

# Views of Language Education in Preservice Teachers Reflected in Their Graduation Projects

Hugo Nelson Areiza-Restrepo<sup>1</sup>  

## Abstract

This paper presents a small-scale piece of educational critical research on the views of language education (LE) held by preservice foreign language teachers, as reflected in their graduation projects, which describe their pedagogical practices. The study aimed to characterize their perspectives on language teaching by analyzing 24 graduation projects (GPs) completed between 2018 and 2022 through quantitative content analysis. The results revealed a tendency toward *romantic and active learning* approaches grounded in *cognitive* models, a dominant perspective of *language as discourse*, and practices influenced by globalization. These findings align with the pedagogical framework of the program, which centers on sociocultural and reflective approaches, as well as a sociodiscursive view of the language. The study calls for an evaluation of this framework to strengthen an educational proposal that promotes social justice.

**Keywords:** foreign language instruction; foreign language teacher education; pedagogy; language policy

## Perspectivas sobre o ensino de línguas em professores em formação refletidas em seus trabalhos de conclusão de curso

### Resumo

Este artigo apresenta uma pesquisa crítica educacional em pequena escala sobre as concepções de ensino de línguas mantidas por professores de línguas estrangeiras em formação, refletidas em seus trabalhos de conclusão de curso (TCCs), que descrevem suas práticas pedagógicas. O objetivo do estudo foi caracterizar suas perspectivas sobre o ensino de línguas por meio de uma análise de conteúdo quantitativa de 24 TCCs realizados entre 2018 e 2022. Os resultados revelaram uma tendência a abordagens românticas e de aprendizagem ativa baseadas em modelos cognitivos, uma visão dominante da língua como discurso e práticas influenciadas pela globalização. Esses achados estão alinhados com o referencial pedagógico do programa, que se apoia em abordagens socioculturais e reflexivas, bem como em uma visão sociodiscursiva da linguagem. O estudo propõe uma avaliação desse referencial a fim de fortalecer uma proposta educacional que promova a justiça social.

**Palavras-chave:** ensino de línguas estrangeiras; formação de professores de línguas estrangeiras; pedagogia; política linguística

1 Magister. Universidad del Valle. hugo.areiza@correounivalle.edu.co

### Research article

#### To cite this article

Areiza-Restrepo, H. N. (2026). Views of Language Education in Preservice Teachers Reflected in Their Graduation Projects, *Folios*, (63), 229-245. <https://doi.org/10.17227/folios.63-22271>

Article received

25 • 10 • 2024

Article accepted

17 • 07 • 2025

Article published

01 • 01 • 2026

# Visiones de enseñanza de lenguas en docentes en formación reflejadas en sus trabajos de grado

## Resumen

Este artículo presenta una investigación crítica educativa de pequeña escala sobre las concepciones de la enseñanza de lenguas que sostienen los docentes de lenguas extranjeras en formación, reflejadas en sus proyectos de grado, los cuales describen sus prácticas pedagógicas. El estudio tuvo como objetivo caracterizar sus perspectivas sobre la enseñanza de lenguas mediante el análisis de contenido cuantitativo de 24 trabajos de grado realizados entre 2018 y 2022. Estos hallazgos son coherentes con el enfoque pedagógico del programa, centrado en perspectivas socioculturales y reflexivas, así como por una visión de sociodiscursiva del lenguaje. El estudio hace un llamado a evaluar este enfoque con el fin de fortalecer una propuesta educativa que promueva la justicia social.

**Palabras clave:** enseñanza de lenguas extranjeras; formación de docentes de lenguas extranjeras; pedagogía; política lingüística

## Introduction

In 2021, Cali became the epicenter of a “social burst” resulting from widespread unrest against both the current and previous governments. The social discontent exposed deep-seated inequalities, which have been analyzed by several scholars (Álvarez-Rodríguez, 2022; Hoyos, 2022; Ramírez-Monsalve & Vargas-Naranjo, 2023). Unfortunately, this event sparked violent responses from civilians against those who protested *en masse* in the streets (Amnesty International, 2021; El Espectador, 2022; Tabarquiño-Muñoz & Caicedo-Álvarez, 2023). In light of these tensions, we question whether preservice foreign language teacher education (PFLTE) in Colombia contributes to such unrest by supporting hegemonic ideologies that privilege some while restricting the rights of others, or whether the chosen pedagogical model offers a pertinent response to these challenges.

No field of education has been more frequently influenced by the ebbs and flows of global geopolitics than Foreign Language Education (FLE), which is often shaped by global economic forces that instrumentalize and commodify education (Kramsch, 2019). Many scholars in Colombia have challenged the dominance of English-centered bilingualism in FLE, which promotes competitiveness while disregarding the local dimension and needs (Bonilla-Mora and López-Urbina, 2021; Castañeda, 2018; Fandiño-Parra, 2022; Fandiño et al., 2021; Guerrero, 2018; Méndez-Rivera & Guerrero-Nieto, 2022; Miranda, 2023). In a PFLTE program, it is essential to understand how students develop their teaching philosophy through practice, in contrast to the pedagogical models under which they are trained and the national and local agendas that shape their education. Torres-Cepeda and Ramos-Holguín (2019) and Castañeda (2022) emphasize the importance of examining how a PFLTE program influences the professional identity of its students, as discussed by Herrera et al. (2022).

The main objective of this study is to characterize the underlying views of language teaching expressed in the pedagogical practices of the graduation projects (GPs) completed between 2018 and 2022 at a PFLTE program in Colombia, to understand how these preservice teachers are shaping their teaching philosophy. The results of their practices will be analyzed in relation to the program’s curricular framework and the recent policies that have shaped PFLTE in Colombia. Although previous national and international studies have examined preservice teachers’ practical experiences, they have not focused on their views of FLE as part of an academic program evaluation. Instead, these studies have explored topics such as the role of the reflective practice, the relationship between beliefs, previous knowledge, and classroom experiences, policy agency in teacher identity construction, and critical approaches to practicum shaped by pedagogical and research agendas in the curriculum (Alwaheebi, 2023; Cadiz, 2022; Fajardo, 2013; Hernández & Macías, 2023; Montoya-Lopez et al., 2020; Quintero (2019); Suárez & Basto, 2017; Tülüce & Çeçen, 2016; Viáfara & Pachón, 2023).

The results of this study may contribute to an epistemic shift toward social justice from a posthumanistic lens, as proposed by [Toohey and Smithe \(2022\)](#), and from decolonial perspectives in FLE ([Macedo, 2019](#); [Pennycook & Makoni, 2019](#)). Posthumanism reimagines the relationship between the human and nonhuman beyond liberalism and free will, which challenges the anthropocentric foundations of our thinking ([Žukauskaitė & Wilmer, 2023](#)). Meanwhile, decoloniality critiques bilingualism rooted in hegemonic languages, ethnocentrism and economic prosperity that perpetuate social injustices, advocating for the recognition of local knowledge, knowledge born of resistance, and the affirmation of cultural diversity. PFLTE programs should shift from supporting hegemonic agendas to adopting oppositional stances that promote social change ([Álvarez Valencia & Ramírez Espinosa, 2021](#); [Morales, 2022](#); [Ramírez Espinosa, 2021](#)), in line with the needs of the country.

## Theoretical Foundations

### Pedagogical Models and Tendencies

A pedagogical model is a formal system designed to interrelate the key agents of the educational community with scientific knowledge, in order to preserve, produce, or recreate it within a specific historical and cultural context ([Vásquez & León, 2013, p. 5](#)). It defines an ideal of the educated human being through a set of specific methodological strategies, content, and educational experiences, structured by specific paces and levels. It also outlines those responsible for guiding these processes and identifies who is at the center of the learning experience ([Flórez Ochoa, 2005](#)). Flórez Ochoa classifies these models into *traditional*, *romantic*, *behaviorist*, *cognitive* and *social-cognitive*. Each model reflects a distinctive educational tendency or philosophy, such as *traditional and rationalist*, *romantic and active learning*, or *Marxist and critical pedagogy* ([Vives-Hurtado 2016](#)).

The *traditional model*, aligned with the *traditional and rationalist* tendency, emphasizes discipline and strictness, supported by values passed down from generation to generation. Another model within this tendency is the *behaviorist*, which reflects the increasing rationalization and economic planning inherent in capitalism, operating under the premise of shaping productive behavior. This tendency is grounded in transmissionist learning theory and is closely linked to positivism, where observation, measurement, and control of learning are key characteristics. Pedagogical models under this tendency serve the *status quo*, as they prioritize standardization, productivity, the transmission of fixed knowledge, and imposed values, while marginalizing diverse ways of knowing, ignoring learners' contexts, and discouraging critical questioning. By promoting obedience and individualism, they uphold prevailing ideologies and structural injustices, thus perpetuating social inequality rather than challenging it. Despite their widespread presence in educational systems, these models have increasingly been questioned for their role in maintaining inequality.

In contrast, the *romantic and active learning* tendency is learner-centered. It includes the *romantic model*, which focuses on addressing learners' developmental needs, capacities, and interests, as well as the *cognitive model*, which promotes the development of mental schemas and the construction of knowledge through psychological and social dimensions—such as the progressive development of cognitive skills, meaningful learning, language mediation, and collaborative interaction. While this tendency fosters learners' engagement and inclusion, it is prone to depoliticizing education by emphasizing individual growth without addressing the broader structural dimensions of inequality and oppression.

Finally, the social-cognitive model belongs to the *Marxist and critical pedagogy* tendency, which integrates academic education with productive work and collective life, aiming to develop critical thinking and a commitment to social transformation. This tendency challenges the domestication of minds for the benefit of hegemonic ideologies and social groups, obstructing the freedoms, rights, and hopes of the oppressed, and advocates for the

exposure of social inequalities and the pursuit of emancipation. Extending the *Marxist and critical pedagogy* tradition, pedagogical models rooted in the Epistemologies of the South and posthumanism recognize the entanglement of human and non-human agents—such as materials, environments, and technologies—and promote approaches that dismantle dominant hierarchies of knowledge and identity.

### Views of Language

The views of language that have influenced FLE are rooted in structuralism and poststructuralism. Structuralism conceptualizes human language as a linguistic form (Vez, 2011) or as a grammar of discourse (McCabe, et al., 2005), developed primarily through sociolinguistics and pragmatics. In contrast, poststructuralism questions the stability, neutrality and essentialism of language, framing it within situated social practices or unequal power relations and marginalization (Baxter, 2016; Mirhosseini, 2018; Norton & Toohey, 2011).

For this study, we adopted Kumaravadielu (2006) views of language: *system*, *discourse* and *ideology*. As a *system*, language consists of interconnected subsystems organized hierarchically, which explain the grammar of sounds, words, phrases, and sentences. This view has characterized language-centered methods, which present grammar to the student either inductively or deductively and in a discrete manner—that is, through lessons and activities that focus on a specific grammatical topic in each session, using repetitive exercises aimed at acquiring the grammatical system.

As *discourse*, language functions as a system to express meaning within a communicative social context, emphasizing language acquisition through communication, and is central to the learner-centered methods. Its purpose is the adoption of models that provide the norms of adequate communication shared by a social discursive society.

The formal and communicative scope of language, translated into language learner-centered and learner-centered methods, perpetuates linguistic hierarchies and limits the transformative potential of LE, reinforcing the *status quo*. In doing so, these methods privilege the standardization of dominant languages, erasing local varieties and multilingual identities (Canagarajah, 1999; Pennycook, 2001) by treating language as neutral and technical. This, in turn, marginalizes its sociocritical dimensions and discourages a critical commitment to addressing inequality (Kubota, 2012; Kumaravadielu, 2012).

As *ideology*, language serves as a tool of power and domination, aligned with established interests. This perspective highlights the intrinsic relationship between language and ideology, helping to explain how power operates to either constrain or facilitate human action (Norton, 2011). This approach fosters awareness of learners' rights, diversity, social transformation, and the role of teachers' agency and identity, emphasizing their responsibility as social agents. Within this framework, LE is not merely seen as a tool for communication or a system of linguistic forms but as a political and ethical act that dismantles colonial practices by resisting cultural homogenization. It becomes a site for epistemic resistance and critical engagement (Kumaravadielu, 2016; Walsh, 2018). This perspective implies rethinking why, how, and with what impact we teach foreign languages, empowering preservice teachers to address historical inequalities and to design and adopt pedagogies that affirm local identities, knowledges, and social justice.

### Methodology

This work adheres to a sociocritical paradigm that promotes rational autonomy and decision-making in addressing issues of social justice and power dynamics. It is rooted in critical theory with a self-reflective focus (Alvarado & García, 2008). Additionally, as educational research, it seeks to transform educational practice from within (Capocasale, 2015). The aim of this study is to characterize the views of language teaching in a PFLTE program,

as reflected in 24 graduation projects (GPs) authored by 35 students between 2018 and 2022, whose works were made publicly available in the university's library repository with their consent.

A quantitative content analysis (Szabó et al., 2023) was applied to these manuscripts. Through this method, we deductively identified the pedagogical constructs that characterized the intervention and inductively identified the globalization-related tendencies that motivated the teaching projects. Content analysis allows for the generation of replicable and valid inferences from texts in relation to the context (Krippendorf, 2004, p. 18) and can be either qualitative or quantitative (López-Aranguren, 2015). The GPs were thoroughly and iteratively analyzed to examine how their authors pedagogically positioned LE. The main pedagogical concepts identified in each project's theoretical framework were labeled according to the pedagogical models by Flórez Ochoa (2005), the educational tendencies suggested by Vives-Hurtado (2016), and the views of language proposed by Kuramavadivelu (2005). Additionally, each project was reviewed to determine whether its implementation was justified by appeals to neoliberal globalization.

This analysis helped determine how the students' pedagogical practices aligned with the academic program's pedagogical perspective. It also provided insights into the potential for an epistemic curricular change that promotes social justice, aligning with the needs of the country and the principles of the Colombian Political Constitution, which advocates for plurality, cultural diversity, and equity.

The academic program is part of a public university located in Cali, Valle del Cauca, the largest higher education institution in the southwest of the country. The PFLTE program (English and French) is designed to prepare future language teachers for secondary education. It is a five-year program that enrolls between 400 and 450 students per term. Most students enter the program as young adults or recent high school graduates, primarily from public schools. They are predominantly from low to lower-middle socioeconomic backgrounds and identify ethnically as mixed, with some identifying as Caucasian, Afro-Colombian, or Indigenous. Most students come from the departments of Valle del Cauca, Cauca, and Nariño. Students may undertake their GPs in several areas, including FLE, linguistics, sociolinguistics, language acquisition, pragmatics, discourse analysis, English and French literature, as well as translation and interpretation during their final year. For this study, we focused on the projects connected to the teaching practice requirement, in which students must design, implement, and evaluate a pedagogical intervention in the foreign language classroom.

## Results and Discussion

The analyzed GPs demonstrated pedagogical coherence with the program's reflective, sociocultural, and communicative orientation. However, they lacked critical and ideological perspectives that could empower future teachers to address Colombia's current socio-political challenges. In light of the 2021 protests, this absence highlights missed opportunities to frame LE as a tool for social transformation. The pedagogical practices of preservice teachers within these GPs primarily focused on solving communicative problems in the target language, aligned with imposed global and national agendas, rather than responding to the real needs of a deeply unequal country.

### Views of learning

**Table 1** presents the classification of the GPs in which the main pedagogical constructs were linked to educational tendencies and pedagogical models. The dominant tendency was *romantic and active learning*, which included GPs that primarily focused on *cognitive* pedagogical models, with one emphasizing the *romantic* model. Only one GP highlighted the *Marxist and critical pedagogy* tendency, incorporating the *social-cognitive* model. The *traditional and rationalist tendency* was absent from all GPs.

**Table 1.** Classification of GPs based on the educational tendencies proposed by Vives-Hurtado (2016) and the pedagogical models proposed by Florez Ochoa (2005).

GP	Dominant pedagogical construct of the GP	Traditional and rationalist		Romantic and active learning		Marxist and critical pedagogies
		traditional	behaviorist	romantic	cognitive	social- cognitive
01	Meaningful learning through vernacular literacy practices				✓	
02	Oral comprehension and oral production (micro and macro skills, learning strategies)				✓	
03	TBLT and CLT				✓	
04	CLT and learning strategies for oral skills				✓	
05	CLT for oral production				✓	
06	TBLT for writing				✓	
07	Reading comprehension through ACTIVE reading <sup>2</sup> , other reading strategies and CALL				✓	
08	Learning and teaching strategies for oral communication				✓	
09	Interculturality through TBLT				✓	
10	Interculturality through the cinema and action-oriented approach				✓	
11	Interculturality through storytelling				✓	
12	Interculturality through TBLT and FLA				✓	
13	Interculturality through TBLT				✓	
14	TBLT and the communicative dimension of grammar				✓	
15	Affective education			✓		
16	Meaningful Learning through visual aids				✓	
17	TBLT and CLT				✓	
18	CLT, ESP and EGP, TBL and learner autonomy				✓	
19	CALL, collaborative learning and learner autonomy				✓	
20	TBLT, interculturality and critical thinking					✓
21	CLIL, meaningful learning and gamification				✓	
22	Learning constructive approach, PBLT and the use of Vlogs				✓	
23	TBLT through ICT and language learning affective factors				✓	
24	TBLT through comics and multimodaliry				✓	
<b>Total</b>		<b>0</b>	<b>0</b>	<b>1</b>	<b>22</b>	<b>1</b>

GP: Graduation Project, CLT: Communicative Language Teaching, TBLT: Task Based Language Teaching, FLA: Flipped Learning Approach, CALL: Computer Assisted Language Learning, ESP: English for Specific Purposes, EGP: English for General Purposes, CLIL: Content Integrated Language Learning, PBLT: Project Based Language Teaching, ICT: Information and Communications Technology.

2 A reading instruction approach that involves a series of steps that uses the acronym ACTIVE which stands for: activate prior knowledge, cultivate vocabulary, think about meaning, increase reading fluency, verify reading strategies and evaluate progress.

The *romantic and active learning* tendency rejects the transmissionism, hierarchical, teacher-centered, and authoritarian nature of the *traditional* and *rationalist* approach. Instead, it recognizes learners' needs, learning preferences, and styles through active and meaningful learning experiences; it is fundamentally humanistic. In FLE, this tendency emerged with the rise of learner-centered education, where the focus shifted to cognition and the factors influencing learning, emphasizing the learner's holistic development. A humanistic approach highlights the importance of the learner's inner world, placing their thoughts, emotions, and feelings as the core of human development (Lei, 2007). In FLE, this approach involves creating an atmosphere that helps learners understand the target language (TL) and express themselves according to their communicative or affective needs, with teachers acting as facilitators (Arifi, 2017; Khatib et al., 2013).

The analyzed GPs focused on pedagogical constructs related to *cognitive* models, which generally encourage learners to think and build new knowledge and skills based on their previously acquired mental schemas.

The cognitive school encompasses various tendencies: some center on the progressive and sequential development of thinking, language, or morality, others prioritize content acquisition and skill development through meaningful learning experiences; some emphasize inductive, lateral, and creative thinking and others center on interaction and communication grounded in the learners' cultural context. Regarding the TL, all these approaches focus on language development through communicative and authentic tasks, collaborative tasks, social interaction, reflections on learners' own culture and others, and meaningful learning. These constructs collectively reflect the goal of developing learners' communicative skills to address problems centered on communication in the TL, as illustrated by the following examples:

During the observations, it was evident that one of the possible causes of these results (Low scores in the national exams in English) is the teacher's preference to teach linguistic content, translation and repetition [...] they do not have the possibility to analyze and use the language spontaneously with their peers. (GP 3).<sup>3</sup>

With the results of this test, we confirmed the need to carry out several listening comprehension activities, and we took the decision of designing and implementing extracurricular activities that allowed students of 4<sup>th</sup> grade to have more exposure to English and enhance the oral comprehension and production through ludic activities inside and outside the classroom. (GP 21).<sup>4</sup>

These practical communication problems in the TL encouraged preservice teachers to design, implement, and evaluate pedagogical interventions aimed at providing learner-centered solutions. These interventions focused on developing didactic sequences and materials that enhanced learner's ability to communicate in the TL, as demonstrated in the following examples:

The results of these interventions demonstrated a positive impact on students' communicative competence, particularly in their oral production in English. Likewise, the implementation of group-based activities proved effective in enhancing interaction among participants, leading to improved foreign language learning. (GP 5).<sup>5</sup>

The results show a list of activities and teaching strategies implemented to achieve two goals: develop students' speaking skills and help members cope with their limited linguistic resources. Furthermore, results display evidence of the effectiveness of the intervention proposal. (GP 8).



3 Own translation of the GP from Spanish to English.

4 Own translation of the GP from Spanish to English.

5 Own translation of the GP from Spanish to English.

According to [Kumaravadivelu \(2006\)](#), all these language pedagogical constructs align with learner-centered methods, where learners are expected to become both grammatically accurate and communicatively fluent. Similarly, [Brown \(2015\)](#) identifies learner-centered pedagogy in FLE as one that focuses on learners' needs and goals, acknowledges individual differences in the classroom, adapts the curriculum to learners' styles and preferences, creates a supportive environment, and offers students opportunities to choose the activities and their contents. This learner-centered focus, aimed at fostering communication and language development, predominantly characterizes the pedagogical intentions of most GPs through their pedagogical frameworks and the teaching and learning objectives outlined in lesson planning. [Richards and Rodgers \(2014\)](#) describe this approach as part of mainstream language teaching that emerged with the communicative paradigm in the 1980s, represented by various branches of the Communicative Language Teaching (CLT).

Centered on the learner, one project deviated from the constructivist approach and emphasized an affective teaching approach through language tasks. The affective dimension of this GP aligns with what [Mejía, Sánchez, and Morales \(2023\)](#) describe as *affective pedagogies*, which focus on the learners' emotional development and the role of emotions in learning. Similarly, [De Zubiría \(2004\)](#) highlights the ancient Greek concept of education, emphasizing learners' happiness and self-discovery through social interactions, confidence and support, which he refers to as the *pedagogy of affection*. This perspective fits within with the *romantic* model, which seeks to develop learners' authenticity and individual freedom, contrasting with the industrial pedagogy that favors capitalism, as demonstrated by this GP:

The first conclusion I want to address is the necessity and the urgency of affection the students had. I noticed at the beginning of the interventions when I just used motivating words that I could see the expression of change on their faces, they felt that they belonged to something important, and they felt important. This state allows me to use their potential not only academically but creatively and the class changed in a space of harmony and integration of personalities while they started to develop and to integrate communicative skills in a foreign language. (GP 15).

On the other hand, the fact that only one project adhered to a *cognitive-social* pedagogical model with a critical nature reveals the limited inclusion of this perspective in the program's curricular proposal, which is predominantly characterized by its sociocultural and reflective focus. Freire's legacy (1970), widely known as critical pedagogy in education, has opened possibilities for an education that rejects the *banking* model, a traditional form of education serving the interests of oppressors. Instead, Freire advocates for a pedagogy rooted in consciousness, where students are encouraged to *read the world* and transform it. In the context of FLE, particularly in postcolonial and neoliberal times, [Canaragajah's \(1999\)](#) promotes a critical language pedagogy where multiples agendas are negotiated and contested. The following GP illustrates some aspects of a critical pedagogy perspective in LE:

Although education is one of the most decisive factors for social mobility of individuals, it is often reduced to instrumentalization for marketing [...] The results obtained allowed to identify that the proposed activities fostered the acquisition of critical thinking skills such as intellectual empathy, self-restraint, impartiality and autonomy. (GP 20).<sup>6</sup>

As expected, the traditional and behaviorist models were absent, since they are not stated in the educational approach of the program.

## Views of Language

**Table 2** presents the classification of the GPs based on their views of language. The pedagogical practices reflected in these GPs show a strong inclination towards language as *discourse* or *communication*. Of the 24 projects, 23



6 Own translation of the GP from Spanish to English

adopted a communicative paradigm, emphasizing concepts such as interaction, communicative competence, and intercultural communicative competence. Only one GP focused on language as *form*. The ideological dimension of language for teaching was not identified in any of the works.

**Table 2.**  
Classification of GPs based on Kumaravadivelu's views of language (2006)

GP	Main language constructs	system	discourse	ideology
01	Grammar through memes	✓		
02	Oral comprehension and oral production		✓	
03	Oral production		✓	
04	Oral production		✓	
05	Oral production		✓	
06	Narrative writing skills		✓	
07	Oral comprehension		✓	
08	Oral Communication		✓	
09	ICC		✓	
10	ICC		✓	
11	ICC		✓	
12	ICC		✓	
13	ICC		✓	
14	General CC		✓	
15	General CC		✓	
16	Oral and written comprehension		✓	
17	Oral production		✓	
18	Oral production		✓	
19	General CC		✓	
20	ICC		✓	
21	Oral production		✓	
22	Oral production and oral comprehension		✓	
23	Oral production and oral comprehension		✓	
24	Written production		✓	
<b>Total</b>		<b>1</b>	<b>23</b>	<b>0</b>

CC: Communicative Competence, ICC: Intercultural Communicative Competence

Language as *discourse* promotes the use of the TL based on the social rules dictated by context that make communication possible, while the linguistic system is acquired or understood through explicit or implicit explanations provided by the teacher or the instructional materials. This view of language originates from the evolution of sociolinguistics and pragmatics, drawing from theories of communicative competence (Hymes, 1972), communicative functions (Halliday, 1975), and speech acts (Austin, 1975). These ideas evolved to communicative competence in LE (Bachman & Palmer, 1996; Canale & Swain, 1981; Council of Europe, 2001). Language as *discourse* forms the foundation of the communicative paradigm, which has shaped various teaching approaches, including those adopted by the authors of the GPs:

This monograph, as the result of our experience as preservice teachers, has as a main objective to describe the impact of a song club oriented to promote the oral production of students of 8<sup>th</sup> grade. (GP 14).<sup>7</sup>

To the level of learning, one of the principal effects of the Videoblog is the enhancement of the oral comprehension and production in English due to the format in which the content is presented. (GP 22).<sup>8</sup>

In addition to this communicative focus, some GPs complemented it with interculturality, drawing primarily on **Byram's model (1997)** and **Liddicoat and Scarino (2013)**. These perspectives emphasize the view of language as a social practice, the profound interplay between language and culture, and the importance of understanding both one's own culture and that of others. This understanding is crucial to fostering effective and fluent communication in the TL, as well as cultivating sensitivity to the cultural dimension as an educational goal that facilitates human interaction and coexistence. The communicative and cultural dimensions of LE were a consistent theme in the GPs that aimed to develop intercultural communicative competence. Some emphasized interculturality, others focused on communication, while others addressed both equally:

The objective of this research is to evaluate the impact of a didactic unit in the development of intercultural communicative competence and oral production among French's learners at level A1 of a public high school [...] (GP 10).

This research project addresses the role of culture in teaching and learning foreign languages [...] The purpose of the research is to awaken intercultural sensitivity by evidencing cultural characteristics of the students integrating the group. These characteristics were mainly focused on physical appearance, personal background, among others, using the foreign language as a means of exploration and communication. Achievements in this regard allowed to transform the classroom into a place for promoting the learning of a foreign language and for raising intercultural sensitivity [...] (GP 12).

First, it is necessary to point out the achievements obtained in terms of intercultural sensitivity as it was possible to observe a significant increase in favorable attitudes toward difference [...] there were positive results in terms of awareness and acceptance of otherness [...] where students went from ethnocentric positions to *ethno-relative* attitudes [...] and at the same time we took into account the communicative skills of language. (GP 13).

One GP focused on language as a *system*, aiming to empower learners to understand grammar rules and use them correctly through the vernacular literacy practice of memes. Although the project appeared to have a communicative orientation and incorporated a non-academic literacy practice—using memes in simulated everyday informal communications on social networks—its primarily pedagogical intention was mastering grammatical structures through the tasks associated with meme creation. In this case, memes served more as a motivational tool than as a focus on literacy development:

We think it was wise to innovate by teaching English grammar through vernacular literacy practices because it is precisely the young who master literacies, new forms of writing and ways of interpreting these multimodal artifacts that are products of culture, history, traditions and a particular way of seeing the world. (GP 1).<sup>9</sup>

Unexpectedly, the perspective of language as *ideology* was absent, despite its presence in the program's curriculum, which includes a course titled *Discourse Analysis* that specifically emphasizes discourse analysis, including its critical dimension.

7 Own translation of the GP from Spanish to English

8 Own translation of the GP from Spanish to English

9 Own translation of the GP from Spanish to English.

The focus of these GPs on *cognitive* pedagogical models, one on the *romantic* model, and language as *discourse* reflects preservice teachers’ pedagogical practices that align with both the sociocultural and reflective perspectives of the program, as well as the social discursive nature of language outlined in its educational project. The absence of critical perspectives on teaching and of language may be explained by the limited emerging presence of these epistemic possibilities in the program. In fact, the reflective teaching approach adopted for the practicum, based on Dewey (1938), Schön (1991), and Wallace (1991), establishes a dialogical theory-practice relationship to solve practical problems in the language classroom, typically addressing learners’ communication issues in the TL. This perspective was introduced in many PFLTE programs in Colombia through the COFE Project<sup>10</sup> (Rubiano *et al.*, 2000), as noted by García *et al.* (2022) and Granados-Beltran (2022).

### Explicit Influence of Neoliberal Globalization

In Table 3, we synthesized how the GPs addressed both local and personal needs as well as national and international needs. We observed a recurrent and explicit reference to imposed national or international guidelines, trends, and regulations that shaped the proposed pedagogical interventions aimed at solving communication-related issues in the TL. Although all the GPs were positioned within the specific context of the practice and reflected the preservice teachers’ personal interest in a particular area, 18 of 24 GPs demonstrated a need to align with themes of internationalization, globalization or competitiveness whether at the learner, institutional, or national level.

**Table 3.**

*Classification of the number of GPs based on the agendas that inspired the pedagogical implementation*

National and international agendas	18
Local and personal agendas only	6
Total	24

The term *globalization* refers to the broad and diverse ways in which the world is increasingly interconnected through social processes that integrate markets, nation-states, and technology, often perpetuating colonial practices characterized by inequality as capitalism develops (Rizvi & Lingard, 2013). Hirsch (1997) outlines globalization in four dimensions:

1. *The technical*, which involves the use of technologies to connect people quickly and efficiently;
2. *the political*, marked by the implementation of a liberal and democratic model regulated by nation-states, supervised by global governments or organizations;
3. *the ideological-cultural*, which standardizes the values that uphold the fundamental rights and capital political consumption models, forming monopolies (including mass media) and establishing a system of codes that facilitate interaction and coexistence among the world’s inhabitants;
4. *the economic*, which focuses on liberalizing the flow of goods, services and capital, the internationalization of production, and a more dominance of multinationals.



<sup>10</sup> Colombian Framework for English (COFE): Agreement between Colombia, the United Kingdom and Northern Ireland from 1991 to 1997, in which several universities with PFLTE programs participated. The project aimed at making a qualitative change in the initial training of English teachers and common standards in pedagogical practice training with the goal of improving proficiency English in basic primary and secondary education in Colombia. At the same time the project was a governmental strategy to align these academic programs to the regulations for the new policies for teacher education in Colombia.

For Rizvi and Lingard (2013), neoliberal globalization prioritizes economic growth over social well-being. As a result, educational policies are often instrumentalized in service of globalization, and FLE—typically focused on hegemonic languages—is one of these strategies, as demonstrated by several GPs:

In the ranking of the EF English Proficiency Index (EPI) conducted by Education First (EF), Colombia dropped from the 60th place in 2018 to 68th in 2019. This is disturbing as it indicates that Colombia [...] (GP 4).<sup>11</sup>

Given the growing circumstances of the present globalized world, many countries are now connected thanks to the increasing use of the technology and the internet [...]; particularly, English has become one of the most widely used languages to establish relationships between different societies. (GP 05).<sup>12</sup>

In many countries around the world, English is a mandatory foreign language in the curriculum at all educational levels since it is recognized as an international language for science, technology, business and diplomacy. (GP 8).<sup>13</sup>

Only six pedagogical interventions did not align with national or international agendas. Instead, they focused exclusively on the specific context and adopted a more personal perspective to situate their teaching practice, as in the following examples:

Through my experience as a foreign language teacher and as a learner, it has been clear that oral comprehension and production are a key step in the learning process [...] (GP 2)

In the group of 8th grade, it was evident that most learners had difficulties in relationship with production and comprehension skills as well with the access to and reflection upon cultural content in the first and the target languages. (GP 11)<sup>14</sup>

This analysis invites us to revisit the questions raised in the introduction regarding the role of FLE in relation to Colombia's social and political realities, which underpinned the 2021 mass protests and the violence against those who protested. While the pedagogical practices of the preservice teachers analyzed reflected the program's sociocultural, reflective, and social-discursive orientation, this coherence should not be assumed to be entirely positive or desirable. Rather, it reveals certain underlying tensions. For instance, although the reflective model fosters context-sensitive teaching, it tends to confine critical engagement to immediate classroom concerns, neglecting broader structural issues such as the standardization of content and skills, the shaping of neoliberal identities, exclusion, and the ideological role of language. Similarly, the emphasis on communicative competence, intercultural communicative competence, and active learning—despite their progressive intent—can unintentionally reinforce globalized agendas that prioritize efficiency and productivity over equity and transformation.

The absence of critical perspectives highlights a persistent disconnect between pedagogical practices and the urgent need for a socially transformative education. Consequently, what appears to be pedagogical coherence between the intended curriculum and the practices enacted by preservice teachers may, in fact, signal an epistemological constraint—underscoring the need for a deeper curricular reorientation grounded in critical and decolonial perspectives.

11 Own translation of the GP from Spanish to English

12 Own translation of the GP from Spanish to English

13 Own translation of the GP from Spanish to English

14 Own translation of the GP from Spanish to English

## Conclusions

The sociocultural and reflective perspectives of teaching, along with a social discursive view of language in the practices of these preservice teachers, are consistent with the pedagogical scope of the program's curriculum, which indicates that the program is largely fulfilling its educational aims. These results are consistent with the historical evolution of several PFLTE programs in Colombia that have shifted from technical to sociocultural perspectives (García *et al.*, 2022; Granados-Beltrán, 2022).

The program addresses national curricular guidelines imposed by international agendas that prioritize the introduction of FLE policies centered on hegemonic languages—particularly English—alongside educational policies favoring globalization. There is a pressing need for a stronger emphasis on critical pedagogical perspectives and a poststructuralist view of the language within the curriculum, as humanistic education declared in the curriculum appears insufficient to promote social change. In fact, humanistic education inadvertently often supports *the ideological-cultural* strategy of globalization, which standardizes fundamental rights and codifies systems that facilitate interaction and coexistence among citizens. PFLTE programs in Colombia must incorporate perspectives aligned with the country's needs beyond the abusive and hegemonic agendas in FLE promoted by the State, which often reflect foreign influences (Miranda, 2022). These influences privilege neoliberalism, another form of colonialism that has perpetuated inequalities fostering a global sense of identity and belonging (Rizvi & Lingard, 2013). The English-centered bilingualism in Colombian educational policies has been systematically implemented to drive economic growth and productivity, rather than to enhance social justice, despite the constitutional mandate to protect cultural diversity and promote equity. This discrepancy persists considering numerous scholars' calls for an epistemic change in LE (García, 2019; Granados-Beltrán, 2022; Fandiño-Parra, 2022; Le Gal, 2019; Kramersch, 2019; Kumaravadivelu, 2016; Macedo, 2019; Ortiz *et al.*, 2022).

There is an axiological contradiction between the imposed agendas and ideologies of the Global North and the Political Constitution of Colombia, which is rooted in equity and plurality. Our constitution grants universities curricular autonomy to propose their own educational routes and a legal educational framework that allows basic and secondary schools autonomy to build their own educational path based on assessment of their community needs. However, the exercise of the autonomy by educational institutions, as framed by Colombian law, becomes meaningless in the face of *Fordism's* influence. These agendas establish common grounds for PFLTE programs, compelling them to become instrumental in shaping productive and competitive identities, while local individual and collective identities are undermined. Consequently, many rights are blatantly and shamelessly violated with the deceptive promise of economic growth that supposedly provides well-being for all. These common grounds come in standards and indicators represented in national educational policies and guidelines, often competency-based. Examples include the basic learning rights for English at primary and secondary education based on the Common European Framework of Reference for Languages, the suggested curriculum for teaching English aligned with the Sustainable Development Goals established by the United Nations, legal frameworks for preservice or initial teacher education programs in Colombia, learning outcomes stipulated by national regulations for education at all levels, the legal conditions for the quality assurance of higher education, and the national exams for primary, secondary and higher education known as *Pruebas Saber*, which also assess English proficiency, among others.

Although there is growing awareness of the constraints imposed at the macro, meso, and micro levels of foreign language curricula—which can generate significant tensions for both in-service and preservice teachers—there are nonetheless hopeful pedagogical experiences that demonstrate possibilities for epistemic change. These promising initiatives suggest that transformative shifts can be fostered within the formative spaces of teacher education, offering opportunities to rethink and reshape LE in more equitable ways. A PFLTE program that aims for pedagogical practices oriented toward emancipation and sensitivity to local contexts can contribute to mitigating

the dangerous tensions among Colombian citizens triggered by neoliberal agendas, turning FLE into an instrument for social justice.

For instance, two GPs that went beyond the sociocultural, reflective and sociodiscursive dimensions typically addressed in the program. The former, authored by [Muñoz and Delgado \(2023\)](#), implemented a teaching project in which learners engaged in translanguaging conversations and materials drawing from their memories, self-discovery, and personal narratives from victims around the armed conflict, aiming to recognize the footprints of violence and understand the conflict through the victims' voices. The latter, whose experience was published in a peer-reviewed journal by [Areiza and Escobar \(2025\)](#), utilized a poststructuralist teaching model based on the concepts of identity, investment and intersectionality to provide learners with opportunities to negotiate their identities to address some inequitable conditions for learning English at public schools, increasing their cultural and social capital, boosting their self-esteem and enhancing their sense of identity. These examples of pedagogical practices of the program, with the eye of social justice in preservice teachers, reflect the potential for an epistemic shift of the curricula of PFLTE programs.

FLE in Colombia can contribute to social justice by expanding the development of communicative competence and linguistic skills to a deeper commitment to socio-political realities. This involves adopting critical pedagogies, valuing linguistic and cultural diversity, and connecting language learning to community issues as well as learners' rights and identities. Promising avenues include translingual approaches and the integration of topics such as inequality and peacebuilding, making LE more relevant, empowering, and democratic. In this sense, LE is envisioned as a socially accountable practice—one that seeks to empower the oppressed by amplifying their voices and raising awareness among the privileged about how maintaining their advantages perpetuates systemic injustice—far from the contradictory promise of economic growth through competitiveness and standardization. The social crisis of 2021, fueled by deep structural inequalities and marked by violence against those who protested the establishment, could have been mitigated through educational approaches grounded in decolonial and posthumanist thinking. These include pedagogies such as community-based, queer, antiracist, feminist, critical, Indigenous, culturally sustaining, decolonial, Ecopedagogy, peace pedagogy, memory pedagogy, and local literacies, among others.

## References

- Alvarado, L. & García, M. (2008). Características más relevantes del paradigma socio-crítico: su aplicación en investigaciones de educación ambiental y de enseñanza de las ciencias realizadas en el Doctorado de Educación del Instituto Pedagógico de Caracas. *Sapiens. Revista Universitaria de Investigación*, 9(2), 187-202. <https://www.redalyc.org/articulo.oa?id=41011837011>
- Álvarez Valencia J.A.; & Ramírez Espinosa, A. (2021). Re-sourcing second/foreign language teacher education: The critical intercultural option. En Álvarez Valencia J.A., Ramírez Espinosa, A. & Vergara, O. (Eds.). *Interculturality in language teacher education*. Theoretical and practical considerations (pp. 15-40). Programa Editorial Universidad del Valle.
- Álvarez-Rodríguez, A. (2022). El Paro nacional del 2021 en Colombia: estallido social entre dinámicas estructurales y de coyuntura. La relevancia de la acción política y del diálogo en su desarrollo y transformación. *Prospectiva. Revista de Trabajo Social e intervención social*, (33), 1-12. <https://doi.org/10.25100/prts.v0i33.11864>
- Alwaheebi, E. W. (2023). Exploring pre-service EFL teachers' views of reflective practices in a teaching practicum. *Annals of the Faculty of Arts, Ain Shams University*, 51(12), 364–386. [https://aafu.journals.ekb.eg/article\\_335632.html?lang=en](https://aafu.journals.ekb.eg/article_335632.html?lang=en)
- Amnesty International. (9 de mayo de 2021). Colombia: Urgent call for a cease to violence against Indigenous Peoples in the context of the National Strike. *Amnesty International*. <https://www.amnesty.org/en/latest/press-release/2021/05/colombia-llamado-urgente-cesar-violencia-contra-pueblos-indigenas/>
- Areiza Restrepo, H. N., y Escobar Parra, D. C. (2025). Enseñanza del Inglés basada en el fortalecimiento de Identidades del estudiantado. *Enunciación*, 30(1). <https://revistas.udistrital.edu.co/index.php/enunc/article/view/22810>
- Arifi, Q. (2017). *Humanistic approach in teaching foreign language (from the teacher perspective)*. *European Scientific Journal, ESJ*, 13(35), 194-205. <https://doi.org/10.19044/esj.2017.v13n35p194>

- Austin, J. L. (1975). *How to do things with words*. Oxford.
- Baxter, J. (2016). Positioning language and identity: Poststructuralist perspectives. En S. Preece (Ed.), *The Routledge handbook of language and identity* (1st ed., pp. 34-49). Routledge.
- Bachman, L., & Palmer, A. S. (1996). *Language testing in practice: Designing and developing useful language tests*. Oxford University Press.
- Bonilla-Mora, M. I., & López-Urbina, J. P. (2021). Local epistemological perceptions that underlie EFL literature and teaching practices in Colombia. *HOW*, 28(2), 11–31. <https://doi.org/10.19183/how.28.2.598>
- Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy*. Pearson Education.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.
- Cadiz, A.P. (2022). Pre-Service Teachers' Reflective Practice and their Teaching Practicum Beliefs. *Jurnal Inovatif Ilmu Pendidikan*. <http://dx.doi.org/10.23960/jiip.v3i2.22854>
- Canale, M., & Swain, M. (1981). A theoretical framework for communicative competence. En A. Palmer, P. Groot, & G. Trosper (Eds.), *The construct validation of test of communicative competence* (pp. 31-36).
- Canagarajah, A. S. (1999). *Resisting linguistic imperialism in English teaching*. Oxford.
- Capocasale, A. (2015). ¿Cuáles son las bases epistemológicas de la investigación educativa? En L. Abero, A. Berardi, A. Capocasale, S. García Montejo, & R. Rojas Soriano (Eds.), *Investigación educativa: Abriendo puertas al conocimiento* (pp. 32-47). CLACSO.
- Castañeda Trujillo, J. E. (2018). Voices from the south: English Language Pre-Service Teachers contributions to ELTE. En B. Meadows, H. Castañeda-Peña, E.Y. Lucero Bavativa, C.H. Guerrero Nieto, A. Castañeda Londoño, J.E.
- Castañeda Trujillo, J. E. (2022). Taking Stock of Research about Initial English Language Teacher Education in Colombia. *Enletawa Journal*, 14(2), 51–80. [https://revistas.uptc.edu.co/index.php/enletawa\\_journal/article/view/14105](https://revistas.uptc.edu.co/index.php/enletawa_journal/article/view/14105)
- Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, Teaching and Assessment*. Strasbourg.
- De Zubiría, M. (2004). *Enfoques pedagógicos y didácticas contemporáneas*. Fundación Internacional de Pedagogía Conceptual.
- Dewey, J. (1938). *Experience and Education*. Macmillan.
- El Espectador. (2 de febrero 2022). Álvaro Herrera, detenido ilegalmente en el paro, salió del país por amenazas. *El Espectador*. <https://www.elespectador.com/colombia-20/paz-y-memoria/alvaro-herrera-musica-de-cali-detenido-en-el-paro-sale-del-pais-por-amenazas/>
- Fajardo, A. (2013). Stated vs. enacted beliefs: looking at pre-service teachers' pedagogical beliefs through classroom interaction. *Íkala, Revista De Lenguaje Y Cultura*, 18(2), 37–57. <https://doi.org/10.17533/udea.ikala.15013>
- García, Y., Bermúdez, J., Cardona, S., & Murcia, N. (2021). *Formación docente en lengua extranjera en colegios del Distrito Lasallista de Bogotá. Aproximación biográfico-narrativa*. Ediciones Unisalle. <https://ciencia.lasalle.edu.co/cgi/viewcontent.cgi?article=1092&context=libros>
- Fandiño-Parra, Y. J. (2022). De formación docente hacia subjetivación del maestro. Un giro epistémico necesario en el siglo XXI. *Revista Iberoamericana de Educación Superior*. 13(36), pp. 138–159. <https://doi.org/10.22201/iisue.20072872e.2022.36.1188>
- Flórez Ochoa, R. (2005). *Pedagogía del conocimiento* (2da ed.). McGraw Hill.
- Freire, P. (1970). *Pedagogy of the Oppressed*. Seabury.
- García Chamorro, M., Gamboa, M. R., & Mendinueta, N. R. (2022). Initial Language Teacher Education: Components Identified in Research. *Journal of Language and Education*, 8 (1), 231-245. <https://doi.org/10.17323/jle.2022.12466>
- García, O. (2019). Decolonizing foreign, second, heritage, and first languages. Implications for education. En D. Macedo (Eds.), *Decolonizing foreign language education. The misteaching of English and other colonial languages* (pp. 152-168). Routledge. <https://doi.org/10.4324/9780429453113-6>
- Granados-Beltrán, C. (2022). Disrupting Colonial Tensions in Initial Language Teacher Education: Criteria Based on Critical Interculturality. *Íkala, Revista De Lenguaje Y Cultura*, 27(3), 627–645. <https://doi.org/10.17533/udea.ikala.v27n3a03>
- Guerrero, C. H. (2018). Problematizing ELT education in Colombia: Contradictions and possibilities, globalization and the emergence of emancipatory discourses. En Castañeda-Peña, H; Guerrero, C.H.; Méndez-Rivera P.; Castañeda-Londoño A.; Dávila-Rubio, A.M.; Arias-Cepeda C.A.; Lucero-Babativa, E.Y.; Castañeda-Trujillo, J.E; Posada-Ortiz J.Z.; Samacá-Bohórquez, Y.S. (Eds.), *ELT Local Research Agendas I* (pp.121-32). Universidad Distrital Francisco José de Caldas [https://die.udistrital.edu.co/sites/default/files/doctorado\\_ud/publicaciones/elt\\_local\\_research\\_agendas\\_i.pdf](https://die.udistrital.edu.co/sites/default/files/doctorado_ud/publicaciones/elt_local_research_agendas_i.pdf)
- Halliday, M. A. K. (1975). *Learning to mean—Explorations in the development of language*. Edward Arnold.
- Hernández Varona, W., & Macías Villegas, D. F. (2023). Experiencias de profesores en formación en la construcción y redefinición de sus concepciones acerca de la enseñanza de lenguas. *Folios*, (57), 19–35. <https://doi.org/10.17227/folios.57-12985>

- Herrera Matus, C.; Cuervo Alzate L. & De los Angeles Lalle C. (2021). Exploring Pre-service Teachers' Beliefs about Language Teaching and Learning: A Narrative Study. *MEXTESOL Journal*, 45(1), 1-16. [https://www.mextesol.net/journal/index.php?page=journal&id\\_article=23378](https://www.mextesol.net/journal/index.php?page=journal&id_article=23378)
- Hirsch, J. (1997). ¿Qué es la globalización? *Realidad Económica*, 147, 7-17. <https://biblioteca-repositorio.clacso.edu.ar/bitstream/CLACSO/169328/1/Pensar-en-marcha.pdf>
- Hoyos, L.E. (2022). Explota Colombia. En Pensar en marcha. En Grueso D., Niño A., Rueda, E. y Tovar, L. (Eds.), *Filosofía y protesta social en Colombia*, (pp.67-74). CLACSO. <https://biblioteca-repositorio.clacso.edu.ar/bitstream/CLACSO/169328/1/Pensar-en-marcha.pdf>
- Hymes, D. H. (1972). On Communicative Competence. In Pride, J. B., & Holmes, J. (Eds.), *Sociolinguistics*, 269-293. Penguin Education.
- Khatib, M., Najafi Sarem, S., & Hamidi, H. (2013). Humanistic education: Concerns, implications, and applications. *Journal of Language Teaching and Research*, 4(1), 45-51. <https://doi.org/10.4304/jltr.4.1.45-51>
- Kramsch, C. (2019). Between globalization and decolonization. En D. Macedo (Ed.), *Decolonizing foreign language education. The misteaching of English and other colonial languages* (pp. 50–72). Routledge. <https://doi.org/10.4324/9780429453113-2>
- Kubota, R. (2012). The politics of EIL: Toward border-crossing communication in and beyond English. In A. Matsuda (Ed.), *Principles and practices of teaching English as an international language* (pp. 55–69). Multilingual Matters
- Kumaravadivelu, B. (2006). Understanding language teaching: From method to postmethod. Lawrence Erlbaum Associates.
- Kumaravadivelu, B. (2012). *Language teacher education for a global society: A modular model for knowing, analyzing, recognizing, doing, and seeing*. Routledge. <https://doi.org/10.4324/9780203832530>
- Kumaravadivelu, B. (2016). The decolonial option in English teaching: Can the subaltern act? *TESOL Quarterly*, 50(1), 66–85. <https://doi.org/10.1002/tesq.202Scite+9>
- Le Gal, D. (2019). English Language Teaching in Colombia: A Necessary Paradigm Shift. *Matices en Lenguas Extranjeras (MALE)*, 12,156-190. <https://doi.org/10.2139/ssrn.3420094>
- Lei, Q. (2007). EFL teachers' factors and students' effect. *US-China Education Review*, 4(3), 60-67.
- Liddicoat, A. J., & Scarino, A. (2013). *Intercultural language teaching and learning*. Wiley-Blackwell.
- López-Aranguren, E. (2015). El análisis de contenido tradicional. En García Ferrando M., F. Alvira Martin, Alonso Benito, L. y Escobar Mercado, M. (Comps.), *El análisis de la realidad social: Métodos y técnicas de investigación* (4ta ed.; pp. 594-616). Alianza Editorial.
- Macedo, D. (2019). Rupturing the yoke of colonialism in foreign language education: an introduction. En D. Macedo (Ed.), *Decolonizing foreign, second, heritage, and first languages* (pp. 1-49). Routledge. <https://doi.org/10.4324/9780429453113-1>
- McCabe, A., Gledhill, C., & Liu, X. (2015). Systemic Functional Linguistics and English Language Teaching. *TESOL International Journal*, 10(1), 1-10. <https://u-paris.hal.science/hal-01220040>
- Mejía-Flores, M., Sánchez-Manobanda, K., & Morales-Gómez de la Torre, M., (2023). La educación afectiva para el desarrollo de la inteligencia emocional. *593 Digital Publisher CEIT*, 9(1-1), 136 - 147, <https://doi.org/10.33386/593dp.2024.1-1.2267>
- Méndez-Rivera, P., & Guerrero-Nieto, C. (2022). Formación inicial de maestros de inglés en Colombia: Giros y desplazamientos: Initial Education of English Language Teachers in Colombia: Turns and displacements. *Educación Y Humanismo*, 24(42), 68-89. <https://doi.org/10.17081/eduhum.24.42.4662>
- Miranda Montenegro, I.R., (2023). *Globalización y Bilingüización en Colombia*. Editorial UTPC. <https://doi.org/10.19053/9789586607889>
- Mirhosseini, S.A. (2018). Issues of ideology in English language education worldwide: an overview. *Pedagogy, Culture & Society*, 26(1), 19-33. <https://www.tandfonline.com/doi/full/10.1080/14681366.2017.1318415>
- Montoya-López, J. C., Mosquera-Andrade, A. V., & Peláez-Henao, O. A. (2020). Inquiring pre-service teachers' narratives on language policy and identity during their practicum. *HOW*, 27(2), 51–72. <https://doi.org/10.19183/how.27.2.544>
- Morales Llano, R. (2022). Política lingüística, bilingüismo y rol del maestro de inglés: una revisión desde el entorno global al contexto colombiano. *Colombian Applied Linguistics Journal*, 24(2), 203–218. <https://doi.org/10.14483/22487085.18130>
- Muñoz Paz, E. L.; & Delgado Castro, Á. M. (2023). *Cultivando pedagogías de paz en el curso de Habilidades Integradas en Inglés I para la Licenciatura en Lenguas Extranjeras*. [Trabajo de grado]. Universidad del Valle. <https://bibliotecadigital.univalle.edu.co/entities/publication/6b6c3158-b5cd-4c3d-aac6-27627b2a52cc>
- Norton, B. (2011). Identity. In J. Simpson (Ed.). *Routledge Handbook of Applied Linguistics* (pp. 318-330). Routledge.
- Norton, B., & Toohey, K. (2011). Identity, language learning, and social change. *Language Teaching*, 44(4), 412-446. <https://doi.org/10.1017/S0261444811000019>

- Ortiz Medina, J. M., Arismendi Gómez, F. A., & Londoño Ceballos, P. A. (2022). Teaching Foreign Languages at the U-Diversity: Exploring Pathways Towards Decoloniality and Critical Interculturality. *Íkala, Revista De Lenguaje Y Cultura*, 27(3), 663–683. <https://doi.org/10.17533/udea.ikala.v27n3a05>
- Pennycook, A. (2001). *Critical applied linguistics: A critical introduction*. Routledge.
- Pennycook, A., & Makoni, S. (2019). *Innovations and Challenges in Applied Linguistics from the Global South*. Routledge. <https://doi.org/10.4324/9780429489396>
- Quintero Polo, Á. H. (2019). From Utopia to Reality: Trans-Formation of Pedagogical Knowledge in English Language Teacher Education. *Profile: Issues in Teachers' Professional Development*, 21(1), 27–42. <https://doi.org/10.15446/profile.v21n1.70921>
- Ramírez Espinosa, A. (2021). La opción decolonial: implicaciones para el currículo de programas de formación de docentes en lenguas extranjeras. *Revista Boletín Redipe*, 10(12), 102–112. <https://doi.org/10.36260/rbr.v10i12.1572>
- Ramírez Monsalve, E. & Vargas Naranjo, L. M. (2023). Crisis y estallido social en Colombia. *Administración & Desarrollo*, 53(1), 1–18. <https://doi.org/10.22431/25005227.vol53n1.9>
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- Rizvi, F. y Lingard, B. (2013). *Políticas Educativas en un Mundo Globalizado*. Morata.
- Rubiano, C, Frodden, C. & Cardona, G. (2000). The Impact of the Colombian Framework for English (COFE) project: Insights from an insider. *Íkala Revista de Lenguaje y Cultura*, 5(9), 38-43. <https://doi.org/10.17533/udea.ikala.8545>
- Santos, B. de S. (2019). *El fin del imperio cognitivo. La afirmación de las epistemologías del Sur* (À. Tarradellas, Trad.). Trotta. (Original work published in 2018).
- Schön, D. (1983). *D. The reflective practitioner: how professional think in action*. Basic Books.
- Suárez Flórez, S. A., y Basto Basto, E. A. (2017). Identifying pre-service teachers' beliefs about teaching EFL and their potential changes. *PROFILE Issues in Teachers' Professional Development*, 19(2), 167-184. <https://doi.org/10.15446/profile.v19n2.59675>.
- Szabó, Z. A., Soós, S. & Schiller, E. (2024). Deductive content analysis as a research method in the field of education sciences – A systematic literature review of journal articles in Web of Science (2019–2023). *Journal of Adult Learning, Knowledge and Innovation* (published online ahead of print 2024). <https://doi.org/10.1556/2059.2023.00094>
- Tabarquino Muñoz, R. A. & Caicedo Álvarez, J. F. (2023). Represión institucional contra la protesta y movilización social: ¿asistencia militar y paramilitar contra el paro nacional en Cali 2021? *Justicia*, 28(43), 99–112. <https://revistas.unisimon.edu.co/index.php/justicia/article/view/5634/6175>
- Toohy, K. & Smythe, S. (2021). A different difference in teacher education: Posthuman and decolonizing perspectives. *Language and Education*, 36(2), 122–136. <https://doi.org/10.1080/09500782.2021.1980002>
- Torres-Cepeda, N. M. & Ramos-Holguín, B. (2019). Becoming Language Teachers: Exploring Student-teachers' Identities Construction through Narratives. *GIST – Education and Learning Research Journal*, (18), 6–27. <https://doi.org/10.26817/16925777.441>
- Tülüce, H. S. & Çeçen, S. (2016). Scrutinizing practicum for a more powerful teacher education: A longitudinal study with pre-service teachers. *Educational Sciences: Theory and Practice*, 16(1), 127–151. <https://doi.org/10.12738/estp.2016.1.0207>
- Vásquez, E. & León, R. (2013). *Educación y modelos pedagógicos*. Secretaria De Educación de Boyacá, Área Misional, Tunja. [http://www.boyaca.gov.co/SecEducacion/images/Educ\\_modelos\\_pedag.pdf](http://www.boyaca.gov.co/SecEducacion/images/Educ_modelos_pedag.pdf)
- Vez, J. M. (2011). La Investigación en Didáctica de las Lenguas Extranjeras. *Educatio Siglo XXI*, 29(1), 81–108. <https://revistas.um.es/educatio/article/view/119881>
- Viafara González, J. J., & Pachón Achuri, V. (2021). Acervo construido por futuros maestros de inglés y francés en su práctica en escuelas rurales. *Colombian Applied Linguistics Journal*, 23(1), 35–48. <https://doi.org/10.14483/22487085.16469>
- Vives Hurtado., M. P. (2016). Modelos pedagógicos y reflexiones para las pedagogías del sur. *Revista Boletín Redipe*, 5(11), 40–55. <https://revista.redipe.org/index.php/1/article/view/140>
- Wallace, M. (1991). *Training Foreign Language Teachers. A reflective Approach*. Cambridge.
- Walsh, C. (2018). Interculturality and decoloniality. En W. D. Mignolo & C. E. Walsh (Eds.), *On decoloniality: Concepts, analytics, and praxis* (pp. 57–80). Duke University Press. <https://doi.org/10.2307/j.ctv11g9616.7>
- Žukauskaitė, A., & Wilmer, S. E. (2023). Forms of Life in the Posthuman Condition: An Introduction. In A. Žukauskaitė & S. E. Wilmer (Eds.), *Life in the Posthuman Condition: Critical Responses to the Anthropocene* (pp. 1–12). Edinburgh University Press. <http://www.jstor.org/stable/10.3366/j.ctv32vqj95.6>