUESTA		
		Sí	No	Totales
Aplicación de la VLC	Control	4	34	38
	Experimento	0	38	38
	Totales	4	72	76

**Tabla 6.** Tabla de contingencia con valores observados (*f*)

		RESPUESTA		
		Sí	No	Totales
Aplicación de la VLC	Control	2	36	38
	Experimento	2	36	38
	Totales	4	72	76

Según el comportamiento de los datos, su distribución y fluctuación, se realiza una prueba no paramétrica asignando un nivel de confiabilidad del 95%, que se traduce en un nivel de error aceptable del 5%. Se calculó mediante la prueba Chi cuadrado ( $X^2$ ) las probabilidades al comparar el Chi cuadrado calculado ( $X^2$ ) con el Chi cuadrado tabulado ( $X^2_t$ ), obteniendo que  $X^2_{(55,272)} > X^2_{t(3,841)}$ , con un Coeficiente de contingencia de Pearson corregido de  $Cc = 0,9177$ . Asimismo, para reforzar la confiabilidad de nuestros datos, el nivel de significancia de  $X^2$ , el valor propuesto por el autor es de  $1,049 \times 10^{-13}$  enmarcándolo fuera de la zona de aceptación de la hipótesis nula ( $\mu_1 = \mu_2$ ), por lo tanto, el resultado es altamente confiable. Con esta significancia, se asevera la existencia de una relación de dependencia entre variables; en otras palabras, la relación existente entre la variable VLC y su repercusión en las funciones lingüísticas y nemónicas, mejora esta última en un

91,77% respecto al grupo control, afianzando rotundamente la tesis de que el desarrollo de la técnica activa las funciones cognitivas de los estudiantes.

El dato revelador de la investigación se encontró en la última pregunta de la encuesta estudiantil, que versó: En lo relacionado al refuerzo de la pronunciación, ¿se sintió satisfecho (a) con el resultado final de su propia pronunciación? Asignados los mismos valores, un nivel de confiabilidad del 95% y un nivel de error del 5%, Chi cuadrado ( $X^2$ ) para las *t* probabilidades comparando el  $X^2_{(2,375)} > X^2_{t(3,841)}$ .

#### PRUEBA CHI CUADRADO PREGUNTA 6

$H_0$ : Si  $X^2 < X^2_t$ , se acepta la independencia entre la aplicación de la VLC y la apreciación de un mejoramiento en la pronunciación.

$H_1$ : Si  $X^2 > X^2_t$ , se rechaza la independencia entre la aplicación de la VLC y la apreciación de un mejoramiento en la pronunciación.



Por consiguiente (ver Tablas 5 y 6):  
Al encontrar un valor esperado menor a 5.00, se realiza la Corrección de continuidad o corrección de Yates:

$$\chi^2_{t} = \sum \frac{(|f_o - f_e| - 0,5)^2}{fe}$$

Fórmula 1. Cálculo de Chi cuadrado con corrección de Yates. Fuente: Blythe, Fensom, Forrest, & Waldman de Tokman (2015).

$$\chi^2_{t} = \frac{(|4,00 - 2,00| - 0,5)^2}{2,00} + \frac{(|0,00 - 2,00| - 0,5)^2}{2,00} + \frac{(|34,00 - 36,00| - 0,5)^2}{36,00} (\dots) + \frac{(|38,00 - 36,00| - 0,5)^2}{36,00}$$

$$\chi^2 = 1,125 + 1,125 + 0,0625 + 0,0625$$

$$\chi^2 = 2,375$$

Al comparar  $\chi^2_t$  y  $\chi^2$ , se obtiene que  $\chi^2 < \chi^2_t$ , 2,375 < 3,841. Por tanto, se acepta  $H_0$  y, en extensión, la independencia entre variables, de manera que no es necesario el cálculo del Coeficiente de Contingencia corregido de Pearson.

Esto significa que la aplicación de la VLC no influyó directamente en la percepción del elemento enunciativo, sino que esta percepción de mejora por parte del estudiante depende del medio constructivo de aprendizaje, y no meramente de la VLC. Debido a esto se considera que, de los 76 participantes en la muestra, 34 sujetos del grupo control y 38 del experimental respondieron la encuesta y en ambos grupos, el nivel de satisfacción fue positivo en su mayoría.

## CONCLUSIONES

La VLC es una técnica didáctica fehacientemente comprobada. Desde su propuesta académica en 1999, ha sido objeto de múltiples aplicaciones y verificaciones científicas. Las pesquisas se han direccionado sobremedida en determinar el vínculo existente entre música y lenguaje y, al mostrar su eficacia, se ha instalado dentro de las propuestas metodológicas innovadoras de cientos de docentes y reformistas alrededor del mundo.

En el presente estudio, queda demostrado que la VLC activa positivamente la inteligencia musical poniendo en ejecución procesos cognitivos de atención, concentración y especialmente de memoria. Además, la música y el lenguaje convergen en la naturaleza de características como la pausa, el volumen, la entonación y sobre todo el ritmo que medularmente activa el mecanismo vocal

productivo que, en enseñanza de lenguas extranjeras, se torna tan complejo de consolidar.

La mayoría de las actividades musicales en la aplicación de la técnica de la VLC se centraron en la lírica. Esto hizo fácil la asimilación puesto que la mayoría de las canciones pop tuvieron la característica de ayudar a los estudiantes a memorizar palabras comunes y cortas como los pronombres. Además, el lenguaje de las letras fue conversacional en las que no se incluyeron gran cantidad de imperativos ni preguntas. Las resultantes de las conjugaciones verbales fueron generalmente imprecisas y a menudo se cantaron a un ritmo más lento que las palabras que se pronuncian con más pausas entre los enunciados cotidianos. Así mismo, existió gran repetición de vocabulario y estructuras entre estrofas y coros.

Con los resultados obtenidos se considera a la técnica de visualización lírica de canciones como una estrategia pedagógica a ser incluida en el proceso de enseñanza-aprendizaje de idioma inglés como lengua extranjera. Se verifica la hipótesis al concluir que  $H_0$ : Si  $\chi^2 < \chi^2_t$ , se acepta la independencia entre la aplicación de la VLC y el mejoramiento nemónico en el aprendizaje de idiomas extranjeros y que  $H_0$ : Si  $\chi^2 < \chi^2_t$ , se acepta la independencia entre la aplicación de la VLC y la apreciación de un mejoramiento en la pronunciación.

La inclusión secuenciada y planificada favorece la asimilación de elementos léxicos en la memoria a largo plazo y paralelamente mejora la comprensión de contextos diversos en estudio, lo que influye positivamente en desarrollar un sentido efectivo del ritmo. Finalmente, se reafirma que, con la cualidad universal de la música, los entornos educativos y académicos de aprendizaje de idiomas extranjeros se verán reforzados en cuanto a incrementar niveles de motivación esenciales como la autosuperación y autoestima estudiantiles.

Definitivamente, se deben realizar más investigaciones de este tipo, considerando aspectos tales como el tiempo de exposición a la técnica de la VLC, nivel de dominio de la lengua extranjera, edad, género y el área profesional o a la carrera de los participantes.

## REFERENCIAS

- Arslan, D. (2015). First grade teachers teach reading with songs. *Procedia-Social and Behavioral Sciences*, 174, 2259-2264. INTE 2014. DOI: 10.1016/j.sbspro.2015.01.884
- Du, W. (2018). *Música y canciones en la enseñanza de ELE en China y en España* (Memoria para optar el grado de Doctor). Facultad de Filología. Universidad Complutense de Madrid. <https://eprints.ucm.es/id/eprint/49390/1/T40281.pdf>

- Griffie, D. T. (1992). *Songs in action*. Prentice Hall International Publishing.
- Goswami, U. (2015). Neurociencia y educación: ¿podemos ir de la investigación básica a su aplicación? Un posible marco de referencia desde la investigación en dislexia. *Psicología Educativa*, 21. Elsevier España, s.l.u. <http://creativecommons.org/licenses/by-nc-nd/4.0/>
- Israel, H. F. (2013). Language learning enhanced by music and song. *Literacy Information and Computer Education Journal (LICEJ)*, Special Issue, 2(1).
- Lems, K. (1996). For a song: Music across the ESL curriculum. National Louis University and TESOL 1996. ERIC Digest. <https://files.eric.ed.gov/fulltext/ED396524.pdf>
- Lems, K. (2001). Using music in the adult ESL classroom. ERIC Digest, National. Clearinghouse for esl Literacy Education. ED # ED 459634.
- Lems, K. (2002). Music hath charms for Literacy... In the ESL classroom. *The Indiana Reading Journal/Summer 2002*.
- Lems, K. (2016). Learning english through music in the digital age. Research Gate. Publication number 309179102. National Louis University. [https://digitalcommons.nl.edu/cgi/viewcontent.cgi?article=1081&context=faculty\\_publications](https://digitalcommons.nl.edu/cgi/viewcontent.cgi?article=1081&context=faculty_publications)
- Žáková, L. Y., (2010). *Music as an effective means in teaching english pronunciation*. Charles University in Prague. Faculty of Education. Department of English Language and Literature (Diploma Thesis). Czech Republic.



## CYBERBULLYING IN ADOLESCENTS AND ITS INCREASE DUE TO NEW TECHNOLOGIES

### EL CYBERBULLYING EN LOS ADOLESCENTES Y SU INCREMENTO POR LAS NUEVAS TECNOLOGÍAS

Miguel Bastidas  
Universidad de las Fuerzas Armadas, ESPE (Ecuador)  
<https://orcid.org/0000-0001-9739-2060>

Sebastián Bedoya  
Universidad de las Fuerzas Armadas, ESPE (Ecuador)  
<https://orcid.org/0000-0003-1070-3247>

Steven Artos  
Universidad de las Fuerzas Armadas, ESPE (Ecuador)  
<https://orcid.org/0000-0003-2806-9109>

Alejandro Barrionuevo  
Universidad de las Fuerzas Armadas, ESPE (Ecuador)  
<https://orcid.org/0000-0001-8330-9668>

Recibido: 28 de marzo 2021  
Aprobado: 20 de julio 2021

DOI: 10.29166/kronos.v2i1.3023

#### RESUMEN

Actualmente el mundo entero está viviendo una pandemia ocasionada por el virus covid-19, motivo por el cual varios aspectos de la vida cotidiana se vieron afectados, uno de ellos, la educación, la cual cambió de ser presencial a ser tomada en línea llevando consigo problemas del mundo, en este caso el *bullying*, al mundo digital, dando lugar al *cyberbullying*. En esta problemática social los más vulnerables son los adolescentes, quienes al ser victimizados por un agresor presentan varias consecuencias negativas en aspectos de su vida, motivo por el cual se realizó la presente investigación, cuyo objetivo principal es identificar cuáles son las consecuencias del *cyberbullying* en los adolescentes, para así, presentar posibles soluciones a esta forma de acoso, conocer el porcentaje de víctimas de *cyberbullying* dentro de la población analizada y si esta tiene conocimiento acerca de la misma. La presente investigación tiene carácter cualitativo, y la herramienta de recolección de datos implementada fue la encuesta hacia una muestra de 186 estudiantes pertenecientes a unidades educativas de Quito, Ecuador. Mediante las encuestas se pudo registrar que 86% de la muestra analizada tiene conocimiento acerca del *cyberbullying*, así también se pudo reconocer que 22,6% de la muestra ha sufrido de *cyberbullying*. De manera que, mediante la aplicación de la encuesta y el respaldo de un marco teórico estructurado, se concluyó que las principales consecuencias del *cyberbullying* son emocionales (comportamiento), académicas (desempeño en los estudios) y sociales (relaciones interpersonales).

#### ABSTRACT

Currently the whole world is living a pandemic product of the virus covid-19, reason why different aspects of daily life were affected, one of them, the education, that changed from been face-to-face to being online taking with him problems from world, in this case bullying, to the digital world, leading to cyberbullying. In this social problem the most vulnerable are teenagers, who when are victimized by an aggressor, present negative consequences in various aspects of their lives, reason why the present investigation was carried out, which main objective is identify the consequences of cyberbullying in adolescents for present possible solutions to this form of harassment, know the percentage of cyberbullying victims within the analyzed population and if it is aware of it. The present research has a qualitative nature, and the data collection tool implemen-

**KEYWORDS** Harassment, technology, consequences, knowledge, adolescents.

**PALABRAS CLAVE** Acoso, tecnología, consecuencias, conocimiento, adolescentes.

ted was the survey to a sample of 186 students that belong to educational units in Quito, Ecuador. Through the surveys it was possible to register that 86% of the analyzed sample has knowledge about cyberbullying, the rest have a vague idea or do not know anything about it, it was also possible to recognize that 22,6% of the sample has suffered from cyberbullying, that despite being a low percentage indicates that exist cases. Then, with the surveys and the support of a structured theoretical framework, it was concluded that the main consequences of cyberbullying are emotional (behavior), academic (performance in studies) and social (interpersonal relationships).

## INTRODUCCIÓN

El *cyberbullying* es un comportamiento violento e intimidatorio mismo que se lleva a cabo de manera verbal, psicológica entre niños y adolescentes durante sus años de estudiantes, mediante medios o plataformas virtuales en la actualidad el *bullying* ha cambiado y también su campo de acción se ha ido extendiendo a gran velocidad debido a los avances tecnológicos, desencadenando así un nuevo tipo de *bullying* llamado *cyberbullying* (Musalem y Castro, 2015). Este acto de violencia y agresión afecta y daña a miles de estudiantes de diversas edades y sin distinción del género, a través del uso inadecuado de las redes sociales. Se identifica cuando un estudiante recibe amenazas, es humillado o molestado por otro mediante el uso de internet, teléfonos móviles, computadoras u otras tecnologías telemáticas, es un acto de *cyberbullying*. Existen muy diversas estrategias de ataque y consecuencias que difieren, es por esto que se realiza la presente investigación, con el fin de identificar las secuelas que producen estos ataques a la integridad de los estudiantes sobre todo en el ámbito académico y escolar. Toda la información necesaria para la investigación se la obtendrá mediante medios tales como encuestas, entrevistas a individuos que han sufrido de ciberacoso, registrando sus experiencias, además de documentos de apoyo en la red. Por consiguiente, se analizará y organizará toda la información recolectada para así identificar las consecuencias del *cyberbullying*. La investigación está enfocada en estudiantes que estén entre los 15 y 18 años de edad, ya que es el rango de edad en el que hay más incidencia de este tipo de acoso escolar. Sobre la base del análisis de los datos obtenidos se planteará posibles soluciones que ayuden a disminuir el índice de este problema social y así mismo contrarrestar las consecuencias académicas producidas por el mismo.

Dar a conocer la nueva problemática que se generan mediante el uso de las nuevas formas de comunicación e interacción humana empleada por la juventud en la actualidad, los adolescentes son víctimas de una nueva forma de acoso que son propiciadas mediante internet,

ya sean subiendo fotografías ridiculizando al menor, atormentándolo mediante comentarios insultantes y denigrantes. El *cyberbullying* es una variación del *bullying* tradicional, ya que este usa la tecnología como medio para llegar a sus víctimas, pero al igual que el *bullying* tradicional causa en el individuo problemas de baja autoestima, aislamiento, problemas familiares y en casos extremos puede desencadenarse en sucesos fatales que atentan contra la salud y la vida de la víctima en ocasiones llegando hasta su muerte debido a la depresión y angustia de no hallar una posible solución ante las burlas (Ortega, Mora-Merchán, Calmaestra y Vega, 2009). La principal problemática del *cyberbullying* es la dificultad para poder identificar al agresor virtual, debido a que este fácilmente cambia su perfil, no se identifica o guarda total confidencialidad para no ser reconocido, también son muy hábiles en el manejo de plataformas virtuales, ya que con facilidad crea nuevas cuentas y sigue encontrando diferentes formas de maltratar psicológicamente a su agredido virtual.

Los objetivos de nuestra investigación son: reconocer y describir las consecuencias del *cyberbullying* en los adolescentes y la influencia de los medios digitales. Plantear posibles soluciones para contrarrestar las consecuencias negativas provocadas por el *cyberbullying*. Conocer el porcentaje de víctimas de *cyberbullying* dentro de la población analizada. Identificar las técnicas de *cyberbullying*. Comprobar si la población tiene conocimiento acerca de esta avriedad de *bullying*.

## MARCO TEÓRICO

### Cyberbullying

El *cyberbullying* se entiende como una forma de maltrato escolar que se manifiesta como producto de la evolución de la tecnología, sumado al acceso ilimitado que los adolescentes poseen hacia las distintas plataformas digitales, «básicamente consiste en el mismo acoso, pero a través de medios electrónicos, como las redes sociales, que no por eliminar el contacto físico,

dejan de causar iguales repercusiones en la víctima, tales como: baja autoestima, ansiedad, bajo rendimiento académico» (Carozzo, 2013, p. 180).

No existe una manera exacta de agredir a un joven haciendo uso de las nuevas tecnologías, sino que las maneras empleadas pueden ser muy diversas y crueles. Hay acosadores que chantajean a sus víctimas con la amenaza de difundir sus fotos vergonzosas. Algunas veces, el acosador genera una página web para burlarse y degradar a su víctima. Todas estas variaciones de maltrato, poseen algo similar: se realizan de forma anónima, de manera que, no hay contacto directo entre la víctima y el acosador.

El *cyberbullying* no ocurre una sola vez, además se da de diversas formas, desde discriminación, insultos o mofa acerca de las características físicas, manera de vestir, gustos o hacer pública información, hasta amenazas de daño físico y otros cargos que pueden ser tipificados como delincuencia juvenil.

### Características

Se debe indicar que un dato importante del *cyberbullying* es que sus prácticas de intimidación se dan únicamente con el fin de dañar a la víctima y ponerla en ridículo ante las demás personas conectadas a una misma red. Las características del *cyberbullying* no varían en gran medida con respecto al *bullying* tradicional, ya que en ambos casos se trata de acoso, por lo cual (Bartrina, 2012, pp. 44-45), señala algunas características propias del *cyberbullying*: anonimato del acosador, el *nick* (pseudónimo que se utiliza para darse a conocer en las redes sociales o chat) le proporciona impunidad y sentimiento de desinhibición para mostrarse, si procede más violento, situaciones de acoso público, con una inmediatez y una gran rapidez de recepción de los mensajes y una amplia audiencia potencial, accesibilidad que se da por lo que se conoce como la proporción 24/7, los estragos se generan en cualquier instante de la noche o del día o y son demasiado difíciles de identificar. La víctima no puede huir y, ejemplificando, puede estar recibiendo mensajes siempre en su móvil, reiteración, pese a que la acción del atacante sea exclusiva, la víctima recibirá de manera continuada el acoso cibernético, dadas las características de permanencia de una publicación en línea, intencionalidad diferenciándolo de una conducta imprudente. La intencionalidad está conectada con las actividades de la mente respecto a un objeto, desinhibición. Ya que el internet ofrece una forma de anonimato, da la posibilidad de que los adolescentes realicen acciones que no harían cara a cara.

### Origen

Para hablar acerca de dónde proviene el *cyberbullying* hay que entender que el mismo es una adaptación del

*bullying* tradicional: «un estudiante es maltratado o victimizado cuando él o ella es expuesto repetidamente a lo largo del tiempo, a acciones negativas por parte de uno o más estudiantes» (Olweus, 1999, p. 10). El *bullying* tradicional se adapta a los cambios tecnológicos, es decir, que utiliza nuevas herramientas, en este caso tecnológicas para realizar el maltrato y victimización ya mencionados, dando como resultado la generación del término *cyberbullying*.

Sin embargo, para acercarse al origen del término *cyberbullying* y su significado, se toma como referente lo expuesto por Bauman (2011), quien afirma que:

De acuerdo con Bill Belsey, el desarrollador del sitio web <http://www.cyberbullying.ca>, el cual fue lanzado en 2003, él fue el primero en usar y definir este término. Belsey dijo que él es quien modera el sitio web dedicado a la prevención del *bullying*; en el sitio web, se describe cómo los jóvenes son intimidados en línea. Para describir este comportamiento, Belsey acuñó el término *cyberbullying*, basado en el término *cyberspace* (un término que según Belsey fue acuñado por el autor canadiense de ciencia ficción William Gibson). Sin embargo, de acuerdo con el equipo de nuevas palabras del Oxford English Dictionary, el primer uso del término fue por Christopher Bantick en un artículo en Canberra Times (Australia) en noviembre 18 de 1998. (p. 2)

### Diferencias entre *bullying* y *cyberbullying*

El *cyberbullying* al ser el resultado de la evolución y adaptación del *bullying* tradicional frente a los avances tecnológicos, presenta características que los diferencian entre sí, no obstante, sin olvidar el objetivo principal que comparten estas dos formas de acoso, el victimizar a una persona. A continuación, se presentan las diferencias entre las formas de acoso ya mencionadas (ver Tabla 1).

En la tabla 1, se puede reconocer que las diferencias entre el *bullying* tradicional y cibernético son claras, ya que de forma general se puede reconocer los siguientes hechos: 1. el acosador está en ventaja, debido a que su anonimato le permite actuar con el mínimo temor de ser descubierto; 2. el acoso ya no termina al salir de la institución educativa, sino que este se puede extender hasta los hogares de las víctimas mediante los medios electrónicos, como celulares, computadoras y siendo más específico mediante redes sociales, sitios web, etc.; 3. el acoso cibernético, gracias al avance tecnológico, produce más herramientas para dar paso al acoso.

Sin embargo, al analizar las diferencias entre estas formas de acoso, hay que analizar otro factor impor-

**Tabla 1.** Diferencias entre el *bullying* y el *cyberbullying*

<b>Bullying tradicional</b>	<b>Cyberbullying</b>
Se realiza de manera personal y directa.	No se realiza de manera presencial, sino mediante un medio digital, es decir con tecnología.
El acosador es conocido por todos	El agresor puede tener un perfil anónimo que es difícil de encontrar.
Suele tener un tiempo (semanas, meses) donde se acontecen los hechos.	El acoso se puede dar de nuevo en cualquier momento, es atemporal.
Hay un espacio definido para el <i>bullying</i> (la institución educativa).	No hay un espacio definido, el agresor puede actuar y agredir desde cualquier lugar o espacio
Puede encontrarse culpable ante los ojos de las autoridades.	No hay nada que lo acuse.
Existen varios tipos de formas específicas para el acoso.	Múltiples formas de acoso íntimo que se modifican conjuntamente con las capacidades de las nuevas tecnologías y redes sociales.

Fuente: Morales (2014).

**Tabla 2.** Perfil del acosador en el *bullying* tradicional y el *cyberbullying*

<b>Perfil del acosador en el bullying tradicional</b>	<b>Perfil del acosador en el cyberbullying</b>
Personalidad dominante	Habilidad y destreza en el uso de las TIC.
Les gusta afirmarse mediante la fuerza	Desinterés por todo lo que realizan y por los demás.
Tienen carácter y son impulsivos.	Sufren de algún tipo de ansiedad social.
Tienen carácter y son impulsivos.	Sufrieron o sufren de bullying.
Muestran una actitud más positiva hacia la violencia.	Son acosadores en el ambiente escolar.
Presentan conductas disruptivas o antisociales en lugar de una conducta prosocial	Presentan problemas de conducta.
A veces se relacionan con adultos de forma agresiva.	Solitarios y sin amigos en la escuela.
No suelen responsabilizarse de sus actos.	Solidarios con las víctimas de acoso.
Se les da bien escabullirse.	Excelente desempeño escolar.
Presentan problemas de conducta.	Muestran rasgos de abandono familiar.

Fuente: Olweus (1999) y Morales (2014).

tante, el cual es el perfil de los acosadores de acuerdo a cada forma de acoso, como se puede ver en la tabla 2 (ver Tabla 2). Mediante las características propuestas en la tabla 2, se puede ver que los perfiles de los acosadores han cambiado, ya que éstos ya no suelen ser personas con déficit de educación, sino que incluso pueden ser individuos que tengan grandes capacidades en diferentes campos, como, por ejemplo, el mencionado en la tabla 2, uso de las tecnologías de la información y comunicación (TIC).

### **Consecuencias**

El *cyberbullying* presenta algunas de estas consecuencias en los individuos afectados dependiendo el caso como son la agresividad, agresión y depresión. La agresividad en los chicos y en las chicas es un inconveniente que perjudica los vínculos y redes sociales, la convivencia regular de las familias. «La actividad estudiantil, llegando a propiciar en agredidos y agresores conductas de peligro para la salud física y de la mente» (Andrade, 2001, p. 16). La agresividad es una

consecuencia que afecta a la convivencia de los sujetos involucrados en la práctica de este *cyberbullying*. Por lo tanto, la violencia y la agresión se refieren ambos a conductas que en situaciones derivan de una tendencia agresiva e impulsiva que provocan un mal o perjuicio a un tercero.

La depresión es un tema muy preocupante en la sociedad actual según la cita referencia mencionada anteriormente, y más cuando las jóvenes víctimas del acoso de sus compañeros la padecen, estos jóvenes podrían llegar a generar muchos trastornos mediante el paso del tiempo, si no se toma medidas de prevención los jóvenes podrían optar por el suicidio o cometer homicidio como forma de escape por las distintas agresiones y burlas ocasionadas por terceras personas. Según Loredó-Abdalá, Perea-Martínez y López-Navarrete (2008), «[t]odos los involucrados, víctimas y agresores, tienen mayor riesgo de sufrir síntomas depresivos e ideación suicida, pasando por trastornos del sueño, enuresis, dolor abdominal, cefalea, malestar general, ansiedad» (p. 12).

### **Exclusión social**

Podemos decir que la exclusión social en el *bullying* es muy común, ya que es una de las formas que se manifiesta este mismo. Al momento que existe una exclusión social en un sujeto se ocasiona un daño en las emociones y en su forma de coexistir en un espacio público, ocasionando un problema grave al momento de que sea necesaria la participación del sujeto excluido, tanto en la participación académica como comercial. Es necesario saber que la exclusión social a un alto grado puede ser perjudicial vitalmente, ocasionando enfermedades como la locura, depresión, malestar, fiebre, etc., lo que puede llevar incluso a la muerte del sujeto excluido.

### **Métodos de prevención**

En el análisis experimental realizado por Rigby y Smith (2011) sobre la probabilidad del incremento de casos de acoso escolar en 27 territorios del continente europeo, USA y Australia, los resultados mostraron cambios evidentes entre 1990 y 2008. Se puede mirar cómo el *bullying* ha ido tomando cada vez más fuerza en el campo educativo. Sin embargo, destaca la situación de Noruega, donde se afirma una importante disminución de casos de *bullying* desde 2004, una vez que se empezaron programas *antibullying*. El *bullying* se ha ido adaptando conforme al paso del tiempo, ocasionando un aumento exponencial en las estadísticas del estudio. Existen cambios en el *bullying* entre los jóvenes con el aumento de las tecnologías y los tiempos en que se encuentran.

Uno de los programas de prevención, participación y seguimiento más conocidos es el denominado *KiVa*, acrónimo de *Kiusaamista Vastaan* (contra el acoso escolar), iniciado en Finlandia en 2007. El procedimiento *Kiva* es una estrategia de estudios diseñado en Finlandia para minimizar la intimidación entre alumnos de 7 a 15 años. El programa incluye diez lecciones administradas por un maestro de aula a lo largo de todo el año estudiantil, acompañadas de juegos de ordenador y un ámbito virtual para el aprendizaje. Usa un enfoque de algunas capas para abordar los componentes a grado personal, del aula y del colegio. El proyecto de estudios consta de 10 lecciones que los docentes de aula imparten a lo largo de 20 horas. Cada lección se hace acerca de un asunto central y una regla se asocia con aquel asunto: luego de la lección, la clase adopta dicha regla como una norma de la clase. Un manual del programa otorga pautas a los docentes sobre cuánto tiempo se debería asignar a cada asunto. Las escuelas poseen la flexibilidad de dictaminar cómo acomodar el año estudiantil alrededor de los temas.

Finlandia tiene uno de los mejores sistemas educativos a nivel mundial, y este método es el más utilizado en ese país por la mayor efectividad obtenida a través de los resultados a nivel de estadísticas. Si lográramos inculcar este tipo de método en las escuelas y hacerlo de manera eficiente y obligatoria podría detener el aumento de *bullying* en el Ecuador y así también disminuirían las consecuencias ocasionadas por este problema a nivel mundial. Otro tipo de prevención del *cyberbullying* sería el control familiar y de autoridades al inicio del año académico, mediante charlas y reuniones para concientizar a los señores representantes y alumnos sobre los diversos problemas que causa el *bullying*, las repercusiones a futuro y las consecuencias que puede existir por medio de éste.

Hay que entender que el *bullying* no se puede erradicar en su totalidad, pero sí se puede reducirlo, empezando desde la niñez mediante la formación de grupos para la ayuda de estos casos si se dan desde temprana edad, reduciendo así el impacto a futuro y concientizando a los jóvenes sobre los riesgos exponenciales que trae el *bullying*. Al momento de inculcar las medidas *antibullying* desde la niñez, se podría lograr un decremento del abuso, no solo en las instituciones, sino en la vida cotidiana y fomentar la ayuda al prójimo al momento de darse estos casos.

### **Tipos de cyberbullying**

Las novedosas tecnologías nos abren las puertas a un mundo de nuevas modalidades, tenemos la posibilidad de estar comunicados de manera inmediata con personas que permanecen a una cantidad enorme de kilómetros, ir a cualquier sitio sin salir de la vivien-

da, etc. Sin embargo, hay personas que han querido utilizar aquellas novedosas tecnologías para provocar un mal o agredir a otros, surgiendo conductas como el *cyberbullying*. En este sentido, con el acceso ilimitado a las nuevas tecnologías, los adolescentes están expuestos a las intenciones perjudiciales de terceras personas que utilizan estos medios para la intimidación que ha llegado de la mano del internet y los teléfonos celulares, lo que se conoce como *cyberbullying*, sobre el cual Andrade Fernández (2019, p. 18) señala lo siguiente:

La intimidación y acoso mediante mensajes, páginas web o correos electrónicos anónimos difamatorios es cada vez más reconocido y se ha convertido en una de las armas preferidas por los agresores, en el momento de atormentar a sus compañeros. Los espacios de agresión se han multiplicado, la facilidad de anonimato y el sentimiento de impotencia de algunas de las víctimas es más enorme, surgiendo conductas como el *cyberbullying*. El *cyberbullying* se puede ejercer por diversos medios como: mensajes recibidos en el teléfono móvil por medio de app sociales, fotografía o videos hechos con las cámaras de los móviles que involucren o hagan mofa del agredido, y posteriormente llegando a los niveles de amenazar a la víctima; llamadas acosadoras al teléfono móvil sin ningún tipo de consentimiento; mensajes de correspondencia electrónico insultantes o amenazantes hacia la víctima; páginas web donde se difama a la víctima; y salas de chat en las que se agrede a uno de los participantes o se le excluye de una manera social y muy poco agradable. (p.18)

**ARRASEMENT:** consiste en denigrar, amenazar e insultar a una persona de forma constante a través de mensajes en redes sociales, mensajes de email, de WhatsApp o aplicaciones semejantes. Esta conducta incluye el situar apodos, mandar fotos o videos humillantes o producir rumores sobre una persona, todo ello con el objeto de que otras personas se sumen a la humillación pública que se está llevando a cabo del afectado y difundan el contenido.

**PORNO POR VENGANZA:** el *sexting* (enviar fotos o videos de uno mismo y de contenido sexual) se ha convertido en una conducta habitual entre adolescentes y adultos. De él se deriva el conocido como porno por venganza, que se fundamenta en subir esos videos o fotos a internet o distribuirlos mediante otros medios online destinados a vengarse de una persona.

**STALKING:** esta conducta se apoya en hacer un seguimiento en línea constante de una persona para hacerle saber que hay un interés romántico o sexual en la misma o bien mantener el control de todos sus

movimientos en línea cuando se ha iniciado una interacción.

### **Conductas que pueden constituir *cyberbullying***

Las conductas que tienen la posibilidad de constituir acoso cibernético pueden ser bastante variadas, a manera de ejemplo se tienen las siguientes:

1. Colgar en internet una imagen comprometida para perjudicar a la víctima.
2. Ofrecer de alta a la víctima en webs en las que se vota a la persona más fea, la menos inteligente, etc., y sumarle votos para que aparezca en el top del ranking.
3. Crear un perfil falso a nombre de la víctima para dañar su reputación.
4. Enviar mensajes amenazantes a través de canales digitales.
5. Violar la intimidad de la víctima accediendo a su correo electrónico y cambiando su contraseña.

### **¿Qué se puede hacer frente a estas conductas?**

Según Linares y Moleros (2016), si su hijo da muestras de estar siendo acosado lo primero que se debe hacer es hablar, que se dé cuenta que tú estás ahí y que quieres ayudarlo. Muchas veces también es bueno que los niños reciban ayuda por parte de un psicólogo para superar los problemas. En caso de que el acoso cibernético se desarrolle en una institución educativa lo mejor es informar a las autoridades, y si aún así los problemas siguen sería mejor proceder a una denuncia para ponerle fin a esta situación.

### **El internet**

Internet se define como una red universal de redes de PC cuya finalidad es permitir el trueque independiente de información entre todos sus usuarios. Sin embargo, podría ser un error tener en cuenta internet solo como una red de PC. Se puede considerar a las PC sencillamente como el medio que lleva la información. En esta situación internet podría ser una gigantesca fuente de información práctica y divertida. «Internet facilita la información adecuada, en el momento adecuado, para el propósito adecuado» (Gates, 2002).

### **Origen del internet**

Existen dos versiones sobre el inicio de internet. La más conocida apunta su construcción como un proyecto del Departamento de Defensa de Estados Unidos, quienes en los años sesenta buscaban la manera en la que todos las PC que se usaban en la organización funcionaran en red, incluso en caso de



que una de las computadoras sufriera un desperfecto por un ataque enemigo.

### Redes sociales

Según Boyd y Ellison (2007), una red social se define como un servicio que posibilita a las personas edificar un perfil público o semipúblico en un sistema delimitado, articular una lista de otros usuarios con los que comparten una conexión, ver y recorrer su lista de las conexiones y de las llevadas a cabo por otros dentro del sistema. Su fama es indiscutible a tenor del número de usuarios que todos los días se añaden a ellas (Espinar Ruiz y González Río, 2009, p. 25). Si bien el *boom* del internet se presenta en las dos últimas décadas, 1997 es el año en que fue desarrollado SixDegrees, el primer sitio en la crónica de las redes sociales, sitio que sigue abierto actualmente.

Al principio las redes sociales se inventaron con el objetivo de conectar a la población, lo cual conocemos como comunicación universal, debido a que gracias al internet tenemos la posibilidad de conectarnos con gente que esté en cualquier parte de todo el mundo y así facilitar la comunicación. En la actualidad, se ve una evolución de las redes sociales debido a que no únicamente se las usa con el fin de comunicarse, sino además son empleadas como entretenimiento, debido a que tenemos la posibilidad de generar perfiles públicos y subir nuestras propias fotos, hacer comentarios de las fotos de otras personas, entre otras cosas. Existe una infinidad de redes sociales, a continuación, daremos algunos ejemplos de las redes sociales más usadas actualmente: Facebook, Instagram, Twitter y Flickr.

### Uso del internet en los estudiantes

Con el avance de la tecnología en los últimos años se han desarrollado nuevas formas de acoso, el ahora llamado acoso en línea, acoso electrónico, o más conocido como el *cyberbullying* pone en alerta a los padres de las víctimas, ya que esta problemática se evidencia más en los adolescentes, e manera que se produce una disputa entre ellos al querer imponer límites en su uso. Hoy en día el acceso a la red se ha vuelto más fácil para las personas, pues se hallan en una gran variedad de dispositivos como laptops, tablets, celulares, entre otros. Actualmente el internet es un medio masivo de comunicación e incluso se lo considera un objeto indispensable, ya que por este medio se desarrollan varias tareas, como la comunicación entre familiares, amigos, la entrega de tareas del colegio, investigaciones, etc.

El rendimiento académico de un estudiante se puede ver influenciado por el uso de distintos métodos de estudio, además es muy importante el papel que cumple el internet. Si analizamos por un momento el método

utilizado hace algunas décadas atrás, veremos que éste estaba influenciado fuertemente por el uso de libros; para extraer información de ellos se tenía la necesidad de acudir a una biblioteca; ahora vemos que el uso de libros ha disminuido, ya que gracias al internet tenemos toda la información que necesitamos al alcance de nuestras manos (Duart y Lupiáñez, 2005, p. 45). Al no tener un control total sobre el contenido en la red que está al alcance de los jóvenes, ellos pueden ver cualquier contenido subido en la red y esto puede ser muy perjudicial, ya que en la red existe contenido valioso, pero también contenido dañino. Entre el contenido valioso podemos encontrar una gran cantidad de información para realizar tareas, investigaciones, entre otras cosas. En el contenido malo o perjudicial podemos encontrar en la red toda la información de una persona, tales como sus fotos de perfil en el caso de las redes sociales, contenido para adultos, información que no es del todo verdadera.

### METODOLOGÍA

Para la investigación que fue definida como de carácter cualitativo, la manera en que se escogió la población y se determinó su muestra fue por conveniencia, a causa del poco tiempo con que se contaba para aplicar el instrumento para la recolección de datos, además la población que conforma el universo de nuestra investigación es demasiado extensa, como lo señala el Departamento de Planificación Distrital de Quito, con un total 12.593 estudiantes activos, entonces, la cantidad de personas a la que se pudo llegar con las encuestas en el tiempo planificado, fue de un total de 186 individuos de un total de 200 encuestados para la muestra a analizar. El instrumento de recolección de datos se encuentra en la sección de anexos al final de la investigación, cuya aplicación a la muestra nos arrojó los siguientes resultados.

### ANÁLISIS DE RESULTADOS

En esta sección se presenta los resultados obtenidos de la aplicación de la encuesta, con su respectiva interpretación y análisis. En cuanto al género, las encuestas realizadas indicaron que las chicas son más vulnerables a sufrir *cyberbullying* que los chicos (66,7% frente a un 33,3%) y la edad media de las víctimas es de 13,5 años. La mayoría de las situaciones se detectan en adolescentes de entre 12 y 26 años (19,4% y 23,7% respectivamente), a estas edades los adolescentes empiezan a usar la tecnología y tienden a sentirse con más libertad haciendo uso de las mismas, según un estudio realizado sobre acoso y *cyberbullying* publicado por la Asociación ANAR (Sánchez Pardo *et. at.*, 2015). Además, se pudo observar que en la muestra analizada el rango de edad de los participantes se encuentra entre los 10

y 40 años de edad, de la muestra total la cantidad de mujeres es superior a los hombres con (52,7% y 47,3%) respectivamente, de un total de encuestas analizadas.

Con la encuesta realizada, se identificó el conocimiento que tiene la muestra estudiada (186 estudiantes) sobre qué es el *cyberbullying*. Se detalla que el 86% de la muestra sabe que es el *cyberbullying*, el 7,5% no sabe qué es y el 6,5% tiene una idea vaga de esta forma de acoso. De manera que, con base en los resultados obtenidos, se puede ver que sí existe el desconocimiento sobre el *cyberbullying*, es decir, que hay personas que no saben qué es o incluso que existe. Por lo tanto, es necesario que se difunda información sobre esta forma de acoso, ya sea por medios físicos o digitales, todo con el fin de eliminar el desconocimiento y corregir las ideas erróneas que tengan las personas, y así prevenir el *cyberbullying*.

Con relación al *cyberbullying* durante la pandemia, la literatura nos dice que uno de cada cinco personas de 10 a 25 años ha sido víctima del acoso en línea (*cyberbullying*) en los Estados Unidos. Securty.org realizó una investigación para descubrir si la pandemia aumentó ese número, por lo que entrevistaron a más de 500 individuos estadounidenses. El 21% de los encuestados respondieron que sí habían sido acosados cibernéticamente antes de la pandemia. De este porcentaje, el 56 % reportó que el *bullying* había ocurrido en los últimos seis meses de la pandemia. Estos resultados se asemejan a los de la presente investigación donde se observó que de un total de 186 encuestados el 74,7% (n=139) no ha sufrido *cyberbullying* y el 22,6%(n=47) sí lo ha sufrido.

Adicionalmente, la Asociación ANAR publicó datos que fueron revelados sobre acoso y *cyberbullying*, éstos señalan que en la actualidad los datos personales de perfil de una red social son usados para ridiculizar, el principal tipo de acoso escolar siguen siendo los insultos los cuales representan un 71,6% de los casos. Con el desarrollo de las nuevas tecnologías, ahora es posible la difusión de imágenes y videos comprometedores con el (20,2%), el compartir la información personal de la víctima sin su consentimiento (el 11,7%) y el robo de información de la cuenta personal de la víctima. En este contexto, en la presente investigación se observó que el 26,9% (n=50) de encuestados fueron víctimas del pirateo de su información de las redes sociales. Al contrastar los resultados de las dos investigaciones podemos afirmar que el *cyberbullying* bajo la modalidad de uso de información personal de la víctima se ha incrementado durante la pandemia, ya que el porcentaje es de 15,2% mayor con relación al estudio realizado antes de la pandemia.

Según los resultados de la encuesta realizada en algunos colegios del valle de Quito, el 57% del total

de los participantes de la encuesta, han presenciado uno que otro tipo de acoso sobre algún individuo, «[t]odos los involucrados, víctimas y agresores, tienen mayor riesgo de sufrir síntomas depresivos e ideación suicida, pasando por trastornos del sueño, enuresis, dolor abdominal, cefalea, malestar general, ansiedad» (Loredo-Abdalá, 2008, p.12).

Adicionalmente, el 94,6% de los estudiantes que participaron en la encuesta, creen que el *cyberbullying* sí afecta al desempeño académico en los individuos víctimas de este tipo de acoso. Andrade (2001) corrobora esta información cuando menciona que: “La agresividad en los niños y en las niñas es un problema que afecta la convivencia normal de las familias y la actividad escolar, llegando a propiciar en agredidos y agresores conductas de riesgo para la salud física y mental» (p.18).

Los resultados sobre si la muestra estudiada cree que en la actualidad al ser la educación en línea, por motivo de la pandemia, ha incrementado el índice de *cyberbullying* son que un 78,5% cree que sí hay incremento de casos debido a la educación en línea, la misma que fue implementada por la pandemia del covid-19, mientras que un 21,5% cree que no hay aumento de casos de acoso cibernético. Entonces, analizando los datos obtenidos se puede determinar a la educación en línea como la herramienta y una de las causas del *cyberbullying*.

De acuerdo con la encuesta realizada, la cual fue respondida con éxito por 186 personas, se puede evidenciar que de la totalidad de individuos que respondieron acerca de la posibilidad de erradicar el *cyberbullying*, el 52,5% de individuos estuvieron en una posición de duda, acerca de si se podría erradicar este problema; mientras que el 34,9% de los encuestados respondieron que creen que sí se puede poner fin al *cyberbullying*; otro 12,9% de individuos concluyeron que el *cyberbullying* es un problema al cual no se le puede poner fin.

Después de haber realizado una encuesta acerca del *cyberbullying*, se obtuvieron diversas respuestas a preguntas previamente planificadas, una de ellas acerca de cómo poner fin a un problema que afecta a muchos y muchas jóvenes hoy en día como lo es el *cyberbullying*.

Al finalizar la encuesta, se obtuvo como resultado que un 40,3% de las personas encuestadas darían fin a este problema reportando los casos de *cyberbullying* que ellos conocen, mientras que otro 40,3% se acercaría a las personas que tienen este problema para brindar su apoyo y ayuda personalmente. También un 19,4% de individuos pensaron y respondieron que lo mejor para ayudar a dar fin a este problema es difundir información para que las demás personas estén al tanto e informadas.

A través de esta investigación se pudo determinar que existen características que describen el perfil de una persona acosadora que siente la necesidad de infringir algún tipo de daño a sus víctimas. Nuestros datos estadísticos nos muestran que el 74,2% de las personas acosadoras tienen un perfil violento y esto puede ser una señal de que esta persona siente algún tipo de satisfacción haciendo daño a otras personas, mientras que la otra parte de los datos estadísticos muestran que una cierta cantidad de acosadores poseen un perfil amistoso, de esto podemos deducir que estas personas crean perfiles falsos en sus cuentas de redes sociales para que no haya ningún tipo de críticas al momento de aceptar su solicitud en las redes, así estas personas permanecen en el anonimato.

### CONCLUSIÓN

Se verificó que el *cyberbullying* es un problema que afecta el rendimiento académico de los individuos y también su estado emocional, dicha problemática en el último año ha tenido un incremento debido a la nueva modalidad en línea que todos los centros educativos debieron implementar a causa de la pandemia. De manera que el *cyberbullying* es una de las problemáticas de la nueva era que está afectando y dañando cada vez más a la juventud femenina y masculina con un porcentaje de 53% y 47%, respectivamente, por lo cual se establece que son más propensos a ser víctimas de *cyberbullying* la población femenina que la masculina.

Además, se demostró que los jóvenes que han sido víctimas de *cyberbullying* acuden a pedir ayuda directamente a sus padres o algún familiar, ya que al tener un vínculo hay confianza entre ellos y pueden enfrentar de mejor manera este problema, dando prioridad al afectado. Sin embargo, esto no suele pasar cuando se comunica a las autoridades encargadas del tema del acoso, ya que ellos al tener otros casos pendientes por resolver no le dan la atención e importancia requerida a la víctima del acoso, para que ésta no siga siendo perjudicada, ya que muchas veces los casos han quedado sin resolverse.

### RECOMENDACIONES

Procurar que los jóvenes dediquen el menor tiempo posible a estar en internet y que éste solo sea el necesario para cumplir con sus actividades académicas, ya que al permanecer mucho tiempo en la red adquieren conductas propias de un asiduo *navegante* de internet —retos difundidos en redes sociales que ponen en riesgo sus vidas, estilo de vida sedentario, etc.—, y están mucho más expuestos a ser víctimas del ciberacoso.

Generar un ambiente de confianza y aprendizaje sobre el buen manejo de las nuevas tecnologías entre padres e hijos, para que así el manejo de las mismas

sea más seguro y los jóvenes se sientan más tranquilos al interactuar en un ambiente digital y cumplir de manera exitosa sus actividades académicas.

Es muy importante que si un adolescente fue víctima de *cyberbullying*, éste reciba atención psicológica, ya que este tipo de acoso genera secuelas graves como la baja autoestima, la falta de confianza, el bajo rendimiento académico y el tratar de desplazarse socialmente de manera desapercibida, por causa de su baja autoestima. Con la ayuda de un profesional en el tema se puede revertir estos efectos negativos dándole a la víctima la oportunidad de reintegrarse a la convivencia social sin ninguna inseguridad.

### REFERENCIAS

- Andrade Fernández, P. A. (2019). *Guía preventiva y de sensibilización sobre cyberbullying en adolescentes. Estudio realizado desde la teoría psicoanalítica en la Unidad Educativa El Prado con 50 adolescentes de 13 a 18 años en la ciudad de Quito, en el periodo agosto 2018-enero 2019* (Bachelor's thesis). PUCE.
- Bartrina, M. J. (2012). Análisis y abordaje del acoso entre iguales mediante el uso de las nuevas tecnologías. (s. d.).
- Bauman, S. (2014). *Cyberbullying: what counselors need to know*. John Wiley & Sons.
- Boyd, D. M. and Ellison, N. B. (2007). Social network sites: definition, history, and scholarship. *Journal of computer-mediated Communication*, 13(1), 210-230.
- Carozzo, J. (2013). Bullying opiniones reunidas. *Observatorio sobre la violencia y convivencia en la escuela*. (s. d.).
- Catalano R., Smith, P. K., Morita, Y., Junger-Tass, J., Olweus, D. and Slee, P. (eds.) (1999). *The nature of school bullying: a cross national perspective*. Routledge.
- Duart, J. M. and Lupiáñez, F. (2005). E-strategies in the introduction and use of information and communication technologies in the university. *RUSC. Universities and Knowledge Society Journal*, 2(1). <https://doi.org/10.7238/rusc.v2i1.243>
- Espinar-Ruiz, E. y González-Río, M. J. (2009). Jóvenes en las redes sociales virtuales: un análisis exploratorio de las diferencias de género. <https://doi.org/10.14198/fem.2009.14.06>
- Loredo-Abdalá, A., Perea-Martínez, A. y López-Navarrete, G. E. (2008). «Bullying»: acoso escolar. La violencia entre iguales. Problemática real en adolescentes. *Acta pediátrica de México*, 29(4), 210-214.
- Morales, T., Serrano, M. C., Miranda, D. A. y Santos, A. (2014). Cyberbullying, acoso cibernético y delitos invisibles. *Experiencias psicopedagógicas*. Universidad Autónoma del Estado de México.
- Musalem, B. R. y Castro, O. P. (2015). Qué se sabe de bullying. *Revista médica clínica Las Condes*, 26(1), 14-23.

- Ortega, R., Elipe, P., Mora-Merchán, J. A., Calmaestra, J. and Vega, E. (2009). The emotional impact on victims of traditional bullying and cyberbullying: a study of spanish adolescents. *Zeitschrift für Psychologie/Journal of Psychology*, 217(4), 197.
- Pérez Fuentes, M. C., Gázquez Linares, J. J. y Molero Jurado, M. M. (2016, 16 mayo). La convivencia escolar: un acercamiento multidisciplinar. *Dialnet*.
- Rigby, K. and Smith, P. K. (2011). Is school bullying really on the rise? *Social Psychology of Education*, 14(4), 441-455.
- Sánchez Pardo, L., Crespo Herrador, G., Aguilar-Moya, R., Bueno-Cañigral, F. J., Aleixandre-Benavent, R. y Valderrama-Zurián, J. C. (2015). *Los adolescentes y las tecnologías de la información y la comunicación (TIC)*. Ayuntamiento de Valencia.



---

**VIRTUAL CLASSES AND THEIR EFFECT ON THE PHYSICAL AND MENTAL STATE OF UNIVERSITY STUDENTS**

---

**CLASES VIRTUALES Y SU EFECTO EN EL ESTADO FÍSICO Y MENTAL DE LOS ESTUDIANTES UNIVERSITARIOS**

---

Paul Arias  
Universidad de las Fuerzas Armadas, ESPE (Ecuador)  
<https://orcid.org/0000-0002-1653-458X>

Alexis Arévalo  
Universidad de las Fuerzas Armadas, ESPE (Ecuador)  
<https://orcid.org/0000-0001-7399-4489>

Anahí Armas  
Universidad de las Fuerzas Armadas, ESPE (Ecuador)  
<https://orcid.org/0000-0001-9540-0119>

---

---

Recibido: 28 de marzo 2021  
Aprobado: 26 de julio 2021

---

doi: 10.29166/kronos.v2i1.3026

---

**RESUMEN**

El presente artículo tiene como objeto analizar el estado físico y mental de los estudiantes de primero y segundo semestre de Comercio exterior y de Ingeniería Mecánica de la Universidad de las Fuerzas Armadas espe durante la pandemia. Para lo cual se realizó una encuesta en línea mediante un análisis deductivo con enfoque cuantitativo. La investigación fue realizada durante los meses de noviembre 2020 a febrero 2021, dando como resultado que la mala postura y la poca actividad física de los estudiantes durante y después de sus clases virtuales, ha causado diversos problemas físicos tales como fatiga ocular, dolores musculares, estomacales y de cabeza. Además de trastornos mentales como depresión, insomnio y ansiedad.

**ABSTRACT**

The purpose of this article is to analyze the physical and mental state of the first and second semester students of Foreign Trading and of Mechanical Engineering of the Universidad de las Fuerza Armadas espe during the pandemic. For which an online survey was conducted using a deductive analysis with a quantitative approach. The research was carried out during the months of November 2020 to February 2021, resulting in the students' poor posture and little physical activity during and after their virtual classes has caused various physical problems such as eye strain, sore muscle, stomachache, and headache. Additionally, mental disorders such as depression, insomnia, and anxiety are observed.

---

**PALABRAS CLAVE** Pandemia, clases virtuales, estudiantes, estado físico y mental.

---

**KEYWORDS** Pandemic, virtual classes, students, physical and mental state.

---

## INTRODUCCIÓN

Hoy en día existe una clara evidencia de que llevar una vida activa mejora la salud, el bienestar y la calidad de vida a cualquier edad, permitiendo vivir más tiempo de manera independiente y ayudando a prevenir enfermedades crónicas. Incorporar a la vida cotidiana algunas actividades cotidianas como caminar, subir escaleras, correr, jugar, bailar, montar en bicicleta, nadar, etc., mejora la salud física y mental de gente joven y adulta. En el transcurso de la pandemia los niveles de actividad física en los estudiantes disminuyeron; afectando negativamente el estado de ánimo y el bienestar. En base a esto, se analizaron los problemas de salud más comunes generados durante la educación virtual. Se realizó una encuesta en línea a un grupo de estudiantes de la Universidad de las Fuerzas Armadas ESPE en el primer y segundo semestre de Comercio Exterior y de Ingeniería Mecánica, mediante un análisis deductivo con un enfoque cuantitativo, el cual ayudó a obtener los datos necesarios para desarrollar el proceso de recolección y estudio de datos. La investigación fue realizada durante los meses de noviembre 2020 a febrero 2021 y se centró en los problemas físicos y mentales que tiene la mayoría de los estudiantes encuestados, mismos que eran problemas preexistentes, pero en menos cantidad.

## MARCO TEÓRICO

### Defectos refractivos en los estudiantes al permanecer largos periodos de tiempo frente a dispositivos electrónicos

Debido a la inesperada situación mundial, la población se vio obligada a acoplarse a las nuevas tecnologías y metodologías en el ámbito de la educación en todos sus niveles y el Ecuador no fue la excepción. En el país, maestros y estudiantes se vieron en la necesidad de aprender y emplear nuevos métodos de enseñanza y aprendizaje, siendo parte de ello la implementación total de la tecnología. La cual, a pesar los prometedores beneficios, también trae algunas desventajas. Los defectos visuales o defectos refractivos debido al excesivo desgaste visual son una de las desventajas que acarrea la exposición continua de las pantallas. La Organización Mundial de la Salud calcula que a nivel mundial más de 314 millones de personas viven con una deficiencia visual severa. De ellos, 37 millones están ciegos y 124 millones padecen baja visión. Aproximadamente, 153 millones tienen alguna pérdida de visión debido a los defectos de refracción, problemas solucionables con un examen ocular y gafas. El 99 % de los ciegos viven en los países en desarrollo. Cuatro de cada cinco de ellos pierden la vista innecesariamente (Molina Curbelo, 2017). Con frecuencia, los

defectos de refracción más comunes en los estudiantes son la miopía, el astigmatismo y la hipermetropía, en algunos países de América Latina se considera a la hipermetropía, y a la miopía como la segunda causa de la ceguera (Roselló Leyva, 2011).

### MIOPÍA

La miopía es una alteración refractiva la cual viene dada por un exceso longitudinal ocular o por una desmedida curvatura del cristalino, haciendo que el dioptrio tenga una variación en su aumento (Ramírez, 2018). Un ojo miope es aquél que forma las imágenes procedentes del infinito —desde unos 5 m, igual que en las cámaras de fotos— antes de la retina. Por lo tanto, la imagen que llega a la retina es borrosa, transmitiendo de esa manera al cerebro. Las personas con miopía presentan dificultad para enfocar bien los objetos lejanos lo que significa un déficit de agudeza visual (Arancón, 2014).

Existen dos tipos de miopía: la miopía simple que está entre las 5 y 6 dioptrías y evoluciona hasta las 22 a 24 años; la miopía patológica (magma o progresiva) está por el contrario sobrepasa las 6 dioptrías y se cree que está causada por una alteración en el segmento posterior del ojo (Arancón, 2014). Una de sus causas puede ser hereditaria, pero otra muy importante podría ser el hecho de la realización de tareas que impliquen una visión cercana durante largos periodos de tiempo frente a objetos que puedan afectar a la visión (Arancón, 2014).

### ASTIGMATISMO

Condición que causa una visión borrosa debido a la forma irregular de la córnea, la cubierta transparente del ojo, y una córnea de forma irregular impide que la luz se enfoque correctamente en la retina, que es la superficie sensible a la luz en la parte posterior del ojo y como consecuencia la visión se vuelve borrosa sin importar la distancia (Álvarez y Torres, 2015).

Existen dos tipos de astigmatismo: *astigmatismo puro*, uno de los meridianos se enfoca sobre la retina y el otro según la curvatura puede incidir delante de la retina (astigmatismo miópico) y detrás de la retina (astigmatismo hipermetrópico) (Arancón, 2014); y astigmatismo mixto: un eje se enfoca delante de la retina y el otro detrás.

Las causas del astigmatismo, según Arancón (2014), son las siguientes: 1. *astigmatismo regular*, suele ser congénito y no crónico, se debe a que se forman dos ejes en el ojo que refractan la luz con distinta intensidad, debido a que la curvatura de la córnea está muy modificada; según se refracta la luz en los meridianos podemos distinguir los siguientes tipos de astigmatismo regular: *astigmatismo frecuente* (la luz se refracta con mayor intensidad en el meridiano vertical); *astigma-*

*tismo poco frecuente* (se refracta más la luz en el eje horizontal); 2. *astigmatismo irregular*: se debe a que se ha modificado la curvatura de la córnea por lesiones, intervenciones quirúrgicas, etc.; en este caso se forman dos ejes irregulares que refractan la luz con una intensidad y dirección muy variada; y 3. *astigmatismo temporal*: debido a una intervención quirúrgica se puede ver retraída la capa en la córnea, lo que provoca modificaciones en la refracción de la luz que suelen ser temporales y arreglarse de manera espontánea.

#### HIPERMETROPÍA

La hipermetropía está conformada por rayos de luz semejantes los cuales son emitidos por un objeto en el infinito, dichos rayos se posicionan por detrás de la retina, generando las siguientes consecuencias. Al focalizar los objetos que se encuentran a distancias próximas llegan borrosos al ojo, pero los objetos que se encuentran a distancias lejanas son focalizados nítidamente por el globo ocular (Ramírez Moyano, 2018). Existen dos factores principales de riesgo para la hipermetropía, el primero es si sobrepasas la edad de 40 años y el segundo es el factor hereditario quiere decir que si un miembro de la familia lo tiene podría transmitirlo (Arancón, 2014).

#### Problemas de salud ocasionados por movimientos repetitivos

Estar sentado durante periodos de tiempo prolongados implica un mayor riesgo para eventos cardiovasculares (hasta un 125% mayor riesgo) y hasta de 50% más de fallecer por cualquier causa (alteraciones metabólicas y neoplasias) (Kimmerley, 2014). La actividad física y el ejercicio no ayudan a compensar del todo el riesgo cardiovascular al estar sentado durante periodos prolongados, en otras palabras, las personas activas físicamente presentan en menor medida los efectos adversos de estar sentados durante períodos prolongados en comparación con las personas sedentarias (Kimmerley, 2014).

#### INACTIVIDAD MUSCULAR

Con relación a la inactividad muscular, los factores adicionales que promueven trastornos musculoesqueléticos. Los músculos deben estar activos para seguir funcionando, al igual que los tendones y los huesos. No activarlos da como resultado la pérdida de la forma física y defectos estructurales y funcionales. En estas condiciones, los músculos no pueden estabilizar adecuadamente las articulaciones y los ligamentos (Luttmann, Jager y Griefhan, 2004).

#### MOVIMIENTOS REPETITIVOS

El ejercicio repetitivo prolongado, ya sea que se carguen objetos o no, puede causar trastornos musculoesqueléticos. Se habla de tareas repetitivas cuando la misma parte del cuerpo se mueve una y otra vez sin poder al menos descansar un rato o cambiar de movimiento (Luttmann, Jager y Griefhan, 2004).

#### POSIBLES CONSECUENCIAS

*Enfermedad venosa crónica.* Una de las principales causas de esta enfermedad es estar parado o sentado por mucho tiempo sin caminar, ya que se disminuye el retorno venoso y se aumenta la presión en las venas de las extremidades inferiores, acumulando la sangre. Los músculos en las piernas juegan un papel muy importante en la circulación, ya que al estar en movimiento actúan como bomba para mover la sangre de las piernas de vuelta al corazón (Elorza, n. d.).

*Alteraciones en el metabolismo.* La inactividad física puede inducir efectos negativos en los procesos celulares de acción relativamente rápida en los músculos esqueléticos u otros tejidos que regulan los factores de riesgo como los triglicéridos plasmáticos y el colesterol HDL y disminución en la respuesta a la insulina, todo esto hace que el metabolismo se vuelva más lento llevando a consecuencias como el aumento de peso, problemas en el sistema digestivo hasta problemas cardiovasculares y desarrollo de enfermedades metabólicas como diabetes mellitus o síndrome metabólico (Hamilton, 2007).

*Alteración en la postura.* Molestias agudas asociadas a fatiga muscular que se reflejan en incomodidad, tensión muscular y dolor, especialmente en el cuello y la cintura. Al estar sentadas, las personas tienden a relajarse (se hunden en el asiento) y sus músculos dejan de realizar el trabajo de mantener la postura. La mayor parte del peso se pone directamente en la columna y la pelvis, de modo que la curvatura normal en «S» de la columna se convierte en una «C», que no es una postura suficientemente fuerte para soportar la presión sobre los cuerpos y discos intervertebrales (Zapata, 2014).

*Efectos musculoesqueléticos.* Cuando no se evita la inactividad prolongada, se produce una pérdida de la forma y la función, donde el músculo no puede estabilizar las articulaciones ni los ligamentos produciendo: dolor, limitación de los arcos de movimiento, inestabilidad de las articulaciones y esfuerzo excesivo. Las alteraciones músculo esqueléticas son muy dolorosas, comúnmente incapacitantes y generalmente tienen un comienzo gradual como el síndrome del túnel carpiano, tendinitis, ciática, hernias de disco, y el dolor de espalda baja, éstas se producen cuando las

capacidades físicas del trabajador no son compatibles a los requisitos físicos del trabajo (Elorza, n. d.).

*Efectos psicológicos.* Estar demasiado tiempo sentado no solo afecta la salud física, sino que también afecta la salud mental. Se ha demostrado la gran incidencia que tiene permanecer sentado en enfermedades como depresión, insomnio y ansiedad, lo que ocasiona que estas personas no desean levantarse en las mañanas para ir a trabajar, estudiar o realizar sus labores diarias; a diferencia de las personas que tienen una adecuada actividad física en quienes incluso si ya tienen depresión, el ejercicio podría aliviar sus síntomas o prevenir síntomas futuros. Estar sentados frente a un computador por largos periodos de tiempo afecta la comunicación que tienen las personas con los demás, ya que en lugar de conectarse con el entorno, el individuo se concentra por mucho tiempo en una misma tarea dejando a un lado lo que lo rodea, quitando así la posibilidad de crear conexiones interpersonales. Además de estos trastornos las personas que día a día tienen que enfrentar una alta carga laboral pueden llegar a experimentar el síndrome de Burnout, éste se refiere al estrés laboral crónico, que lleva al cansancio emocional, despersonalización y menor realización personal. Se caracteriza por un agotamiento progresivo tanto físico y mental, falta de motivación por las tareas que se realizan y principalmente cambios en el comportamiento o actitud de la persona, por ejemplo, cambios en el estado de ánimo, donde la persona está más irritable y de mal humor, muestran indiferencia por lo que hacen; desmotivación, estas personas pierden cualquier tipo de interés por trabajar, cumplir sus metas y objetivos; agotamiento mental, haciendo que cada vez tengan menos resistencia a las situaciones de estrés o de mayor exigencia laboral y, por último, falta de energía, menor rendimiento y deterioro cognitivo, causando disminución en la concentración, memoria y la capacidad para desarrollar diferentes actividades (Elorza, n. d.).

### **Ejercicios para combatir el sedentarismo**

#### **EJERCICIOS DE CALENTAMIENTO Y ESTIRAMIENTO PARA MEJORAR LA ERGONOMÍA**

El ejercicio regular, como caminar, nadar o ir en bicicleta, ayudará al cuerpo a mantenerse sano, mientras que los ejercicios de estiramiento y tonificación ayudarán a acondicionar los músculos, prevenir lesiones y mantener una buena postura.

*Meditación.* Es una práctica en la que los individuos entrenan su pensamiento o inducen la conciencia para lograr ciertos beneficios específicos, como reconocer el contenido psicológicamente o finalmente lograr el propósito sin reconocer el contenido de manera inconsciente. El término meditación se refiere a una

amplia gama de prácticas, incluidas técnicas diseñadas para promover la relajación, desarrollar energía interior o fuerza vital (Qi, ki, chi, prā a, yoga, etc.) y desarrollar compasión, amor, paciencia, generosidad y perdón. La meditación tiene como objetivo permitir que las personas se concentren sin esfuerzo, enfocándose en mantener un estado de felicidad en cualquier actividad de la vida.

*Entrenamiento cardio hit.* Básicamente, la idea del entrenamiento a intervalos de alta intensidad o HIIT implica combinar períodos cortos de entrenamiento cardiovascular muy intenso (alrededor del 80-90% de nuestra frecuencia cardíaca) con otros períodos cortos de intensidad media o baja (50-60%). Según investigaciones, este tipo de entrenamiento cardiovascular, puede activar la producción de mitocondrias, que son los orgánulos encargados de aportar la mayor parte de la energía necesaria para la actividad celular, puede mejorar la utilización de la glucosa. Durante varias semanas puede mejorar la capacidad de oxidar la grasa (utilizar el exceso de grasa en el cuerpo como energía) y aumentar el valor máximo de VO<sub>2</sub> (mejorar la salud cardiovascular) resistencia aeróbica.

### **METODOLOGÍA**

Debido a que la pandemia mundial (COVID-19), no hay muchos datos estadísticos en el Ecuador. Para la investigación, se realizó una encuesta en línea a un grupo de estudiantes de la Universidad de las Fuerzas Armadas ESPE en el primer y segundo semestre de comercio exterior y mecánica, mediante un análisis deductivo con un enfoque cuantitativo. La investigación fue realizada durante los meses de noviembre 2020 a febrero 2021. La población universal total de las carreras de Comercio Exterior e Ingeniería Mecánica de primer y segundo semestre es de: 1.º curso comercio: 30 estudiantes, 2.º curso comercio: 38 estudiantes, 3.º curso Mecánica: 40 estudiantes, y 4.º curso Mecánica: 39 estudiantes.

Teniendo un total de población: 147 estudiantes el cual respondieron 102 estudiantes de la población seleccionada previamente. Siendo así se logró obtener los siguientes resultados, en las preguntas de la encuesta realizada.

### **ANÁLISIS DE DATOS**

Para el análisis de los datos se tomó en consideración las respuestas de la encuesta realizada a los estudiantes de la ESPE. De la cual se obtuvieron algunos datos relevantes. Con relación al tiempo que los estudiantes permanecen a un dispositivo electrónico durante sus clases y después de ellas, los estudiantes mencionan que el 83,3% (85 personas de 102) pasa más de 8 horas en adelante en la misma posición y un 12,7% trabaja



frente a un dispositivo electrónico (ver Figura 1). Esto significa que es más de la mitad de la población la que pasa más del tiempo en la misma posición. Se debe saber que «las investigaciones han relacionado el hecho de estar sentado durante tiempos prolongados con una serie de problemas de salud» (Laskowski, 2020).

Dentro de las afecciones más comunes por la exposición prolongada a los dispositivos electrónicos y posición sedentaria por largos periodos de tiempo a causa de la modalidad de educación virtual, entre los estudiantes que encontró que las afecciones más recurrentes fueron la fatiga ocular y el dolor de espalda cada una con un 75,5%. El 66,7% de los estudiantes también mencionaron que tuvieron constantes dolores de cabeza. La última de las opciones de respuesta propuestas, y aunque no parezca tener mucho sentido es el dolor estomacal, pero después de un análisis este síntoma puede ser producido por alimentarse en horarios no recomendados o simplemente omitir comidas por falta de tiempo, aclarado esto, los resultados obtenidos fueron del 14,7% (ver Figura 2).

Debido a que la fatiga ocular muchas veces desencadena el dolor de cabeza y es importante conocer la magnitud de éste. Teniendo como opciones de respuesta una escala del 1 al 5, considerando así el 1 como el dolor más bajo y el 5 como intenso, tuvimos los siguientes resultados: suave-leve-moderado-severo-intenso. Con respecto a la percepción del dolor en la categoría 1 suave tenemos un resultado del 9,3%. Con una percepción leve del dolor se aprecia un 16,3% de los encuestados. El porcentaje es mayor al llegar a la escala de moderado con un 55,8% de respuesta a este nivel; quienes previamente debieron marcar dolor de cabeza o fatiga ocular en la segunda pregunta de la encuesta aplicada. A continuación el 12,8% refiere molestia severa y apenas 5 personas de 86 mencionan sufrir de dolores de cabeza en escala de intenso (ver Figura 3).

Pese a que en la encuesta el 100% de los estudiantes están de acuerdo en que el ejercicio es una base fundamental para prevenir los síntomas de estrés, los datos arrojan un porcentaje negativo, ya que un 24,5% realiza ejercicios de meditación 2 veces a la semana, el

6,6% lo hace 3 veces a la semana, el 4% lo hace 5 veces a la semana que es una cantidad baja. Finalmente, la entrevista demostró que un 64,7% de estudiantes nunca realiza ejercicios de meditación (ver Figura 4).

Otro de los factores en el análisis propuesto se basa en el estado mental de los individuos por la exposición prolongada a una misma postura como lo menciona Elorza (n. d.). Los estudiantes universitarios han vivido esta realidad desencadenando en ellos diferentes trastornos como los expuestos en esta pregunta. Por cada 102 estudiantes de primero y segundo semestre de la carrera de Ingeniería Mecánica y Comercio Exterior, 82 estudiantes padecen de algún trastorno mental debido a las condiciones actuales de estudio. De este número de estudiantes aproximadamente la tercera parte (32,9%) de la población encuestada padece depresión. En el caso del insomnio, la encuesta nos muestra que el 53,7% sufre de este trastorno. También 57,3% de los estudiantes sufren de ansiedad. Finalmente, el 12,25% sufre de algún trastorno de comunicación debido al confinamiento (ver Figura 5).

## CONCLUSIONES

Finalizado el análisis, se puede concluir que los estudiantes de los primeros niveles la Universidad de las Fuerzas Armadas ESPE, al estar expuestos a movimientos repetitivos por periodos de tiempo prolongados, han desarrollado afecciones físicas como fatiga ocular, dolores de cabeza, dolores de espalda, dolores estomacales, etc. Estos tres primeros factores tienen una incidencia mayor al 60% lo que corrobora la información obtenida de las encuestas.

Adicionalmente, el 80,39% de los estudiantes encuestados padece un trastorno psicológico, entre los principales se encuentran el insomnio, depresión y ansiedad. Finalmente, la poca o nula actividad física y de meditación ahonda más estas problemáticas. Para mejorar estos aspectos se aconseja a la comunidad universitaria realizar pausas activas o si es posible practicar algún tipo de meditación durante y después de sus jornadas académicas.

1. ¿Cuántas horas permanece estudiando frente a un dispositivo electrónico? 102 respuestas

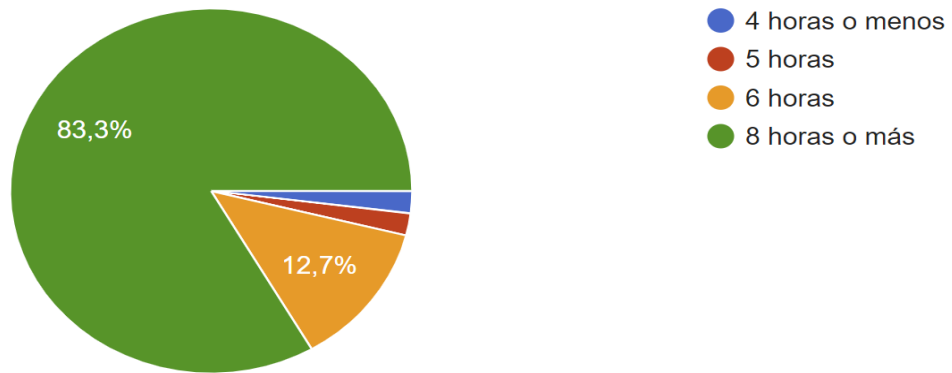


Figura 1. Tiempo frente a un dispositivo electrónico.

2. Ha percibido algún síntoma como los siguientes: 102 respuestas

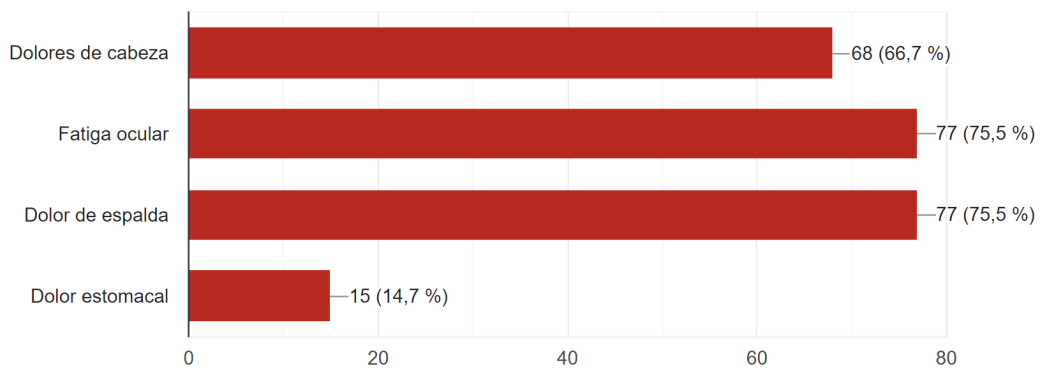


Figura 2. Síntomas

3. Califique su dolor de cabeza (si es que lo siente): 86 respuestas

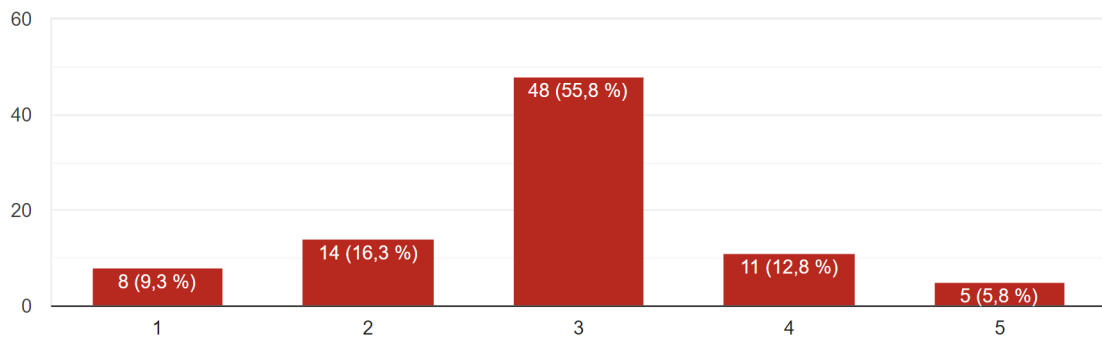


Figura 3. Intensidad

5. ¿Con qué frecuencia usted realiza ejercicios de meditación a la semana? 102 respuestas

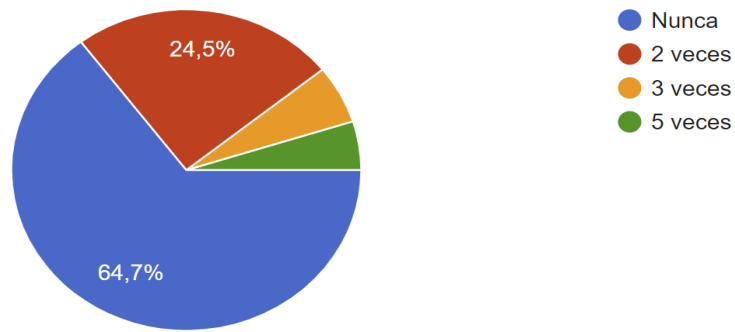


Figura 4. Frecuencia

7. Marque las patologías que cree usted que padece a nivel psicológico. (si las padece). 82 respuestas

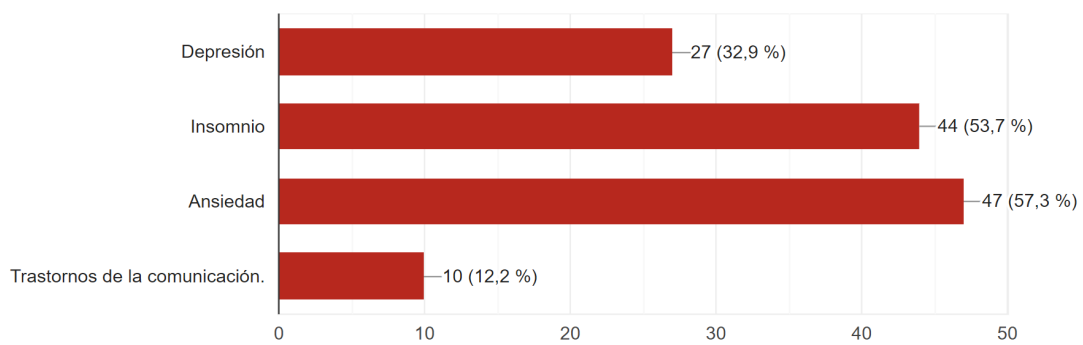


Figura 5. Patologías

## REFERENCIAS

- Álvarez Cárdenas, N. D. R. y Torres Ríos, C. S. (2015). Simulación y modelamiento del ojo humano como herramienta para la prevención del glaucoma a través la medición de la presión intraocular. *Eduardo Pinos Vélez*. <https://dspace.ups.edu.ec/bitstream/123456789/8963/1/UPS-CT005239.pdf>
- Arancón, C. (2014, diciembre 19). *El ojo humano y sus defectos*. <https://www.ucm.es/data/cont/docs/136-2015-01-29-el%20ojo%20humano%20y%20sus%20defectos.pdf>
- Elorza, N., Ortiz, M., Díaz, J., Gonzales, M., Rendón, E. y Rodríguez, M. (2017). Sedestación o permanecer sentado mucho tiempo: riesgo ergonómico para los trabajadores expuestos. *CES Salud Pública*, 8(1), 134-147. <https://dialnet.unirioja.es/servlet/articulo?codigo=6176889>
- Hamilton, M., Hamilton, D. y Zderic, T. (2007, noviembre). Papel del bajo gasto energético y estar sentado en la obesidad, el síndrome metabólico, la diabetes tipo 2 y las enfermedades cardiovasculares. *American Diabetes Association*. <https://diabetes.diabetesjournals.org/content/56/11/2655.long#ref-55>
- Kimmorley, S. (2014, marzo 17). 14 cosas horribles que pueden suceder si te sientas en tu escritorio durante demasiado tiempo. *Business Insider Australia*. [https://www.businessinsider.com/14-horrible-things-that-can-happen-if-you-sit-at-your-desk-for-too-long-2014-3?fbclid=IwAR3aKgKLNMOQR4yR3jP4mwuIgc9QMEvfiuf-N2cffZZ\\_J6Q5pRCVqpOvvfm8](https://www.businessinsider.com/14-horrible-things-that-can-happen-if-you-sit-at-your-desk-for-too-long-2014-3?fbclid=IwAR3aKgKLNMOQR4yR3jP4mwuIgc9QMEvfiuf-N2cffZZ_J6Q5pRCVqpOvvfm8)
- Luttmann, A., Jager, M. y Griefhan, B. (2004). *Prevención de trastornos musculoesqueléticos en el lugar de trabajo* (5.ª ed.). Organización Mundial de la Salud. [https://www.who.int/occupational\\_health/publications/en/pwh5sp.pdf](https://www.who.int/occupational_health/publications/en/pwh5sp.pdf)
- Macancela Sarango, L. E. (Junio 3, 2020). <https://www.veris.com.ec/nutricion-tiempos-covid-19/>
- Molina Curbelo, D. (2017). Comportamiento de los defectos refractivos en estudiantes de la escuela primaria Ignacio Agramonte y Loynaz. *MediSur*, 15(2), 8. [http://scielo.sld.cu/scielo.php?pid=S1727-897X2017000200009&script=sci\\_arttext&tlng=pt](http://scielo.sld.cu/scielo.php?pid=S1727-897X2017000200009&script=sci_arttext&tlng=pt)
- Ramírez Moyano, V. A. (2018). *Defectos refractivos (miopía, hipermetropía y astigmatismo) desde la óptica geométrica, una experiencia de aprendizaje activo con un grupo de estudiantes del tópico de óptica física de la Universidad Pedagógica Nacional*. (s. d.).
- Roselló Leyva, D. A. (2011). Defectos refractivos más frecuentes que causan baja visión. *Revista Cubana de Oftalmología*, 24(2), 8. [http://scielo.sld.cu/scielo.php?pid=S0864-21762011000200007&script=sci\\_arttext&tlng=pt](http://scielo.sld.cu/scielo.php?pid=S0864-21762011000200007&script=sci_arttext&tlng=pt)
- Torres, K., Dias, E. A. e Iparraguirre, J. P. (2008). Riesgos ergonómicos físicos que influyen en trastornos músculo esquelético de enfermeros que laboran en centro quirúrgico del hospital Cayetano Heredia. *I(1)*, 35. [http://repositorio.upch.edu.pe/bitstream/handle/upch/3619/Riesgos\\_CepidaTorres\\_Kely.pdf?sequence=1&isAllowed=y](http://repositorio.upch.edu.pe/bitstream/handle/upch/3619/Riesgos_CepidaTorres_Kely.pdf?sequence=1&isAllowed=y)
- Zapata, G. (2014). *Guía de Orientación* (vol. 1). Instituto de Mayores y Servicios Sociales (IMSERSO). [https://fiapam.org/wp-content/uploads/2015/07/600093\\_postural\\_dementia.pdf](https://fiapam.org/wp-content/uploads/2015/07/600093_postural_dementia.pdf)




---

**COMMON INTONATION MISTAKES OF THE PRODUCTION IN LOWER INTERMEDIATE ENGLISH AS A FOREIGN LANGUAGE (EFL) ADULT STUDENTS**

---

***ERRORES COMUNES DE ENTONACIÓN DE LA PRODUCCIÓN DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA (EFL) EN ESTUDIANTES ADULTOS DE NIVEL INTERMEDIO-BAJO***

---

Diana Vaca Barragán  
 Instituto Superior Tecnológico Cordillera (Ecuador)  
<https://orcid.org/0000-0001-9932-6550>

---

Recibido: 25 de abril 2021  
 Aprobado: 26 de julio 2021

---

DOI: 10.29166/kronos.v2i1.3111

---

**ABSTRACT**

This paper investigates the intonation of questions and requests produced by 10 adult lower intermediate students who are learning English as a foreign language during the first term of the year 2021 in a private institute in Quito-Ecuador. As these learners are not as exposed to the language as second language acquisition (SLA) learners, one of the biggest challenges for them when learning English is mastering speaking skills such as intonation. That is the reason why the aim of this study is to identify and analyze the most common intonation mistakes in order for further research to create methodological resources that fit different student's necessities. In order to achieve this objective, this quantitative and qualitative study compares the pitch contours of two questions and two requests produced by native speakers with the intonation of English as a foreign language (EFL) learners. In order to analyze the intonation of the learners, this research uses a software tool called Praat which is a platform that let the researcher visualize and compare different intonation patterns. This study concluded that: the learners seem not to be aware of pitch contours and the function of intonation patterns; moreover, it is concluded that the L1 influences the production of the L2. These results suggest that some technological tools such as Praat can be used in the process of teaching and learning intonation.

**RESUMEN**

Este proyecto investiga la entonación en preguntas y pedidos en 10 alumnos que aprenden inglés en un instituto privado en Quito-Ecuador durante el primer periodo del año 2021, y que tienen un nivel intermedio de inglés. Debido a que los estudiantes no están expuestos al idioma como aquellos que aprenden el idioma en el lugar nativo del mismo, uno de sus mayores desafíos cuando aprenden inglés es dominar habilidades del habla como la entonación. Por esa razón, el objetivo de este estudio es identificar y analizar los errores de entonación más comunes para, en un futuro, crear recursos metodológicos de acuerdo a las diferentes necesidades de los estudiantes. Para analizar la situación actual de entonación, este estudio cualitativo y cuantitativo compara los contornos tonales de dos preguntas y dos pedidos de hablantes nativos con estudiantes. Para analizar la entonación de los estudiantes, esta investigación usa la herramienta Praat que es una plataforma que permite al investigador visualizar y comparar distintos patrones de entonación. Este estudio concluyó en que los estudiantes parecen

---

**KEYWORDS** Intonation, Praat, rising and falling tones, pitch contours, suprasegmental features.

---

**PALABRAS CLAVE** Entonación, Praat, ascenso y descenso tonal, contornos tonales, características suprasegmentales.

---

no estar conscientes de los contornos tonales y la función que desempeñan los patrones de entonación. Además, se concluyó que el idioma nativo influye en la producción del segundo idioma. Estos resultados sugieren que herramientas tecnológicas como Praat pueden servir en el proceso de aprendizaje y enseñanza sobre entonación.

## **INTRODUCTION**

This study is based on one complex area of English as a foreign language (EFL) teaching: intonation. Studies have stated that this area is not commonly touched in classrooms because the methodological resources to foster intonation do not seem to be enough (Nikolic, 2018). The general issue that this research found is the lack of intonation awareness. Hence, this qualitative and quantitative study identifies the most common intonation issues in EFL learners through the comparison of intonation patterns of questions and requests between native speakers and EFL learners. This has been done in order for further research to propose appropriate materials to foster this suprasegmental feature.

In this sense, author such as Krashen (2006) state that it is not necessary for people to know the sound system of a language to communicate. Rather, the suprasegmental features such as intonation are important to be developed because they have a social meaning implied. Thus, Krashen (2006) states that the sound system of a language is acquired naturally by the input learners receive. However, the acquisition in a Second language background seems to be more feasible than in an EFL background where students are not commonly exposed to the language, which means that students who are learning a second language in an EFL background would need direct instruction in order to acquire the language properly. However, it seems the methodological resources to work with intonation are not enough because the importance of teaching intonation in EFL learners is not well known. Hence, it is necessary to study the current state of intonation in order to propose accurate methodological resources regarding intonation.

This is why this research investigates intonation in lower intermediate adult EFL students. In order to achieve this objective, some studies that have been done in recent years will be described in order to clarify the importance of studying intonation. Furthermore, this study will present some intonation problems based on the analysis of the pitch contours produced by 5 female and 5 male intermediate students. Finally, according to the intonation problems found, some recommended intonation activities proposed by Collins, Mees (2013) Murcia, Brinton and Goodwin (2006) are analyzed.

## **THEORETICAL FRAMEWORK**

### **The importance of intonation**

One of the main reasons why students want to learn English is because of academic purposes. Douglas and Rosvold (2008) state that in many developed countries, there are growing numbers of students who come from different backgrounds seeking to get a bachelor or a master's degree. Consequently, EFL students need to learn how to interact efficiently in academic contexts, and it is the teacher and EFL institution's responsibility to carry out this task. In this sense, studying the current state of intonation in EFL students in order to propose different methodological resources to improve intonation plays a vital role.

In fact, Roach (2009) states that the function of intonation is similar to the role of punctuation in written production. The melody of delivered utterances termed as intonation is part of these suprasegmental features needed to produce our daily oral communication. It is also significant to mention the role intonation plays in effective interaction. Murcia, Brinton and Goodwin (2006) state that a word produced with a different pitch variation can produce different effects of communication. For example, Roach (2009) states that if the speaker wants to say «yes or no» to respond to someone, the «falling tone» will be probably used. If speakers use them in a questioning manner, the «rising tone» will predominate (Roach, 2009, p. 163). In this sense, if the speaker does not intonate properly, the delivered message could be misunderstood.

### **Linguistic functions of intonation**

One of the functions of intonation mentioned by Collins and Mees (2013) occurs when the speaker highlights or emphasizes important and significant information by stressing the words. In this sense, Murcia et al (2006) states that there might be a lot of words receiving sentence stress, but there will be only one main idea or prominent element delivered in an utterance. Sometimes, the speaker tends to raise the pitch of the voice when delivering new information, and some authors state that stressed words generally occur at the end of an utterance.

Among other intonational functions, the attitudinal and discourse functions are commonly found in drama

plays. Intonation, therefore, has a grammatical function that let the speaker specific syntactic relationships (Collins and Mees, 2013). For instance, depending on the intonation of the speaker an utterance can be understood either as a question or an emphatic statement (see Figure 1).

The intonation patterns described above might depend on the intonational function which in turn will depend on the context and the intention of the speaker.

### **Intonation patterns in yes/no questions**

The history of spoken English language is fairly broad. Indeed, there are different accents, dialects and varieties which come from different regions and are deserved to be studied. However, since the main concern of this research is to study the intonation in EFL students, we shall mention that the authors cited to explain the patterns of English intonation such Collins and Mess (2013) study a non-regional pronunciation which represents a «neutral type of modern British English». This research also presents the point of view of Murcia *et al.* (2006) who study the sound system of North American English. In this sense, the approaches on the analysis of English intonation patterns in questions and requests will be based on these systems.

There are some features that should be defined before analyzing the pitch contour of an utterance. For example, in any statement, question or request there is one stressed syllable that guide the flow of the intonation. It is stated that this stressed syllable is called *the intonation nucleus* which «has a marked change in pitch, and is somewhat longer and louder than the rest» (Collins and Mees, 2013, p. 142). From the *nucleus* there is the *fall-rise* and the *rise-fall* which involve the pitch movement either from high to low to mid or from mid to high to low. Moreover, the high-pitched syllable that is produced before the nucleus is termed as *onset*, and what is between the *onset* and the *nucleus* is termed the *head*.

As it was mentioned, intonation also meets a discourse function that covers the signals for turn taking in a conversation. In this context, there are two basic categories: the rising and falling tones. Yes/ No questions involve rising tones. This common English pattern has two diverse pitch contours. The first one goes from middle to high level and in the other, the voice rises from low to a middle level (Murcia *et al.*, 2006, p. 187). Thus, it is stated that Yes/ No questions tend to follow the middle to high rise pattern (see Figure 2).

In the case of the samples that are going to be used in this research, the questions and requests have the pattern described.

### **Some studies around intonation: The influence of the L1**

Since this research is focused on common intonation mistakes in Yes/ No questions and requests in EFL students, it is also important to take into account the L1, and its influence in the production of a second language. A study done by Busa and Stella (2015) investigates the intonation patterns of English L2, Italian L1 and English L1, and it analyzes and compares the intonation contours of English L2 with the Italian and English L1 in 4 Italian native speakers.

This study concluded that the L1 has an important influence in the production of the L2. However, some dimensions of the L2 are acquired differently, which let the researcher state that «L2 learners may be able to acquire the phonology, but rarely the phonetics of L2 prosody» (Busa and Stella, 2015, p. 23) which means that it is difficult for learners to acquire and to be aware of the effects of rising and falling the pitch of the voice. This finding is related to what Derwing (2008) states. He mentions that before proposing materials to work with intonation, it is necessary to study the L1 to contrast with the L2 in order to comprehend their similarities and differences. In fact, this research found out that some mistakes are made because of the influence of the L1.

### **Technological tools to study intonation: Praat**

Since this study uses a technological tool to analyze the intonation of EFL speakers, it is necessary to mention some studies related to the study of technological tools. In this sense, Zhang and Liu (2018) studied the prosody of spoken English produced by Chinese students. Through a computer assisted speech recognition tool, they could study speed, rhythm, accuracy and intonation. The authors concluded that the analysis of speech through this technological model could accurately reflect the level of English of the participants. Hence, the application of computer-aided speech recognition technology can support the process of learning a language in terms of evaluating speaking, and providing systematic feedback to students. Furthermore, these technological tools can also guide teachers and students in the process of teaching and learning speaking.

Hence, in order to measure the voice of students quantitatively, a software tool called Praat (Boersma and Weenink, 2011) can be used. Praat is a computer program that let the researcher analyze different phonetic features such as intonation, intensity, pronunciation, rhythm, among other suprasegmental features. This tool was developed by the Phonetics Department at the University of Amsterdam below the direction of Boersma and Weenink (2008). (Farías, 2013). In this sense, the tool provides spectrograms of the speaker's

(We might be able to go to Brazil.) °Wouldn't that be ex.pensive? (question)  
 (We might be able to go to Brazil.) °Wouldn't that be `wonderful! (emphatic statement)

Figure 1. Examples of the grammatical function of intonation (Collins and Mees, 2013, p. 147)

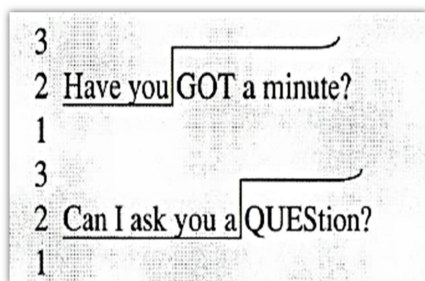


Figure 2. Example of Yes/No question intonation contour pattern (Murcia et al., 2006, p. 287)

Table 1

YES/NO QUESTIONS	REQUEST WITH MODALS
Q1. Were you born in Buenos Aires?	R1. Could you tell me where the nearest ATM is?
Q2. Did you take English classes in Argentina?	R2. Can you tell me how often the buses run?

voice in which the levels of pitch and intensity can be observed. A spectrogram, indeed, is a *spectro-temporal representation* of the sound (Boersma and Weenink, 2011). Furthermore, the graphics will contain time and frequency scale that is represented in Hertz (Hz). The spectrogram also shows a darker part that represents the density of the voice energy. On the contrary, the lighter parts mean a low density in regards to the energy of the voice. Moreover, there will be red, blue and yellow vertical time cursors representing the frequency of spectra peaks, the pitch and the intensity contour respectively.

In contrast, De Bot and Mailfert in the study: «The teaching of intonation: Fundamental research and classroom applications» (1982) mention that there could not be effective intonation teaching if students do not know the importance of it. This research concluded that «perception of intonation leads to improved production» (Kees de Bot and Kate Mailfert, 1982, p. 77). In conclusion, the idea is not only to have students in front of a technological tool that could help them improve intonation, but also to have students be aware of the role that intonation plays when speaking to someone.

## METHODOLOGY

This qualitative and quantitative research aimed to identify the most common mistakes in questions and requests made by EFL students in regards to intonation.

The participants were 10 Spanish native speakers (5 females, 5 males) who were learning English as a foreign language during the first term of the year 2021. It is significant to mention that in this foreign language context, the participants were not exposed to the language as in a second language learning environment. Thus, one of the biggest challenges for EFL learners was to master speaking skills. The participants who were randomly selected, have an A2+ level of English, and they were ranging the age from 20 to 25 years old. It is also necessary to mention that they were currently pursuing an English language certificate because it was a requirement to graduate from the university.

This research aimed to work with the pitch of the voice when asking questions and requests. For this reason, two questions and two indirect requests were extracted from Cambridge Interchange fifth Edition. In the following chart, it can be seen the samples used (see Table 1).



For the purpose of this study, the software tool Praat was used in order to visualize the pitch contour. This study also compared the data obtained from the intonation of native speakers and the participants in order to identify the most common mistakes produced by EFL speakers. Furthermore, it was believed that a good quality of the recordings can help this research to obtain more reliable results, thus every audio was improved in terms of quality in Adobe Audition (2019).

In order to carry out this investigation, a model of each question and requests from a native English speaker was extracted from the audios that are included in Interchange Cambridge fifth edition book (2018) (4 recordings in total). The audios obtained were analyzed in Praat. These models were described quantitatively and qualitatively.

The quantitative data presents an average of the minimum and maximum pitch, this average will help to calculate the «mean pitch» of each question and request. On the other hand, the intonation contour in blue was also described and compared according to what it was seen in the model audios and the recordings of the participants.

Second, the participants recorded their voice asking the same set of questions and requests, and the recordings will also be analyzed in Praat (40 recordings in total). It is significant to say that the participants did not listen to the audio models previously. Since the questions and requests proposed fit the level of the students, they were supposed to know how these questions should be pronounced.

Each student's recording was compared with the model audios, according to what could be seen in the spectrogram in relationship with the words, the mean pitch and the pitch contour presented. The results will also be analyzed according to a qualitative perspective using the different author's criteria, especially those developed by Roach (2009), Murcia, Brinton and Goodwin (2006).

## RESULTS

### Intonation contours in Yes/No questions produced by native speakers

Armstrong and Ward (1926) in Cruttenden (1980) stated some universal patterns related to ordinary statements and questions or requests; the falling tone is common in statements while «the rising tone is used for yes/no questions, requests, statements with implications» (Cruttenden, 1980, p. 78). In this sense, it is significant to mention that the questions and requests selected for this research have the common rising tone pattern. Indeed, in regards to the first yes/no question

produced by a native male speaker (figure 2) shows that the voice maintains a medium level of pitch in the words *were and you*, at the end of the last word the pitch of the voice falls and ascends in «born». The word «in» maintains the same level as «you», and the words «Buenos Aires» are higher. The highest level of pitch is located in the end of the question, and the mean pitch of this utterance is 122.95 Hz.

Figure 4 shows question 2. It can be seen that the pitch of the voice rises from low to high in the words «you, take and English», the voice falls and rise (H+L) in the last word, and there is a glide in the last syllable of the word «Argentina». The highest peak of the question is in the first letter of the word «English» and in the last syllable of «Argentina». The mean pitch is 144.50 Hz. The questions show a common pattern in English, according to Murcia, et al in «Teaching pronunciation» (2006) (see Figures 3, 4, 5, 6).

### Intonation contours in requests produced by native speakers

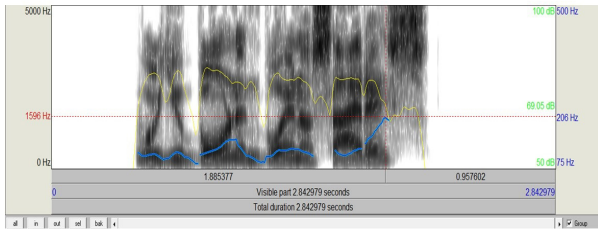
Figure 6 shows that in the case of the request 1, the voice starts with a high pitch, and it falls in «tell». There is an H+L pattern in the beginning. The voice rises again in the word «me» and falls in «nearest» The pitch maintains the same level until «ATM» and it starts rising to say «is». The highest peaks are located in the beginning and in the end of the request.

It can also be seen in figure 8 that the pitch contour is similar to request 1. Indeed, it starts with a high pitch in the word «did» and it falls in «you» the voice rises again in «me» and «often», and it falls again in the article «the». Finally, the pitch ascends from low to high in the words «buses and run». The request ends with a high pitch. And the highest peak of the voice occurs in the word «run» that is located in the end of the request. The mean pitch in request 1 is: 214.74 Hz and 208.55 Hz in request 2 (see Figures 7, 8, 9, 10).

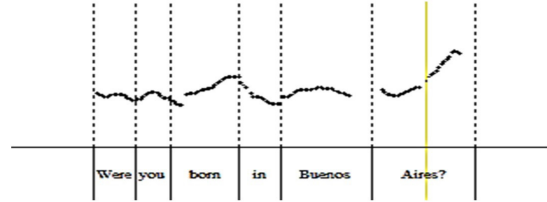
### Intonation contours in Yes/No questions produced by EFL speakers

From men, only one participant's pitch was lower than the model. In figure 8, it can be seen the low pitch contour produced by participant 3, the pitch of the voice of the rest of participants were pretty higher. Furthermore, only 1 participant (P1) rises the voice at the end of question 1 representing the highest peak (figure 10). The others reached the highest peak in other parts of the question (see Figures 11, 12).

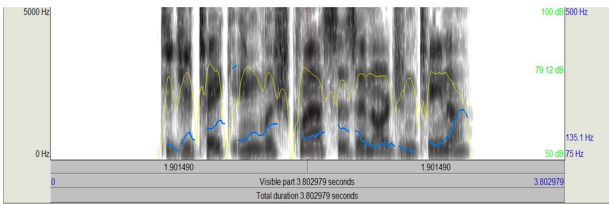
From the 5 female participants, 3 of them raise the voice at the end of the question as the native speaker does. The mean pitch in the case of women is higher than the male's participants because the frequency or women is higher. Moreover, 3 participants raised their



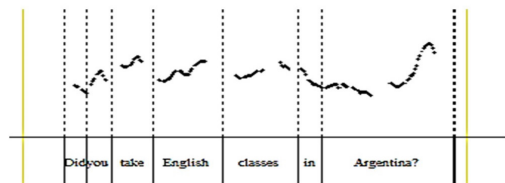
**Figure 3.** Spectrogram that shows the pitch contour in blue and the intensity contour in yellow of question 1 produced by a native speaker



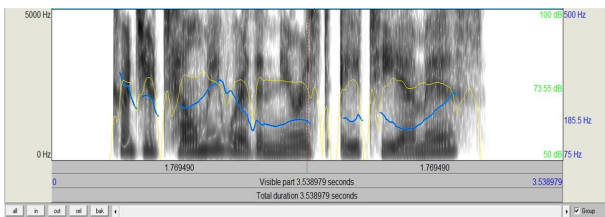
**Figure 4.** It specifies the pitch contour and the corresponding words of question 1 produced by a native speaker.



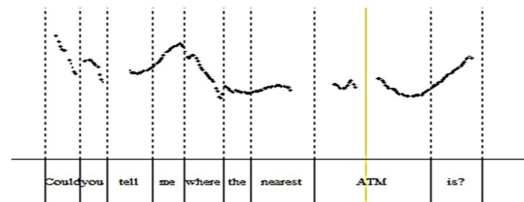
**Figure 5.** Spectrogram that shows the pitch contour in blue and the intensity contour in yellow of question 2 produced by a native speaker



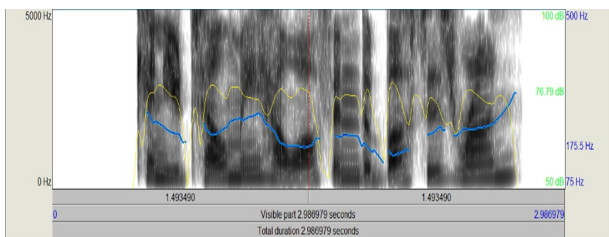
**Figure 6.** It shows the pitch contour and the corresponding words of question 2 produced by a native speaker



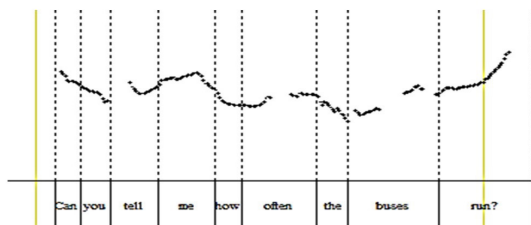
**Figure 7.** Spectrogram that shows the pitch contour in blue and the intensity contour in yellow of request 1 produced by a native speaker



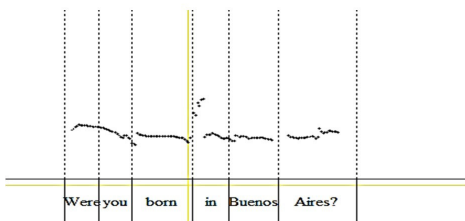
**Figure 8.** It shows the pitch contour and the corresponding words of a request produced by a native speaker



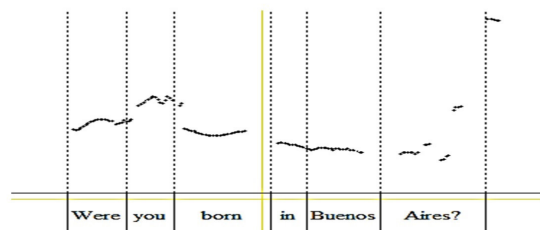
**Figure 9.** Spectrogram that shows the pitch contour in blue and the intensity contour in yellow of request 2 produced by a native speaker



**Figure 10.** It shows the pitch contour and the corresponding words of a request 2 produced by a native speaker



**Figure 11.** It shows the pitch contour and the corresponding words to question 1 produced by participant 3



**Figure 12.** It shows the pitch contour and the corresponding words to question 1 produced by participant 1

voice since the beginning. It seems that most of them got confused between the WH question «here» and the verb to be in past «were». According to Murcia, *et al.* (2006) the pattern of a WH question is different from a Yes/No question.

In regards to question 2, only one male student (P1) raises his voice at the end of the question. The rest of the participants raise the pitch of the voice in the words «you and take». On the contrary, in the case of females, all of them rise the pitch of the voice at the end, and the pitch contour pattern is closer to the model than in the case of men (see Figures 13, 14).

### **Intonation contours in requests produced by EFL speakers**

In relation with request 1, all the participants raised the pitch of the voice at the end of the requests. There are some peaks in words that should not be stressed. Since this request is longer than question 1 and 2, as it can be observed in figure 13, the intonation does not follow a natural contour. A similar pattern occurs in nearly all the participants (see Figure 15).

In regards to request 2, any male participant reaches the standard level of frequency, the mean pitch of the participants will be explained in the next part. Moreover, they all tend to stress in the word «you», and the words that are stressed in the model such as «tell and run» are not produced with a high pitch.

### **The difference of mean pitch**

Since the two first samples (questions) were recorded by a male native speaker and the requests by a woman native speaker, the levels of frequency are going to vary because the frequency of women is different from men. However, as Murcia, *et al* Goodwin (2006) state, in reference to the phonetic notion of pitch, the levels that are analyzed are the «pitch levels of a given speaker» not the high or low levels that men's and women's voice might have.

The diagram below represent the difference existing between the mean pitch of the model (standard) and the mean pitch of the participants. Those participants who are closer to 0, are the ones who are closer to the intonation standard level.

In diagram 1, it can be seen the mean pitch of question 1, participant 3 has the lowest mean pitch. The rest of the audios have a higher mean pitch which means that they are very distant from the standard model audio. Since the model audio was recorded by a man, it can be seen that male participant's frequency is closer than the model audio. In regards to women, the diagram shows that participant 10 has the most distant mean pitch.

In regards to requests, any male participant reached the standard level of the native speaker intonation, the frequency is too low. However, in all the cases, the voice rises at the end of the request. The mean pitch of 3 out of 5 females is higher than the standard mean pitch of the model audio (see Figure 16).

## **DISCUSSION**

In investigating the most common intonational mistakes by finding out the differences in the production of questions and requests between native speakers and EFL learners to know the current state of intonation, this study found that the frequency of requests is too distant from the model audios. It seems that the reason is because the requests provided are longer than questions. The pitch of the voice of students who deal with intonation have undetermined pitch contours, on the other hand. This means that the pitch of the voice tended to be raised in any part of the utterance. In other cases, the intonation seemed to be lineal, there were not rising or falling intonation contours. Moreover, in other cases, instead of raising, the pitch of the voice tended to fall as it can be seen in figure 14. As a result of this finding, it can be stated that students do not seem to be aware of the importance of stressing significant words in an utterance. Either in a statement or a question, stressing plays a phonological role, this is why, there are different intonation patterns that deliver different meanings.

In regards to what it has been stated, intonation may be difficult to teach because EFL learners «are not always aware of the uses and meanings of prosody even in their own language» (Busa and Stella, 2015, p. 16) Furthermore, it is known that intonation as part of prosody is the key for successful communication since intonation patterns reflect the grammatical and discourse functions of an utterance (Murcia *et al.*, 2006, p. 184). In fact, Collins and Mees (2013) state that if the *nucleos* of a yes/no question is produced with a falling pattern, it can reflect insistence. Likewise, another type of intonation can reflect other different discourse effects (see Figure 17).

Furthermore, there are some peaks that are extremely high or low. And they are abruptly separated from the intonation contour. This can be the effect of not following a natural flow of the request, the students, whose pitch contour have this problem, could not pronounce well the word. When listening the audio from participant 6, it was evident that she was doubting at pronouncing the words, which did not let her intonate properly. Thus, all the speaking features are related, and they have to be mastered in order to improve speaking's intelligibility (see Figure 18).

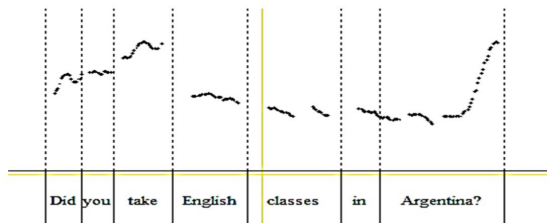


Figure 13. It specifies the pitch contour and the corresponding words of question 2 produced by participant 1

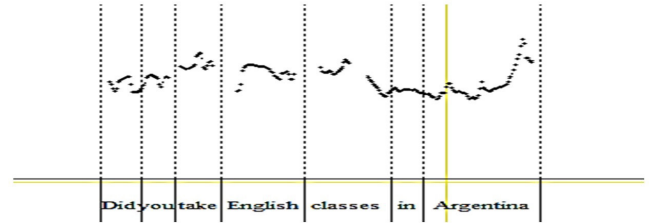


Figure 14. It shows the pitch contour and the corresponding words of question 2 produced by participant 9

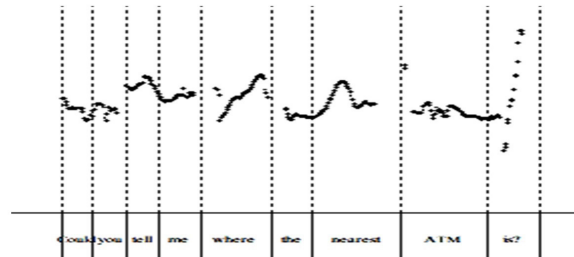


Figure 15. It shows the pitch contour and the corresponding words of request 1 produced by participant 9

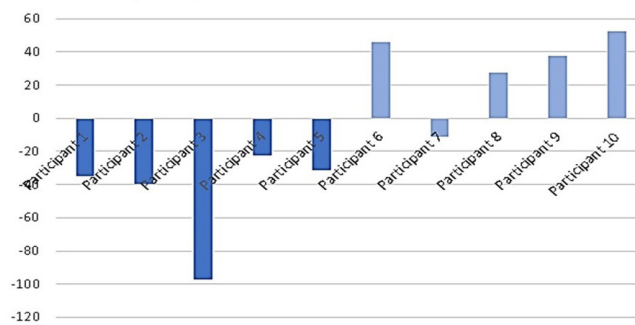


Figure 16. Request 2: Difference between the audio model and the participants in relation with the MEAN PITCH

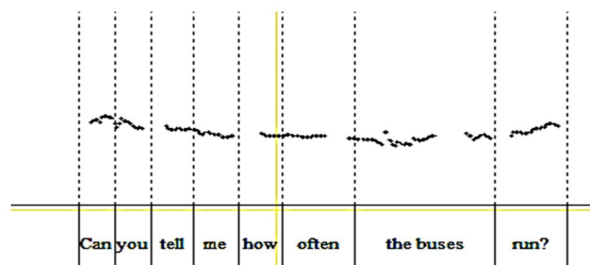


Figure 17. It specifies the pitch contour, and the corresponding words of the request 2 produced by participant 3

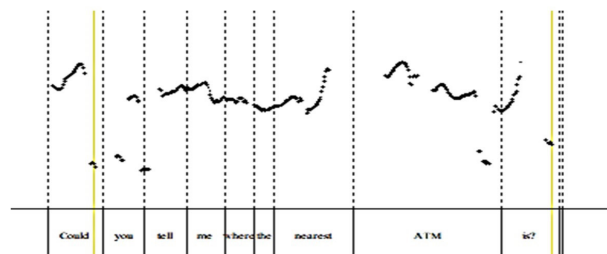


Figure 18. It shows the pitch contour and the corresponding words of request 1 produced by participant 6

The present research also holds the idea that the L1 influences the production of the L2 because it was found that there is a similar pattern between the intonation of yes, no questions and requests produced by the native English speakers and EFL students. Indeed, in the study done by Busa and Stella (2015) is stated that the L1 influences in the perception and production of the L2 in terms of prosody features such as intonation. In general, in the chart below it can be seen that most students tended to raise the pitch of their voice at the end of the questions. However, the questions seem to be easier to produce than requests.

This supposition let the research conclude that it may be significant to study the sound patterns of the native speaker's language in order to understand intonational EFL problems. In fact, Collins and Mess (2013) state:

The pronunciation errors that second language learners make are not just random attempts to produce unfamiliar sounds. Rather, they reflect the sound inventory, rules of combination, and the stress and intonation patterns of the native language. (p. 259)

Finally, through these spectrograms, we can not only measure intonation and the levels of the voice, but also the quality of speaking in general.

### **Recommended activities**

In regards to the lack of stress awareness, Murcia *et al.* (2006) and Collins and Mess (2013) recommend some activities to present syllable prominence to students. As it has been stated, syllable stress can change the meaning of utterances, and it can change the discourse effect. At first, it is important for students to be aware of rising and falling movements.

Hence, in order for students to work with pitch and intonation. Collins and Mess (2013) propose an activity that consists of imitating the pitches described. Students visualize pitch contours and imitate what they see. There are a variety of systems in which students can visualize the frequency of the voice (see Figure 19).

Once students know what rising and falling mean in an utterance. The learner needs to know the functions of intonation. Thus, there is the possibility to have students be aware of the changes in meaning of the same utterance that is pronounced with different intonation patterns. In the activities based on Celce Murcia, et al (2006), students imitate the pitch contours. In activity 2 the stress syllable is presented in the upper case, in activity 1 students can visualize the pitch contour (see Figures 20, 21).

In order to let students, know the importance of intonation. After the previous exercise, students can notice the effects of pronouncing statements with different pitch contours (see Figure 22).

### **CONCLUSIONS**

The data obtained aimed to identify common intonation mistakes of the L2 production in lower intermediate EFL adult students. Since intonation seems not to be commonly touched in classrooms, it is important to understand the type of errors that learners make in order to propose different teaching methods and materials.

After finding out the most common intonation mistakes in EFL students, it is concluded that the idea is not to have the learner sound like a native speaker, but to be aware of the features that are needed to improve our second language's intelligibility. It must be said that authors such as Krashen, (2013) point out that Second language pronunciation is acquired naturally and it can be successfully instructed by the input students receive without any planned instruction. For instance, based on his experience, it is stated that the second language accent will depend on the mood of the person, but not on formal instruction. In other words, if the learner does not feel comfortable with the people he is talking to, the affective filter will increase and consequently, it will affect all the features that let the speaker be understood. In this sense, the author states: «For pedagogy [...] there is no evidence that second language accent can be permanently improved by direct instruction» (Krashen, 2013, p. 19). However, the instruction of an EFL learner is different from students who acquire the language in a second language background because an EFL learner is not exposed to the language as a Second Language learner. Thus, some studies around this field are needed in order to improve EFL teaching. Moreover, the current research states some findings to develop awareness about the role of intonation in meaningful conversations.

### **RECOMMENDATIONS**

Having students practice different components such as pronunciation and intonation is part of mastering speaking skills. Furthermore, it is known that an accurate intonation facilitates an understandable communication; thus, more methodological and interactive activities are needed to be recommended since resources related to intonation does not seem to be enough.

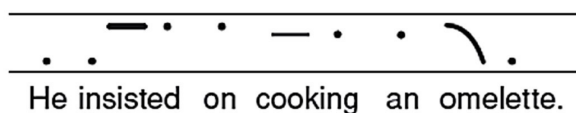


Figure 19. Exercise extracted from Collins and Mess (2013, p. 141)

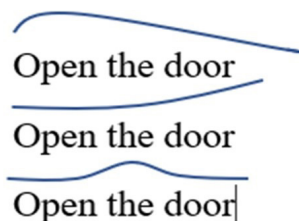


Figure 20. Activity 1

**OPEN** the door

Open the **DOOR**

Open **THE** door

Figure 21. Activity 2

1. ~~Great.~~ (perfunctory)
2. ~~Great.~~ (enthusiasm)
3. ~~G r e a t.~~ (sarcasm)

Figure 22. Exercise extracted from Murcia et al. (2016, p. 185)

This research has made the way for further intonation studies such as the analysis of how recommended activities work in real teaching settings. Moreover, since teaching in general have become virtual because of the pandemic, it would be significant to study some intonation activities and pedagogy guidance that could be used in virtual classes. Finally, the technological tool Praat that was used to analyze intonation can also be applied in efl classrooms as a tool of teaching speaking. Thus, further research can identify more valid and reliable technological tools that can be used in efl classrooms in order to foster speaking.

#### BIBLIOGRAPHY

Busà, M. G. and Stella, A. (2015). The acquisition of English L2 prosody by Italian native speakers: Experimental data and pedagogical implications. In J. Levis, R. Mohammed, M. Qian and Z. Zhou (eds). Proceedings of the 6<sup>th</sup> Pronunciation in Second Language Learning and

Teaching Conference, ISSN 2380-9566, Santa Barbara, CA (pp. 15-26). Ames, IA: Iowa State University.

Boersma and Weenink (2011). Praat: doing phonetics by computer. Viewing a spectrogram. <https://www.fon.hum.uva.nl/praat/>

Celce-Murcia, M., Brinton, D. M. and Goodwin, J. M. (1996). Teaching pronunciation: A reference for teachers of English to speakers of other languages. Cambridge University Press.

Cruttenden, A. (1981). Falls and rises: meanings and universals. *Journal of Linguistics*, 17(1), 77-91.

Collins, B. and Mees, I. M. (2013). Practical phonetics and phonology: A resource book for students. Routledge.

De Bot, K. and Mailfert, K. (1982). The teaching of intonation: Fundamental research and classroom applications. *Tesol Quarterly*, 16(1), 71-77.

Derwing, T. M. (2008). *Curriculum issues in teaching pronunciation to second language learners. Phonology and second language acquisition*, 36, 347-369.

- Farías, M. G. V. (2013). A comparative analysis of intonation between Spanish and English speakers in tag questions, wh-questions, inverted questions, and repetition questions. *Revista Brasileira de Linguística Aplicada*, 13(4), 1061-1083.
- McCrocklin, S. (2015). Automatic speech recognition: Making it work for your pronunciation class. In J. Levis, R. Mohammed, M. Qian and Z. Zhou (eds). *Proceedings of the 6th Pronunciation in Second Language Learning and Teaching Conference* (ISSN 2380-9566), Santa Barbara, CA (pp. 126-133). Ames, IA: Iowa State University.
- Nikolić, D. (2018). Empirical analysis of intonation activities in EFL student's books. *International Journal of Applied Linguistics and English Literature*, 7(3), 181-187.
- Richards, J. (2013). *Interchange* (5<sup>th</sup> edition). United Kingdom: Cambridge University Press.
- Roach, P. (2009). *English phonetics and phonology paperback with audio CDs (2): A practical course*. Cambridge University Press.
- Krashen, S. (2013). *Second language acquisition: Theory, applications, and some conjectures*. Cambridge University.
- Zhang, Y. and Liu, L. (2018). Using computer speech recognition technology to evaluate spoken English. *Educational Sciences: Theory and Practice*, 18(5).




---

**DEVELOPING ENGLISH AS A FOREIGN LANGUAGE (EFL) TEACHER'S IDENTITY:  
THE ROLE OF EFL TEACHERS IN THE CLASSROOM**

---

**DESARROLLAR LA IDENTIDAD DEL PROFESOR DE INGLÉS COMO LENGUA EXTRANJERA (EFL):  
EL PAPEL DE LOS PROFESORES DE INGLÉS COMO LENGUA EXTRANJERA EN EL AULA**

---

Raúl Ramírez Basantes  
Pontificia Universidad Católica del Ecuador (Ecuador)  
<https://orcid.org/0000-0002-7974-3637>

---

Recibido: 30 de marzo 2021  
Aprobado: 30 de julio 2021

---

DOI: 10.29166/kronos.v2i1.3124

---

**ABSTRACT**

Early teaching and student experiences act as cultural references for English as a Foreign Language teachers. Tools and strategies are articulated in the form of roles, which are constantly tested and negotiated within the classroom, modeling the EFL teacher's identity. The following is a case study on three EFL teacher's identity development from the Pontificia Universidad Católica del Ecuador. The presence of roles related to EFL teaching was identified through a semi-participant observation and compiled in an observation grid. Observed tools and strategies origin was deepened in the transcription of interviews based on life stories, using a biographical methodology. The use of Socializing / Empathizing skills from the Acculturator role were present in codeswitch using an Ecuadorian pitch, aimed to deal with emotional transactions in the class successfully. Previous working experiences allowed teachers to find strategies to incorporate EFL teaching roles with low emotional labor. Role models from the family and working context played a crucial role in the integration of emotional tools to negotiate roles within the class with low emotional labor.

**RESUMEN**

Los profesores de inglés como lengua extranjera usan sus experiencias como referencia para estructurar su identidad dentro del aula. Herramientas y estrategias se articulan en forma de roles, que constantemente están a prueba y se negocian dentro del aula. El siguiente es un estudio de caso sobre el desarrollo de la identidad docente a tres profesores de inglés de la Pontificia Universidad Católica del Ecuador. A través de una observación semiparticipante, se identificó la presencia de roles, recopilados en una matriz de observación. El origen de las herramientas y estrategias observadas se profundizó en la transcripción de entrevistas basadas en relatos de vida, utilizando una metodología biográfica. Se identificó el uso de las destrezas socializadoras/empatizadoras en el rol aculturador de los docentes de inglés, las cuales se presentan al cambiar de código con una tonalidad ecuatoriana, con el objetivo de reducir la fatiga emocional de los estudiantes. Las experiencias laborales previas en donde los roles docentes eran continuamente negociados, permitieron establecer estrategias para el uso eficaz de herramientas, reducir la fatiga emocional y construir una identidad docente. Los modelos a seguir en el contexto familiar y laboral cumplieron un papel crucial para la incorporación de herramientas emocionales para la negociación de roles en la clase.

---

**PALABRAS CLAVE** Experiencia, fatiga emocional, identidad, negociación, profesor de inglés como lengua extranjera, rol.

---

**KEYWORDS** Experience, efl teacher, role, emotional labor, identity, negotiation.

---



## INTRODUCTION

This research was conceived from the search to understand the reasons for the teacher's attrition. One of the main factors in this problem was the high amount of emotional labor in teachers when dealing with emotional transactions in the classroom. Ecuadorian hiring processes allow professionals with a third-level degree apply for an EFL teacher position despite not having previous pedagogical training (MINEDUC, 2017). The lack of pedagogical training can limit the role negotiation process in the classroom, increasing emotional exhaustion and burnout. The negative perception of the result compared to the objective leads the teacher to negotiate their active roles to structure a new teacher identity. The investigation identifies the contextual elements involved the EFL teaching identity development, by describing the origin of strategies and tools inside their negotiated EFL teaching roles which allow experienced teachers to handle emotional transactions with a positive outcome that promote positive emotions and reduce emotional labor along with teacher's attrition.

## THEORETICAL FUNDAMENTS

### General issues

Teachers' capability of providing an appropriate answer during an emotional episode in the class is essential in the achievement of EFL teaching goals. But when schemas or cognitive resources are limited, the correct behavior to apply becomes uncertain (Schutz, Cross, Hong and Osbon, 2007). In the US, the high emotional labor caused by the lack of tools and strategies to deal with emotional transactions in the class is one of the most influential elements on the EFL teacher's phenomena according to Barnett and Shields (2020). English language proficiency is merit enough to be considered as an EFL teacher in most of the public and private institutions in Ecuador. The Ecuadorian Ministry of Education (2017) allows private institutions to train professionals with a university degree, not related to pedagogy, in an attempt to provide tools and strategies to reach EFL classroom objectives. Previous research shows how early experiences act as a reference to portrait in front of the class and deal with emotional transactions, in the form of a cultural background (Schutz and Mikyoung, 2014). This identity is defined by the student, institutional and cultural expectation that develop a process that defines how to portrait in front of the classroom as an EFL teacher, process described by Aghaei (2020) as the teacher's professional role identity-building process. Tools and strategies obtained from training and their experience, gather in EFL roles that provide teachers with a framework

to make better decisions. These roles become part of an EFL teaching identity (Aghaei, Bavali and Behjat, 2020). EFL teachers' identity in the Ecuadorian working selection process is not a priority nowadays, which increases emotional labor in Ecuadorian EFL teachers and interrupts students' learning process. Ecuador is ranked 81st out of 100 countries, the last in Latin America, with a score of 46,57 considered «Very Low» by the Common European Framework and is the last position in Latin America according to the 9th edition of the EPI-EF Proficiency index (EF Education First, 2020).

### Historical overview

A high amount of EFL teaching positions were filled with professionals with a mastery of the language, but with important voids in classroom management, methodology, and emotional training which will later be a factor in the increase of attrition in US learning institutions (Barnett and Shields, 2020), as the result of improper handling of the emotional nature in the teaching process (Schutz, Cross, Hong and Osbon, 2007). Teachers bring their early class experiences as personal and cultural backgrounds that act as a reference point to deal with emotional transactions (Schutz and Mikyoung, 2014). The tools and strategies from early experiences and previous pedagogical training are part of a teacher's identity. Wenger (1998) labels it as a consequence of the interaction with different learning and teaching communities. Danielewicz, cited by Zhang in 2017, described teacher's identity as an arrangement of beliefs, attitudes, and values present in specific cultural practices. Pouria Aghaei defines identity as a «dynamic and continuing process, developing over time and influenced by the teacher's characteristics and prior experiences on the one hand, and professional contexts that are found relevant by teacher educators on the other» (Aghaei, Bavali and Behjat, 2020). A teacher's identity is defined as the way teachers' portraits in front of their students, the institution, the community, and themselves (Schutz, Cross, Hong and Osbon, 2007).

A specific outcome is anticipated from the use of strategies and tools in EFL roles in the shape of goals. Teachers will appraisal the congruence between goal and outcome by analyzing their capability of handling the situation, leading to a process of reinforcement or negotiation of the EFL teacher's identity (Schutz and Mikyoung, 2014). Early personal experiences, as well as previous working practices, establish an image of «how a teacher should be» on the institution, the student, and the teacher itself. EFL teacher training provides them with cognitive resources and schemas to apply in emotional transactions, strategies that later will

be tested in classrooms with different characteristics (Farrell, 2010).

Socio-cultural norms, as well as institutional power, establish an average structure to portrait in the development of the teachers' careers (Aghaei, Bavali and Behjat, 2020). Volkman, cited by Farrell in 2010, ties professional self-image with the variety of roles teachers believed are expected to play by an institution and the culture, according to their experience in past learning processes, described as «institutionally created ready-made roles» (Farrell, 2010). The effectiveness of the tools and strategies in these roles is limited. The clash of teacher's goals with students' expectations in emotional transactions generates emotional episodes that must be handled properly according to cultural emotional display rules (Schutz and Mikyoung, 2014).

If there is a goal-outcome congruence after the appraisal, pleasant emotions will appear, confirming the effectiveness of the role and reinforcing teacher identity. When teachers have no schemas or cognitive resources to activate, they will be unsure of the appropriate behavior to apply, causing an incongruence between the goal and the outcome. Appearing unpleasant emotions influences belief change with new roles and emotional display rules that will have to be negotiated with the community and included in the roles in the EFL teacher's identity (Farrell, 2010). Emotional dissonance result of this dynamic increases the levels of emotional exhaustion, burnout, and attrition, a phenomenon described as emotional labor (Schutz and Mikyoung, 2014).

Nias in 1996, cited by Schutz and Mikyoung (2007) explained that teachers will invest themselves in emotional transactions. Emotional skills from the teacher's background influence how to deal with emotional transactions in the classroom. When the role's strategies allow the teacher to have a goal-outcome congruence, they are incorporated in new negotiated identity roles (Farrell, 2010). The negotiation process in different communities of practice will create the opportunity to incorporate new skills in the teacher's identity (Zhang, 2017).

Farrell specifies three main roles in the EFL teaching process: The role of the teacher as a manager provides strategies to control what happens in the classroom. The teacher becomes an English learning seller by telling jokes or using interaction dynamics. Teachers can motivate students by keeping the student on the task, delivering information, and providing positive and negative feedback (Farrell, 2010). The teacher is a knowledge transmitter that motivates learners to go beyond their potential capacities through innovative techniques (Aghaei, Bavali and Behjat, 2020). The teacher as a professional is another EFL role where the professional

becomes a collaborator that shares its experiences with another teacher to continually search for knowledge and become knowledgeable about teaching the subject matter (Farrell, 2010). The teacher becomes an information exchanger that produces and offers solutions while constantly investigates new ways of improving students' learning, as well as an expert and a learner about a subject matter of knowledge (Aghaei, Bavali and Behjat, 2020). These two roles can be part of any teacher's identity, but «the role identity of Teacher as Acculturator is something that may make English language professionals somewhat unique» (Farrell, 2010, p. 60). The teacher as an Acculturator makes students socialize with topics related to life with other countries and cultures. When teachers integrate this role into their identity, they will sometimes offer advice and support to students as care providers (Farrell, 2010). Teachers with this role will mediate between their context and foreign socio-cultural settings while caring about their student's life in or outside the classroom. Teachers will develop empathy and provide emotional support to students (Aghaei, Bavali and Behjat, 2020).

Depending on the goal established by the teacher, some characteristics of these roles are going to be predominant in the Teacher's EFL identity. The achievements will vary depending on the age of the student, institutional goals, and the availability of communities of practice in the student's daily context.

### **Major contributions to the research area**

This investigation aims to provide a better understanding of EFL teachers' emotional environment. By developing the professional role, experienced teachers can provide a frame on how to deal with emotional transactions in the classroom to new teachers, providing them with new tools and strategies to apply in their classroom negotiation processes and later be incorporated in their EFL teaching identity. Institutions can develop a new appreciation of EFL teachers' emotional needs and focus their training on the development of the roles with enough resources to invest in emotional transactions. This investigation can demonstrate the influence of EFL teaching identity on the wellbeing of teachers, students, and institutions in general, becoming meaningful in the decision-making process of State Educational Organisms in Ecuador. An EFL teaching identity with emotional skills that ease a role negotiation process provide strategies to achieve low emotional labor transactions in the classroom and develop intrinsic motivation in students' EFL learning.

### **PROBLEM STATEMENT**

Most studies focused on EFL teaching identity describe their elements, without describing the process

behind. This research aims to identify the contextual elements that influence the role development process while negotiating new EFL teaching identities in the classroom. Experienced teachers with a well-structured EFL teaching identity is able to create a learning environment where new roles can be negotiated in classroom emotional transactions with low emotional labor. The tools and strategies applied by the teachers were classified on EFL teaching roles so then, later can be a reference to discuss about their origin.

#### METHODOLOGY

This research followed a deductive-inductive methodology. Deductive in the appliance of EFL teacher's identity theories to identify similar characteristics in the participants and their use in their daily context and inductive when, describing the individual EFL teacher's identity-building process, shared elements appear between participants.

The qualitative approach of this paper described EFL teachers' identity development phenomena perceived by the elements involved in the process (Bernal, 2010). EFL teacher's development can be better studied when it is observed in the environment in which it occurs. The importance of the context allowed the researcher scope the particular setting under study (Bogdan and Biklen, 2007).

The investigation is descriptive, as it consists of the characterization of the EFL teacher's identity structure (Arias, 2012), selecting its fundamental characteristics, and a detailed description of the tools and strategies in their roles (Bernal, 2010). Qualitative research is often characterized by being descriptive, as they contain quotations in the attempt to describe phenomena in a narrative form (Bogdan and Biklen, 2007).

Three EFL teachers with a master's degree in pedagogy from Pontificia Universidad Católica del Ecuador with ten experience years in the field were chosen. The number of participants was due to the investigation's objective to deeply describe the EFL teacher's identity-building phenomena.

The observation process took place in the first five days of classes on three online EFL synchronic classes of 3 hours each with A2 and B1 students between 17 to 35 years old. Audio and video from the classes were recorded from the Zoom platform and transcribed. Zoom platform was used in the case of the interview because of the pandemic context.

A semi participant observation took place in the first 5 EFL classes of A2 and B1 students between 17 to 35 years old. During this process, an observation grid was used to identify tools and strategies incorporated in each role, made of an adaptation of the role strategies in EFL teachers' identities according to Farrell (2010)

and Aghaei (2020). Time and description of the EFL role strategy used by the teacher in the class were documented. Roles were divided into *manager*, *acculturator* and *professional*.

A semi-structured, biographical interview took place to identify the origin of these strategies and the teacher's role incorporation process after the observation. Open questions related to five analysis units, learner experience, previous working experiences, teaching experience, training, and confidence-building, were adapted to identify the origin of the observed tools and strategies used in class.

Two qualitative techniques were used to obtain a fuller understanding of the studied phenomena. A semi-participant observation that «consisted in visualizing or capturing through sight, in a systematic way, any fact, phenomenon or situation that occurred in nature or society, based on research objectives Pre-established» (Arias, 2012). Likewise, in participant observation, «the researcher becomes part of the community or environment where the study is carried out» (Arias, 2012, p. 69). The researcher «must spend the longest time in the situation being observed, to know directly everything that in his opinion can constitute information for the study» (Bernal, 2010, p. 258).

A life-story interview, defined by Hernández (2014) as «a meeting to talk and exchange information between the interviewer and the interviewee/s. In the interview, through the questions and answers, communication is achieved and the joint construction of meanings regarding a topic» (p. 403). «It is a technique based on a dialogue or conversation face to face between the interviewer and the interviewee on a previously determined topic, in such a way that the interviewer can obtain the required information» (Arias, 2012).

#### Procedures

A semi-participant observation took place during the first five days of virtual synchronic classes and recorded with the teacher's consent. An observation grid was used to collect evidence of EFL teaching roles presence and frequency in the class. Life-story, Narrative interviews with a biographical methodology were applied to three experienced teachers. The life-story will focus on the experience of specific events, which differs with the life-history methodology when making a complete recount of the participant's life. The virtual platform Zoom was used to carry out semi-structured interviews, which were later recorded and transcribed. The participants were questioned about the effectiveness of strategies related to EFL teaching roles in class and their origin. The personal, working, and institutional influence on its development and use and the experiences where new

strategies had to be developed to overcome obstacles in their EFL teaching life.

### Limitations

This study's qualitative methodology provides a deep view about the process of an EFL teaching identity development that are hard to generalize in a bigger context. A quantitative investigation about the frequency of specific roles in a big scale community can be useful to describe the kind of EFL teaching identities of the institution involved, as well as, a better perspective of Emotional labor before and after negotiating EFL teaching roles in the participants obtained with a quantitative pre and post-test, can generate a new perspective of emotional transactions in the Ecuadorian classrooms. External factors influence the development of an EFL teacher's identity. Policies that take care of teacher's rights must be applied in institutions. If basic needs are not covered, teachers will not be motivated to invest in their EFL teacher's identity. An adequate salary, working time, working environment and Law benefits are elements to considerate if repeating this investigation in a different context.

### RESULTS AND DATA ANALYSIS

An observation grid was used in the observation process to identify the teachers' most used roles in their classes, as well as a description of the tools and strategies incorporated in every role. All three EFL roles were present in class during the observation process, but some were more frequently used by the teachers.

The main role used by teacher 1 was the Acculturator EFL teaching role, because of the importance she gave to social/empathizer role strategies in the class. The frequent use of an Ecuadorian pitch while socializing and the teacher's interest in students' life outside the class settled a comfortable class environment. In the manager role, the teacher used codeswitch to provide important information from the institution and facilitate special needs students' understanding. Action researcher strategies from the professional role were present as the teacher constantly investigated new online resources to improve students' learning.

In teacher 2, Acculturator EFL teaching role was also present above the other EFL teaching roles. The teacher's effort in understanding student's emotional situations during classes was fundamental in her teaching process. Social/Empathizer role strategies were present in the use of community language to reduce student's stress in-class participation. The teacher used manager role strategies to encouraged student's participation by asking student's opinions before changing the speaker.

Teacher 3 used the manager EFL teaching role more frequently, as it focused on the establishment of rules and alliances with students. The teacher linked student's goals with English learning, using conditional language to show students the possibility of building their knowledge by trying and learning from their mistakes with the teacher's support. Moral educator strategies from the Acculturator role were used to analyze the influence of student's actions on future rewards (see Table 1).

Table 1. EFL teaching roles in class

Teacher/role	EFL Teaching roles		
	Manager	Acculturator	Professional
Teacher 1	<ul style="list-style-type: none"> <li>· Use of extra online resources aside from the book.</li> <li>· «Friendly language» to provide instructions.</li> <li>· Code-switch for special needs students</li> </ul>	<ul style="list-style-type: none"> <li>· A social phase takes place at the beginning of classes and can be repeated during the class period. An Ecuadorian pitch will be used to lower emotional labor in the class and improve participation.</li> <li>· Deep interest for student's wellbeing by listening to their problems and their opinion about activities in the class.</li> <li>· The teacher emphasize the importance of providing moral support in moments of crisis.</li> </ul>	<ul style="list-style-type: none"> <li>· Exchanges information, tools, strategies, games and technology use with colleagues and superiors.</li> <li>· Resilient ways to solve emotional episodes during the classroom with low emotional labor.</li> <li>· Continuous search for new teaching processes and skills to improve student's learning.</li> </ul>

	<ul style="list-style-type: none"> <li>· Use of group games with the grammar objective.</li> <li>· Encourages participation calling by their names.</li> <li>· Skillful in the use of many online tools at the same time.</li> <li>· Using of the phrase: «It is better» before providing feedback. When a student doesn't know an answer, the teacher replies with the phrase «It's Ok, don't worry» before providing the answer.</li> <li>· Use of Spanish for important institutional information.</li> <li>· Use of contextualized examples to improve student's understanding.</li> </ul>	<ul style="list-style-type: none"> <li>· Uses daily life examples to develop problem-solving strategies in students.</li> <li>· Vast subject matter and teaching knowledge.</li> </ul>	
Teacher 2	<ul style="list-style-type: none"> <li>· Use of extra online resources aside from the book.</li> <li>· Community language is used to encourage participation.</li> <li>· The teacher uses group games with the grammar objective.</li> <li>· Encourages the participation by calling their name individually, changing the speaker with questions like: «What do you think?» and «What about?»</li> <li>· The teacher takes notes while listening students' performance to provide feedback.</li> <li>· Use of the word «remember» before delivering institutional information, citing the source with the phrase: «According to...».</li> </ul>	<ul style="list-style-type: none"> <li>· A social phase takes place at the beginning of classes and can be repeated during the class period, this topics are further related with grammar topics</li> <li>· Own feelings and thoughts about teacher's abroad experiences are used as examples of foreign culture's adaptation.</li> <li>· Deep interest for student's wellbeing by listening to their problem and opinions about activities in the class.</li> <li>· Social and emotional skills are being part of the class activities. The teacher provides examples and anecdotes showing the importance and the appliance of social and emotional skills in different contexts.</li> <li>· The teacher emphasize the importance of providing moral support in moments of crisis.</li> </ul>	<ul style="list-style-type: none"> <li>· Exchanges information, tools, strategies, games and technology use with colleagues and superiors.</li> <li>· Resilient ways to solve emotional episodes during the classroom with low emotional labor.</li> <li>· Continuous search for new teaching processes and skills to improve student's learning from neurosciences and psychology.</li> <li>· Uses daily life examples to develop problem-solving strategies in students.</li> <li>· Vast subject matter and teaching knowledge.</li> </ul>

	<ul style="list-style-type: none"> <li>· When a student doesn't know an answer, the teacher replies with the phrase «Don't worry» before providing the answer.</li> <li>· Use of contextualized examples to improve student's understanding.</li> </ul>		
Teacher 3	<ul style="list-style-type: none"> <li>· Use of extra online resources aside from the book.</li> </ul> <p>The teacher collects student's personal goals and link them to English learning.</p> <ul style="list-style-type: none"> <li>· Use of the phrase: «Don't worry, now it's the time to make mistakes» before providing feedback to allow students to feel confident about their participation.</li> <li>· Grammar points are repeated and the student is asked to try again. The teacher focus on reasoning while providing an answer and analyzing mistakes.</li> <li>· The teacher uses group games with the grammar objective.</li> <li>· Skillful in the use of many online tools at the same time.</li> <li>· Use of contextualized examples to improve student's understanding.</li> </ul>	<ul style="list-style-type: none"> <li>· An alliance is established with the student to achieve English learning goals.</li> <li>· Deep interest for student's learning process by listening to their problems and opinions in the class.</li> <li>· The teacher emphasize the importance of providing moral support in moments of crisis.</li> </ul>	<ul style="list-style-type: none"> <li>· Exchanges information, tools and strategies with colleagues.</li> <li>· Resilient ways to solve emotional episodes during the classroom with low emotional labor.</li> <li>· Continuous search for new teaching processes and skills to improve student's learning.</li> <li>· Uses daily life examples to develop problem-solving strategies in students.</li> <li>· Vast subject matter and teaching knowledge.</li> </ul>

## ANALYSIS

A life story, semi-structured interview was applied to identify the origin of the tools and strategies observed in class. Teachers' interview transcriptions were coded into five analysis units. Their experience as learners became a fundamental part in their cultural background, building their expectation about the students. Sharing the pleasant emotions they felt as they were learning a second language are part of their teaching objectives. Tools and strategies used from EFL teachers influenced their teaching style in the future. Previous working experiences allowed teachers to challenge old beliefs and expectations, gathering in the process new tools and strategies that later could be used on emotional transactions and role negotiation processes in the classroom. Their experience as EFL teachers provided them a place to test new roles and strategies in different communities of practice, allowing

them to affiliate negotiated roles in their EFL teaching identity. Resources that came from training allowed to reduce emotional labor in the class and achieve classroom objectives, increasing teacher's confidence in their role negotiation processes. Emotional skills were fundamental in the role negotiation processes, reducing emotional labor in the class and increasing the success on emotional transactions.

### *Experience as a learner*

Teacher 1:

- Enjoyed technology since she was a child.
- Had a Psychologist father that used friendly language with an Ecuadorian pitch.
- Learned English at the same institution currently working.

Teacher 2:

- Had a strict experience as a student.
- An abroad flexible learning experience as a teenager encouraged the use of questions and developed critical thinking.

Teacher 3:

- Enjoyed EFL learning experience.
- Had a passion for languages that increased with the time.

#### *Previous working experiences*

Teacher 1:

- Worked with young kids
- Used friendly language to communicate with kids.
- Learned tools to work with kids
- Interested on the students' wellbeing outside the class.

Teacher 2:

- The teacher felt more comfortable in new working contexts while acquiring new teaching strategies.
- Searched for new ways to improve teaching.
- Learned about affective filter

Teacher 3:

- The teacher had to deal with high emotional labor transactions in the class.
- Used conditional language.
- Established alliances with students

#### *Teaching experience*

Teacher 1:

- Learned new online tools with students.
- Shared strategies with the teaching community.
- Learned to adapt the material to the class needs.

Teacher 2:

- The appliance of new teaching strategies from training improved student's learning process.
- Applied «Needs analysis» as English for specific purpose techniques.
- Applied teaching strategies from Neuroscience.

Teacher 3:

- Acquired emotional skills to develop low emotional labor transactions.
- Established new strategies for students to link students' personal goals with English learning.
- Used conditional language with students to identify their effort rewards.
- The teacher shared its passion for languages with students.

#### *Training*

Teacher 1:

- Strategies and tools gathered from previous working training provided better strategies to negotiate roles with different learning communities.

Teacher 2:

- Training improved teaching resources and increased teacher's confidence in the class.
- The teacher assumed a continuous training process to improve her understanding of students' emotional needs.

Teacher 3:

- Language training was always present as a personal goal.
- Training provided emotional strategies to lower emotional labor during classroom transactions.

#### *Emotional skills*

Teacher 1:

- Moral support, tools and strategies provided by the teacher's boss increased its confidence while dealing with new teaching contexts.

Teacher 2:

- The knowledge about the affective filter in the class provided tools to handle problems in the class with low emotional labor.

Teacher 3:

- Teacher's interaction with students provided emotional tools to handle problematic situations in the class.

#### DISCUSSION

The observation grid provided evidence of Farrell's EFL teaching roles being present in the participants.

Teachers had a predominant role that matches with their expectations about the students, the institution, and the learning process in general, which guided their teaching process and established their classroom goals. The professional role in the participants allowed them to actively gather resources from their environment as they interacted with different communities of practice, as said by Zhang in 2017. The professional role provided teachers with options to increase their tool and strategy stock through the interaction with other sources in different communities of practice. Manager role allowed to link students' goals with classroom objectives, developing an alliance between the teacher and the student. The acculturation role allowed teachers to bond classroom topics to students' emotional context, improving the classroom environment and lowering emotional labor during classroom emotional transactions.

The information gathered from interviews confirms what is said by Nias in 1996, cited by Schutz and Mikyoung (2007), teachers invested themselves while dealing with emotional transactions. Interviewed teachers described their interest in sharing the pleasant emotions they felt while learning a new language. The success in classroom emotional transactions increased progressively through participants' working experience. The lack of schemas or cognitive resources to activate in the first emotional transactions, had developed a feeling of uncertainty in the early teaching days of the participants as said by Schutz in 2007. Emotional skills like confidence and resilience were necessary for the role negotiation process to take place in that time. Some of these skills were part of the participants background, but others appeared as the result of training, interdisciplinary assistance, and institutional support.

Aghaei and Schultz, establish that a professional role identity is built from early personal and working experiences that provide a reference of how to portrait in front of the students and the community in general. Participants felt influenced by role models, like parents, teachers, colleagues, and superiors in their role identity construction. The strategies used by these references were adapted to new learning communities during role negotiation processes as in the case of teacher number one, whose psychologist father used familiar language to communicate with his patients. The teacher adopted this strategy and adapted it to students' needs as part of the classroom role negotiation process, gathering into the cognitive resources and schemas from the EFL teacher identity, as said by Farrell in 2010.

Emotional display rules described by Schutz in 2014, were negotiated while dealing with emotional episodes in the classroom, consequence of the clash of both, students and teachers' expectations. Previous

job experiences in learning communities with different characteristics, along with the influence of personal, labor references and training, allowed teachers to gather tools to develop individual negotiation strategies with a positive outcome in the vast majority of emotional transactions in the classroom. The use of friendly language, linking student's goals with classroom objectives, and providing a safe place to make mistakes while trying became negotiation strategies in the participants' EFL teaching identities. Participants explained that negotiation strategies during emotional episodes in the classroom shaped an alliance with the students that promoted the reach of EFL learning goals. The appraisal of congruence between goal and outcome after an emotional episode with low emotional labor in the class reinforced the elements in the teachers' EFL identity as posted by Farrell in 2010.

## Conclusion

People obtain tools from their environment and is through interaction that is used to reach an objective, becoming a strategy. When a strategy is successful, it is used again to obtain the same goal, which will end up becoming a role from a person's identity. When the environment changes, roles must adapt to it. A negotiation process with new tools and strategies will take place to allow new roles to appear and be successful in the gathering of new objectives. Teachers' EFL learning experiences became a cultural background that act as a reference point to deal with emotional transactions in the class (Schutz, 2014), and influence the kind of tools and strategies incorporated in their EFL teaching identity roles.

Farrell (2010) describes how EFL learning experiences establish an image of the way teachers should be, including a behavior expectation. New teachers use this as a reference on how to portrait in front of their students, the institution, the community, and themselves (Schutz. et al, 2007). Teacher's cultural backgrounds along with EFL training tools become part of their first EFL teaching experiences. The clash of the teacher's beliefs and students expectations led to high emotional labor transactions in the class. As being a new environment, old strategies needed to pass through a negotiation process to fit into this new context.

Emotional skills are fundamental for teachers to handle emotional labor and start this identity reconstruction process. Some elements, like resilience, can be part of the teacher's emotional background, but others come from the interaction of the individual with its context, in the case of the emotional support provided by family, superiors, and colleagues. Both, internal and external emotional elements are necessary



for a low emotional labor EFL identity negotiation process to take place.

The teacher's cultural background structured by its experiences as learners, previous working experiences and their EFL teaching experience and training influence the kind of tools and strategies gathered in the roles. The congruence of the outcome with the goal after the use of a negotiated role in the class generates pleasant emotions that increase the teacher's confidence, incorporating these tools and strategies into their EFL Teacher's Identity roles.

### Recommendations

Establishments must provide resources for teachers to structure an EFL teaching identity according to institutional expectations. Tools, strategies, and new methodologies can be part of teachers' training. The incorporation of these elements in an EFL teacher's identity will depend on the negotiation of old strategies into new ones, a process that will be highly influenced by institutional and peer support.

Generate the opportunity for teachers to apply new methodological strategies in groups with different characteristics. Emotional transactions resulting from teachers and students' expectations will develop an opportunity to challenge inefficient elements in the teacher roles and negotiate the incorporation of new elements into the EFL teacher's identity. Emotional labor during this process can produce feelings of uncertainty at first, so that, institutions must identify signs and symptoms related to high emotional labor and burnout, establishing a safe place to interchange thoughts about intrinsic and external causes. Encourage teachers to identify conflictive elements during classroom emotional transactions while providing methodological and empirical resources will increase teachers' confidence in the use of new strategies in the class.

Sharing knowledge with colleagues is fundamental to structure EFL roles. An effective strategy used in a specific situation related to the manager, professional or acculturator role can become a frame for another teacher. Expectations should be managed properly to reduce emotional labor in the negotiation process.

Teachers must be aware of the cultural background they are bringing to class. This includes an opinion of the subject, the student, and the institution. This perception comes along with an expectation that will produce emotional labor when is not accurate. Emo-

tional skills that increase resilience and flexibility are necessary for teachers to adjust old beliefs with the students' context. Institutions can create workshops focused on strengthen these emotional skills and encourage pair collaboration.

Intrinsic and extrinsic teacher's motivation influence the gathering of new resources and their incorporation on EFL teaching identity roles with low emotional labor. It is recommended to deepen this phenomenon in further studies.

### References

- Aghaei, P., Bavali, M. and Behjat, F. (2020). An In-depth Qualitative Study of Teachers' Role Identities: A Case of Iranian EFL Teachers. *International Journal of Instruction*, 601-620.
- Arias, F. G. (2012). *El proyecto de investigación*. Episteme.
- Barnett, B. and Shields, P. M. (2020). Solving the teacher shortage: Revisiting the lessons we've learned. *Phi Delta Kappa International*, 8-18.
- Bernal, C. A. (2010). *Metodología de la investigación* (3.<sup>a</sup> edición). Pearson educacion.
- Bogdan, R. C. and Biklen, K. S. (2007). *Qualitative research for education*. Pearson.
- EF Education First. (2020, 11 19). *Ecuador queda en el puesto #81 en el ranking de inglés EF EPI*. <https://www.ef.com/ec/blog/language/ecuador-queda-en-el-puesto-81-en-el-ranking-de-ingles-ef-epi/>
- Farrell, S. T. (2010). Exploring the professional role identities of experienced ESL teachers through reflective practice. *Elsevier*, 54-62.
- MINEDUC. (2017). *Políticas para contratación de personal docente y administrativo en las instituciones educativas foscomisionales y particulares del sistema educativo nacional*. MINEDUC.
- Schutz, P. A. and Mikyoung, L. (2014). Teacher emotion, emotional labor and teacher identity. *English as a foreign language teacher education: Current perspectives and challenges*, 169-186.
- Schutz, P. A., Cross, D. I., Hong, J. Y. and Osbon, J. N. (2007). Teacher identities, beliefs and goals related to emotions in the classroom. *Emotion in education*, 223-241.
- Zhang, Y. (2017). I Speak Chinese but I Am Teaching English: Exploring the Influence of Nonnative Speakership in the Construction of Language Teacher Identity. *Theory and Practice in Language Studies*, 1236-1242

## Annexes

Table 2. Observation grid

TEACHERS' NAME	TEACHER ROLE						
	CLASS	DATE	PERIOD	LINK	LINK		
MANAGER	TIME	SITUATION	ACCULTURATOR	TIME	SITUATION	PROFESSIONAL	
VENDOR/INNOVATOR	A teacher who is ready to create new learning techniques and materials. A seller of «learning» of English; «selling» a particular teaching method.	SOCIALIZER/ EMPATHYZER	«Socializes» with students; attends functions outside class with students. A teacher who can act as an intimate friend and develop empathy with students.	TIME	SITUATION	COMMUNITY BUILDER/ COLLABORATOR	A teacher who exchange the latest information and technologies in the fields with colleagues.
ENTERTAINER/ARTIST	A teacher that has the art of entertaining-telling jokes and stories to class, and creating new games.	SOCIAL WORKER/ CULTURAL MEDIATOR	Offers advice and support to students on matters related to living in another country/ culture. A teacher who helps learners to know the foreign language social and cultural setting.	TIME	SITUATION	REFLECTIVE PRACTITIONER	Teachers who are knowledge producers and offer solutions for emerging problems.
COMMUNICATION CONTROLLER	Attempts to control classroom communication and classroom interaction dynamics (turn taking, etc.)	CAREPROVIDER/ COUNSELOR	Plays careprovider role for students, cares about his-her learners' daily life in and outside the classroom. A teacher that is always ready to listen to learners and give appropriate solution.	TIME	SITUATION	ACTION RESEARCHER	A teacher who constantly investigate teaching process in order to improve student's learning.
JUGGLER	Multitasker in the classroom	MORAL EDUCATOR	A teacher who enhances learners' social and emotional skill development.	TIME	SITUATION	ENTERPRENEUR	A teacher who involves in the extended school life and try to answer its challenges.
MOTIVATOR/SCAFFOLDER	Motivates students to learn; keeps students on task, helps learners go beyond their potential capacities.			TIME	SITUATION	EXPERT/ KNOWLEDGE-ABLE	A teacher with a great subject matter and teaching knowledge.
PRESENTER/ KNOWLEDGE TRANSMITTER	Delivers information, transfer the knowledge from authorities to learners.			TIME	SITUATION	LEARNER	A teacher who is constantly learning new things about teaching and self as a teacher.
ARBITRATOR	Offers feedback (positive and negative) in classroom			TIME	SITUATION		
FACILITATOR	A teacher who facilitate the whole learning process for learners.			TIME	SITUATION		

Inspired by Farrell (2010) and Aghaei (2020). Adapted and created by the author.

## Semi-structured interview questions

### EFL TEACHING ROLES-STRATEGIES

- Where did you find these resources or strategies?
- Did you hear someone that was using this strategy?
- When did you know that this strategy was effective?
- When was the first time you started applying this strategy?
- How can you decide if something works or if something doesn't work?

### EFL TEACHING IDENTITY

- How can you define yourself?
- How can you define your EFL teacher's identity?
- How can you define yourself?
- When did you know that this will work while teaching English?

- How can you decide if something works or if something doesn't work?
- Can you tell me the biggest difference you can see, from when you started teaching until now?
- What is the biggest difference in you?

### INFLUENCE

- How did you feel when you met them, not as a student, but as a colleague?
- How did you incorporate the strategies from your partners into your own EFL teacher's identity?
- How do you think the material you use influences your teaching identity?
- When did you decide to do things in your way?



## MAKING SENSE OF BAD ENGLISH

Peterson, Elizabeth. (2020), eBook, Oxford

Alexánder Padilla  
Universidad Central del Ecuador (Ecuador)  
<https://orcid.org/0000-0001-5059-3199>

Recibido: 30 de marzo 2021  
Aprobado: 30 de abril 2021  
DOI:10.29166/kronos.v2i1.2614

To recognize what is or what is not an appropriate use of English, language scientist have disposed the official term «Standard English». If so, what does this term really mean? and what were the conditions and bounds where this term was created? in consequence, who are the people that really speak in this strict way? This book discusses through an anthropological and linguistic way the term «good English». Thus, in general words the author discusses: How can somebody know whether his use of English is appropriated or not? What are the causes of such distinction (good/bad) in real practices using this language? Moreover, the specific objective beyond the common negative answer about not standard English, this book offers an explanation from the social, cultural and historical facts about the meaning of being an English user in different parts of the world.

This book is divided in two parts, the first part contains 5 chapters which focus on the explanation of the relation between appropriated and bad English, and its persistence and reproduction in different settings. The second part is divided in 5 chapters, then they focus on the analysis of the linguistic manifestation of some cases of study, such as, the mother tongue or lingua franca through the roles of social, historical and geographical factors.

The first part explains the social construction of English regarding the people's believes about the acquisition of a new language or the natural way of speaking in native countries. Thus, this part explains that speaking English becomes natural in native countries. Standard English is a term which meaning is discussed throughout the book dismissing the idea of the universal truth. The author argues that Standard English (good English) is not recognized as a universal truth, but as a social construction which really depends of the social circumstances.

The important elements discussed are the preconceived notions which are called *language ideologies*.

Language ideologies are acquired implicitly in life in an unconscious way and they led to simplify the distinction of the features of the language. According to this distinction in the language, people are able to judge whether somebody speaks appropriated or not. Besides, it allows to recriminate and separate who speaks well and who doesn't. In fact, the book shows cases of linguistic research and surveys; they indicate that students from native countries, (us students for example) are considered speakers with the perfect use of Standard English. However, us students consider themselves imperfect speakers due to the fact that exist an inferiority toward British pronunciation because their pronunciation is considered as that one that is truly correct.

Furthermore, the book offers the perspective of users of English in some places where English is not the mother tongue. In these kind of environments English users tend to speak English with a wide variety of styles around the world, adding a sort of mixture of local words and phrases. Again, not mother tongue English users are considered unappropriated users of this language, hence the distinction becomes the legitimation of a social hierarchy and control. Then, the author explains how the accent, dialects, etc. is an element of prestige or social class; showing the example of the results of a study of surveys applied in us and uk users. At the end of this part, the author points out the causes and the negative consequences of speaking differently, it means, out of the standard English, such as, the segregation, isolation, injustice and discrimination in social relations.

The second part of the book is made of linguistic manifestation of English presented in some cases of study such as: mother tongue acquisition of Standard English, African American English, Singlish, New Delhi English and English as a lingua franca. These cases of study constitute the attitudes developed from different

users of English and their own point of view. Thus, in this part of the book the author explains several cases which are located in countries which mother tongue is English, however there are some differences among them. These differential facts are caused due to the roles of linguistic tendencies, social factors, and historical factors. For instance, one of the examples in the cases of study is the specific words, accents or phrases that distinguish and identify one group of people from other, due to the people circumstances or the distinction related to race or ethnicity.

The case of study about the use of English as a lingua franca in the book, presents people who already have the enough knowledge of English; however, English as a lingua franca is seen as the modification or adaptation system for their users that share features in the same group of speakers which is called *similect*. In spite of these kind of users who do not share a mother tongue, there is a tendency to focus on the practical message and transmit it to different backgrounds but without sounding as a native speaker. Then, the book contains an exhaustive analysis of the sound and pronunciation of vowels, consonants and accents according to the vernacular region of the user.

Making sense of Bad English is a book which offers a new perspective to the users of this language; further-

more, it leads to know new perspectives according to the «good» use the language and it's benefits of an appropriate speaking as much as the different nuances of users around the world. The author approaches English as a sociolinguistic phenomenon and its implications in real life, according to the relationships among other users. Thus, the book reconstructs the general idea of «bad English» not like a negative condition. It rather offers some empirical descriptions which support the facts and history behind the linguistic difference, even in native English countries. The book also describes the actual situation of the new users of English, as much as their relation, adaptation, variation and changes carried out from their own users in order to obtain acknowledge.

This book is about a linguistic issue however the author expresses it in a simple and practical way in the framework and theoretical discussion. So, the author has focused her efforts in the content and the information of the uses of English instead of the form and the technical terms. For this reason, the book is easier to comprehend and accessible for a wider range of public, from English users, teachers to linguistics and sociologists.

## **NORMAS DE PUBLICACIÓN**

Los trabajos que se considerarán para su publicación en la revista Kronos deben tomar en cuenta estas normas de publicación.

### **SOBRE EL CUERPO TEXTUAL**

- En la portada, las colaboraciones deben hacer constar, en este orden: i) título del artículo, ii) nombre del autor o autora acompañado del grado académico, iii) adscripción institucional u organizacional, iv) dirección electrónica, y v) fecha de envío. Los títulos no deben exceder de 20 palabras.
- En la siguiente página, toda colaboración —menos las reseñas— debe tener un resumen ejecutivo (abstract) de entre 150 y 200 palabras en castellano y en inglés. Bajo los dos resúmenes se pone entre tres y cinco palabras clave.
- Todo el texto principal —incluso la primera hoja, las notas al final, la bibliografía— tendrá una interlínea de 1,5 y se usará la tipografía Times New Roman, tamaño 12.
- Los párrafos no se espaciarán y se introducirá sangrado al inicio
- Márgenes: 2,5 cm por todos los lados de la hoja
- La bibliografía citada en el texto principal se colocará al final del trabajo con sangría francesa.
- La primera vez que aparezcan siglas deberá escribirse su significado completo, luego solamente las siglas.
- La cantidad de figuras y tablas se limita a máximo tres elementos. Los editores de la revista se reservan el derecho de eliminar los demás cuando sean usados de manera excesiva.
- Los títulos de figuras y tablas deben ser concisos, sin que superen las 8 palabras.

### **SOBRE LA EXTENSIÓN**

La extensión de los textos puede medirse con número de palabras o número de hojas para cada sección, tal cual se ilustra en el siguiente gráfico:

SECCIÓN	N.º PALABRAS	N.º HOJAS
Dossier	3000 a 6000	10 a 20
Experticia	2000 a 3000	6 a 10
Reseñas	1000 a 1500	3 a 5

### **REFERENCIAS**

El estándar de las referencias bibliográficas al que se acoge y rige la revista Kronos es el estilo APA en su séptima edición (2019). A manera de guía para las citas y la bibliografía, se detalla a continuación los casos más comunes.

### **CITAS**

La cita corta, que es de menos de cuarenta palabras, va dentro del cuerpo textual (párrafo). Se la puede manejar de dos maneras:

- Con énfasis en el autor, cuya secuencia esquemática es: Apellido, (año), «cita», (página), punto. Ejemplo:

Morales (2009) afirma: «lorem ipsum» (p. 8).

- Con énfasis en el texto, cuya secuencia esquemática es: «cita», (Apellido, año, página), punto. Ejemplo:

«Morbi dolor sapien» (Morales, 2009, p. 68).

- La cita larga, que es de más de cuarenta palabras, va en párrafo aparte, sin cursiva ni comillas y con sangría. Se la puede manejar —al igual que con las citas cortas— de dos maneras:

- Con énfasis en el autor, cuya secuencia esquemática es: en párrafo precedente Apellido, (año), cita en párrafo independiente, punto, (página). Ejemplo:

Morales (2009) afirm

Quisque purus mauris, ullamcorper quis varius eu, placerat a felis. Aliquam consequat bibendum neque eu efficitur. Vivamus scelerisque, purus et vestibulum efficitur, leo quam blandit neque, nec rutrum urna urna in nunc. Sed diam nunc, porta vitae aliquet sed, dapibus at metus. Vestibulum at ex imperdiet, luctus nisi eget, interdum purus. (p. 68)

- Con énfasis en el texto, cuya secuencia esquemática es: cita en párrafo independiente, punto, (Apellido, año, página). Ejemplo:

Quisque purus mauris, ullamcorper quis varius eu, placerat a felis. Aliquam consequat bibendum neque eu efae aliquet sed, dapibus at metus. Vestibulum at ex imperdiet, luctus nisi eget, interdum purus. (Morales, 2009, p. 68)

## SOBRE LA DISPOSICIÓN TEXTUAL INTERIOR

Se jerarquizará la información para facilitar el ordenamiento del contenido de la siguiente manera. Los encabezados no llevarán números, ni tampoco mayúsculas sostenidas.

Nivel 1: Encabezado centrado en negrita, con mayúsculas y minúsculas

Nivel 2: Encabezado alineado a la izquierda en negritas con mayúsculas y minúsculas

Nivel 3: Encabezado de párrafo con sangría, negritas, mayúsculas, minúsculas y punto final.

Nivel 4: Encabezado de párrafo con sangría, negritas, cursivas, mayúsculas, minúsculas y punto final.

Nivel 5: Encabezado de párrafo con sangría, cursivas, mayúsculas, minúsculas y punto final.

## NOTAS FINALES

La revista Kronos no utiliza pie de páginas. Todas las aclaraciones complementarias deben ser puestas al final del documento como notas finales.

## TABLAS Y FIGURAS

En el texto principal se incluirán tablas y figuras —con figuras entiéndase gráficos, mapas, fotografías— si fuese necesario.

Las tablas deben tener en la parte superior la palabra *Tabla*, un número secuencial y un título; en la parte inferior una *Nota* y la Fuente, si aplica. Ejemplo:

**Tabla 1.** Lorem ipsum dolor sit amet, consectetur adipiscing elit

EXPLICACIÓN	CATEGORÍA	CATEGORÍA	CATEGORÍA
Variable	xxx	xxx	xxx
Variable	xxx	xxx	xxx

**Nota:** Morbi dolor sapien, venenatis bibendum. Fuente: Morales (1995, p. 3).

- Las notas informan y ofrecen explicaciones relacionadas con la tabla. La cita de la fuente —sea, libro, revista, página web, etc.— solo se la hace si la tabla no es de propia autoría y siguiendo las normas de referencia expuestas.



- Las figuras deben tener en la parte superior la palabra Figura, un número secuencial y un título; en la parte inferior una nota, si aplica, y —obligatoriamente— la fuente. Ejemplo:

**Figura 1.** Lorem ipsum dolor sit amet, consectetur adipiscing elit

EXPLICACIÓN	CATEGORÍA	CATEGORÍA	CATEGORÍA
Variable	xxx	xxx	xxx
Variable	xxx	xxx	xxx

**Nota:** Morbi dolor sapien, venenatis bibendum. Fuente: Morales (1995, p. 3).

- Las notas informan y ofrecen explicaciones relacionadas con la figura. La cita de la fuente —sea, libro, revista, página web, etc.— solo se la hace si la figura no es de propia autoría y siguiendo las normas de referencia expuestas.
- Las figuras se deben enviar en archivo adjunto en alta resolución de al menos 300 pixeles por pulgada, o en formato vectorial.
- Las figuras deben enviarse obligatoriamente con los datos numéricos correspondientes.
- La revista Kronos se reserva el derecho de poner determinadas tablas y figuras a todo color cuando las necesidades explicativas e interpretativas lo exijan.

#### ASPECTOS GENERALES

Cualquier situación no prevista en estas normas de publicación será resuelta por el editor general.



Esta revista se terminó de diseñar para su versión digital en Editorial Universitaria en el mes de julio de 2021 siendo rector de la Universidad Central del Ecuador el Dr. Fernando Sempértegui Ontaneda y director de Editorial Universitaria el Prof. Gustavo Pazmiño.

Kronos-The Teaching Journal es una revista científica del Instituto Académico de Idiomas de la Universidad Central del Ecuador de frecuencia bianual, cuyos campos de investigación se concentran, pero no se limitan, a la búsqueda de metodologías alternativas y novedosas en los procesos de enseñanza-aprendizaje de lenguas, así como de la crítica del corpus teórico alrededor de la pedagogía, didáctica, tecnología y cultura.

