General Index
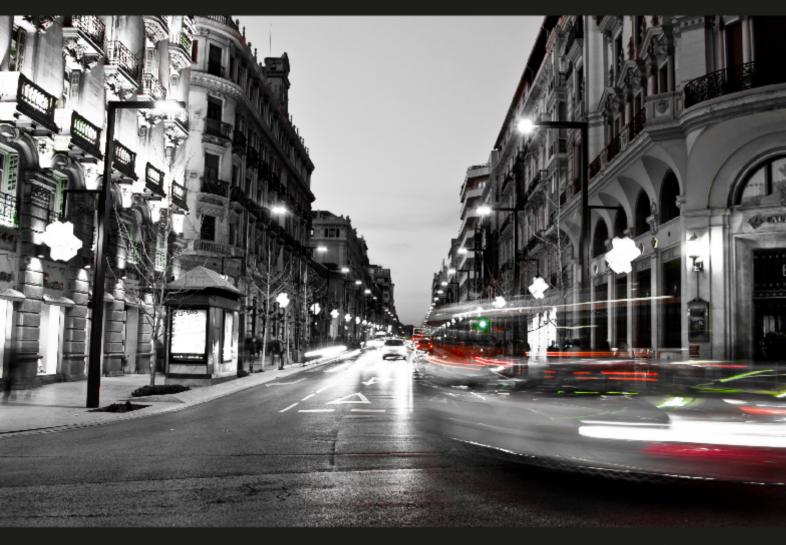
GENERAL INDEX

2012
Volume 17
Issues 1, 2 and 3

This general index gathers the three issues published in *Íkala* in 2012. It is divided into three sections: chronological, authors and subject index.

The **chronological index** contains the references of all articles and their abstracts.

The names in the **authors index** are followed by the volume and issue number.

The **subject index** contains the keywords which describe the articles followed by issue numbers and pages.

CHRONOLOGICAL INDEX

The following paper aims at identifying beliefs about English language assessment from a group of thirty Chilean teachers from primary, secondary and tertiary levels. This research is a multiple case study that utilizes a semi-structured interview, journals and a Likert scale, whose data are analyzed through semantic content analysis with the use of the qualitative data analysis software Atlasti that helps to determine participants' beliefs about assessment. The conclusions indicate that the participants declare to hold a communicative assessment model; however, written tests predominate as assessment procedures to assess grammar and vocabulary in the three educational levels.

Keywords: assessment, beliefs, English, teachers, educational levels

This article examines some discourses about the Linguistic Policy of the Certification of Foreign Language Competence (LP of CFLC) at the Universidad de Antioquia, with the aim of analyzing the findings, perceptions and positions of those who administer the policy regarding what it establishes and means. The article presents a methodological approximation based on a critical discourse analysis to tackle the subject. The analysis is done through some excerpts taken from the corpus of the study, which are constituted by: 1) Thirty semi-structured interviews applied to the board of professors that run the policy, postgraduate students, professionals and educators that have met the requirement of certification; and 2) the official documents that support the policy. The analysis makes it possible to identify the administrator's reflections on the LP of the CFLC. In addition, it unveils how through this type of discourse the certification requirement of foreign language competence has been naturalized and legitimized and how such a requirement serves as a mechanism for the compliance of the policy, acquiring a leading role. This requirement generates resistance against the linguistic policy, and not so much the assumed importance of the foreign language competence acquisition.

Keywords: linguistic policy, certification, foreign language competence, critical discourse analysis, naturalization

Interaction in an EFL Reading Comprehension Distance Web-Based Course / Jaime Alberto Osorno González & Sergio Alonso Lopera Medina; pp. 45-59

This article reports the positive and negative effects of an EFL reading comprehension distance web-based course based on four models of interaction (Bouhnik & Marcus, 2006; Moore, 1989). The methodology used was a case study, and researchers used five different data collection instruments and the tools from the platform Moodle to collect them. Some of the positive findings include: language improvement, individualized assistance, a friendly environment, and a different teacher's role. Conversely, some of the negative results are: the number of exercises, anxiety, limited feed-back, lack of interaction among students, and the absence of a tutorial guide. In conclusion, it is suggested that web-based courses balance the number of exercises, give deeper feed-back, encourage interaction among students, and design a tutorial.

Keywords: interaction, EFL reading, MOODLE platform

Teacher, Translator, Information and Comminication Technologies at the Escuela de Idiomas of the Universidad de Antioquia: Realities and Challenges / María Elena Ardila Restrepo, Luz María Becerra Naranjo & Natalia Isabel Cañas Gil; pp. 61-79

This qualitative, exploratory and descriptive study was based on class observations and interviews of students and teachers. This research led us to characterize the use of the Information and Communication Technologies (ICTs) in Education inside the language acquisition process, their role within curricular flexibility, and their underused potentialities in the context of study. We conclude that the use of the Internet favors the development of linguistic competence, and that we are witnessing a transition of teachers' practices and beliefs. However, there is still an urgent need for preparation, collaborative work and research on ICTs in education to promote a more enriching use of the resources. Besides, we propose an introduction of ICTs in education as a curricular innovation and not only as a technological one.

Keywords: Information and Communication Technologies in Education (ICT in Education), communicative competence, curricular flexibility, curriculum development.

The Language of Images and the Development of Critical Attitudes into the Classrooms: A Didactic Proposal for the Reading of Visual Sings / Rafael Alberto Barragán Gómez & Wilson Gómez Moreno; pp. 81-94

As a part of the project "Didactic of the Image", sponsored by Vicerrectoría de Investigaciones y Extensión de la Universidad Industrial de Santander (code 5229), the need for an interpretative study of the relationship between the imaginary and the teaching performance of educators concerning the visual image (or to be exact, concerning the visual signs) has been proposed. Based on the findings derived from this ethnographic work, we aspire to lay the foundations of a specific didactic method which can address this type of signification systems, not only as instruments that facilitate the apprehension of abstract notions by the students, but also as teaching and learning objects whose understanding implies complex thought processes. For this reason, this article proposes, firstly, a theoretical basis which supports the complex cognitive operations involved in the reading of any image; secondly, it attempts to corroborate the above thesis ascribing an argumentative nature to a kind of image— specifically to the political cartoon, considered text and discourse by virtue of its tendency to use sophisticated rhetorical operations inherent to the visual signs—all with the aim to argue that reading images is a process that also promotes critical thought among students in the same way that written texts do.

Keywords: image, didactics, reading, visual rethorics, cartoon

Etnoenglish: Weaving Words, Stories And Life Projects of the Zenu Town / Diana Luz Jaraba Ramírez & Adolfo Arrieta Carrascal; pp. 95-104

Colombian bilingual educative policies aim to develop communicative competences in all schools. However, these policies are rarely functional in multicultural communities, such as indigenous communities. At The San Antonio Abad indigenous school, the teaching of English was irrelevant for the students because they never engaged with learning the language. Due to this problem, an ethnographic study was carried out. This study allows us to integrate the identitarian elements of the community to the teaching and learning process of the English language. The results showed that the cohesive element of the community was the arrow cane weaving process. This permitted the implementation of a set of strategies called Etnoenglish, based on the discourse and interaction patterns related to the weaving craftsmanship process. The implementations of these strategies improved the motivation and English learning among the students.

Keywords: indigenous communities, etnoenglish, teaching, motivation, learning.

Review: Urban Wounds / María López Ponz; pp. 105-108

Editorial: Critical Thinking and Academic Achievement / Alireza Karbalaei; pp. 121-128

Cultural and Intercultural Competence in Translation: State of the Art / Ana Gregorio Cano; pp. 129-144

In this paper, I will analyse the theoretical framework of the cultural and intercultural competence in translation through the review of literature in the field. Furthermore, I will describe some definitions of culture with applicable aspects for the design of a future proposal of cultural and intercultural competence model in translation. Conclusions suggest the need for more empirical studies regarding the role/acquisition of cultural and intercultural competence as training programmes and teaching and learning activities are currently mainly based on theoretical notions.

Keywords: translator competence, translator as mediator, cultural and intercultural competence, translation training

Correlations between Pronominal Address Forms, Origin (Urban/Rural) and Age: The Case of College Students in Medellín (Colombia) / Ji Son Jang; pp. 145-166

In this paper we are going to present some results of a research about pronominal selection among university students in the city of Medellin (Colombia). We have done so considering the following social variables: 1) urban or rural origin of the informant and his/her parents; 2) the average age of respondents. To carry out this research, a questionnaire, which lists different types of interactions from the university students from Medellin, was implemented and 806 answers were obtained. In order to analyze the data, we: 1) estimated optimal sample size for polynomial distributions (Thompson, 1987); 2) applied Contingency tables (Cochran, 1952); 3) Non-parametric Kruskal-Wallis test (Kruskal & Wallis, 1952); and 4) Analysis of variance (ANOVA). Statistics show that: 1) students from rural areas with parents of the same origin tend to use more *usted* than *tú/vos* in most interpersonal relationships, and more *vos* than *tú* almost exclusively when they are addressing their boy/girlfriend; 2) the average age for the selection of *usted* is higher than for the selection of *tú/vos* in most cases, and just in certain cases the average age is higher using *tú* than the average age using *vos*.

Keywords: pronominal forms of address, sociolinguistics, Medellin, urban/rural differences, age

Grammaticalization in Nigerian Pidgin / Eyo Offiong Mensah; pp. 167-179

Nigerian Pidgin (hereafter NP) has assumed elaborated roles and functions, gaining new grounds in different sociolinguistic domains as a result of its sustained social expansion process. One of the consequences of this increased dynamism of NP is the development of lexical items into grammatical markers which is an expected natural process. In this paper, we examine language-internal mechanisms that transform lexical items into morphosyntactic items either for semantic value, creativity, expressivity or routinization. Our basic argument is that grammaticalization in NP is not contact-induced but a language-internal phenomenon, which reveals that NP has both a synchronic and diachronic existence that are imperative in evolving its unique grammar.

Keywords: grammaticalization, Nigerian Pidgin, contact linguistics, grammar, semantic change

The Abductive Hypothesis as a Teaching Strategy for Research in the Classroom / Mónica Moreno Torres, Edwin Carvajal Córdoba & Yeimy Arango Escobar; pp. 181-197

This text addresses the question of how to translate abductive hypothesis in a teaching strategy for classroom research. Its understanding and interpretation is based on methodological procedures of the Peircean speech applied in education and literature, and of the logic of scientific reasoning based on abduction, deduction and induction. A teaching case is presented in which procedures of the abductive hypothesis are applied, which indicates as a result, the advantages of education for the promotion of rational freedom in the classroom, respecting the individual differences of students, their physical welfare and aesthetic taste. Finally, it was concluded that the application of abductive hypothesis in education requires creative use of knowledge, founded on the logic of scientific reasoning, which breaks with the rationalist view of induction and deduction, and in conception of methods of science as liberating acts to stimulate the ability to investigate, judge and act in the midst of diversity, in opposition to a homogeneous view of society.

Keywords: abductive hypothesis, creative abduction, detective novel, classroom research, Charles Sanders Peirce, research in the teaching of literature.

Opportunity and Incentive for Becoming Bilingual in Colombia: Implications for the Programa Nacional de Bilingüismo / José David Herazo Rivera, Sonia Jerez Rodríguez & Danilza Lorduy Arellano; pp. 199-213

The Programa Nacional de Bilingüismo (PNB) seeks to promote English proficiency in Colombian society in order to position Colombia within world communication processes, a global economy, and an increasingly multicultural world. Using documentary and statistical data within a case study approach, we characterize the PNB as a case of acquisition planning and argue that some of the social conditions that bolster bilingualism are not sufficiently developed in the Colombian context. Specifically, we maintain that the number of jobs requiring bilingual workers in Colombia's labor market and the patterns of international mobility of Colombians provide little opportunity and incentive for developing bilingualism to the extent envisioned by the PNB.

Keywords: bilingualism, Programa Nacional de Bilingüismo, opportunity, incentive, language policy and planning, labor market, interlingual contact

Editorial: Cultural training: A proposal on how to assume it and study it / Ana Elsy Díaz Monsalve; pp. 223-229

Smart_PV: A Software Application for Managing English Phrasal Verbs / Bell Manrique Losada, Francisco Moreno Arboleda & Guillermo Orrego Gil; pp. 231-243

Phrasal verbs (PVs) are lexical units consisting of a verb and one or two particles. In this paper we present a characterization of English PVs. This characterization serves as the backbone for our web application called Smart_PV. The purpose of Smart_PV is twofold: i) to allow the input of PVs and ii) to detect PVs in texts. We designed web interfaces to register the PVs with their features and to detect PVs in the texts as follows: the user enters the text and starts the PVs detection process by splitting the text into words. Smart_PV was validated inserting 80 PVs (including the 25 most common PVs in documents of the European Union) and detecting PVs in texts from different domains. Our results show the expediency of this kind of applications for teachers, students, translators, and common users, as a tool to support translation and text mining tasks. Although a database with more PVs and the analysis of more documents are required, our results demonstrate the feasibility and usefulness of our application.

Keywords: phrasal verbs, adverbial verbs, prepositional verbs, particle mobility, text mining

The Role of the First Language in Hybrid Spanish as a Foreign Language Classes: A Sin or a Tool? / Laura Colombo; pp. 245-262

The use of the first language (L1) in the foreign language classroom has been highly contested in the last decades. This paper discusses the use of L1 in online activities in hybrid lower-level Spanish as a foreign language (SFL) courses, with a focus on threaded discussions about cultural topics. I first discuss the use of L1 in foreign language (FL) teaching. Second, I present Vygotsky's (1978) postulates about learning, and Cole and Engeström's (2001) activity theory. Third, I conduct an activity analysis of the SFL class to further narrow it down to L1 use in the discussion boards. By looking at the discussion boards through the lens of sociocultural theories, I claim that the use of L1 is a necessary cognitive tool for fostering inter-cultural learning through online discussions in SFL classes.

Keywords: first language use, sociocultural theories, Spanish as a foreign language, online discussions, culture teaching

Insights on Bilingualism and Bilingual Education: A Sociolinguistic Perspective / Ivan Miranda Montenegro; pp. 263-272

This paper is primarily intended to present some major considerations about bilingualism and bilingual education from a sociolinguistic perspective. In the first instance and due to the high complexity of the issue, I will deal with major definitions of these concepts. Furthermore, I will highlight features of individual and social bilingualism as well as some of their most common effects on individuals and on communities. Lastly, some conditions for the establishment of bilingual communities are put forward,

followed by a reflection upon the kind of bilingualism within foreign language (FL) settings referring particularly to the Colombian case.

Keywords: bilingualism, bilingual education, sociolinguistics, FL communities

Metafiction and Subjectivity in *American Pastoral* by Philip Roth / Yasmín López Alzate; pp. 273-284

American Pastoral is proposed in this article as consisting of two narrative levels in which the life of the main character is deployed, that is a diegetic level and metadiegetic level. Then, various metafictional resources are analysed, particularly a reorganization of narrative levels. On the basis of the proposed division, the article explores *American Pastoral* as a novel which, through the use of metafiction, reconstructs and challenges the subjectivity of the main character set out in the diegesis. Based on the metafictional turning point, a parallel is then established between the main character's identity both in the diegesis and in the metadiegesis. To conclude, several implications of such metafictional reframing of subjectivity in *American Pastoral* are proposed: as a marker of the text construed character, as a major narrative strategy and as an element underlying literature as a form of intersubjective knowledge.

Keywords: metafiction, subjectivity, diegesis, metadiegesis, narrative levels

Errors in the Use of English Tenses / Carmen Garrido Barra & Cristina Rosado Romero; pp. 285-296

This article presents the results of an error analysis investigation carried out in Concepción, Chile, with a group of forty-eight native speakers of Spanish studying to become EFL teachers at Universidad San Sebastián. All participants were first year students who had studied English tenses and aspects for a year. The objectives of this investigation were the identification of students' errors regarding the use of tenses and aspects in English, the design of a hierarchy of difficulty and the explanation of main errors. According to the results obtained, after a year of formal instruction, students still showed problems with the correct use of English tenses and aspects. The main problem was accurately matching tenses and aspects to different contexts. Findings provide useful information to design remedial programmes to help students become successful in the use of English tenses and aspects.

Keywords: grammar, tenses, errors, context, formation, difficulties

Review: Bridges and Walls: Slovenian Multiethnic Literature and Culture / Pedro Patiño García; pp. 297-299

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SUBJECT INDEX

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