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INNOVATION AND PROFESSIONAL DEVELOPMENT

No. 17

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Foreword

Reflective teaching and learning are two necessary processes that need to be addressed to lead a more successful academic achievement in education. In the case of teaching, professionals receive many benefits by considering all the complexities, elements of the teaching-learning processes, and the contexts in which they develop their practice. Nonetheless many alternatives are offered by several advances in education worldwide, especially by including technology in this area, the scenario lived by each professor and students is different due to their culture, language, and surroundings. Educators need to observe all the facts corresponding to their particular contexts and resources they have to plan class sessions, design didactic materials, raise students' interest in learning, and to complete a curriculum provided either in public or private education institutions in all levels. Then, the practice of education, with all the new trends of changes in this globalized world, requires more attention and consciousness of how to make learning effective as the center of the whole teaching-learning process.

The practice of language teaching and learning are continuously evolving to facilitate the learners' processes through the target language, English. Gathering some of the current teaching practices, CIEX Journal continues to offer a free access and innovative option to publish scientific outcomes and values for professional development in language teaching and learning contexts. Following that purpose, this research-based Journal invites specialists, researchers, and professional in these aforementioned fields of English in Mexico and other parts of the world to submit proposals of research articles and moral values essays to contribute educational community in this area to access to current approaches of language teaching in several settings.

In this 17th issue, the Research Articles Section, investigations by researchers from different public and private educational institutions are presented with topics such as Pre-service Language Teachers in Their Practical Experience During the Times of a Pandemic, Perceptions on Voice Recording Speaking Tasks, Critical Discourse: A Way of Emancipation of the Mind, and Advantages and Disadvantages of L1 in BA English Language Classes. The Section of Moral Values contains an essay entitled Motivation: The Invisible Impulse in Autonomous Learning. Then, the research articles and the essay topics point to enriching the knowledge of current practices in language teaching, learning, and professional development.

This new CIEX Journal issue was realized by an excellent academic staff. The editorial committee and the referee's board, national and international researchers and scholars in language teaching, make possible this biannual paper an innovative and quality publication. In addition, it is important to mention that the referees' board applies a rigorous evaluation process by analyzing and generating some suggestions to improve the submissions. Also, all the articles are scanned by a computer software to detect any plagiarism to warrant the originality of the papers published in the Journal. Besides, it is necessary to observe that the content of all the articles and

essays only symbolizes the authors' own analysis, deliberations, and/or insights, so that content does not certainly denote the viewpoints or examinations of the chief editor or the team of editors of CIEX Journal.

Finally, CIEX Journal acknowledges the students, professors, researchers, referees, and editorial group for their contribution and support to this seventeenth issue. Once again, we make a call to all the readers of this Journal to submit their research articles or essays to be reviewed and then published in the next issue. Definitely, those research and essays will bring a considerable benefit for the academic improvement, upgrading, and the professional growth of the readers, professors, scholars, learners, and specialists in the areas of language teaching and applied linguistics.

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Research Papers

Artículos de Investigación

Pre-service Language Teachers in Their Practicum:
an experience in times of pandemic

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ABSTRACT

The teaching practicum is an essential component of teacher preparation programs. This provides pre-service teachers with direct knowledge as they develop their vocations as educators. In addition, it promotes the development of pre-service teachers' teaching knowledge and abilities, including academics and mentor teachers. In early 2020, the Covid 19 pandemic broke out. In western Mexico, this pandemic altered the teaching practicum paradigms of a group of pre-service teachers. The paper describes challenges encountered by a group of Mexican language student-teachers as they transitioned from in-person to online instruction. The selected research methodology is predominantly qualitative. Utilized research methodologies included online surveys and interviews. The findings revealed that participants encountered a number of disadvantages, but they also cited a number of advantages of the online language teaching practicum. In conclusion, online teaching presented an entirely new set of challenges, but participants also discovered numerous benefits.

KEY WORDS:

pre-service, language, teachers, pandemic

RESUMEN

La práctica docente es un componente esencial de los programas de preparación docente. Esto proporciona a los futuros maestros un conocimiento práctico a medida que desarrollan su vocación como educadores. Además, promueve el desarrollo de los conocimientos y habilidades docentes en ellos, incluidos los docentes académicos y mentores. A principios de 2020, estalló la pandemia de Covid 19. Esta, alteró los paradigmas de la práctica docente de un grupo de futuros maestros. El artículo describe los desafíos a los que se enfrentaron un grupo de

docentes de lenguas en formación, en su transición de la enseñanza presencial a la enseñanza en línea. La metodología de investigación seleccionada es cualitativa. Las metodologías de investigación utilizadas incluyeron encuestas y entrevistas en línea. Los hallazgos revelaron algunas desventajas del proceso de transición, pero también citaron una serie de ventajas de la práctica de enseñanza de idiomas en línea. En conclusión, la enseñanza en línea presentó un conjunto completamente nuevo de desafíos, pero los participantes también descubrieron numerosos beneficios.

PALABRAS CLAVE:

pre-servicio, lengua, docentes, pandemia

Introduction

The global education system was driven into disarray as a result of a pandemic that affected everything. The majority of formal learning for students occurs in schools, but closing schools and relocating learning to distance learning has reduced the amount of time students spend learning. Students who lacked access to a digital platform or the motivation to learn independently were at risk of falling behind. Professors at universities were also required to adjust to the new concepts and methods of instruction. The transitions from learning to teaching practice were not comfortable for pre-service teachers. Due to the absence of a previous online-learning approach and a real-world setting in which, to apply their professors' knowledge, they observed a lack of new teaching knowledge in themselves in this new mode.

Participants, pre-service instructors at the University of Colima, are required to take four teaching practice courses as part of the Bachelor of Foreign Language Teaching curriculum. They instruct 30 face-to-face classes to elementary school children per semester. All of this was altered as a result of the pandemic, and the teaching personnel and student-teachers were required to transition to an online environment. This paper discusses the difficulties encountered by a group of instructors as they transitioned their language teaching practicum strategy from in-person to online.

Experiences on distance teaching practicum

Kosar (2021) presents the findings of a study conducted in Turkey, in which 25 pre-service English teachers discuss the influence of their distance teaching practicum on their preparedness for the first year of teaching. Inductive content analysis was utilized to evaluate the data garnered through email surveys. According to the results, pre-service teachers did not believe that the remote teaching practicum enhanced their learning and did not feel prepared for their first year of teaching. In addition, they did not contemplate the possibility that distance learning could replace face-to-face teaching practicum.

Fotová, Sedláková, and Tma (2021) conducted a study with 63 pupils enrolled in Masaryk University's EFL Master's program for secondary schools. A data set of 120 lesson reflections generated by students concluding their teaching practice through online courses was analyzed using qualitative coding methodologies. The objective was to determine how student-teachers perceive the use of technology in online instruction. The majority of student-teachers normalized technology as a teaching platform, employing technology-specific teaching strategies and classroom activities. This is the case despite constant comparisons between face-to-face and online classrooms and an initial reliance on technological success to determine the success

of a lesson. These results suggest that online teaching and learning should be an integral part of teacher education. Rahmani (2021) in Indonesia investigated how pre-service teachers perceive their teaching experience during the pandemic. This investigation involved 114 seventh-semester English Education Department students. The data was collected via questionnaires and interviews. The results indicated that the online teaching practice program was both beneficial and indecisive. More than fifty percent of participants concurred that the online teaching practice program was beneficial, despite the challenging circumstances they encountered during the practice, especially in providing a variety of teaching strategies and techniques. Consequently, despite the limitations of their execution, teaching practice programs tend to influence effective teaching.

Shinta and Aprilia (2020) discuss how Indonesian EFL pre-service teachers viewed the implementation of the practicum and the changes they observed over time. As data collection techniques, this study employed a survey format with a questionnaire and a follow-up interview. The results revealed multiple issues, including inadequate classroom administration, evaluation, and practicum orientation. The difficulties were also caused by a paucity of internet access and infrastructure. Despite obstacles, pre-service teachers improved their teaching skills, knowledge, approaches, and interest. Their perceptions of the online teaching practicum's quality also affected how well they believed it had prepared them for a vocation as English teachers.

The research problem

The literature review focuses on the obstacles and solutions encountered by pre-service teachers during the pandemic. Literature depicts the numerous obstacles that pre-service teachers had to overcome to complete their online practicum. Teacher educators should prioritize resiliency, the capacity to embrace new challenges, and the ability to face adversity. In this regard, and for the purposes of this study, the research problem focuses on an examination of the situations encountered by a group of Mexican pre-service language instructors during their online practicum. Consequently, the following queries were created as a guide.

Research Question

Due to the COVID-19 pandemic, what do a group of pre-service language teachers think about completing their practicum online?

This question is meant to discover the beliefs of pre-service teachers doing their teaching practice online.

Methodology

The chosen research approach is primarily qualitative. "Qualitative research seeks to understand the subject of study through exploration, analysis, and observation of 'persons' lives, lived experiences, behaviors, emotions, and feelings, as well as organizational functioning, social movements, and cultural phenomena'" (Taylor & Bogdan, 1984; Strauss & Corbin, 1998, p. 11). Therefore, it is unlikely that other research methods enable researchers to fathom contextual reality in the same way qualitative methods do (Dornei, 2007). This investigation's primary objective is to determine the student-teachers' perceptions of online teaching practice, so case study was the specific qualitative method employed. Case study is particularly useful when it is necessary to gain an in-depth understanding of an issue, event, or phenomenon of interest in its natural real-world context, as is the case here, as the primary objective of this investigation is to

determine the student-teachers' perceptions of online teaching practice.

Online surveys and interviews were among the research methods employed. The purpose of online surveys is to collect information about a research topic from a predetermined group of respondents. This methodology allows us, as researchers, to investigate the beliefs of our participants, who are seventh-semester students at the University of Colima's Faculty of Foreign Languages. Since all responses are collected online, the method has the advantages of being quick and readily accessible for analysis. As the researchers pose the necessary inquiries, the participant's response flexibility grows, making the procedure both reliable and flexible. In addition, participation is greatly simplified because respondents can submit their responses at their most opportune time and location.

Interviews were employed as a complementary method. Interviews can help capture personal information and achieve the objectives of the study. 2003 by Richards Interviews can help elucidate motivations, attitudes, and personal perspectives in a way that surveys and observation cannot. Interviews have the potential to provoke interviewees to freely express their opinions on the topic at hand and to encourage "respondents to develop their own ideas, feelings, insights, expectations, or attitudes, and to do so with greater spontaneity" (Oppenheim, 1992, p. 81).

Results

Previous sections have examined how pre-service teachers have handled the circumstance of conducting their practicum online. The research question attempts to address this issue within a Mexican-Western context; therefore, this section clarifies how these results address the aforementioned question.

The findings are substantiated by excerpts from interviews and numerical data. Figure 1 illustrates how many hours per week pre-service teachers spent conducting their practicum online.

78% of student-teachers devoted two to three hours per week to implementing their student teaching practices, 18% four to six hours, and 4% ten hours. As evidenced by the data, the life of pupils during the pandemic was somewhat chaotic and filled with activities, which, according to one participant, made teaching more difficult.

Time devoted to practicum online
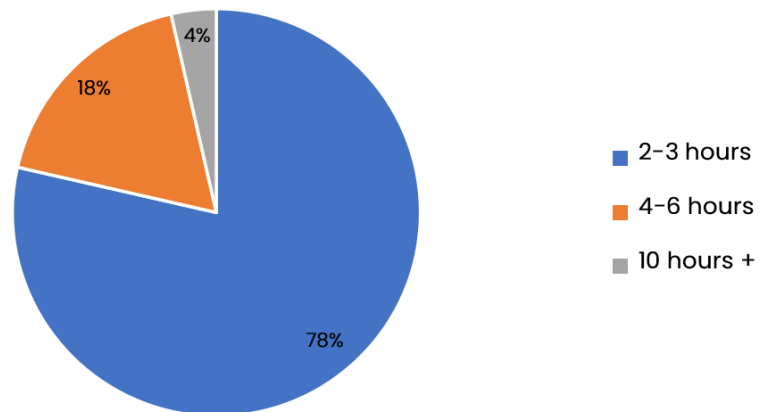
> *I also work, so I must quit my current position to accept this one. I must depart for two hours in order to have an hour to prepare and the remaining hour to register for the class. And this is what makes it complicated. The fact that most of us believe that we're not just committed to school, but that we're also searching for a job or something because we may be economically affected.*

Due to the pandemic's effects on education, student-teachers confronted varying degrees of

difficulty when teaching online. Figure 2 reveals their perspectives

How difficult it is to teach online
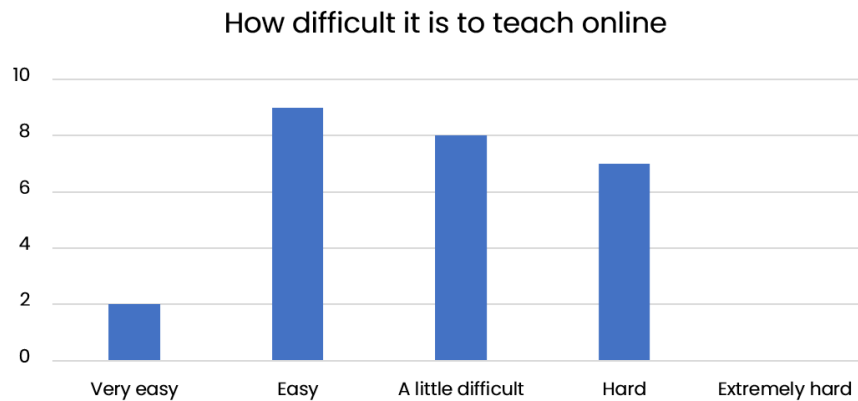
Concerning the degree of difficulty online teaching presented for the student-teachers, it was discovered that nine students rated the difficulty of their online teaching as simple, eight as somewhat difficult, and seven as difficult. Figure 3 also reveals an important finding regarding their motivation in relation to their practicum.

Due to the COVID pandemic, 72% of students were demotivated to continue their final semester of teaching practice, while 14% were not and 14% were unsure.

Internal reflections of the student-teachers cast light on the causes of their lack of study motivation. Some professors' lack of attentiveness has caused students to lose interest in their academic pursuits.

Demotivation to do teaching practice
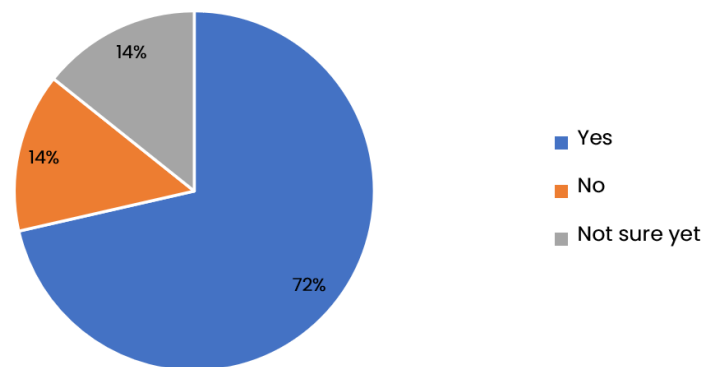
In support of the previous claim, the shift from face-to-face to online instruction prompted the demoralization. One of the participants remarked that the pupils had not been exposed to online teaching methodology and were unfamiliar with its application and purpose:

> I felt demotivated because I began my studies face-to-face, and now we were not accustomed to this methodology, and we were less familiar with its application and function.

In addition to this, participants also expressed their opinions about the advantages of doing their practicum online. Figure 4 below supports this.

Positive aspects of online teaching
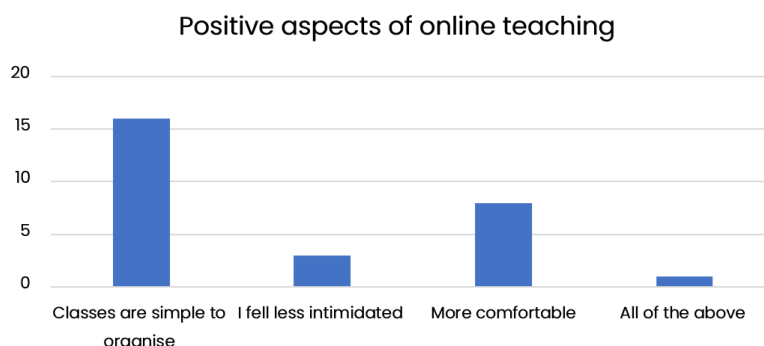
The vast majority, 16, thought that organizing their lessons and material more efficiently would be

accomplished by uploading all of their coursework to an electronic environment. Three of them believed that teaching virtually was less intimidating than in person. One of them agreed with all the possibilities, but the other ten felt more at ease. The majority of student-teachers stayed upbeat because they believe their online instruction is successful. As demonstrated in Figure 5 below.

Success with online teaching practice
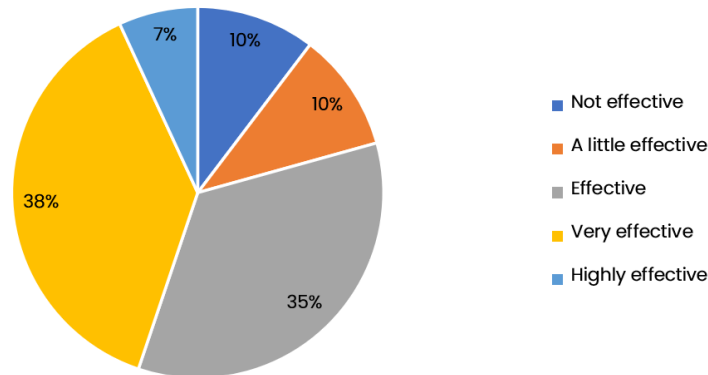
The graph above demonstrates that 7% of participants believe their online practicum to be highly effective, 38% believe it to be very effective, 35% believe it to be effective, 10% believe it to be somewhat effective, and 10% believe it to be ineffective.

Although hopeful, pre-service instructors experienced a certain level of disconnection from their professors and their own learning requirements. The participant who brought it up said.

> *In addition, I believe that such tardy responses and the perceived gap between students' studies and professors' expectations might seriously undermine students' motivation.*

Students did not have the same or enough resources to contact their professors as they did prior to the pandemic, which caused the student-teachers to respond slowly. These challenges also caused the student-teachers to move from one teaching method to another without adequate preparation. As indicated in the excerpt that follows.

> *Considering the perspective of students who lack the resources to contact teachers, which could result in a delayed response. Additionally, teachers may not feel it is their duty to advance the topics and activities in their classrooms along with the students.*

Conclusions

According to the earlier findings, the pandemic demotivate several student instructors from completing their last semester of practicum. The pandemic changed the contexts in which curricula was implemented due to the use of platforms and the need to take into account circumstances other than those for which the college program was originally designed, not only because certain knowledge and competencies are more relevant in a pandemic context, but also because certain knowledge and competencies were more relevant.

The pandemic has prompted many organizations to alter their goals and methods of operation, which may have resulted in modifications to practicum project specifications. Students might have to adjust to new goals or come up with alternate solutions.

When it comes to online education, there are a whole new set of difficulties to be overcome (monitoring student engagement, resolving technological problems, facilitating interactive activities, etc.). Several pre-service instructors expressed uncertainty about their capacity to instruct online when the structure of the classes changed from face-to-face to online.

Because of policies to distance students from one another, many practicums now take place remotely, which has benefits and drawbacks. On the one hand, remote learning gives students more flexibility and lets them participate in practicums from any location. However, distance learning can be alienating and lack the depth of face-to-face encounters.

Although the foundation knowledge from prior courses and the use of the TICs has a positive impact on their training process, the student-teachers spent between two and three hours putting their student-teaching activities into action for their students. Several student-teachers concurred that it would be simpler for them to plan their classes and material if all of the assignments were uploaded to a website.

If teacher-students had been persuaded that online instruction has higher advantages, they might have been more motivated, especially during the lockdown. Aside from having excellent subject knowledge, advanced computer skills, clear communication, the ability to emotionally connect with students, and other necessary abilities to deal with the demands of online platforms, this mode of instruction also calls for certain teaching practices and abilities.

Remote learning calls for students to develop efficient online communication techniques, such as concise writing and the capacity for remote collaboration. These abilities are beneficial in all job paths and necessary in the current digital era.

Online study sessions are effective because pre-service instructors can go over challenging concepts again at their own pace and skip through more elementary courses. The ability to learn at your own pace and convenience is one of the biggest benefits of online education. This skill may come in handy, particularly during a lockdown. Due to the flexibility of online learning, priorities can be met while balancing personal and professional goals.

The epidemic has brought attention to how crucial resilience is for both people and organizations. By adjusting to new situations and obstacles, practicums give students the chance to build resilience.

Any ideas for additional research or gaps that could broaden the scope of this investigation are still lacking at the conclusion. Additionally, the study's weaknesses were not mentioned. Some of the results require further examination because many are just describing the charts without considering the significance of the data. Finally, always cite the literature and discuss how this work has expanded on and increased our understanding of it.

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Perceptions on Voice Recording Speaking Tasks

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ABSTRACT

Due to the pandemic COVID-19, emergency remote teaching and its emerging online classrooms became a significant area of research. One topic of interest in this area, but also relevant to any foreign language learning and teaching context both online and face-to-face, is the use of voice recording speaking tasks to promote oral production. Nonetheless, there is a relatively nonexistent body of literature related to voice recording applications and voice recording speaking tasks and their value within the Mexican context. This mixed-method study based on an explanatory sequential design aimed to examine twenty-three students' and forty-nine teachers' perceptions of voice recording speaking tasks to develop speaking skills in Mexican universities. Likert-type questionnaires, written reflections, and semi-structured interviews were used to explore attitudes and opinions regarding communicative tasks using a voice recording application. Findings suggest that learners and instructors value voice recording tasks. Nevertheless, educators and apprentices need to consider crucial factors to implement voice recordings appropriately. These derived in recommendations for students and teachers regarding classroom practice and the teaching profession.

KEYWORDS:

Voice recording, speaking skill development, teachers' perceptions, student's perceptions, Mexican universities

RESUMEN

Debido a la pandemia por COVID-19, la enseñanza remota de emergencia y sus aulas emergentes en línea se convirtieron en un área importante de investigación. Uno de los temas de interés en esta área, pero también relevante a contextos de enseñanza y apredizaje de lenguas extranjeras tanto presenciales como en línea, es el uso de grabaciones de voz para promover la producción oral. No obstante, existe un cuerpo de literatura relativamente inexistente relacionado con aplicaciones de grabación de voz y actividades que incluyan grabaciones de voz y su valor en el contexto mexicano. Este estudio de método mixto basado en un diseño secuencial explicativo

tuvo como objetivo examinar las percepciones de veintitrés estudiantes y cuarenta y nueve profesores acerca de las actividades con grabaciones de voz para desarrollar habilidades de expresión oral en universidades mexicanas. Se utilizaron cuestionarios tipo Likert, reflexiones escritas y entrevistas semiestructuradas para explorar actitudes y opiniones sobre actividades comunicativas mediante una aplicación de grabación de voz. Los resultados sugieren que los alumnos y los instructores valoran las actividades con de grabaciones de voz. Sin embargo, los educadores y aprendices deben considerar factores cruciales para implementar las grabaciones de voz de manera adecuada. Estos derivaron en recomendaciones para estudiantes y profesores sobre la práctica en el aula y la profesión docente.

PALABRAS CLAVE:

Grabación de voz, desarrollo de habilidades para hablar, percepciones de los maestros, percepciones de los estudiantes, universidades mexicanas

Introduction

Learning English might benefit professionals, undergraduate, and graduate students as English plays a significant role in formal education in Mexico. Speaking this language allows people to participate in activities such as tourism, industry, government, media, science, and technology (Hidalgo et al., 1996). It is a skill by which learners are judged or helped to take or lose opportunities in life (Namaziandost et al., 2018). In addition, speaking is perceived as a vital skill because people who know the language are believed to speak the language (Namaziandost et al., 2019). Nevertheless, speaking may be one of the most complex skills for learners due to cognitive and affective factors (Leong & Ahmadi, 2017), and Mexican university students are not the exception. They might find speaking challenging, especially because English is not as relevant for communicative purposes as in countries where English is a second and not a foreign language (Saeed Al-Sobhi & Preece, 2018). Educators have been implementing new strategies and techniques in their teaching practice to expand and promote oral skills, and technology and its affordances have played a significant role in this respect to address this challenge (Hashemifardnia et al., 2018). In this sense, the use of voice recording applications has recently emerged in the foreign language learning literature on account of their accessibility and practicality.

Voice recording applications allow students to communicate with their classmates and share their voice recordings with their teachers or peers for formative or summative assessment. They are free, and people can find them in different operating systems. Moreover, voice recording features are inside other applications or web-based services. Via these applications, learners can practice speaking in a safe environment collaboratively or individually inside the classroom or at home, face-to-face, or online. The use of voice recording applications depends on teachers' creativity, and speaking development is an area where there has been particular interest in using them as a pedagogical tool (Brown, 2012; Ibáñez & Vermeulen, 2015; Lander et al., 2019; Le, 2018; Parra & Fredy, 2018; Pop et al., 2011; Sun, 2009; Tomé & Richters, 2020; Wagner, 2020; Yanju et al., 2017). As a result, students owning a smartphone, a tablet or a laptop can use voice recording applications to develop speaking through voice recordings tasks. However, language educators and learners usually need some guidance and support to use these emerging technologies.

The first international studies on the topic involved voice blog recorded activities to practice speaking skills extensively (Sun, 2009) and synchronous voice tools to develop speaking (Pop et al., 2011). Voice recordings have also been used as a tool for self-assessment and feedback (Brown, 2012). Similarly, researchers have focused on audio descriptions for language development

(Ibáñez & Vermeulen, 2015) and voice recording activities to improve fluency (Yanju et al., 2017). Other projects involve Facebook closed groups for sharing recorded messages to enhance fluency and complexity (Le, 2018) and the implementation of web 2.0 and audio recordings to work on self-assessment and accuracy (Parra & Fredy, 2018). More recently, studies in this area incorporate an application called SpeakingPhoto to encourage participation in oral presentations (Lander et al., 2019), the creation of podcasts with voice recording applications to improve pronunciation (Tomé & Richters, 2020), and recording speaking tasks as formative assessment (Wagner, 2020). These research studies, primarily quantitative, portray creative alternatives to integrate voice recording applications in language teaching and learning, mainly focusing on asynchronous and individual tasks and other languages rather than English. Results from these studies show positive attitudes towards the implementation of voice recording applications. Nonetheless, researchers fail to describe potential drawbacks and the students' and teachers' views regarding their usefulness in developing the language. It is crucial to investigate learners' and instructors' perceptions concerning the value of voice recordings in promoting speaking to see whether their implementation offers benefits for educators and language learners in face-to-face and emerging online classrooms.

This research aimed to understand and give an account of participants' experiences using voice recording tasks to practice speaking in Mexican universities grounded in a mixed-methods approach (Creswell et al., 2015; Johnson et al., 2017). It explores pupils' and educators' perceived gains and attitudes towards communicative tasks with voice recordings based on quantitative and qualitative data collection methods: surveys, semi-structured interviews, and written reflections of the participants' accounts. In general terms, the current study identified three broad main areas: teachers' and students' acknowledgment of the importance of voice recording speaking tasks, improvements in different language skills with voice recordings, and some potential drawbacks to bear in mind for the successful implementation of voice recording applications.

Designing Communicative Tasks

Developing communicative speaking tasks might be a challenging endeavor for educators because numerous factors may or may not contribute to language production. One of these factors may involve pupils engaging in simultaneous processes of conceptualization and formulation as well as thinking and speaking to construct an internal representation of the exterior (Guhe, 2019). When learners talk to partners, they need to know what to say (Qiu, 2020) and how to say it. They must create automatic responses, articulate, self-monitor, and repair (Tavakoli et al., 2020; Thornbury, 2005). The focus of speaking communicative tasks must be appropriate, and tasks should emphasize meaning rather than form (Newton & Nation, 2021; Thornbury, 2005).

Communicative tasks can be fluency- or accuracy-driven. Fluency can be regarded as the whole oral proficiency, or the ease of spoken production, the processing of language in real-time (Schmidt, 1992, cited in Newton & Nation, 2009). It encompasses a wide range of features such as speed, pausing, and length of runs, and for successful communicative interaction, turn-taking, discourse markers, and paralinguistics are also essential (Thornbury, 2005). Accuracy is the precision of the message conveyed, a set of linguistic mental structures related to syntax, lexis, and phonology (Ebsworth, 1998). Fluency-driven activities are critical to building speaking skills because learners use what they know to produce spoken language (Newton & Nation, 2009). To be an efficient learner of a foreign language, a balance between meaning and form must be present (Willis & Willis, 2001). Voice recording speaking tasks may help develop both accuracy and fluency. Admittedly, educators need to be careful while designing speaking tasks

using this strategy, and they need to consider conditions that might affect students' completion of assignments. In this sense, educators must make important decisions to accentuate activities that develop accuracy, fluency, or both.

For Thornbury (2005), speaking tasks should take place in real-time, be productive, purposeful, interactive, challenging, safe, and authentic. He maintains that they should include an appealing element that engages students and be simple for learners to succeed in the desired result. He emphasizes that cognitive, affective, and performance factors should thrive to encourage pupils to develop speaking appropriately. One of the cognitive factors involves familiarity with the topic (Aubrey et al., 2020; Thornbury, 2005; Qiu, 2020). This is critical as it facilitates learners to create competent speech, and increase complexity, accuracy, and fluency. Other cognitive elements involved are the genre, the interlocutors, and the processing demands of the spoken interactions. Affective considerations refer to self-consciousness and feelings regarding the topic and the participants. If learners have a positive attitude towards the topic and the participants, they will be more willing to communicate (Saeed Al-Sobhi & Preece, 2018). Performance aspects include mode, degree of collaboration, discourse control, planning, rehearsal time, time pressure, and environmental conditions. For instance, considering planning and preparation, students, who have had time to prepare a small presentation, do better and produce more complex speech than students who improvise (Crookes, 1989, cited in Newton & Nation, 2009; Qiu, 2020).

There are a variety of activities that instructors can implement to work on oral production. They include but are not limited to information gaps, surveys, repetitions, ask and answer activities, rehearsed talks, interviews, and tasks that involve the delivery of the best recording. A voice recording application can be used for students to record any of these tasks and have evidence of their oral work. For instance, the best recording technique exemplifies how a voice recording application, using a tape or a digital recorder, may be used. In this task, students can record personal accounts or authentic conversations and then listen to the recording to identify any inconsistencies. They re-record the task making improvements and continue to do so until they are satisfied with the results (Newton & Nation, 2009). With the advent of technology, expensive digital recorders are not necessary anymore. Instead, students can use the recording application from a cell phone, tablet, or laptop. They can also use other applications where an audio recording feature is embedded, for instance, WhatsApp or Messenger, among others. Learners can even use web-based services such as Vocaroo or VoiceThread to record their activities for free. Therefore, accessibility to these types of tools is no longer an issue.

Voice Recordings for Developing Speaking Skills

There is a relatively nonexistent body of literature that is concerned with the use of voice recording applications or tasks to improve English speaking skills within the Mexican context. There are, however, a few international studies, mainly quantitative, that have introduced them in unique ways to support foreign language learning other than English. In the following paragraphs, the most relevant projects are explored.

One of the first attempts to implement voice recordings was with Chinese students who used voice blog recorded activities for extensive practice of speaking skills and the documentation of their effects on language learning and teaching (Sun, 2009). The researcher concluded that blogs could constitute a dynamic forum that fosters extensive practice, learning motivation, authorship, and the development of learning strategies. In an English as a foreign language setting, researchers explored asynchronous voice tools to develop speaking (Pop et al., 2011). The participants used the Voxopop and the Voice Thread web-based services to voice record tasks

in talk groups on categorized forums. The outcomes suggested that students did develop more positive attitudes towards speaking, and their confidence to speak and talking time increased. Likewise, learners were able to identify inconsistencies with their pronunciation, accuracy, and fluency. For the teacher, these activities were invaluable evidence for assessment and evaluation. In an English as a second language setting, voice recordings and self-assessment were used to give students feedback, and individualized class materials according to the students' self-reflection of their performance (Brown, 2012). The recording project was perceived successful in improving learners' fluency. Students appreciated the additional opportunities of spoken output outside the classroom and believed that their pronunciation improved.

In Spain, 16 English language learners used a mobile-assisted language learning application called VISP to develop audio description techniques to promote language development (Ibáñez & Vermeulen, 2015). The researchers wanted to know the effectiveness of this technique to encourage oral production, vocabulary learning, use of accurate vocabulary, and intercultural competence. The results revealed an increase in motivation and positive attitudes toward the application students utilized, but their actual learning of vocabulary still needed improvement. In an Arabic-speaking country, undergraduate learners engaged in voice recording activities to examine their effectiveness in developing oral fluency in Mandarin (Yanju et al., 2017). The results of the study suggest that voice recording tasks using WhatsApp groups are efficient to help foreign language learners to improve oral fluency. The researchers argue that these kinds of activities are valuable to enhance listening skills, pronunciation, grammar, oral skills, self-reflection, and confidence. In Colombia, a self-assessment process through audio recordings and its impact on accuracy were researched (Parra & Fredy, 2018). Web-based voice recording services and computer tasks were included, and students were found to be able to monitor their language production and produce more complex utterances. Technology integration served here as a vehicle for language learning and fostered language improvement among students.

In Vietnam, Facebook closed groups were used as a learning platform to increase students' spoken interaction (Le, 2018). The aim was to increase opportunities to practice speaking with high school students, and findings suggest that voice recordings facilitated learners' opportunities to speak in that they improved on fluency and lexical complexity, but not syntactic complexity. In another foreign language setting, an application called SpeakingPhoto was found useful for students to record their voices to make presentations when there was not enough time in class or if they wanted to gain confidence (Lander et al., 2019). Results showed that learners achieved a higher quality of presentation skills, and most of them preferred to use the application rather than in-class presentations

More recently, Japanese university students recorded speaking tasks regularly during a semester to practice oral communication skills (Wagner, 2020). The activities were based on a textbook, and learners were instructed to use specific vocabulary and grammatical structures from specific units to complete the task. During this time, pupils self-assessed their oral performance, and the teacher provided personalized feedback. They identified their strengths and weaknesses, and they reported an overall improvement in their English skills. In Spain, pupils learning French tried podcasting as a tool to develop oral communicative competence (Tomé & Richters, 2020). They used three approaches to make a podcast: a mobile voice recording application, a web-based voice recording service, and a computer voice recording application. Results from the study revealed that pupils found podcasting helpful to improve pronunciation.

These research studies, mainly quantitative, suggest that learners showed improvements in language learning as well as positive attitudes towards the implementation of voice recording

tasks. Nevertheless, most of the activities studied in these projects did not include the collaborative and communicative element of oral production and failed to describe potential drawbacks. Furthermore, none of them focused on university students or teachers in Mexico, and few studies took into consideration their perceptions. Therefore, the purpose of this study is to add the Mexican context to the literature using a mixed-methods approach to provide a broader picture of university students' and teachers' voices on the use of collaborative voice recording tasks.

Method

An explanatory sequential design based on a mixed-methods approach was used to explain and describe the quantitative results in more detail by analyzing qualitative data. This resulted from gathering, exploring, and merging both quantitative and qualitative information (Tashakkori & Creswell, 2007) to better understand issues and hear participants' experiences (Creswell et al., 2015; Johnson et al., 2017). The study was conducted in two consecutive phases. First, the investigator followed a quantitative approach to gather and analyze data. In the second stage, the initial quantitative results were explained in more detail by analyzing data obtained through qualitative research methods. Therefore, findings were obtained by triangulating information from these different types of data collection methods.

Participants and Sampling

This study took place in a language center of a public university in the Southeast of Mexico. The language center offers courses mainly in English and French. Undergraduates learn English because it is a requirement for graduating and earning scholarships abroad or internships in international companies. Most English courses have a diverse population from different undergraduate engineering programs and one BA in Gastronomy. Consequently, the degree, age, and gender vary. Furthermore, this research included other universities throughout Mexico. These universities participated in providing data from different English language instructors. Many of these universities are public, and some are private. In some universities, the educators teach a major in English. However, in others, they teach English to university students in other language centers, and English is not a compulsory subject.

A purposeful sampling (D rnyei, 2007) strategy was used for the first sample of participants who joined in the quantitative and qualitative phases. The participants included twenty-three English pre-intermediate university students. On average, most participants had already taken four 90-hour English courses, and they were acquainted with the recording tasks and the use of voice recording applications. They commonly engaged in speaking tasks that involved more collaborative and synchronous activities rather than individual or asynchronous ones. Furthermore, they were required to complete a voice recording speaking task at least twice at the end of each of the eight units of their English course, and they had to share their products with their teacher. Among the tasks they recorded were conversations, fun interviews, functional dialogues, skits, reactions to topics, and personal accounts.

The second sample, who also participated in both phases, was selected mainly at random, and then purposefully for the interviewing stage. The participants included forty-nine English language teachers working in different universities in Mexico who had been teaching English face-to-face and online. They were twenty-six to fifty years old, and a fifth part of the instructors worked in the same language center in which the first sample resided. The other teachers belonged to other institutions, and thirty-six instructors had used voice recording applications or tasks to promote speaking. However, as thirteen educators had not used a similar application or task before,

three teachers, who were familiar with voice recordings, were interviewed; these constituted the aforementioned purposeful sampling for this type of participant.

Data Collection

In the quantitative phase, Likert-type questionnaires, adapted from Crofton-Martin (2015), were used to gather initial respondents' perceptions. These questionnaires were valuable because they measure attitudes, perceptions, opinions, and behaviors towards a specific subject (Brown & Rodgers, 2002; Crofton-Martin, 2015; Sun, 2009; Yanju et al., 2017). There was a version for students and another version for teachers. The early versions of the questionnaires were piloted to verify clarity and organization. The feedback received from the piloting stage helped the improvement of questionnaires, and translation of the students' version to assure understanding. The questionnaires were analyzed on the software SPSS for their reliability. The questionnaire included seven items. In each item, there were five options to measure the level of agreement. The items described perceptions related to perceived gains and attitudes derived from using voice recording tasks.

In the qualitative phase, the researcher collected students' and teachers' written reflections of their experiences working with the voice recording applications and tasks. These sources were vital because researchers can analyze learners' and instructors' "texts documenting their subjective experience and perspectives" (Hinkel, 2011, p.177). Teachers wrote their reflections in English, and students completed them in Spanish to express themselves spontaneously. The purpose of students' and teachers' reflections was to explain and illustrate the initial quantitative findings. Furthermore, three teachers participated in semi-structured interviews because thirteen educators had not used a similar application or task before and did not provide insights into the study. The semi-structured interviews were effective because they were flexible (McDonough & McDonough, 1997), and the data absent in the written reflections and the questionnaires was obtained and explored (Cohen et al., 2011; Creswell, 2008; D rnyei, 2007).

Data Analysis

In the quantitative phase, results from the students' and teachers' Likert -type questionnaires were analyzed with descriptive statistics (Brown & Rodgers, 2002). Those results revealed a Cronbach's Alpha score of .883 and .800, respectively. Stacked bar charts were utilized to show descriptive statistics and illustrate the variety of responses. The bars from the charts represented the distribution of item responses, and they were easy to compare. Furthermore, the mean and percentages were calculated using the software SPSS to make the distribution and interpretation of results more reliable.

Qualitative analysis was used for the twenty-three students' reflections and forty-nine teachers' pieces of writing, along with three transcriptions from the teachers' semi-structured interviews. Thematic analysis based on grounded theory methodology was employed to find out the students' and teachers' perceptions, attitudes, and experiences regarding the use of voice recording tasks to develop speaking skills. The software MAXQDA was used to classify all qualitative data, but the codification involved a deep understanding of the data from the researcher. Therefore, the investigator reiteratively read the data and assigned codes to different words, sentences, and paragraphs. Upon completion of this stage, the researcher put all similar information in the emergent themes that resembled the same construct. Once he identified the relevance and connection among them, the researcher distinguished three main categories using joint displays.

The joint displays summarize the main findings. They combine both sets of data, qualitative and quantitative, and reach meta-inferences. They include statements from the Liker-type questionnaire, stacked bar charts, number of participants and percentages, explanatory experiences and quotes, and inferences derived from quantitative and qualitative sources (see Appendix for an example of the joint displays).

Findings and discussion

Overall, both quantitative and qualitative datasets seem to indicate that educators and learners acknowledged the importance of voice recording speaking tasks to develop their oral skills. The majority of participants noticed an improvement in similar areas due to voice recordings, and both learners and instructors identified a few essential issues that may affect the effective implementation of this type of task. As follows, I present the findings, derived from the triangulation of data obtained from the different data collection methods, for my three main categories: the value of voice recording speaking tasks, perceived improvement with voice recordings, and potential drawbacks.

The Value of Voice Recording Speaking Tasks

Most students participating in this study were familiar with the voice recordings, and they recognized the value of their inclusion to promote the speaking practice. Many of them enjoyed them, identified their benefits, and even advise teachers to use them. 52.2% emphasized that they felt comfortable with voice recording tasks, and 78.3% preferred engaging in these activities because they were less afraid and anxious while speaking (Items 4 & 5/Student's questionnaire). As one pupil reported, voice recording may help students feel secure because they can talk at their own pace (S1/Written reflection).

Another interesting finding was the fact that 82.6% of students preferred voice recording instead of speaking in front of the class (Item 6/Student´s questionnaire) (Lander et. al, 2019), and a probable reason for this may be that voice recording tasks reduce students' affective filter (Krashen, 1982) as they are not worried about making mistakes (S1, S3, S9, S12 & S15/Written reflections). Moreover, for learners, this strategy created more opportunities to speak (Brown, 2012; Le, 2018; Sun, 2009), interact, and socialize which may lead to the creation of strong bonds and better integration of the class (S5, S6 & S9/Written reflections). For instance, one informant acknowledged the importance of collaboration and interaction, 'if someone is listening to me, it makes me feel more confident and eager to talk, that is why I think it is better working in pairs or groups'(S6/Written reflection). Therefore, voice recordings may provide a less threatening option to trigger speaking within a collaborative learning environment.

Furthermore, 86.9% of students agreed that voice recordings were a good alternative to practice speaking (Item 7/Student's questionnaire). Learners likely agreed on this fact because voice recordings might help them identify their mistakes and reflect on their language (Parra & Fredy, 2018; Pop et al., 2011; Wagner, 2020) when they play and listen to their recordings (S1, S2, S3, S7, S9, S13, S14, S15 & S22/ Written reflections). This implies that students may be able to monitor their output (Krashen, 1982) and use voice recordings as a self-assessment instrument to identify their strengths and weaknesses, which included inconsistencies in pronunciation, accuracy, and fluency (Parra & Fredy, 2018; Pop et al., 2011; Wagner, 2020; Yanju et al., 2017).

From the educators' perspective, both in their interviews and written reflections, many teachers also recognized that voice recording tasks were a valuable strategy. Just over half of the instructors

(55.1%) agreed that learners might feel comfortable recording their voices in speaking tasks (Item 4/Teacher´s questionnaire). This teachers' belief might be based on the fact that learners may be safer expressing their feelings and thoughts and might not be under pressure while trying to speak with voice recordings (T2 & T10/Written reflections).

85.7% of teachers agreed that they would ask students to record their voices in communicative tasks because they would be less anxious (Item 5/Teacher's questionnaire), and that this learning strategy may encourage timid students to participate in speaking tasks and thus maximize spoken language production (T3, T10 & T43/Written reflections). Consequently, voice recordings might serve as a means for motivation for learning and speaking. Furthermore, 61.2% of teachers believed that students would have liked to practice their oral expression with voice recording tasks in previous courses (Item 6/Teacher's questionnaire), and some acknowledged that students might assess their performance, self-regulate, rehearse, and improve their output with voice recording tasks (T32, T33 & T43/Written reflections).

97.9% of teachers concluded that they would consider using voice recording tasks to make students practice speaking (Item 7/Teacher´s questionnaire). This positive perception of the usefulness of voice recordings might be due to the pandemic (T1, T2 & T3/Interviews) since they helped teachers assess students calmy, helped learners create more accurate speech, and served as an assessment instrument for students and teachers (T32 & T33/Written reflections).

Perceived Improvement with voice Recordings

Overall, many students agreed that voice recording tasks help them improve their oral skills, especially fluency, confidence, pronunciation, and accuracy. Many learners emphasized that fluency (82.6%) and confidence (78.26%) were the areas where most of them have seen improvements (Item 2 & 3/Student's questionnaire) (Brown, 2012; Le, 2018; Pop et al., 2011; Yanju et al., 2017). It is probable that since learners were less anxious, they were able to speak more spontaneously (S5 & S18/Written reflections), and their confidence increased (S16/Written reflection). Therefore, they were not worried about making mistakes, and a low affective filter was triggered (Krashen, 1982). Pronunciation and accuracy were other areas of improvement perceived by students (S1, S5 & S16/Written reflections) (Brown, 2012; Pop et al., 2011; Tomé & Richters, 2020; Yanju et al., 2017). This may indicate that voice recording tasks help learners identify their mistakes (S1/Written reflection) (Parra & Fredy; 2018; Pop et al. 2011; Wagner, 2020), and thus if students repeat the tasks to correct the mistakes, it is probable that students develop better pronunciation and more accurate language.

From the instructors' accounts, fluency, confidence, pronunciation, and some other aspects of the language (grammar, vocabulary, intonation, and even affective factors) arose as areas of students' improvement (Item 1/Teacher´s questionnaire). The most common insight among teachers was the fact that voice recording tasks may help learners gain confidence (83.7%, Item 3/Teacher's questionnaire), which for them is translated into fluency gains (T1, T4, T5, T23 & T26/ Written reflections) (Lander et. al, 2019; Pop et al., 2011; Yanju et al., 2017). This finding could be related to a low affective filter as well, as voice recordings may avoid students losing face, disinhibit students, and raise their self-esteem to produce spoken language (T26/Written reflection; T1/ Interview).

81.6% of teachers agreed that fluency might be enhanced with voice recordings (Item 2/Teacher's questionnaire), probably because students may become fluent since the increased confidence would ultimately help them create spontaneous spoken language (T26/Written reflection).

Pronunciation was also mentioned as an area of improvement in the teachers' interviews and written reflections (T1/Interview; T4, T5, & T23/Written reflections). Therefore, teachers seem to believe that voice recordings allow students to identify issues in their output paying close attention to how they pronounce words. A few participants also mentioned that voice recordings can help students memorize chunks of language and vocabulary (T4 & T23/Written reflections), improve grammar and intonation, and work on their emotional side (T1/Interview). Consequently, the constant repetition and analysis of voice recording tasks, along with the delivery of the best recording might play a critical role in enhancing these areas.

Potential Drawbacks

Disadvantages are a neglected area of research on previous studies when it comes to the implementation of voice recording speaking tasks. One of these disadvantages refers to the lack of usefulness of voice recordings to develop speaking when there is no feedback provided afterward (S4 & S6/Written reflections). This suggests that teachers' feedback and students' self-assessment opportunities should be maximized when using this type of task because they may play crucial roles in their successful implementation. Despite the importance of feedback, however, too much instant feedback may be an issue for teachers and students, as they may get frustrated if they do not how to deal with the proper assessment procedures (S4 & S6/Written reflections; T2 & T3/Interviews).

Students' attitudes might also influence the successful completion of a voice recording task. For instance, feelings toward an unpleasant voice or being aware of mistakes may demotivate learners (S6/Written reflection). Anxious and shy students may still feel embarrassed when they record, and this embarrassment may result in a high affective filter (S5 & S16 /Written reflections) (Krashen, 1982). This could hinder learners' speaking, and therefore, they might not perceive any improvement. Another challenge that teachers and students might face when implementing voice recording tasks has to do with technical problems (T1/Interview), but this could be easily solved by taking a few moments to familiarize themselves with basic applications to record and store the voice recordings.

Another challenging area for learners could be improvising when they try to voice record a speaking activity (S23/Written reflection). This might indicate that teachers should craft voice recording speaking tasks in such ways students are not forced to speak promptly, by allowing pupils to prepare and rehearse to reduce their affective filter and improve their speaking performance. On the other hand, a disadvantage of voice recordings could be precisely that students may sound too rehearsed and unnatural (T19/Written reflection). One of the teachers also argued that voice recordings were not appropriate for speaking practice because they might just involve reading a script (T1/Interview). Finally, based on their written reflections, many instructors believe that voice recordings just referred to individual work. This implies that educators need to be more informed about the flexibility and potential benefits of voice recording speaking tasks, as these can certainly be collaborative if designed appropriately.

Recommendations

For the successful implementation of voice recording speaking tasks, there are very important factors that educators and learners should consider. First, teachers might need to familiarize themselves with the different voice recording applications or web-based services that provide voice recording features. Instructors might test the different applications or just stick to one, in such a way they can assist their students in the recording process. Then, teachers should create

a system for storing, organizing, and keeping a record of students' voice recordings to facilitate assessment and further feedback. For instance, teachers can create a space where students can upload their recordings using Google Classroom or Microsoft Teams. Other alternatives may include students sharing an online folder on DropBox, OneDrive, or Google Drive.

When teachers design speaking activities including voice recording tasks, it is also important that they emphasize collaborative work in pairs or teams; nonetheless, individual work is also valuable when collaboration is not feasible. Pair and teamwork in voice recording activities foster interaction and the social aspect of communication. For collaborative online and remote instruction, teachers can suggest recording the audio of speaking tasks through platforms such as Google Meet, Zoom, or Microsoft Teams. Furthermore, educators should pay attention to the cognitive, affective, and performance factors that can encourage pupils to develop speaking appropriately. For example, voice recordings may be asked at the end of a unit or lesson when learners might be more prepared to so, as one of the students suggested in his written reflection. The speaking activities should be related to students' lives and interests, and learners may be allowed to go out of the classroom and record in a safe place to reduce their anxiety. They should be given enough time to prepare a speaking task, and they should also be encouraged to deliver the best recording.

Teachers should also pay attention to the focus of the tasks and the level of students. Frequently, teachers may include grammar as the focus of a speaking activity. However, speaking tasks should preferably focus on fluency, accuracy, or complexity (Thornbury, 2005). Therefore, teachers should balance the aspects they want students to master according to their students' needs and levels. Moreover, educators had better explore different alternatives to provide a variety of tasks rather than sticking to the same recording activity. For instance, they might encourage students to do information gap, survey, repetition, and ask and answer activities, as well as rehearsed talks and interviews, and prepare activities that involve the delivery of spoken reactions, podcasts, or presentations in their best-recorded version.

Furthermore, teachers should provide feedback regularly, and encourage learners to be responsible for their learning by self-assessing or pair-assessing their recording speaking task by using a rubric they should provide and explain. This way, teachers can tackle the issue of giving instant feedback for many recordings in a little time. Additionally, teachers should create a positive atmosphere and a good rapport with their students to reduce their anxiety levels and thus encourage them to speak more freely. Educators could also raise awareness of the purpose and benefits of voice recordings speaking tasks so that learners do not have the feeling that they are wasting their time and be aware of the practical objective behind the activities. Lastly, to maintain students' affective filter low, instructors should motivate and support students in any technical or emotional problem that they may face while trying to voice record a speaking task.

Conclusion

This mixed methods research aimed to identify students' and teachers' perceptions regarding the implementation of voice recording speaking tasks to promote oral skills. Based on a quantitative and qualitative analysis of surveys, written reflections, and semi-structured interviews, it can be concluded that the use of the voice recording tasks to promote speaking is highly valued by students and teachers. There are cognitive, affective, and performance factors that should be considered for the effective integration of voice recordings in regular and online classrooms. The findings of the present study suggest that students value voice recordings tasks because they monitor, assess, and reflect on their output (Parra & Fredy, 2018; Pop et al., 2011; Wagner, 2020); and

at the same time students feel comfortable with the tasks and can expand, regulate, rehearse, and improve their speaking. Teachers are willing to integrate voice recording tasks as a less threatening option to trigger spoken interaction within a collaborative learning environment by lowering the students' affective filter (Krashen, 1982). Furthermore, findings imply that students and teachers agree that voice recording tasks can improve learners' confidence, fluency, pronunciation, and even accuracy (Brown, 2012; Le, 2018; Pop et al, 2011; Wagner, 2020). Nevertheless, lack or excess of feedback, negative attitudes toward the procedure of the tasks, affective factors, improvisation difficulties or lack of naturality, and even the most common technical issues may demotivate learners and instructors to implement voice recording tasks successfully.

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Appendix: Example of a data analysis joint display

Figure 1 Students' Perceived Improvement with Voice Recording Tasks

Item No./Statement	Level of Agreement (Quantitative Findings)	Students' Experiences (Qualitative Findings)	Meta-inferences (Integrated Findings)
	Strongly disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Strongly agree		
1. Voice recording tasks help me improve my oral skills.	1 (4.3%)　1 (4.3%)　3 (13%)　7 (30.4%)　11 (47.8%)	**Positive Experiences:** *"Recording my voice was helpful [...], it avoids thinking about your ideas in your head, and it emphasizes saying them more naturally"* (S18/Written reflection). *"I like to make voice notes because I learn to pronounce words correctly, [...] I'm less and less afraid to talk, and it's easier to flow into a conversation"* (S5/Written reflection). *"I think that my partners are not going to understand me [...], I get confused to express my ideas, but working with audios helps me to be more confident and I can practice my pronunciation"* (S16/ Written reflection).	78.2% of students agreed that voice recording tasks help them improve their oral skills, especially fluency, confidence, pronunciation, and accuracy (Items 2 & 3/Student´s questionnaire; S1, S5, S16 & S18/Written reflections). In item 2, 82.6% of students remarked that fluency was one of the areas where most of them have seen improvements. Learners might speak more spontaneously (S18 & S5/Written reflections) due to the increased confidence reported in item 3 where learners identified progress as well.
2. Recording my voice in different speaking tasks makes me gain oral fluency.	1 (4.3%)　0 (0%)　3 (13%)　8 (34.8)　11 (47.8%)	*"Voice recordings are good to see how clear your speech is, and you can see where you need to practice more"* (S1/Written reflection).	It is probable that since learners were less anxious (S5/Written reflection) their confidence increased (S16/Written reflection). Pronunciation and accuracy were other areas of improvement (S1, S5 & S16/Written reflections). Voice recording tasks may help learners identify their mistakes (S1/Written reflection). Therefore, if they repeat the tasks, it is likely that students develop better pronunciation and more accurate language.
3. I gain self-confidence when I voice record speaking tasks.	0 (0%)　2 (8.7%)　11 (47.8%)　3 (13%)　7 (30.4%)	**Negative Experiences:** *"Conversations should be done with the professor, since he speaks the language well and could recognize what mistakes we make while talking [...], to be able to speak, it is necessary to experience talking with other people to become more confident. Voice recordings are like a kind of self-practice, but in the long run it does not help anything"* (S4/Written reflection).	Nevertheless, a few students argued that voice recordings may be worthless if there was not interaction with the instructor or other partners (S4/Written reflection).

Mean: Item 1 (4.13); Item 2 (4.22); Item 3 (4.00)

Themes: Fluency, Confidence, Pronunciation & Lack of Interaction

Advantages and Disadvantages of L1 in BA English Language Classes

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ABSTRACT

The advantages and disadvantages present to students and teachers different perspectives to take into account the use of L1 in the English language with the purpose of developing the four skills. This research presents a study about the use of L1 in BA English classes at CIEX, with the intention of finding different ways to teach English considering the L1 use in English classes. The methodology included a qualitative approach and phenomenology to understand the advantages and disadvantages of the L1 use in English classes at CIEX BA, considering the different factors that are involved with students and teachers. The main findings of the study demonstrated that the use of L1 is important in the classroom to help students' understanding and that depending on the students' level could be the use of L1.

KEY WORDS

L1 use, advantages, disadvantages, English language, perspectives.

RESUMEN

Las ventajas y desventajas presentan a los estudiantes y profesores diferentes perspectivas para tomar en cuenta el uso de la L1 en el idioma inglés con el propósito de desarrollar las cuatro habilidades. Esta investigación presenta un estudio sobre el uso de la L1 en las clases de inglés de BA en el CIEX, con la intención de encontrar diferentes formas de enseñar inglés teniendo en cuenta el uso de la L1 en las clases de inglés. La metodología incluyó un enfoque cualitativo y fenomenológico para proporcionar las ventajas y desventajas del uso de la L1 en las clases de inglés en CIEX BA, considerando los diferentes factores que están involucrados con los estudiantes y profesores. Los principales resultados del estudio demostraron que el uso de la L1 es importante en el aula para ayudar a la comprensión del alumno y que dependiendo del nivel del alumno podría ser el uso de la L1.

PALABRAS CLAVE

Uso del primer idioma, ventajas, desventajas, idioma inglés, perspectivas.

Introduction

Human beings can communicate their ideas, opinions, knowledge, and beliefs without a limit to each other. Thus, all students can have successful communication in the English language. To have good language development, it is important how the four skills (listening, speaking, writing, and speaking) could be used. Learning a new language involves points where interaction with more people is suggested to develop the language (Skinner, 1957). There are cases where learners have some difficulties in learning a new language, however, it depends on their age (Krashen, 1981). To have enough information to understand the process of language learning, it is important to consider the factors in personal experiences, for instance, the purpose of studying the target language. Language teaching has an important role, where with the teacher's help, the learner can develop the language according to their needs. The influence of L1 in language learning has been discussed in different aspects, however, there are different opinions about its use. Another aspect that has an important impact is the purpose of the learner, in other words, the reason they are learning English. In many cases, the role of the L1 is to facilitate classroom instruction, and important innovations have continued to focus on the process of learning. For instance, according to Galali & Cinkara (2017), "L1 plays an important role in second learning in a classroom" (p.380).

Research questions

The main question in this research is the following:
- What are the advantages and disadvantages of L1 use in English language classes at CIEX Bachelor of Arts in English Program?

The subsidiary research questions that help to find some answers about this study are the following:
- What type of factors may determine the use of L1 in the English language class?
- What are the purposes that teachers and students to use the L1 in English language classes?
- How do teachers and students take advantage of L1 use in English classes?
- What disadvantages do teachers and students find in the L1 in English classes?

General objective

The central research objective is designed to provide direction to the study and defines the research purpose as follows:

The main research objective of this study is to identify the advantages and disadvantages of L1 use in English Language classes at CIEX BA.

Specific objectives

These objectives are related to the subsidiary research questions and are the tasks to be carried out during the investigation process. They are stated as follows:
- To identify the advantages in teachers and students of L1 use in English language classes.
- To determine the disadvantages teachers and students find in the L1 use in English classes.
- To describe the purposes of L1 use in English language classes for teachers and students.
- To examine the factors that may determine the use of L1 use in the English language class.

Justification

The impact that this study could have in CIEX classrooms is that teachers might be able to adapt or modify their classes so that students can develop their skills using different types of methods, according to the student's needs. The benefits for teachers and students could generate a good environment in each English class, obtaining good results in the learner's learning. However, understanding the role of L1 use is an important factor for each student's learning depending on the situation or the context. The students need to know the different ways to learn another language using the L1 or avoiding it. Different points need to be considered, and for that reason, teachers can identify different ways to develop their classes considering each level's needs and the use of L1.

Delimitation of the research

This researcher is focused on classes at CIEX BA classes with students who are learning this foreign language in a private school, specifically at Centro de Idiomas Extranjeros "Ignacio Manuel Altamirano." To understand the role of the L1 in the English classroom; the study examines how teachers and learners at CIEX use L1 and how they could take advantage of that resource in classes, adding that there are different tools, strategies, techniques, and methods to create a good environment in classes with the use of L1, at the same time schools could have different ideas L1 use, considering the student's level.

Background information

The use of language around the world is the principal way to communicate different ideas or share information with another person. As humans, it is important the social environment where people are related with. To know the process for learning another language could consider different ways to contribute to the learning process considering some techniques, methods or approaches that teachers or students could use to acquire the language.

Nowadays, deciding to learn a new language is considered important in different countries of the world, and the way to teach has an important role. The use of a first language in English classes could be beneficial for students that are beginners or when students have specific questions or doubts.

In some cases, the use of L1 and L2 in a balanced way could have good results in an English class. According to Klein (1986), "knowledge of the mother tongue influences how the learner approaches another language" (pag.367). Learning a new language involves areas to develop the English learning process (O´Malley & Chamot, 1990). Teaching a new language includes key information that will help to understand better the use of L1 in classes.

Learning English as a foreign language
- A global impact in the last years.
- Institutions or schools have a great interest in the study of English.
- The importance of English in different cities or areas has increased over the years, for that reason it is important to know what learning English as a foreign language is; according to the Cambridge Dictionary (2022), it refers to teaching a new language that is not the principal and at the same time it is not an official language in the country.
- There are different benefits of learning English in different areas. It is important to know how L1 and L2 could be differentiated in a foreign language class and the perspective that

students and teachers have on the topic.

L1 use in English learning
- L1 can have an impact on facilitating the teaching process and they could be more productive in classes (Rinvolucri, 2001).
- There are different opinions, also when learners are "ignored" when they ask or speak in their L1 they might feel vulnerable during his / her learning process, and it is important to have a balance (Schweers, 1999).
- It is important to take into account the learner's English level and the way that the language is viewed.

Advantages of L1 use
- Depending on different ideas or experiences.
- Contribute to a good learning process in English classes.
- Different investigations, several specialists have positive perceptions and identify positive uses for L1 use in classes.
- According to Deller and Rinvolucri (2002), "L1 is a useful tool" (p.94) because it can create a positive result.

Disadvantages of L1 use
- According to Cook (2001) the first language should be prohibited in a class because learners can exploit the target language, 29 as it should improve their skills.
- When learners are using their L1 in classes, the language that they are learning (English) could be a little more complicated to develop the four skills (speaking, reading, writing, and listening) in an effective way (Auerbach, 1993, as cited in Hanáková & Metruk, 2017).
- Scholars' opinions agree on the fact that L1 use does not only affect the language learning process but also pedagogical and linguistic areas.

Research approach and method

This study is based on foreign language the qualitative research approach will explore, do interviews, or take another direction to analyze the data (Becker, 1963 cited in Aspers & Corte, 2019). This approach is useful to obtain the perspectives of students and teachers on how students are developing the target language in the classroom, 31 student-teacher, student-student, and with different activities that are involved with an English subject. Furthermore, this approach has the benefit of recognizing some important moments and situations in which students or teachers use L1 or L2 during classes.

The context of the research

This study takes place in CIEX, Centro de Idiomas Extranjeros "Ignacio Manuel Altamirano" which is in Chilpancingo, Guerrero. The institution was founded in 1992 in the same city, and each generation has had significant development in the area with good results. 32 CIEX institution offers different types of academic programs, depending on the interest of the person, or maybe, what the necessity is, for instance, courses in English, French, and German, diploma courses in English from basic level to advanced level, and BA and master's degree.

It is important to mention that in BA classes in school mode, the first subjects are in Spanish. Some of them are, for instance, autonomous learning, general computing, and contemporary pedagogy in the first semester, and in the second semester, general didactics, educational psychology, and

oral and written communication. This is because students are starting to learn English. However, in each class that is in Spanish, the teacher in charge of that subject always tries to implement the English language little by little, with the purpose that students become familiarized with the target language. On the other hand, in second grade, some content subjects are taught in English, for instance, oral expression, specialized didactic for English language teaching, foreign language teaching methodology and linguistics, and of course, English subjects.

Participants

This study takes place at in Chilpancingo Guerrero Mexico, the participants of this study are first-grade and second-grade students from the Bachelor of Arts in English Letters at Centro de Idiomas Extranjeros "Ignacio Manuel Altamirano" CIEX, which according to Common European Framework have from an A1 to B1 level of English, respectively. These students are part of two different groups that are in a face-to-face modality from Monday to Friday at this institution. The participants in BA English are between 18 years old and 22 years old, depending on the grade that they are in (first grade and second grade).

Additionally, the two teachers of English I and III at CIEX are also participants in this study, the teacher from the first grade is 31 years old, and he has been teaching English for 9 years, and on the other hand, the teacher from the second grade is 24 years old, and he has been teaching English for 4 years and a half.

Data collection techniques

The data collection techniques of this study are going to generate a key of development during the investigation.

- Interviewing
  Identifying how and what the purpose of using interviews is can help to understand and try to identify different opinions, perspectives, and points of view from the participants (Creswell, 2012).
  In this technique, different types of interviews can help to gather information depending on the purpose, the objectives, and the information that is necessary to the study, for instance, feelings, emotions, experiences, activities, situations, and descriptions about the study of this research (Anderson, 1990, cited in 2013)
- Observation
  It will help to appreciate the information that is important to this research, for instance, participant-observer, and non-participant observer (Creswell, 2014). Each kind of observation is helpful as a firsthand experience with the participants.
  This technique is related to the interaction and activities that participants can have during specific moments, adding to the conversation and behaviors (Angrosino, 2007, cited in Creswell, 2013).
  These techniques help to understand better the different points of view that teachers and students had about the L1 use in English classes, discovering the different moments that the participants use Spanish in their respective classes.

Data collection instruments

The instruments used during this study were followed with the purpose to know the different perspectives about learners and educators by answering some questions by the participants.
  a) Interview: The participants answered 7 questions related with the use of L1 in classes, also

the experiences that each participant has had during their learning process in English classes.

b) Observation: During 4 observations for each group (first grade and second grade) were analyzed in different aspects, for instance, if students ask in Spanish or in English, how the teacher solve some questions or doubts, etc.

General results

This study was analyzed with the application of the interview and the 8 observations from the participants considering the experiences, opinions, or the perspectives.

Results for interviewing

- First grade (teacher)
  He agreed with the use of L1 in English classes, with the purpose students understand better the instructions, a topic, or a word during the classes, also students could feel more comfortable because students are becoming familiar with the language. According to Deller and Rinvolucri (2002), "L1 is a useful tool" (p.94) because it can create a positive result, also considering the moments when the use of L1 can be implemented inaccurate explanations of topics.

- Second grade (teacher)
  He agreed with the L1 use in English classes when students may have some complications or difficulties to understand the English language due to the lack of practicing the English language. However, it is important the use of English in the class, because for many students is the unique moment where students practice the language including the different factors that could depend for students the use of L1 in English classes. According to Copland and Neokleous (2002), the importance of each factor that could impact each student's needs depends on the personal goals, including if students feel motivated during the activities in classes.

- First grade (students)
  The participants agreed with the use of L1 their English classes, based on the different needs that they have during the class. For instance, the vocabulary that is unusual, to ask for questions, and to feel more comfortable. According to Hardbord (1992, cited in Hnáková, 2017), L1 can avoid learners' confusion, and the relationship between learner-educator can facilitate their communication and the learning of the language in the classroom.

- Second grade (students)
  The participants agreed with the use of L1 in classes to facilitate the comprehension of different topics during the classes, however, it is important to use more English, because if students reduce the use, after that, students could forget some of the vocabulary or to the process could be more complicated to comprehend the topic. According to Auerbach (1993, as cited in Hanáková & Metruk, 2017), when learners are using their L1 in classes, the language that they are learning (English) could be a little more complicated to develop the four skills (speaking, reading, writing, and listening) in an effective way.
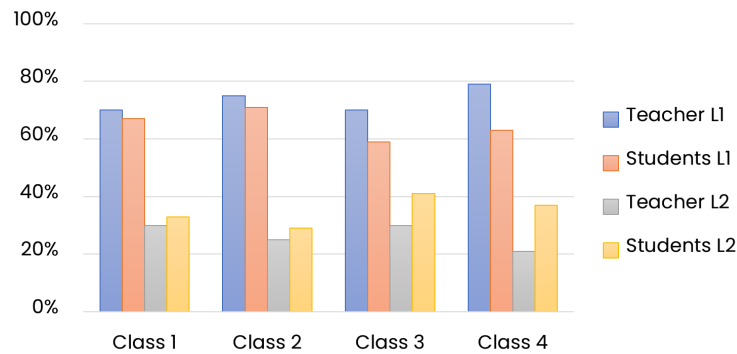
Results of the observation format

During the observations the different perspectives, points of view, opinions were analyzed
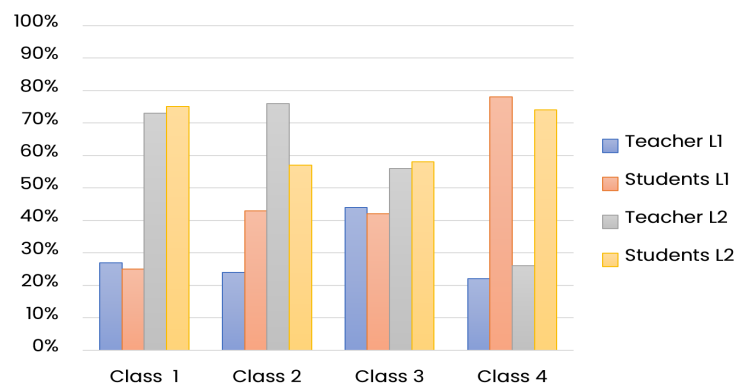
according to the study, in the same way, how the performance of the languages (L1-L2) were observed.

First grade

The table shows the amount of Spanish (L1) and English (L2) language used in classes by the teacher and the students observed in four classes.

Second grade

The table shows the amount of Spanish (L1) and English (L2) used by the teacher and students in second grade and the investigation during four classes observed.

Conclusion

This study is focused and analyzed based on the use of L1 in English classes, taking into account the experiences and perspectives of each participant, some important points are the following:

- The use of the L1 language is variable depending on the learning level of each student and the interest that they could present in every class.
- Teachers have an important role, both students and teachers can take advantage of the L1 in classes, but without losing the purpose of the class, to use L2 in each moment when students could practice the four macro skills and develop an understandable class for students and teachers.
- Students keep silent when they do not feel comfortable or are not sure about a word or phrase.
- Students use L1 when they do not know a word in English, including the meaning, or when they want to share a joke that in English does not have the same sense or a topic that is not related to the class.
- The impact of both languages (Spanish / English) can influence the student's learning process, adding to the language level that each student is in.
- The purposes of L1 that students could present are based on their perspectives, the necessities, or the goal that they have for different areas, for instance, in their personal or professional life.

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Critical Discourse: A way of emancipation of the mind

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ABSTRACT

Discourse analysis is an interpretative practice and a discipline that, although it arose within linguistics, has become an interdisciplinary academic field. In this sense, this article is focused on the critical reflection of the language and how this can help people in different ways giving empirical evidence that sustains discourse analysis theories. Based on an interdisciplinary dialogue, from a qualitative perspective: political discourse, racism, sexism and a proposal to make a critical discourse analysis (CDA), are the topics addressed in this text, whose hypotheses arise from the theoretical-practical study of language, analyzing from scientific and empirical evidence the different codes of the language. Finally, we concluded that education is the key to analyze in a critical way the actions and intentions from different political actors.

KEY WORDS

Critical Reflection, Discourse Analysis, Political Discourse, Racism, Sexism.

RESUMEN

El análisis del discurso es una práctica interpretativa y una disciplina que, aunque surgió dentro de la lingüística, se ha convertido en un campo académico interdisciplinario. En este sentido, este artículo se centra en la reflexión crítica del lenguaje y cómo este puede ayudar a las personas de diferentes maneras, al otorgar evidencia empírica aplicable a las teorías de análisis del discurso. Basado en un diálogo interdisciplinario, desde una perspectiva cualitativa: Discurso Político, Racismo, Sexismo y una propuesta para hacer un Análisis Crítico del Discurso (ACD), son temas abordados en este texto, cuyas hipótesis surgen del estudio teórico-práctico del lenguaje, analizando desde la evidencia científica y empírica diferentes códigos del lenguaje. Finalmente, concluimos, la educación es clave para reflexionar de forma crítica las acciones e intenciones de diferentes actores políticos.

PALABRAS CLAVE

Reflexión Crítica, Análisis del Discurso, Discurso político, Racismo, Sexismo.

Introduction

Since ancient times philosophers have tried to explain the function of human beings in society and how they can communicate with others and the world. Certainly, language has played an important role to achieve such a goal because through words people can make meaning about the world that sounds them. For example, Immanuel Kant (1781), asks himself what can he know? By asking such a question, he tries to understand the world that surrounds him, and explain how human beings are able to acquire knowledge.

This question is very interesting because if we analyze it in depth, then we understand that everything that we granted seems to be questionable. When people speak, they use words to create meaning in order to communicate with others who use the same language code.

Purpose

The purpose of this assignment is to investigate more about Critical Discourse Analysis and how this stream has helped to make people more aware of politics and other situations of inequality such as racism, sexism, and other types of discrimination through the use of language. This is due to the fact that, for decades, various groups who are in power have used discourse as a tool for manipulating the masses in order to preserve their interests even at the expense of the progress of the majority.

In addition, through the use of some discourse analysis tools, we will describe an example of political problems with the comparison of three distinct articles in journals about the same item, we could do a reflection on situations that as citizens of the world are concerned. Using methods applied in the critical review, we could infer, make assumptions, descriptions and get deep about certain topics. Thus, we could understand how the world is changing in its diverse perspectives.

Research method

The research is based on a qualitative eclectic methodology, which estimates that researchers are social subjects who approach the analysis of their reality with a conscious subjectivity, that is, through a particular effort of critical analysis to propose a set of elements with which it is feasible. Reflect on a social problem or a speech with a political connotation.

Literature review

As Bloor and Bloor (2013: 15) noted: "meaning is created when a sign occurs in a specific context". However, signs and words could mean different things when implemented in different contexts, for example, the word fair isolated, it would be difficult to know what people in reality are trying to say. For this reason, As Bloor and Bloor (2013: 15) argue: "when we consider language as a carrier of meaning, a more complex picture emerges. Language is often thought of as a system of signs but it is not a simple or straightforward system". It is important to take into consideration Kant's question what can we really know? Do we actually know people's real intention when they talk? Perhaps we might encounter ourselves in a critical situation that can only be solved by faith. By faith, there is no intention to associate it with religion as it commonly is. Here the intention is

that as human beings, we believe that the words that are spoken by a person are acceptable or as true in relation to the meaning they want to transmit and there is no intention to harm other people, by giving false information.

Discourse Analysis (DA) seems to be a new stream in the academic world; however, the Greeks used to use DA or as they would say the art of good speaking in their discourse when they spoke in public events. Van Dijk (1985: 1) notes that "its origins can be traced back to the study of language, public speech, and literature more than 2000 years ago. One major historical source is undoubtedly classical rhetoric, the art of good speaking." Various definitions have been given about Critical Discourse Analysis (CDA), most of them refer to the relation of social context and power abuse through discourse.

For example, Van Dijk (2001) illustrates that CDA primarily studies the form social-power abuses and inequalities are enacted, legalized, and confronted by written or oral in different social and political contexts. According to this definition, CDA not only helps to dominate people through discourses, especially the less privileged, but also it could become a tool to help the unprivileged to resist and fight not to be dominated, persuaded, or manipulated easily. Moreover, MacCarthy (2011: 5) argues that: "discourse analysis is concerned with the study of the relationship between language and the context in which it is used." Moreover, Fairclough, Graham, Lemke & Wodak (2004) comment that the purpose of CDA is not only to analyze texts or speeches in a critical way to identify problems but also to find a way of how to alleviate or cure social problems from its roots. The idea of CDA then could be to create critical thinkers or mold critical minds in order to identify social problems that can harm the majority of the citizens of a community and make them aware of such problems. They note that "of course critical social scientists can claim no special expertise in curing social ills, but we can certainly reflect on what the problems are and how they might be resolved (Graham, Lemke & Wodak, 2004: 2)." Reflection is important, as it can help people think about the social problems that exist in their communities and try to find a way to solve them.

The aim of CDA, could be argued, is to provoke people to be more conscious of what happens in their surroundings and if possible, to resist those who want to control them through the use of language or any type of discourses. As it was mentioned prior, do we really know or understand what people say? Language could be a powerful tool to persuade or manipulate masses, after all, how do we know that people would do, what they say they will? As Gee (2014) expresses:

> If I say anything to you, you cannot really understand it fully if you do not know what I am trying to do and who I am trying to be by saying it. To understand anything fully you need to know who is saying it and what the person saying it is trying to do (2).

Alternatively, you can be critical about what that person is saying, and analyze to try to unveil the real intention of that person. However, at the end it is only and interpretation of what you think that person said.

Political Discourse

There are various types of discourses, for example, a discourse given in a graduation ceremony, or when there is an inauguration of a new place. There are also political discourses which are used by politicians especially during their campaigns before and during the elections. Van Dijk (1997: 11) mentions that "the very notion of Political Discourse Analysis (henceforth PDA) can be ambiguous. Its most common interpretation is that PDA focuses on the analysis of 'political discourse". In this

sense, CDA would illustrate speeches and discourses used by politicians, and the lexicon used by them can help persuade people, or manipulate their minds prior and during the elections to vote for them. Van Dijk (1997: 22) argues that "if (members of) any group publicly or covertly acts such as to influence the political process (e. g. elections), then again the contextual (conditionality and functionality) criteria will categorize such discourse as political". Persuasion is an element that politicians use to make people believe in their political ideas.

Usually, people who are in power tend to use situations that go against society or community, for example, violence, and discrimination and so on. Frequently, the majority of people are weak when it comes to social problems that affect them. In Mexico, there is a problematic situation with violence throughout the country. Much of the violence is caused by drug cartels that fight for territory but in some occasions, regular citizens find themselves involved inadvertently. When things like these happen, politicians take advantage and promote through their discourse the alleviations of such problems. It is clear that politicians use manipulation in order to gain votes for the elections. The majority of the pre-candidates for the presidency of the different political parties are offering the eradication of violence in the country.

Manipulation is unacceptable because it takes the opportunity away from people to decide freely:

> Manipulation not only involves power, but specifically abuse of power, that is, domination. That is, manipulation implies the exercise of a form of illegitimate influence by means of discourse: manipulators make others believe or do things that are in the interest of the manipulator, and against the best interests of the manipulated (...) (Van Dijk, 2006: 360).

Here we can see that slavery has involved, during the periods of colonization and throughout history, slavery was only physical but never of the mind.

The new way of dominations has hit the most precious thing that human beings have, a free and critical mind. In ancient Greece, the philosopher Plato argued that the soul was in a prison, the body, and it needed to be set free from that imprisonment. As it was argued by Plato (1966):

> Philosophy, taking possession of the soul when it is in this state, encourages it gently and tries to set it free, pointing out that the eyes and the ears and the other senses are full of deceit, and urging it to withdraw from these, except in so far as their use is unavoidable (83).

It means that the only thing which can free a person is their desire to learn and acquire knowledge. Our desires can involve our mind and prevent it from thinking critically. Now, it seems that the imprisonment of the mind is not by the body but by discourse.

As philosophy helped Greeks to liberate the soul from the body's domination, CDA can play the same role to free the minds of the people in our era, we need to be critical and analyze political discourses and as a society, we need to question ourselves if their discourse is demagogical only or their proposes are capable of being achieved. For example, Jose Antonio Meade was a formal pre/candidate for the presidency of Mexico in 2018; in one of his spots, he promotes equality of opportunities for women. Unfortunately, Mexico has a long way to go in order to reach the equality of gender. Another case is the Mexican Partido Verde who each year they proposes death penalty in Mexico, that is impossible because the international treaties signed by the Mexican government prohibit those types of laws or punishments to be implemented in the territory.

Racism

When a person hears the concept racism, perhaps the first thing that comes to his/her mind is racial differences, discrimination of people either by gender of by ethnicity. According to Van Dijk (2000) there are different forms of racism. The old type of racism refers to lynching, slavery, segregation discrimination, and the feeling of superiority by white people. However, the new way of racism, those who were inferior are now considered different. It seems that democracy has helped to twist the concepts in order not to sound too discriminative or racist. Van Dijk (2000: 35) pointed that "racism is a social system of 'ethnic or racial' inequality, just like sexism, or inequality based on class."

Much of the racism happens at different levels, for example, people could be discriminated by the way they dress. Here in Mexico, people tend to discriminate natives because of their cultural backgrounds. Such is the case of the Huichol community in the state of Zacatecas. Discrimination seems to be something common in countries like the US and the UK, and sometimes we as Mexicans complain of what those governments and their people do to our people.

However, something similar happens here, most of the immigrants of Central America suffer from discrimination while crossing the Mexican territory. In some cases, immigrants are associated with social problems such as, trafficking of drugs, violence, crime, or unemployment. Van Dijk (2000: 38) points that "neutral topics, such as immigration, housing, employment, or cultural immigration, soon tend to have a negative dimension: immigration may be topicalized as a threat." Immigrants are exposed to society as undesirable and unwelcome people due to the fact that they enter a country illegally and take away from citizens the opportunity to have a job. This idea can be promoted through media as minorities do not have the control of what is said in the news. As Van Dijk (2002) illustrates:

> everyday conversations are the natural locus of everyday popular racism. Because they do not have active control over public elite discourse, ordinary people often have no more "to say" or "to do" against the others than talking negatively to them, and about them (151).

Sexism

Discrimination towards women commence, according to biblical reading, when God created Eve from Adam's rib. Since then, women have been discriminated and dominated in various forms, language, sexually, and socially. However, through education women have stood and fought for what corresponds to them by right, the right to have the same opportunities as men. Through language, women are commonly seen as illiterate and frivolous users of language. As Pauwels (2003) points out:

> The history of women as language regulators is very different. As stated above, women were subjected to linguistic regulation much more than men. However, women were given some authority in language regulation as norm enforcers, both as mothers and as school teachers (especially in elementary school) women were to ensure that children learned to use language according to the prescribed norms (550).

As it could be seen, women commenced to have opportunities that before were only given to men. This means, that women were able to work, to earn their own money. The idea of implementing nonsexist language is something that has kept some scholars occupied of what is the best way to

implement language in order not to discriminate or dominate minorities. Martyna (1980) illustrates that there are various points of disagreement towards the implementation of language. As she mentions, some agree that language has a sexist side while others deny it. She (1980: 485) notes: "the need, they say, is to change the sources, rather than the symbols, of sexism in society."

By changing the sources, perhaps it could be argued that norms of language have to be changed but also the mentality of people so each being receives the respect they deserve. Then, how can we change the minds of others? Many laws can be approved but that does not guarantee that they will change people's ideologies or believes. It seems that the only way is education and changing the pedagogy we use in our school systems throughout the world. Education is the key to transform our way of thinking and if possible, vanish discrimination, racism, sexism, inequality and marginalization in order to create a better society, at a local level and worldwide. However, minorities do not have the power to make drastic changes, but those who are in power can, since they accept educational policies. The question that arises is would they do it, even if that means the loss of power?

As Akbari (2008) expresses:

> The same people who have the power to make decisions in society at large are the ones who also have the decision to design and implement educational systems, and consequently, their ideas and values get accepted and promoted while the values and ideas of others are not given voice (276).

The idea is to change both students and teachers' ways of thinking who are left out in order to liberate them from the oppressive system and resist the ideology of social division that is promoted by the people who are in power.

Here, promoters of CDA and Critical Pedagogy can work together to create awareness of how social structures are by analyzing and questioning such forms, in order to be able to change them. Akbari (2008: 277) illustrates that "supporters of CP seek to expose the discriminatory foundations of education and take steps towards social change in such a way that there is more inclusion and representation of groups who are left out."

Research methodology description

Since this article is based on the compilation and analysis of texts without an in-depth approach to numerical data, the methodology that was chosen to conduct this paper (qualitative eclectic) is based, in the first instance, on the generation of assumptions through the description and understanding of texts. It is also based on the use and application of interdisciplinary theories focused on the study of CDA (Cárdenas, 2015; Hernández-Sampieri y Mendoza, 2018).

Being a flexible research methodology the one that is used in this study, this fact facilitates interdisciplinary dialogue and the obtaining of meanings. Hence, we consider necessary to conduct the writing based on foundations that favors the understanding of, for example, complex concepts, processes and social interactions.

Therefore, this text is based on the review of the existing historiography on the critical analysis of discourse, the conceptualization and study of political discourse, added to the description and exemplification of political-cultural phenomena such as sexism. In this sense, based on the use of the texts and theories reviewed, we can reflect on the political discourse that we can find in

the written press, this allows us to develop a proposal for the realization of discourse analysis, as shown in tables 1 and 2 of this paper.

How to make CDA

According to Merton (1972), to write about a topic, usually scientists consider them as insiders or outsiders' authors, in this sense the first kind of writers are those that analyze an issue being members of the groups or population which are studied. On the other hand, outsiders' researchers describe collectivities and topics that are not part of their environment. Researchers as Taylor (2013) consider that to make a CDA of a text the problem description, interpretation of the context, and identify the frame problem on a written fount can help to do a good discourse analysis as we can appreciate in the Chart 1 and 2.

Chart 1. Critical Discourse Analysis of Newspaper

Newspaper	*New York Times*	*CNN*	*BCC*
Date	September 25th, 2017	September 25th, 2017	October 7th, 2017
Section	Political Section, Europe.	Political Section, Europe.	Political Section, Europe.
Title	Angela Merkel makes history in German Vote, but so does far right	Angela Merkel: The moral leader of the west	Merkel 'agrees on migrant deal' in German coalition talks
Quantity of words in the title	12	8	9
Problem description	The popularity of Angela Merkel has down respect to 2013, also the new electors changed their tendencies to the right but not all agree with the results of this chancellor election.	The far right was winning more electors in some first world countries as France, Germany, USA, U.K., and Austria. Those were changing the globalization tendencies and the neoliberalism policies in 2017. Nevertheless, the liberalism continued being directed by Angela Merkel in the industrialized west nations.	Merkel was pro migration policies in her country, but the new tendencies in the developed countries of the world are nowadays opposite. In this sense, countries as the U.K. and the U.S.A. were taking anti migration policies in their States trying to create more jobs for their native population.

Source: Owned based on D. Tannen, H. Hamilton & D. Schiffrin, 2018; Taylor, 2013

Chart 2. Analysis of Political Discourse

Antecedents	The Europe Union has been led by Germany´s interests where the European countries had done the things that help globalization and inequality competitiveness which favored German economy directed by Ms. Merkel.
Identity of the subjects	Conservative party of Angela Merkel has changed its immigrant´s policies since 2015, receiving less acceptation by the German population.
Interpretation of the context:	In opposite to the new U.S. economic policy, in Germany the tendency to have more globalization and free market continues to lead the European Union and improve the German's economy, being the most competitive country of Europe community.
Description as an insider or an outsider:	We read some texts about the German political economy and how it is linked to the European Union, its policies and institutions. Also, we understand that Merkel did history being the first woman chancellor, reelected in several occasions and the third who has won four national elections in the German post war era. On the other hand, her political party was getting divided and losing electors in 2017.
The frame problem	Merkel has done history in a moment when some population is concerned by the increase in adepts of the far right German party. Also, the young people in Germany wish a more global country and a cosmopolitan nation. We could understand that some government policies in Germany were different, that's why a part of the population has a different point of view on Ms. Merkel.
Dialect	Political English directed to the general public.

Source: Owned based on D. Tannen, H. Hamilton & D. Schiffrin, 2018; Merton, 1972

Findings, scopes, and application of the study

An enormous area of opportunity is offered by political discourse in Mexico. If this model is successful for emancipation in a democratic culture as developed in Germany, it would be even more useful in a culture of Mexico, which suffers from more severe problems regarding freedom of discourse. In this respect, it can be noted how Mexican journalism faces much greater limitations than those of other countries. According to the analysis of the year 2022 by Reporteros Sin Fronteras (Reporters Without Borders), Mexico is the most dangerous country to practice journalism in the past 4 consecutive years. This tells us about the urgent need to exercise a very critical analysis of the discourses that are elaborated from the country, because due to its degree of danger, the emancipatory work that journalism should exercise is much more limited than in other continents. It is even more dangerous to practice journalism in Mexico than in Ukraine or in other territories who are at war.

In a context such as the one mentioned above, the critical analysis of the discourse is urgent, necessary, and a political and ethical obligation, since all of Latin America suffers from a scandalous lack of freedom of expression. As a last piece of information to affirm the relevance of the critical analysis of the discourse, we will give one last piece of information: according to the report of Reporteros Sin Fronteras, in 2022 there were 11 journalists executed for exercising their profession.

This research has the potential to be used for the critical reading of different texts, both political or economic, social, environmental, cultural, or other areas of human reality.

During this research it was noted that political discourses are plagued of ideologies that have as a goal the creation of a false reality in order to manipulate people. These discourses have the objective to create a system of beliefs that are irrational, however, they are accepted by authority and serve as a function of domination over individuals. Political Discourse responds to the particular interests of a class, of a group, that tries to justify them.

As a counterpart to those discourses of domination, CDA could play an emancipatory role as it gives people the tool to analyze them in a critical way. Giving them the opportunity of demystifying the activity that often uncovers a reality hidden beneath conventional beliefs or discourses. In addition, it can also circumvent it, giving rise to new concealing beliefs derived of the debate that is created when the two discourses clash.

Conclusion

CDA, as it was illustrated working along with CP, can create a context in which society can shape transforming ways of approaching and analyzing discourses of any kind. Education then is of great importance in order to create consciousness and critical minds on learners and people in general. As members of society, we need to rescue critical thinking from the hands of the powerful because it seems that it is more important to create ignorance in people creating ideologies that benefit them to remain in power rather than critical thinkers who can question them. We can commence this journey in the privacy of our homes, in our work spaces or simply in our daily interactions with people.

We, as educated people, believe that change happens in oneself. It is very difficult to change in already set minds, so it is important for new generations to grow with different perspectives about ideologies and social structures. Here CDA can help because it proposes social concerns of discipline and gradually offers a range of techniques that exist to critical discourse analysis. It has as a main point to develop awareness of language and ideology on readers and to offer practice in analytic tools which could be applied to different kinds of discourses. CDA then will help minorities to resist and create new societies in which discrimination and oppression, particularly of the mind, will not be permitted in future generations.

We conclude that in order to understand a discourse critically, it is important to take into consideration that linguistic expressions carry meaning and to a certain point an ideology that intends to create a reality that could not be questioned once it is accepted. It is imperative to deliberate, question, and analyze discourses critically in order to reveal the true intentions from those who uses them. In this sense when someone says something, expresses an opinion, desire or intention that tends to convey a hearer in order to manipulate that person or people, to do what he or she desires. To sum up, we must consider that some phrases or words have common meaning throughout the world, this is why certain sentences in some occasions cannot mean what one likes.

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Values and Culture

Valores y Cultura

Motivación:
El Impulso Invisible en el Aprendizaje Autónomo

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En este ensayo, se exploran los conceptos clave relacionados con la motivación en el aprendizaje autónomo. Se destaca la importancia de la motivación como un factor intangible fundamental en la educación. El objetivo principal es analizar cómo la motivación influye en el estudiante durante su proceso de aprendizaje. La motivación se considera un elemento esencial a lo largo del recorrido académico, ya que actúa como el motor que impulsa a los estudiantes a participar en actividades que los acerquen a sus metas y objetivos educativos. A través de la revisión de diversas fuentes bibliográficas, se abordan temas clave, como los tipos de motivación, teorías del aprendizaje, la autonomía en el aprendizaje y su relación con la motivación.

La motivación, un concepto psicológico, representa el motor que dirige y determina la conducta de una persona (Smith, 2018). En el contexto del aprendizaje, la motivación es fundamental para mantener a los estudiantes comprometidos y enfocados en sus objetivos educativos (Johnson, 2019). Los tipos de motivación incluyen la motivación intrínseca, impulsada por satisfacción personal, y la motivación extrínseca, que depende de incentivos externos (Ryan & Deci, 2000).

El aprendizaje es un proceso mediante el cual se adquieren conocimientos, habilidades, competencias y valores. Los procesos de aprendizaje pueden ser influenciados por diferentes teorías, como el conductismo y el constructivismo. Según el conductismo, el aprendizaje implica operaciones cognitivas que llevan a la adquisición y almacenamiento de conocimientos en la memoria (Skinner, 1958). Por otro lado, el constructivismo, promovido por Piaget y Ausubel, destaca la participación activa del estudiante en su propio proceso de aprendizaje, fomentando la construcción de conocimiento (Ausubel, 1968; Piaget, 1970).

La autonomía se refiere a la capacidad de los estudiantes para aprender de manera independiente y tomar decisiones sobre su propio proceso educativo. Implica la autorregulación del aprendizaje y la metacognición, es decir, la toma de conciencia de los propios procesos cognitivos (Martínez, 2005). La autorregulación es esencial para un aprendizaje significativo y duradero (Zimmerman, 2000).

La motivación desempeña un papel crucial en el proceso de aprendizaje. Los estudiantes motivados muestran un mayor esfuerzo y compromiso, lo que contribuye a la adquisición de

nuevos conocimientos de manera más efectiva (Pintrich & Schunk, 2002). Factores como las creencias en las propias capacidades y la valoración personal influyen en la motivación del estudiante. Es importante fomentar la confianza en los estudiantes y promover la colaboración y el trabajo en equipo (Bandura, 1997).

Para aumentar la motivación en el aprendizaje, los docentes pueden iniciar desde lo cercano y concreto, relacionar lo nuevo con lo conocido y promover la individualización del proceso educativo (Nérici, 2005). Además, deben dialogar con los estudiantes para identificar sus intereses y objetivos, relacionándolos con el contenido a aprender. La presentación de desafíos y la promoción de un ambiente de confianza son esenciales para mantener la motivación a pesar de los obstáculos (Dweck, 2006).

En resumen, la motivación es un factor crucial en el aprendizaje autónomo. Cuando los estudiantes están motivados, se vuelven más comprometidos, perseverantes y capaces de construir su propio conocimiento. Fomentar la motivación en el aula requiere la combinación de estrategias que resalten la importancia de los objetivos, la confianza en las habilidades del estudiante y el interés genuino en el aprendizaje. La motivación y el aprendizaje están intrínsecamente vinculados, y juntos, pueden ser el motor que impulse a los estudiantes hacia el éxito educativo y también en el ámbito personal.

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- » Ser aceptados mediante un concurso de selección, dentro de los periodos que al efecto se señalen.
- » Recibir una carta de aceptación por parte del Comité Evaluador de la institución.
- » En caso de ser seleccionado en la **Licenciatura en Letras Inglesas,** contar con Certificado de Bachillerato con un promedio mínimo de ocho (8.0) o su equivalente y entregarlo con la demás documentación solicitada el día y en el lugar establecidos, de acuerdo con los términos señalados en la institución.
- » En caso de ser seleccionado en la **Maestría en la Enseñanza del Idioma Inglés y Lingüística Aplicada,** contar con Título de Licenciatura, Cédula Profesional, Carta de motivos, Certificación TOEFL (500 puntos mínimo).

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