Shimmering Words
Magazine

UNIVERSIDAD SANTO TOMÁS
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA
TUNJA
Experiencia y Calidad

Shimmering Words Magazine

Content

Editorial

Colombian education has evolved thanks to the global developments seen as both us, the Latin-American people, and our educational processes, are affected by changes that move through different economic and social aspects; however, teachers and researchers struggle to agree with the new educational tendencies, the purpose of which is to be at the cutting edge with developed countries, which is very important for our youth, so that they may have the possibility of opening doors in the globalized world with tools that permit them to survive and contribute to the development of our countries.

As such, it has been established that one of the aspects through which we can gain competitiveness is by learning English, indeed ,it is a language that has been established in schools and universities with the purpose of competing with foreign countries in South America, North America and Europe, among others. Nowadays, English is important not only in public entities but also in private ones, because it affects the international relationships through productivity, better business opportunities, higher incomes and in general, improves the quality of life for workers and enterprises.

In this way, all the effort that companies and educational institutions are putting into improving English Language use are very important because it contributes to the level of education and also to the development of countries.

Therefore, this is an open invitation for teachers and students here at the Santo Tomas University to continue working on the process to become blilingual, fruits of which will be seen in the quality of our education and also in our personal development.

By:
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HOUSES FOR THE WELFARE
OF THE PEOPLE IN TUNJA

By:
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The current social welfare homes provided by the government are not good enough for the people living on the street. There is a plan to provide more than 200 social welfare homes, which seems wonderful for the community, but what kind of houses are the government providing to these people? Most of the houses are built far away from urban areas and with a poor ground study. Also, the structures are too small, where barely two people can move at the same time and we are talking about families of four or five members at least. Therefore, it would not be a nice lifestyle for this people. The idea is to rethink the housing project by looking for places near the urban area in order to bring opportunities like better jobs or schools for children; likewise, to build liveable houses where people can feel safe and comfortable.

For the first idea, I have found two solutions. The first one consists of identifying an area of land close to the urban area but this idea does not seem very feasible because land in Tunja is very limited. This limitation leads us to the second idea which is based on increasing of the urban area. Then, if we can find a good area of land where the houses can be built, this fact would bring more constructions near to these houses providing a good lifestyle for these individuals. It would also increase the growth of the city. Consequently, there is another issue involved in the poor construction of these houses, which is corruption. The money is not being invested as it is supposed to be. From the total budget earmarked for the construction, at least 15% is taken by those people involved in contracts, resulting in less money to use in the structural part as well. The result of a negative management of resources is small houses with a bad structural quality, but the question is how can we fix corruption? The answer would depend on us. The decisions we make as engineers must be honest and we must always think about the welfare of our community and find honest engineers who use the resources properly to build respectable houses.

WATER STOCK TO HELP PEOPLE IN THE "LLANOS ORIENTALES OF COLOMBIA" DURING THE DROUGHT

By:
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In the Eastern Plains of Colombia (Los Llanos), specifically in Yopal, there is a lack of water due to the bad management and discarding of polluted water produced by the oil companies. In order to overcome this situation as future engineers, we propose the construction of water harvesting tanks to improve the life of the communities in this area.

Most of these wastes go to the rivers which at this point are very contaminated. Throughout the region, mammals, birds and other animals have been affected, and inhabitants that live near the rivers are asking the petroleum companies to stop polluting the rivers. Rivers in this area, like everywhere else in the country, are the best resources for the provision of water, so if the petroleum companies stopped throwing their waste into the rivers, it would be possible to decontaminate them.

Building stock water tanks in the area of Pajarito, located in the area between Casanare and Boyacá, would reduce the need to use machines to pump the water.

The first thing that we have to do is to study the soil in order to find the right place to build the tanks. Based on the study of the soil, we would be able to determine what type of sedimentation we can use to build strong and lasting tanks. In the construction of the tanks, reinforced concrete will be used and the project would cost approve approximately COP $ 20'000.000.

In conclusion, one way to solve the contamination problem caused by the petroleum companies is to build stock water tanks. In this way people would have a better quality of life and animals would live more safely.

"A HEALTHY DOG "...
THROUGH ROBOTICS

By:
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Abstract: This paper presents a smart prototype of a dog feeder which provides the correct food on time, established for dogs of different breeds and ages. The prototype will make the task of humans easier and can keep dogs healthy regarding their dietary supplement.

Key words: community food dispenser, canine, human, healthy.

I. INTRODUCTION

"A dog is a man's best friend" is a very common phrase in our society and many times we wonder why. In my opinion, humans seek emotional refuge and has domesticated this animal to become his/her ally, giving him/her affection without asking anything in return.

Animals have become members of the family, in some families the cause of the formation of many families. In fact, science has shown that the emotional bond between humans and dogs is the same as that between a mother and her baby; where oxytocin is responsible for creating a bond between humans and a dog [1].

In modern times, daily activities make simple processes become mechanical, which facilitates and streamlines the daily processes of our lives; for example feeding our pets, since, on occasions, they suffer because their owners forget to feed their dogs or poorly feed them due to their multiple occupations. For this reason, I thought about a prototype that has the ability to feed them at certain times and provide specific amounts, taking into account the breed and the recommendations given by the nutritionist.

The project consists of a dispenser that manages and distributes food and water at certain times considering the medical requirements of a veterinarian. This has four compartments, one for water and three for meals. The base or core part is set in a micro-controller pic16f877 programmed in pic c compiler and three engines raise and lower the three trays of food.

II. APPROACH AND THEORY

Antonio J. Pozuelo de Cisneros indicates that "to feed the dog, this should always eat at the same place and the same hour" [2]. In the same way, food should be rational, which means appetizing enough, adapted and balanced.

Some dogs do not eat dry dog food easily, so this should be mixed with a little wet food such as meat, chicken or other food to make it appetizing for the dog. This food must be kept fresh and clean at all times [3].

Regarding the supply of hydration, it should be fresh, and clean water should be provided next to the food 24 hours a day. It should be changed twice daily, it should not be frozen and must not be exposed to the sun [4].

Taking into account the above, the question is: Do people that keep dogs in their homes or apartments

meet these requirements? Do they give their dogs fresh food? How often do they change their water? Bearing in mind that these people live in the city and cannot stay home because of their obligations, most of these dogs stay alone without having someone or something that gives them fresh and balanced food.

For this reason, a device that can respond to this problem is required. Although there are several automatic dispensers in the market, some of them have no water supply, others accumulate the dog food until it becomes spoiled and it is also not possible to mix the food with some wet food, which is a problem that arises in most dogs that do not eat only the dry dog food.

For the development of this electronic dispenser, it was necessary to know what type of engines and programming logic could be suitable to use, in order to satisfy the needs of the dog because a very strong motor and a pump could produce a lot of noise which might scare the dog and could create fear towards the food, just as it is necessary to develop good programming logic through which the user, in this case the owner of the dog, can handle it without any problem.

It should be noted that this mechanism is for the supply of up to two days in order to keep the food fresh. The functionality of this system depends on the dog and its breed because puppies eat three times a day, young dogs twice a day and adult dogs eat only once a day.

Regarding the food dispensers, there are machines that can provide any type of object and I dare to say that "any" because there are no limits, anything requested by the user (either food, dry dog food,

water, medicine, etc.) can be dispensed, and ingenuity in existing machines demonstrated by MM Vending that started the marketing of its new spiral machine. It is a small, compact model and simple machine, a feature that facilitates its installation in all kinds of places.

It is designed to sell household products, supporting a wide range of products from gum to candies, chocolates, and stickers. [5]

There are several factories that manufacture these food vending machines made especially for canines; for example Pipolino, a French company that creates mobile pet food dispensers. These dispensers are made of plastic suitable for food use, they meet European standards ISO 9001 and also do not require batteries to operate. They are also environmentally friendly, since Pipolino uses recyclable materials. [6]

Dog food: Each meal should have a specific schedule. This is important for the dog to meet its physiological needs at certain times. [7]

The dog food should be given every day at the same time.

Number of meals:

0-3 weeks: Puppies feed only breast milk frequently and they sleep the rest of the time.

3-8 weeks: they start eating solid canned food and milk or milk mixed with special food for weaning. They eat with appetite between periods of breastfeeding.

8-10 weeks: Puppies are usually weaned by its mother at two months of age. You may give them special food for puppies with milk or water every four hours over 16 hours a day. New routines are introduced.

Weaning at 4 months: Meals can be gradually reduced to three or four a day, between three and four months.

4-6 months: Depending on the routine that has been adopted as an adult dog, meals can be reduced to two a day.

From 6 months: What will be decided for adult diet (one or two meals a day) can be introduced gradually once the dog has matured sexually.

Eating place: We must put a feeder with food and one with fresh water in a quiet place (always the same) where the dog can eat without being disturbed.

Important rules for food:
• Always give the dog food at the same hours every day.
• Try not to disturb or distract the dog while eating.
• Always remember that our leftovers must not be served as food for the dog.
• Wash the feeder with hot water every time you change the food.
• Never forget to put fresh water available 24 hours.

III. RESULTS OF THE FOOD DISPENSER FOR CANINES

III.I Analysis of variables

It was found that depending on age, dogs should eat three, two or one meal, at specific times; these hours should not be changed. In some cases, dogs do not eat only dry dog food so this must be accompanied by wet food. Similarly, the water should be kept constant and fresh 24 hours.

I sought to meet the needs described in the previous paragraph, looking for a type of system that helps to solve the problem described above. This system should be easy to use and comfortable for both the human and the animal.

III.I I Brainstorming

I could find certain existing types of feeders for dogs in the market, but these do not have the parts necessary for the development of this project. At first, I thought of a container full of food, but how can the wet food be separated from the dry food? If the dry food is mixed with the wet food, it becomes spoiled. How can we provide enough food for the dog? Likewise, it is necessary to keep in mind that some dogs eat one, two or three times a day. Finally the following initial prototype was designed:
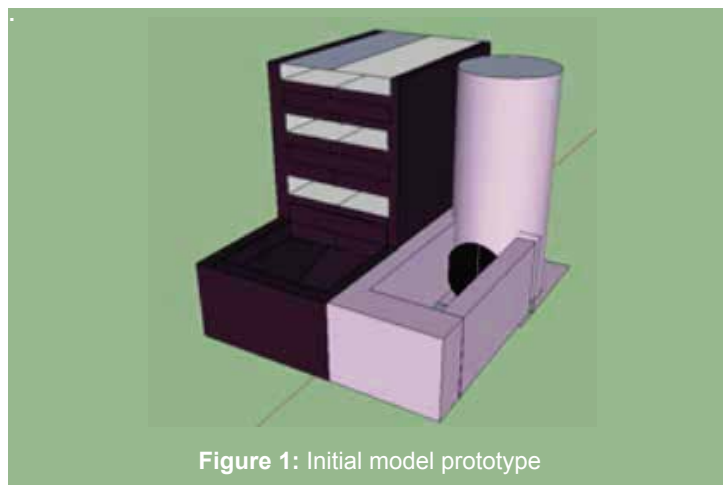

Figure 1: Initial model prototype

This consists of three trays, each one is divided in half, in order to separate the dry food from the wet and, there is a bottle which will supply water for the canine. The performance was as follows: when it was a specific time e.g. 7am the first tray fell releasing the food; at 12pm, the second tray fell releasing the food; at 8pm the third tray fell releasing the food. It is obvious that this configuration is for a dog to eat three meals a day; this system worked as it allowed to choose three, two or one meal a day depending on the dog. The food is not left for longer periods because the wet food began to damage. Regarding the hydration system, I used a sensor that turns on when the water was not on the sensor by activating a solenoid valve allowing passage of water until filling.

III.III CODE

After designing the model, I developed an operating system through a model. First and most important was to program the microcontroller to obtain the time in real time since this is the base of the dispenser.

By setting the clock, engines are configured for operation of the model. At first, I thought about using servo motors for easy handling and accuracy, as this is moved in degrees. But watching the failure to turn over 180 degrees, I had to work with DC motors and at different times.

While setting the engines, I also set up a small alarm. The engine also activates the alarm, in order to alert the dog when its food is ready.

For the hydration of the dog, I thought about a full sensor. Its operation involves reading the water level and delivery of data to the activation of an electro valve. When the sensor reads zero, the vacuum rate had to be activated and deactivated when the sensor sends them.

At the end of the code, to facilitate handling of the dispenser several buttons for configuration were provided.

III.I V Initiation of the model: According with code I started the model.

Figure 2: model
The mechanical system for raising and lowering the trays was as follows:

POLEA SIMPLE

POLEA

FUERZA

CARGA

Figure 3: system to lift the trays
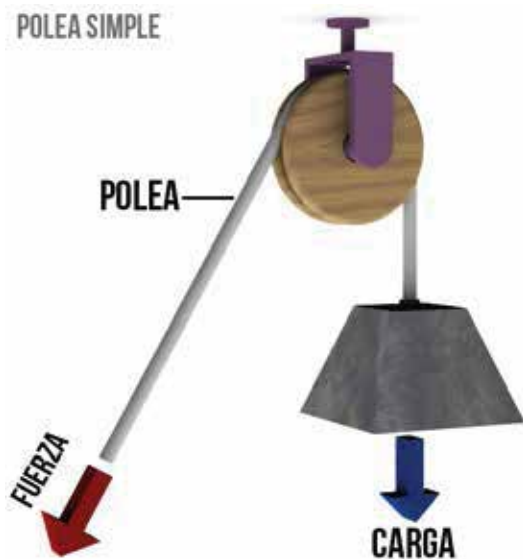
III.V details:

Figure 4: model details

III.VI Troubleshooting: As can be seen, the dog gradually used the dispenser.

Figure 5: A dog with the food dispenser

Figure 6: dog food dispenser

IV. CONCLUSIONS

- Capitalism has made human beings become more immersed in their work and their main goal is money, and they therefore don't have time to respond to the needs of a dog.

- The dog, alone at home, needs a tool to be fed and kept healthy and happy.
- The food dispenser was able to meet the nutritional needs of the dog.
- The food dispenser had three different configurations depending on the age of the dog since some dogs eat one , two or three meals a day.
- An alarm was designed to show when the process is finished.
- The dog's nutritional needs were met through this electronic system in which the canine was able to know that its food was there.
- The use of the dispensers is very good for animals, as it restores their natural cycles. It is essential for a dog's physical and mental balance. It also prevents boredom, incites movement and gives them a slow food intake without over feeding endlessly, thereby preventing heartburn, poor digestion and obesity.
- Dispensers can adjust different volumes of food, making them the only feeding source, an easily adjustable flow, or a mobile delivery tool.

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Learning styles

LEARNING STRATEGIES

NEVER
STOP
LEARNING
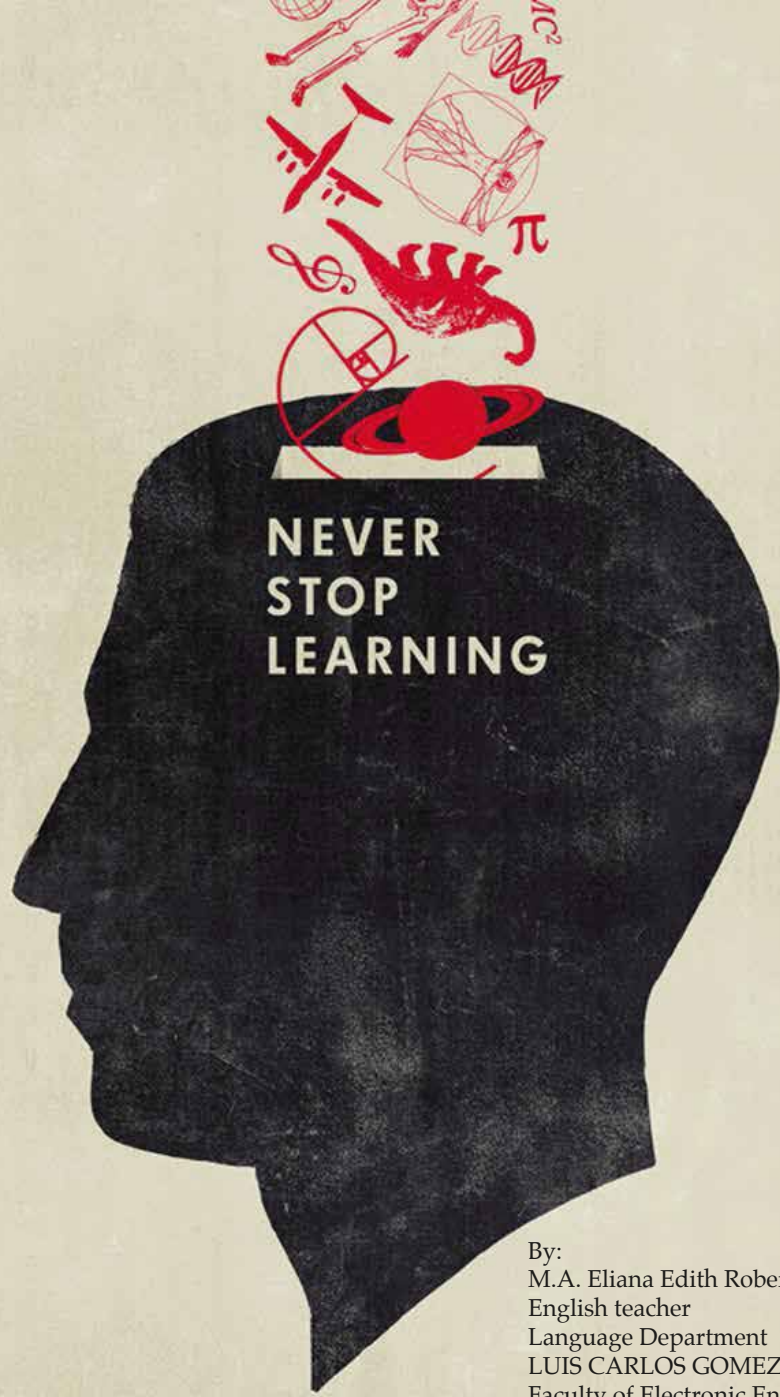
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Nowadays people all around the world are learning English for specific purposes, because it is the universal language but also there are many reasons such as improving one's life-style, having access to information, communicating with people from different countries, among others. English is not only the most useful language in the world. It is also one of the easiest languages to learn and using it gives a person a lot of satisfaction.

English is learnt and taught in many different contexts; also people are unique in their learning process, in their personalities, cultural experiences and values. Different people prefer different learning environments, learning modalities and all people exhibit unique strengths, talents and weaknesses. If we are to be successful in leading our students through the task of learning, we must provide a variety of learning approaches so that these differences can be recognized and provided for in every classroom. Understanding the different ways that people learn, interact and process information can help us modify the way we teach so that all students have an equal opportunity to succeed, but we also must take into account several aspects, such as age, motivation and responsibility.

http://aboutworldlanguages.com/wp-content/uploads/2013/02/learn-685x317.jpg

Auditory Visual

Varying teaching strategies makes sure that students will occasionally learn in a manner compatible with their own learning preference but also expands their repertoire of alternative learning strategies in turn. The Multiple Intelligences Theory is very helpful for helping teachers recognize that students have differing aptitude in different subject areas.

The very different behaviours or strategies that individual students use to learn a new language must be considered: students can be shy, introverted, analytically-oriented and so on. For example, one student can learn English through grammar drills and sentence analysis, another student avoids grammar drills but seeks out social conversation in English, his/her new language; he is content to get the general meaning without knowing every word, another student is attuned more to the senses (movement, sound, sight, and touch) than to intuition, and looks for English texts that proceed one step at a time. They can use flashcards, and with their classmates, they initiate "total physical response" exercises that involve all the senses. Some of them can learn doing exercises in their workbook or just have fun with their language but they can have trouble organizing their work.

These learners use different kinds of language learning strategies, or specific actions and behaviours to help them learn. Their strategies differ greatly, at least in part because their general learning styles are so varied.

The learning style is used to encompass four aspects of a person's cognitive style: for example, preferred or habitual patterns of mental functioning; patterns of attitudes and interests that affect what an individual will pay most attention to in a learning process.

The learning style is a blend of cognitive, affective, and behavioural aspects, because one specific situation is the left hemisphere of the brain which deals with language through analysis and abstraction, while the right hemisphere recognizes language as more global auditory or visual patterns (Willing, 1988). Those who prefer the kinds of processing done by the right side of the brain are more facile at learning intonation and rhythms of the target language, whereas left-brain learners deal more easily with analytic aspects of target language grammar.

There is another learning style of languages learning; it is "ambiguity tolerance". Learning a language can be a difficult and at times ambiguous endeavour, and students who can more readily show tolerance often show the best language learning performance. Even if there are students who are open-minded and close-minded, everybody must be ready for listening and accepting opinions from different points of view and respect them.

Language learning strategies are the often-conscious steps or behaviours used by language learners to enhance the acquisition, storage, retention, recall, and use of new information (Rigney, 1978; Oxford, 1990). Strategies can be assessed in a variety of ways, such as diaries, think-aloud procedures, observations and surveys.

The most successful learners tend to use learning strategies that are appropriate to the material, to the task, and to their own goals, needs, and stage of learning. More proficient learners appear to use a wider range of strategies in a greater number of situations than do less proficient learners.

Research indicates that language learners at all levels use strategies, but that some learners are not aware of the strategies they use or the strategies that might be most beneficial to take.

Many different strategies can be used by language learners: metacognitive techniques for organizing, focusing, and evaluating one's own learning;

affective strategies for handling emotions or attitudes; social strategies for cooperating with others in the learning process; cognitive strategies for linking new information; memory strategies for entering new information into memory and compensation strategies (such as guessing or using gestures).

We think that metacognitive and cognitive strategies are the most important strategies, even if there are more useful strategies. It is clear that students can be taught to use better strategies, and research suggests that better strategies improve language performance. Just how language learning strategies should be taught is open to question, but so far it has been confirmed that strategy training is generally more effective when woven into regular classroom activities than when presented as a separate strategy course.

In conclusion, we think that both styles and strategies affect learning outcomes. Language learning styles and strategies appear to be among the most important variables influencing performance in a foreign language.

We as teachers and students need to become more aware of both learning styles and learning strategies through appropriate teacher training. Teachers can help the students by designing instruction that meets the needs of individuals with different stylistic preferences and by teaching students how to improve their learning strategies.

Egypt
is the option

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On your next vacations, I recommended you to go to Egypt. It's an amazing destination.

Egypt is located in the northeast corner of Africa and Asia, in the Sinai Peninsula. It borders Sudan to the south, Libya to the west and Israel to the northeast, to the north it borders the Mediterranean Sea and the Red Sea to the southeast.

Remember that before the trip, you need to pack light clothes for the days and a very warm jacket for the nights. Also, you should buy a good camera and take a phrase book to understand Arabic. Additionally, it's important that you look for a good hotel in advance. It could be near Cairo, such the Safir Hotel Cairo or the Fairmont Heliopolis Cairo because it's a very beautiful touristic place and finally don't forget to get the visa and the passport.

Visiting Egypt is very special experience because you can see the pyramids, and in the night it's very beautiful to see the stars in the sky and the sand of the desert. On long walks, don't forget to drink a lot of water because the water is so dry and you can become dehydrated as it's a very hot country.

Moreover, don't forget to visit the Sphinx, it's wonderful. This was created by sculpting a mound of limestone located in the Giza Plateau. It has a height of about twenty feet, with its face measuring over five meters. The head could represent the pharaoh Khafre, the body having the form of a lion. It's amazing and is considered one of the wonders of the world.

Snorkeling is another activity you can do in the Red Sea, it's the best place in the world to practice this. Additionally, you should have a ride in hot balloon over Luxor. It's amazing, you can have the best view from the blue sky.

Photo from: http://www.scubadivers-redsea.com/Snorkelling.html

I almost forgot, when you're in Egypt, you have to go to Alexandria. It's one of the most important places in Egypt due to its historical richness.

In this place you can't miss going the library of Alexandria because it's one of the most important sources of history in the world and its documents date from millions of years ago. Also, in this city you can visit a lot of wonderful monuments like the lighthouse or the column or pillar of Pompey, and a lot of recreational places like Montaza Royal Gardens, the Alexandria Zoo or the Green Plaza.
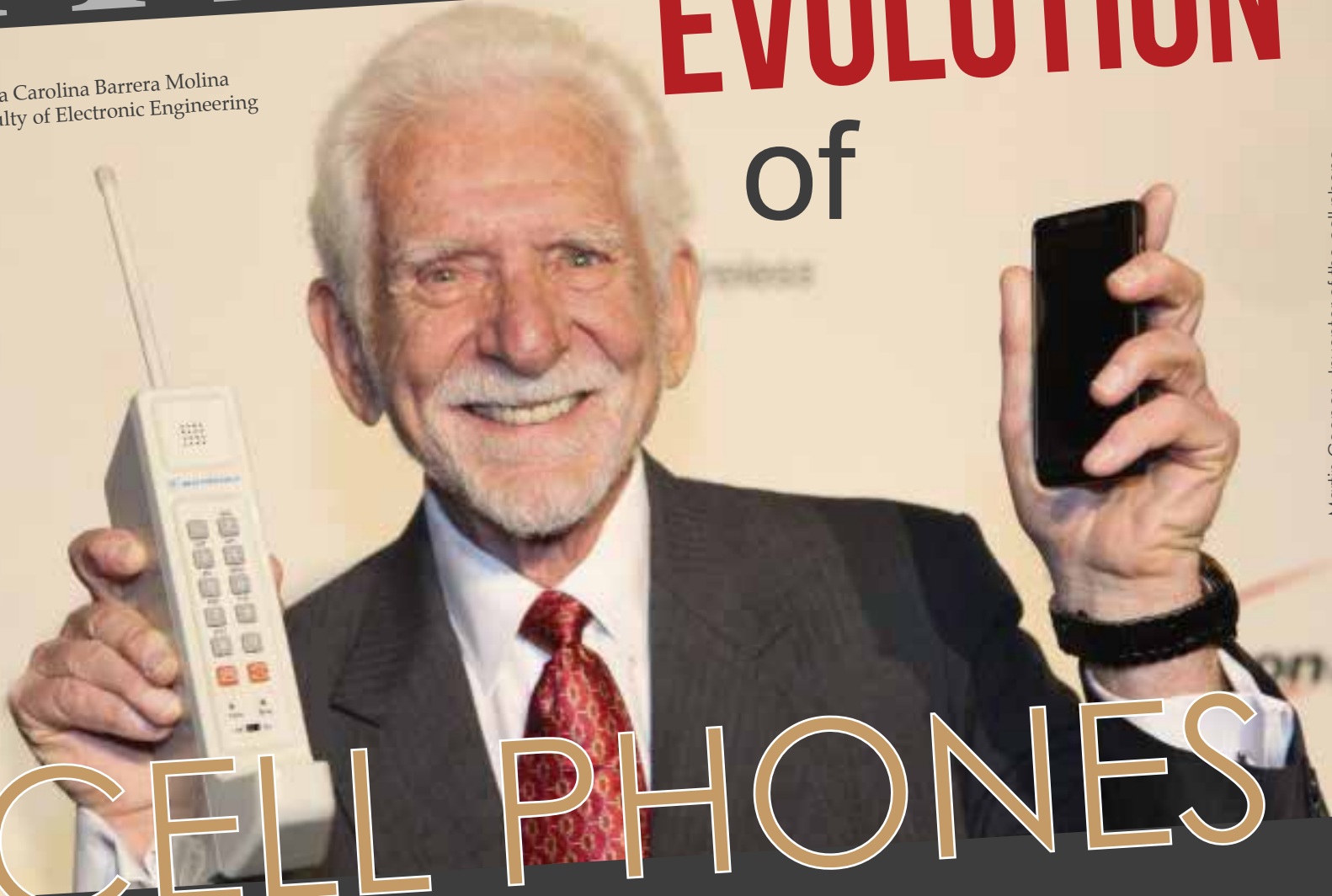
If you follow my advice, you can enjoy your vacations and remember this for the rest of your life.

A look at the EVOLUTION of

By:
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Faculty of Electronic Engineering

Martin Cooper - Inventor of the cell phone

CELL PHONES

With the passing of time, we have seen that cell phones have progressed as well as their connection and quality. For people in general, the only important thing is that cell phones can satisfy their necessities with features like chat, video chat, social networks, a good camera and games, or maybe it can help them to keep in touch with their colleagues or schoolmates. Whatever the need is, the companies responsible for this technology have created a dependence on this equipment in and the necessities increase with the passing of time.

The answer to these necessities has been reflected in the notable advance in cell phone technology, because the manufacturers of these have the obligation of satisfying all that their public demand. First of all, the changes that phones have had in their physical appearance is evident and this is the work that different companies like Apple, Samsung, Sony, LG among others have performed. In another way, we can find the simplest of cell phones and the most luxurious; some with the most elementary operating system and others with the most complex.

We can find a good example to complement the previous; with the Nokia 1100, it's possible to deduce that this phone was used more to make calls or send messages or maybe to play some basic games like snake, but in this era the internet wasn't available in these mobiles and the cameras were very limited. Nowadays we can see that the most common is a cell phone with the most sophisticated applications like cameras, games and today the internet is the most important thing in a cell phone. Talking about the progress of cell phones, it is important to delve into the generations that have been appearing with the development of cell phones.

Beginning with history, it's possible to say that the cell phone was born out of the necessity that people had to communicate something in a better way or across large distances; practically it's the gestation of an initial idea that began with the wireless communication systems known as Morse telegraph or maybe something more current like the telephone, television and others. It's very important to keep in mind that all the progress that this technology has had, hasn't occurred from one day to another but has necessitated several studies and investigations that have produced what today we know as the cell phone. In the next figure, it's possible to see the progress of the topic shown.

Currently there are three generations known by the majority of people and another two that are in experiencing increasing use, especially one of them. Generally, people buy cell phones but they don't know what are their beginnings or their trajectory and that is the purpose of this article, to show people the four generations of cell phones and the 5th generation which is still in development.

Beginning with the first generation (1G), it's possible to find the analog networks or maybe we call them "brick phones" or the "bag phone". It was the initial generation and it was very basic; its beginning was towards the beginning of the 1980s, exactly at the end of the 70´s and the start of the 80´s. This technology is based only in the voice, because its main objective, the communication over long distances, was made possible with the creation of this device. As a curious note, it´s possible to say that this technology is close to being finished, because the digital technology is the most used, despite the fact that this first generation increased the sales of cell phones.

To be honest, these generations had a duration of ten years in boom, because with the passing of time, the technology was improving and new generations were created. The first generation was replaced by the second generation, commonly

known as 2G; this already had digital technology which improved the voice quality but the network services are more restricted. However, there was a great advance and it was the implementation of the text message or SMS (Short Message Service). Another important contribution to this system is that the size of the phones was reduced.

Before the third generation was released, the 2.5G and 2.75G were introduced and they opened the way to the sending of images and graphics; in a few words, these both were created to improve the quality of the 2G; following these generations, it's feasible to see how the 3G system began to appear leaving their predecessors behind, and it caused a revolution because it implemented different apps with audio, images and video. With the creation of this system, it was possible to begin with the use of the camera and video, in addition, the use of the internet with the possibility of downloading documents, music, making a video conference call, using the social networks, and sending or receiving short messages and others. This is one of the most current systems applied in the cellphones although at the moment it is being replaced by the present system, 4G.

The fourth generation (4G) is the improvement of the earlier generations and in the large list of benefits that the mobile companies showed it´s possible to find the fastest speed to the internet connection and it offers something that people will enjoy using and it´s the control that they will be able to have in their electrical appliances. This new system would be a great solution to the daily life of the people but it still needs more usage by people.

THE CHALLENGES OF USING M-LEARNING IN THE CLASSROOM:
RELIANCE OR FREEDOM

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Teaching in a classroom can be a big challenge, given that it involves diverse aspects related not only to the implementation of different teaching - learning methodologies, but also to topics related to personal contact and to the social and cultural context of the people who are involved in this process. From this perspective, it can be highly rewarding for a teacher who wants make a difference, for example, by influencing his or her students' lives in a positive way.

Nevertheless, there can also setbacks, and these are almost always related to the degree of interest each student shows in class, which can have adverse effects on the target the teacher is trying to reach. Using electronic devices could help to create interactive projects and multimedia platforms that contribute to the learning process and in turn could help to relieve teachers of some of the demands of the classroom environment, an environment which can be sometimes intimidating for the teachers, since it is there that they test their passion, dedication and perseverance.

M-Learning considered as "a set of teaching - learning practices and methodologies through mobile technology, that is, through mobile devices with wireless connectivity"

(Mariano, cited by Moreno, 2011), it is a great tool allowing to improve the experience of learning in a virtual environment. However, a doubt rises about choosing between personal contact as a very important tool for an integral and human kind of learning and a learning based on competences and knowledge from new generation devices. Undoubtedly, these tools can guide students through choosing and creating strategies to be proved in the real world, but at the same time they could increase inequity and lead to a reality where the competitive model is the model in all aspects of life, in spite of sharing and collaboration being preached as the norm from mobile learning advocates.

To understand a bit more at this juncture, it is necessary to analyse how thought extends through linking learning with the real environment of the learner and all the implications resulting from it, regarding thinking and actions; we also need to analyse the implications of the teacher-student relationships with the supposed disconnection between how things are taught in the classroom and how things work in the real world.

There are several interesting studies about this topic. One of them is an article called: Dispositivos de Mobile Learning para ambientes virtuales: Investigación de implicaciones en el diseño y la enseñanza (2007), which aimed to analyze implications on design and teaching practices when mobile devices are incorporated into virtual learning environments. The study highlighted that "working with mobile devices in virtual environments has repercussions at different levels: organizational, structural, social, previously analyzed, technological, and also has repercussions on ways of thinking and actions" (Ramirez, p.83, 2007).

Then, given these repercussions, it is necessary to find a way to democratize the process so that everyone can have access to a more reliable wireless connection and cost effective devices. Devices such as cell phones, E-book readers, MP3 and portable media players, tablets or smart phones are all widely available devices that are being deployed in the classroom.

However, there are disadvantages relating to size, storage capacity, battery life, absence of a common hardware platform and outdating among others. All this, undoubtedly, creates a marked dependence on technology and its advances which are linked to a range of different markets and financial interests.

By contrast, classroom learning allows students to exchange ideas, questions and views about their environment providing a valuable learning medium. It is a first-hand interaction with the teacher and it allows for ideas to be exchanged freely, without obstacles such as a failing network. What's more, the student can evaluate different mind sets, become more versatile and the classroom environment promotes socialization not only among peers, but among professionals via, for example, guest lectures, field trips and so on.

At this point, it is possible to say that thought can act and answer in a learning environment in both virtual and traditional classrooms, but it can be expressed more humanly and freely in a traditional classroom environment without any communication barriers. It is necessary to emphasize that in a virtual environment, mobile devices are considered an additional source of support to teaching-learning processes and it is intended that the student be the main constructor of his/her knowledge, and in general, that should be the goal of any learning.

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Colombia Bilingüe project:

THINGS TO PUT INTO CONSIDERATION

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A question that needs to be addressed regarding the project by MEN (Ministerio de Educaciòn Nacional) called Colombia Bilingue(1994): Is Colombia ready for bilingualism?. The answer from many English teachers would be: "Not yet". It is well-known that English is a business language, it is everywhere, even in our names; that's why we should promote a bilingual consciousness in Colombia, making people aware of the importance of learning a foreign language in our current society.

With this in mind, MEN adopted a framework to be considered in our Colombian context as a reference on how to measure a student's foreign language learning process. However, this framework is European, which meets the demands of foreign cultures but not necessarily ours. Keeping in mind the implementation of this Common European Framework of References for languages and its advantages and disadvantages, we realize that our experience as English teachers facing the daily reality of our classrooms, make us think about the way we are focusing our language teaching practice with all its implications.

First of all, what is noticeable is the fact that English teachers do not agree with many aspects related to the Colombia Bilingüe Project. For example, "los lineamientos curriculares para la enseñanza del inglés" (curriculum guidelines for the teaching of English), state

that high school students are supposed to get a B1 level which, in many cases, even teachers have not reached. What's more, it may require more than the Colombian standard of 3 to 4 hours of English classes per week, as is the case in the European context where students receive 8 to 9 hours of language classes per week and, we all know that language learning must be a continuous and systematic process. Another relevant aspect is related to the class sizes in Colombia, where teachers have to handle groups of up to forty or fifty students, making the education process even harder.

As such, the Common European framework is a reality which has been implemented since 2004 and it is projected to go on until 2019. However, we need to rethink how to adapt this framework to our context and maybe, when the way we view education changes, we will have an opportunity to express our opinions based on our teaching experience, which in turn will enable us to propose a Colombian Framework featuring, of course, some characteristics of the international guidelines, but would nevertheless be more suited to a Colombian context.

Meanwhile, teachers must try to make the most of the advantages of this European Framework and make things work. From this point of view, this CEF is seen as an intercultural and communicative approach, where there are some aspects specified for all language levels

and students can also be classified and established by competences, that is to say, by what students are able to do with a foreign language.

Therefore, if considering CEF as the guidelines to teach a foreign language, teachers have to figure out the way this framework can be applied in the English classes in Colombia, but it demands a change of attitude towards English and its implications, because learning a foreign language is also learning a new culture and experiencing both cultures, the native and the foreign one, without failing to recognize identity.

So, going back to the important question: is Colombia ready for bilingualism?

As pointed out by Cárdenas (2006) There are still many factors which limit teachers and students to be successful in this process, such as the fact that there is still a lack of resources to work with, the inadequacy of class sizes, including the integration of technology in the classrooms, teachers' research on this application of a European Framework and its implementation, among others (p.2). However, it is part of our mission as language teachers to propose new ways to achieve a meaningful education, to analyze what we are doing to be part of this bilingualism project and how this native Vs foreign language awareness is being implemented in our classrooms.

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¿PROFE, CÓMO SE DICE AREPA EN INGLÉS?
¿TEACHER, HOW DO YOU SAY AREPA IN ENGLISH?

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I have worked in the Santo Tomás University for one year now, and lived and worked in Tunja, Colombia for almost two. I get asked many questions by my students of English. I love questions! I especially love questions about my country (England), my culture and the differences between England and Colombia. The first one is, obviously, "teacher, do you have a girlfriend?" I always tell my students that if they can ask me a question in English, I will always answer their questions. Probably the second most frequently asked question is:

"Teacher, how do you say arepa in English?"

For those not in the know, an arepa is a very popular Colombian snack. The basic ingredients are corn flour, milk, water, curds, butter and cheese is often mixed into the dough. The dough is formed into round patties or cakes and cooked on a grill or barbecue. An arepa is made of a heavy, stodgy dough.

I hadn't heard of an arepa until I came to Colombia. They certainly do not exist in English cuisine, and I have not been to or seen a Colombian restaurant in England (though there are undoubtledly some in London which serve the large Colombian immigrant population there). We have many foreign restaurants in England, with Indian, Chinese and Italian being among the most common. I have also travelled throughout a large part of South America and hadn't come across this tasty snack before. Arepas in Colombia are sold by themselves, cooked over coal on street corners; they are often cut open and stuffed with fillings like meat and cheese; and they are also often served as an accompaniment to whole dishes like fried chicken or a bandeja paisa.

So, back to the question. How do you say arepa in English? Well, the truth is, there is no simple answer. Let's begin by looking at some dictionary entries. Collins Spanish Dictionary describes an arepa as a "large tortilla or maize cake" (Collins, 2000, p.58). According to www.wordreference.com, an arepa is "arepa, corn cake, corn tortilla" (WordReference, 2014). This is what most English people think of when tortilla or cake come to mind:

Although the basic ingredients of a Colombian arepa and a Mexican tortilla, corn flour and water, are the same, I find the Collins and WordReference definitions to be very unsatisfacory, particularly becaue the tortillas sold in English supermarkets and Mexican restaurants in England are actually larger than the kind of arepas commonly sold in Boyacá, Colombia, so to call an arepa a large tortilla is mistaken. Also, an arepa (at least those sold here in Boyacá) are heavy and stodgy, not a light spongy dough like an American style pancake, not thin and bendy like a Mexican tortilla or an English style pancake, and certainly nothing like bread or cake.
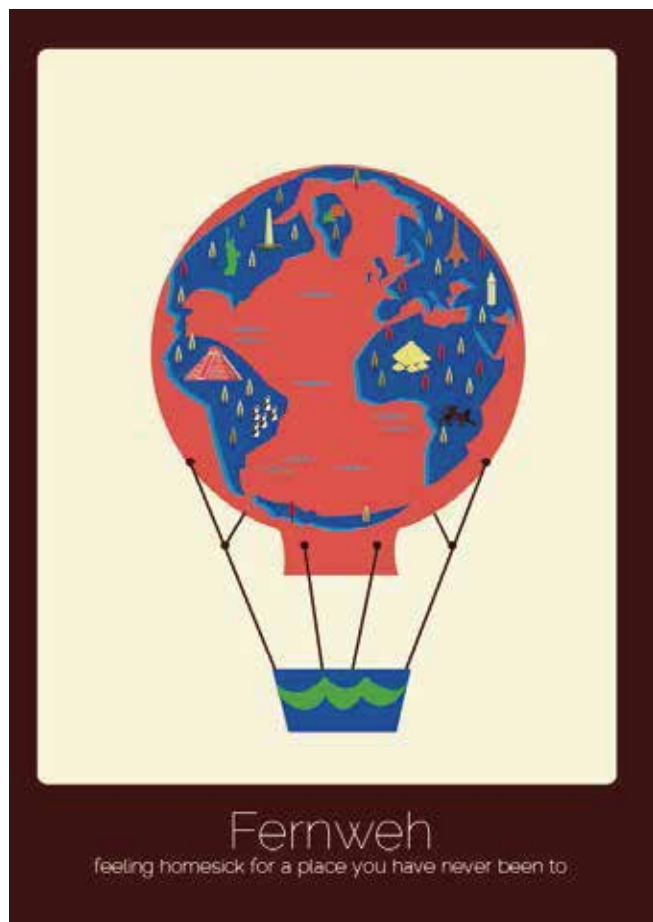

They can be thin or thick, and can have a small or large diameter. In both definitions, an attempt has been made to make some kind of comparison between what an arepa is and something which exists already in English culture and for which there is a word in the English language.

If we look at other foreign foods which have been adopted into English cuisine, particularly when we are referring to a final dish, we see that more often than not the original word for it is used. Thus in English, we have pizza, sushi, guacamole, ceviche, and tortilla (the flat Mexican kind). No attempt was made to anglicise these words or create a new word for them. This translation technique is known as a borrowing or loan word and is common among all languages. A borrowing is when "the source language word is transferred directly to the target language" (Munday, 2008, p.56).

This is the approach taken by that most trusted of language tools here in Colombia, Google Translate, with the word arepa. The translation provided by Google Translate is "arepa" (Google, 2014). It also suggests pone, which I have personally never heard of.

There are many words and phrases, not just those which refer to food, which have no word for word equivalent when translated into English.   This is the case with arepa, and the case with many other languages, as beautifully illustrated by New Zealand artist, Anjana Iyer. Through a series of illustrations, Iyer shows words which represent ideas or concepts which cannot be translated word for word into English, as shown below (Iyer, 2014).

Fernweh
feeling homesick for a place you have never been to

Iktsuarpok (Inuit)
The frustration of waiting for someone to turn up

Illustrations courtesy of https://www.behance.net/gallery/100-Days-Project-2013/9633585

Though I might personally be able to relate to iktsuarpok in the second illustration, I cannot pretend to know the feeling of fernweh (feeling homesick for a place you have never been to), or even to have been aware of such a sentiment. How, then, do we translate an idea or feeling which itself does not exist in English? Well in this case, Iyer has translated it through the use of a different medium, visual instead of textual, and accompanied it with an example of explicitiation, which Munday describes as a translation technique which may be used for "the explanation of a source text cultural item or event, such as US Thanksgiving or UK April Fool's joke" (Munday, 2012, p.90), where the source language term is explained in detail.


So it would seem that the best answer to the original question, "how do you say arepa in English?" is arepa. We do not eat arepas in England, therefore no word for it already exists. Although it may be possible to use the borrowing arepa in English, not many people would understand it by itself. Therfore, you would need to accompany it with an explanation of what an arepa is, maybe including what it's made of, and how it's served and eaten. Hopefully, one day Colombian restaurants will become more widespread in England, more people will have the opportunity to try and know what an arepa is, and the word arepa will roll off the tongues of English people as easily as sushi or guacamole. Until that day happens, it would be recommended to explain what an arepa is.

The thing I most want to emphasise with this article, however, is that word for word translations do not always exist, and it is not always possible to use borrowings, as we do with many food terms in particular. This is why in English we do not translate "tomar un café" as "take a coffee". We prefer "have a coffee" or "drink a coffee". It is important to look for and learn the different collocations that words are used with. Collocations are the words which are used in company with other words. Even where a word for word translation does exist in English, it may not always be appropriate to use it in the new context; it may not have the same impact, meaning or connotation when used in a different culture and context. Where a word for word equivalent does not exist, we must look for a more appropriate term.

Going back to that most loved of language tools, Google Translate, it is worth noting that although it provided an acceptable translation of arepa in this case, it does not always do so, and great care must

be taken when using it. If we look at two more examples using the word arepa, we can see some of the pitfalls of **Google Translate**. We can see that in the first screenshot, Google Translate has provided an acceptable translation.   It has successfully translated "Comí una arepa" as "I ate an arepa" (Google, 2014).
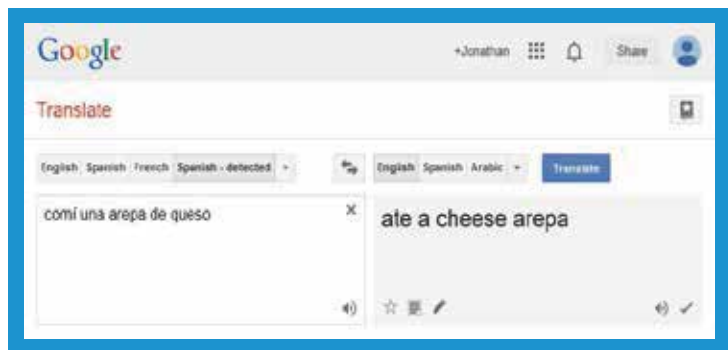
However, if we look at this second example, it has failed to produce an acceptable translation of "comí una arepa de queso". In this second translation, it has missed out the necessary subject of the verb ate: "I" (Google, 2014).

During my time in Colombia, I have found that both students and teachers are very reliant, and in my opinion, too reliant, on Google Translate. While it may often produce acceptable definitions or translations, in many cases, as in the one shown above, it does not. As I have shown in this article with the example of arepa and the examples of Iyer's illsutrations (fernweh and iktsuarpok), word for word translations are not always possible, and for that reason Google Translate will never be as good as a good knowledge of English grammar and a good dictionary. For online dictionaries, I always recommend www.wordreference.com and www.oxforddictionaries.com. Unlike the Spanish language, the English language does not possess a regulating authority like the Real Academia Española, so there is no one definitive authority on the English language. It is worth remembering, however, that some language tools and resources are more helpful and reliable than others.

The method in which Google Translate works out the translations is through a very complicated series of calculations and logarithms. These calculations often go wrong, especially when you start to use culture-specific phrases, idioms and expressions, or longer expressions and sentences. You also have to consider the fact that the structure of English grammar is much more rigid than Spanish, in which it is possible to move the order of verbs, subjects and objects with little difference in meaning. In English, this is not possible and is also one of the reasons Google Translate does not always provide acceptable translations. As we saw in the above example, it is not always necessary in Spanish to explicitly state the subject. Not using the subject in English can produce sentences which are extremely difficult to understand. Normally, it is only possible to NOT use a subject in English when you

are using the imperative form of the verb (e.g. "Go away!"), or if you are writing in more informal contexts such as on the internet, text messages, or on notes and postcards (e.g. "Wish you were here!" or "Wanna go out tonight?").

If you are looking to translate a longer phrase which does not appear in a dictionary, I would recommend looking at the forums on WordReference and also www.linguee.com. Linguee searches the internet for examples of the search word or phrase, and takes the results from bilingual websites. These bilingual websites often belong to large, international organisations such as the European Union or the UN, and can therefore be trusted as reliable translations, as these organisations employ professional translators. The search word or phrase is also shown in context, in the full sentence, along with the source of the term, so you can get an idea of how the word or phrase is used. Another excellent website for more colloquial or slang terms is http://www.urbandictionary.com/. This website shows user-provided definitions of some of the more vibrant and colourful expressions in English, and if a term or phrase is not found on WordReference or Linguee, it is possible that it can be found on the UrbanDictionary site.

A final reason for NOT using Google Translate is that you will not learn anything by copying and pasting things into and out of a machine translator.

If your main purpose for interacting with the English language is to learn English or improve it, learn the grammar and get or use a good dictionary.

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RECOMMENDED LINKS
www.wordreference.com – excellent online dictionary with forums for discussion of longer terms/expressions.
http://www.oxforddictionaries.com/ - excellent online dictionary.
https://translate.google.com/ - machine translation tool.
www.linguee.com – online dictionary which shows examples from bilingual websites, good for terms and phrases of more than one word.
http://www.urbandictionary.com/ - online dictionary for colloquial and slang terms.

EVALUATION
BEYOND GRADING

By:
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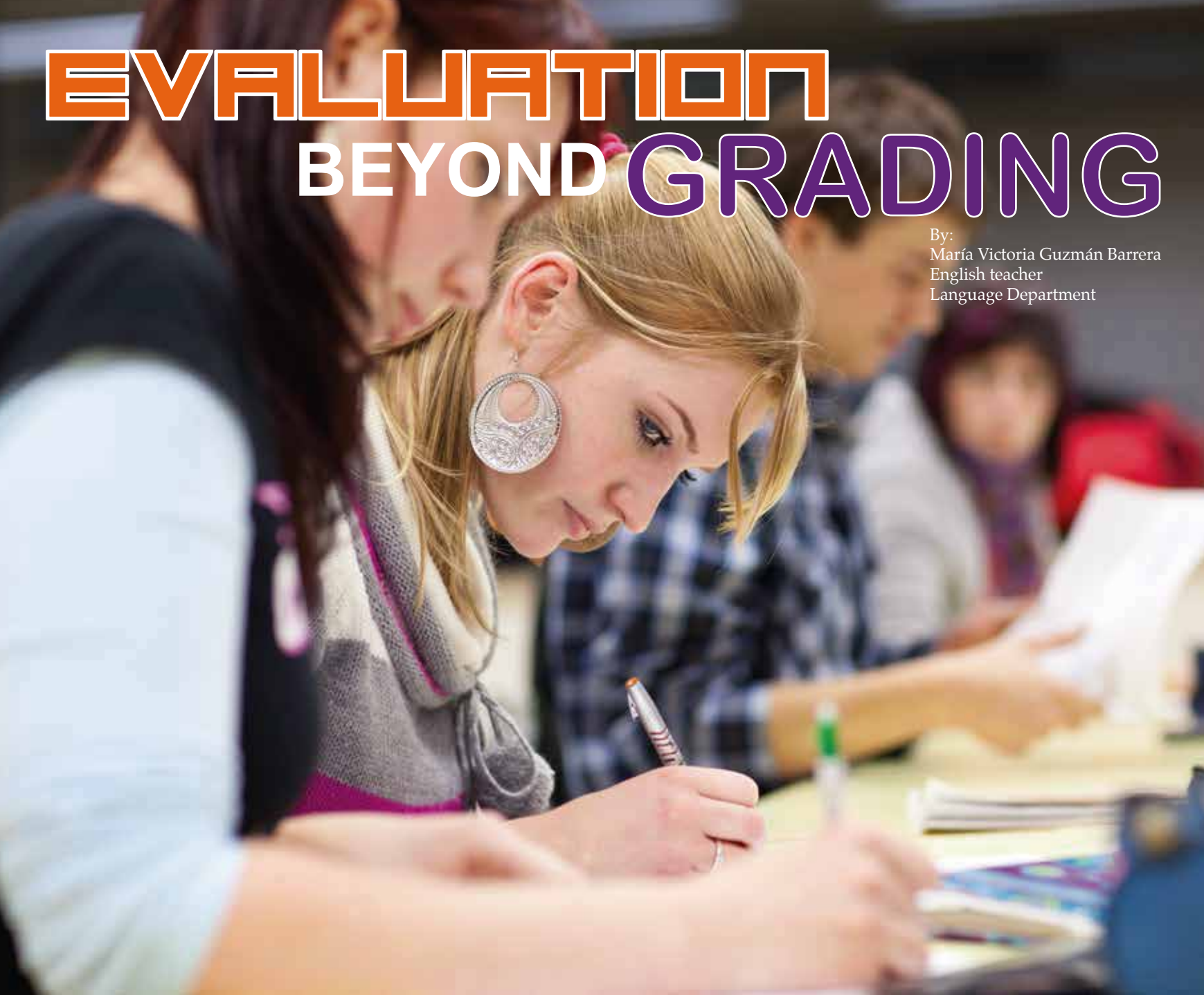
The first time I heard one the most important professors in Anaheim university saying, "For this University, students are always first", I thought, "That is crazy! Why we are always concerned about students and ignore the teachers?" Nevertheless, this short phrase represents not only an idea, but a complete way of thinking. The reason is because we need to think of students when we are preparing the courses in relation to materials, class activities, tasks and evaluations. Particularly, it is in this last aspect where we fall the most in designing unfair ways of evaluating.

One of the most common forms of evaluation in the classroom is the formal test! However in each one of those, basic and fundamental principles need to be adhered to. A test must address different grades in which an individual needs to be evaluated, not in terms of a mark, but in terms of performances practiced and learnt by them during the lessons. For instance, a student was graded with 6 out of 10. Apparently that student passed the test but in reality the result needs to show evidence beyond an approbatory grade. The result and the analysis should indicate what it really represents for the students. Does the mark correspond to the objectives of the class? Can the student learn from the test? Does the test contain similar tasks that were studied in the classroom? Does the test have positive feedback for the student?

Ur (1996) defines tests as a means for assessment in order for an evaluator to give a score that defines the level of knowledge of the testee whose main purpose is "to covey how well the testee knows or can do something" (p, 33). Brown (1994) relates tests as a method of setting up specific techniques, procedures or activities in order for them to measure a person´s ability or knowledge. One of the main factors when designing a test is in considering whom the test is being designed for. It is necessary to identify the age of the student, their preferences, the level they are at and the necessities that they have. Apart from that, a test must suit specific objectives and evidence tasks or

activities trained before the test. Other authors suggest that we need to suit different types of test as well. Nunan (2009) points out the importance of having a Communicative Language Testing Approach in such a way that this type of test relates the curriculum principles and contents taught during the period of classes. However, the most important fact is to reflect upon the different kinds of tests and if those suit the purposes we have for our classes.

In language testing it is also worth turning our attention to Swain (1884) cited in Bailey (1998). They both agree that in order for us to design a test, it is necessary to advocate four principles: start from somewhere, concentrate on the content, bias for the best and work for wash back. Learners require acknowledging what they are expected to answer as well as on what they expect to be evaluated. Thus the test becomes a practice in which they put into practice what they have studied and have known previously. That is what the evaluator has to seek for: alternatives in order that the students have familiar and friendly tests.

To evaluate a test, it is suggested to examine the sub-test that is presented in it. For instance, in the reading part a student might not get enough questions right to get a good mark, but it does not indicate that he or she has problems in the other sub-tests. To grade a text, the evaluator might apply

methods such as the study construct validity, high score, the correlation factor and/or qualitative and quantitative resources.

(Brown, 1996, p. 254) asserts that a good test is valid when it measures what it is intended to measure. For example, a test may evidence inter-sub-test correlations showing that listening gets a negative correlation in comparison to reading, and reading and writing a positive correlation indicating that a testee might be facing troubles with listening but not with reading and writing so he or she needs to reinforce

more listening rather than the others two areas. If for instance the learners get a strong negative correlation between reading and writing, it means that we have a test in which the results among the sub-tests yield a correlation superior to 0.35 % which means a valid test.

On the contrary, whereas the correlation among the sub-tests indicates that the results in listening were lower than in reading and writing, it means that the test was not consistent and completely dependable. However, if the sub-test correlation is positive, and learners obtain similar results between listening and writing, then we have an intra-rater reliability factor Bailey (1998). In the case of the writing skill, evaluators may evaluate it in an objective way when they apply rubric for assessing writing or oral productions. The suggestion is to consider both productions holistically.

Objective tasks such as multiple choices tasks, true or false answers or filling gaps activities may suggest that learners face low scores rather than when they are put down for subjective tasks. However, if evaluators present a fair test, reading or writing sub-tests might be easier to answer.

To conclude, I might say that evaluators have to design specific tasks previously studied as well as bringing complementary images, highlighting information which contributes to activate previous knowledge instead of generating distractors. Similarly important, evaluation designers should avoid misspelling words, to present clear instructions, same fonts and all of these aspects that complement the test. In terms of selection of the sub-tests, each one has to elicit the student´s background and performances which accomplish test objectives. In relation to scoring criteria, if a sub-test has a higher score, the testee needs to know why it is so. The idea is that all the skills should receive the same trait no matter what skill it is. Perhaps, to analyse a whole course, we might obtain the average in a course which is good due to affirmative results, for independent analysis shows that students do not have a homogeneous language performance. Even still, what we expect is that our students perform holistically during the formal instruction and during their whole language acquisition process and as such we can guide them through the most difficult tasks, in order for these learners to succeed and enhance their Communicative Competence during the evaluation process.

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NEW LANGUAGES, NEW WAYS

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"knowing another language is like having a second soul"

Nowadays, most of the educational institutions in Colombia are concerned about teaching- learning a foreign language as a compulsory part of educational system, especially, English. First of all, globalization has been an important issue in mind changes and the awareness of learning another language will let people to have a better preparation to take new risks and challenges in their different fields. Likewise, those new changes have included as a requirement to know other language, as well, the learning process of English is not just a matter of likes to become a necessary tool in the working life of the most professionals.

By the same way, another language provides people the chance to be a better qualified professional, giving the opportunity to present their curriculum vitae to new job´s options, scholarships or a better occupation. However, students or people who want to study in other country, face a problem with the foreign language, above all, English. In that case, if people want to apply for a scholarship in abroad, it is so important to have control of English as second language.

As ICETEX pointed, in 2013, 450 scholarships were offered in Colombia, providing Colombian people different ways of studying in English spoken language countries, but 75% of those demanded a proper use of English. Unfortunately, many of those scholarships were wasted because appliers do not have a right use of it.

In addition, Agustín Lombana, executive director of Fulbright in Colombia aimed that one of the most problems related to education in abroad for Colombian students is the lack of foreign languages, for instance, 89% of professionals who have just got their degree, cannot study a specialization or master in USA because they do not have proficiency English level to assume that challenge.

In the spite of this fact, we should take into account that the language is one of the problems, but it is not just the only one, because we know, a student who presents his/her applications must have an excellent academic record as student, excellent

processes as well as good results. However, there are several reasons why many scholarships are wasted, to a certain extent, 3 of them per day, by Catalina Martinez, worker in international relations office worker from Universidad Nacional of Colombia.

Currently, learning English became in a compulsory fact in the world, for many people and students know it, is a direct way to become a successful professional in different fields by no means whatsoever,   people will be able to face globalization and all the things demanded by it.
However, Colombian culture is assuming this important change, although some people do not understand, even though, they do not realize the importance of learning English or a foreign language. It has made harder the English teacher´s work in some cases; because they must face with the student´s apathy and other different situations immersed in classes and educational process along the academia. It would be an interesting point to focus on for a while.

As it was said above, English is very important, but some students have not taken this issue seriously. To begin with, during a long time, "humanities" have been taking an optional course in some academicals-part of the institutions. The subjects such as art, languages, philosophy, linguistics, history, and so on, all the areas which include

humanities, are not undertaken with the entire rigor those must have. Many times, those subjects are seen how an unnecessary part of academic concerns, and for that reason, some parts of academic community (professors, managers, as well as students) are not necessarily living the suitable treatment to the amount of subjects that compound the "humanities".

There is a variety of criteria when the subjects of curricula are chosen. There is a part of educational system that is not interested in including the humanities as   relevant subjects in curricula, especially, when students want to become a specific professional such as engineers, architects,
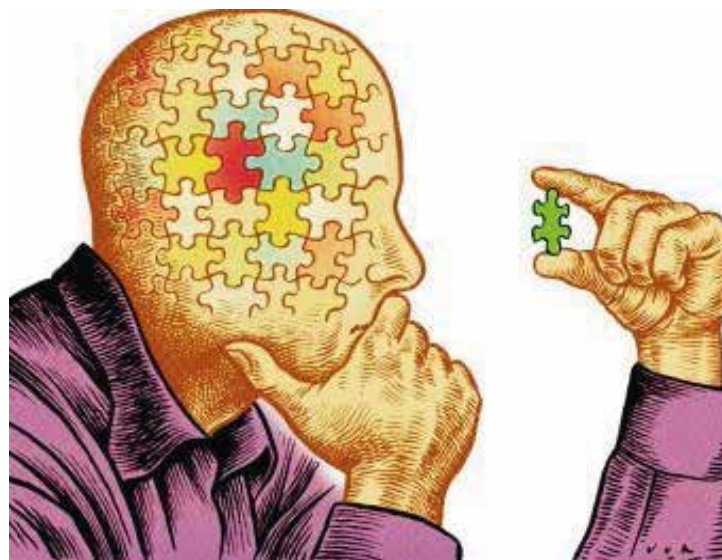
doctors or lawyers; because they might think, they are never going to use it, so, they would conclude that English is not useful for them.

Needless to say, it has made the pedagogical work for English teachers harder because they have to face many troubles in their daily activities, for example, to find out an appealing way to show students that English is useful for them, better known as "Motivation". As late as this, teachers begin to persuade students about the importance of learning English and all the implications it has.

It is really difficult and frustrating to teach something to students who do not want to learn, especially when they are worried in learning some explicit areas where they determine that they do not need English at all. In general, there is a lack of awareness about a foreign language. People know another language may open a lot of gates, but they would not care about it.

Naturally, English teachers must deal with it, and also different aspects immersed languages. For instance, to learn a foreign language implies an amount of matters. In that way, people ought to know that study it constantly, can give people/students the occasion of practicing it regularly is very vital for getting a right fluency in order to improve the language.

Beyond of this, it is something which does not solve with rules and vocabulary, fluency or a nice accent, the biggest teacher´s problem is to change the people´s awareness related to English and all the myths surrounded the teaching and learning English.

Although, it would conclude that a foreign language is not the problem, English teachers are not either. Professionals or professionals in forming should analyze as well as reflect that when they include and adopt those kinds of tools in their activities, it would be an easier way to become a competitive professional in a world more demanding every time and be an active part of it, supporting it with a suitable experience and quality that the globalization wants from current professional of any field.

Finally, people know it is a compulsory part of humanities, curricula, institutions issues and it belongs to the globalization matters, it is so crucial to create a conscious exercise of thinking and reflexing that English and languages are imperative bases to become a successful professional, due to, and make available the chance to face the globalization matters, to be an enhanced society which is ready to assume all the risks, challenges and problems that appear in order to the world development and changes.

SHORT STORIES
AND LANGUAGE TEACHING

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Image taken from https://www.google.com.co/search?q=LEARNING+STYLES

Short stories are suitable to teach a foreign language whatever the level of English the students need because teachers can find written stories according to the age of students; besides, this gender of literature has wholehearted due to its content and shortness; from the previous statement, Hirvela & Boyle (1988) argue that students have a positive attitude in relation to short stories towards the four genders (short story, novel, poetry and drama) and also indicate that short stories is the gender that is less feared and the second most enjoyed after the novel.

Other researchers, such as Pardede (2010), pointed out that in their research they found that short stories are interesting to use as material for self-enjoyment and they also help learners to achieve better

mastery in language skills. Hence, teachers can implement meaningful activities that involve students' motivation as a way to advance their language improvement.

Teachers must assume their role and search for the best activities, strategies and materials for their students; hence, it is an unfinished (never ending?) task for them to explore all the possibilities in order to fulfill students' expectations of learning. According to the text length, Hill (1994:15) points out three other basic criteria of choosing the text: "(1) the needs and abilities of the students; (2) the linguistic and stylistic level of the text; (3) the amount of background information required for a true appreciation of the material." Therefore, teachers can do a diagnosis of the students' level of language and likes in terms of reading; it will permit them to select the appropriate material, and the activities are going to be meaningful for students.

Furthermore, the implementation of the reading of short stories in the classroom encourages students to identify the plot of the book and also to increase their vocabulary and improve their language learning process because the language becomes something which is needed to better understand the

All the things that go to into making a short story

When students are immerged in a story, the language is seen as a natural process where they can identify the functions of words into the sentences; as it is seen by Sakthivel, Phil & Kavidha

text. Additionally, the language teachers' goal is not only to teach English but also language, which is not an easy task. The lack of knowledge in another language can be seen as a barrier to understand events; hence, amazing stories help to break the ice and motivate students' development of their communicative skills.

(2010:230) "By reading a piece of literature learners can understand the diverse use of words, phrases, phrasal verbs, multiple meanings, idioms, among others."; thus, it shows how teachers can use short stories because it motivates interactive language work, which is both meaningful and interesting.

Additionally, short stories permit students to analyze the characters' profiles and learn from their roles or experiences, nevertheless, this process should be guided by teachers in order to identify good or bad behaviors. Besides, Sage in Hişmanoğlu (2005) proposes the following benefits may be gained from using short stories to teach EFL:

- Make the students' reading task easier because they are shorter than other genres as the novel.
- Engage and cultivates students' prior knowledge to understand the different texts.
- Motivate students in reading real authentic material.
- Present a wide world full of fantasy and mystery.
- Students can use their imagination as a way to recreate the events.
- Encourage students' critical thinking and cognitive analytic abilities.
- Facilitate the acquisition of cultural knowledge of specific cultures.
- Students can feel comfortable and free during reading.

- Students are immerged in a universal language.
- Help students have a general idea of their environment or position in the world.
- Students can perceive short stories as another mean of communication of human beings.
- Engage students in developing their communicative skills. (reading, listening, speaking and writing).

Furthermore, Hişmanoğlu et al. (2005) proposes a variety of activities that can be developed in the classrooms in order to enhance students' literature practice such as: plays, short-stories reading, role plays, reading novels (chapters or complete books), poetry, students can make up their own endings and next they can compare with the author's ending; finally students can write their own scripts or short stories, in this way they are free to create the characters, the places, the events, the plot, and all that it requires. In summary, literature stimulates students' language skills.

Additionally, in relation to short stories and language teaching, Kasten, W. (1995:58) says: "If literature in the EFL classroom is taught in a response-based manner, it is not just a vehicle for language teaching, but a form of aesthetic enlightenment." Which means that students can be more creative and critical in their daily communication, also it permits students have a meaningful experience with the foreign language.

In conclusion, the engagement of students in reading activities gives them exposure to use English which will permit them to learn the language and to acquire new information, aspects that will be relevant for students in their academic, cultural and professional life.

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TEACHING ENGLISH
THROUGH LITERATURE

By:
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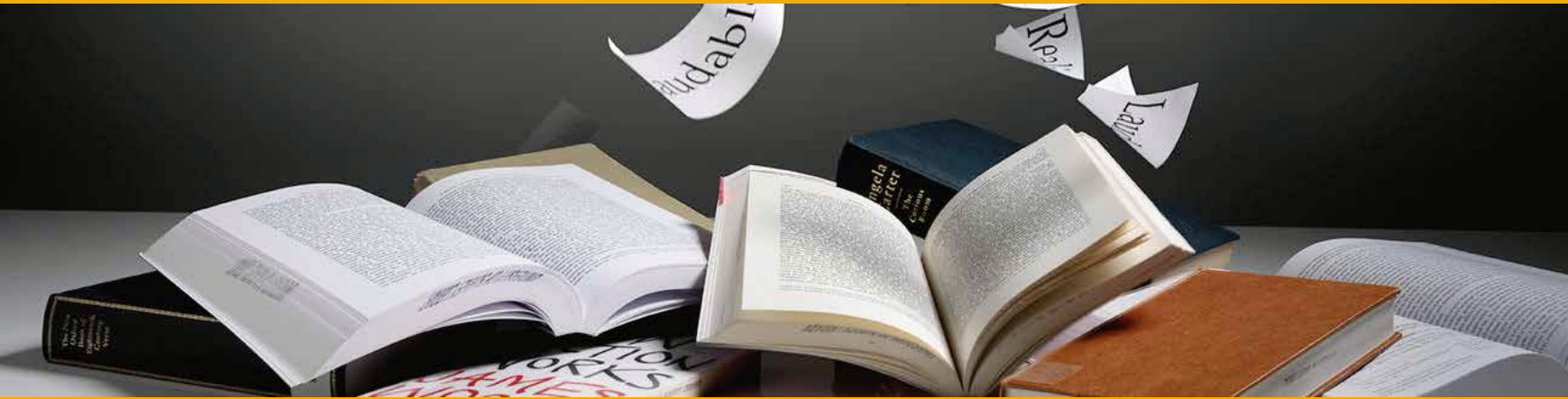
Literature shows students a different and fantastic world, full of new experiences, adventures, places, characters, fantasy, knowledge and universal topics that motivate them in reading and listening; it is also a way to get to know the world where we live, taking into account that writers are a testament to people's lives, Custodio and Sutton (1998:20) explain: "literature can open horizons of possibility, allowing students to question, interpret, connect, and explore." Furthermore, literature becomes a great tool to teach because we are not only teaching a language but also culture and customs.

Literature provides quality models for learning listening, reading, writing and speaking in different genders. Through short stories, students can be in contact with real language, and can develop an interest in the genre itself; it is not only a way to enhance students' reading, but also their learning and practice of English as a foreign language. Additionally, Elliot (1990) says that through literature, the students can internalize the language at a high level; which is relevant in language learning.

On the other hand, Riwes (2010) breaks the paradigm of the use of a text book as the base to teach a foreign language, he proposes the implementation of literature because it is a rich source of "authentic material" where students have direct contact with the native speaker; he also regards that literature is an aesthetic representation of the spoken language in a cultural context. Hence literature is a complete material that can contribute as an approach to developing the process of teaching and learning a foreign language.
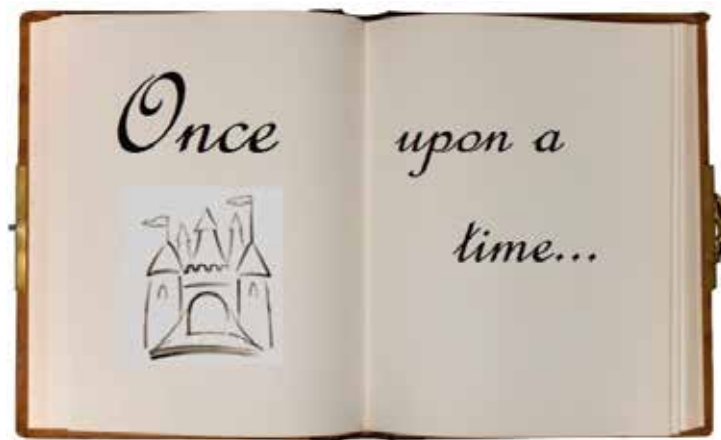
Through the years, Literature has been used to teach foreign languages due to its benefits in terms of content and language usage; it has been considered the best way to acquire vocabulary, expressions and also knowledge; Collie & Slater (2005:14), mention four specific aspects to deal with in the classrooms: authentic material, cultural enrichment, language enrichment and personal involvement, as follows:

- Literature is considered authentic material because most of the works are based on people's life experiences where the culture and customs of people are evident; for this reason it is an appropiate material to work in class, as Collie & Slater et al. (2005:14) say: "In reading literary texts, students have also to cope with language intended for native speakers, they become familiar with many different linguistic forms, communicative functions and meanings." Thus, literature offers students appropriate patterns to acquire a foreign language with all the necessary components for human communication.

- Literature is a cultural enrichment because it is as a means of communication where authors evidence people's feelings, customs and traditions; and it is perceived by readers as a way to get knowledge about many people from all over the world. Likewise, Riwes at al. (2010:12) point out: "Literature is a source of authentic material, which conveys the use of linguistics by those who have mastered it in a way intended for native speakers, and an aesthetic representation of the spoken language, which enriches students' language and culture." In this way, literature offers a very rich

environment to teach a foreign language not only in knowledge but also in grammar and language use.
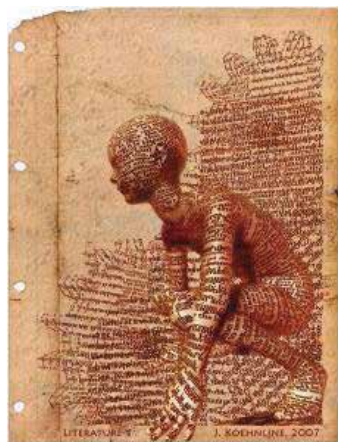

- Language enrichment helps students to be in contact with a wide range of characteristics of the language's syntax; they learn the function of words, phrases or sentences and the different changes of the language. The opinion of Riwes et al. (2010) is interesting, because it states that literature can be considered a much more authentic source than a textbook, highlighting the position that literature must have in the classroom, where students can have a closer relationship with target language and can also evidence their own process of learning.

- Personal involvement: When reading literature, students get interested in the text and start to be part of it, in some cases they identify themselves with the characters and the situations and so the text acquires more meaning for them, as Hişmanoğlu (2005) says: "The student becomes what happens as events unfold via the climax; he feels close to certain characters and shares their emotional responses." This process motivates the students' language learning process, and it forces them to solve the possible problems or difficulties in comprehending the texts in exchange for understanding the events that have happened and being able to predict those which are yet to unfold. Moreover, Byram & Grundy (2002) argues that literature permits students to interpret and establish relationships between the students' culture and the target language; which is a natural and spontaneous process that helps them compare and analyze information from their own view. Byram & Grundy et al. (2002) also argues that the students' development of discovery and interaction skills; where they can acquire new knowledge and share with other speakers, what he calls "intercultural communicative competence." This is related to the ability to know and understand cultures, including your own; however, this is a way to maintain communication with people from other places. Maley in Hişmanoğlu, M. (2005) says that literature is a potent resource because it contains the following characteristics: Universality, non-triviality, personal, relevance, variety, interest, economy and suggestive power, ambiguity and universality.
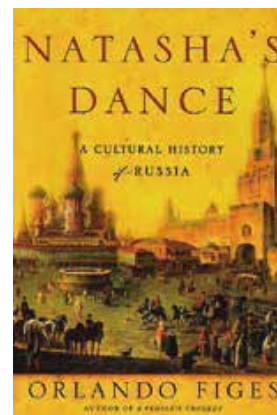
Literature is universal because it is a common aspect in all cultures; it has been present in the different communities since ancient times as a means to express customs, problems, experiences, beliefs, expectations, among others.

✓ Literature is non-trivial because it is an authentic material; the authors usually write about relevant aspects of their communities according to their own thinking.
✓ Literature involves personal relevance in relation to the writers' sensations and experiences; it generates personal identity with the readers' lives.
✓ Literature has variety of topics; it has a wide range of themes in all fields of human sciences such as law, medicine, farming, ecology, religion, and engineering and more. Therefore there are topics suitable for of all kinds of readers.
✓ Literature is engaging due to its variety of topics which draw the reader's attention.
✓ Literature can be related with economy and suggested power, bearing in mind that it can go beyond reality, it is a platform from which to generate discussion and debate.
✓ Literature contains ambiguity, which means that each person can react in different ways to the same topic or event; one text can produce as many interpretations as it has readers, because readers may all have different perspectives. At the same time it facilitates the exchange of ideas.

Finally, literature is a genuine source to be used in foreign language classes as a powerful tool for reflecting about sociolinguistic aspects of the target language. Moreover, it is not only an instrument for developing students' written or oral skills, but also a way to build up students' cultural competence.

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THE ACHAGUAS FROM CASANARE

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This article contains field notes taken about the current status of several indigenous families (Arrepiche, Cuniche, Achagua) belonging to an ethnic group of Venture (the ancestral territory of Achagua according to mythology), who have lived in Casanare, near the Meta Department, Colombia, since 1971. They have been always looking for access to resources; but they are relatively alone in the eastern planes. They live from cattle and corn crops, but they have been gradually restricted by capitalist society not only in the economic aspects but also in their-language and religion. Moreover, they have been victims of violence and displacement, as in the cases of many other indigenous towns in Colombia.

Marriage and Family

The Achaguas get married as part of their tradition. It is a way to transfer certain rights and responsibilities into the group. They usually marry at the age of 25, and due to the cultural influence of the priests and missionaries who have visited the region, they practice Catholic marriage customs. Nevertheless, there are many free unions because of the relationships with families from other regions. One of the responsibilities acquired in the marriage is to establish an exchange of goods and services between the members of the couple. In this indigenous group, the wife and husband work together for the benefit of the family group. Thus, the man works with the cattle and crops and is the leader of the family group and the woman is in charge of all the relevant decisions in the management and care of the house. Besides this, the man shares his time with his children and teaches them all the relevant and cultural aspects of the indigenous group. The daughters, from a very young age, collaborate in the care of their brothers and nephews in absence of the adults. For the family, it is very important to train women in this type of activity.

Religion

The mythical and ancestral belief system of the community has been replaced by the Christianity because of the early penetration of Catholic priests and Protestant pastors. In Casanare, the Arrepiche Cuniche and their descendants have been accepting Catholic traditions like Sunday Mass, liturgical services of Holy Week, birth ceremonies, baptisms, marriages and funerals.

Political and social control system

The traditional political organization of the Achaguas is centered on the figure of the capitán - he represents the political organization and is the authority figure among the families. However, they accept the leaders of the national government like magistrates, mayors, the governors and the president. However, they show apathy against the governors, due to the neglect they show for the region.

Language

The Spanish language is practiced by all members of the community, while the elders also speak Achagua, their mother tongue.

Type of housing

Their houses are called ranchos and they use the palma real in their construction due to its strength and durability. They also use mud, reeds, bamboos and wood; however, they utilize the zinc tile for the roof. The houses are rectangular, with one or two front entrances and few windows. The fireplace or stove is made of stones, located on a platform and firewood is their principal energy source. They do not have beds; instead, they sleep on guindados or chinchorros, with mosquiteros (mosquito nets). They take showers in the local rivers called caños.

Production

The economic system and production is based on: fishing, hunting, cattle, crops of corn and other local products. Most of the products are used for their daily subsistence.

Finally, this is one of the last indigenous groups left in Colombian territory. They reflect the historical development of our communities and thus, they have suffered the political and social problems as some other indigenous groups have. They have suffered displacement as a result of the presence of the various army groups there. This is a group that needs the protection of the government, especially because their culture and traditions are in danger of extinction.

WHAT LEARNING STRATEGIES IMPLY

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The field of Language Learning Strategies, nowadays, has become a crucial issue of study on the part of researchers due to the difference it can make between successful and unsuccessful students. New trends in education are trying to focus attention on students' learning rather than on teachers' activities. Taking this into account, this article will deal with some aspects of Language Learning Strategies that have been studied recently and that can have a very positive influence in our role as teachers: the concept of learning strategies, some motivational strategies and some instruments to identify learning strategies. Each aspect points out some pivotal actions to be developed when working with this issue.

First of all, according to Chamot (2005, 112), learning strategies are procedures that facilitate a learning task. It implies cognitive as well as meta-cognitive strategies and the socio-affective ones. According to Bremner (1999, 492), cognitive ones deal with information, meta-cognitive with planning, monitoring and evaluation and the socio-affective with interaction. Two studies have been carried out to examine their implications in language learning; the first one, to examine the strategies used by second language learners during the language learning process and the second one, the possibility to teach students different strategies to enable them to become better language learners (Chamot: 2005, 112).

Deniz (2010) points out that motivation is one of the most important factors required for effective language learning and according to Dornyei (2001, cited in Deniz, 2010) a sufficient level of motivation may lead a person to believe that he/she can get over the difficulties and be successful despite the challenges. There is a big connection between teachers' behavior and the students' level of motivation. Some motivation strategies are the establishing of positive relationships with the students (Dornyei, 2001), enjoying the teaching, recognizing student's efforts and being sensitive toward his/her student's needs, among others.

There are two types of orientations to be considered by teachers: the integrative and instrumental. The latter is the most motivational because it implies the utility of the target language in real life; e.g. the purpose of preparing for getting a better job or salary.

There is a big variety of strategies depending on the type of skill one works with. Chamot (2005) establishes 5 types of them:

Listening comprehension strategies: Ozeki (2000, cited in Chamot 2005) points out that some 12

ninety minute sessions have a significant improvement in students' listening. The strategy can include the top-down and bottom up approaches along with the selective attention and note taking activities, making predictions and working in pairs. But it is important to develop class discussions for the students to share the strategies they use. These processes impact on student motivation and let them comprehend their listening processes.

The oral communication strategy: Chen et al. (cited in Chamot 2005) suggest the use of the Strategy Inventory for Language Learning (SILL) as the most common instrument, which compiles a exhaustive list of strategies to use ranging from rhymes, connection of the sounds of the new words to an image and according to Oxford and Green (1995, cited in Bremner) provides a good general picture of strategy use.

Reading comprehension strategies include summarizing, cooperation, predicting, brainstorming, prior knowledge, visualization and making inferences. It is important to note that Oxford et al (2004) point out that less proficient students use more reading strategies than their more proficient peers as they are looking for the best tools to become better readers- what advanced students are thought to be.

Vocabulary strategies include memorization as the most common one that has been used by students, specially beginner ones because of the idea that vocabulary is what learning a language is all about during the first stages.

Writing strategies are the most difficult to implement, due to students, most of the time, facing difficulties in finding words, grammar structures and linking ideas. According to

Macaro (2001, cited in Chamot) the best strategies to take advantage of are: advance preparation, monitoring, evaluating and, in some cases, translation.

On the other hand, trying to identify the strategies used by learners can be a big challenge because, as Chamot (2005) argues, they are not observable. So, there are some suggested instruments to identify the strategies with some of them being:

1. An interview which should be conducted after the learning task is completed and also should be recorded.
2. Questionnaires are the most frequently used because they let researchers collect and analyze information from a large number of students (ibid). The most common questionnaire is the SILL.
3. Diaries and journals permit the identification of language learners' strategies because students write personal observations about their own personal experiences and the ways in which they attempted to solve language problems (Ibid).
4. The think aloud protocols are individual open-ended question interviews where students describe their thoughts while they were working on their tasks in order to collect rich insights.

All these instruments can be accompanied with pre and post-tests to verify the effect of the strategy on students' learning processes.

Finally, each skill relies on a specific group of strategies and there are very good interments to study our students' strategies or to teach them. Some studies suggest that in each language course there should be a space to teach students some strategies that can be chosen by them.

After this analysis a question arises: how much do I know about language strategies and how much am I carrying them out in practice?

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