Research activities report

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Bogotá, octubre de 2019

Research activities report

Considering the Accord 038 of 2015 that rules the graduation choices and procedures at Universidad Distrital Francisco José de Caldas (UDFJC), the present report explains each research activity together with the corresponding results, as well as the reflection of each stage carried out by me as a future language teacher-researcher. Needless to say, this report also follows, in its second part, the Accord 031 of 2014 that rules the structure of the final document needed to summit, in order to be verified by a teacher evaluator. Likewise, the research achievements are articulated to the Chronogram submitted and accepted on January 31st to develop a graduation project within the research and innovation modality. Along these lines, we present the following activities organized in different months. All these activities were actually carried out by the student towards a research project titled: El posconflicto en Colombia y la educación para la paz: Un desafío para el aprendizaje y la enseñanza del inglés, accepted and registered through the code: GI-PR-013-FR-021 by the Centro de investigaciones y Desarrollo Científico (CIDC) from UDFJC.

Furthermore, my formative experience in this research report can align to the second line of research proposed by LLEI and the fourth line of research according to the Faculty of Science and Education in its Plan Maestro (2013), that indicates "Discursos representativos e imaginarios en la acción social educativa" (p.7). It is worth mentioning that this project fits those lines of research, due to the fact that, its main objective was to understand and describe students' victims experiences through mechanisms as the use of bilingual didactic material that allow us to analyze victim students' discourses and believes within their social contexts. Likewise, this research provided us an understanding of how the victims' perceptions on their surroundings change by the different realities they live and how their expectations are highly transformed due to their experiences in the Colombian armed conflict. With that in mind, as a future teacher-researcher, I had the opportunity

to develop abilities that allowed me to take action solving problems, proposing ideas to innovate from a didactic and pedagogical material and use analytical skills that let me understand the educational social environment.

With regard to the research and innovation modality, I recognize the importance of actively participating in a research group that allowed me to develop research skills that contribute to the university's research environment as well as, new knowledge that would bring to academic literature. As mentioned in the Plan Maestro (2013):

> "La participación de nuestros estudiantes en los semilleros aún es muy baja, es necesario incentivarlos a la creación y al fomento del crecimiento de los mismos, a través de la participación en las convocatorias vigentes y en eventos académicos que permitan su crecimiento en la formación investigativa." (p.36)

In response to the above, I participated in the research seedbed: "Didacticas del Inglés and la Tecnología (DIT)" in which I conformed a working group in order to participate in the call for proposals to be sponsored by the UDFJC through the CIDC in 2017. There, and with the support of my tutor teacher, the initiative of a research project was approved. Once the research project was institutionalized, I continued with the development of skills that responded to the profile of a graduate by the LLEEI program, and at the same time specified in the Plan Maestro (2013) continued with aspects of their training as future teachers, such as the presentation of projects through the different internal and external calls (p.34). In this sense, the modality of research and innovation permits me to know the dynamics of a research group and in turn to be part of *formative research* (Frick, and Reigeluth.1999)

In the specific case of research and innovation graduation modality, there is a big influence of

formative research, due to the fact that it requires a new perspective from the teacher-researcher point of view about the knowledge and ways to teach in order to improve the overall educational process. The previous idea is supported by Moreno (2004) who argues that the final goal of Formative research is purely pedagogic. It consists in implementing a method, a theory, an application and finally the obtaining of results through following a certain stablished curricular program within a process and clear objectives to achieve, but always taking into account that knowledge is constantly changing. Moreover, there are other components that have a relevant role in Formative research as the strategies, methodologies and didactic techniques of the teacher. Additionally, Formative research contributes to the teacher-researcher development because in each stage of the process the teacher is being nurtured in the labor itself and can be flexible while using theory, in fact formative research has been used to enhance instructional-design theories and models (English, 1992; Kim, 1994).

Consequently, it is worth narrating the overall experience I had as a future teacher researcher since the very beginning, as part of the activities reported.

The experience within the DIT Research Seedbed was enriching, because I was able to be part of an excellent working group, where I could develop useful skills for my training as a future teacher. I must emphasize the enormous support from my tutor teacher who was the person in charge of orienting all my formative process during my course in the seedbed, and she was the one who taught me beyond the classroom the investigative principles that accompanied me for the rest of my teaching task. Likewise, I thank the financial teacher, due to the fact that it was complex to find a person who believed in our initiative and that promote research development at the Universidad Distrital.

On the other hand, something I recognize that really contributed to my research training was the creation of a project. Within it, I highlight three stages in which I developed skills in a pragmatic way and with a strong theoretical foundation. The first stage is the Literature review Stage, in which I understood how to approach a problem or an area of interest and how to do it. That is why in this first stage we began with an extensive review of the literature to learn more and understand the phenomenon to which the project was focused. Thanks to the experience of my tutor, tools such as the use of grids and strategies to obtain this information were provided. All this within the framework of a methodology that guaranteed a good optimization of time and progress in the creation of the constructs that allowed us to re-elaborate and approach our area of interest from another point of view. Likewise, this was the most important stage, since the solidity of the following stages depended on it.

In the second stage of the project, different project goals were met. I decided to concentrate them in a single stage given that the similarity of these goals and that they were carried out in the same period of time simultaneously. Once the theoretical basis of our project was consolidated, we decided to approach a real scenario of interest. We were able to work with children as victims of the Colombian armed conflict in a public school from Bogotá, Colombia. In that setting, we achieved a preliminary understanding of the scenario dynamics as presented in the theory (and those which were not) through this problem exploration. It was an experience that would really mark my life as a student as well as a future teacher, since working with this population approached me to an understanding of some problems they face and affect their lives and social interactions in the educational environment.

At this point, one of the most relevant products of the project from my opinion, as a future language teacher researcher, was the writing and publication of a research article, based on our experience

in piloting and the products collected from it in the first stage of the research. During the construction of the article, my analytical and writing skills were more developed. However, the experience of publishing an article left us with the first ups and downs of this process. On the one hand, there were long review times stipulated by academic journals and the cravings that produced their responses, as well as possible unfavorable response of our article. It was necessary to correct and re-submit our article, which is currently being revised.

In this second stage of the project, we experienced some unforeseen events that seriously affected the project. One of them was that the main population available for the application of our material did not materialize and we had to change it and we had to look for another group of learners. This meant that an extension was requested towards the CIDC; thus, we spent more time in the development of the project. Nevertheless, this situation also allowed us to learn more about the administrative procedures carried out at the Universidad Distrital and how cumbersome some of these are for teachers and even more so for students as members of research projects. Even with these situations from real life in projects, a good part of the CIDC staff helped us to overcome this unexpected situation.

Once the new population was approved, the intervention stage of the project took place and we were able to put into practice the designed and improved material that yielded valuable findings. In this stage, we interacted with victims of the Colombian armed conflict who openly allowed us to know more about them and who were optimistic in the development of our intervention as they believed in education as one of the opportunities that allowed them to talk about their lived experiences.

Finally, the third stage consisted in the analysis of the products and elements collected through data collection instruments. From my point of view, this is one of the stages where the teacher

researcher's interpretation, analysis and a theoretical basis are used to see beyond the interactions and participants' excerpts. In this way, the understanding of the phenomenon and the emergence of new categories brought us new perspectives from which we can approach the reparation of victims in the armed conflict in Colombia. Likewise, at this stage I worked on some other skills that as a future teacher researcher seem relevant to transform my context and provoke changes that make me an active subject in a fluctuating society.

Internship objectives

- To develop critical and analytical skills that allow the teacher researcher understand his environment.

- To propose an ELT learning and affectively comfortable environment for pedagogical proposals through didactic materials.

- To develop research skills that allow the teacher researcher to become an active participant in socio-cultural and political processes.

Research activities report

The following chart presents the list of activities and stages of the research project, with the tasks developed by me as a future teacher-researcher and the results of each in the different stages, framed in the schedule of activities we initially submitted and proposed to the Consejo Curricular in LLEEI (Annex 1).

Chart 1. *Research Activities Plan*

Research Project stages (Chronogram)	Activities	Objectives	Results achieved
Month 1 **Literature Review** **What has the ELT community done in relation to peace education in ELT?**	Revision of diverse types of resources, including both books and research articles about peace education in ELT. Use of a literature review matrix in order to identify possible gaps and areas of action. Selection of didactic, analogical and digital resources in ELT. Analysis of these resources from the peace education perspective. Adaptation and application of a matrix for ELT didactic resources analysis.	To find gaps in the literature that could contribute to the problem statement To find and analyze different English material based on peace education. To comprehend the structure of a didactic material	- Literature review matrix with 25 research articles about peace education in ELT. -5 matrix analysis of didactic resources in ELT from peace education perspectives.
Month 2 **Problematization** **What is not yet or partially tackled in peace education from ELT?**	-Complement the phenomenon problematization and adjust research questions and objectives presented in the initial proposal. -Writing the research problem statement based on the data collected and information obtained from Literature review stage.	To define the goal question and scope of the research project.	-Problem statement written section along with research questions and objectives.

Month 3 **What theoretical and methodological perspectives are available for the didactic material development and the research design to answer our research questions?**	-Search for relevant theoretical resources to re-elaborate concepts as constructs within the theoretical framework. -Write the writing plan or structure for the theoretical framework section. -Exploration of methodological choices for a twofold purpose: research design construction and the elaboration of a methodological path or process from which the didactic material was developed. -Writing of the theoretical framework and research design sections.	To lay the foundations for the research project.	-Theoretical framework written section Research design written section
Month 4 **What would a proposal for a didactic material look like when connecting peace education and ELT? What process may guide the material development? What do we need to integrate already made decisions within the concrete didactic material?**	-Construction of the didactic material development model to be considered in this research project. -Writing of the hybrid didactic material in its first version. -Support the management activities and requirements fulfilling with the CIDC, such as the graphic designer hiring. These activities also contributed to the development of the project.	To design appropriate peace education materials to collect data and information for data analysis categories.	-A model for materials development in ELT. -Didactic material already written along with the complementary resources. -Contact the CIDC with the requirements asked to start the process of sponsored services of a graphic designer. A public calling for this service was opened and the CIDC hired a graphic designer who was registered in the AGORA platform. -The design process of the didactic material was conducted.
Month 5 **What happens in a concrete context with victims of the armed conflict as students?**	-Contact of an English teacher in an authentic setting with victim students of the armed conflict. -Didactic material piloting -Data collection instruments piloting -Analysis of piloting results and adjustments for both didactic materials and data collection instruments	To gather information about the target population through an interview with a professor. To test the material to adjusted if it is necessary	-An interview with an English teachers in a context with victim students. -Data collected from students. -Data collection instruments adjusted based on piloting results. -Didactic material adjustments, according to the piloting stage.

Month 6 **How does the material work in a target context with victims of the armed conflict as students?** **Application for an extension of the research project presented to CIDC**	-Pedagogical intervention in a setting at risk with victim students of armed conflict in - Pereira, Colombia. -Didactic material implementation -Data collection instruments application in the target context - Administrative procedure carried out by CIDC to extent the research project deadline.	To collect information about the target population by the chosen data collection instruments	-Data collected from the victim students. - The approval of the research project extension (4 months)
Month 7 **What kind of findings has the Project obtained?** **Which categories emerged from the final findings?**	-Preliminary analysis of the data collected -Participation in an academic event. (The student participated as the role of presenter in III Bienal Latinoamericana y Caribeña de infancias y juventudes de la Universidad de Manizales) -Review of data analysis and emerging categories.	To socialize the preliminar information about the project in an academic setting	-The emerging of new categories of discussion that maximize the impact of the research project in the victim student community. - Socialization of the project in academic event, in which, where the conflict has had a significant impact in the society.
Month 8 and 9 **How was the research question answered and what results it generated?** **What was the impact of the Project in the context and in the teacher researcher formation?**	-Writing of the Project findings, conclusions, complications and suggestions for future researchers. -Sending of a partial report about the Project to the CIDC	To report the findings in categories emerged from the analysis of the data	- Writing of a manograph in which the question and main objectives are answered and discussed. - Analysis of student victims appreciation about the pedagogical intervention in the course.
Month 10 **How can this project contribute to the academic community?**	A research article construction based on the experience carried out during Project.	To contribute to literature and research in the Applied Linguistics to ELT area.	-Writing of an academic article (currently in process of publishing)

	Academic event socialization, from the application and evaluation of the material.	To foster initiatives that contribute the peace education area from ELT	-Creation of the academic event: I Session on peace education in English learning environments. Pre service teachers voices about conflict and peace education in English teaching and learning, at UDFJC October 5th, 2018.
Month 11 and 12 **How is a research project completed under the call for proposals of the CIDC?**	Writing the introduction and summary, compiling and reviewing the entire report, reviewing the relevance of the title.	To consolidate the information about the project in a final report sent to the CIDC	-Sending of a final report about the Project to the CIDC -

The following chart analyzes the scope and impact of each of the products generated in this research project, as required in the

Agreement 038 of 2015 for the innovation research modality (p.10). In order to achieve it, the work plan summited to the CIDC

(Annex 2) and the Research activities plan (Chart 1) are taken into consideration.

Chart 2. *Products: Scope and impact*

PRODUCT	SCOPE	IMPACT
Article "Peace Education in ELT An experience with Emberá Students victims"	Since this product is being peer-reviewed in the scholarly journal, the ultimate scope of this product cannot be totally analyzed. However, its future scope can be estimated once it is approved by the Critical Inquiry of Language Studies journal. Bearing in mind that the academic journal belongs to the Taylor and Francis publishing house, the scope of the article would be "permanently available online immediately on publication to anyone, anywhere, at any time" (Taylor and Francis, 2019)	The estimated impact of this product would be the academic community of the U, Professors and teachers in training.

Presentation in the academic event: III Bienal Latinoamericana y Caribeña de Infancias y Juventudes	Taking into account Chart 1, in month 7 the presentation of the preliminary results of the research project was carried out in the III Bienal Latinoamericana y Caribeña de infancias y juventudes at Universidad de Manizales, Colombia (Annex 3). With this, the socialization helped us to extend the scope of the project nationally speaking. There, I as a future teacher researcher had the role of academic speaker.	Bearing in mind that in the academic event, at stage 4: "Mesa 4_05: Infancia, Juventudes y ruralidad: Propuestas regionals de educación, paz y memorias." (III Bienal Latinoamericana y Caribeña de infancias y juventudes, 2018, p.5), we presented the preliminary findings of the research project, we could share and discuss them with other speakers, students, teachers and evaluators. The contribution of the English language to peace-building was highlighted.
Material: Experential senses	In the Research Activities Plan (Chart 1) during the month 4, we designed and built the didactic material. For it, we selected multimedia and alphabetical texts (multimodal), integrating media, writing the media script or text present in the didactic material (instructions, activities, images...), visual presentation and revision of its internal coherence were important activities in this process too (Annex 2 p.14). Consequently, we piloted it during the month 5th and we applied it during the month 6th. The scope of the material is evident both in the piloting and in its final application. On the one hand, work was done with children from the Embera indigenous group in a public institution in Bogotá. The adjusted material was applied in the Risaralda Victims Unit in Dosquebradas in Pereira. Finally, the material was applied with about 50 to 60 students as victims of the armed conflict.	The material had a direct impact on the group of 30 students of the Emberá indigenous group. Likewise, the material had an impact on a group of 25 to 30 victims of the armed conflict who were part of the Victims Unit in Dosquebradas, Pereira. It is also estimated that this material could have been socialized in the families of the victims by the participants of the application.
Event: I Session on peace education in English learning environments. Pre service teachers voices about conflict and peace education in English teaching and learning	In accordance with the work plan (Annex 2) and the Research activities plan (Chart 1) in October 5th of 2018 we organized and carried out the academical event: *I Poster Season on peace education in English learning environments. Pre service teachers voices about conflict and peace education in English teaching and learning,* in which there were participants from the class Seminar VI and about 38 attendees from the LLEEI program and other ones at the UDFJC. As illustrated in figure 1, They	The event had an impact on Seminary VI class students (20 participants), the academic community invited to the event (Approximately 38 attendees) and the teachers participating in the activity (1 teacher). On the other hand, and as mentioned in the work plan (Annex 2), there were proposals for research by students of Bachelor's degrees around education for peace. Communication between different academic communities could be generated through the exchange of this research. Moreover, the

socialized their initiatives about how to promote a culture of peace education towards the community of the UDFJC.

increase of research proposals around peace education in ELT could be remarked as another important impact. (p.16)

Figure 1. Taken by the authors

| Categories from final report | During the project, there was necessary to construct a final report for the CIDC in which we condense the findings and the process of this research project. The final analysis resulted in two categories named "**Peace construction through language memory**" and "**Post-victim observers of multi-realities in a modern and modernizing society**". According to the Annex 2 Work plan, the scope of this product is given in terms of contribution to the research area of the LLEEI and the UDFJC. In this sense, the aim is to facilitate the understanding of phenomena that permeate students who are victims of the armed conflict and offer an | The expected impact of our Work Plan (Annex 2) is defined as "Inclusion of the voices from different types of victims in general education and other institutions of society" (p.16). On the basis of the experiences of the victims in the armed conflict and theoretical foundations, the emergence of categories is consolidated. Textual samples of testimonies and experiences of the victims of different types of conflict could be integrated in the didactics of foreign languages such as English. |

		alternative to undertake beneficial actions for students and teachers in post agreement scenarios.

The following chart analyzes the evaluation and achievement of the objectives of the research activities plan (Chart 1), as mentioned in

the Agreement 038 of 2015 for the innovation research modality (p.10).

Chart 3. Objectives Assessment

Activities	Objectives	Assessment
Revision of diverse types of resources, including both books and research articles about peace education in ELT. Use of a literature review matrix in order to identify possible gaps and areas of action.	To find gaps in the literature that could contribute to the problem statement	Objective Achieved: We found that there is a lack of material oriented toward peace education in English as a foreign language teaching.
Selection of didactic, analogical and digital resources in ELT. Analysis of these resources from the peace education perspective.	To find and analyze different English material based on peace education.	Objective Achieved: We selected 10 didactic materials to be analyzed, however, we included 8 didactic materials (both analogous and digital) for the present study.
Adaptation and application of a matrix for ELT didactic resources analysis.	To comprehend the structure of a didactic material	Objective Achieved: Using "Formato para auscultar entornos didácticos" (Aldana, 2015) we could analyzer and comprehend the structure of a didactic material and how it contributes for the designing of our own material oriented toward peace education settings.
Complement the phenomenon problematization and adjust research questions and objectives presented in the initial proposal. Writing the research problem statement based on the data collected and information obtained from Literature review stage.	To define the goal question and scope of the research project.	Objective Achieved: We proposed the question *What do victims students re-elaborate from their experiences in the Colombian armed conflict through a bilingual didactic material towards peace education?* We were interested in comprehending or understanding the victim students' experiences, for this our scope was intended to work with victims of the armed conflict. For this purpose, contact was established with teachers of a public institution in Bogotá to participate with children of the Emberá Wera tribe, victims of the armed conflict, and in a second

Activities	Objectives	Results
		stage we worked with the Victims Unit of Dosquebradas, in Preira, Colombia.
Search for relevant theoretical resources to re-elaborate concepts as constructs within the theoretical framework. Writing the plan or structure for the theoretical framework section. Exploration of methodological choices for a twofold purpose: research design construction and the elaboration of a methodological path or process from which the didactic material was developed. Writing of the theoretical framework and research design sections.	To lay the foundations for the research project.	Objective Achieved: We collected information from the literature through a Literature Review Matrix (Annex 4) that provided us more than 25 authors for the re-elaboration of the constructs. Consequently, we wrote the theoretical framework. Additionally, we in term of research design construction we considered authors as Johnson and Christensen (2014) for qualitative research paradigm and Creswell (2007) and Cohen, Manion and Morison (2007) to build the methodological path to write and describe our research design section.
Construction of the didactic material development model to be considered in this research project. Writing of the hybrid didactic material in its first version. Support the management activities and requirements fulfilling with the CIDC, such as the graphic designer hiring. These activities also contributed to the development of the project.	To design appropriate peace education materials to collect data and information for data analysis categories.	Objective Achieved: For the construction of the didactic material several stages were contemplated for its elaboration. The first was to create the guide of a hybrid material that would allow the victims of the armed conflict to propose peace alternatives for their local problems and at the same time, it may open their minds to narrate their experiences to soothe some of the sequels of the Colombian armed conflict. Finally, and following the guidelines of the CIDC, a graphic designer was hired to illustrate the passbook for its future application.
Contact an English teacher in an authentic setting with victim students of the armed conflict. Didactic material piloting Data collection instruments piloting Analysis of piloting results and adjustments for both didactic materials and data collection instruments	To gather information about the target population through an interview with a professor. To test the material to adjusted if it is necessary	Objective Achieved: We contacted a teacher from a public institution who worked with students who were victims of the conflict. It was possible to pilot the designed material, as well as the data collection instruments. After the piloting intervention, an analysis was made of the results obtained as well as necessary material adjustments to optimize the final results in the application stage.

Pedagogical intervention in a setting at risk with victim students of armed conflict in -Pereira, Colombia. Didactic material implementation Data collection instruments application in the target context Administrative procedure carried out by CIDC to extent the research project deadline.	To collect information about the target population by the chosen data collection instruments and application of the material	Objective Achieved: The intervention was carried out at Victims Unit in the municipality of Dosquebradas in Pereira. There, we implemented the material designed to help the victims of the armed conflict. Data collection instruments such as audios, photographs and journals were adjusted to be more effective when analyzed. At this stage the participants gave positive feedback on the intervention and the project initiative. On the other hand, due to setbacks with the target population, it was necessary to ask for the extension of the project in the CIDC, in which, the future teacher researches could learn some administrative procedures conducted by the UDFJC.
Preliminary analysis of the data collected Participation in an academic event. (The student participated as the role of presenter in III Bienal Latinoamericana y Caribeña de infancias y juventudes de la Universidad de Manizales Review of data analysis and emerging categories.	To socialize the preliminary findings about the project in an academic setting	Objective Achieved: The teachers in formation were speakers at the III Bienal Latinoamericana y Caribeña de infancias y juventudes at Universidad de Manizales, in which they shared with the academic community the partial results of the preliminary analysis of the different stages of the project.
-Writing of the Project findings, conclusions, complications and suggestions for future researchers. -Sending of a partial report about the Project to the CIDC	To report the findings in categories emerged from the analysis of the data	Objective Achieved: After the analysis of the data collected, we portrayed in the final document (available in the second part of this report) the categories "**Peace construction through language memory**" and "**Post-victim observers of multi-realities in a modern and modernizing society**". Likewise, during his stage we wrote thte section "limitation and suggestion for further research".
A research article construction based on the experience carried out during Project.	To contribute to literature and research in this area.	Objective Pending: Although a research article was written about the experiences and findings of the research project, due to the waiting times proposed by the academic journal, this objective has not been entirety completed.
Writing the introduction and summary, compiling and reviewing the entire report, reviewing the relevance of the title.	To consolidate the information about the project in a final report sent to the CIDC	Objective Achieved: We wrote a final report for the CIDC in which we included the percentages of the achievement of each stage proposed and a complete summary of the activities, findings and goals fulfilled.

Conclusions

This report presents each of the activities that I developed in conjunction with the research seed-group, and which displays the investigative work that I carried out. From the research point of view, this project generated products that contribute to the understanding of the social dynamics that we live nowadays in our country, while highlighting the importance of peace education in English teaching area. Likewise, this project innovates, since it involves the victims of the armed conflict so that they can participate in the construction of peaceful environments in ELT educational settings. On the other hand, this project has allowed me to develop investigative and critical skills to become an active and participatory teacher interested in understanding the phenomena that occur in the educational environment. Equally important, working with this population made me more aware of the consequences of war in the minds of those who suffer it in their own flesh. Children are the most important thing in a society, and socio-political situations should not generate traumas that will later affect their behavior in a society that needs to be repaired by all those who participate in it.

On the other hand, as a future teacher researcher I can affirm that the theory of formative research applied to the critical and investigative training of teachers is effective. The consolidation of this research project shows this. Likewise, the pragmatic way in which the theory is immediately applied in the project, allows the future teacher researcher to corroborate, contrast and contribute new ideas to the theories applied. It is important to emphasize that the tutor's guidance is indispensable so that this research teaching methodology can be developed appropriately and generate a true research experience for future teachers in formation. Since it is the tutor who establishes the objectives and goals that the future teacher researcher must achieve by developing the necessary research skills to reach the professional degree in the bachelor's degree in foreign languages.

Peace education: A possible alternative in ELT

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Bogotá, 31 de enero de 2019

Tabla de contenido

Introduction

The Colombian armed conflict has had an impact on the country since a long time ago, even when there is no a specific date that better represents its beginning. Some scholars point to Jorge Gaitán's death (April 9th, 1948) and the Bogotazo as the violence catalyzer in Colombia while others assert conflict started when the National Front was formally constituted in 1958 (Larosa and Mejía, 2014). In contrast, other academics argue the Palace of Justice siege in 1985 was the actual start. In any case, Colombian armed conflict has triggered a myriad of situations and consequences for Colombian communities and social institutions that look for a shift to peaceful environments. Mostly, victim students in a post-agreement environment suffer from forced displacement to cities such as Pereira, Cali or Bogotá (the capital city). In so doing, these victims expect the State to support them in an attempt to involve them in the dominant community by partaking in formal education and *Victims units* such as the one we carried out this research in.

Once we explored the literature on peace education and its combination with ELT, we realized about the supporting or including relationship between language, ELT and peace education. Not only English should be the goal in the language class, but it plays the role of a means through which culture -meant as both major symbols and everyday lifestyles- can be weaved (Kramsch, 2013). If language may have such an important role, peace education as part of humans' cultures (Oxford, 2017) can potentially be *constructed*, *deconstructed* and *reconstructed* through language as English and Spanish in the case of this study. Along these lines, we challenge instrumental perspectives around Applied Linguistics to ELT through critical stances. Indeed, every sociocultural phenomenon where language is mediating can be tackled by language teacher researchers (Oxford, 2017; Alcalde, 2018). This study emergence and

development we report afterwards exemplify one of the various possibilities to make visible the reciprocal support and connections between Peace education and ELT.

Thus, our interests in exploring actual places with real victims appeared. We thus went on our revision of the literature and a concrete scenario where we found victims of the armed conflict. When interacting with this scenario and confronting it with the literature, we identified diverse factors that allowed us to state our research problem together with the main question and objectives. At this point, once again, we found a myriad of reasons why this study was worth doing. In the first chapter of this text, we present some evidence of the problem plus our interpretation, based on relevant literature and naturally, our understandings on it.

As victim students' experiences, life stories and understandings are complex, additional theoretical basis was necessary. For that reason, two constructs were proposed in the theoretical framework that informed and complemented some conceptualizations on peace education as related to ELT and victims' experiences in the armed conflict. Through the former, we reflect upon and explain the connection among ELT and peace education from various possibilities. In the latter, we discuss the concept of *experience* and expand it to its role in the construction of *memory* as a learning and healing resource in contexts such as the English class.

Subsequently, methodological decisions concerning research and teaching were taken and took place in the process of this study development. Interpretive and descriptive designs within the qualitative paradigm were considered to devise the research dimension of our intervention through a didactic material we created plus data collection methods. We account for research decisions such as paradigm, design, data collection instruments, data type and sampling technique within the research design section.

Specifically, we created a didactic material to approach and interact with victims of the armed conflict from Pereira. We collected data with them and as an enriching experience for both

participants and us, we involved these victim students in the last session of our material application with the purpose of developing data analysis in its initial stage. Participants as victim students supported the process of interpreting and describing data collected as a strategy taken from participatory action research. This is explained in this section on the research methodology in deep.

Data collected were managed through strategies such as transcribing, numbering and color coding. Based on this initial management, we applied Grounded theory as our data analysis approach. Deep explanation on this procedure appears in the section on data analysis before our findings. These ones in turn are explained through two emergent categories in the subsequent chapter. The first one was titled: *Peace construction through language memory* and dealt with how memory became bilingual in our students' artifacts and its role in peace construction from one of its versions: solution of everyday problems in ELT. The second one was stated as: *postvictim observers of multirealities in a modern and modernizing society*. This category describes the influence a modern model of society founded on dual peace-related categories may produce on post-victim students who seemed to self-acknowledge as such in postagreement settings from an instrumental and pragmatic standpoint. Post-victim students as active individuals seemed to also make the personal decision to use the victim label to selectively interact with their realities. English classes with the material developed here allowed these participants to explore and exteriorize these different roles in the language class.

In other words, we identified multiple experiences in these participants framed within categories from the modern narrative on peace construction and education. In sum, post-victims label emerges here as a concept to refer to those individuals who may selectively reassert themselves as victims and continue suffering from other types of violence in dominant groups who have not gone through armed conflict situations and the State's instrumentalization of peace.

Conclusions are finally presented in next section of the previous one. They synthesize the general process followed in this research together with chief findings. Then we end with our study limitations and suggestions for further research.

Acknowledgements

This research experience with our peers, teachers and specially, victim students urges us to sincerely thank important people and special beings without which this project would have been impossible to develop.

Firstly, we would like to thank God for its guidance and permanent wisdom, also provided to us.

Secondly, we really appreciate our families' valuable support throughout this challenging process.

Undoubtedly, the third important actors who were key in this project development embrace victims of the armed conflict. We really thank them for their cooperation and open-mindedness. Victims' constant and positive willingness to open their hearts to us through their experiences gave this study meaning.

In addition, we are especially grateful with Professor Daniel Beltrán for trusting in our proposal and us, even when some others doubted on the scope of this research.

And finally, we also point out three universities support. Thanks to Universidad Distrital Francisco José de Caldas for these initiatives of funding these proposals not only by teachers, but students in research groups. Thanks to Universidad del Valle for receiving us with such an honest happiness and interest in our topic and contributing to it. At last, thanks to Universidad de Manizales for accepting us and sharing their valuable local knowledge with us.

Justification

The long period Colombian armed conflict has marked victims' minds who suffered physical and emotional losses. These past facts implied that the victims to leave their territories and generate resentment to those who forced a negative and dramatic change in their lives (GMH, 2013).

Due to the conflict, Colombian State and FARC-guerrilla signed peace agreement in 2016 causing the country to reach the stage of post-conflict. This is understood as the "period of time in which the hostilities of the past have been reduced to the level required reintegration and rehabilitation activities can begin" (FRIDE as cited in Márquez, 2014). Thus, education has become the main actor in the post-conflict which aims to promote education for peace where the sociopolitical and cultural resentments are understandable as links that are part of a process of reconciliation enabling a stable and lasting peace.

Therefore, victim students arrived to educational settings where conflict sequels are ignored (Da Silva, 2010). Moreover, in public schools there are not spaces where victim students can express their conflict experiences without being segregated by educational community. For us it is relevant to understand how victim students confront different problems that are experienced in their context. Most of victims live in settings at risk where they increase the likelihood of being victim again. In this way, we understand they are victims in the first grade, since apart from suffering the consequences of the armed conflict; also in their contexts they face difficulties which can sharpen their condition as victims. Therefore, it is important aboard peace education, in this case, from an English language teaching perspective that can lead to solutions or proposals to these problems.

Along these lines, this project researches how conflict victims rebuild their experiences through didactic sequence in EFL classes. Likewise, the lack of appropriation or sense of belonging to the Colombian armed conflict generates an indifference to the experiences of post conflict victims; ignoring a main link in the construction of a society for peace.

In this manner, this project pretends to develop a didactic material which the victim students generate dialogical spaces that promote a resilient process to heal their war sequel. Thus, we consider it opportune to address this issue in order to make place for victim's experiences which can be the basis for the formation of peace actors in the Colombian people.

The proposal as a methodological tool could be used in different teaching areas where the victims' memories are recognized. Thereby, it can be used to analyze future research that could study the impact of a didactic sequence oriented to the building of peace in Colombian education. Finally, these facts may contribute to the peace construction where victims are recognized as a peace actors, becoming part of the Colombian post-conflict society.

Problem Statement

In this section, we describe and explain the research problem which led us to the question and the overall study. In order to do it, we selected 7 English learning materials we analyzed through a rubrics adapted from Aldana (2014) which was created to interpret discourses behind online didactic materials. Since it did not include evaluation criteria related to peace education, we added 5 criteria to the rubrics and excluded some other items (Annex 1). The added criteria were about peace-related aspects in sociocultural and political contexts behind didactic materials. In relation to how we chose the analyzed didactic materials, i.e. how we came up with text sampling for this problem statement, we sent an online survey (Annex 2) to 4 English teachers who have worked in both public schools and universities within bachelor's Degrees in ELT in addition to a group pf 4 preservice teachers in their pedagogical practicum. This survey allowed us to identify and select popular ELT materials at schools, universities and also as favored by governmental institutions such as the National Ministry of Education in Colombia.

Additionally, we got into a school where victims of the Colombian armed conflict were part of students population. As participant observers, we took notes and analyzed the school environment from outside to inside classroom in English sessions. As a result, we noticed the important role ELT still needs constructing and enriching in face of peace education. Data collected and analyzed led us to conclude the research problem was: Albeit peace education reappears as an evident need in social products that range from governmental policies as *Paz, equidad y educación* (MEN) or *English for peace* (British Council), ELT field may still lack of concrete resources and pedagogical initiatives to contribute to it from local contexts and perspectives. On the contrary, ELT scenarios rely on decontextualized didactic resources founded

on cultural and linguistic disjunction (Aldana, Baquero y Rivero, 2012; Aldana, 2014). This situation emerges in a Colombian scenario or context where peace could be the core of pedagogical approaches through which conflict needs handling differently and peace culture constructed. In a nutshell, teacher researchers in ELT can contribute and they have a lot to do in the peace education field. Curriculum design and materials development seem possible action domains which English teachers could implement their contributions from.

We initially selected 10 didactic materials to be analyzed, but due to teachers' answers in the survey, we included 8 didactic materials (both analogous and digital) for the present study. Materials analyzed constitute relevant samples in this research for various aspects, including contents, layout, activities types, language use, among others. General commonalities among these materials were related to the monolingual perspective they hold around language teaching or learning and aspects derived from this view; their popularity among different settings such as informal language institutes, formal schools and universities; the structural and sometimes, functional or interactional language theories behind; the behavioral learning theory manifested in most cases in the form of the presentation, practice and production model (Harmer, 2007) and the integration of diverse technologies to learn English in the same series (printed textbook, CD and a digital related site). Particularly, we did not identify any explicit purpose related to peace education in ELT.

To begin with, a group of analogous materials corresponded to *New generation for teenagers, Easy English* and *Interchange* book series. The first two series have been employed at public schools and the last one is used at informal English institutes. New generation for teenagers books were edited by Greenwich and they were part of a secondary program intended to be taught between two and four hours a week. This series was planned to apply and support the communicative approach as its teaching theory. In terms of contents, this books series included

topics such as *first day at school* , *Types of travelers*, *Mysteries* (Figure 1) and so forth. The

syllabus seemed to follow the communicative approach in general. Layout was appropriate for

the combination of colors and language use in instructions was clear. Nonetheless, contents did

not refer to issues concerning peace construction and even less in Colombian conflict contexts. In

fact, most visual language did not suggest local settings victim students may feel identified with

(Figure 2). These visuals and written texts were mainly illustrating places in inner countries

(Kachru,1997) such as New York in figure 2 and cultural practices from a canonical manner to

understand them (e.g. classic music represented by a violin in figure 2). As a matter of fact, the

character in figure 2 may not reflect victims' experiences in the armed conflict, according to the

CMH or Centro de Memoria Histórica (2013), as it is better known in Spanish. Moreover, types

of activities as in figure 2 may hardly allow victims for an interaction a space to meaningfully re-

elaborate and express their experiences towards peace education.
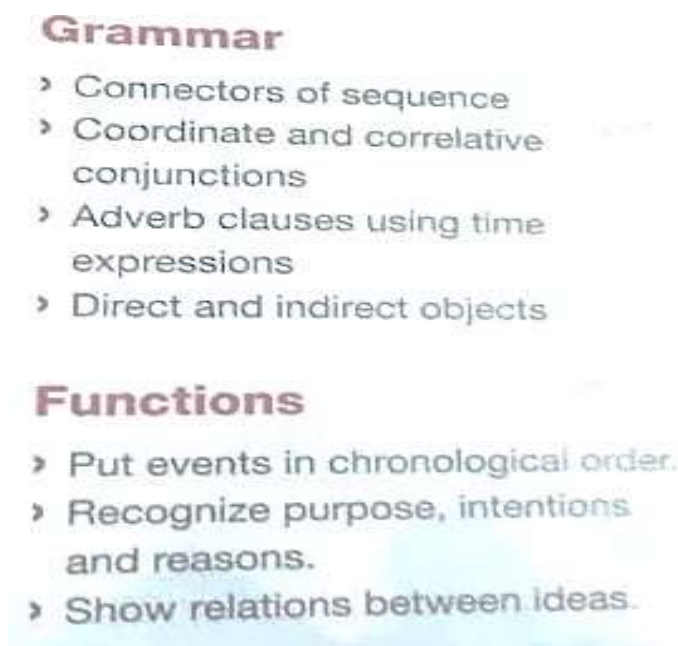
Figure 1

Figure 2

Similarly, *Easy English* series textbooks have been employed at Colombian public schools and they contain topics alike previous ones, but these later textbooks make stronger emphasis on *grammar* and *functions* of language (Figure 3). In other words, we are talking about a functional syllabus type which acknowledges the explicit teaching of grammar too. As in the previous textbook, we could identify a tendency to integrate language communicative skills which seems appropriate for language learning (Harmer, 2007); however, a critical dimension of language is missing in this textbook overall proposal, even when functions are connected to form and all them are worked out through activities. In short, we could assert functional and structural theories (Tudor, 2001) of language learning are applied to these didactic material syllabi within their units as Harmer (2007) would conclude too. Since we did not find any other aspect in terms of contents, purposes or activities that went beyond an instrumental version of applied linguistics and language (Pennycook, 2004), we could claim authentic sociocultural phenomena that were around peace education and got closer to victim students' realities and needs remained absent. This very conclusion is also supported by our observations gathered when visiting and interacting with victims of the armed conflict as below explained in the second problematic factor in this problem statement.
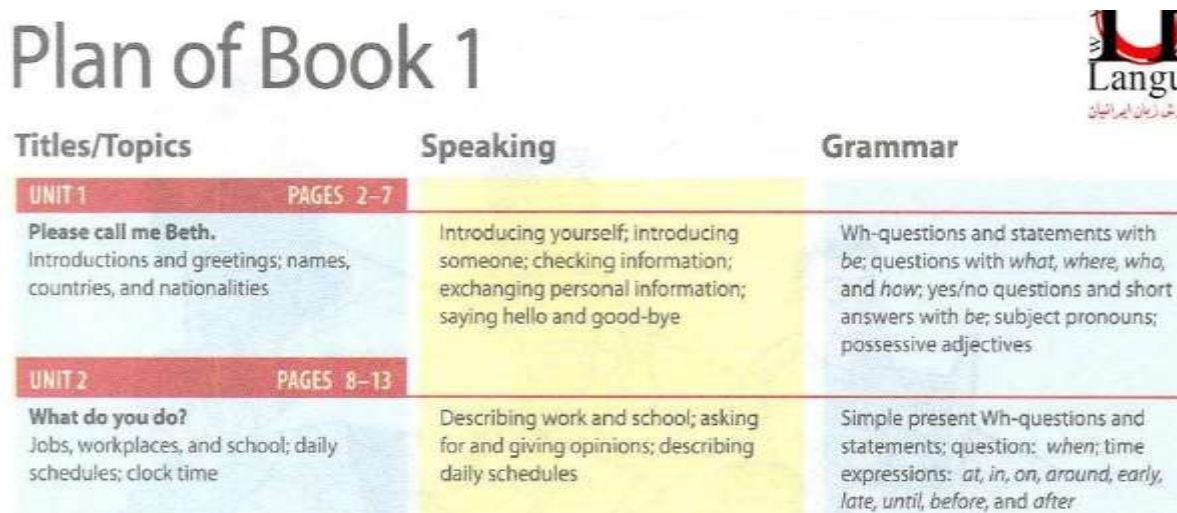
Figure 3

Grammar
- Connectors of sequence
- Coordinate and correlative conjunctions
- Adverb clauses using time expressions
- Direct and indirect objects

Functions
- Put events in chronological order.
- Recognize purpose, intentions and reasons.
- Show relations between ideas.

Another material highly used in various language institutes is the series titled:

Interchange, edited by Cambridge. Firstly, topics and language authentic tasks such as *countries*

and *introducing yourself*, correspondingly characterize the presentation of each unit in the book

(Figure 4). This resembles the Task-based learning approach somehow, since it supports

authentic language and tasks in contrast to linguistic tasks (Richards and Rodgers, 2014).

Additionally, lexical approach principles are also combined to previous ones in this material

(Figure 4). According to Lewis (Cited in Richards and Rodgers, 2014), the lexical dimension of

language is more relevant in language learning and thus teaching lexical chunks would facilitate

the development of students' communicative competence. This didactic material seems to apply

those principles to propose its didactic plan (Figure 4). Mainly, lexical and structural contents in

tasks were suggested in this material. Albeit these topics could potentially allow for peace

construction, they keep an instrumental purpose where English is the ultimate goal of learning.

Besides, there is no such kind of content referring to Colombian conflict, peace processes,

victims conditions or any other historical topic that can let students understand their present from

an archeological methodology of learning (Foucault, 1982; Méndez, 2017) where *English as a means* could support it.

Figure 4

Plan of Book 1

Titles/Topics	Speaking	Grammar
UNIT 1 PAGES 2–7		
Please call me Beth. Introductions and greetings; names, countries, and nationalities	Introducing yourself; introducing someone; checking information; exchanging personal information; saying hello and good-bye	Wh-questions and statements with *be*; questions with *what, where, who,* and *how*; yes/no questions and short answers with *be*; subject pronouns; possessive adjectives
UNIT 2 PAGES 8–13		
What do you do? Jobs, workplaces, and school; daily schedules; clock time	Describing work and school; asking for and giving opinions; describing daily schedules	Simple present Wh-questions and statements; question: *when*; time expressions: *at, in, on, around, early, late, until, before,* and *after*

In another case of material in which teachers and students only have its digital access and

version, we also found a lack of peace education initiatives or purposes inside. This material is

used in a Technologies institute with two-year programs. English courses are face-to-face ones

but they are assisted by a digital resource (Figure 5). The syllabus is organized by grammatical

topics contextualized through conversational contents. In this manner, we can identify the

structural language theory (Richards and Rodgers, 2014) together with a communicative principle

there. Contextualizing language use through authentic interactions may support language

learners' understanding on how language is employed in real life situations (Harmer, 2007).

Nevertheless, once again, contextual situations directly related to victim students'

contexts have not been explored and even less directly presented. Figure 6 shows a set of movies

connected to the conversation in the material and all of them keep a stronger and a more direct

relationship to inner English-speaking countries (Kachru, 2004; Aldana, 2014). We can interpret

it as an hegemony and a canonical understanding on cultural products and communities that

represent English-speaking contexts, as argued by Aldana (2014). These colonial discourses seem

to invade didactic materials too and invisibilize victim students' local needs coming from their

experiences and understandings on the world. It seems that the English native speaker cultural

products and practices have been the reference of cultural, discursive and communicative

contents in didactic materials, thus excluding victim students of the Colombian armed conflict

lifestyles, interests, thoughts and in word: their culture.

Figure 5

> Read the dialogue then answer the question in the next page.

Daughter: Dad, Dad, Dad!
Father: Uh, what, what, uh, uh!?!?
Daughter: The movie is over. You slept through the best part.
Father: Ah, ah, I must have dozed off during the last few minutes.
Daughter: Right. You were gone for so long you forgot to bring your pillow and blanket. So, what is your opinion about the movie?
Father: Well, overall, I'm a little disappointed with the movie. I mean, the story was a little bizarre, you have to admit. How believable is a plot about a captain who navigates his spaceship to the far reaches of the galaxy and encounters a race of frog people. I mean, come on.
Daughter: Ah, I thought it was fantastic [Uhhh]. I mean, you have to admit that the special effects were awesome, and the acting wasn't bad either.
Father: Ah, come on. What about the ship's communications officer? I mean, what did you think about him? [Well . . .] Wasn't he a little weird to you? He was always talking to himself, and he had that funny hairdo?
Daughter: Well, he was a little . . . unusual [Yeah, yeah], but the ship's doctor was amazing. It was so cool when he brought the captain back to life during one of the battles.
Father: That was pretty realistic, but then the rest of the movie just went from bad to worse. And the photography was so fake!
Daughter: How do you know? You were snoring so loud the neighbors probably had to close
Father: Ah, well, let's go to bed
their windows. It was that bad.

Figure 6

Subsequently, we identify another type of violence existing in post-agreement settings and

expressed in didactic materials such as the above. This is explained by structural violence as said

by Vasilopoulos et al. (2018) and it is expressed by the very invisibility victim students have in

English classes and specifically, through didactic materials. Colombian victim students do not

appear in didactic materials neither as part of topics or contents nor as the target students.

Linguistic and cultural imperialism (Philipson, 2000) seems to shadow victims as English

learners in didactic materials. On the one hand, Colombian didactic materials initiatives may be

highly permeated by big foreign enterprises and publishing houses such as Cambridge and

Pearson for materials in both formal and informal institutions, as above illustrated with printed

and hybrid materials. Secondly, this violence is also evident through the English-only

environments these resources validate and promote. All of the analogous and hybrid materials presented beforehand exclude Spanish as victim and nonvictim students' mother language.

If Colombia constitutes an expanding circle country where English is not the formal language and it is learned as a Foreign language (Kachru, 2004), bilingual initiatives in materials where victim students' first language (Spanish) can be actually included and connected to English deserve attention. Separated bilingualism towards monolingual perspectives (Aldana, 2014, 2015) constitutes another manifestation of violence. Colombian English teachers as assuming the role of materials developers should ask once again the question: "what does it mean to be a bilingual?" (Guerrero, 2008, p. 27).

In addition to previous phenomena in didactic materials used in Colombia, we had the opportunity to get into a school where some students were victims of the armed conflict. We found diverse victims, from children to adults who studied primary and secondary educational levels. They allowed us to complement our previous exploration of didactic resources and understand their role in actual English classes. When observing four sessions: two in primary and two in secondary, we identified that victim students tried to involve themselves and their personal life stories during teacher's explanations, by using their Native language (Spanish); however, these voices were ignored and gradually silenced as it may occur in post-conflict and post-agreement scenarios as explained by Rueda (2013). An illustration from field notes referred to a situation in which the teacher was showing family members words in English flashcards and one of the victims intervened by saying in Spanish: *I missed my grandpa in a massacre. I loved him*. Even when other 8th grade class partners looked immediately at him, the teacher kept on explaining further words in English and everybody refocused on English vocabulary explanations. Seemingly, this victim's experience was not considered as so important or relevant to be connected and exploited into the English class. This life experience got blocked and the

victim student did not participate anymore in the observed session. Common situations as the above repeated in sessions observed at the public school.

Once observing class sessions at the school, we felt interested in suggesting and leading one activity for these English classes to have a space for interacting with victim students. Thus, we asked the home teacher for the permission to do so and she accepted it. In the class after the session on family members vocabulary, the home teacher planned some additional practice on new words and she had a workshop where students had to read a short description of a family by a girl as the character and afterwards they had to answer some comprehension questions about already shown text to end with a match activity on family members vocabulary. We prepared a complementary activity where students drew their family in their favorite places. We wrote bilingual expressions on the board and model with the home teacher an interaction where we asked and answer questions about our family members by using those expressions (who is he/her/them?, where is he/her/them). Thus, students had to interact for sharing their family members' information. During this activity in pairs, we went around the class to observe these students' interactions and answer their questions.

Two important events were appealing for us in relation to the activity we developed with these students in the public school. In firsthand, we focused our attention on victim students who seemed to show interest in talking about themselves. They constantly looked at the board and used the expressions to interact with their partners. Secondly, students employed Spanish and English to talk about their families to one another. Bilingual strategies (Cummins, 2005; Aldana, 2014, 2015) were applied by victim students and they seemed comfortable with it. Therefore, we could notice how previous frameworks of reference and experiences in the armed conflict may be highly connected to students' mother tongue for both elaborating and re-elaborating experiences by victim students.

More importantly, students asked each other around stories behind or involving their illustrations on family members and they had the chance to talk about them. In the following figure, we show a collage of students' drawings during this activity. Interestingly, some students felt interested in introducing their family to everybody. This illustrates how victim students' voices need a space to be heard to construct peace in a country where violence should be examined and reconsidered through peace-based solutions. Peace education gains importance and gradually becomes a knowledge field which can be enriched from ELT proposals (Pascual-Moran, 2014) and particularly, concrete pedagogical innovations, including didactic resources directed to victim students as the main target population.

As a result of these various happenings and factors explaining some *complex* phenomena that connect ELT and peace education, we identified the following research problem: In a post-agreement Colombian context, ELT and peace education liaison may allow for exploring victim students' experiences as valuable resources inside and outside the class through peace-oriented materials.

Research question

Considering the previous research problem, we posed the following question:

What do victims students re-elaborate from their experiences in the Colombian armed

conflict through a bilingual didactic material towards peace education?

In the present study, we posed this research question as an attempt to contribute to ELT from the

peace education field through an English learning material in its complete development (Rico,

2012). This one in turn will possibly allow us to at least, be close to goals achievement that may

go beyond the English class, since we consider language as the means, rather than the end of our

task as teacher researchers. Furthermore, peace education deserves attention from ELT

perspectives and critical stances, rather than instrumental ones that may reify the very concept

and possibilities within peace education.

Research objectives

General

To understand and describe victim students' experiences in the armed conflict re-elaborated through bilingual didactic material towards peace education.

Specific

To create and apply a bilingual didactic material towards peace education in a post-agreement context.

To interpret victim students' experiences re-elaborated through a bilingual didactic material towards peace education.

Theoretical framework

This study was framed within the field of Applied Linguistics (AL) to ELT from a critical rather an instrumental perspective (Pennycook, 2004; Harris, 2004). In this section, we account for two constructs: *Peace education for complex English teaching* and *Experiencing armed conflict in Colombia*. Firstly, various authors were connected for achieving dialogue to discuss how peace education has been differently defined and approached. We will account for diverse conceptualizations and versions of peace education in ELT, according to theoretical perspectives from a complex platform where ELT goes beyond instrumental definitions and standpoints. In other words, the phenomenon studied is understood as a hybrid one in a complex system where peace education in ELT is deemed as part of life, -in this case, victim students' life-. Thus, noncanonical theoretical perspectives or discipline connections are possible and welcome (Maldonado and Gómez, 2010). According to these authors, theoretical possibilities are understood as non-classic logics which can expand the researchers' lens.

Peace education for complex English teaching

In relation to this construct, it is necessary to approach the different definitions given to the concept *peace education* in diverse communities by multiple scholars. Certainly, each community has perceived peace construction from particular worldviews and contextual needs, values and principles attached to cultures (Harris, 2004; Oxford, 2017, 2014). Indeed, lots of violent situations in humans history, including war, environmental disasters, genocides and others have been experienced, understood and tackled differently by each society through particular alternatives that broaden the peace education growing field. According to Harris (2004), peace

theory involves postulates from which approaches or types of peace education emerge. Within this view, peace theory is usually connected to peace practice.

Generally, postulates in peace education involve: "explaining the basis of violence, teaching alternatives to it, adjusting to cover different forms of violence; varying according to the context and holding the idea that conflict is omnipresent" (Harris, 2004, p. 6). As a result, this scholar identifies 5 types of peace education: international education, human rights education, development education, environmental education and conflict resolution education (Kruger, 2012, Harris, 2004). Albeit all of them may be relevant not only in the case of our participants but other settings in the literature reviewed, the last one seems more important because of the target population profile. Harris (2004) and Kruger (2012) define the *conflict resolution* type of peace education as the teaching of tactics to provide solutions to daily dispute. Conflict resolution educators model communication skills that may remain key for survival in a postmodern world where a healthy family is placed as the core.

Interestingly, conflict resolution education allows students to understand conflicts basis, causes, consequences and participants involved to manage everyday problems (Harris, 2004). This approach and type of peace education is oriented to the social and interpersonal link constructed and maintained through social skills (Harris, 2004; Sánchez, 2010; Tudor, 2001). These ones in turn embrace self-control of emotional impulses and feelings behind violent behaviors (Harris, 2004). The chief advantage of this approach relies on the fact that students can apply it to everyday settings and issues by employing non-violent alternatives (Sánchez, 2010).

If expressing that peace education can respond to everyday life from the conflict resolution stance, it is possible to relate it to the complexity perspective where chaos and "disorder" are not only present but considered as part of humans' life (Maldonado and Gómez, 2010; Castro, 2008). Conflict and peace orientations in humans constitute complex phenomena

and they also deserve attention from transdisciplinary lens (Aldana, 2015), including Applied

Linguistics to ELT. Indeed, languages such as English, Spanish or Native languages support

communicative strategies victim students could unlearn and relearn towards conflict resolution.

Richards and Rodgers (2014) argue English constitutes a resource to build up interpersonal

relationships and keep these social links. Tudor (2001) discusses the possibility to consider

language as a resource for building up social relationships and as a self-expression tool. Learning,

teaching and using language for these purposes overlap the construction of peaceful solutions of

problems within an English class beyond instrumental trends in ELT.

  Similarly, Oxford et al. (2014) propose a concept that refers to the hybridity of peace

education as related to victim students' complex aspects of life. These scholars explain how a

myriad of dimensions underpin peace and make it diverse. More specifically, this

multidimensional peace is directly connected to a *person's inner peace (intrapersonal life*

dimension); an *interpersonal peace* with other individuals; an *intergroup peace* with other

communities; an *international peace* and an *ecological peace* (Oxford et al., 2014). These

researchers point out the dynamic nature of this multidimensional peace as encompassing an

everlasting search for harmony distributed in life *dimensions* which come out in different places

or settings as the educational ones.

  That is why ELT as a complex field has experienced a transition that goes beyond the

discipline academic knowledge. At this point, teacher researchers become aware of the scope and

role ELT has in peace education from its already identified and emerging versions. Language is

attached to culture (Kramsch, 2013) and this one in turn is constructed and weaved through life,

in this case: victim students' life. Not only English language can then facilitate victim students'

communication practices in their lives, but also it can potentially support the construction of

small peace cultures that "enable peaceable behavior to take place" (Oxford, 2014, p.6) . In

conclusion, ELT and peace education are not excluding fields of theory and practice; on the contrary, they inform each other about outdoors phenomena to have an impact on victim students' lives. Finally, small peace cultures need to be coded through languages such as English (Oxford, 2014) and this supports even more this relationship.

Armed Conflict Experiences

To understand the relevance that has the victim's experiences of Colombian armed conflict, it is necessary to comprehend what experience means. According to, Oxford dictionary defines *experience* as "an event or occurrence which leaves an impression on someone." Additionally, experience refers to the lived events in their own flesh (Velásquez and Rubio, 2018). Thereby, Dewey and Husserl (as mentioned in Greenfield and Jensen, 2016) think the consciousness and the meaning of the things is built through the experiences; these episodes may transform people's identity (Greenfield and Jensen, 2016).

On the other hand, from the *presocratic thought*, there are two types of experiences: the first is daily experience which guides a subject to a knowledge from his opinion, as of his senses with which he understands the world; and the transcendental experience that leads a person to a true knowledge since the reflexion and the perspective of his being (Recalde, 2010).

Along these lines, the transcendental experience encompasses others types of life events such as, disaster experience which has a flashback process where people, in this case victims of conflict, can redirect those events and rebuild their reality (Arriagada, Vallejos, Quezada, Montecino and Torres, 2016). Moreover, these experiences are composed by elements of their lived memories (Arriagada et al., 2016). Otherwise, inside the transcendental experience, there are several types of episodes that have detrimental consequences for human's health (Häuser, Schmutzer, Brähler, and Glaesmer, 2011) as childhood maltreatment.(Gerke, et al., 2018).

Likewise, these experiences of a population may vary depending on the events that each person has lived, it means that the exposure of victim population can be different in each one, since many of these incidents are characterized by high levels of violence and horror, producing traumatisms and psychological repercussions (Grupo de Memoria Histórica [GMH], 2013). Some of these repercussions, like the loss of a beloved family member, are more visible in children where they present depressive symptoms, anguish, sequels in their identity and so on (GMH, 2013).

Additionally, The memory according to Etchepareborda and Abad-Mas (as cited in Zapato, De Los Reyes, Lewis and Barceló, 2009) is a storage system that keeps a series of information inside brain to collate them, against putting them, matching them and so on. Also, Colom, Rubio, Chunshisi and Santacreen, (as cited in Zapato et al., 2009) asserts that memory links cognitive fluency and cognitive flexibility with relational deliberation due to the fact that the capability to make relationships among two or more deeds depends on the competence to relocate the attention and reasoning to near or far happenings.

Noteworthy, memory is guided by other mental processes as the attention which influences memory, decision making and executive functions; attention modulates selectively the processing of relevant information over irrelevant information, thus, a long lasting improvement in perceptual abilities (memory) is a result of experience. **(**Deveau, Jaeggi, Zordan, Phung and Seitz, 2015).

In concert with Mick and Knutson, Beck, Kim and Cha (as cited in Ali, Ryu, and Hussain, 2016), the human's experiences and memories are influenced by social relationships, provoking a series of feelings such as satisfaction and intentions to relive these experiences. In addition, Wertsch exposes (as cited in Bermeo, 2017) that these feelings have a distributive development which includes different social elements; some of them are culture, public and private spaces,

school and others. In this sense, Assmann (as cited in Bermeo, 2017) supports the above

statement, since he affirms that there is a relationship with the past that is linked to specific

situations in a defined society.

Conflict experiences refers to the exposition to severe and traumatic experiences that may

lead to social problems (Murphy, Murphy and Shevlin, 2015). When speaking of conflict

experiences, it is necessary to relate the term to contexts of violence that are witnessed by a

collective of people, where "subjective and collective experiences usually arise" (Gadea, 2010, p.

195) in a "social, cultural, political and institutional" (Gadea, 2010, p. 195) territory.

Furthermore, these community episodes of conflict seem to have antagonistic events defined

from a central conflict (Gadea, 2010).

These experiences generate sequelae in the victims' minds that affect their daily lives due

to the fact that their symptoms indicate probable psychiatric disorders. Likewise, context aspects

as idleness, penury and post war conflicts influences conduct problems (Amone-P and Ovuga,

2017). In accordance with Amone-P'Olak K et al. (2014) existing poverty or unemployment may

be associated with previous war experiences, for example injuries during the war may prevent

someone from getting a job.

Considering the above, it is necessary to explore the voices of the victims of the

Colombian armed conflict. The term *Victim of the conflict* refers to a person who has experienced

a series of traumatic events in the armed conflict such as rape, killings, forced displacement,

among others (Akwenyu, 2012). These traumatic events generate certain type of victims that

displays a series of primary and secondary effects because of conflict sequelae, which range from

sleep disturbance to unhealthy habits such as addiction to toxic substances (CMH, 2013).

Besides, there is another consequence around deranged development of personalities. This is

mainly caused by exposure to life in cities where there might be contempt, shame and even rejection when facing other and different circumstances (CMH, 2013; Akwenyu, 2012).

Contrastively, as Barón (2015) indicates, victims of the armed conflict can use those negative experiences as a *transformative mechanism*. In doing so, victims become active subjects in the society, inasmuch as they transform their conflict-generated experiences into a construct towards peace culture. In some cases, victims can even overcome the aftermath of the conflict. All of this occurs from a self-recognition process in the search for recovery of non-official or underground memories (Pollak, 2006). At this point, *memory artifacts* appear as dialogical spaces for self-recognition towards the re-elaboration of victims' life experiences in the armed conflict (Blair, 2011).

In this manner, victims of conflict seem to hold both conditions and resourceful experiences to heal themselves (Restrepo, 2016), under the support of societal institutions. With that in mind, victims count on the ability to transform their sequelae into a constructive version of conflict events. This practice becomes a basis for the ethics of recognition (Jimeno, 2010). Subsequently, victims gain active and sound participation within the civil society. Emotional ties may lead different people or acts of resilience to a politically active subject (Barón, 2015). For instance, Restrepo (2016) argues that women victims of conflict "have found diverse ways to overcome their victimizations and traumas" by "joining or creating victims' organizations and helping others to realize they can also be part of their own complex healing process" (p.7).

In educational contexts, victims of conflict can benefit from dialogical learning which implies a pedagogical approach founded on conversational strategies and mechanisms to find and propose solutions to social situations (Contreras and Chapetón, 2017). These authors refer to dialogue activities potential to encourage teachers and students towards analysis and participation

in social issues through conversations, based on experiences and background knowledge in the

Colombian conflict.

In addition, victim students who count on those resourceful experiences in the armed

conflict can potentially become a *polyphonic* subject (Meijers, Lengelle, and Kopnina, 2016) who

combines diverse voices, internally and externally speaking. Subjects employ those voices

through language and dialogue. Victim students' experiences can thus be re-elaborated through

different voices when exposed to external entities affecting internal voices. This can help them

exteriorize memories around experiences in artifacts understood as objects and spaces of

empowerment (Blair, 2011).

Particularly, the victim learners' experiences gradually lead to two types of memories

namely, dominant and underground ones (Pollak, 2006). The former refer to the official version

which is public and well-known in the society. The latter ones are focused on traumatic

experiences narrated at specific moments; these are orally communicated from generation to

generation. Therefore, underground memories tend to resist the dominant ones, usually imposed

by official discourses. Da Silva (2010) explained underground memories are *forgotten* or

ignored, since life experiences attached to them do not come from an official institution. Da Silva

(2010, p. 6) also specifies there are two further memories namely, "longs" (based on violent

happenings) and "shorts" (violent experiences limited to the military coup).

Blair (2011) defines *underground memories* lexically and semantically speaking. This

scholar argues these memories properly reflect the inner set of victims' experiences. Besides,

underground memories play the role of tools that allow victims to unearth and make their silent

anecdotes perceptible through visible devices, so that displaying power spaces existence (Blair,

2011). In other words, the term *memory* refers to an artifact (Blair, 2011) and a pedagogical

narrative mechanism (Butcher, 2006). Conceptualized as such, *memory* allows for power and change management which gives victims the opportunity to recover and heal their stored destructive experiences produced by the Colombian conflict.

In sum, we may affirm that memory is also learning, not as a methodological practice, instead, memory becomes learning when the actors of the events modify their practices or behaviors based on their experiences, therefore, memory is severe connected with experiences. As a result, this report understands the experiences of the victims as a process of introspection, recognition and reparation of their memories through collective dialogue in educational spaces, in this case, English Teaching Language. Where, this population uses their experiences to rethink and rebuild modern society, being influenced by the social institutions which permeate these experiences, contributing to culture and education for peace.

Research design

Through this section, we explain the overall research methodology we applied to develop this study. In so doing, we describe the different procedures we conducted to come up with research findings. It is worth mentioning this study attempted to challenge the canonical manner of understanding research methodology and it considered alternative possibilities for educational research. This is to say we as teacher researchers were also exploring innovation in research methodology from a local perspective. Firstly, we will present the research approach and design this inquiry was based on. Secondly, we account for data collection methods and the corresponding type of information collected. Thirdly, we describe participants' characteristics and context together with the sampling technique. Finally, we end with the ethical conditions.

Research paradigm

One of the follow up questions we wondered once stating the research question was: how could we approach the phenomenon under study? As educational phenomena are connected to sociocultural dimensions of reality, we considered peace education and ELT as part of these sociocultural perspectives and realities. Humans lives and real contexts may not be static or fixed; therefore, similar manners of approaching them need acknowledging this dynamics (Johnson and Christensen, 2014). In order to do that, we agree on the fact that information from the literature is very important to understand and interact with reality in any of its angles; however, teacher researchers should not be worried about validating already constituted theories proposed by other scholars in an attempt to provide more evidence from the field to support already stated theoretical contributions. This does not mean we should reject other previous scholarship contributions, but we could check and use them with another attitude. More

specifically, more bottom up rather than top down or hierarchical relationships between teacher researchers and the so called theorists under the model of *experts* were promoted in this inquiry.

In relation to qualitative research in education, there are different authors providing definitions. Apart from abovementioned key principles in the literature, it seems necessary to discuss some others we took into account to choose this paradigm. Johnson and Christensen (2014) define a qualitative paradigm as one in which there is room for a *wide* and *deep* angle lens to study reality. This means reality and the world in general are considered as keeping complex phenomena which could not could be explored or understood from measurable perspectives. This approach welcomes exploratory, grounded and bottom up processes where subjectivity and personal construction by the researcher and participants as both active are pursued (Creswell, 2007). Empathetic description of individuals and groups of people are favored and considered unpredictable in qualitative research. That is why interpretive instead of normative approaches to reality led to qualitative research, according to Cohen, Manion and Morison (2007). Therefore, understanding "Insiders' views, meanings and perspectives" (Johson and Christensen, 2014, p. 85) is the ultimate goal in qualitative research as it happens in our study where victim students' experiences in the armed conflict, along with meanings and insights attached to them were explored for purposes of *understanding* mainly.

In addition, qualitative research is particularly characterized by the form and nature of data collected plus methods employed to gather them. In firsthand, qualitative data such as words, images and interactions are collected. Secondly, interviews, participant observation, field notes and especially, the researcher constitute the principal data-collection instruments (Jhonson and Christensen, 2014; Cohen, Manion and Morrison, 2007, Creswell, 2007). In this study, we employed qualitative methods and data as we will provide detail about in next paragraphs. Furthermore, data analysis acknowledges variation and diversity; focuses on holistic features and

looks for patterns (Johnson and Christensen, 2014). Similarly, Cohen, Manion and Morrison (2007) consider data analysis does not comprise a unique manner of achieving so. Equally, Creswell (2007) asserts data analysis is inductively conducted and "[t]here is no one single or correct way to analyze and present qualitative data" (p. 461). These authors support the idea that the most important characteristic of qualitative research refers to the holistic view and report on phenomena studied. That was why we embraced transdisciplinary perspectives accompanied by multiple sources and methodologies to understand victim students' experiences in the armed conflict, as part of complex realities.

It is worth specifying here how some authors describe *qualitative reports* as one of the most important products that synthesize theoretical along with methodological reflections that make contributions to current scholarship visible. Qualitative research written reports as the present one involve holistic accounts on the whole process and results (Cohen, Manion and Morrison, 2007). Creswell (2007) supports it too by asserting qualitative researchers usually present the whole and complex pictures around the phenomenon studied. This author adds that multiple factors in the particular issue analyzed and their connections are identified in a research report. Johnson and Christensen (2014) depict form of final reports as a "less formal narrative report with contextual description and direct quotations from research participants" (p. 84). These aspects have been considered in this written report.

Research design type

The manner we decided to apply this qualitative paradigm was through a descriptive-interpretive design, from non-conventional understanding of research styles. We considered a multimethod perspective, selecting strategies from interactionist and constructivist methods such as phenomenological, ethnography and narrative designs. This means, we focused our attention and described experiences of being a victim in the armed conflict, so that getting "a view into our

research participants' lifeworlds", as defined by Johnson and Christensen (2014, p. 592). At the same time, we applied interactional strategies to approach participants in a nonhierarchical position within some spaces in their life scenarios such as having lunch (Annex 3. photographs record), in order to understand and describe their experiences while listening to their thoughts in a current familiar setting to participants (Creswell, 2007). Simultaneously, we took into account narrative inquiry when also focusing on and addressing past experiences that took place in participants' previous life scenarios, such as armed conflict ones and told by them in this study. The participant participatory strategy was also applied to involve our victim students in not only, data collection processes, but also within the data analysis stage.

The aforementioned multimethod perspective (Johnson & Christensen, 2007) we followed in our study allowed for a descriptive and interpretive design throughout this research development. On the one hand, we aimed at describing setting, situations, events and other contextual phenomena since the problem statement. We were able to describe different conflict situations, victim students as participants, their behaviors, interactions, responses and other components within a post-agreement scenario. As we were also interested in comprehending or understanding these participants' experiences in data collected, this study went further to an interpretive design (Cohen, Manion and Morrison, 2007). This means we sought for different tools and sources (theoretical, experiential, personal, collective…) to find explanations of what we had observed and described about the target scenario and participants; identifying connections among diverse phenomena that facilitated our interpretation process. By combining strategies together with processes from these two methodologies and scopes to approach reality and conduct research, we developed and wrote this investigation. Based on our experience in this process, we can assert descriptive and interpretive designs seem to work as complementary, rather than sequentially or individually speaking, as the multimethod perspective suggests.

Data collection methods and instruments

This research included two data collection methods: students artifacts and participant observation assisted by a semi-structured format. Additionally, we supported observations with audio-recording. This qualitative research project encompassed the application of a didactic sequence in a learning material through which victim students created their artifacts. Also, Freeman (1998) together with Cohen, Manion and Morrison (2007, p. 396) agree on the idea that observation lets the researcher collect "live data from naturally occurring social situations". With observations we carried out during the material's application, we realized about authentic events involving victim students' behaviors and interactions that were even possibly taken for granted by themselves, as suggested by Cohen, Manion and Morrison (2007).

More precisely, students' artifacts in this research were collected through a didactic material in which they had to develop a set of activities towards peace education in ELT. These activities involved students as moving through different learning and dialogical scenarios such as the digital and printed ones within English lessons. In each stage from the didactic sequence in the material, we collected visual and written artifacts where students not only answered the activities, but they re-elaborated their experiences in the Colombian armed conflict through language and other multimodal resources as a means to achieve so. Johnson and Christensen (2014) claim this type of visual data constitutes a rich method of data collection as these objects represent cultural symbolism. Artifacts as products of didactic processes may embed participants' -victim students in the case- worldviews and social links. As such, victim students' artifacts as results of their actions in classes and based on their experiences can be understood as first order data, but their insights about them when shared in class corresponded to second order data. Throughout the development of the didactic sequence, victim students made their artifacts and

talked about or told stories behind them. In so doing, they provided second order data (Freeman, 1998).

Since we applied the didactic material as language teacher researchers and we collected data too, *participant observation* was conducted in this study (Cohen, Manion and Morrison, 2007). This method allowed us to collect first order data as being events and students' behaviors while interacting throughout the development of the didactic sequence. In terms of Cohen, Manion and Morrison (2007, p. 397), we collected data on both the "human and interactional settings". In this case, observational data were useful to "discover things participants might not feel freely talk about in interview situations" (Cohen, Manion and Morrison, 2007, p. 396). For that reason, our role as observers of these settings and their related phenomena implied our direct involvement and immersion in the target environment; we got thus into participants' current context which was the Victims Unit in Pereira.

Furthermore, we conducted that observation in a semi-structured version (Cohen, Manion and Morrison, 2007). It was assisted by field notes and audio recording. The former ones were taken by means of a format structured in terms of the class stages and other items such as students' interactions, verbal and nonverbal language use and we left a space for "pop out" events concerning peace construction that called our attention. We did not want to specify these events types in the format for us to have the freedom to write what we spontaneously considered relevant, based on our position as teacher researchers. Finally, we used audio recordings as accurate mechanisms to collect first order data about oral interventions by victim students when interacting with peers and the teacher (Freeman, 1998; Cohen, Manion and Morrison, 2007).

Piloting stage

Data collection instruments and techniques were piloted with 5 victims of the armed conflict from one of the Victims Units in Bogotá. These students attended a school where we piloted data collection instruments. During the piloting session, we firstly talked about our interests in implementing a didactic material towards peace education. Secondly, we explained these students how they could accept or reject participation in this piloting and we gave them the consent form. Thirdly, we implemented our didactic material, along with the data collection instruments. To do so, two of us were applying the material to guide activities for artifacts construction, while one of us was in charge of *observation*. For both data collection instruments we realized some adjustments were necessary. At the end, we even talked to these students about their general experience and suggestions concerning the didactic material, our interactions with them during this application, the type of products in each activity (students' artifacts), roles and involvement each of us had during the session. These 5 victims contributed to these follow-up decisions around both data collection instruments and techniques together with how we used them.

In firsthand, participant observation should not be carried out only by one teacher researcher; therefore, all of us decided to keep the observation format within the sessions with actual participants. The three of us needed balanced involvement in the implementation and even more because victim students could feel directly observed when only one of us was taking field notes. This very fact could have a negative impact on students' authentic behaviors and interactions. Also, we understood the importance of keeping one section of the observation format for free notes, insofar as we also noticed there were some further events so relevant for the research, but they did not match any pre established item to be identified according to the format. That was why our observation became a semi-structured one. At last, we reconsidered the

length of some activities in the material and language use for checking its ambiguity. These changes emerging from this piloting stage were incorporated in the material towards students' artifacts and the observation supporting format plus the manner of applying this data collection method.

Sampling technique and participants

There are different techniques to select actual participants in research projects (Creswell, 2007). Nevertheless, the nature of the study and research problem allow teacher researchers to understand and choose the most appropriate strategy to select those rich-information cases that will probably better provide sufficient and valuable information for answering the research question (Johnson & Christensen, 2014). These authors relate the criterion-based selection to purposeful sampling which was actually applied in this investigation. According to them, purposeful sampling refers to a technique used for finding and selecting the most appropriate individuals to participate in a research study and then they should contribute with relevant data to answer the overall question. In our particular case, a set of characteristics were defined for our participants to meet and they were grouped as follows:

- Colombian individuals who have experienced this country armed conflict.

- They should be interested in an ELT alternative.

- These learners should have time during 3 days in the afternoons for 4 hours a day.

Naturally, there are other conditions as possible factors which may work as hindrances constraining researchers' access to participants, as said by Johnson and Christensen (2014). In our case, it happened too and it reduced the initial number of participants we initially planned to include. From 26 victims of the armed conflict, 21 met previous criteria and 14 victims decided to actually participate in this study. Most of them justified their unviable participation due to their

lack of time, but they were interested in English learning for peace education purposes. The Pereira Victims' unit coordinator helped us to bring people together for implementing this material application and share with them our interest in including these communities in ELT area for purposes of peace education. We had the chance to share with them even lunch time for these 3 days, thanks to their open willingness and the coordinator's support. These logistical conditions facilitated the development of the present research as important factors in any study (Johnson and Christensen, 2014).

Ethical issues

Once participants in our research were finally defined and selected, we specified the origin of this initiative and the importance of expressing their interest in participating or withdrawing from it through their signature in a consent form. Before handing these consent forms out, we read the content aloud and explained some terms in them such as the relevant condition of anonymity and the use of the data collected only for academic purposes as this research study, as also discussed by Johnson and Christensen (2014). Participants in the room asked us about the university and they seemed comfortable with this type of initiatives. The text in the consent form was taken from Aldana (2015) as a model to write this document (Annex 4).

Data analysis and findings

Through this chapter, we discuss final categories that represent the main findings of this study. To do so, we attempted to create a narrative or a holistic account as Johnson and Christensen (2014) suggest. The first category was named as Peace construction through language memory and the second was titled: Post-victim observers of multi-realities in a modern and modernizing society. In this manner, evidences in terms of images and excerpts are provided, described and interpreted by considering theoretical foundations and our voices as teacher researchers.

It is worth mentioning this study applied the Grounded theory as a data analysis approach, insofar as we realized about the importance of constructing our categories as emerging from data and especially from participants' direct intervention. Grounded theory as such was developed through four stages, according to Freeman (1998) and Cohen, Manion and Morrison (2007). Once managing data through participant coding, transcribing and numbering, we conducted the naming stage where we assigned the first determining labels to data. During the last session of our intervention and material application, we invited victim students to participate also in the data analysis first stage. Grouping as the second step revolved around distributing previous labels into sets, due to relationships and connections we could identify among them. Thirdly, we found further relationships between those groups to reorganize them into new sets. Finally, we display final categories emerging from this process.

Peace construction through language memory

Through this research, we observed that victim students used language as a means that allows them to show their ideas. According to Harmer (2001), language stated in words or written, is

used to express other content areas; for instance, victim students' realities (Figure 1). Along these lines, Walqui (2006) asserts: "Language is the main vehicle (tool) of thought" (p.160). Therefore, victim students may use language as a vehicle to emphasize their thoughts in their representations. As an example, one of the victim used his mother tongue to provide explicit distinctions in his drawing he considered important. In this way, the victim student allowed us to understand his representation about the *city (siudad)* and *nature (naturalesa)* in which the nature (countryside) has a major priority since he described it in more detail than the city. In words of Baer and Schnettler (as cited in Chávez, 2015) images not only represent a high degree of factuality but also they have enormous potential to enrich social reality and its forms of representation. Moreover, the victim portrayed himself and added the word *I* (in Spanish: yo). Seemingly, this participant appears as doing activities that he could live in his past (Figure 1). In several studies cited by Carney and Levin (2002) where the incorporation of representational pictures about either individuals themselves or contents in the text produced that participants remembered better concrete information using images. Therefore, if victim students mirrored themselves in their representation, it means they have a clearer concrete memory about their past events (Carney and Levin, 2002).

Figure 1

Taken by the authors

On the other hand, victim students recognized that the English language influence is relevant these days to achieve better opportunities in the future. For this reason, they understood the intervention as a chance to acquire abilities that may expand their life possibilities (Excerpt 1). As mentioned by Crystal (2012) in a millennial perspective, English language is an apt symbol in terms of globalization, diversification, progress and identity. However, this author claims symbolic processes of globalization had produced drawbacks in learners' experiences, when they are learning the L2 (Excerpt 2). Likewise, we can appreciate victim students may need the use of the mother tongue not only coming from themselves but also from the teacher. Yıldız (2006) affirms that especially at starting levels, students' mother tongue may be the point of departure of a new foreign language item as the existing knowledge and experience. In sum, victim students acknowledged both their L1 and L2, Spanish and English correspondingly.

Excerpt 1

DA: Pero cuando me llamaron para esto, chevere otra vez a ponerle animo a ver, porque sé que es importante y abre puertas.

MF: Sí se puede

DA: Como la vida mía también es o va para una futuro.

Excerpt 2

DA: Sí, allá todo, todo es dictado en inglés. Y a uno lo mandan a que todo, por ejemplo la cama, el closet… todo. Todo le coloca un papelito y que lo escriba en inglés. Eso así no… Entonces yo ya me fui pa'lo que me gusta, pues a mí todavía me gusta el inglés, pero me tiré después para el deporte que es lo que me gusta.

Moreover, Crystal (2012) suggests that the English language is not acquired as those countries where it is spoken as a first language, in the case of places such as Colombia as belonging to the expanding circle (Kachru, 2001). Therefore, people transform English to suit themselves depending on the country or context. Hence, victim students adapt the English language according to their intentions and they use their mother tongue to give meaning to the new foreign symbols they are exposed to; this can be exemplified through Excerpt 3.

Excerpt 3

GJ: ¿Qué es "welcome"?

NR: "welcome", bienvenido.

GJ: Bienvenido ¿a qué cosa?

NR: ¿Paz?

GJ: Peace es Paz

NR: Bienvenidos a educación de paz

Noteworthy, the victim students were not only communicating ideas in order to accomplish the L2 grammar aspects or objectives during the intervention; on the contrary, they used L2 and their mother tongue as a means to rework their experiences in the Colombian armed conflict (Excerpt 4). In other words, victim students expressed their *underground memories* (Blair, 2011). During the analysis, we noticed that victim students' experiences also were permeated by behaviors related to male chauvinism and symbolic violence that are reproduced culturally through normalized practices such as giving toy guns to children (Excerpt 4). According to May and Finch (2009), the normalization refers to the manner of conceiving, behave, and organize what "becomes routinely embedded in the matrices of already existing, socially patterned, knowledge and practices" (p.540). In this sense, studies cited by Morán and Eunises (2018) indicate the exposition to violent content in children and teenagers may produce consequences to them as the tendency to imitate violent situations. Also, they may identify with certain roles or characters, including victims and/or victimizers to "become immune to the horror of violence; and gradually accept violence as a way to solve problems." (p.17).

Excerpt 4

NR: Yo creo que va ligado también con el proceso histórico de Colombia ¿no?

el hecho de que una pistola siempre desde que se llegó era de cómo quién

tiene poder y era una forma de decírselo a los niños. Y sobre todo a los niños

varones porque a las mujeres no. A las mujeres les daban escobitas, muñequitas.

A los hombre sí, "tome esta pistola que eso representa ser macho" o algo así.

Moreover, they verbalize in their memories drug addiction problems in young population and the easy access to psychoactive substances in their context. Consequently, some teenagers end as they said as "a suck on the floor" because of drugs consuming (Excerpt 5). According to Quimbayo and Olivella (2013), complex family situations, the desire to be accepted into a group, high social

pressure and low self-esteem, result in consumption of drugs as marijuana. In accordance with an interview made to a Emberá supporter member who assisted victims-students' classes in a public school, declared that they were living several displacement types, not only those they suffered when they were expulsed from their territory because of the Colombian armed conflict, but also they live inner displacement in cities where they arrived (Excerpt 6). This increases the likelihood that they fit the conditions to become potential consumers. Quimbayo and Olivella (2013) affirm "the greater the poverty, the greater the risk of consumption." (p.32).

Excerpt 5

DA: Voy yo. Este es el problema que se ve principalmente en los jóvenes, l drogadicción. Entonces, digamos que esto es una casa donde venden la droga, entonces aquí vienen por ella. Entonces, realmente es como un camino de la persona de lo que realmente es lo que hace. Llega por ella va por el camino, donde vulgarmente se consume y así termina, acostado como un costal por ahí.

NR: Muerto.

DA: No, muerto no. Acostado por ahí después de tanta droga.

Excerpt 6

JE: Entonces, me contaron cómo los sacaron de pueblo rico, los mandaron para Pereira, en Pereira el estado no los acogió, y ya no está la figura de paga diario que hay en Bogotá, entonces salieron desplazados de Pereira y llegaron a Bogotá, desplazados otra vez, entonces llegaron a Bogotá tras dos desplazamientos. Esos como los que le fueron como bien, ahora, hay otro desplazamiento interno en Bogotá que también han sufrido que este sería el tercer desplazamiento que han tenido.

Even in these chaotic environments, victim students sometimes identify that they have the opportunity to choose what kind of path they may follow. Along these lines, they find that a wise

decision become a solution for the problematics living in their context. (Excerpt 7). Those "wise decisions" may be understand as *prudential knowledge* (Guzmán and Tovar, 2016). In words of Piepper (as cited in Guzmán and Tovar, 2016) "it is the ability to see objectively the realities that concern our actions and make them normative for action, according to their nature and importance" (p. 17), Therefore, activities perform by victim students such as practice any sport or plant trees (Figure 2 and Excerpt 8) can be considered as resilient decisions to confront their realities. In this manner, victims can have the ability to transform and, simultaneously, it generates a version of conflict events which become a basis for the ethics of recognition (Jimeno, 2010). Subsequently, victims gain an active participation within the civil society.

Excerpt 7

¿La solución cuál es? que es también… son dos personas diferentes, esta persona fue al gimnasio, hace deporte y va las clases grupales para tener un estado físico, digamos mejor y con una mentalidad para progresar y ser alguien, entonces son dos casos distintos. Pero digamos que él esta misma persona tomó la decisión de querer cambiar la vida y llegó a este punto. […] Es que digamos, esta misma persona hacía esto actualmente cuando tenía un problema, pero después encontró una solución.

Figure 2

Taken by the authors

Excerpt 8

"Soy de los que van a sembrar árboles en campamentos y cuidar mucho el ecosistema, pues lo que más que quise poner aquí fue vida."

At this point, victim students comprehend that education gives proper models of guidance that may facilitate resilient decision making in conflict settings (Excerpt 9). Along these lines, the education is key to peace building. As Page (2008) corroborates it is one of the principal means for generating a culture of peace. As well as, the role of teacher as a guider is indispensable "to print in the first steps a special impetus so that they leave deeply marked the footprint that facilitates and orients other steps in that same direction." (Barrio, as cited in Guzmán and Tovar, 2016).

Excerpt 9

Pues este señor está explicando toda esta gente, pues digamos los estudiantes. La cuestión de explicarles la diferencia entre una pistola a empujarlos lo que es estudiar, pues digamos, la cuestión con un libro. Entonces, qué nos enseña acá. El conocimiento para no irse por el lado malo si no por el bien. Y tener más bien, el conocimiento de un aprendizaje para querer ser alguien o formar la persona para que logre lo que de pronto, en el momento le guste, si le gusta el deporte, eh, digamos el derecho, bueno cualquier carrera, entonces le tira más por el conocimiento que por el amigo. Le enseña de las dos formas. Ya ellos miran y deciden cuál de las dos es mejor.

Likewise, victim students reasoned that the knowledge provided by books and oriented in educational settings, has a positive impact in the culture of peace, promoting the resolution of conflicts in a peaceful manner and freeing them from prejudices and negative feelings (Excerpt 10 and Figure 3). Taking into account Montessori's perspective (1974) education should free child's spirits promote love among others, in this manner, education fosters the culture of peace. (As mentioned in Harris, 2004). Likewise, the victims that are able to heal their conflict sequels, may set new goals for their lives. Even, they use their memories as a pillar to help other people who suffered in the Colombian armed conflict. For example, Restrepo (2016) mentions that women victims of conflict "have found diverse ways to overcome their victimizations and traumas" by "joining or creating victims' organizations and helping others to realize they can also be part of their own complex healing process" (p.7).

Excerpt 10

Representé como personas, mujeres hombres, etcétera, Eh, como viendo más hacia el lado de los libros, entonces le hice alas, como haciendo que el conocimiento libera ¿sí? El

conocimiento lleva pues, a que tú te liberes de no sé, puede ser de emociones negativas, puede ser de frustraciones, no sé de ignorancia, y pues, aquí dibujé como una pistola, como la cuestión de representar la guerra y pues la puse como prohibido, por la cuestión, de que no, y ahí pues, llevé de que el hecho del conocimiento, puede que también libere pero que nos lleve también a un camino hacia cumplir nuestros sueños. Entonces, pues dibujé como un camino, dibujé una copa, como el sinónimo de cumplir de triunfar y la z es como cuestión de sueños.

Figure 3
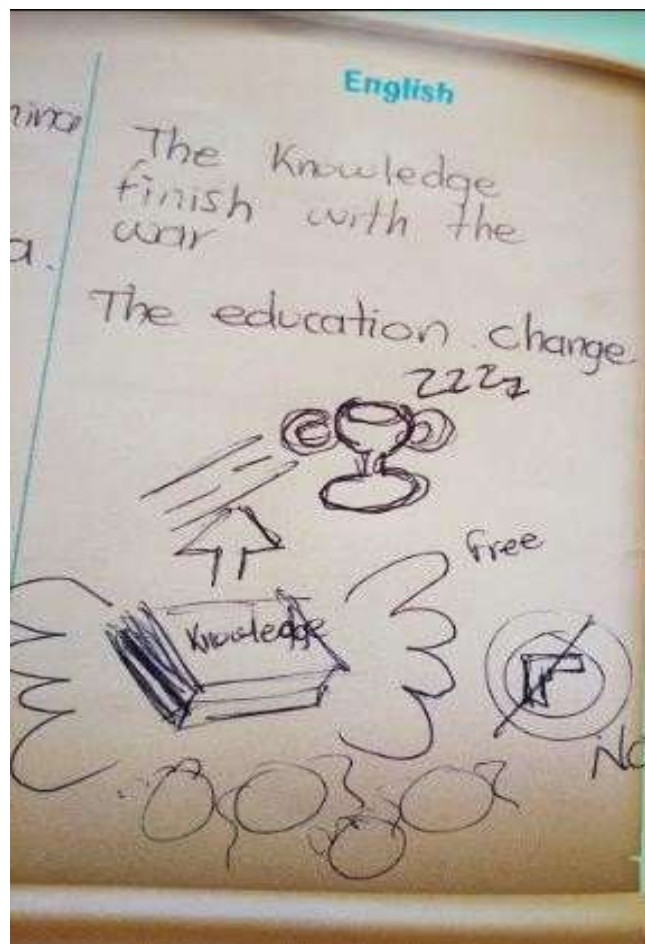
Taken by the authors

As manner of conclusion, this discussion allows us to comprehend how victim students use their memories as triggers that permit them find mechanisms or actions to overcome their sequelae from Colombian armed conflict. These memories are represented through drawings and communicated verbally using the L2 as a mean to express their *underground memories* (Blair, 2011). These have a positive impact during the construction of the culture of peace. Likewise, the victims recognize that one of most important elements to build a peace culture is the education. In accordance with Harris (2004) "Conflict resolution education can help individuals understand conflict dynamics and empower them to use communication skills to manage peaceful relationships" (p.15). Along these lines, the victim students' ability to decide and to be an active member in the society (Jimeno, 2010), may convert them in a post-victims of Colombian armed conflict using the English with peaceful purposes.

Post-victim observers of multi-realities in a modern and modernizing society

Society as a modern institution is defined in Meyer's words (2010) as a set of individual and organized actors whose identities construct a broad and global social-context. In addition, society is not only modern but also modernizing. In this case, modernization refers to an entity that modernizes (Real Academia Española, 2018) the actors who are part of it. In other words, modern society concerns to an organized group of people who build the current context. Simultaneously, it makes its inhabitants modernize, grow and get constituted with it.

These groups of people that live in a society, either from the individuality or collectivity, require different socio-political institutions and community agents such as the State, family, and army among others (Dryzek, Honig, and Phillips, 2006) to have an idea of government. Therefore, individuals transform society based on these institutions and community agents from their notions, memories and identities (Meyer, 2010). Such conceptions may vary depending on

each individual's experiences, learnings and memories. For example, Figure 4 illustrates how two

participants drew the most relevant characteristics they considered about society.

Figure 4

Taken by the authors

In this representation, on the left, the victim student (JM) drew and described the society

in a misinformative environment provoked by the mass media, based on her experiences and

learning. According to Correa (2007), journalists de-contextualize the information since this news

has no historical or investigative basis, creating these de-informative environments. Also, we

analyze that in the victim's perspective there is a concern in how government invests less in

programs for education and technology, favoring the war investment to a large extent. In words

of Costalli, Moretti, and Pischedda (as cited in Ariza, 2017) and Hoeffler and Reynal-Querol (as cited in Ariza, 2017), internal armed conflict leads to the overwaste of the country's productive factors as physical and human capital. Moreover, public resources instead of being invested in productive activities are spent in the fight against the conflict.

In contrast, the second participant evoked his memories through a graph showing a society where there were social problems such as drug consuming, robbery and indigence with a significant diversity of people. Along these lines, he proposed in his drawing activities like sports to transform and solve their current issues by looking for solutions at his fingertips. As in beforehand cases, this participant as a victim of the Colombian armed conflict seems part of this modern and modernizing society.

The victims of the conflict who survived these violent events, have not fully overcome their condition of victim but they have normalized it (Ruiz, 2015) in a social environment in which they currently live (post-victims). The post-victims recognize their perceptions from the conflict and the post-conflict since the vestige of the war cultivated psychological traumas in their minds (GMH, 2013). These sequels of war reappear and manifest themselves in their way thinking and interaction with society (Buitrago, 2016). For instance, in the audio notes in Excerpt 11 evidences how one of the participants analyses the eyes of the character on the cover of the booklet, assimilating and relating those eyes with his perception of the world. In this part, we can find that the participant highlights his life experiences linked to the armed conflict. Taking into account, he approaches as post-victim to social environments from his memories inasmuch as these experiences are now part of his daily life.

Excerpt 11

P.Y. Bueno por otro lado a mí me gustaría que ustedes analizaron qué pasa con

los ojos de este personaje. ¿Nosotros tenemos los ojos así?

F.R: Varios colores.

P.Y: ¿Qué tipo de colores ustedes ven allí?

F.R: (…) Hay varios colores ¿por qué? Porque tenemos varía gente, mucha

población, muchas personas y seres humanos, con muchas experiencias de vida y

las experiencias de vida con la variedad de historias con las personas del

conflicto armado.

Victims as observers when analyzed a sequence of images related to peace education (Figure 5), alluded to some characteristics of the images with memories and experiences that were saved in their minds. In terms of Blair (2011) these memories are recognized as *underground memories* and in terms of Da Silva (2010) as *short memories*; the authors define these terms like elements which safeguard the conflict memories. Those experiences are fragmentarily present in the (post-) victims' psyches.

Figure 5

Compiled by the authors

Along these lines, these underground memories become a constant resource used by post-victims to assimilate the different multi-realities (Gruen, Gerber and Herfet, 2012), in the modern society. As evidenced in Excerpt 12, the post-victims observed images of soldiers who, in the post-victims' perspective, may represent the war and armed confrontations they probably witnessed. When the participants saw the photograph, they activated previous experiences of the armed conflict that were stored in their brains (*underground memories*); in order to link and give meaning to the situation that they were analyzing. Transcendentally, they become interpreters and vital entities of that social reality because they, based on their memories, enrich their interpretation about the sociopolitical realities.

Excerpt 12

G.J. Vemos ahí como unos soldados

F.M. Para los que somos víctimas del conflicto armado, es nuestra realidad.

G.J. ¿En qué sentido?

F.M. De lo que vivimos, hemos sido participe de eso y es muy fácil de detectarla,

para nosotros es más fácil distinguirla y decir: eso es guerra, para nosotros eso es

guerra. Tenemos la imagen que en su momento vimos y no es agradable.

D.R. Y más que participes, creo que somos sobrevivientes.

F.R. Enfrentamientos, cuando el ejército pues tenía que enfrentarse con los

grupos armados.

Thereby, post-victims use these experiences and conceptions in dialogical learning spaces because these places generate a dynamic exchange between the internal dialogues (introspective thoughts) and the participants. Metaphors and analogies are used to link feelings and knowledge of the post-victims, that contributes to the comprehension of multiple realities, with the contributions of other individuals who are participating in the didactic sequence mainly verbal (Meijers, Lengelle, and Kopnina, 2016).

This pedagogical exercise is of paramount importance in peace education because both internal and external dialogue are closely related to each other (Meijers et al., 2016). These dialogues allow them to inspect these social contexts to the re-construction and transformation of the society into a cooperative environment. It facilitates decision making in the participants; aimed at teaching environments and building peace (Contreras and Chapetón, 2017).

In the same sense, the building of peace must be proclaimed from its education, where these people inside and outside the English second language classroom; they play a relevant task in this process since they are active agents-builders (Sharma, 2013) of culture and education for peace.

Consequently, peace education is intended to generate social change from the opinion of post-victims through the inclusion of a new ethic as the basis of society as a democratic institution (Infante, 2014). In addition, this pedagogy contributes to the victim students to develop aptitudes of resilience to these problems (Infante, 2014), seeing the conflict from another perspective and looking for authentic solutions to the damages left by the war. This resilience generates growth, autonomy and entrepreneurship in this group of people (Excerpt 13).

Excerpt 13

F.R. Bueno, pues para mí me identifico mucho con los libros, el conocimiento ¿por qué? Porque bueno a pesar de que pues viene uno de una situación difícil, complicada, pues no verlo como un obstáculo sino verlo como una parte de crecimiento, es decir cuando nos vienen obstáculos, apartémonos de esos obstáculos, sigamos adelante, surjamos, aprendamos y no quedarse ahí en la espera de que será que el gobierno me va a dar, será que el gobierno (…). Yo no comparto eso de quedemos a esperar que nos van a dar, cada uno debemos de buscar y luchar por nuestros sueños, por nuestras metas y a aprender (…).

On the other hand, the Christian church as one of the institutions that encompass society (Dryzek et al., 2006), seems to have an important role in the reparation and reconstruction of victims within the community since it promotes actions of forgiveness and peace (Acodesi, 2003). However, the church-institution can generate positive or negative postures depending on how the person adopts or rejects these beliefs to his life and experiences Excerpt 14.

Excerpt 14

D.R: F.M. dice que el perdón pero yo no creo en el perdón, porque eso es muy duro ver otro ser…
F.M. Dios murió por tus pecados.
D.R. Si pero ver a otro ser que le acabo a uno la familia es como muy duro, es más no quiero ni verlo.

Along these lines, some participants allude forgiveness and peace to the Divinity because they see God as the ultimate forgiver and manager of peace, as shown in Figure 6. This student makes a representation of the crucified Christ as a symbol of peace, highlighting the importance of the Divinity in his life and its crucial role in the reconciliation process. The post-victim accompanies his drawing with a statement with the intention of expressing in a more appropriate way what the image represents, that is to say in the words of the participant "what involves us" in order to express the commitment of all individuals who make up a society in the effort to forgive to achieve sustainable peace (Excerpt 15).

Figure 6

Excerpt 15

F.M. Yo me abstengo, acompaño una pequeña frase del perdón "Sin Dios en nuestro corazón es imposible tener paz"

P.Y. What did you do? ¿Qué dibujaste?

F.M. Lo que nos involucra

G.J. Dibujaste una cruz, dibujaste un título ¿Por qué una cruz te alude a Dios?

F.M. Si porque, o sea, si no coloco la figura como sacrificio, sería una simple cruz.

G.J. Ah O.K.

F.M. Si hay está plasmado el Cristo sino le coloco el Cristo sería una simple cruz, entonces la gente ve una cruz pero ya viéndolo a él plasmado, ya comprende en realidad qué es lo que yo quiero decir.

In contrast, others who consider themselves unbelievers do not conceive forgiveness because they witnessed very traumatic and complex events that require prolonged time to heal. Moreover, this type of post-victim shows a reluctance to forgive (Excerpt 16).

Excerpt 16

D.R.: pues a ver el tema religioso no creyente mucho, también he leído mucho y soy de una familia muy católica pero pues me reservo mucho en ese tema porque es que dicen que venimos de un dios y que una cosa y la otra, pues igual tenemos que creer en un creador obviamente, si o no? (…) pero yo no creo en el perdón, porque eso es muy duro ver (…) otro ser que le acabo a uno la familia (…).

Bearing this in mind, these varied interpretations of realities are of significant importance since they can influence and direct society in its construction for peace, base on forgiveness and relationship between themselves (Acodesi, 2003). Therefore, forgiveness is considered as one of

the main pillars in building of peaceful societies and education (Cortés, Torres, López- López, Pérez and Pineda-Marín, 2016).

In sum up, the post-victims as active individuals of the modern and modernizing society; being critical witnesses of multi-realities. They manage to transform the society from their experiences, memories and interpretations of social institutions. In their participative role they develop a resilience that allows them to look for solutions to the problems that they find in the environments they are immersed in.

Finally, they are not only participants in a process of healing of their war sequels, but they are repairing the modernizing society, using dialogue as a tool to share their discourses and opinions; with which forge solid structures in peace education, within teaching spaces such as the second language-English classroom.

Conclusions

As a manner of conclusion, victim students seem to reflect upon their Colombian armed conflict experiences in dialogical spaces through a didactic material in educational settings. It generates a solid basis for building a culture of peace within bilingual classes as teaching spaces in which victim students use the L2 as a means to re-elaborate their *underground memories* (Blair. 2011). Therefore, individuals have the capability to define their role in the modern society during the process where most of them become active subjects, i.e. post-victims. Along these lines, they are critical witnesses of multi-realities who are transformed from their Colombian armed conflict experiences and their perception of social institutions. In this manner, post-victims develop resilient aptitudes to solve problems faced in the environment they are immersed in.

Additionally, victims do not fully heal their war sequels but naturalize them when they have survived to the conflict; provoking memories ebbed in their minds. This produces that they constrain to reconciliation actions as the forgiveness. The majority of these memories or experiences emerge when individuals observe an object that alludes to those conflict events arousing an undetermined amount of feelings and postures. In this manner, victim students interpret multi-realities they are living. Therefore, victims conflict experiences become relevant tools to understand the world where the memory is healed contributing to the build of society.

On the other hand, peace education is an issue that should be tackled by different human sciences since a high percentage of people think this theme corresponds to the social sciences only. Thereby, we emphasize peace education should be built by each individual who wishes a sustainable peace society where the different types of victims have a relevant role. Therefore, this research project addressed peace education from ELT classroom where L2 was considered as a communicative vehicle with which victim students made dialogical spaces, materialized their conflict experiences and used these memories to promote reconciliation and peace.

Thereby, we as language teachers could have a whole learning through this research study. Firstly, we learned local and theoretical understandings on peace education coming thus from both literature authors and victim students as their experiences may also contribute to peace conceptualizations and practice. Secondly, our pedagogical and didactic strategies as preservice and in-service language teachers were adjusted and transformed from a concrete setting with actual participants who displayed particular needs to be pedagogically explored too.

Finally, this proposal may have positive implications in participants during the intervention. In this sense, victim students seemed to generate a new perspective of English language from the one promoted in those scenarios where they studied beforehand. These participants developed critical awareness about their context issues and English role there. Therefore, they got empowered to contribute in the transformation of their multi-realities.

Limitations and suggestions for further research

In this section, we reflect upon the limitations within this study and possible suggestions for further research to be conducted as follow-up broadening of this topic and research lines. To do so, we account for a set of topics and actions derived from this study and we also suggest possible alternatives to tackle them through educational research in the ELT field. Neest lines discuss this reflection distributed in four limitations and their corresponding suggestions for further research.

Firstly, we consider peace education and construction as a broad concept and practice whose exploration involves multiple setting with diverse individuals and groups that remain invisible or set aside. This research approached peace education in ELT with victims of the Colombian armed conflict; however, our research represents only one of the diverse manners peace education can be manifested and applied to ELT. As a result, we urge other academics to propose and conduct research on peace education in ELT with further groups as victims of the armed conflict in different scenarios. In so doing, peace education in ELT can be understood contextually speacking, according to local needs and multiple perspectives (Oxford, 2017).

Secondly, this research implied the concept around *memory* as implying more than the psychological or cognitive dimension. Indeed, we could identify a sociocultural dimension in memory that reflects its commitment and role in peace education. This means memory should not be read only from the mnemonic or merely memoristic perspectives and uses, but educational research in ELT could consider its relevance in thye reelaboration of students' experiences, in this case: from the armed conflict (Blair, 2011). Additional research around the role and relevance of memory in ELT from sociocultural viewpoints deserves attention in Applied Linguistics to ELT field.

As a third limitation in this research refers to the situation that victim students displayed high dependence on our role as teachers. Albeit teachers' role and support in this context is important, our proposal looked for non-hierarchical relationships in the class where students played an active and autonomous role. More didactic strategies and pedagogical interventions that aim at reducing this high dependence on teachers from students in post-agreement settings need developing.

Finally, this project faced a limitation concerning the acceptance of this material application in additional settings. At the beginning, we had an agreement with an institution to apply our didactic material and data collevction instruments, yet the home teacher did not allow us to do so at the end. Thus, further research should receive additional formal support by the funding institution. Another solution for it revoles around having various target settings to implement these pedagogical interventions. In our case, we had to look for new environments to conduct this application and time/space factors became a further constraint we dealt with.

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