

**INVESTMENT AND SUBJECT POSITIONING IN AN EFL BLENDED
LEARNING COMMUNITY OF PRACTICE**

LUISA FERNANDA BELTRÁN TOVAR

THESIS DIRECTOR:

CLAUDIA MARCELA CHAPETÓN CASTRO, PhD

**UNIVERSIDAD PEDAGÓGICA NACIONAL
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
MAESTRIA EN LA ENSEÑANZA DE LENGUAS EXTRANJERAS
ANÁLISIS Y PROGRAMACIÓN DE LA COMUNICACIÓN DIDÁCTICA
BOGOTÁ D.C., COLOMBIA
2017**

**INVESTMENT AND SUBJECT POSITIONING IN AN EFL BLENDED
LEARNING COMMUNITY OF PRACTICE**

LUISA FERNANDA BELTRÁN TOVAR

THESIS DIRECTOR:

CLAUDIA MARCELA CHAPETÓN CASTRO, PhD

**“A thesis submitted as a requirement to obtain the degree of Magister in Teaching
Foreign Languages”**

**UNIVERSIDAD PEDAGÓGICA NACIONAL
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
MAESTRIA EN LA ENSEÑANZA DE LENGUAS EXTRANJERAS
ANÁLISIS Y PROGRAMACIÓN DE LA COMUNICACIÓN DIDÁCTICA
BOGOTÁ D.C., COLOMBIA
2017**

Note of acceptance

Claudia Marcela Chapetón Castro, PhD

Thesis Director

Juror

Juror

Derechos de Autor

“Para todos los efectos, declaro que el presente trabajo es original y de mi total autoría; en aquellos casos en los cuales he requerido del trabajo de otros autores o investigadores, he dado los respectivos créditos”. (Artículo 42, párrafo 2, del Acuerdo 031 del 4 de diciembre de 2007 del Consejo Superior de la Universidad Pedagógica Nacional)

Este trabajo de grado se encuentra bajo una Licencia Creative Commons de **Reconocimiento – No comercial – Compartir igual**, por lo que puede ser distribuido, copiado y exhibido por terceros si se muestra en los créditos. No se puede obtener ningún beneficio comercial y las obras derivadas tienen que estar bajo los mismos términos de licencia que el trabajo original.

 UNIVERSIDAD PEDAGÓGICA NACIONAL	FORMATO	
	RESUMEN ANALÍTICO EN EDUCACIÓN - RAE	
Código: FOR020GIB	Versión: 01	
Fecha de Aprobación: 10-10-2012	Página 1 de 14	

1. Información General	
Tipo de documento	Tesis de grado de maestría de investigación
Acceso al documento	Universidad Pedagógica Nacional. Biblioteca Central
Título del documento	Investment And Subject Positioning in an EFL Blended Learning Community of Practice (La Inversión y el Posicionamiento del sujeto en una Comunidad de Practica en Modalidad Mixta de Inglés como Lengua Extranjera)
Autor(es)	Beltrán Tovar, Luisa Fernanda
Director	Claudia Marcela Chapetón Castro, PhD
Publicación	Bogotá. Universidad Pedagógica Nacional, 2017. 164 p.
Unidad Patrocinante	
Palabras Claves	INVERSIÓN (INVESTMENT), POSICIONAMIENTO DEL SUJETO (SUBJECT POSITIONING), APRENDIZAJE EN MODALIDAD MIXTA (BLENDED LEARNING), COMUNIDAD DE PRÁCTICA (COMMUNITY OF PRACTICE)

2. Descripción	
<p>Tesis de Maestría en Enseñanza de Lenguas Extranjeras que presenta un estudio de caso cualitativo llevado a cabo en el marco de un programa de Maestría de la Universidad Pedagógica Nacional en Bogotá, Colombia. La investigación tiene como objetivos caracterizar el rol de la inversión (investment) de los estudiantes de contabilidad y finanzas en una comunidad de práctica para el aprendizaje del inglés como lengua extranjera de modalidad mixta (blended learning) en una institución tecnológica pública de la ciudad de Bogotá; así como describir el posicionamiento del sujeto (subject positioning) de los estudiantes en el marco de la comunidad de práctica anteriormente mencionada.</p>	

3. Fuentes

- Agrifoglio, R. (2015). Communities of Practice. In R. Agrifoglio (Ed.), *Knowledge Preservation through Community of Practice* (pp. 25-46). DOI: 10.1007/978-3-319-22234-9.
- Alonso, F., López, G., Manrique, D., & Viñes, J. (2005). An instructional model for web-based e-learning education with a blended learning process approach. *British Journal of Educational Technology*, 36 (2), 217-235.
- Amin, A., & Roberts, J. (2008). Knowing in action: Beyond communities of practice. *Research Policy*, 37, 353–369.
- Andreouli, E. (2010). Identity, Positioning and Self-Other Relations. *Papers on Social Representations*, 19 (1), 1-13.
- Ardichvili, A., Maurer, M., Li, W., Wentling, T., & Stuedemann, R. (2006). Cultural influences on knowledge sharing through online communities of practice. *Journal of Knowledge Management*, 10 (1), 94–107.
- Ardichvili, A., Page, V., & Wentling, T. (2003). Motivation and barriers to participation in virtual knowledge-sharing communities of practice. *Journal of knowledge management*, 7 (1), 64–77.
- Asoodar, M., Atai, M., Vaezi, S., & Marandi, S. (2014). Examining effectiveness of communities of practice in online English for academic purposes (EAP) assessment in virtual classes. *Computers & Education*, 70, 291–300.
- Baker, L. (2006). Observation: A complex research method. *Library Trends*, 55 (1), 171-189.
- Barthes, R. (1982). *A Barthes Reader*. New York: Hill and Wang

- Bauman, Z. (1992). *Intimations of modernity*. London: Routledge.
- Baxter, J. (2003). *Positioning gender in discourse: a feminist methodology*. New York: Palgrave Mac-Millan.
- Bell, J. (2005). *Doing your Research Project*. New York: Open University Press.
- Bersin, J. (2004). *The blended learning book: Best practices, proven methodologies, and lessons learned*. San Francisco, CA: John Wiley & Sons, Inc.
- Bourdieu, P. (1987). What makes a social class? On the theoretical and practical existence of groups. *Berkeley Journal of Sociology*, 32, 1-17.
- Bourdieu, P., & Passeron J. (1977). *Reproduction in education, society, and culture*. Beverley Hills, CA: Sage Publications.
- Burns, A. (2003). *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- Canales, H., & García, F. (2008). Communication Software Laboratory - E-learning Platforms. Retrieved October 23, 2015, from <http://www.it.uc3m.es/rueda/lscf/trabajos/curso07-08/E-learning%20platforms-HomeroCanales-FernandoGarcia.pdf>
- Castañeda, H. (2008). "I said it" I'm first: Gender and language gender identities. *Colombian Applied linguistics Journal*, 10, 112-125.
- Castañeda, H. (2010). The next teacher is going to be... Tereza Rico: Exploring gender positioning in an all-girl preschool classroom. *Magis, Revista Internacional de Investigación en Educación*, 3 (5), 107-124.
- Chang, Y. (2011). Picking One's Battles: NNES Doctoral Students' Imagined Communities and

- Selections of Investment. *Journal of Language, Identity, and Education*, 10, 213–230.
- Chapetón, C. M. (2007). *Literacy as a Resource to Build Resiliency*. Bogotá: Fondo Editorial Universidad Pedagógica Nacional.
- Cohen, L., & Manion, L. (1994). *Research Methods in Education*. London: Routledge.
- Corbin, J. & Strauss, A. (2008). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. 3rd Edition. Thousand Oaks, CA: Sage.
- Cox, A. (2005). What are communities of practice? A comparative review of four seminal works. *Journal of Information Science*, 31 (6), 527–540.
- Cuasialpud, R. (2010). Indigenous Students' Attitudes towards Learning English through a Virtual Program: A Study in a Colombian Public University. *PROFILE*, 12 (2), 133-152.
- Dang, T., & Robertson, M. (2010). Impacts of Learning Management System on Learner Autonomy in EFL Learning. *International Education Studies*, 3 (3), 3-11.
- Darvin, R. & Norton, B. (2015). Identity and a model of investment in applied linguistics. *Annual Review of Applied Linguistics*, 35, 36-56.
- Davies, B., & Harré, R. (1990). Positioning: The discursive production of selves. *Journal for the Theory of Social Behaviour*, 20 (1), 43-63.
- Davies, B., & Harré, R. (1999). Positioning and Personhood. In L. Van Langehove, & R. Harré (Eds.), *Positioning Theory: moral context of intentional action* (pp. 32-52). Oxford: Blackwell.
- Dillenbourg, P. (2000). EUN conference 2000: «learning in the new millennium: building new education strategies for schools – workshop on Virtual learning Environments. *University of Geneva*. Retrieved October 23, 2015, from <http://tecfa.unige.ch/tecfa/publicat/dil-papers->

[2/Dil.7.5.18.pdf](#)

Dirección de formación profesional integral SENA. (2013). *Proyecto educativo institucional*.

Retrieved February 4, 2016, from

http://campusvirtualcsf.org/blogcsf/blog_2014/PEI_SENA.pdf

Dubé, L., Bourhis, A., & Jacob, R. (2006). Towards a typology of virtual communities of practice.

Interdisciplinary Journal of Information, Knowledge, and Management, 1, 69–93.

Duranti, A. & Goodwin, C. (1992). Rethinking context: An introduction. *Rethinking context:*

Language as an interactive phenomenon (pp. 1-42). New York: Cambridge University Press.

Duveen, G. (1993). The development of social representations of gender. *Papers on*

Social Representations, 2 (3), 171-177.

Duveen, G. (2001). Representations, identities, resistance. In K. Deaux & G. Philogène (Eds.),

Representations of the Social (pp. 257-270). Oxford: Blackwell.

Duveen, G., & Lloyd, B. (1986). The significance of social identities. *British Journal of Social*

Psychology, 25, 219-230.

Duveen, G., & Lloyd, B. (1990). A semiotic analysis of the development of social representations

of gender. In G. Duveen & B. Lloyd (Eds.), *Social Representations and the Development of Knowledge* (pp.27-46). Cambridge: Cambridge University Press.

Ellis, R. (2000). Task-based research and language pedagogy. *Language Teaching Research*, 4

(3), 193-220.

Fischer, G. (2001). “Communities of interest: Learning through the interaction of multiple

knowledge systems". *24th Annual Information Systems Research Seminar in Scandinavia - IRIS'24-* (pp. 1–13). Retrieved January 12, 2017, from <http://13d.cs.colorado.edu/~gerhard/papers/iris24.pdf>

Foucault, M. (1972). *The Archaeology of Knowledge*. New York: Pantheon Books.

Foucault, M., & Miskowiec, J. (1986). Of Other Spaces. *Diatritics*, 16 (1), 22-27.

Gálvez, A. (2005). Sociabilidad en la pantalla. Un estudio de la interacción en los entornos virtuales. *AIBR. Revista de Antropología Iberoamericana*, 1-29.

Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: computer conferencing in higher education. *The Internet and Higher Education*, 2 (2), 87–105.

Gergen, M., & Gergen, K. J. (2003). *Social construction: A reader*. London: Sage.

Gherardi, S. (2000). Practice-based theorizing on learning and knowing in organizations: An introduction. *Organization*, 7 (2), 211–223.

Gómez, J. (2012). Language learners' identities in EFL settings: resistance and power through discourse. *Colombian Applied Linguistics Journal*, 14 (1), 60-76.

Handley, K., Sturdy, A., Fincham, R., & Clark, T. (2006). Within and beyond communities of practice: Making sense of learning through participation, identity and practice. *Journal of Management Studies*, 43 (3), 641–653.

Harasim, L. (2000). Shift happens: Online education as a new paradigm in learning. *The Internet and Higher Education*, 2, 41–61.

Harré, R., & Van Langenhove, L. (1999). The dynamics of social episodes. In R. Harré, & L. Van Langenhove (Eds.), *Positioning theory: Moral contexts of intentional action* (pp.1-13).

Oxford: Blackwell.

- Hollway, W. (1984). Gender difference and the production of subjectivity. In C. Urwin, C. Venn, J. Henriques, V. Walkerdine, & W. Hollway (Eds.), *Changing the subject: Psychology, social regulation and subjectivity* (pp.27-263). London: Methuen.
- Isiguzel, B. (2014). The blended learning environment on the foreign language learning process: A Balance for Motivation and Achievement. *Turkish Online Journal of Distance Education*, 15 (3), 108-121.
- Ivanic, R. (2006). Language, learning and identification. In R. Kiely, P. Rea-Dickens, H. Woodfield, & G. Clibbon (Eds.), *Language, Culture and Identity in Applied Linguistics* (pp.7-29). UK: Equinox.
- Jimenez, J. (2007). (D)literate Identities in Adult Basic Education: A Case Study of a Latino Woman in an ESOL and Computer Literacy Class. *Colombian Applied Linguistics Journal*, 9, 25-43.
- Johnson, B., & Christensen, L. (2004). *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. USA: Pearson Education, Inc.
- Kanno, Y., & Norton, B. (2003). Imagined communities and educational possibilities: Introduction. *Journal of Language, Identity, & Education*, 2 (4), 241–249.
- Keller, M., & Back, A. (2004). Blended learning. In A. Back, H. Osterle, R. Winter, & W. Brenner (Eds.), *Blended-Learning-Projekte im Unternehmen* (pp. 9-25). St. Gallen: Institut für Wirtschaftsinformatik.
- Kim, H. Y. (2014). Learner investment, identity, and resistance to second language pragmatic

norms. *System*, 45, 92-102.

Klassen, C. (1987). *Language and literacy learning: The adult immigrant's account* (Master's thesis). Retrieved December 10, 2016, from ERIC. (ED343449).

Lam, W. (2000). L2 literacy and the design of the self: A case study of a teenager writing on the Internet. *TESOL Quarterly*, 34 (3), 457-481.

Lave, J., & Wenger, E. (1991). *Situated learning: legitimate peripheral participation*. Cambridge: Cambridge University Press.

Lenchuk, I., & Ahmed, A. (2013). Teaching Pragmatic Competence: A Journey from Teaching Cultural Facts to Teaching Cultural Awareness. *TESL Canada Journal*, 30 (7), 82-97.

Li, L., Grimshaw, J., Nielsen, C., Judd, M., Coyte, P., & Graham, I. (2009). Use of communities of practice in business and health care sectors: A systematic review. *Implementation Science*, 4 (27), 1-9.

Lock, A., & Strong, T. (2010). *Social constructionism: Sources and stirrings in theory and practice*. Cambridge, MA: Cambridge University Press.

Lucas, M., & Moreira, A. (2009). Bridging Formal and Informal Learning – A Case Study on Students' Perceptions of the Use of Social Networking Tools. In U. Cress, V. Dimitrova, M. Specht (Eds.), *Learning in the Synergy of Multiple Disciplines* (pp. 325-337). Germany: Springer.

Lyotard, J. F. (1984). *The Postmodern Condition: A Report on Knowledge*. Minneapolis: the University of Minnesota press.

Mackey, A. & Gass, S. (2005). *Second language Research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

- Marshall, C. & Rossman, G. (1999). *Designing Qualitative Research*. 3rd Edition. Thousand Oaks, CA: Sage.
- McDermott, R. (1999). Why information technology inspired but cannot deliver knowledge management. *California Management Review*, 41 (4), 103–117.
- Merriam, S.B. (1998). *Qualitative Research and Case Study Applications in Education*. San Francisco: Jossey-Bass.
- Metallo, C. (2007). *L'organizzazione del lavoro a distanza*. Torino: Giappichelli Editore.
- Ministerio de Educación Nacional. (2006). Educación: Visión 2019. Retrieved September 4, 2016, from http://www.mineducacion.gov.co/1621/articles-122719_archivo_pdf.pdf
- Ministerio de Educación Nacional. (2014). Colombia very well!. Programa Nacional de Inglés 2015-2025. Retrieved August 16, 2016, from http://www.colombiaaprende.edu.co/html/micrositios/1752/articles-343287_recurso_1.pdf
- Murday, K., Ushida, E., & Chenoweth, N. (2006). Student learning in hybrid French and Spanish courses: An overview of language online. *CALICO*, 24 (1), 115-145.
- Murday, K., Ushida, E., & Chenoweth, N. (2008). Learners' and teachers' perspectives on language online. *Computer Assisted Language Learning*, 21 (2), 125-142.
- Norton, B. (1995). Social Identity, Investment, and Language Learning. *TESOL Quarterly*, 29 (1), 9-31.
- Norton, B. (1997). Language, identity and the ownership of English. *TESOL Quarterly*, 31 (3), 409-429.
- Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*.

Harlow, UK: Pearson Education limited.

Norton, B. (Ed.). (2013). *Identity and Language Learning: Extending the Conversation*. Bristol: Multilingual Matters.

Norton, B. & Gao, Y. (2008). Identity, investment, and Chinese learners of English. *Journal of Asian Pacific Communication*, 18 (1) 109-120.

Norton, B. & Toohey, K. (2004). *Critical pedagogies and language learning*. Cambridge: Cambridge University Press.

Norton, B. & Toohey, K. (2011). Identity, language learning, and social change. *Language Teaching*, 44 (4), 412–446.

Ogbu, J. (1978). *Minority education and caste: The American system in cross-cultural perspective*. New York: Academic Press.

Peraya, D., Piguet, A., & Joye, F. (1999). *Mondes Virtuels*. Switzerland: Institut suisse de pédagogie pour la formation professionnelle (ISFPF).

Roberts, J. (2006). Limits to communities of practice. *Journal of management studies*, 43 (3), 623–639.

Rosenberg, M., (2001). *E-Learning: Strategies for Delivering Knowledge in the Digital Age*. Columbus: Mc-Graw Hill.

Sagor, R. (2000). *Guiding School Improvement with Action Research*. Virginia: ASCD.

Seliger, H., & Shohamy, E. (2008). *Second Language Research Methods*. Oxford: University Press.

- Shahrokni, S., & Talaeizadeh, A. (2013). Learning Processes in Blended Language Learning: A Mixed-Methods Approach. *The Electronic Journal for English as a Second Language*, 17 (3), 1-34.
- Sharratt, M., & Usoro, A. (2003). Understanding knowledge-sharing in online communities of practice. *Electronic Journal on Knowledge Management*, 1 (2), 187–196.
- Slocum-Bradley, N. (2009). The Positioning diamond: A trans-disciplinary framework for discourse analysis, *Journal for the Theory of Social Behaviour*, 40, 1-29.
- So, L. (2013). A case study on the effects of an L2 writing instructional model for blended learning in higher education. *Turkish Online Journal of Distance Education*, 12 (4), 1-10.
- Soler, S. (2012). Between Dark Black and Light Brown. Discourses and Ethnic Identities among Afrodescendant Boys and Girls in School Context in Bogotá. *Colombian Applied Linguistics Journal*, 14 (1), 146-162.
- Strauss, A. L., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Thousand Oaks, CA: Sage Publications.
- Tarhan, H., & Balban, S. (2014). Motivation, learner identity and language learning. *International Journal on New Trends in Education and Their Implications*, 5 (1), 183-197.
- Tirado, F., & Gálvez, A. (2007). Positioning Theory and Discourse Analysis: Some Tools for Social Interaction Analysis. *Forum: Qualitative Social Research*, 8 (2), 1-21.
- Trent, J. (2008). Promoting investment by Chinese learners in classroom discourse. *Journal of Asian Pacific Communication*, 18 (1), 30-48.
- Van Dijk, T. (1989). Structures of discourse and structures of power. In J. A. Anderson (Ed.), *Communication Yearbook 12* (pp. 18-59). Newsbury Park, CA: Sage.

- Van Dijk, T. (1993b). Principles of critical discourse analysis. *Discourse and society*, 4 (2) 249-283.
- Van Langenhove, L., & Harré, R. (1999). Introducing positioning theory. In R. Harré, & L. Van Langenhove (Eds.), *Positioning theory: moral context of intentional action* (pp. 14-31). Oxford: Blackwell.
- Vasilopoulos, G. (2015). Language Learner Investment and Identity Negotiation in the Korean EFL Context. *Journal of Language, Identity and Education*, 14 (2), 61-79.
- Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- Wallace, M. (2006). *Action Research for Language Teachers*. Cambridge: Cambridge University Press.
- Wardhaugh, R. (Ed.). (2006). *An Introduction to Sociolinguistics*. The United Kingdom: Blackwell Publishing.
- Weedon, C. (1997). *Feminist Practice and Poststructuralist Theory*. 2nd Edition. London: Blackwell.
- Wenger, E. (1998). *Communities of practice: learning, meaning, and identity*. New York: Cambridge University Press.
- Wenger, E. (2004). Knowledge management as a doughnut: Shaping your knowledge strategy through communities of practice. *Ivey Business Journal*, 68 (3) 1-8.
- Wenger, E., McDermott, R., & Snyder, W. (2002). *Cultivating communities of practice*. 1st Edition. Watertown, MA: Harvard Business School Press.
- Wenger, E., & Snyder, W. (2000). Communities of practice: The organizational frontier.

Harvard Business Review, 78 (1), 139–145.

Williams, M., & Burden, R. (1997). *Psychology for language teachers, a social constructivist approach*. UK: Cambridge University Press.

Yilmaz, M.B., & Orhan, F. (2010). Pre-service English teachers in blended learning environment in respect to their learning approaches. *The Turkish Online Journal of Educational Technology*, 9 (1), 157-164.

Yukawa, J. (2010). Communities of Practice for blended learning: Towards an integrated Model of LIS Education. *Journal of Education for Library and Information Science*, 51 (2), 54-75.

Yule, G. (1996). *Pragmatics*. Oxford, UK: Oxford University Press.

Zhang, W., & Han, C. (2012). A Case Study of the Application of a Blended Learning Approach to Web-based College English Teaching Platform in a Medical University in Eastern China. *Theory and Practice in Language Studies*, 2 (9), 1961-1970.

4. Contenidos

El siguiente proyecto de investigación se divide en cinco capítulos :

En el capítulo 1 se presenta el planteamiento del problema, el propósito de la investigación, los objetivos y las preguntas de investigación. Finalmente, el capítulo presenta la justificación de la investigación.

En el capítulo 2, el marco teórico que sirvió de guía para la realización de la investigación, la discusión de investigaciones previas y su relevancia para esta investigación son presentadas de manera amplia.

En el capítulo 3, el marco metodológico de la investigación es planteado, definiendo la perspectiva epistemológica en la que se enmarca, el tipo de estudio, el contexto y los participantes del estudio así como el rol del investigador en el proceso investigativo. Además, los procedimientos y los instrumentos de recolección de datos son descritos ampliamente.

En el capítulo 4 se presenta el procedimiento ejecutado en el análisis de datos y se lleva a cabo una

discusión de las categorías resultantes del análisis de datos y los resultados de la investigación

En el capítulo 5 muestra las conclusiones a las que fue posible llegar tras el desarrollo de la investigación, las implicaciones para la comunidad educativa, la institución donde se realizó el proyecto, los participantes y para el docente investigador. Finalmente, las limitaciones del estudio y algunas sugerencias para futuras investigaciones son descritas en este capítulo.

5. Metodología

Esta investigación se ubica en el marco de una perspectiva epistemológica post-estructuralista, como un estudio de caso cualitativo, con el claro interés de explorar un fenómeno particular, para comprenderlo de manera clara y profunda, sin intención de llegar a generalidades que pudieran ser aplicables a otros contextos similares.

6. Conclusiones

Como resultado del proceso de análisis de datos, las siguientes conclusiones surgieron en respuesta a las preguntas de investigación planteadas:

-Los procesos de inversión (investment) en el aprendizaje y uso del inglés como lengua extranjera, de los estudiantes de Contabilidad y finanzas en la comunidad de práctica en modalidad mixta ocurrieron a través de la negociación de significado y de poder al interior de la comunidad de práctica. De esta manera, las experiencias previas de los participantes fueron puestas en discusión y negociadas en la construcción de relaciones de poder al interior de la comunidad. Así mismo, los participantes crearon, adoptaron y adaptaron regulaciones para la interacción en la comunidad de práctica.

-La inversión (investment) de los participantes en el aprendizaje y uso del inglés fue movilizadora por su deseo de transformar su propia identidad y sus realidades. Por consiguiente, los participantes consideraban valioso invertir en el aprendizaje del inglés para poder incrementar su capital económico y para alcanzar sus metas personales. Así mismo, la importancia dada por los participantes al proceso de aprendizaje del inglés estuvo mediada por su relación con la comunidad imaginada (imagined community) de hablantes de inglés.

-En la comunidad de práctica de inglés en modalidad mixta, los estudiantes de contabilidad y finanzas se posicionaron hacia el inglés de dos maneras particulares. Por un lado, los participantes se posicionaron como usuarios de la lengua. Por otro lado, los participantes mostraron resistencia al uso de la lengua al interior de la comunidad.

-Los participantes se posicionaron de tres maneras particulares respecto a la comunidad de práctica de inglés como lengua extranjera en modalidad mixta (virtual y presencial): se posicionaron como miembros activos de la comunidad, mostraron resistencia a las dinámicas de la comunidad de práctica; y construyeron su identidad como profesionales en medio de los procesos de interacción que se generaron en la comunidad.

Elaborado por:	Luisa Fernanda Beltrán Tovar
Revisado por:	Claudia Marcela Chapetón Castro, PhD.

Fecha de elaboración del Resumen:	25	6	2017
--	----	---	------

Abstract

This qualitative research was conducted under a post-structuralist perspective as a case study to examine investment and subject positioning of Accountancy and Finance students in an EFL blended learning community of practice in a public technological institution located in Bogota, Colombia; during September and October of 2015. Six participants were selected to be studied in the face to face and virtual interactions of the community of practice, collecting data through field notes, focus group, students' journals, students' artifacts, and questionnaires. The analysis of data showed that participants' investment occurred through the negotiation of meaning and power; and participants invest in learning English in order to transform themselves and their realities. The data also showed that participants assumed positions towards English and construct particular identities in the EFL blended learning community of practice. After discussing the findings of the study in the light of theory, the implications and limitations of the study as well as some considerations for further research are presented.

Key Words: Investment, Subject Positioning, Blended learning, Community of Practice.

I dedicate this thesis to my family, for supporting me in everything I do,
specially, during this research process; for loving me
and showing God's love to me.

To Zoraida, Fernando, Pablo, and Jorge

Acknowledgements

This thesis was possible thanks to God's benevolence as the result of the efforts of a family supporting me during the development of the research, the commitment and guidance of the professors of the master program, specially my thesis director who broke the boundaries of distance and was always available to discuss about the research. The permission of the institution where the research was carried out and the participants' willingness to be part of this process were key factor to successfully accomplish the objectives of the present study. Finally, I thank my beloved husband who encouraged me until the last day.

Table of Contents

Chapter 1: Introduction	26
Statement of the Problem.....	27
Purpose of the Study.....	29
Research Questions.....	29
Research Objectives.....	29
Rationale of the Study.....	29
Chapter 2: Theoretical Framework and Literature Review.....	32
A Sociolinguistic and Sociocultural Approach to Learning English as a Foreign Language.....	32
Virtual Learning Environments: E-learning Systems for Blended Learning Programs.....	34
Communities of Practice: a Social Process of Learning and Identity Construction.....	41
Investment: the Complex Path from the Motivation to Learn to the Desire to Use a Language.....	50
Subject Positioning: a Social Construction and Negotiation of Identity and Power.....	60
Chapter 3: Methodology.....	69
Research Design.....	69
Epistemological perspective.....	69
Research Approach.....	71
Setting.....	72
Participants and sampling.....	73
Researcher's Role.....	75
Data Collection: Instruments and Procedures.....	76
Observation: Field Notes.....	77
Students' Journals.....	78
Focus group.....	79

Questionnaires.....	81
Students' Artifacts.....	82
Data Collection Procedures.....	83
Chapter 4: Data Analysis and Findings.....	86
Procedures for Data Analysis.....	86
Categories of the Analysis.....	88
Category 1: Investment through Negotiation of Meaning and Power inside the Blended Cop.....	90
Participants' previous experiences.....	90
Regulations of the interaction in the CoP.....	94
Category 2: Investing to Transform Oneself and his/her Reality.....	100
Investing to Increase Economic Capital.....	101
Investing to Accomplish Personal Goals.....	103
Participants' Relation to the Imagined Community.....	107
Category 3: Participants' Position towards English.....	111
Participants' Positioning as Language Users.....	112
Participants' Resistance to Use the Language.....	114
Category 4: Participants' Identities in the EFL Blended Learning Cop.....	118
Participants' Positioning as Active Members of the Cop.....	119
Participants' Resistance to the Dynamics of the Cop.....	122
Participants Constructing an Identity as Professionals.....	125
Chapter 5: Conclusions and Implications.....	129
Conclusions.....	129
Implications.....	132
Limitations of the Study.....	135
Further Research.....	136
References.....	138
Appendices.....	150
Appendix 1: Institutional Consent Form.....	150
Appendix 2: Participants' Consent Form.....	152
Appendix 3: Field Notes.....	153

Appendix 4: Students' Journals.....	154
Appendix 5: Focus Group.....	156
Appendix 6: Questionnaires.....	157
Appendix 7: Students' artifacts.....	163
Appendix 8: Tape Transcription Conventions (Based on Chapetón's 2007).....	164

List of Tables

Table 1. Classification of Communities of Practice.....	46
Table 2. Participants' profile.....	75
Table 3. Triangulation Matrix (After Sagor's 2000).....	77
Table 4. Coding Process.....	87
Table 5. Categories Resulting from the Analysis.....	88

List of Figures

Figure 1. Negotiation of Meaning in a CoP.....	44
Figure 2. Identity Construction in a CoP.....	44
Figure 3. Darvin and Norton's (2015) Model of Investment.....	53

List of Graphs

Graph 1. Weekly Frequency of Participants' activities in English.....	105
Graph 2. Weekly Frequency of Chatting.....	110
Graph 3. Level of agreement about the virtual component of the CoP.....	124

List of Abbreviations

COP: Community of Practice

EAP: English for Academic Purposes

EFL: English as a Foreign Language

EMI: English Medium of Instruction

ESL: English as a Second Language

ESOL: English to Speakers of Other Languages

LMS: Learning Management System

L1: First Language

L2: Second Language

MEN: Ministerio de Educación Nacional, Colombia

VLE: Virtual Learning Environment

CHAPTER 1

Introduction

In Colombia, communicating in English as a foreign language has become a required competence in academic situations and world transactions within the globalized model of economy (Ministerio de Educación Nacional –MEN–, 2006). For that reason, The MEN (2006) proposes different strategies to promote the improvement of English communicative skills in the different educational levels. As a consequence, public and private technical and technological institutions have included English in their academic programs as an indispensable subject to obtain a degree. This decision leads to the achievement of the *Programa Nacional de Inglés 2015-2025*'s objective: “100 % of the Institutes of Education for Work and Human Development will have regulated the languages quality certification.” (Ministerio de Educación Nacional, 2014).

The public technological institution where this study takes place, adopted a blended learning methodology (i.e., according to Keller and Back (2004) the provision or use of resources which combine e-learning with other educational resources) in order to accomplish the requirements from the MEN for Accountancy and Finance technology students in Bogota. As an English teacher in this institution who was developing an English blended learning program, I noticed that there were particular conditions of the population that made it difficult to carry out this type of English course. Then, I started observing students' participation and interaction in the face to face classes and in the virtual environment as well as talking to students to know more about their experience in the English learning process.

The participants of the EFL blended learning course became a community of practice (i.e., according to Wenger (1998) a social phenomenon taking place when individuals exchange

experiences, concepts, beliefs, knowledge and information about a particular subject). This community of practice interacts in two different environments, a virtual learning environment (VLE) and face to face classes, whose subject positioning and investment in the language learning process had not yet been explored. For that reason, it seemed suitable to conduct a case study about this particular English community of practice in order to comprehend their participants' subject positioning defined by Tirado and Gálvez (2007) as a discursive construction of personal narrations; and the participants' investment understood as the efforts students put in learning the target language and doing culture changes (Tarhan & Balban, 2014), which might take place in the development of this type of English course in the context of an EFL blended learning community of practice, in Bogota, Colombia.

Statement of the Problem

Nowadays, Colombian institutions are including EFL blended learning courses in their academic programs in order to achieve the objectives proposed by the MEN through the *Programa Nacional de Inglés 2015-2025*, such as: "To include English as a mandatory requirement for qualified registry and high-quality accreditation in all technical, technological and university education programs." (Ministerio de Educación Nacional, 2014). These mandatory English courses are considered a possible solution for improving students' English level, increasing opportunities for contact and interaction in the target language. The public technological institution where this research project was carried out, offers flexible training programs with different schedules and alternatives, such as traditional classes, online courses, and blended courses. Particularly, in Bogota, Accountancy and Finance Technologist students, coming from an agreement program with public high schools, are asked to take an English blended learning

course, becoming a community of practice in the process of learning English as a foreign language inside and outside the classroom.

Although, Bersin (2004) argues that the blended learning approach joins the best of both traditional classroom and e-learning, this second component of the blended community implies that students should have self-regulation, responsibility, available time, technology literacy and technology access. Through preliminary observation and informal conversations with students, I realized that EFL blended students face particular conditions such as lack of access to the Internet and other technological devices required for their participation in the course, lack of training for using technology in an effective way, difficulty for understanding instructions given in English on the platform, and lack of time for developing the online activities. Students have to make different efforts to overcome adverse conditions in order to accomplish the face to face and online tasks.

Along the development of the EFL blended learning course, students' interaction in the face to face and online activities leads them to take different positions in their discourse, in two scenarios, the face to face classroom community of practice with the classmates that they regularly meet in other courses of their technological program; and the virtual community of practice where they interact with a larger group of Accountancy and Finance students that they do not meet in face to face encounters. This English community of practice has not been studied in the institution in order to describe its particular characteristics and phenomena taken place in its inside. There seems to be a lack of knowledge about students' experience and their interaction in the EFL blended learning course that shows the need to carry out a research in order to identify and describe students' positioning and investment in the EFL blended learning community of practice.

Purpose of the Study

The purpose of the present study is to comprehend students' positioning and investment in the EFL blended learning community of practice. For that reason, this study is centered on students' face to face and virtual interactions to examine their subject positioning and investment in the process of identity construction while learning a foreign language. The following research questions and objectives were posed in order to accomplish this purpose:

Research Questions

1. What is the role of Accountancy and Finance students' investment in an EFL blended learning community of practice at a Public Technological Institution in Bogota?
2. How are Accountancy and Finance students positioning in an EFL blended learning community of practice at a Public Technological Institution in Bogota?

Research Objectives

1. To characterize the role of Accountancy and Finance students' investment in the EFL blended learning community of practice at a public technological institution in Bogota.
2. To describe the Accountancy and Finance students' positioning in the EFL blended learning community of practice at a public technological institution in Bogota.

Rationale of the Study

Previous research has been carried out about blended learning related to: motivation and achievement (Isiguzel, 2014), attitude towards blended learning courses (Shahrokni & Talaeizadeh, 2013), students' perception towards writing in blended learning courses (So, 2013) and pre-service English teachers satisfaction to their learning approaches in a blended learning environment (Yilmaz & Orhan, 2010). Research has particularly focused on high school students or undergraduate programs regarding English learning. However, research about investment and subject positioning in an EFL blended learning community of practice in an Accountancy and Finance technologist program has not been carried out.

Besides, integrating technological devices into language teaching, offering a variety of enrolling activities that lead to new experiences for learning a language, represents both benefits as well as challenges for the teaching and learning processes. E-learning as well as blended learning are yet new to some Colombian teachers and students, these teaching approaches are still in process of development at some academic levels in this country. Blended learning environments demand from teachers and students to learn how to interact in virtual environments as well as to develop new teaching and learning skills, roles, and dynamics; influencing their subject positioning and investment in the communities of practice.

In a public technological institution located in Bogota, Colombia; Accountancy and Finance students take an EFL blended learning course as part of their academic program. It is observable that there are some challenges they face during this course. First, interacting in the target language in an online community larger than their regular classroom community seems to be strange for them. Second, following instructions to develop online activities in a specific platform appears to be difficult for some students. Third, a limited access to the Internet that depends on each student's particular socio-economic condition, represents an obstacle for developing the course activities in some cases. Finally, a lack of time for developing the course activities due to other academic responsibilities and other sociocultural circumstances, seem to influence students' investment and subject positioning in their foreign language learning process inside the community of practice.

It is relevant to study the role of students' investment, as well as their subject positioning in the EFL blended learning community of practice for three main reasons. First, it might lead to comprehend the dynamics of interaction, the cultural values, the perception about the target language and its culture, the discursive exchanges and the identity negotiation of students in the

English community of practice. Second, the study may inform the institution with a detailed description of the functioning of the blended community of practice in the English course, in order to make decisions about further English courses. Finally, documenting the experience of this English community of practice may serve as a reference for further research on EFL blended learning programs because, as mentioned before, previous research has focused on different aspects of the language learning process.

This document is organized in five chapters. The present one offered a general introduction to the research. Chapter two reviews relevant constructs that are essential for the development of this inquiry as well as the summary of related previous research. Chapter three explains the methodological design of the study describing the setting, participants, researcher's role, instruments and data collection procedures. Chapter four presents the analysis of data and the main findings of the research. Finally, the document closes with chapter five, discussing the conclusions and implications of the study as well as the limitations and possible topics to be explored in further research. The appendices are located at the end of the document.

CHAPTER 2

Theoretical Framework and Literature Review

This chapter refers to the theoretical foundations of this study. The literature review is composed by the EFL language learning approach and four constructs: Virtual learning environment, communities of practice, investment and subject positioning; which guide the analysis and interpretation of the data collected. This chapter starts presenting the EFL language learning approach; after that, the four constructs are supported theoretically and previous research studies related to each construct are discussed.

A Sociolinguistic and Sociocultural Approach to Learning English as a Foreign Language

A sociolinguistic and sociocultural perspective of learning English as a foreign language is relevant when subject positioning and investment of a group of students in an EFL blended learning community of practice are being studied. Wardhaugh (2006) argues that language from a sociolinguistic perspective is a communal belonging of a group whose interactions and relations between its members lead to many variations of the language. According to this, language is understood beyond a definite code or grammar system known by speakers and learnt by language students. This approach understands language as a social constructed good that belongs to the individual and contributes to the personal and group identity construction.

Vygotsky (1978) states that language learning requires a social component for individuals to interact and construct language from peers contributions to that process. Also, Vygotsky's view of learning focuses on the process of learning activities development rather than in their final results. This learning perspective donates relevance to students' interactions (in face-to-face classes and in a virtual learning environment) during the process of learning English as a foreign

language because language is co-constructed through students' participations, collaborative work and one another monitoring and helping interactions.

Van Dijk (1989, 1993b) asserts that individuals' discourse is influenced by society, what Wardhaugh (2006) explains as the deep relationship between individuals and groups' identities and language. Personal and groups identities are constructed in interactional processes (i.e., through communication or the use of language). However, the language used by a social group is also a clear illustration of their identity as individuals and as a group. Therefore, the linguistic behavior of a social group results from people's construction, mediation or exclusion of certain identities when interacting and using a language. In the ELF blended learning course (in the classroom community and the virtual community), the language used allows to understand singular students and group's identities in terms of their subject positioning and their investment as EFL learners.

This inquiry comprehends language learning as a sociocultural construction because learners' previous experiences, knowledge, identities, native language and target language contribute to the learning process and become meaningful when interacting with peers in communicative and learning activities. Williams and Burden (1997) assert that sociocultural approach to language learning is holistic (i.e., knowledge should be presented as a whole meaning). Ellis (2000) argues that from the sociocultural approach learning occurs in social interaction.

From a sociocultural perspective, Duranti and Goodwin (1992) refer to the pragmatic component of language as "contextually situated talks" (p.1). For that reason, in this inquiry, language is understood as a practice bounded by a specific spatial, social, economic and cultural context. Also, Duranti and Goodwin (1992) claim that people construct their social and cultural

organizations using language; the authors also attribute a context dimension to language, as long as language productions constitute a framework for future language interactions of other members of the community whose speech will be bounded by the language previously used.

Ivanic (2006) states that the relationship between language, learning and identity occurs in a context. But, context is not understood as a specific setting or time. Ivanic (2006) conceives context as a relational phenomenon that does not allow separating language in used from the other issues of the relationship, such as: identity, power, learning, culture, meaning, time and space. As a consequence, EFL learners' subject positioning and investment are inseparable issues present in any student's language performance.

Pragmatics is intrinsically related with the sociolinguistic approach as it is the field of linguistics that studies language used in specific contexts and deals with language meaning beyond word order and phrase structure (Yule, 1996). Lenchuk and Ahmed (2013) explain that pragmatics studies language from the speaker perspective, their decisions and experience using the language as well as their influence on other participants in the communicative situation. Hence, the discourse of each member of the social group has effects over the culture and identity of the speech community as well as the culture and identity of the group influence the discourse of each member of the community. Then, social interaction between members of an EFL learners' group in a blended learning community of practice may lead to common and specific subject positions and investment processes.

Virtual Learning Environments: E-learning Systems for Blended Learning Programs

Lucas and Moreira (2009) describe a Virtual Learning Environment -VLE-, as an education system based on the web. Including computers and the Internet in the learning process, a virtual learning environment uses a set of learning tools designed to enhance a student's learning

experience, breaks curriculum into sections that can be assigned and assessed, and offers on-line support and electronic communication for both the teacher and the student. This conception of VLEs is appropriate for this study as it understands it as a web based system, which is the case of the VLE used in the study (Blackboard). Canales and García (2008) refer to VLEs as software applications with different management tools, communication, evaluation, monitoring, etc., with the aim of providing technological support to teachers and students to optimize the various phases of the teaching-learning process, either the educational process completely remote (distance education), classroom, or mixed nature and combine both modes in different proportions.

Virtual learning environments are also known as Content Management Systems -CMS- which is the most basic VLE, due to its functionality as its communication tools are: forum, e-mail service, and chat. VLE is also known as Learning Management Systems -LMS-, among other names, which is a system that is focused precisely on the area of education, allows control on both the contents and individual users who interact within it, and the contents are created and loaded with some external authoring tool (Canales & García, 2008).

Dillenbourg (2000) states that a set of web pages do not constitute a virtual learning environment unless there is social interaction about or around the information. That interaction can be synchronous or asynchronous; the first one refers to activities with a specific timing in which all participants are simultaneously participating and/or exchanging information; and the second one refers to activities without a specific timing, they can be developed by each participant in different moments of the day. Also, communication, can be one-to-one, one-to-many or many-to-many, text-based, audio, or video messages. This includes also indirect communication such as sharing objects. He also argues that in a VLE students are not only active

but actors as there is a set of activities in which the students construct and share objects. In that sense, students are not restricted to consume web information, they become information producers.

Peraya, Piguet, and Joye (1999) state that a VLE integrates a variety of tools supporting multiple functions: information, communication, collaboration, learning, and management. There is technical and pedagogical integration. For instance: including a quiz, a discussion board or a chat, integrates both the technological tools and, the pedagogical strategies. According to Canales and García (2008), Blackboard, the specific VLE used in this study, offers a variety of tools such as courses management, content creation, didactic units, online textbook, teaching, administration of personal information, discussion board, group project, book of students' grades, and control panel.

Harasim (2000) points that skills and strategies that were previously delivered in the classroom are now designed and studied in a virtual environment. According to Murday, Ushida and Chenoweth (2006, 2008) this dynamic stated by Harasim (2000) caused some difficulties for learners as they had to switch from the traditional textbook to electronic hypertext, be disciplined and effective self-directed learners, and deal with various technological issues in the virtual component of the blended learning program.

According to Keller and Back (2004), blended learning is the combination of multiple approaches to pedagogy or teaching, such as: self-paced learning, collaborative, tutor-supported learning or traditional classroom teaching. Blended learning often refers specifically to the provision or use of resources which combine e-learning with other educational resources. VLE's are the resources that make possible to develop a blended learning course composed by e-learning activities and face to face class.

E-learning is defined by Alonso, López, Manrique, and Viñes (2005) as the use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services, as well as remote exchange and collaboration. Rosenberg (2001) states that e-learning is a learner-centered educational system which enables learners to learn whenever, wherever, and whatever the learners want to learn according to their learning objectives. These characteristics of e-learning are satisfied by the different supplies and functions offered by the different kind of VLE's that exist.

It is important for this study to comprehend the concept of Virtual Learning Environment as well as blended learning and e-learning, as the study aims to identify student's investment and subject positioning in their interactional process taken place in an EFL blended learning community of practice with two different components: a virtual component developed in a learning management system called Blackboard, and face to face encounters in a classroom. Understanding these concepts allows the researcher to comprehend the educational context in which the participants of the study invest and position themselves in the process of learning the target language.

Previous research studies have been carried out related to blended learning and virtual learning environments. One of those studies is *Impacts of Learning Management System on Learner Autonomy in EFL Learning* by Dang and Robertson (2010). This study is a retrospective research that implemented an interview with four of 240 EFL first year students attending the course, in order to comprehend the impact of the implementation of a web 2.0 Learning Management System (LMS) within an EFL course in a Vietnamese university. Students took the course during 16 weeks and after that, they took a semi-structured interview.

The main findings in this study show that three of the students attended virtual classes very frequently while the other one did not do it so regularly, what illustrates students' general online studying habits. An interesting finding was that with the progress of the course, students' interaction in the VLE increased gradually. Also, students affirmed that the resources and topics posted for discussion in the virtual classes triggered their learning process, two out of four students considered that the learning management system helped them to do the course easily. The study concludes that the LMS had effects on students' implementing and regulating language learning processes.

Although this study has as a limitation the fact that the data from only four out of twelve interviewed students was chosen to write the report and a voluntarily retrospective interview was the only instrument applied to collect data, the study is relevant for this research as it aims to understand the dynamics of a Learning Management System from the participants' voices. Besides, it focuses on students online studying habits what will be related to students' investment in a blended learning course that has a virtual component as well. Also, Dang and Robertson's (2010) study is concerned with students interaction in the virtual environment through their participation in different online activities and for the present study it is important to understand students interactional process in order to know their subject positioning on it.

Another study related to this construct is *Indigenous Students' Attitudes towards Learning English through a Virtual Program: A Study in a Colombian Public University* by Cuasialpué (2010) where the difficulty faced by Indigenous students while attending university and facing technological activities is showed. This exploratory qualitative research aims to identify indigenous students' technology use background in their English language learning process, analyze the indigenous students' attitudes towards the learning of English and use of new

technologies in the ALEX Program, and describe indigenous students' motivation towards an English virtual course. The study was carried out with two indigenous students who were taking an English virtual course in the ALEX Program (a program that promotes the autonomous learning of a foreign language) in a university in Bogota, and twenty other indigenous students from university programs in an indigenous community of Nariño. The data was collected from discussions assemblies, observations related to the online session once a week, informal talks with the participants and a survey conducted during two semesters.

The main findings of the study show that for indigenous students it would be better to have face-to-face language classes instead of virtual programs, as they affirmed they would feel more comfortable in that kind of language program, especially because their knowledge regarding the language was very limited, and a virtual course demands from students to know some English vocabulary and basic language structures they did not know yet.

The researcher affirms that a limitation for this research was the little time invested for collecting virtual data due to the short time spent by students in online sessions. The researcher relates this to students' negative attitude and states that their indigenous culture plays an important role in their attitude towards the course. This study is related to the present research in two main ways. First of all, it shows the strengths of a blended language program as it combined the advantages of technology for educational purposes and the face-to-face encounters that allow students to solve doubts and interact in a physical environment. Second of all, the study shows students' perception about the language learning process in a VLE and the positions taken by them regarding their language knowledge and technological background. This serves as an example of a previous experience for the present research study.

A Case Study of the Application of a Blended Learning Approach to Web-based College English Teaching Platform in a Medical University in Eastern China by Zhang and Han (2012), is another research related to this construct. This study aims to examine the differences in students' attitudes towards and satisfaction with the blended learning model based on Web-based College English Teaching Platform and the traditional classroom learning model as well as investigate the differences in academic achievement between the students from the traditional classroom learning environment and the students from the blended learning environment. The study was developed with 40 students from two different classes of English (one of the classes was the control group that was having classes under the traditional classroom model, and the other one was having a blended learning course) in their major in clinical medicine in a Chinese university, the researchers implemented questionnaires, interviews, and tests during a semester, in order to collect the data for accomplishing the research objectives.

Findings show that students had more positive attitudes towards the blended learning approach than the traditional classroom model of teaching, the students who participated in the research affirmed that they preferred the blended learning course because it made them feel interested in the learning process, and encouraged them to develop autonomous learning and collaborative learning skills as well as helped them to improve their confidence in the use of the language. Regarding achievement, the findings show that the participants had a better performance in the language learning process under the blended learning model than the participants that were under the traditional classroom model. The researchers concluded that blended learning offers the possibility to improve students' language skills, self-confidence in the language learning process, and autonomous learning abilities.

Zhang and Han's (2012) study contributes to this research in a variety of ways. First, it offers an inside view of the development of an English blended learning course. Second, it shows the position of the participants towards whether having a blended learning or a traditional English course after having experience the blended learning approach. Third, it established the advantages that a blended learning course represents over a traditional teaching model in the process of learning a foreign language.

Communities of Practice: a Social Process of Learning and Identity Construction

Lave and Wenger (1991) refer to Communities of Practice (CoP) as groups of people with a common purpose or concern who share information, expand their knowledge and improve themselves in a personal and professional way, interacting with more skilled members and involving in more complex tasks gradually. CoP is also defined as “a group of people (...) bound together [in an online or face to face space] by shared expertise and passion for a joint enterprise” (Wenger & Snyder, 2000, p. 112). Wenger (1998) defines Communities of practice as dynamic and unpredictable social learning systems with an emergent structure, complex relationships, self-organization, dynamic boundaries, ongoing negotiation of identity and cultural meaning. This definition of CoP locates learning in a place between the learners and the world that surround them, understanding the learners as social constructed and situated subjects who also transform the world. It can be explain in Duranti and Goodwin (1992) words as the context dimension given to language and the subjects' construction of their social and cultural world through the use of language.

Communities of practice are spaces where people freely share experience and knowledge, helping one another to solve problems to improve their abilities and learn. Members of a CoP self-regulate their participation and interaction in terms of time, length, method, rules and issues

(Lave & Wenger, 1991; Metallo, 2007; Sharratt & Usoro, 2003). Understanding CoP from a social learning perspective is appropriate for this study because EFL learners of an Accountancy and Finance technologist program participate and interact in a Blended learning environment in order to learn and practice English becoming a Community of practice.

Communities of practice are constituted by three different dimensions: Domain, community and practice. Domain refers to the common purpose or knowledge that brings people together to work towards an objective. Besides, it establishes a common area to determine membership, defines identification with the community, and what is worthy to be shared. Community is the place where interpersonal relationships happen, creating common meaning and norms of social interaction, developing a sense of being a member, and commitment about a specific practice. Practice represents the common set of resources and artifacts used by members to negotiate meaning and facilitate learning (e.g. experiences, stories, tools, and problems). Practice is a way to socially construct knowledge through interaction or even the result of negotiating meaning in group or individual production of artifacts. (Gherardi, 2000; Handley, Sturdy, Fincham & Clark, 2006; Li, Grimshaw, Nielsen, Judd, Coyte & Graham, 2009; Wenger, 1998, 2004; Wenger, McDermott & Snyder, 2002).

In the present study, English or learning English can be considered the domain of the CoP. The classroom and Blackboard, the learning management system where the course is developed, correspond to the communities. The practice may be constituted by the different experiences that students have in and outside the classroom, in the platform, their own cultural capital, the online resources offered by the course to learn the language as well as the artifacts created in the face-to-face classes and online activities.

Wenger (1998) states that communities of practice are spaces for horizontal learning (i.e., peer-to-peer learning among members of the community). Then, learning in a CoP is the result of negotiating meaning leading also to power negotiation between learners as social practitioners in a social world. Sharratt and Usoro (2003) argue that CoP is characterized by high levels of trust, common norms, and values. However, authors such as Cox (2005) and Roberts (2006) consider CoP may not be completely harmonic, predictable or irenic because its members are determined by a common practice rather than by their location, and their multiple identities and cultural issues may cause that the relationships inside a CoP become complex. Furthermore, there are factors that may affect the functioning of a CoP such as the quality and quantity of members' participation, socio cultural differences that may inhibit members of sharing certain type of knowledge, doing certain type of activities or joining specific topics of discussion. Also, the level of comfort and proximity between members of the CoP may determine how the practice, knowledge creation and sharing occur (Amin & Roberts, 2008; Ardichvili, Page & Wentling, 2003; Ardichvili, Maurer, Li, Wentling & Stuedemann, 2006).

Wegner (1998) argues that the concept of CoP is intrinsically related to the identity construction of subjects and communities, as the practice takes place among a group of human beings, who have an individual experience or personal competence that is constantly negotiated regarding the community competence which may be accepted, adopted, adapted or rejected by members of the CoP causing identification or dis-identification with the community. How a member identifies with the community determines the position it may take in it. Wenger (1998) proposes three models of identification: engagement (being participant or non-participant of the activities inside the CoP), imagination (constructing an image of the other members of the community) and alignment (understanding, negotiating and incorporating implicit and explicit

rules, behaviors or methods of the community). Figure 1 and 2 show my own interpretation of Wenger's theorization of CoP dynamics.

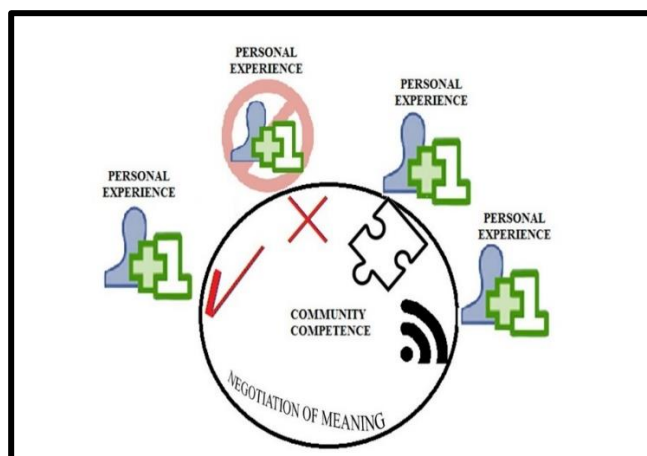


Figure 1. Negotiation of Meaning in a CoP.

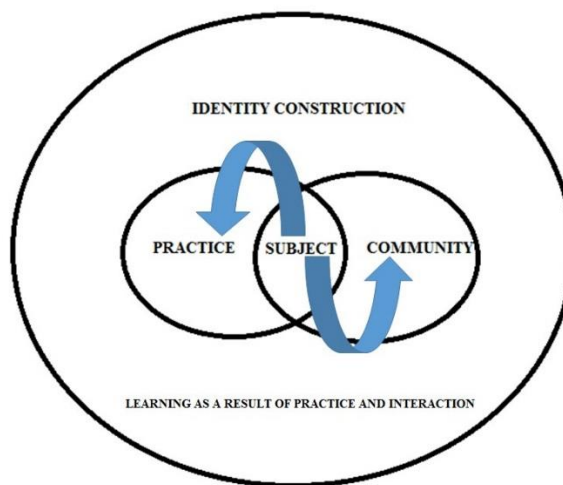


Figure 2. Identity Construction in a CoP.

Based on Wenger (1998), negotiation of meaning is described in Figure 1 as a process in which every individual brings one's personal experience to the community of practice, and the community itself also offers a pre-established set of rules of interaction and knowledge construction that might be accepted, rejected, adopted or adapted by the new members of the CoP; the

experience brought to the community by the new members might be also accepted, rejected or adapted by the CoP. In that sense, the identity of a subject inside the community will be constructed through the negotiation of meaning, every time that the subject develops personal practice and interacts with the community, learning processes and identity construction take place as it is shown in Figure 2.

Fischer (2001) distinguishes two types of communities: Homogeneous, composed by members of a single discipline that is the case of a community of practice; and heterogeneous, also called community of interest or community of communities. The main difference between community of practice and communities of interest is that the first one is focused on one subject matter while the second one is multidisciplinary (i.e., its members belong to different areas of knowledge). Wenger et al. (2002) offer a more complete classification of CoP which is complemented with the technological perspective for classification of CoP established by Dubé, Bourhis and Jacob (2006). A CoP can be young or old, small or big, short lived or long lived, spontaneous or intentional, inside boundaries or across boundaries, unrecognized or institutionalized, co-located or distributed, homogeneous or heterogeneous, face to face community or virtual community. Table 1 adapted from Agrifoglio (2015) explains this classification of communities of practice.

Understanding communities of practice is important for this inquiry mainly in order to be able to describe students' positioning and investment in an EFL blended learning course, where students of a specific discipline, in this case accountancy and finance, become members of a big virtual CoP and a small face to face CoP, sharing knowledge and experiences, interacting with other members of the CoP and practicing English in both spaces. Besides, knowing the characteristics and types of CoP allows this study to comprehend the setting where it takes place

(i.e., two short-lived intentional communities of practice: a big across-boundaries virtual CoP whose members are distributed, and a small inside boundaries face to face CoP whose members are co-located).

Table 1. Classification of Communities of Practice

CATEGORY	TYPE	DESCRIPTION
Demographic	Young	Less than a year (Agrifoglio, 2015).
	Old	More than 5 years (Agrifoglio, 2015).
	Small	Members are a few specialist (Wenger et al., 2002).
	Big	Members are hundreds of people (Wenger et al., 2002).
	Short lived	It is a temporary CoP created for a specific purpose (Dubé et al., 2006; Wenger et al., 2002).
	Long lived	Permanent, without a limit of time previously determined (Dubé et al., 2006; Wenger et al., 2002).
	Spontaneous	As an answer to a need of people (Dubé et al., 2006; McDermott, 1999; Wenger et al., 2002).
	Intentional	Created by someone with the authority to do it, who also decides the purpose of the CoP and its members (Dubé et al., 2006; McDermott, 1999; Wenger et al., 2002).
Organizational	Inside boundaries	Inside an organizational unit (Dubé et al., 2006; Wenger & Snyder 2000).
	Across boundaries	It joins people from different units of an organization or from different organizations (Dubé et al., 2006; Wenger & Snyder 2000).
	Un-recognized	Invisible to the organization (Wenger et al., 2002).
	Institutionalized	It has an official status and purpose in the organization (Wenger et al., 2002).
	Co-located	Members normally meet in the same place (Wenger et al., 2002).
Individual	Distributed	Members are not physically located in the same place (Wenger et al., 2002).
	Homogeneous	Members with similar backgrounds (discipline, function, culture) (Dubé et al., 2006; Wenger et al., 2002).
	Heterogeneous	Members with different backgrounds (Dubé et al., 2006; Wenger et al., 2002).
Technological	Face to face	Members of the community encounter in physical environments exclusively (Agrifoglio, 2015; Dubé et al., 2006; Metallo, 2007; Wenger et al., 2002).
	Virtual	Members of the community can interact and communicate only using the internet and ICT (Agrifoglio, 2015; Dubé et al., 2006; Metallo, 2007; Wenger et al., 2002).

Previous research studies have been carried out about communities of practice in blended learning programs. One of them is Yukawa (2010) who presented an exploratory study whose objective was to fill the gap that Library and Information Science (LIS) education had of a holistic, integrated professional development model for blended environments in a Master of Library and information science program in St. Catherine University. This was done through designing and implementing a blended learning reference and online service course with a length of 15 weeks, taken by 14 students who voluntarily answered a pre-, mid-, and post-course questionnaire in order to know students' progress and satisfaction with the course as well as the university standard course evaluation.

The findings of this study showed that two important qualities that made this blended learning course suitable for students were the sense of community they built and experienced along the course, and the e-learning component of the course that made it different from the previous ones they had taken in the development of their Master program. Also, the comfortable and respectful environment that students found for participating in the classroom was remarked by students as a particular characteristic of this blended learning course. As a result of building a CoP in a blended learning program, there was a positive effect on learning for students in the class, who considered that both face-to face and online media combined with peer-work were useful for their learning process.

This study is relevant for this research in three aspects. First of all, it establishes the importance of the sense of community in a blended learning course for that reason understanding the participants' subject positioning and investment in the EFL blended learning CoP where this research is carried out is the aim of this study. The second aspect that is important to this inquiry is that the face to face interaction of the CoP is characterized by being a comfortable and

respectful place for participating what should be analyzed in this study. The third aspect is the role of peer work in the online and face to face scenes that will be clue for understanding the different subject positions and investment of students in the language learning CoP under study.

Another research related to communities of practice is: *Examining effectiveness of communities of practice in online English for academic purposes (EAP) assessment in virtual classes* by Asoodar, Atai, Vaezi, and Marandi (2014). The researchers aim was to understand the relationship between the students' engagement in group blogs, their degree of sense of community and their degree of perceived learning. In order to accomplish their objective, a participatory qualitative research was conducted with forty two undergraduate students in their second year of college, twenty seven of them were males and fifteen were females, who were studying Information Technology in a weblog writing course during 13 weeks at an Iranian University of Science and Technology whose level of English proficiency was low. The study applied a questionnaire of perceived learning and sense of community, semi-structured interviews, and participant observations, a TOEFL test to ensure the homogeneity of the group respect to their English language proficiency, records of class events, a practical inquiry model (Garrison, Anderson, & Archer, 2000), researchers' journals, written memos, students' homework and assignments, the participants 'discussion forums entries, e-mail messages, blog posts and comments.

Results from statistical analyses performed by the researchers showed a significant difference in perceived learning between the students with low sense of community and those with a high sense of community. In fact, the best practices inside the CoP came from students with higher sense of community. Other findings were that students were a resource for help among themselves because they were able to solve problems together, use peer acknowledgment

as an encouraging aspect for learning, and generate a framework for assessment in an online course, conceiving it as a community that creates knowledge and interacts.

Asoodar et al.'s (2014) study is relevant for this research because this study also aims to know students perception and experience in the EFL blended learning course in order to comprehend their subject positioning, negotiation of power and meaning in their interactions, and investment inside the face to face and the virtual CoPs.

Language learners' identities in EFL settings: resistance and power through discourse, is a study developed by Gómez (2012) whose objective was to identify and analyze the construction of learners of foreign language students' identities in an EFL classroom community, and the effects that this identity construction might have had on the language learning process. This classroom critical discourse analysis was carried out in the Journalism major of a private university in Bogota in the English Basic III course with 18 students (7 men and 11 women) aged between 18 and 23 years old with encounters of four hours divided into two different sessions per week during 4 weeks (16 hours total), using transcripts from video recordings, field notes, and interviews as data collection instruments.

The findings of the study showed that the use of L1 in the EFL classroom, the teacher's conception of language learning and teaching, and the negotiation of power among the teacher and students constitute factors that influence students' construction of their personal and community identities as learners inside an specific classroom community. In this EFL classroom, a process of power circulation regarding knowledge took place, establishing knowledge as a determinant factor for positioning as an active member of the CoP for all participants (i.e., teacher and students). Thus, members of the community had a transition from positioning as students "passive" agents of knowledge to positioning as capable members of a community.

This study is important for this research because it describes the internal dynamics of interaction, knowledge creation and sharing in a face-to-face community of practice of English as a foreign language in Colombia. It shows that power circulates inside the CoP breaking hierarchical relationships between teacher-students and it defines the students' identity inside the classroom community. Finally, it concludes that identity is constructed through language in the relationship between members of the community under the influence of other social units (e.g., family, institution, neighborhood) reproducing unequal power models of relationships among members of the CoP.

Investment: the Complex Path from the Motivation to Learn to the Desire to Use a Language

From a socio-constructivist perspective, Norton (1995, 1997) introduces investment as a notion that makes sense of the contradiction between learners' motivation to learn and practice the target language, and their desire to use the language in a specific context and time. Thus, investment is considered a wider understanding of motivation in a social, historical, and contextualized framework of the language that is being learnt (Norton, 1997). Investment refers to the unbreakable relationship of the language learners to the social world that surrounds them and its influence in the language learning process (Norton, 1995). Trent (2008) defines investment as a phenomenon with multiple components resulting from the presence of factors such as knowledge and expertise, freedom or control, and oral practices in communicative situations in the target language.

According to Norton (1995) the notion of investment is closely related to the concept of cultural capital explained by Bourdieu and Passeron in 1977 as the specific knowledge and way of thinking that characterize people belonging to a specific social group. They also state that

different forms of cultural capital have different exchange values in social interactional situations. Hence, the learner's investment in the target language has as a purpose to obtain access to higher status symbolic and material resources. Norton (1995) refers to symbolic resources as intangible stocks of the subject. For example, "language, education, and friendship" (p.17). She also explains that materials resources are tangible stocks such as "capital goods, real estate, and money" (p. 17). This symbolic and material resources might increase the value of the learner's cultural capital (Norton, 1995). According to Norton (1995) and Ogbu, (1978) investment encloses the relationship of the language learners to the world as one in which the learners' expectation when investing in learning is to receive in return the equivalent to the effort they made in the learning process (e.g., to be recognized as speakers of the language, or to be accepted as part of the social group).

Investment in learning a language is for the learner a direct and equivalent investment in the learner's identity, understanding identity from a post-structuralist perspective as a constant relational social phenomenon where subjects co-construct one another's being, in discursive interactional power relationships (Norton, 2013); in other words, every time the learner uses the target language to interact with other speakers/learners of the target language, a process of shaping and reshaping the learner's identity takes place in discursive interactions (Kim, 2014; Norton, 1995). In the same way, another relevant concept to understand investment is the imagined community, defined as immaterial communities composed by people joined together through their imagination, developing rules and ways of behaving in possible interactional situations (Kanno & Norton, 2003; Wenger, 1998), which tends to be a community of the imagination of the learner, and it is considered a yearned community due to its potential to increase the possibilities of new identities in the future. The imagined community implies an

imagined identity that explains the learner's investment due to the direct impact that the imagined community's regulations and demands have over the learner's investment. (Chang, 2011; Norton, 2000; Norton & Gao, 2008; Norton & Toohey, 2004, 2011).

Darvin and Norton (2015) propose a model of investment that links capital, understood as three types: Economic capital (e.g., property, and income), cultural capital (e.g., language, and education); and, social capital (i.e., being linked to power networks), identity and ideology, taking into account that the changing world of this century is characterized by being diverse, multiple, mobile, and interconnected; also this world has diminished physical and virtual boundaries; but, paradoxically it has established politic and economic regulations for local and global relationships. Thus, investment in language learning takes place in a world where ideological power forces play an important role in social organization and might determine what symbolic and material resources are worthy to have access to and who can access to them.

Based on Bourdieu's (1987) considerations about the construction of reality by dominant power forces that impose and command principles to be followed by powerless groups of people, Darvin and Norton (2015) consider that ideologies position a language learner in an inclusive or exclusive way according to his or her ethnical, social and economic background as well as his or her race and genre. Ideology is considered a dynamic and complex power phenomenon constituted by the interaction of political and institutional interests as well as the subject's agency to affiliate, resist or transform his or her reality. "Ideologies are dominant ways of thinking [perpetuated through hegemonic practices] that organize (...) societies while simultaneously determining modes of inclusion and exclusion, and the privileging and marginalization of ideas, people, and relations." (Darvin & Norton, 2015, p. 8). Figure 3 shows the model of investment proposed by Darvin and Norton (2015) where investment is located in

the middle of a dynamic interconnection of the notion of identity, capital, and ideology; allowing the learner to do three main things. First, performing multiple identities in different contexts or communicative situations. Second, investing in learning because of the learner's desire to obtain higher status, symbolic and material resources, and also because of his/her understanding about those resources as possibilities to make learning affordable. Lastly, positioning in different social contexts by ideologies and capital, legitimating or rejecting identities when positioning or being positioned by others.



Figure 3. Darwin and Norton's (2015) Model of Investment.

Investment is characterized by being a complex phenomenon in a language learning process because the learner has to choose from the different options and opportunities to practice the language that might exist in the learner's specific context (Kim, 2014). Besides, investment is deeply related to the past, present, and future learners' identity representations that are in continuous construction (Norton, 2000) because learners' present decisions about when, where and how to invest in the language learning process depend on what they consider valuable, useful, accepted or even appropriate, and their judgment is based on their previous experiences, their present communicative situation, and their expectations towards the future. Investment is an

ever-changing phenomenon that depends on the learner's relationship with target language speakers/learners and the identities the learner wants to perform in a specific situation. For instance, a learner could decide to speak the target language as a way of resisting to an unequal power relationship or could be silent as another way of resistance to inequitable social conditions (Kim, 2014; Klassen, 1987; Weedon, 1997).

Based on the previous elaboration of the notion of investment, it is clearly established that this study requires a plenty understanding of the investment made by the Accountancy and Finance technologist students in the English as a foreign language blended learning community of practice, in order to comprehend the relationship between their motivation to learn the language and their desire to use it. In this way, students cultural capital, learners' imagined community and imagined identities are important for this research, as they are closely related to the notion of investment and subject positioning processes, that might take place in the development of the course where the research is carried out.

The following studies present previous inquiries addressing the construct of investment in language learning. The first was carried out by Norton (1995). It was a longitudinal case study accomplished in 12 months whose participants were 5 immigrant women in Canada who came from different countries (Mai from Vietnam, Eva and Katarina from Poland, Martina from Czechoslovakia, and Felicia from Peru). The women participated in a six months ESL course in a Canadian college and wrote a diary reflecting on their language learning experiences in the home, workplace, and community. Also, two questionnaires before and after the study, as well as personal and group interviews, and home visits were part of the data collection process. The study aimed to know the existent opportunities for immigrant women in Canada to practice ESL outside the classroom and the opportunities to practice English created by immigrant women in

order to understand their investment in English and their changing social identities across time and space.

The findings of Norton's (1995) study show that though all the participants were highly motivated to learn English, there were socio cultural conditions that made them feel uncomfortable when speaking or even made them to remain silent. All the women except Martina felt comfortable speaking in English to relatives and friends. However, they declared to feel uncomfortable talking to people in whom they had a symbolic or material investment (i.e., the kind of reasons or motivations that a language learner has to whether use or not the language in a specific communicative context. (Norton 1995). For example, Eva was silent when her customers made comments about her accent. Mai was uncomfortable speaking to her boss. Katarina felt uncomfortable talking to her teacher, the doctor, and other Anglophone professionals. Martina whose reason to immigrate was her children, was frustrated and uncomfortable when she could not defend her family. Felicia who had great affective investment in her Peruvian identity, felt uncomfortable speaking English in front of Peruvians with high English proficiency.

Norton's (1995) study is relevant for this research because it illustrates what investment is for every participant, from the analysis of the data collected, establishing that a language learner's motivation to speak is mediated by investments that may conflict with the desire to speak (Norton, 1995). In addition, it provides theory and examples from the data collected that might help to explain the role of Accountancy and Finance technologist students' investment in the EFL blended learning CoP, allowing to know if students are resisting or not to inequitable social forces that might co-exist inside the classroom and across its boundaries, leading students

decisions to speak and practice the language or to keep silent, shaping and reshaping their identities during the process.

One study where investment is the subject matter was *Language Learner Investment and Identity Negotiation in the Korean EFL Context* by Vasilopoulos (2015). The researcher implemented a Collective case study methodology during a limited temporal period for collecting data through one open-ended questionnaire and semi structure interviews developed in 2 or 3 sessions with 10 bilingual Korean English speakers who have lived abroad for over 4 years. The study was carried out in South-Korea in the L1 local context of the participants in order to know how Korean English bilinguals negotiated identities through language use in their local context and the meaning of the negotiation of linguistic, self, and social identity of the participants.

The main findings in this study revealed challenges in using English in the local non English speaker context, participants' strategic use or non-use of the second language to identify with or distinguish from the local community, and spontaneous L2 expression and identity representations occurring mainly in private or professional encounters. The research suggested that L2 identity negotiation in local contexts is a complex process and questioned the investment opportunities offered to second language identity construction as there are limited opportunities for Koreans to use English because in the local EFL context the L1 is predominant in the process of the L2 identity construction and the L2 identity also means being recognized as not part of the typical local community. Finally, the use of a similar English to the one learned in the target community was only used with non-Koreans, bilinguals or in professional contexts that demanded English fluency while speaking in English to Koreans was considered uncomfortable for the participants of the study.

This research is relevant for the present study in two main ways. Firstly, it helped to understand the complexity of investing in a second language within a context where the language is not spoken and for that reason is considered a foreign language. Secondly, it provided important reflections about the relationship between the language learner's investment and the target community that for this research is considered an imagined community because participants do not have an immediate, tangible and direct connection with members of the target language community.

Another study that is important for this research is Trent's (2008), *Promoting investment by Chinese learners in classroom discourse* whose purpose is to identify the factors that constrain and enable investment by Hong Kong undergraduate Economics and Finance students in English for academic purposes (EAP) classroom discourse. It was a classroom based research carried out in an EAP course at the University of Hong Kong, an English medium of instruction (EMI) tertiary institution. The primary participants were four first year undergraduate Economics and Finance students who spoke Cantonese as their first language, and had completed their secondary school education at an EMI institution, and two English teachers from the university's English Centre. Also, two instructors from the School of Economics and Finance participated in the study in order to provide their point of view as teachers of these areas (Economics and Finance), about learner investment in classroom discussion. Introductory interview to all the participants, audiovisual recording of eight EAP classes, and documents such as course outlines, weekly handouts, tests, and quizzes were the data collection instruments implemented during the semester.

Findings of this study show that institutional requirements shaped learners' oral investments generating scripted investment (i.e., students' oral production in the target language

said by heart and without spontaneity) as a result of sets of predetermined criteria in the specific case of a final oral presentation. This scripted investment was well rewarded by teachers when grading students' oral presentation. However, students also reshaped the social relations they found inside the classroom. Students in the EAP course took advantage of certain resources to empower their investments in classroom discourse. Those resources were their knowledge and expertise of Economics and Finance, the degree of freedom and control occurring inside the course, and the products of their oral investments. In other words, investment was bounded or reinforced by the knowledge level in the topic addressed when using the language, creating a scenario for different subject positions where students established ownership of their personal investment. Finally, the negotiation of power inside the classroom where the status quo of knowledge authority was up-down in terms of the subject matter in the oral interactions, allowed to generate an environment with freedom from teachers control over the products and processes of oral interaction, and freedom to shape these products and processes in ways that students determined causing positive emotional energy on them.

This study explored aspects that are highly valued for this research. It alluded to the predetermined factors that influence students' investment in the language learning process. It referred to the ongoing construction of social identity in the relationships that occur when interacting in the target language. Besides, it considered the role of the resources used by students to empower their investment, and the unequitable power relationships inside the classroom, in order to explain students' personalization of their investments.

Finally, Castañeda's (2010) alludes to the notion of investment in his feminist poststructuralist discourse analysis in a Colombian feminine preschool classroom where English was taught as a foreign language. The research was carried out in 6 classrooms. Data was

collected from a sample of the classrooms of 1st level of jardin in 2013, it was a real interactional moment of 10 minutes length with 12 students who were five year old. The study aimed to comprehend students' interactions in English as a foreign language, their power relationships and other learning phenomenon that might take place in the discursive level.

The findings of the study show that students had an individual and group investment. In the first case, preschooler girls were making investment in practicing the language expecting to be recognized as a student who knows English in their classroom social group, where speaking English is a highly valued symbolic resource. For that reason, they competed for the access to use the foreign language in the classroom. In the second case, students are invested in preserving an equal access to language knowledge and participation in English during a section of the interaction, as a group strategy, that has an impact on the teacher's discourse, who adapted to her students' established practice. This kind of group investment was observed when the teacher asked a question to a specific student (Juanita) but it was answered by the group chorally, showing "female group power" (Castañeda, 2010, p. 119) which seemed to be prevalent over the individual right to access the use of the language.

Castañeda' (2010) study is relevant for this research because it refers to the investment made by students of English as a foreign language in the Colombian context establishing a precedent regarding investment in learning language in the same context where the present study is carried out. Besides, it shows investment processes in EFL students and teacher discursive power relationships. Finally, the research recognizes the role of symbolic and material resources in learners' decisions towards investing in learning and practicing a language because the high value given to speak English in the classroom could take student to obtain a high status inside the classroom social group when they accessed to the use of the language.

Subject Positioning: a Social Construction and Negotiation of Identity and Power

Subject positioning is a notion that introduces a dynamic conception of identity, understanding identity as a position of the individual regarding a social representation, making sense of the self and his/her experience (Andreouli, 2010; Duveen, 1993, 2001; Duveen & Lloyd 1986, 1990). Norton (2000) refers to identity as the individual's understanding of his or her relationship to society and the way it is built throughout time, in specific contexts as well as the future potential of that relationship. Subject positioning is also defined as the process people develop to locate discursively (Andreouli, 2010). Soler (2012), considers that subject positioning is a deconstruction of a static definition of identity, that means identities cannot be considered innate or intrinsic to the self; identities (subject positions) are constructed as answers to power relationships within the social group of the individual, shaped by history and culture, and through discourse. Hollway (1984) states that subject positions are relation processes built in interactional situations. Subject positioning is a complex dynamic that produces positions (relationships between two or more subjects) of the members of the social group, giving meaning to the interaction and discursively constructing the subject (Harré & Van Langenhove, 1999; Tirado & Gálvez, 2007). In Weedon (1997) words, the subject (the self) is constructed through language. Also, subject positioning is considered the result of opposing social forces (power relationships) based on Foucault's (1972) explanation of social order as the result of the conflict between social forces. It means, that social group organization is not harmonic but conflictive due to unequitable social forces that collide.

Castañeda (2008) states that positioning takes place in interactional language processes in which the subjects constitute and relate to the social world locating themselves within it. He asserts that subject positioning can be co-operatively or contrarily producing changing identities

in the specific discursive context. According to Norton (2000) changing identities refers to the “(...) multiple, (...) contradictory (...) quality of a person’s identity” (p. 128), that “is constantly changing across time and space” (p.11). Lam (2000) argues that speaking in the foreign language for a language learner is more than a process of data exchange. In fact, it is a process of shaping and reshaping the self and the way to relate to the social world, in other words, a process of positioning oneself and positioning others who are part of the relationship. Discourses, as collective and dynamic processes of using the language that generate construction, acquisition and transformation of meaning; and reflect the comprehension of the world as well as what being within the world is (Castañeda, 2008; Tirado and Galvez, 2007), produce specific positions (sets of categories subjects identify with) shaping the identity and the subject (Andreouli, 2010). Consequently, it can be established that subject positioning is characterized by being interactional and discursive. Discourses are understood in this study

According to Davies and Harré (1990, 1999); and Van Langenhove & Harré (1999), a subject position is constituted by a conceptual component (i.e., building a view of the world from that specific position, having particular ideas, concepts, images and stories that have sense in the particular discursive interaction); and a location of the members of the social group or participants of the communicative process, in a framework of rights and duties. As a result, assuming a position means seeing and discursively reconstructing the world from that particular position as well as conferring a position for the other participants of the interaction. Andreouli (2010) and Slocum-Bradley (2009), in agreement with the previous explanation, state that positioning processes are crafted by circulations of power in social groups and have a moral characteristic (i.e., a definition of what is right or wrong, what is allowed or forbidden,

appropriate or inappropriate to say or to do when being in a specific position within a particular discursive context).

Subject positioning characterizes also for being dynamic and negotiable. Any position taken by the subject is suitable to be questioned by the members of the group, as well as any position where a subject is located by some members of the group could be confirmed, resisted or rejected by the subject or other members of the group (Tirado & Gálvez, 2007). About this characteristic of subject positioning, Soler (2012) states that people can react to power dynamics whether accepting, rejecting or rebelling against identities assumed and assigned in the interaction between members of the group. This dynamic and negotiable process of positioning legitimates, illegitimates, recognizes or not the voices of the participants in the interaction (Andreouli, 2010).

Understanding subject positioning as a process of negotiating power and constructing and co-constructing identity in social interactions through discourse, is important for this research study in order to understand the subject positioning processes occurring in the EFL blended learning community of practice where Accountancy and Finance students negotiate their identities, whether accepting, rejecting or resisting the positions they assume in their classroom and virtual interactions. In Norton's (1997) words, individuals assume different subject positions within power relationships; and, the members of a group constitutes "subjects of" and "subjects to" power relationships in specific contexts or communities. It means that Accountancy and Finance students might position themselves and position others in dynamic, changeable, and even conflicting positions during the development of the course.

Previous research studies that focus on subject positioning have been developed in the country and internationally. A Colombian study is *The next teacher is going to be... Tereza Rico:*

Exploring gender positioning in an all-girl preschool classroom by Castañeda (2010). It is a Feminist Poststructuralist Discourse Analysis that aims to know what occurs when preschoolers interact in the target language and the native language, in an EFL context. The research questions that guided the research process were: How is the construction of masculinities and femininities of Colombian preschoolers learning EFL communicated verbally and nonverbally? Why specific subject positioning happens, drawing on the evidence found at the micro analytic level? The study was carried out in an all-girl kindergarten in Bogotá, Colombia in 6 classrooms; and a sample of the classrooms of 1st level of jardín in 2013 real interactional moment of 10 minutes length was taken to be analyzed, it corresponded to an activity called Talk Circle that is a semi-controlled EFL activity (in this case, a role-play activity in which kids should perform the role of girls-teachers).

Castañeda's (2010) findings show that power is placed in the preschoolers' discourses and there could be recognition in front of the group or opposition of the group to the identities assumed by one of the members. For instance, when the teacher positioned Lina (one of the students) as the girl-teacher (the person who will continue directing the activity), and the students responded to it saying "Hello teacher" to Lina, the members of the group accepted the position given to her and her new identity in the activity that was assigned by the teacher. The opposite occurred when the teacher asked Tereza (another student) to be the girl-teacher, the group did not recognize her in her role of teacher and when she remained silent the group clapped indicating that her turn was over, even the teacher's discourse to position her as a girl-teacher was not the same one she used with other students, what affected negatively Tereza's subject positioning in the interaction. Also, this research shows that there are tensions between being in the role and being out the role in the interactional moment as well as the role of

students' investment to be accepted in the group when taking the girl-teacher's identity in the activity.

This study is relevant for this research because it focuses on subject positioning in an EFL context in Colombia, it studies the relationship between teacher and students in communicative processes. Besides, it recognizes power as an important factor in communicative situations and subject positioning within a group. Finally, the research shows the relationship between subject positioning and investment in a process of language learning and identity construction in a classroom interactional situation. For example, when a student was accepted by the group in the position of girl-teacher inside the group, she received what she was expecting as a result of her investment using the language in the activity.

One research study where subject positioning is discussed is *(I)literate Identities in Adult Basic Education: A Case Study of a Latino Woman in an ESOL and Computer Literacy Class* by Jimenez (2007). It is an ethnographic case study conducted during one year. In this study, the researcher applied active participant observation techniques, video recording classes, applying two in-depth semi-structured interviews, making field notes of classes, collecting background documents and samples of student's artifacts in class, and e-mails. The participant of the study was Jina, a Latino woman who was about 30 years old and participated in an adult ESOL and computer Literacy class in a post-industrial Northeastern American city. The research aimed to understand how adult literacy was being developed in the classroom and what students actually did in and outside of class, how the literate activities of Jina related to her multiple social identities, and how she was appropriating new literacies and available cultural tools for satisfying her immediate communicative needs.

The research's findings show that Jina assumed contradictory subject positions depending on the socio-cultural communicative situation in which she was immersed. Indeed, she positioned as a knower of multiple things in Spanish but as a non-knower too. This last position was reinforced in a communicative situation by a classmate with whom she was talking. Besides, she positioned frequently as a Spanish speaker at home, and most of the times she did so at church as well, but she positioned as an illiterate person in the classroom. She also positioned as a leader in the church context, and as a very literate person being in charge of directing roleplays and writing texts for the religious celebrations. In summary, she showed very complex and contradictory social identities, positioning herself as a weak literate person, not Spanish knower in classes while she was positioning as a leader, knower of Spanish, and a multiple genres and discourse knower at church.

This research is interesting for this study for two main reasons. First, it deeply explains the subject positioning assumed by the participant in the different social groups to which she belonged as well as the way her identities were co-constructed in the discursive interaction with members of the group. Second, it takes into account the relationship between the two languages that are part of the cultural capital of the participant that she recalled or not to invest in standing certain position within every of the communities where she belonged to.

Another research study related to subject positioning is *Identity, Positioning and Self-Other Relations*, carried out by Andreouli (2010). The study aimed to comprehend identity processes associated with migration and naturalization processes in the United Kingdom. The study was a case study originated from an interview study on naturalization and identity carried out in August 2007 in the United Kingdom applied to thirty-three naturalized citizens. The

participant of the case study was a twenty years old Chinese girl who had been living in Britain since the early years of her childhood.

Findings show that the Chinese girl was being positioned as “other” or an “outsider” by what defines Britishness as an ethnic identity constraining her rights as British. A lack of recognition of different ethnic backgrounds was a factor influencing the positioning of the participant in this society. However, she positioned herself as a legitimated British regarding other migrants, she considered herself different to them. Invalidating other migrants as British, she obtained more rights towards becoming British. The moral order, in this case was that she had the right to be British and the duty to assimilate to British culture, separating herself from her Chinese roots. It means that the identities are dynamic and negotiable and a subject can be positioned as an insider or an outsider depending on the relationship between the self and the others that defines which voices are accepted, legitimized, excluded or silenced in a social group.

Although Andreouli’ study applied only one data collection instrument to gather data, it contributes to this research in three different ways. Firstly, it presents the dynamic essence of subject positioning within a social group from the perspective of ethnic identity what may help to understand the subject positioning of some of the participants of the present study. Secondly, the findings reveal the importance of the power relationship between the self and the others to comprehend the positions assumed within the community. Thirdly, the study explains the relationship established between rights and duties as moral orders that determine the positioning of the members of a social group in their discursive interactions. (i.e., what the individual can do or express in a specific position within a particular context or social group).

Gálvez’ (2005) virtual ethnography case study developed during 2 years in a virtual environment in the Universitat Oberta de Catalunya –UOC- (a distance university) aimed to

understand a virtual environment and the interaction that takes place on it. The research consisted of the analysis of interactive sequences within a virtual environment called “Estudis Humanitats i Filologia forum” an academic space opened to all UOC students that did not belong to a specific classroom and was transversal to all subjects and disciplines. The study focused on a conflictive sequence of the forum. Three messages sent by three users originated one of the most interesting episodes in the forum which represented many dimensions developed in positioning processes. The episode started with a message in which a student wrote that he had been in a public demonstration against Pinochet in Barcelona and he had not seen any of the people who were part of the forum.

Findings of the study showed that Mario “the recriminator” (a participant of the forum) positioned his forum companions as people who do not have commitment and implication in social issues. As a response to Mario’s post, Agustí “The resistant” (another participant of the forum) rejected Mario’s position as “the evaluating judge” saying that it was not appropriate to ask other people to explain their actions or even recriminate them. However, Agustí justified himself explaining he could not attend the event due to a personal situation, what positioned him in front of Mario as “guilty” and fed Mario’s position. Then, César sent a third message in agreement with Agustí’s resistance to Mario’s position. César wrote justifying his absence at the demonstration arguing personal embarrassment of the multitudes in this type of events, he also wrote about the daily life problems he really cared about. Lastly, the concept of “demonstration” as a way to protest against injustice previously assigned by Mario, was resignified when César’s message turned to ask about the hidden intentions of people who promote those event.

Although Galvez’ (2005) study focused on a single episode of a specific virtual forum, it is relevant for this research in three main ways. First, it studies the discursive interactional

phenomena that takes place inside a virtual environment where students positioning occurs. Second, it shows how participants of the virtual community positioned themselves and positioned other members of the community, as well as the way they react to those positions, resisting, rejecting or accepting them. Third, it states that subject positioning is an appropriate conceptual and methodological notion to study interaction in virtual environments because it considers interaction as a discursive ever changing and social phenomenon.

The four constructs discussed in this chapter are connected one another, and might allow to understand Accountancy and Finance students' investment and subject positioning in an EFL blended learning Community of Practice at a Public Technological institution in Bogota. The first construct, *Virtual Learning Environments*, explains the characteristics of one of the settings where the blended learning community takes place. The second construct, *Communities of Practice*, illustrates the different characteristics of the social groups where students interact during the English course (i.e., the classroom community and the virtual community) as well as the dynamics of interaction that might take place inside the CoP. *Investment* provides a comprehension of students learning desires and conflicts when using the target language in a specific social group. Finally, *Subject positioning* presents the circulation of power that occurs through discursive interaction inside a community.

In chapter three, the methodological design, setting, participants, sampling, the role of the researcher, data collection instruments and procedures that guide the research process are described.

CHAPTER 3

Methodology

In this chapter, the research design of this study is widely described. The chapter explains the epistemological perspective that leads the study (poststructuralism) as well as the type of study (qualitative) and research approach (case study). Also, the context where the study was developed, the participants, and the researcher's role are presented in this chapter. Lastly, the instruments used to gather data and the data collection procedures carried out to conduct this study are described.

Research Design

This research study is bound within the poststructuralist epistemological perspective as the research objectives are feasible to be accomplished under these principles. Also, the specific type of study guiding the inquiry is case study research through a grounded theory analysis method. Some methodological aspects of the design were adapted during the implementation phase as it was necessary. The definition, characteristics and reasons that support this research methodology are explained as follows:

Epistemological Perspective

This study stands upon a poststructuralist perspective of research. Lyotard (1984) defines post-structuralism as the incredulity on intrinsic values, absolutisms, homologies, and metanarratives imposed by those who have the power position over minorities. Post-structuralism is a critic to structuralism's understanding of society, knowledge, and language as belonging to a static place in a larger structure or ideology. In contrast, post-structuralism considers that society, knowledge, and language are practical, performative and situated in a context (Gergen & Gergen,

2003; Lock & Strong, 2010). Castañeda (2008) explains that post-structuralism is concerned to subject positioning in specific contexts in terms of power relationships.

According to Baxter (2003), the principle of post-structuralism is skepticism to universal causes (i.e., rejection to believe on a unique truth, the contestation of meaning, and the discursive construction of identity). Barthes (1982), refers to the contestation of meaning as the different possible interpretations of a text, he states that every reader of a text might have a personal interpretation of the text, different to the author's intention. Also, Foucault and Miskowiec (1986) understand post-structuralism as a reaction to power forms of controlling people, proposing the "heterotopia" life-style, considering a tolerant coexistence of subjectivities rather than the "utopia" which will become a cyclical reproduction of power imposition.

Post-structuralism is the research epistemology for this inquiry as the social group studied corresponds to EFL Accountancy and Finance students in a specific context, a blended learning course of a public technological institution in Bogota, immersed in a bigger socio-cultural and political context of the late modernity characterized by constant worldwide and regional transformations (Bauman, 1992). Also, this epistemology for research leads the study to the comprehension of particular subjects' positioning and their investment in the English learning process, inside the social power relationships occurring in the classroom community (Castañeda, 2008) and at the virtual community of practice.

This research is characterized as a qualitative research, which is a research design that gathers principally qualitative data (e.g., words, pictures, and artifacts). Qualitative research is more often exploratory and inductive rather than confirmatory or deductive. Besides, this research focuses on the dynamics of the phenomena studied that takes place in the teaching and learning process, from a holistic perspective (i.e., having into account different factors related to

the object of study), in order to develop a deep comprehension of the case under study (Johnson & Christensen, 2004; MacKey, 2005).

Bell (2005) asserts that research based on a qualitative perspective aim to comprehend individuals' perceptions of their reality rather than numerical perceptions leading to generalizable conclusions. According to Burns (2003), carrying out a qualitative research implies developing deep understanding of the phenomena from the inside. There is no intention of controlling the context, for that reason this kind of research takes place in a natural context and a real social group (e.g., a real and normal course, class, group, community of practice, or institution). The kind of data collected through this method is very detailed, rich and extensive.

Qualitative research is appropriate to carry out this inquiry because it goes hand in hand with the poststructuralist perspective allowing to answer the research questions which ask "how" Accountancy and Finance students position themselves as subjects and "what" is the role of their investment in the EFL blended learning community of practice; through processes of describing and interpreting the rich data collected through this methodology as well as explaining this phenomena extensively and in detail (Burns, 2003; Corbin & Strauss, 2008).

Research Approach

This study was carried out within the post-structuralist epistemological perspective as a qualitative case study. Johnson and Christensen (2004) state that case study research is holistic, and it takes place in real situations. Bell (2005) argues that this approach represents an opportunity to study a problem in depth. Merriam (1998) considers case study to be an empirical and intensive research of a contemporary instance, phenomenon or social unit. The purpose of case study research approach is to describe, explain, and analyze a case in a qualitative, extensive and understandable way.

Merriam (1998) explains that three main characteristics of qualitative case study are: being particularistic, descriptive, and heuristic. The first one means that the study is about a particular situation, program or phenomena. The second one implies that the conclusions of the study might be a rich description of the object studied. The third one refers to the new comprehension of the phenomena resulting from the study. According to Johnson and Christensen (2004), other characteristics of case study are: relying in qualitative data, and answering to exploratory, descriptive, and explanatory research questions.

Case study research is the most adequate approach to accomplish the objectives of this research as it aims to describe deeply a phenomena under study (Bell, 2005; Johnson & Christensen, 2004); in this case, the specific issues of TEFL to be described are investment and subject positioning, in the context of an EFL blended learning community of practice at a public technological institution in Bogota, with a population of Accountancy and Finance technologist students. As Merriam (1998) states a case might be chosen because of what it can reveal about a phenomenon and because it is intrinsically interesting in order to gain the maximum understanding possible of the phenomenon. This case is selected because it is interesting to comprehend the role of investment and the different subject positions that might be assumed by students or assigned to them in this specific TEFL context (classroom and virtual community of practice) and population.

Setting

The study was carried out at SENA which is a public institution of technological educational level whose mission is:

(...)To fulfill the State's role of investing in the social and technical development of Colombian workers; Offering and executing comprehensive vocational training for the

incorporation and development of people in productive activities that contribute to the social, economic and technological development of the country (Dirección de formación profesional integral SENA, 2013, p. 13).

In 2013, La dirección de formación profesional integral SENA defined the institutional vision as follows:

(...) [Be] a knowledge organization for all Colombians, constantly innovating in its strategies and learning methodologies, in total agreement with the trends and technological changes and the needs of the business sector and the workers, positively impacting productivity, competitiveness, equity and development of the country (p. 13).

This research project was developed specifically in the Financial Service Center (CSF) located in Bogota, Colombia in an EFL blended learning course which consisted of two different modules, each one with a length of a month, taken by the Accountancy and Finance technologist students. The study took place in both a virtual learning environment called BLACKBOARD (described in chapter 2) where a large group of students from six different groups interacted to learn English, becoming a virtual community of practice, as well as in face to face encounters of each group inside the classroom twice a week during each module. In order to carry out this research, the institution gave permission to the teacher-researcher through an institutional informed consent (see Appendix 1).

Participants and Sampling

Participants involved in the study were students who participated in the EFL blended learning course, as part of the Accountancy and Finance technologist program, coming from an agreement technical program with high schools in Bogotá. Students belong to a particular branch of SENA called Coordinación de Articulación con la Educación Media y Poblaciones

Vulnerables, this branch of the institution is in charge of providing technical education to students in 10th and 11th grade of high school, as well as technological education with those students who decide to continue studying in the institution after finishing their high school studies. For that reason, all the students involved in the study were just graduated from high school, with ages ranging from 18 to 20 years old, and all of them coming from public schools in Bogotá.

The sampling process of participants was a nonprobabilistic which is described by Merriam (1998) as the sampling form used in researches that aim to discover, understand, and gain insight of a selected sampling which might allow learning the most about the phenomena under study. Among the different types of nonprobabilistic sampling, the most adequate to conduct this research was typical sample strategy that represents the average subject, phenomena, circumstance or instance being studied (Cohen & Manion, 1994; Merriam, 1998). Participants involved in the research project were volunteers, the approval for using data gathered from them was registered in an informed consent signed by participants and/or their legal representative in which the researcher informed the participants about the purpose of the study and the process of information treatment (see Appendix 2). In order to keep participants' anonymity and confidentiality, ethical considerations were taking into account in this research. The names of the participants were not revealed during any stage of the research, but nicknames chosen by the participants were used to address to them instead.

During September and October 2015 six groups of students were attending the EFL blended learning course, each group attended face to face classes separately but they interacted in the same virtual learning environment. From the six groups, fifty-seven students accepted to be part of the study, six of them who belong to two different groups (three from each group) were

selected to be observed in the classroom and to collect data about them through field-notes, student's artifacts, focus group, student's journal, and questionnaires. Two of the students selected were Afro Colombian young worker girls, two students (a girl and a boy) had been victims of the Colombian conflict and suffered forced displacement from their home town, one participant was a single mother and young worker, and the last one was a student who showed high interest in participating in the activities developed in the community of practice in order to learn English. Table 2 shows a general profile of the participants involved in the study. As mentioned before, real names have been changed to protect participants' identities.

Table 2. Participants' Profile

Participants	Genre	Age	Place of origin	Marital status	Type of Population	Socio-economic status	Number of children
Aeon	Female	19	Bogotá	Single	Afro Colombian Young worker	Low class	0
Alison	Female	18	Bogotá	Single	Single mother, young worker	Low class	2
Amelia	Female	19	Bogotá	Single	Teenager	Low class	0
Anny	Female	18	La Plata, Huila	Single	Displaced	Low class	0
Dwayne Johnson	Male	20	La Plata, Huila	Single	Displaced	Low class	0
Ivon	Female	18	Bogotá	Single	Afro Colombian, Young worker	Low class	0

Researcher's Role.

The role played by the researcher has wide relevance for the development of the study. In 1999, Marshall and Rossman stated that the researcher is the most important instrument in qualitative inquiry. In this study, I as the researcher, had a role as participant as observer. Baker (2006) explains that the participant as observer role takes place when the researcher is active in the population or group under study, and lets the participants to know his or her intention to do

research. I participated as the English teacher interacting with the participants and participating in the context of the study while also observing, describing, and analyzing the phenomena under study.

The researcher's role as participant as observer was the most adequate for the inquiry, as it allowed me, as the teacher-researcher, to be part of the normal activities of the community (face to face encounters and virtual activities) in a natural way, but also to be carefully observing what was happening in the two environments of interaction of the EFL blended community of practice regarding to aspects of students' investment and subject positioning.

Data Collection: Instruments and Procedures

Seliger and Shohamy (2008) affirm that to pursue answers to the research questions of a study, a solid and appropriate plan is required. Instruments design, piloting, and implementation belong to the data gathering phase of the plan. The instruments chosen to collect data in this study are five: field notes, students' journals, focus group, questionnaires and students' artifacts from the virtual platform. They are five in order to provide different sights of the phenomenon studied that allow triangulating data as well as assuring enough retrievability and confirmability of the information collected (Seliger & Shohamy, 2008).

Sagor (2000) states that triangulation "involves the use of multiple independent sources of data to establish the truth and accuracy of a claim" (p. 113). For that reason, it is fundamental to address the research questions from different instruments of data collection. The following triangulation matrix adapted from Sagor (2000, p. 115) shows the relationship between the instruments, the research questions they attempt to answer and their level of importance to the questions.

Table 3. Triangulation matrix (After Sagor's, 2000)

Research Question	Data source # 1	Data source # 2	Data source # 3	Data source # 4	Data source # 5
1. What is the role of Accountancy and Finance students' investment in an EFL blended learning community of practice at a Public Technological Institution in Bogota?	Field notes	Students artifacts (platform activities and participation)	Focus group	Student's journals	Questionnaires
2. How are Accountancy and Finance students positioning in an EFL blended learning community of practice at a Public Technological Institution in Bogota?	Student's Journals	Focus group	Field notes	Questionnaires	Students artifacts (platform activities and participation)

Observation: Field Notes

Field notes are observation instruments which contain accounts of events related to the research context written as descriptively and objectively as possible (Burns, 2003). Field notes register characteristics from the context as well as specific facts taking place in the research setting. This instrument may basically include information concerning time, class, attendance, direct

quotations, and activities (Wallace, 2006). Merriam (1998) argues that observations reported in field notes should be determined by the purpose of the research.

This instrument offers an advantage providing data related to students attitudes and behavior within their social group at first hand because the researcher is in direct contact with the participants and their context. However, there is a disadvantage about field notes as a research instrument. They require a lot of time for the researcher to write them. A plan to face this difficulty was to take notes during classes as well as audio record the sessions. Thus, it was possible to go over the audio recording and notes when writing the field notes at the end of each class.

Field notes of every face to face session were written by the researcher during the development of the EFL blended learning course in a field notes form with general data of the setting and participants as well as two columns: one column for observation report and another one for comments and observation analysis (see Appendix 3). This instrument was crosschecked with audio records of the class sessions in order to increase the validity of the observations reported by the researcher.

Students' Journals

Wallace (2006) defines journals as personal or private documents which do not have specific structures for keeping them. This instrument allows participants to write any thought, emotion, problematic situation, suggestion, or feeling. Journals show a personal perspective of the world. Bell (2005) argues that journals should have explicit instructions in order to obtain data related to the purpose of the study and avoid vague information (i.e., information that is not relevant for the purpose of the study).

In this research, journals were written by the students-participants who voluntarily accepted to do it. Students' journals included instructions given at the beginning of the process such as writing the date of the entry, the name of the activity students wrote about, and the time taken for developing the activity (See Appendix 4). Besides, for writing the journals, students should take into account some questions that kept the journal focused on aspects related to students' investment and subject positioning during the process of learning English inside the EFL blended community of practice.

An advantage of journals is that they provide an insight to the students' experience and perceptions about the EFL blended learning community of practice articulating reflection (Wallace, 2006) in their own learning process. One disadvantage of journals is that participants may be reluctant to the idea of writing about their personal experience in the course because it is time consuming. In order to face this difficulty, students were widely and clearly informed since the very beginning about the journal activity as part of the research process.

Focus Group

Focus groups are a type of interview originated in social studies that includes not only researcher-participant interaction but also participants-participants interaction. Focus groups are carried out with a small group of participants, involving them in a discussion around a specific issue. The researcher becomes a monitor who is in charge of keeping the discussion in the issue of interest. This data gathering instrument aims to know people thinking about a specific topic that generally is common to all participants (Bell, 2005; Johnson & Christensen, 2004).

In this study the kind of focus group used was semi-structured which is composed by open-guiding questions with a pre-established order offering some level of control during the focus group session, it is flexible enough to take advantage of unpredicted situations during the

discussion and include new questions bound by the issue discussed (Wallace, 2006). This instrument was important for this research because Accountancy and Finance students' investment and subject positioning within the EFL blended learning community of practice could be observed while they talked about their particular experiences inside the classroom community and the virtual community.

One of the most relevant advantages of this instrument is its adaptability or flexibility, it allows to keep the ongoing of ideas, probe responses, use prompts, and ask for more detailed information about aspects that could not be observable in other ways, such as: feelings, thoughts, intentions, emotions, and motives (Bell, 2005; Merriam, 1998; Wallace, 2006). Another advantage of focus groups is that it provides worthy material helpful to clarify information gathered by other instruments (e.g., the questionnaires, field notes, students' artifacts and journals).

However, there is a disadvantage when implementing this instrument; it requires investing a lot of time. On one hand, the researcher needs time to schedule the focus group sessions depending on the availability of the participants. On the other hand, the researcher needs to dedicate time for transcribing the audio recording of the interviews and its analysis. As a solution for this difficulty, focus group sessions were scheduled at the end of the blended learning course in a date and time students were able to participate without affecting their academic responsibilities in other courses.

The focus group was designed for Accountancy and Finance students involved in module one and two of the EFL blended learning course. The questions were asked in Spanish because it is their native language and participants could express their thoughts, perceptions, and feelings without any language barrier related to the target language. The main purpose of the questions

was to provide rich and deep information that helps to know the role of students' investment during the learning process and their subject positioning within the EFL blended learning community of practice (see Appendix 5).

Questionnaires

Questionnaires are considered introspective instruments that pursue detailed information on knowledge, ideas, experiences, perceptions, opinions etc. of a specific population (Bell, 2005; Cohen & Manion, 1994; Wallace, 2006). They are instruments that allow participants to donate data in an individual, private, and anonymous way. This instrument is likely to be more structured than interviews as it requires clear instructions and accurately written questions to obtain the information required (Johnson & Christensen, 2004; Wallace, 2006).

In this study, the majority of the questions in the self-completion questionnaires were closed questions, and some opened questions were included in the instrument that were applied to the six participants of the study. The questions focused on present-current behavior, experiences, attitudes, opinions, beliefs, and values of students involved in the EFL blended learning community of practice (see Appendix 6). This instrument was relevant for the research as it allowed to make inference of obtained data, relating it to students' behavior and experience (Johnson & Christensen, 2004; Marshall & Rossman, 1999) what consequently revealed the role of their investment and their subject positioning in the EFL blended learning community of practice.

According to Cohen and Manion (1994) some advantages of questionnaires are: saving time in the process of data gathering, and offering considerable accuracy in the process of extracting data from the general group of participants. Marshall and Rossman (1999) argue that questionnaires help to deal with political or ethical issues of the study, and allow describing and explaining statistically the variability of specific characteristics of the target population.

Nevertheless, some disadvantages of questionnaires implementation are their inflexible design, that means the questionnaires require to be consistent during the process of administering them; there cannot be changes in their content or method of implementation; also, possible misunderstandings of questions by the respondent can influence the quality of the data gathered through this instrument (Cohen & Manion, 1994; Wallace, 2006). The strategy for facing these difficulties was to design questions carefully and offer general instructions to the participants as well as piloting the questionnaire with a similar population to the participants of the research in order to obtain a consistent and adequate questionnaire before the implementation stage.

Students' Artifacts

Merriam (1998) defines artifacts as the documentary materials that make possible to obtain important information for the research. There are different kinds of artifacts, such as magazines, books, application forms, lesson plans, student assignments, objects in the classroom, grades, etc. Bell (2005) considers documentary materials as useful instruments to supplement information collected through different instruments such as interviews and questionnaires. Students' artifacts analysis may allow to cross-check data contrasting the authentic material from the course to data gathered through the other instruments.

For the purpose of this study, the documents collected were from primary inadvertent sources, it means that they were created during the period of the research but as part of the normal development of the course (Bell, 2005). The kind of artifacts collected for further analysis were student assignments in the virtual platform (Blackboard). The students' artifacts included: participation in topic forums and video recordings elaborated by students (see Appendix 7). This instrument is highly important for the research as it offers the opportunity to analyze students' production in the EFL blended learning course in order to have a deeper

comprehension of the role of investment and their subject positioning when interacting in the virtual community of practice.

The main advantage of using students' artifacts is the richness of their data (Merriam, 1998). These documents tell about the real activities of the course and might lead to know about the investment of students in the development of the activity and their interactions when interacting in the virtual community of practice, these might show signs of investment and positioning in the course. Although, a disadvantage of students' artifacts as instruments for collecting data is the time available for collecting and analyzing stages of the research (Bell, 2005), this disadvantage was overcome collecting students artifacts from the virtual platform right after the end of the course.

Data Collection Procedures

The data collection in the Accountancy and Finance technologist program started on September, 2015, and finished on October, 2015. During that period of time, field notes, journals, focus group, questionnaires and artifacts were the instruments that allowed to collect the data that was analyzed in this research. The procedure to apply each of the instruments mentioned before is explained below.

This inquiry included field notes as a data collection instrument that was applied two times a week in face to face sessions in two different EFL students-groups during eight weeks (two months). Each session had a length of three hours. The researcher focused the observation accounts on the context, interactions, participation, and characteristics related to the six participants chosen to be observed in the study; also, some excerpts of participants' interactions in the sessions were transcribed into the field notes, the model of tape transcription conventions designed by Chapetón (2007) was adapted for this purpose (see Appendix 8).

Students' journals were developed by the six participants, during the time they were participating in face to face encounters and in the virtual activities of the EFL blended learning course, module one and two. They handed out the journals when the course finished. Students had two options for writing the journal. The first one was to use a fifty pages notebook the researcher provided to the participants in order to write their entries, and the second one was to use the virtual journal tool designed by the researcher using the predetermined learning tools offered by Blackboard. The six students decided to write their journals in the notebook.

The focus group was developed with the participants at the end of the module two of the course. In the focus group students expressed their perceptions of different aspects of the EFL blended learning community of practice, such as: level of difficulty of the activities proposed in the course, interactional issues, and participation in face to face classes and the virtual community.

The main objective of the questionnaires was to gather worthy information about students' perceptions, opinions and experiences in the EFL blended learning course that helped to understand the role of their investment and their subject positioning inside the EFL blended learning community of practice; as well as build up the student's profile to comprehend the context they belong to. The questionnaires were applied at the end of the face to face class sessions in two different moments: a first questionnaire at the end of module one and a second questionnaire at the end of module two to the general group of participants.

The last instrument used was students' artifacts. Students' participations in topic forums and video recordings were collected from Blackboard platform at the end of the EFL blended learning course. The purpose of collecting the participants' productions during the two modules

of the course was to obtain authentic data to comprehend the role of investment and their subject positioning in the interactional processes that took place inside the virtual community of practice.

In the next chapter, chapter 4, the procedure for data analysis and the findings of this research will be discussed. Pieces of data will be presented in order to support the discussion of findings explained in the light of theory.

CHAPTER 4

Data Analysis and Findings

This chapter will present the procedures carried out for the analysis of the data collected during the study. Also, the findings of the inquiry will be discussed and illustrated with pieces of data, in order to construct a dialogue between the categories that emerged from the data and the theory.

Procedures for Data Analysis

The data analysis process in this study was carried out under the grounded approach (Strauss & Corbin, 1990). Consequently, the categories are the result of an inductive analysis of the data gathered in order to develop a deep understanding of the phenomena under study. The data analysis procedures consisted of reading all the data collected through the field notes, students' journals, focus group, students' artifacts, and questionnaires that provided validity and reliability to the findings of this study. Careful reading began right after the data gathering process started; in a simultaneous process of data collection and analysis (Johnson & Christensen, 2004).

Then, a deep microanalysis of data was carried out reading all the data gathered line by line, in order to find common patterns and themes as well as gaps within the data (Corbin & Strauss, 2008). During the coding process, I used abbreviations as signs to identify the patterns in each instrument. Each abbreviation represents a name taking into account the common theme. The next step was to group concepts into categories. Color coding was also used to identify each source of data (instruments) in order to validate and triangulate data between instruments and participants, searching common patterns among them. Data provided by each participant through the different instruments was compared and reunited permanently until identifying common patterns that were coded (i.e., segmented) According to Johnson and Christensen (2004)

segmenting consists of dividing the data in small units of analysis, after reading the data line by line and seeking for segments of text with a specific meaning that might have relevance for the inquiry. Later on, codes were grouped into themes which formed the categories and subcategories to obtain a clear understanding of the phenomena bearing in mind the research questions of the study (Johnson & Christensen, 2004; Strauss & Corbin, 1990).

The theorizing process was carried out by searching the connections between categories and explaining the role of Accountancy and Finance students investment and their positioning in the EFL blended learning Community of Practice; subsequently, connections with the theoretical framework were made.

Data organization was developed taking into account four aspects: First, the course level where the data was collected; second, the group where the data was collected; third, the type of instrument used to collect the data; and fourth, the participant from whom the data was collected. A code was assigned to each aspect, and the data was labeled with different codes. Table 4 presents this coding procedures:

Table 4. Coding Process

ASPECT OF THE DATA	CODE	MEANING
Course level	M1	Module 1
	M2	Module 2
Group	G1	Group 1
	G2	Group 2
Data source	FN	Field notes
	SJ	Student's journal
	SA	Student's Artifacts
	Q	Questionnaire
Participants	FG	Focus group
	AEON	Participant
	ALISON	Participant
	AMELIA	Participant
	ANNY	Participant
	DWAYNE JOHNSON	Participant
	IVON	Participant
	T	Teacher

This coding process was useful to identify the data that illustrated the categories and subcategories emerging from the data analysis. For instance, a piece of data taken from module 1, from group 1, from field notes, from the participant whose nickname is AEON, would be identified as M1.G1.FN.AEON. After reading and re-reading the data that has been clearly identified using this coding process, the categories and subcategories that emerged from analysis were validated searching for evidence in the data that legitimized or questioned them.

Categories of the Analysis

As it has been previously established, this study aims to characterize the role of students investment in the framework of a blended community of practice -CoP- whose purpose is learning English as a Foreign language; as well as to describe the students positioning in the interactional processes occurring inside the CoP. The categories and subcategories that arose from the data analysis and their relation to the research questions that guide this study are presented in Table 5:

Table 5. Categories Resulting from the Analysis

RESEARCH QUESTIONS	CATEGORIES	SUBCATEGORIES
What is the role of Accountancy and Finance students' investment in an EFL blended learning community of practice at a Public Technological Institution in Bogota?	Investment through negotiation of meaning and power inside the blended CoP.	Participants' previous experiences. Regulations of the interaction in the CoP. Investing to increase economic capital.
	Investing to transform oneself and his/her reality	Investing to accomplish personal goals. Participants' relation to the imagined community
How are Accountancy and Finance students positioning in an EFL blended learning community of practice at a Public Technological Institution in Bogota?	Participants' position towards English	Participants' positioning as language users Participants resistance to use the language
	Participants' identities in the EFL blended learning CoP.	Participants positioning as active members of the CoP. Participants resistance to the dynamics of the CoP. Participants constructing an identity as professionals

In Table 5, the categories that arose from the analysis of data are presented in relation to each research question. Two categories emerged regarding the first research question. The first category is *Investment through negotiation of meaning and power inside the CoP*. This category explains the way investment works in the learning and interactional dynamics, in the context where the phenomenon takes place. The subcategories that arose in regards to this category are: Participants' previous experiences and regulations of the interaction in the CoP.

Investing to transform oneself and his/her reality is the second category that is related to the first research question. It deals with what participants expect to obtain as a reward for their investment. The subcategories that emerged are: investing to increase economic capital, investing to accomplish personal goals; and participants' relation to the imagined community.

The second research question is concerned with the subject positioning process occurring in the EFL blended learning CoP. The first emergent category regarding this research question presents the students' position towards learning English in their context: *Participants' position towards English*. Two subcategories arose: Participants' positioning as language users, and participants resistance to use the language. The second category related to this research question is *Participants' identities in the EFL blended learning CoP*. It describes the different identities displayed by the members of the CoP. Three subcategories arose: participants positioning as active members of the CoP, participants resistance to the dynamics of the CoP; and participants constructing an identity as professionals.

After having provided a general overview of the categories and subcategories, which emerged from the analysis of the data gathered from five different data collection instruments; each category will be presented, illustrated with pieces of data reported as it was produced by the students, and discussed deeply in the next sections of this chapter.

Category 1: Investment through negotiation of meaning and power inside the blended CoP

This category refers to students' investment processes within their interaction in the classroom community and the virtual community. Some aspects of individuals' previous experience that are brought to the CoP were identified in the data. The data showed that students' previous experiences constituted a starting point for negotiating meaning through interaction in the CoP and determining investment in the process of learning English in this specific context. This is related to the concept of individual experience or personal competence explained by Wenger (1998) as those things that the new participant of a CoP puts on the table to be negotiated in the relation to other members of the CoP, as well as the understanding of investment as the relationship of the learners to their particular social group and its influence in their learning process (Norton, 1997).

The analysis of the data showed that participants' investment in face to face and online interactions occurred when negotiating meaning; taking into account their individual previous experiences when accepting, adopting or adapting the regulations of the blended learning community of practice. After this general definition of the category, the subcategories are described, defined, and illustrated with data samples. Also, the findings are discussed in the light of theory.

Participants' previous experiences. Previous experiences or individual experiences refer to everything the participant brings to the new community of practice that he or she is approaching to. Wenger (1998) also defines it as a personal competence, which is in a permanent process of negotiation with the community competence hence, it could be accepted, rejected, adopted or adapted by the other members of the CoP. The data showed that participants' previous experiences in other EFL learning contexts and the power relationship that existed in

those contexts were pre-conceived ideas brought to the new CoP that had to be negotiated by students to invest in the EFL learning process:

“(...) [la profesora] no es de esas personas que, digamos cuando uno pregunta mucho.../, porque hay instructores, profesores que les fastidia que pregunten tanto, que sean tan preguntones, pues en este caso no es así, antes: ¿entendió?, o porque uno no entiende algo, entonces no le va a decir bruto o algo así, porque hay unos instructores que si.../ en pocas palabras le van diciendo eso.../”

[M2.G2.FG.ANNY]

“En el colegio uno acostumbrado a que el profesor le hablaba normal en español.../ {participant’s gestures implied that listening to the teacher speaking to students in English was something new for him}”

[M2.G2.FG.DWAYNE JOHNSON]

“(...)la verdad nunca me había sentido cómoda, yo ya había hecho un curso en un instituto y lo deje a medias, de hecho lo perdí porque pues en realidad no me sentía cómoda, de pronto por las personas con las que estaba rodeada y porque era muy pesado (...)”

[M2.G1.FG.AEON.]

As illustrated above, the role of the teacher inside the community as a model of the language, the power relationship established between students and the teacher in terms of respect and opportunities for learning, as well as the relationship between members of the CoP were shown to be relevant for participants at the moment of investing in the interactional process within the CoP. The following excerpt illustrates the relationship of previous experiences to the participants’ investment in the blended learning CoP:

“Bueno, se me presentan dificultades porque me enredo mucho pero si entiendo la actividad y las explicaciones que la profesora nos da. En lo personal estas actividades han mejorado mi nivel de inglés ya que me saca de dudas que en el colegio no me explicaban.”

[M2.G1.Q2.AEON.]

“Hice unas diapositivas con el tema de una entrevista con presente simple en caricaturas. La profe nos dio un programa pero no pude abrirlo, no sé por qué, pero las hice en Paint y me gustó más.”

[M2.G1.SJ.IVON.]

The students refer to some difficulties they had developing the activities of the virtual component. They had technological difficulties because they did not have previous knowledge regarding the use of the platform or the complementary software to develop the activities on it. Darwin and Norton (2015) assert that power forces can position a language learner in an inclusive or exclusive way; and the learner has the choice to affiliate, resist or transform that position. In this case, the difficulties faced by the students positioned them in an inequitable condition to participate effectively of the virtual activities, however, as the students said, the activities became an opportunity to improve their language level, to solve doubts they had had since they were at school: and a challenge to assume taking advantage of previous knowledge in other technological tools to solve the problem.

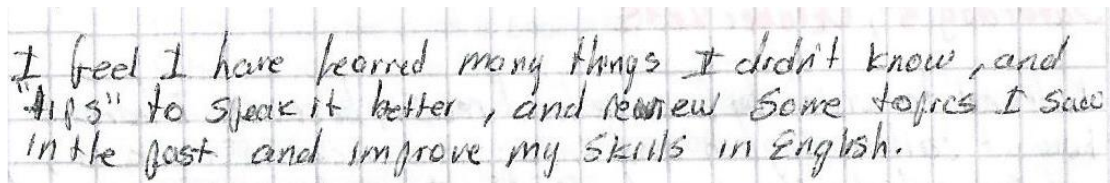
Data also showed that participants negotiated previous experiences in terms of feelings when speaking in English, knowledge, and power relationships when interacting with other participants of the community of practice as it is presented in the following excerpts:

“En esta clase de inglés había que presentarse, obviamente hablando en inglés, para esto se hizo como un jueguito que era decir múltiplos de tres, pero no sé qué me pasó y dije otra cosa totalmente diferente, yo diría que los nervios, (...) finalmente fue mi turno y me dieron más nervios por ser la primera en presentarme ante el grupo y porque nunca antes había tenido que hablar en inglés, (...) A pesar de que nunca antes me había tocado hacer algo parecido, fue una experiencia chévere.”

[M1.G2.SJ.ANNY]

“La clase estuvo muy interesante ya que pudimos reforzar conocimientos y pudimos socializarlos con los demás integrantes del grupo. Fue divertido (...) aprendimos y reforzamos la pronunciación de algunas frutas olvidadas. (...) Fue chévere ya que vimos un tema ya olvidado.”

[M1.G1.SJ.IVON]



I feel I have learned many things I didn't know, and "tips" to speak it better, and review some topics I saw in the past and improve my skills in English.

[M2.G1.SJ.AMELIA.]

The first student emphasized that it was the first time in her life speaking in English, how she felt about it, and as consequence of her nervousness, she thought/perceived she failed in the activity proposed. The second student highlighted the importance of interaction in the learning process while talking about topics they have already studied before in a cooperative way; and the last student mentioned that previous knowledge about the language were reviewed in the community allowing to improve the skills in English. Hence, participants negotiated previous experiences regarding their feelings at the moment of speaking in English, knowledge and power relationships between participants of the CoP.

In summary, teacher-students, and students-students relationships were considered by the participants as previous experiences that they needed to negotiate in the blended learning CoP. In the same way, previous knowledge regarding English and technology as well as their previous contact with the language are key factors that explained students' investment in the EFL blended learning CoP.

Regulations of the interaction in the CoP. Interaction inside the blended community of practice was found to be regulated by members of the community. Some regulations obey to institutional policies while other ones were created or adapted by students as strategies to face communicative situations in the CoP. The data showed that interacting and participating in English was a regulation promoted by the teacher inside the CoP that was well accepted by the participants, as it is illustrated below:

“(...) la profesora nos ha enseñado que no necesitamos de un papel para dialogar, entonces le hemos perdido el miedo a hablar así no más.”

[M2.G1.Q2.IVON]

“SGIRL1: Ingeniero de alimentos

SBOY2: ¿Ingeniero ambiental? ¿Ingeniero de agricultura?

IVON: IN ENGLISH! {She speaks aloud again asking her classmates to say the profession in English}

SBOY2: Ah Ambiental engineer *[sic]*

G: {laughs}

SBOY1: Agriculture Engineer *[sic]*

IVON: YES!”

[M1.G1.FN.T]

Secuencia: My favorite food
 Publicación: [RE: My favorite food](#)
 Autor: AEON
 Fecha de publicación: 6 de octubre de 2015 20:26
 Estado: Publicado
 Hello Lion.. !
 ¿When it was the first time I ate spaghetti with meatballs? [*sic*]
[Responder](#) [Citar](#) [Marcar como no leído](#)

[M2.G1.SA.AEON]

Secuencia: INTRODUCING YOURSELF
 Publicación: [RE: INTRODUCING YOURSELF](#)
 Autor: DWAYNE JOHNSON
 Fecha de publicación: 11 de septiembre de 2015 11:30 PM
 Estado: Publicado
 Hello [S girl1]
 Excelent presentation [*sic*], you have good pronunciation.
[Responder](#) [Espacio](#) [Marcar como no leído](#)

[M1.G2.SA.DWAYNE JOHNSON.]

The first excerpts of data showed that speaking in English was a demand of the teacher inside the classroom community of practice. Thus, students should participate in the activities trying to speak in English instead of just reading their notes. The second one showed the student asking her classmates to speak in English in order to accept their answers as it is supposed to be according to the course purposes and the institutional policy that regulates their interaction in the classroom. The third and fourth students showed how participants use English when commenting their classmates' participations in the virtual component of the CoP. Using English when interacting is an institutional policy accepted by the participants. They even use the English equivalent word when referring to the participants' name or last name.

Another particular regulation of this EFL blended learning CoP was that students had permission to miss classes when they had job interviews with sponsors. Then, it was very normal that students missed different classes due to this institutional dynamic that offers to students the opportunity to be paid while studying, and to have a guarantee job after finishing their studies,

which is also one of the reasons for students to choose this institution. The following excerpts illustrate this institutional policy inside the CoP:

“The teacher started the class greeting students and taking attendance, and she realized that ALISON did not come to class again, today because she had a job interview.”

[M1.G2.FN.T.]

“ANNY was absent today because she was in a job interview.”

[M2.G2.FN.T.]

This institutional policy gives an additional value to the virtual component of the blended learning CoP as it became an important space of encounter for participants to have the opportunity to practice the language and to study the topics developed in face to face classes when they were absent, switching from the traditional classroom to the virtual environment dealing with technological issues and self-regulation to effectively take advantage of the virtual component of the blended learning CoP for learning the language (Murday, Ushida & Chenoweth, 2006, 2008).

In the virtual component of the CoP there were some tensions derived from the diversity of the participants and the level of proximity among them. These tensions seemed to have influenced participants' investment, leading them to establish some regulations for their participation in the CoP:

“(…) [Yo] subo los trabajos y a los compañeros que hay que comentar, (...), digamos solo le comento a tres compañeros, pero de los compañeros del grupo presencial, (...), [algunos estudiantes] son como muy groseros como si ellos fueran perfectos y nunca tuvieran un error (...) yo escasamente digamos le comento a mis compañeros que son del grupo presencial.”

[M2.G2.FG.ANNY.]

Secuencia: my personal presentation
Publicación: [RE: my personal presentation](#)
Autor: S BOY1
Fecha de publicación: 11 de septiembre de 2015 07:38 PM
Estado: Publicado
 Hello Alison
 you should improve your personal presentation. bay [sic]

Secuencia: my personal presentation
Publicación: [RE: my personal presentation](#)
Autor: S GIRL1
Fecha de publicación: 11 de septiembre de 2015 10:49 PM
Estado: Publicado
 GOOD EVENING
 In my opinion I do not think you have a bad presentation, you have not got much
 makeup, neckline, remember that a simple and natural woman is more attractive. Bye.

[M1.G2.SA.ALISON]

Data showed the students' desire to participate using the language as being mediated by the power relationships that emerged inside the blended community, where some students considered it is right to criticize the work of other members of the CoP or correct their mistakes, but it is interpreted as something wrong by other participants. For that reason, some regulations of interaction were established by participants. This aspect of participants' interaction is related to three different concepts:

The first one is investment as the relationship between the learners and the world in which they expect to receive in return the equivalent to the effort during the learning process (Norton, 1995; Ogbu, 1978), in this case, the learners are not receiving the kind of recognition they expect. The second one makes reference to the ways a learner can resist to unequitable power relationships whether by using the language or being silent (Kim, 2014; Klassen, 1987; Weedon, 1997), in this case the participants reaction to the powerless position towards those students who

made negative comments was to respond to the negative comments showing disagreement with them, to limit virtual interactions to the number of interactions required by the teacher, and to interact only with those participants who are closer to them. This takes us to the last concept that is level of comfort and proximity between members of the CoP as a factor that determines participants' investment in using the language, knowledge creation and sharing (Amin & Roberts, 2008; Ardichvili, Page & Wentling, 2003; Ardichvili, Maurer, Li, Wentling & Stuedemann, 2006).

In the face to face dynamic of the CoP, it seems that peer-help and teacher-help are relevant for the students at the moment of interacting in English as strategies to face communicative situations in the target language. The following excerpts illustrate these students' strategies:

“Qué me podría ayudar a mejorar estas dificultades, considero que sería seguir practicando y pidiendo ayuda a la profesora o a un compañero”

[M2.G2.SJ.ALISON]

“(...) la profesora habla y uno le tiene que responder y uno no entiende, los demás compañeros (...) le dicen que está diciendo ella y entonces uno ya sabe bien cómo responder, (...) los mismos compañeros son colaboradores si uno no entiende las cosas le ayudan.”

[M2.G2.FG.DWAYNE JOHNSON.]

“DWAYNE JOHNSON: Hello! My name is Dwayne Johnson. I have.../

G: I am!

DWAYNE JOHNSON: I am ninety years old.

G: nineTEEN! {laughs}”

[M1.G2.FN.T.]

The first student emphasized the role of peer-help and teacher-help in order to improve her English level while the second student emphasized the role of peer-help at the moment of classroom interactions, when students had some difficulties to participate, their classmates had a cooperative attitude and helped each other to face that situation by giving peer feedback as evidenced in the data above.

This interactional dynamic of asking for help to the teacher and classmates as well as receiving peer-feedback constitute strategies of the CoP for accomplishing its main purpose (i.e., learning English). These strategies are evidence of members of the CoP's investment in the learning process that results from the presence of knowledge or expertise, freedom or control as well as oral communication in the target language within the CoP (Trent, 2008). Another strategy developed by the members of the CoP to face communicative situations in English can be observed in the following excerpts:

“(...) the teacher asked if there was any question or comment and some students said “Acuérdense que no vamos a hacer preguntas” there was a kind of agreement between students about not asking questions to one another because they were afraid not to be able to answer the questions. (...)”

[M1.G2.FN.T.]

“(...) The teacher asked if there are questions ALISON looked to her classmates in a way that may mean “do not ask anything” When the teacher asked if it has something to do with the agreement of not asking questions she said: “yes. It is.”

[M1.G2.FN.T.]

As a strategy in a communicative situation in English inside the classroom community, students agreed not to ask each other about their oral presentations before arriving in class. Thus, every one of them would be calm about not being asked for something they may not be able to answer about their topic. This decision of the group limited students' interaction in English just to say what they had previously prepared. This refers to scripted investment (Trent, 2008), that is, students' oral production in the target language said by heart and without spontaneity which takes place as a result of the previous agreement between students.

In conclusion, there were institutional policies that regulated the interaction in the CoP, such as, using English in their face to face and online interactions; and permission to miss face to face classes in order to attend job interviews. In addition, participants established regulations of the interaction in the blended community of practiced such as, responding to negative comments showing disagreement, commenting only the activities of members of the CoP that they also met in face to face encounters, limiting the number of participations to the minimum required in the course, giving peer feedback and asking for help, as well as making agreements among students to make their participation in oral activities more predictable and diminish their level of anxiety while speaking in English.

Category 2: Investing to Transform Oneself and his/her Reality

This category refers to the reasons that are behind participants' investment in learning English. It refers to the relation between investing in learning a language and investing in the learner's identity (Kim, 2014; Norton, 1995). The analysis of data showed that students invest in learning a language because they have a vision of the world that surrounds them, a vision of the community that speaks the target language, and expectations about their future. The data revealed that students invest in learning English because they want to have access to higher

status material resources, to have the opportunity to increase their cultural capital; and because their vision of the imagined community mobilizes them to invest in the learning process.

Investing to Increase Economic Capital. Participants desire to use English in the face to face interactions and virtual interactions of the CoP was based on the participants desire to transform their socio-economic status. This relates to Norton's (1995) understanding of cultural capital, in this case, students are investing in learning the language with the purpose of obtaining access to higher status material resources that at the same time might transform the learners' identity:

“(...) puede que tenga un salario más alto pues por el hecho de saber inglés (...)”

[M2.G2.FG.ANNY]

“El aprender inglés si hace parte de mis planes pues ya que lo veo como una fuente de ingresos en un futuro (...)”

[M2.G1.SJ.ALISON]

“T: ¿Está mal si se queda de carpintero?”

G. NO.

AEON: No ósea el papá le enseña a ser carpintero por si no llega a ser las otras cosas que quiere ser en su vida, para que se defienda, ¿Si?, mejor dicho para que uno no se quede varado. Pero entonces el papá quiere ya una profesión alta para que tenga más ingresos, ¿por qué? porque el carpintero no es una profesión.”

[M1.G1.FN.T]

“La clase estuvo muy interesante (...) hablamos de la diferencia entre ocupaciones y profesión, y se observó que hay muchos motivos para estudiar una profesión, como el dinero (...)”

[M1.G1.SJ.IVON]

The data showed a remarkable interest in obtaining high incomes of money as a consequence of investing in learning. The students emphasized learning English as a source of economic resources, considering that it may allow them to obtain a higher salary in the future. The data also showed the role of ideologies in the learners' investment, positioning the learner in inclusive or exclusive ways according to their socio economic background (Darvin & Norton, 2015). In this case, the social order position students as low class young people who cannot reach, at least by now, the higher positions in life. However, the participants have the agency to transform their reality instead of just accepting the position given by society (Darvin & Norton, 2015), and they can decide to invest in the learning process in order to construct their own identity and a new socio-economic position.

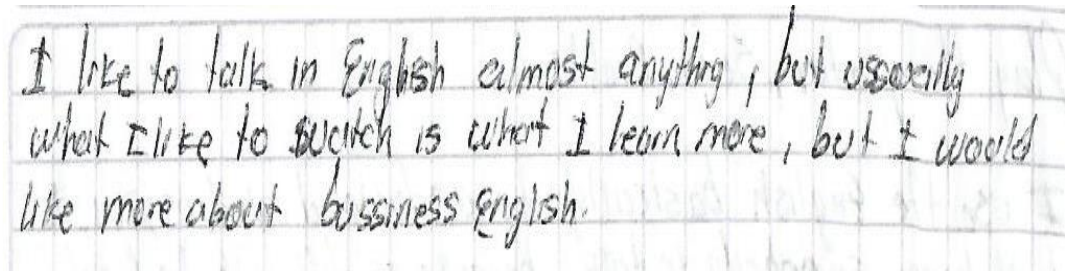
Besides, the analysis of data showed that participants found a connection between their desire to learn the language and the benefits it may represent to them to speak English in the professional world. The next excerpt shows the perception of participants about the usefulness of speaking English for their professional development:

“[La clase] es muy buena ya que aprendemos más para el momento que lo necesitemos en un trabajo o situación”

[M2.G2.Q2.ALISON]

“considero que es súper importante para uno aprender inglés, (...) en las empresas (...) le piden a uno que tenga inglés, que sepa hablar inglés, escribir, que lo entienda y digamos para negocios internacionales digamos lo pueden relacionar a uno ahí (...)”

[M2.G2.FG.ANNY]



I like to talk in English almost anything, but usually what I like to watch is what I learn more, but I would like more about business English.

[M2.G1.SJ.AMELIA.]

“Para mi carrera me parece muy importante; (...) hablar en inglés sería genial”

[M2.G1.SJ.IVON]

English is considered a plus at the moment of looking for a job. Besides, the student perceived speaking English as a useful ability in work environments or specific situations, it showed that for the participants of this CoP, English is related to their difficulty to find a good job. Besides, the value of speaking English is focused on the business area, what is connected to the students' branch of knowledge. It refers to the nature of investment as related to the past, present and future learners' identities. (Norton, 2000) Thus, in the present, students are making decisions about whether to invest or not in learning the language, when, where, and how to do it regarding what they consider valuable and useful (Norton, 2000) to transform their socio-economic reality.

In short, participants recognized the importance of learning English, and decided to invest in the learning process because they conceived English as a useful and valuable resource that may lead them to obtain a higher salary than professionals who do not speak English. Also, students considered learning English as a way to succeed in their professional development.

Investing to Accomplish Personal Goals. Participants desire to use the language is deeply connected with the objectives they want to achieve in order to grow in their personal life. It refers to the desire to access to higher symbolic resources explained by Norton (1995) as intangible stocks of the subject such as friendship, language, and education. The data showed

that having access to cultural content available in English is a reason for students to invest in learning the language:

“Yo practico el inglés, bueno lo utilizo generalmente para ver videos, porque la mayoría están en inglés, (...), al ver televisión algunos programas no vienen traducidos sino con subtítulos (...) me gusta ver videos así cómo artísticos, (...)”

[M2.G1.FG.AMELIA.]

Secuencia: Introducing Myself

Publicación: [Introducing Myself](#)

Autor: AMELIA

Fecha de publicación: 7 de septiembre de 2015 05:23 PM

Estado: Publicado

Hello, my name is Amelia, I am nineteen years old, I live with my parents, my three sisters and our pet, in Bogota, Colombia. (...)

I like too much stuff, like read, (???), do yoga, exercise, and I love playing guitar and the ballet, but I don't practice. Someday, when I have money, I will travel to the U.K, to visit the Royal Opera House, in London, I would like to see the Swan Lake Ballet, The Sleeping Beauty, The Nutcracker, and try it. (...)Thanks you [*sic*].

[Responder](#)

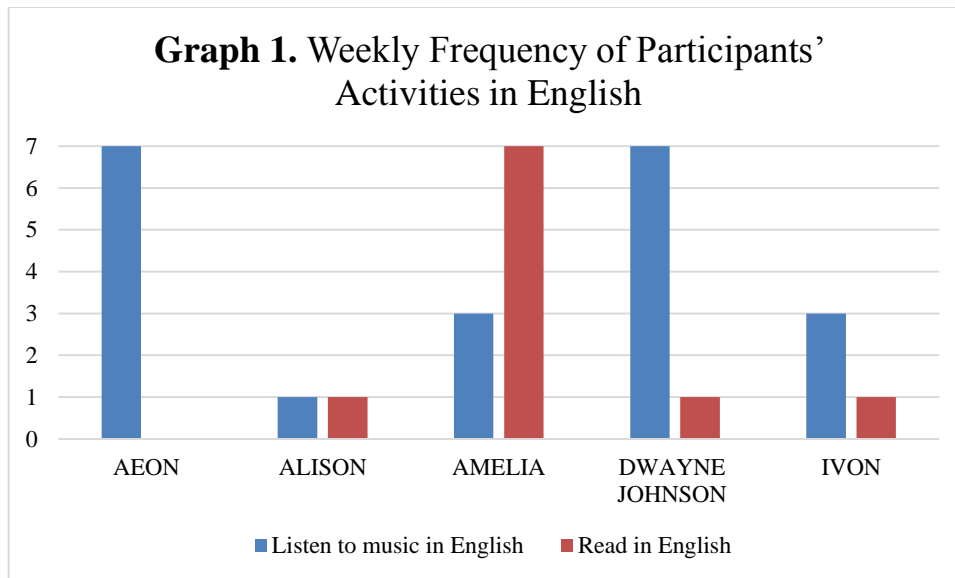
[Espacio](#)

[Marcar como leído](#)

[M1.G1.SA.AMELIA]

“Me gusta uhm (0.3) no sé pero me gustaría mucho llegar a dominarlo {el idioma} y a pronunciar muy bien para cantar como una loquita las canciones de inglés que me gustan (...)

[M1.G1.SJ.AEON]



[M1.G1&2.Q1.AEON, ALISON, AMELIA, DWAYNE JOHNSON & IVON]

The graph shows the answers of participants in the questionnaires regarding the use of English in different activities, four of the participants listen to music in English three or more times a week. Alison listens to music in English once a week. Reading in English is an activity that the majority of the participants do once a week. But, Amelia reads in English seven times a week. Listening to music and reading in English are the most popular activities among participants at the moment of practicing English.

Data showed that participants' interest in learning English is connected to their objective of obtaining access to symbolic resources in order to enrich their cultural capital (e.g., learning about cultural activities, listening to and singing music in English, attending cultural events, reading in English, and watching TV). It relates to the principle of reciprocity between what the learner invests in the language learning process and what the learner expects to receive in return (Norton, 1995; & Ogbu, 1978).

The future expectations of participants mobilize them to invest in learning the language, their desire to speak the language is connected to future plans such as traveling to live and work

abroad. The following excerpts show students interest in increasing their cultural capital when learning about different cultures and places they want to visit around the world:

“De lo q' [sic] {que} me gusta hablar en inglés es sobre comidas y países turísticos, considero q' [sic] {que} estos son demasiado interesantes y [tienen] muchas cosas por conocer.”

[M2.G2.SJ.ALISON]

“El inglés aunque no lo entienda tanto siempre me ha interesado aprenderlo ya que me parece que sin el inglés uno en otro país no se puede defender.”

[M2.G1.SJ.IVON.]

“Me gusta [el inglés] (...) también para viajar a otros (...) países.”

[M1.G1.SJ.AEON]

Secuencia: amazing place (Paris)

Publicación: [amazing place \(Paris\)](#)

Autor: ALISON

Fecha de publicación: 27 de septiembre de 2015 11:46 PM

Estado: Publicado

Paris is the capital of France and the France region. (...) the Paris metropolitan area is one of the engines of the global economy. Its GDP is the world's fifth largest urban areas within and is affordable to the GDP of small countries of the first world. The economy is extremely diverse Paris Climate maximum temperatures average around 25 ° C and 30 ° C and frequent storms. The first month of spring and autumn are mild I would like to live in this country that is a good economy and could work as an accountant but I gusta {like} el {the} weather

The participants state that they like to talk about other countries and cultures, about topics such as typical food and touristic places. Besides, the importance of speaking English as a resource at the moment of traveling abroad is a key factor that mobilized students investment in

the language learning process because it might facilitate them to accomplish their plans of traveling abroad.

In summary, investment is a phenomenon of exchanges in which the learner makes efforts to learn the language expecting to get a result that goes further than just speaking the language. In this case, the data showed that as a consequence of investing in learning the language, participants expect to accomplish the goals of their personal life, such as: accessing to cultural content and events: enjoying their favorite music in English, reading and learning about other countries and cultures as well as preparing for a future journey in a foreign country.

Participants' Relation to the Imagined Community. The physical or virtual encounters of participants with members of the imagined community (i.e., English speakers) and what they think about the target language community help to explain the learners' investment because the imagined community' social rules and demands influence investment in the learning process of the language (Chang, 2011; Norton, 2000; Norton & Gao, 2008; Norton & Toohey, 2004, 2011). It refers to the concept of imagined community defined as immaterial communities of people who are linked through their imagination, developing implicit and explicit rules and ways of behaving in possible interactional situations (Kanno & Norton, 2003; Wenger, 1998). The data showed that students perceived that people from the imagined community sound very different to them when speaking. Besides, they consider there are things that are right or wrong to say when speaking in English due to their perception of the imagined community rules of interaction:

“SGIRL1: Ahora a prepararnos para esa exposición, pero esa exposición ¿es como un noticiero? Es como decir heLLO! heLLO peoPLE! {Laughs}

IVON: Hello people, the news solecito, news solecito, no mentiras {Laugh} sunshine. No porque solecito es un nombre latino entonces no se puede.”

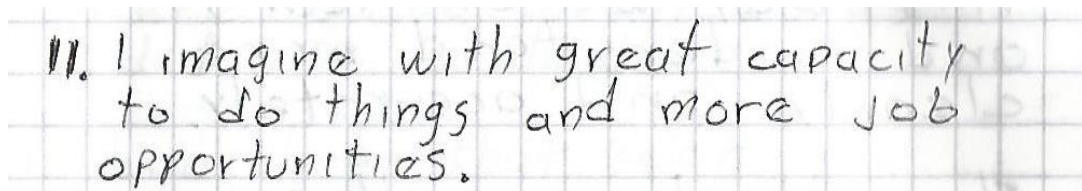
[M1.G1.FN.T.]

“AMELIA: Good morning! Welcome to Caracol TV in English {laughs}. We are going to start with the international news, and this is a social news so we start with IVON. Hello IVON (...)”

[M1.G1.FN.T.]

The participants changed the way they regularly pronounce words, stressing a specific syllable of the word. Also, they used Spanish words to name things when speaking in English, in this case, the news show. At the beginning, it was considered as inappropriate because they were supposed to speak in English. However, it was accepted as the right to use a Spanish word to name the news show later on. This kind of ambivalences between what is right or wrong are what Wenger (1998) refers to when explaining that the communities of practice negotiate the rules of behaving not only within the members of the CoP but also regarding the imagined community (a community of the imagination of the members of the CoP).

The participants also perceived the imagined community as a superior social group and considered that learning English with members of the imagined community may be the best option for them to reach this objective. The following excerpts illustrate these perceptions of the imagined community:



11. I imagine with great capacity to do things and more job opportunities.

[M1.G2.SJ.DWAYNE JOHNSON]

“Me imagino estas personas como q” [sic] {que} son muy inteligentes y saben arto [sic] {harto}”

[M2.G2.SJ.ALISON]

“La meta es poder estudiar inglés con extranjeros o en el extranjero para poder aprender muy bien el inglés.”

[M2.G1.SJ.IVON.]

“(…) cuando uno ve verdaderamente cómo hablan las personas que son de allá, son nativas, utilizan otras palabras para referirse a algunas cosas, y son cosas que a uno por lo general no le enseñan (…)”

[M2.G1.FG.AMELIA.]

The data showed that participants related the community of the English speaker with two different concepts. The first one refers to better conditions to work, it means that people who speak English have more job opportunities and the places where they live offer more benefits that the society to which the participants belong. The second one refers to qualities of English speakers, participants imagine that they are very intelligent and educated people. It is related to ideological power forces that determine which symbolic and material resources are valuable to have, and who can have access to them (Darvin & Norton, 2015). For that reason, speaking English becomes something worthy to invest in if the participants want to access to the benefits that the imagined community already experiences.

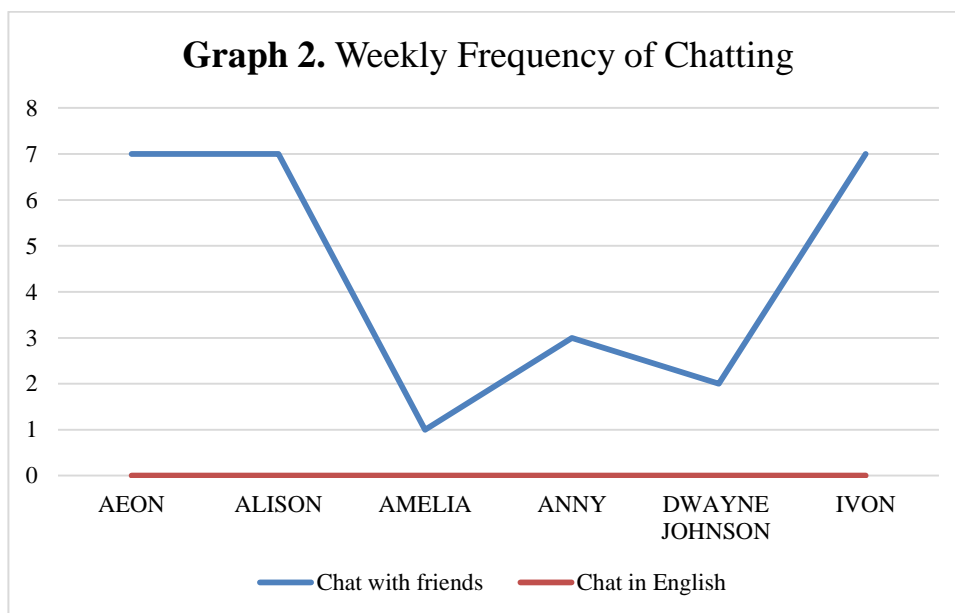
Besides, the participants considered that the best way to learn English is with people whose first language is English or studying abroad. It means that the participants would like to interact with members of the target community or travel for academic purposes what influences them to invest in the current learning process in order to succeed when they become part of the yearned community being able to construct the desire identity within it (Chang, 2011; Norton, 2000; Norton & Gao, 2008; Norton & Toohey, 2004, 2011). Participants understanding of the

imagined community has a direct impact in their investment in learning the language regarding what they think about the learning process of the language.

The members of the blended learning community of practice are characterized by not having contact with the imagined community. The data showed that students contact with members of the imagined community is none or very limited, as it is illustrated in the following excerpts:

I use the English basically to understand videos, TV, I don't have anybody to talk, because is difficult to find somebody who does.

[M2.G1.SJ.AMELIA]



[M1.G1&2.Q1.AEON, ALISON, AMELIA, ANNY, DWAYNE JOHNSON & IVON]

The graph shows that chatting with friends is a common activity for three participants who do it at least seven times a week. Two participants do it about two or three times a week and Amelia said she just does it once a week. However, chatting in English is a practice that is not part of the participants' routine and they said they never do it. This is related to what Wenger

(1998) states about imagined community as a community participants are only related to by the imagination, because there is not contact with it. The second excerpt of data, showed that the context of the blended community of practice does not provide students with opportunities to interact with members of the imagined community. Hence, students do not use to have contact with members of the community of English speakers.

Concluding, the relationship of participants to the imagined community influenced the participant's investment in the learning process. The participants' conception of the imagined community as a superior community whose members enjoy access to higher symbolic and material resources makes students to have the desire to speak the language. Consequently, participants decide to force themselves to sound like the imagined community should sound like when speaking in English, and to be accurate when choosing what words and what topics are worthy to speak about in English in order to be accepted by the imagined community. Lastly, the relationship to the imagined community takes place only in the student's imagination because they do not use to have contact with its members.

Category 3: Participants' Position towards English

The category refers to the participants' positions in the process of learning English inside an EFL blended learning CoP. It refers to the process of constructing subject positions as answers to power relationships within the social group (i.e., CoP) of the participants through discourse, mediated by contextual, cultural and historical issues (Soler, 2012). The data showed that participants assumed different positions during the development of the EFL blended learning course, when interacting in the foreign language in the CoP. This is related to Lam's (2000) understanding of the learning phenomenon experienced by learners when speaking in the foreign

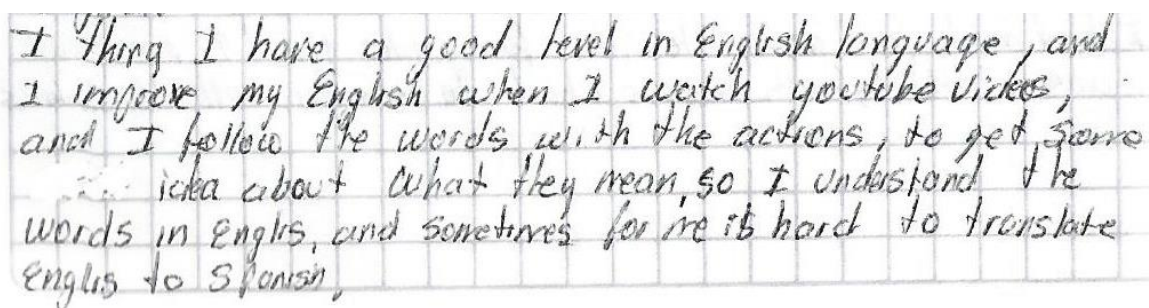
language, as a complex process of shaping and reshaping the self and the way to relate to the social world.

The analysis of the data showed that the participants had two marked, almost conflicting, positions towards English when interacting in the EFL blended learning community of practice: participants' positioning as language users and participants' resistance to use the language.

Participants' Positioning as Language Users. The analysis of data showed that participants recognized themselves as language users. Soler (2012) states that people can react to power dynamics whether accepting, rejecting, or rebelling against identities assumed and assigned in the interaction between members of the group. In this case, participants identified themselves as English students with certain skills regarding the use of the language as it is shown in the following excerpts:

“Bueno en lo personal, pues, me solté mucho, me ayudó a soltar mucho, porque yo no lo hacía, (...) bueno aquí me vine a soltar, y me siento más cómoda al hablar, puede que no pronuncie muy bien y me ponga nerviosa, pero me solté.”

[M2.G1.FG.AEON]



I think I have a good level in English language, and I improve my English when I watch youtube videos, and I follow the words with the actions, to get some idea about what they mean, so I understand the words in English, and sometimes for me it's hard to translate English to Spanish,

[M1.G1.SJ.AMELIA]

The participants refer to their abilities in English, and the way they feel about speaking this language. It is important to clarify the meaning of the Spanish expression *Me solté* in the first excerpt of data as becoming confident or skillful for doing a specific activity. The first

participant makes reference to the progress when participating in oral interactions, recognizing the weaknesses when pronouncing but she emphasized that she felt comfortable speaking in English. The second excerpt illustrates the participant's position regarding language level as a student whose language level is good; and the activities developed in order to practice the language. Andreouli (2010) explains that a positioning process legitimates, illegitimates, recognizes or not the voices of the participants in the interaction. Positioning as English students with a good English level, who are capable to speak in English in front of the other members of the CoP make the voice of those participants visible, and positions them as English users inside the CoP.

Data also showed that students were highly interested in learning and using the language in the CoP. The following excerpts illustrate participants' positioning inside the community of practice as students interested in learning and using the language:

“El inglés aunque no lo entienda tanto siempre me ha interesado aprenderlo”

[M2.G1.SJ.IVON]

“Me describo como una persona que quiero aprender un poco más (...) principalmente más en Inglés.”

[M1.G1.SJ.ALISON]

“(...) a veces tengo problemas con la gramática porque hay cosas que no me acuerdo, pero pienso que son importantes para poder aprender mejor y lo más relevante, es que me interesa aprender por completo (...)”

[M2.G1&2.Q.2.AMELIA]

The participants positioned themselves as interested in learning the foreign language regardless the difficulties they may face in the learning process. They are recognizing that

learning the language represents a challenge for them, but they keep their interest in learning the language. According to Davies and Harré (1999); and Van Langenhove and Harré (1999), when a subject positions, s/he builds a view of the world from that specific position; and locates him/herself and the members of the social group in a framework of rights and duties. In other words, when participants position as interested in learning the language they conceive English as a valuable skill in the world. In that sense, positioning as interested in learning English means also claiming the right to use the language inside the CoP and understanding the process of learning the language as a common duty among members of the CoP.

In conclusion, participants' positioning as language users is one of participants' position towards English. Participants positioned as English students capable to use the language inside the CoP even though they had some difficulties when doing it. Also, participants positioned themselves as interested in learning English, recognizing the importance of learning the language for the social world, conceiving the use of the language inside the CoP as a right, and learning the language as a common duty for all members of the CoP.

Participants' Resistance to Use the Language. Positioning in the EFL blended learning community of practice was a contradictory and multiple phenomenon (Norton, 2000). Hence, while some participants positioned as language users, other participants showed resistance to use the language when interacting in the CoP. The data showed that one of the four participants was not interested in learning the language:

“(...) pienso que si no aprendemos es por falta de actitud e interés en aprender. La metodología que maneja [en la clase] es muy buena; ya que si no aprendimos fue por falta de interés, porque los métodos manejados son excelentes. Dentro de mis planes aún no está aprender inglés (...)”

[M2.G2.SJ.ANNY]

“(…) en este momento no me he interesado por el Inglés, aún no, pero sí me parece súper importante aprender inglés, porque ya también en el mundo laboral lo exigen.”

[M2.G2.FG.ANNY]

“Sinceramente [me considero] regular porque no aprovecho mucho los medios que tengo para comprender el inglés.”

[M2.G2.Q2.ANNY]

The participant stated that learning English is not a current goal for her. Even though she considered the blended learning course as a good learning environment, and she recognized the importance of learning English in the professional world, she is not interested in learning English yet. It refers to the understanding of subject positioning as the result of conflict between power forces, shaped by history and culture (Foucault, 1972; Soler, 2012,). In other words, the participant understands the social status that is given to speaking English, but her thinking and particular position towards it is not being interested in learning the language. She resisted the power forces that impose the use of this language in the CoP and the world (Galvez, 2005, Tirado & Gálvez, 2007).

The analysis of data also showed that participants' difficulties when facing communicative situations in the foreign language inside the CoP, led them to assume a position of being unfamiliar with the language and feeling incapable to use English to communicate, as it is illustrated in the following excerpts:

“SGIRL3: Ahora socialicemos eso pero en inglés, pero no sé cómo.

ANNY: es que ese es el problema, ósea hablar eso abiertamente en inglés ósea en español fácil pero en inglés uno no sabe cómo. (...)

ANNY: Es que en Inglés no sabemos. (...)

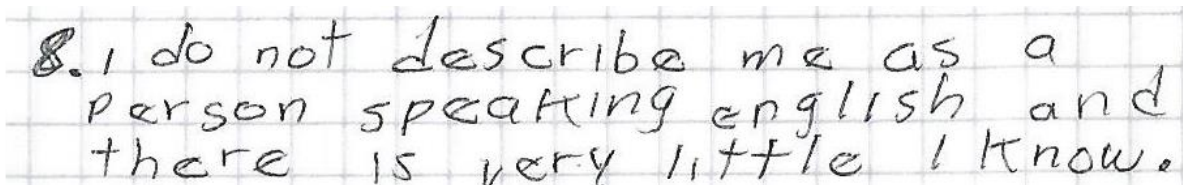
ANNY: O sino uno solo cuenta el problema. Es que uno no sabe todas las palabras como una las dice en español, en inglés.

SGIRL3: Claro es que en inglés todo es raro.”

[M2.G2.FN.T]

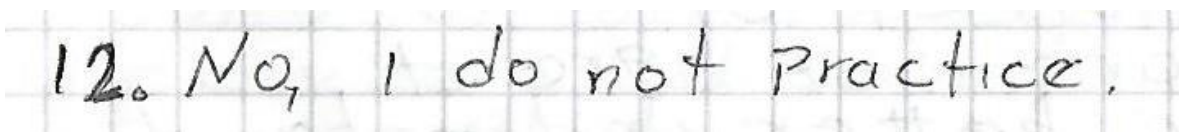
“(...) [interactúo] en inglés pues cuando estamos en clase de inglés, porque (...) de resto en las otras clases no, tanto así como hablar no, (...) tal vez palabras, solo palabras en inglés, (...) porque uno no sabe, digamos a mí se me dificulta para hablar (...) porque no sé cómo se dicen las palabras (...)”

[M2.G2.FG.ANNY]



8. I do not describe me as a person speaking english and there is very little I know.

[M1.G2.SJ. DWAYNE JOHNSON]



12. No, I do not practice.

[M1.G2.SJ. DWAYNE JOHNSON]

The participants positioned as non-English speakers, they did not consider themselves capable to use the language further than saying a few words. They also recognized that their use of the language is limited to the English classroom, and they emphasized the difficulties they face when interacting in English due to their lack of knowledge. Andreouli (2010) states that discourses produce specific positions or sets of categories subjects identify with. In this case, the participants are not identifying themselves as English speakers.

Another way participants resisted to use the foreign language was identified in the process of data analysis. Being a silent student was one of the changing identities (Castañeda, 2008; Norton 2000) of one participant in the EFL blended learning community of practice. This positioning is illustrated in the excerpts below:

“ALISON did not participate in the activity, she was sitting down at the back of the classroom outside the circle, behind her classmates, and she did not read because she did not write the paragraph.”

[M2.G2.FN.T]

“During this activity ALISON was sleeping in the classroom. She did not bring the news so she sat down to work with a friend who is actually working alone. The teacher asked her friend about it and she explained that ALISON works until very late at night she arrives home about 3 am and sleeps for a while before coming to class.”

[M2.G2.FN.T]

“trabajo de noche en horarios un poco regulares entro por hay [sic] {ahí} a las 8:30 y 9:00 pm hasta las 4:00 o 5:00 am. Cuando es entre semana, y los fines de semana trabajo hasta las 8:00 o 9:00 de la mañana.”

[M2.G2.SJ.ALISON]

“Adelanté mi vida muy rápido, a mis 15 años tube [sic] {tuve} mi primer bebé, tube [sic] {tuve} que trabajar en las noches y estudiar en el día para poder salir adelante con ella. (...) Actualmente sigo trabajando de noche y estudiando en la mañana y tarde según los horarios. (...) lastimosamente no era el momento pero se dio y pues estoy esperando otro bebé (...)”

[M2.G2.SJ.ALISON]

The data showed that the student was not active in some of the face to face encounters of the CoP because sometimes she did not do the homework that she was supposed to do in order to participate, and sometimes because she was very tired and could not stay awake in the class. Then, she was silent as a way of resisting to her unequal social conditions in the EFL blended CoP (Kim, 2014; Klassen, 1987, 1995; Weedon, 1997). Data also showed that the reason for her to position as a silent student inside the classroom was her long working hours at night until very early hours of the morning before coming to class. She had such a tough routine because she was economically responsible of her baby at the same time that she studied. It is related to the socio-cultural and historical conditions that shaped the participant's positioning inside the group that was constructed as the result of the power relationships in the CoP and in the social world (Foucault, 1972; Soler, 2012).

Concluding, contradictory subject positions were identified in the EFL blended learning community of practice towards English. Some participants resisted to use the language because they were not interested in learning English, even though they recognized the importance of English in the social world. They also positioned themselves as non-English speakers and emphasized their limitations at the moment of interacting in English. Also, being silent was a subject positioning phenomenon that occurred inside the CoP as a consequence of the power relationships between participants in the CoP and in the social world surrounding participants during the development of the course.

Category 4: Participants' Identities in the EFL Blended Learning Cop

This category refers to the different positions assumed by the participants regarding the EFL blended learning community of practice. It refers to Wenger (1998) definition of Communities of practice as dynamic and unpredictable social learning systems in which ongoing

negotiation of identity and cultural meaning take place. The analysis of the data showed that participants assumed positions as active members of the CoP, resisted to the dynamics of the CoP, and constructed an identity as professionals through the development of the blended learning course.

Participants' Positioning as Active Members of the Cop. Participants identified with the community and positioned as active members of the CoP. This relates to Wenger's (1998) concept of CoP as intrinsically related to the identity construction of subjects and communities, which are composed by human beings, who have an individual experience or personal competence that is constantly negotiated regarding the community competence causing identification or dis-identification with the community. The following excerpts illustrate how students recognized the importance of the blended component of the CoP in their learning process:

“Me parece una forma sencilla y práctica de presentar trabajos virtuales y un mejor manejo de las páginas.”

[M2.G2.Q1.ALISON]

“Con las actividades se aprende más, porque aunque uno vea la teoría, poniéndola en práctica se aprende más, y se evidencian las diferentes situaciones que se presentan en el idioma, y es más productivo (...) que estar llenando libros (...)”

[M2.G1.Q2. AMELIA]

“(...) nunca había tenido una actividad mixto, presencial y virtual, entonces me parece que las dos son muy importantes, porque lo virtual es mucho más activo, no es tan aburrido como la teoría.”

[M2.G1.FG.AEON.]

“(…) me pareció muy chévere las actividades de juegos, imágenes, etc., tanto virtuales como presenciales (…)”

[M2.G2.SJ.ANNY]

“Yo lo considero muy importante también porque tanto en plataforma como en clase (…)
son como de manera lúdica y eso (….) permite que uno entienda (…)”

[M2.G2.FG.DWAYNE JOHNSON]

“[Las actividades] son divertidas aunque hay cosas que se me dificultan como los exámenes”

[M2.G1.Q1.IVON]

The participants emphasized the importance of the blended learning approach in the process of learning English inside the CoP, considering that having access to a face to face and a virtual learning environment is an advantage for them. Participants identified with the EFL blended CoP participating in the activities of the CoP, showing engagement to the CoP (Wenger, 1998). Castañeda (2008) and Norton (1997) state that subject positioning has a contextual component in which it takes place. Hence, the participants' identification or dis-identification with CoP influences their subject positioning in this specific context.

Data also showed that participants were connected to the objective of the community of practice, what leads them to position as active participants of the CoP. The excerpts below illustrate the participant's understanding of the EFL blended community's objective:

“Bueno he aprendido muchas cosas quizás (Maybe) no lo recuerde en el momento para decirlo o escribirlo pero si lo veo plasmado en una hoja si lo recuerdo y lo escribo (…)”

[M2.G1.SJ.AEON]

“Con estas actividades en clase me siento muy bien ya que siento que aprendo demasiado y me supero a mí misma y demuestro a los demás q” *[sic]* {que} si puedo.”

[M2.G2.SJ.ALISON]

“Pues yo siento que he aprendido, más que todo despejando algunas dudas, (...) por ejemplo el going to y el will, porque se supone que los dos son para el futuro, pero uno decía, sí, pero cuando utilizo el will y cuando el going to. (...)”

[M2.G1.FG.AMELIA]

“#2 Video My Room

Mi sala, sí, el video consistía en describir una parte de mi casa (...) Fue divertido y me gustó ya que el curso me ayudó mucho y se me facilitó las cosas me las aprendí súper rápido.”

[M2.G1.SJ.IVON.]

The excerpts showed the participants' connection to the objective of the CoP (i.e., learning English). The participants mentioned they considered that they had learned different things inside the blended community of practice regarding English. It means that students identified with the domain of the CoP. It is related with Wenger's (1998) concept of domain as the common purpose or knowledge that brings people together to work towards an objective; and establishes a common area to determine membership, defines identification with the community, and what is worthy to be shared. In other words, participants positioned as active members of the CoP because they understood and shared the purpose of the EFL blended community of practice.

In sum, participants positioned in the EFL blended learning community of practice as active members of the CoP because they considered that having access to two different learning environments was important (face to face encounters in the classroom and the virtual

environment). Besides, participants' connection to the domain of the CoP led them to position as active members of the community of practice.

Participants' Resistance to the Dynamics of the Cop. Participants resisted to the dynamics of the CoP due to the particular characteristics of this EFL blended learning community of practice. It relates to the consideration of community of practices as not harmonic or predictable social groups because its members, who are determined by a common practice, do not necessarily share location, identities, previous knowledge, socio-economic and cultural background (Cox, 2005; Roberts, 2006). The following excerpts show some of the conflicts or difficulties that the participants experienced in the dynamic of the CoP and their feelings about it:

“Mi participación en la plataforma, voy a confesar que a veces me da pereza, bueno no pereza sino [que] (...) [el problema es] el tiempo, porque pues mi computador tiene algunos problemas y muchas veces no me deja enviar los trabajos a tiempo. (...) lo que no me gusto de lo virtual fueron los videos, porque tocaba subirlos a YouTube y ponerlos en público y pues todo el mundo lo va a ver, entonces, yo pensaba quitarlo cuando terminara el curso pero ya no puedo porque perdí mi cuenta (...)”

[M2.G1.FG.AEON.]

“(...) no sé porque pero no me gusta hacer videos o tomarme fotos, (...), supongamos una foto para recuerdo, ¡ay no! no me parece que sea relevante (...) y los videos pues es que (...) no es cómodo, bueno para mí no es cómodo hacerlo y el problema era que el video era como en un periodo de tiempo más cortito, entonces si uno habla normalmente, pues si ya se me dificulta en español, pues en inglés es más difícil (...)”

[M2.G1.FG.AMELIA]

“En algunos casos se me dificulta escribir y pronunciar de manera correcta las frases o palabras que se solicitan”

[M1.G2.Q1. DWAYNE JOHNSON]

“Si, en ocasiones no entiendo las guías ya que la he desarrollado pero no hay que mandarlas.”

[M1.G1.Q1.IVON]

Participants emphasized the difficulties they had with some of the activities of the CoP such as talking about a specific topic in English, recording and sending videos, doing workshops and other activities of the CoP. The data showed that participants' difficulties were caused by their lack of good technological resources and knowledge, their own opinions or feelings about certain types of activities such as recording videos, their lack of knowledge in the language, and the criteria for the development of the activities in the CoP. It relates to the different socio-economic and cultural backgrounds of participants that do not allow them to adapt or adopt uniformly the dynamics of the CoP, making them to show resistance to some of the dynamics of the CoP due to their diverse and multiple identities (Cox, 2005; Norton, 2000; Roberts, 2006). This phenomenon is also related to the process of identification and dis-identification described by Wenger (1998) in which alignment to implicit and explicit rules, behaviors or methods of the community can occur through negotiation. In this case, participants resist those behaviors or methods of the community showing dis-identification with them.

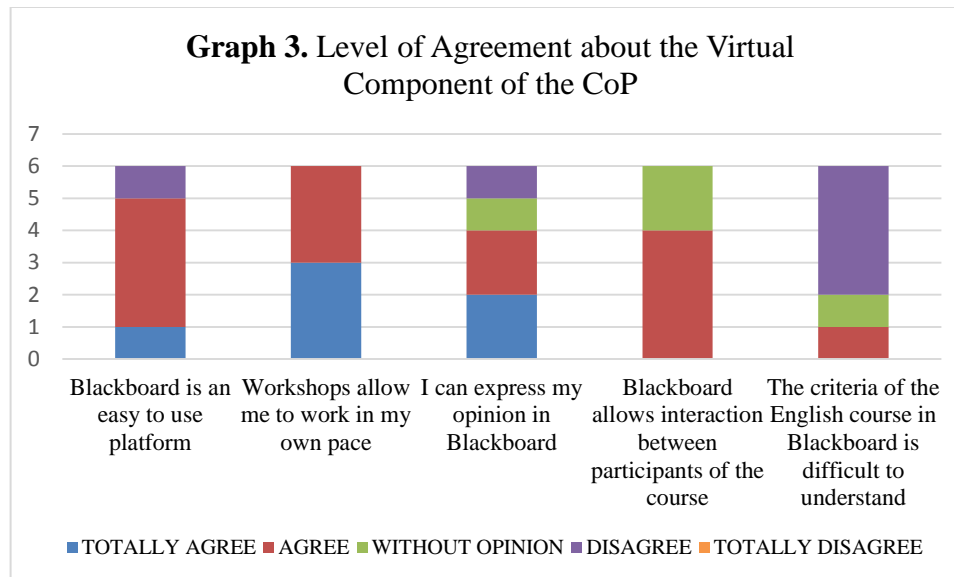
The analysis of data also showed that participants' perception of the technological component of the CoP regarding level of difficulty, flexibility, freedom and interaction was not a common trait among participants, and they differed in their opinions about it as it is illustrated below:

“Las personas hacen un esfuerzo para poder expresar su opinión y lo intentan”

[M2.G1.Q2.AMELIA]

“(…) Al inicio tuve dificultades porque no sabía cómo desarrollar las actividades, pero observando y analizando comprendí que debía hacer.”

[M1.G2.Q1.ANNY]



The graph shows the participants degree of agreement regarding different characteristics of the virtual component of the course. Most of the participants agreed that Blackboard is an easy platform to use and one participant totally agreed about it. However, one participant disagreed with this characteristic of the platform. About workshops, all participants considered that workshops allow them to work in their own pace. Two participants totally agreed and two participants agreed with the statement “I can express my own opinion in Blackboard”, one participant did not have an opinion about this aspect of the platform; and one participant disagreed. To the statement “Blackboard allows interaction between participants of the course”, the majority of participants agreed with it. Nevertheless, two participants did not have a prevailing opinion about it. Lastly, one participant considered that the criteria of the English

course in Blackboard was difficult to understand, another student did not have an opinion about it; and four of the participants disagreed with that statement.

The participants showed different positions towards the level of difficulty, flexibility, freedom, and interaction of the virtual component of the community of practice as it was observed above. It obeys to the different experiences that each participant had inside the blended CoP in the process of learning English, the different backgrounds and multiple identities of the participants (Cox, 2005; Norton, 2000; Roberts, 2006).

To summarize, participants adopted changing and contradictory identities (Castañeda, 2008; Norton, 2000) in the EFL blended learning CoP. Participants positioned as active members of the community of practice who identified the importance of the blended characteristic of the CoP and identified with the domain of the CoP. However, participants resisted to the dynamics of the CoP, and differed in their perception of the technological component of the CoP regarding level of difficulty, flexibility, freedom, and interaction, showing in the first case dis-identification with the dynamics of the CoP and in the second case the different experiences and multiple identities of participants inside the CoP.

Participants Constructing an Identity as Professionals. While interacting in the CoP, participants were learning English and integrating some components of the main area of knowledge in their technological program (i.e., Accountancy and Finance). The following excerpts show participants' interactions and feelings when talking about their topic of expertise in English:

“SGIRL1: Hello! Payroll, number one manager, salary basic [*sic*] five million one hundred fifty four hundred.../ (...)

ALISON: three hundred eight thousand three hundred twenty-three. (???) (...) Pension forty percent: four hundred three thousand one hundred ninety two. Coopera.../ {look at the teacher looking for help}

T: Cooperative

ALISON: cooperative three percent: one hundred fifty four thousand six hundred. (...) Net paid: four million three hundred ninety thousand two hundred fifty six.(...) {When the teacher asked them to stop there (...) Alison said: “yo quería hablar más, me quedó gustando”}}

[M1.G2.FN.T]

“AMELIA, SBOY1 and IVON’s group presentation of the payroll showed that they prepared it very good and practiced how to present it in English, they brought a poster and all of them were able to explain the processes and to read the resulting numbers in English. They were confident of what they were saying. They only had some problems with the pronunciation of some words like “payroll, thirty, and percent.”

[M1.G1.FN.T]

Participants seemed to like to talk about their topic of expertise in English, they felt confident and did very good oral presentations of the payrolls. It refers to the concept of subject positioning as the result of power circulation (Andreouli, 2010; Slocum-Bradley, 2009). In this case, power circulates from the teacher to the students, who are in a higher power position than the teacher when talking about Accountancy and Finance, what leads them to position as the experts in the topic and influences their investment in the activity.

Data also showed that participants had different positions regarding their professional development. Although all of them were involved in an Accountancy and Finance technological

program not all of them were interested in continuing studying this area of knowledge. The following excerpts illustrates participants' positions towards their professional development:

“Mis metas son terminar mis estudios (...) y certificarme de tecnóloga para conseguir un trabajo y pagar mi estudio y seguir con la contabilidad.”

[M2.G2.SJ.AEON]

“(...) me gustaría ser una contadora”

[M2.G1.SJ.IVON]

“(...) dentro de mis metas está terminar el tecnólogo satisfactoriamente y después de eso realizar un curso de manicure y pedicure (...)”

[M2.G2.SJ.ANNY]

Secuencia: INTRODUCING YOURSELF

Publicación: [INTRODUCING YOURSELF](#)

Autor: DWAYNE JOHNSON

Fecha de publicación: 28 de septiembre de 2015 08:24 PM

Estado: Publicado

<https://drive.google.com/open?id=0BzSLn6J6WqdoZmR0c3INGs>

“Hello, my name is DWAYNE JOHNSON. I am nineteen years old. I am from La Plata, Huila. (...) I don't like accounting {mispronounced}. (...)”

[Responder](#) [Espacio](#) [Marcar como no leído](#)

[M1.G2.SA.DWAYNE JOHNSON]

Secuencia: AMAZING PLACE

Publicación: [AMAZING PLACE](#)

Autor: DWAYNE JOHNSON

Fecha de publicación: 27 de septiembre de 2015 06:58 PM

Estado: Publicado

MY AMAZING PLACE IS BELIN (GERMANY)

It is the capital of Germany and one of the sixteen German states. Founded in 1237 as Collin. (...)

- If lived in Belin tha race [sic] would study would be in [sic] engineering and is one of the most sought after [sic] and best paid in the country.

[Responder](#) [Espacio](#) [Marcar como no leído](#)



[M1.G2.SA.DWAYNE JOHNSON.]

The first excerpts show the participants' willingness to continue studying Accountancy and Finance after finishing their technological studies. The last excerpts show participants' desire of changing their professional field. While some participants positioned as future Accountants, others positioned discursively as not interested in continuing their studies on this area. It relates to participants changing identities (Castañeda, 2008; Norton, 2000) which are constructed in a discursive context and are dynamic, multiple, contradictory and suitable to be transformed through time.

To summarize, participants' discursively constructed their changing identities as professionals in the interactional dynamics of the CoP in three main ways: positioning as experts when talking about their topic of expertise, positioning as future Accountants, and non-identifying with Accountancy and Finance as professional fields to continue studying in the future.

In this chapter, the data analysis and findings of the research were presented. Each category that arose from the data analysis was defined, characterized and discussed in the light of theory, showing excerpts of data collected through the different instruments in order to support them. On the one hand, *Investment through negotiation of meaning and power inside the blended CoP* and *Investing to transform oneself and his/her reality*. On the other hand, the different *Participants' positions towards English* and *Participants' identities in the EFL blended learning CoP*. In the next chapter, the conclusions that can be drawn based on the analysis of data and the implications of the findings are presented.

CHAPTER 5

Conclusions and Implications

This chapter deals with the main conclusions of the study based on the findings that emerged from the process of data analysis. It also presents the implications of the research for the ELT community in Colombia, specifically when teaching English as a foreign language in blended learning environments; for the institution where the research project was carried out, and for the participants of the study. The limitations of the study and some suggestions for further research are also presented in this chapter.

Conclusions

This post-structuralist qualitative case study aimed to characterize the role of accountancy and finance technology students' investment in an EFL blended learning community of practice; and describe the students' positioning in the interactional processes occurring inside the CoP. In response to the first research question: What is the role of Accountancy and Finance students' investment in an EFL blended learning community of practice at a Public Technological Institution in Bogota? The data showed that participants' investment occurred through the negotiation of meaning and power inside the CoP; also participants invested in order to transform themselves and their reality.

As to the first concern, the data showed that participants negotiated meaning and power inside the CoP in two main ways. First, the previous teacher-students, and students-students power relationships of participants in EFL learning processes, the previous knowledge, contact to the target language, and technological skills were experiences that the participants brought into the community to be negotiated in terms of power relationships inside the CoP when investing in the different activities of the community in order to learn English. Second, participants negotiated meaning and power relationships accepting, adopting or adapting regulations of

interaction in the CoP (Soler, 2012; Wegner, 1998). Using English in their face to face and online interactions and having permission to miss face to face classes in order to attend job interviews were two institutional policies that were well accepted by the participants. Responding to negative comments of some participants, commenting only on the activities of participants that belonged to the same face to face group, limiting the number of participations to the ones required by the teacher, giving peer feedback, asking for help, and making agreements between students before arriving in class about what to do and what to avoid when interacting in the classroom, were regulations established by the participants in the EFL blended learning CoP when investing in learning English.

As to the second concern, participants' desire to learn/use the language is mediated by three main factors: First, considering English as a useful and valuable resource that may allow participants to obtain higher salaries than non-English speakers in the job market; and assuming that having English skills will help to reach a successful professional development constituted a reason for participants to invest in learning the language in order to increase their economic capital (Norton, 1995). Second, having access to cultural content, attending cultural events, and preparing for a future trip abroad, constituted reasons for participants to invest in learning the language in order to accomplish personal goals through learning English. Third, participants' relation to the imagined community influenced their investment in the learning process because participants considered the imagined community as a group of people with better symbolic and material resources; participants tried to sound as they considered an English speaker should sound like when using the language; and carefully chose what could be said or not in English based on what they considered may be accepted by the imagined community of English

speakers, which was only a community of the imagination due to participants' lack of contact with its members (Kanno & Norton, 2003; Wenger, 1998).

With regards to the second research question: How are Accountancy and Finance students positioning in an EFL blended learning community of practice at a Public Technological Institution in Bogota?, the data revealed two key aspects: participants positioning towards English and participants' identities in the EFL blended learning CoP.

Concerning participants' positioning towards English, there were two main ways of subject positioning identified in the data analysis. First, participants positioned as English students who were able to use the language inside the CoP and who were interested in learning English because of the importance of this language in the social world. Thus, participants positioned as language users. Second, not being interested in learning the language, positioning as non-English speakers in interactional situations of the CoP, and being silent were three ways in which participant's positioning was shown to be resistant to use the language as a result of power relationships in the CoP and in the participants' context (Soler, 2012).

In relation to participants identities in the EFL blended learning CoP, the data showed three different and contradictory ways of participants positioning (Norton, 2000). First, considering important the possibility to access to two different learning environments and being connected to the domain of the CoP were two aspects that led participants to position as active members of the CoP (Wenger, 1998). Second, participants had different perceptions of the technological component of the CoP regarding level of difficulty, flexibility, freedom and interaction and had some difficulties developing certain activities that caused dis-identification with some dynamics of the CoP. This led them to show resistance to those dynamics of the CoP. Third, positioning as experts when talking about their topic of expertise in the CoP, positioning

as future Accountants, and non-identifying with Accountancy and Finance as a professional field were discursive constructions of participants' changing identities as professionals that took place in the EFL blended learning CoP.

In sum, Accountancy and Finance technologist students, who participated in this research study, discursively constructed their identities in the EFL blended learning community of practice investing in learning English through negotiation of meaning and power regarding their previous experiences and the regulations of interaction in the CoP as well as investing to transform themselves and their reality in order to increase their economic capital, and accomplish personal goals; based on their relation to the imagined community. In the same way, participants positioned towards English as language users or resisted to use the language. They also positioned as active members of the CoP, resisted to the dynamics of the CoP; and constructed an identity as professionals showing dynamic, multiple and contradictory identities when investing in learning English as a foreign language in this particular blended learning context.

Implications

Different implications arise after carrying out this research study. Implications for the ELT community in Colombia specifically regarding the teaching of English as a foreign language in blended learning environments will be presented at the beginning of this section; then, the implications for the institution where the study was developed, and for the participants of the study will be considered. Lastly, the implications for me as an EFL teacher and a novice researcher will close this section of the chapter.

Carrying out this research project seeking for comprehending students' investment and subject positioning under a post-structuralist perspective; and understanding the language learning process as a social construction of the subject implies for the ELT community in this

country to consider the role of students' investment in their language learning process in a context where English is not used in the daily-life activities of the learners, being considered a foreign language; a changing perspective towards English teaching, understanding the active role of students in the discursive construction of language learning situations as subjects who assume positions and are positioned by others (Norton, 1997), with the agency to accept, adapt, adopt or resist any position or regulation that might exist in the community of practice (Wenger, 1998). Also, this study presents the necessity of understanding the language learning environments (classrooms, VLEs, or both) as alive human organizations that become communities of practice of the language, self-organizing and regulating in order to reach the main objective of the CoP: learning English in this particular case. For that reason, it is also important for modern languages programs and other languages teaching programs in our country to promote the adoption of socio-constructivist perspectives of teaching in the new and changing learning environments, looking forward the future of language teaching in our country, and enriching the new language teachers' practices with the advantages of e-learning and blended learning alternatives.

With regards to the institution where the study was developed, this research has several implications. First, the institution might consider the advantages offered by the blended environment for participants to practice and learn English, expand and strengthen the existing EFL blended learning courses in the institution. Second, conceiving the students of the institution as subjects who position discursively, construct changing identities in the process of learning English and identify or not with the community of practice; based on the power relationships inside the CoP and the unequitable socio-economic conditions among members of the CoP might lead to make decisions regarding institutional policies and resources that will guarantee equitable conditions for students to face the language learning process in a blended learning CoP. Third,

understanding that students' investment in learning English is related to the historical, socio-cultural and economic context of students (Norton, 1997), realizing the lack of contact of students with the imagined community, and considering students' interest in having access to higher symbolic and material resources that they consider the imagined community of English speakers already enjoy, presents for the institution the challenge of providing cultural exchanging environments between students and members of the target community as well as access to cultural capital that might enrich the learners identities as English users.

For the participants of the study, it is important that they continue their learning process of the language as a construction of their own identity as future professionals in the different areas they are interested in. Also, maintaining the strategies they developed in order to learn English inside the CoP and developing new ones when facing new learning contexts will be useful for them to improve their language level when interacting in English. This study also highlights the importance for participants to seek for face to face or online spaces to continue practicing and using the language, becoming part of other English communities of practice. Finally, as future professionals in a world that requires English in order to get to certain job positions, participants need to continue investing in their language learning process bearing in mind their individual reasons to learn the language.

Concerning me as an English teacher and a novice researcher, during the time the study was carried out, I had the opportunity to self-reflect about my own pedagogical practice, and my role as a teacher of English as a foreign language in Colombia. I could realize the high emotional charge that exists in the relationship between teacher-student and student-student, at any time and any kind of interaction (face to face or virtual interaction). I understood that allowing power circulation in the classroom, giving freedom to students to participate, having a helping and

encouraging attitude towards those students who do not feel confident to use the language were highly valued by the participants and made the difference for them in this blended learning community of practice. Also, I realized the unbreakable relationship between the past, present, and future of the students as well as their ideological affiliations with their investment in learning the language, it made me more conscious of the diverse socio-cultural and economic conditions of my students and how it was represented when they positioned discursively. Through this research, I could see my students as integral and unique human beings whose processes of learning English, goes far beyond comprehending a grammar rule or conjugating a verb correctly. Actually, I learned to value each effort made by my students to use the language participating in the activities of the CoP understanding those efforts as little steps for them to reach their life objectives and construct their own identities.

Finally, based on this first research experience, now I consider my students' strategies to face interactional situations in English (e.g., peer-help and peer-feedback) and other strategies such as agreements of not asking questions to one another as exhibitions of their investment to learn the language and signs of their subject positioning in the communicative situation, realizing that the power and meaning negotiation in the language classroom is a phenomenon that might be understood as an ongoing construction of each learner's identity and a co-construction of the community of practice.

Limitations of the Study

The limitations presented when conducting this study were mainly related to two factors. First, time. The EFL blended learning course, module 1 and module 2, consisted of one month calendar of classes each one with two face to face encounters a week in sessions of three hours length. However, missing sessions was an issue to deal with as there were some institutional

activities sometimes for students, sometimes for teachers, and even infrastructure situations which did not allow us to have the regular class sessions. In order to overcome this limitation, other instruments (i.e., questionnaires, focus group, students' artifacts, students' journals) were designed to collect information regarding participants interaction in the face to face encounters of the EFL blended learning CoP. Second, not all participants attended to the focus group session. Even though the focus group was settled considering the time participants were available to attend to it without affecting other classes. Two of the participants did not attend to the focus group session. This limitation was overcome collecting data regarding the topics discussed during the focus group in the students' journals.

Further Research

This study allowed the comprehension of the role of students' investment and subject positioning in an EFL blended learning community of practice in a technological Educational level of a public institution in Bogota, Colombia. Hence, it would be interested to conduct further studies on this field in other EFL blended learning communities in the country, to expand the comprehension of investment and subject positioning of Colombian students in English learning environments.

Some possible further research on investment and subject positioning would deal with how EFL learners in Colombia approach free online communities of practice in order to learn the language and how knowledge and identity are constructed under a context of 100% volunteer participation. Also, it would be highly interesting to study Colombian students' relation to the imagined community of English speakers in the different levels of the public Colombian education system.

Another interesting research about investment and subject positioning in EFL blended learning communities of practice would be to conduct an ethnographic research getting immersed in an EFL blended community as a participant-observer, getting involved in each activity of the CoP, attending all the face to face encounters and experiencing the online activities from the learners' perspective.

A comparative case study between EFL and ESL blended learning communities of practice would be worthy to comprehend the role of investment and subject positioning of English learners in those two different contexts regarding their relation to the imagined community.

References

- Agrifoglio, R. (2015). Communities of Practice. In R. Agrifoglio (Ed.), *Knowledge Preservation through Community of Practice* (pp. 25-46). DOI: 10.1007/978-3-319-22234-9.
- Alonso, F., López, G., Manrique, D., & Viñes, J. (2005). An instructional model for web-based e-learning education with a blended learning process approach. *British Journal of Educational Technology*, 36 (2), 217-235.
- Amin, A., & Roberts, J. (2008). Knowing in action: Beyond communities of practice. *Research Policy*, 37, 353–369.
- Andreouli, E. (2010). Identity, Positioning and Self-Other Relations. *Papers on Social Representations*, 19 (1), 1-13.
- Ardichvili, A., Maurer, M., Li, W., Wentling, T., & Stuedemann, R. (2006). Cultural influences on knowledge sharing through online communities of practice. *Journal of Knowledge Management*, 10 (1), 94–107.
- Ardichvili, A., Page, V., & Wentling, T. (2003). Motivation and barriers to participation in virtual knowledge-sharing communities of practice. *Journal of knowledge management*, 7 (1), 64–77.
- Asoodar, M., Atai, M., Vaezi, S., & Marandi, S. (2014). Examining effectiveness of communities of practice in online English for academic purposes (EAP) assessment in virtual classes. *Computers & Education*, 70, 291–300.
- Baker, L. (2006). Observation: A complex research method. *Library Trends*, 55 (1), 171-189.
- Barthes, R. (1982). *A Barthes Reader*. New York: Hill and Wang

- Bauman, Z. (1992). *Intimations of modernity*. London: Routledge.
- Baxter, J. (2003). *Positioning gender in discourse: a feminist methodology*. New York: Palgrave Mac-Millan.
- Bell, J. (2005). *Doing your Research Project*. New York: Open University Press.
- Bersin, J. (2004). *The blended learning book: Best practices, proven methodologies, and lessons learned*. San Francisco, CA: John Wiley & Sons, Inc.
- Bourdieu, P. (1987). What makes a social class? On the theoretical and practical existence of groups. *Berkeley Journal of Sociology*, 32, 1-17.
- Bourdieu, P., & Passeron J. (1977). *Reproduction in education, society, and culture*. Beverley Hills, CA: Sage Publications.
- Burns, A. (2003). *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- Canales, H., & García, F. (2008). Communication Software Laboratory - E-learning Platforms. Retrieved October 23, 2015, from <http://www.it.uc3m.es/rueda/lsc/trabajos/curso07-08/E-learning%20platforms-HomeroCanales-FernandoGarcia.pdf>
- Castañeda, H. (2008). "I said it" I'm first: Gender and language gender identities. *Colombian Applied linguistics Journal*, 10, 112-125.
- Castañeda, H. (2010). The next teacher is going to be... Tereza Rico: Exploring gender positioning in an all-girl preschool classroom. *Magis, Revista Internacional de Investigación en Educación*, 3 (5), 107-124.
- Chang, Y. (2011). Picking One's Battles: NNEST Doctoral Students' Imagined Communities and Selections of Investment. *Journal of Language, Identity, and Education*, 10, 213-230.

Chapetón, C. M. (2007). *Literacy as a Resource to Build Resiliency*. Bogotá: Fondo Editorial Universidad Pedagógica Nacional.

Cohen, L., & Manion, L. (1994). *Research Methods in Education*. London: Routledge.

Corbin, J. & Strauss, A. (2008). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. 3rd Edition. Thousand Oaks, CA: Sage.

Cox, A. (2005). What are communities of practice? A comparative review of four seminal works. *Journal of Information Science*, 31 (6), 527–540.

Cuasialpud, R. (2010). Indigenous Students' Attitudes towards Learning English through a Virtual Program: A Study in a Colombian Public University. *PROFILE*, 12 (2), 133-152.

Dang, T., & Robertson, M. (2010). Impacts of Learning Management System on Learner Autonomy in EFL Learning. *International Education Studies*, 3 (3), 3-11.

Darvin, R. & Norton, B. (2015). Identity and a model of investment in applied linguistics. *Annual Review of Applied Linguistics*, 35, 36-56.

Davies, B., & Harré, R. (1990). Positioning: The discursive production of selves. *Journal for the Theory of Social Behaviour*, 20 (1), 43-63.

Davies, B., & Harré, R. (1999). Positioning and Personhood. In L. Van Langehove, & R. Harré (Eds.), *Positioning Theory: moral context of intentional action* (pp. 32-52). Oxford: Blackwell.

Dillenbourg, P. (2000). EUN conference 2000: «learning in the new millennium: building new education strategies for schools – workshop on Virtual learning Environments. *University of Geneva*. Retrieved October 23, 2015, from <http://tecfa.unige.ch/tecfa/publicat/dil-papers-2/Dil.7.5.18.pdf>

Dirección de formación profesional integral SENA. (2013). *Proyecto educativo institucional*.

Retrieved February 4, 2016, from

http://campusvirtualesf.org/blogcsf/blog_2014/PEI_SENA.pdf

Dubé, L., Bourhis, A., & Jacob, R. (2006). Towards a typology of virtual communities of practice. *Interdisciplinary Journal of Information, Knowledge, and Management*, 1, 69–93.

Duranti, A. & Goodwin, C. (1992). Rethinking context: An introduction. *Rethinking context: Language as an interactive phenomenon* (pp. 1-42). New York: Cambridge University Press.

Duveen, G. (1993). The development of social representations of gender. *Papers on Social Representations*, 2 (3), 171-177.

Duveen, G. (2001). Representations, identities, resistance. In K. Deaux & G. Philogène (Eds.), *Representations of the Social* (pp. 257-270). Oxford: Blackwell.

Duveen, G., & Lloyd, B. (1986). The significance of social identities. *British Journal of Social Psychology*, 25, 219-230.

Duveen, G., & Lloyd, B. (1990). A semiotic analysis of the development of social representations of gender. In G. Duveen & B. Lloyd (Eds.), *Social Representations and the Development of Knowledge* (pp.27-46). Cambridge: Cambridge University Press.

Ellis, R. (2000). Task-based research and language pedagogy. *Language Teaching Research*, 4 (3), 193-220.

Fischer, G. (2001). "Communities of interest: Learning through the interaction of multiple knowledge systems". *24th Annual Information Systems Research Seminar in Scandinavia -*

IRIS'24- (pp. 1–13). Retrieved January 12, 2017, from <http://13d.cs.colorado.edu/~gerhard/papers/iris24.pdf>

Foucault, M. (1972). *The Archaeology of Knowledge*. New York: Pantheon Books.

Foucault, M., & Miskowiec, J. (1986). Of Other Spaces. *Diatritics*, 16 (1), 22-27.

Gálvez, A. (2005). Sociabilidad en la pantalla. Un estudio de la interacción en los entornos virtuales. *AIBR. Revista de Antropología Iberoamericana*, 1-29.

Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: computer conferencing in higher education. *The Internet and Higher Education*, 2 (2), 87–105.

Gergen, M., & Gergen, K. J. (2003). *Social construction: A reader*. London: Sage.

Gherardi, S. (2000). Practice-based theorizing on learning and knowing in organizations: An introduction. *Organization*, 7 (2), 211–223.

Gómez, J. (2012). Language learners' identities in EFL settings: resistance and power through discourse. *Colombian Applied Linguistics Journal*, 14 (1), 60-76.

Handley, K., Sturdy, A., Fincham, R., & Clark, T. (2006). Within and beyond communities of practice: Making sense of learning through participation, identity and practice. *Journal of Management Studies*, 43 (3), 641–653.

Harasim, L. (2000). Shift happens: Online education as a new paradigm in learning. *The Internet and Higher Education*, 2, 41–61.

Harré, R., & Van Langenhove, L. (1999). The dynamics of social episodes. In R. Harré, & L. Van Langenhove (Eds.), *Positioning theory: Moral contexts of intentional action* (pp.1-13). Oxford: Blackwell.

- Hollway, W. (1984). Gender difference and the production of subjectivity. In C. Urwin, C. Venn, J. Henriques, V. Walkerdine, & W. Hollway (Eds.), *Changing the subject: Psychology, social regulation and subjectivity* (pp.27-263). London: Methuen.
- Isiguzel, B. (2014). The blended learning environment on the foreign language learning process: A Balance for Motivation and Achievement. *Turkish Online Journal of Distance Education*, 15 (3), 108-121.
- Ivanic, R. (2006). Language, learning and identification. In R. Kiely, P. Rea-Dickens, H. Woodfield, & G. Clibbon (Eds.), *Language, Culture and Identity in Applied Linguistics* (pp.7-29). UK: Equinox.
- Jimenez, J. (2007). (I)literate Identities in Adult Basic Education: A Case Study of a Latino Woman in an ESOL and Computer Literacy Class. *Colombian Applied Linguistics Journal*, 9, 25-43.
- Johnson, B., & Christensen, L. (2004). *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. USA: Pearson Education, Inc.
- Kanno, Y., & Norton, B. (2003). Imagined communities and educational possibilities: Introduction. *Journal of Language, Identity, & Education*, 2 (4), 241–249.
- Keller, M., & Back, A. (2004). Blended learning. In A. Back, H. Osterle, R. Winter, & W. Brenner (Eds.), *Blended-Learning-Projekte im Unternehmen* (pp. 9-25). St. Gallen: Institut für Wirtschaftsinformatik.
- Kim, H. Y. (2014). Learner investment, identity, and resistance to second language pragmatic norms. *System*, 45, 92-102.

- Klassen, C. (1987). *Language and literacy learning: The adult immigrant's account* (Master's thesis). Retrieved December 10, 2016, from ERIC. (ED343449).
- Lam, W. (2000). L2 literacy and the design of the self: A case study of a teenager writing on the Internet. *TESOL Quarterly*, 34 (3), 457-481.
- Lave, J., & Wenger, E. (1991). *Situated learning: legitimate peripheral participation*. Cambridge: Cambridge University Press.
- Lenchuk, I., & Ahmed, A. (2013). Teaching Pragmatic Competence: A Journey from Teaching Cultural Facts to Teaching Cultural Awareness. *TESL Canada Journal*, 30 (7), 82-97.
- Li, L., Grimshaw, J., Nielsen, C., Judd, M., Coyte, P., & Graham, I. (2009). Use of communities of practice in business and health care sectors: A systematic review. *Implementation Science*, 4 (27), 1–9.
- Lock, A., & Strong, T. (2010). *Social constructionism: Sources and stirrings in theory and practice*. Cambridge, MA: Cambridge University Press.
- Lucas, M., & Moreira, A. (2009). Bridging Formal and Informal Learning – A Case Study on Students' Perceptions of the Use of Social Networking Tools. In U. Cress, V. Dimitrova, M. Specht (Eds.), *Learning in the Synergy of Multiple Disciplines* (pp. 325-337). Germany: Springer.
- Lyotard, J. F. (1984). *The Postmodern Condition: A Report on Knowledge*. Minneapolis: the University of Minnesota press.
- Mackey, A. & Gass, S. (2005). *Second language Research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Marshall, C. & Rossman, G. (1999). *Designing Qualitative Research*. 3rd Edition. Thousand Oaks, CA: Sage.

- McDermott, R. (1999). Why information technology inspired but cannot deliver knowledge management. *California Management Review*, 41 (4), 103–117.
- Merriam, S.B. (1998). *Qualitative Research and Case Study Applications in Education*. San Francisco: Jossey-Bass.
- Metallo, C. (2007). *L'organizzazione del lavoro a distanza*. Torino: Giappichelli Editore.
- Ministerio de Educación Nacional. (2006). Educación: Visión 2019. Retrieved September 4, 2016, from http://www.mineducacion.gov.co/1621/articles-122719_archivo_pdf.pdf
- Ministerio de Educación Nacional. (2014). Colombia very well!. Programa Nacional de Inglés 2015-2025. Retrieved August 16, 2016, from http://www.colombiaaprende.edu.co/html/micrositios/1752/articles-343287_recurso_1.pdf
- Murday, K., Ushida, E., & Chenoweth, N. (2006). Student learning in hybrid French and Spanish courses: An overview of language online. *CALICO*, 24 (1), 115-145.
- Murday, K., Ushida, E., & Chenoweth, N. (2008). Learners' and teachers' perspectives on language online. *Computer Assisted Language Learning*, 21 (2), 125-142.
- Norton, B. (1995). Social Identity, Investment, and Language Learning. *TESOL Quarterly*, 29 (1), 9-31.
- Norton, B. (1997). Language, identity and the ownership of English. *TESOL Quarterly*, 31 (3), 409-429.
- Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Harlow, UK: Pearson Education limited.
- Norton, B. (Ed.). (2013). *Identity and Language Learning: Extending the Conversation*. Bristol: Multilingual Matters.

- Norton, B. & Gao, Y. (2008). Identity, investment, and Chinese learners of English. *Journal of Asian Pacific Communication*, 18 (1) 109-120.
- Norton, B. & Toohey, K. (2004). *Critical pedagogies and language learning*. Cambridge: Cambridge University Press.
- Norton, B. & Toohey, K. (2011). Identity, language learning, and social change. *Language Teaching*, 44 (4), 412–446.
- Ogbu, J. (1978). *Minority education and caste: The American system in cross-cultural perspective*. New York: Academic Press.
- Peraya, D., Piguët, A., & Joye, F. (1999). *Mondes Virtuels*. Switzerland: Institut suisse de pédagogie pour la formation professionnelle (ISPFP).
- Roberts, J. (2006). Limits to communities of practice. *Journal of management studies*, 43 (3), 623–639.
- Rosenberg, M., (2001). *E-Learning: Strategies for Delivering Knowledge in the Digital Age*. Columbus: Mc-Graw Hill.
- Sagor, R. (2000). *Guiding School Improvement with Action Research*. Virginia: ASCD.
- Seliger, H., & Shohamy, E. (2008). *Second Language Research Methods*. Oxford: University Press.
- Shahrokni, S., & Talaeizadeh, A. (2013). Learning Processes in Blended Language Learning: A Mixed-Methods Approach. *The Electronic Journal for English as a Second Language*, 17 (3), 1-34.

- Sharratt, M., & Usoro, A. (2003). Understanding knowledge-sharing in online communities of practice. *Electronic Journal on Knowledge Management*, 1 (2), 187–196.
- Slocum-Bradley, N. (2009). The Positioning diamond: A trans-disciplinary framework for discourse analysis, *Journal for the Theory of Social Behaviour*, 40, 1-29.
- So, L. (2013). A case study on the effects of an L2 writing instructional model for blended learning in higher education. *Turkish Online Journal of Distance Education*, 12 (4), 1-10.
- Soler, S. (2012). Between Dark Black and Light Brown. Discourses and Ethnic Identities among Afrodescendant Boys and Girls in School Context in Bogotá. *Colombian Applied Linguistics Journal*, 14 (1), 146-162.
- Strauss, A. L., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Thousand Oaks, CA: Sage Publications.
- Tarhan, H., & Balban, S. (2014). Motivation, learner identity and language learning. *International Journal on New Trends in Education and Their Implications*, 5 (1), 183-197.
- Tirado, F., & Gálvez, A. (2007). Positioning Theory and Discourse Analysis: Some Tools for Social Interaction Analysis. *Forum: Qualitative Social Research*, 8 (2), 1-21.
- Trent, J. (2008). Promoting investment by Chinese learners in classroom discourse. *Journal of Asian Pacific Communication*, 18 (1), 30-48.
- Van Dijk, T. (1989). Structures of discourse and structures of power. In J. A. Anderson (Ed.), *Communication Yearbook 12* (pp. 18-59). Newsbury Park, CA: Sage.
- Van Dijk, T. (1993b). Principles of critical discourse analysis. *Discourse and society*, 4 (2) 249-283.

- Van Langenhove, L., & Harré, R. (1999). Introducing positioning theory. In R. Harré, & L. Van Langenhove (Eds.), *Positioning theory: moral context of intentional action* (pp. 14-31). Oxford: Blackwell.
- Vasilopoulos, G. (2015). Language Learner Investment and Identity Negotiation in the Korean EFL Context. *Journal of Language, Identity and Education*, 14 (2), 61-79.
- Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- Wallace, M. (2006). *Action Research for Language Teachers*. Cambridge: Cambridge University Press.
- Wardhaugh, R. (Ed.). (2006). *An Introduction to Sociolinguistics*. The United Kingdom: Blackwell Publishing.
- Weedon, C. (1997). *Feminist Practice and Poststructuralist Theory*. 2nd Edition. London: Blackwell.
- Wenger, E. (1998). *Communities of practice: learning, meaning, and identity*. New York: Cambridge University Press.
- Wenger, E. (2004). Knowledge management as a doughnut: Shaping your knowledge strategy through communities of practice. *Ivey Business Journal*, 68 (3) 1–8.
- Wenger, E., McDermott, R., & Snyder, W. (2002). *Cultivating communities of practice*. 1st Edition. Watertown, MA: Harvard Business School Press.
- Wenger, E., & Snyder, W. (2000). Communities of practice: The organizational frontier. *Harvard Business Review*, 78 (1), 139–145.

- Williams, M., & Burden, R. (1997). *Psychology for language teachers, a social constructivist approach*. UK: Cambridge University Press.
- Yilmaz, M.B., & Orhan, F. (2010). Pre-service English teachers in blended learning environment in respect to their learning approaches. *The Turkish Online Journal of Educational Technology*, 9 (1), 157-164.
- Yukawa, J. (2010). Communities of Practice for blended learning: Towards an integrated Model of LIS Education. *Journal of Education for Library and Information Science*, 51 (2), 54-75.
- Yule, G. (1996). *Pragmatics*. Oxford, UK: Oxford University Press.
- Zhang, W., & Han, C. (2012). A Case Study of the Application of a Blended Learning Approach to Web-based College English Teaching Platform in a Medical University in Eastern China. *Theory and Practice in Language Studies*, 2 (9), 1961-1970.

Appendices

Appendix 1: Institutional Consent Form

**SENA, CENTRO DE SERVICIOS FINANCIEROS
PROGRAMA DE FORMACIÓN: CONTABILIDAD Y FINANZAS
COORDINACIÓN DE ARTICULACIÓN CON LA MEDIA
Y POBLACIONES VULNERABLES
CONSENTIMIENTO INFORMADO INSTITUCIONAL**

Ante las diferencias entre aquello que se espera que un aprendiz esté en capacidad de realizar y resolver al momento de llevar a cabo un proceso de aprendizaje mixto (combinación de procesos de aprendizaje presencial y virtual); y sus condiciones reales, vivencias y percepciones de este proceso de aprendizaje, se propone realizar un proceso de investigación cuyo objetivo es identificar el rol de la inversión del aprendiz SENA en el proceso de aprendizaje de inglés y su posicionamiento como sujeto social, en este contexto de aprendizaje específico. El proceso se llevará a cabo con los aprendices del programa de contabilidad y finanzas de la coordinación de articulación con la media y poblaciones vulnerables, en el centro de servicios financieros, SENA, Bogotá.

Al autorizar este proceso de investigación la institución no incurre en ningún tipo de compromiso económico, contractual o legal con el proceso de investigación ni con la instructora. El proceso se llevará a cabo con aprendices voluntarios quienes no asumirán ningún costo y cuyo proceso de formación no se verá afectado de ninguna manera por el mismo.

Para este proceso, el aprendiz voluntariamente participará realizando un diario relacionado con su experiencia en el curso, hará parte de procesos de entrevista y/o grupo focal, encuesta, observación documentada en audio/video de las entrevistas y/o grupos focales realizados, documentación digital de información y de sus participaciones en el trabajo virtual en la plataforma blackboard, así como en notas de observación de clase. Toda la información recolectada, incluso el nombre del participante serán conocidos exclusivamente por la instructora-investigadora, garantizando la protección de la identidad en el anonimato y discreción en el manejo de la información.

A continuación se explicita la autorización para el proceder de la investigación en los siguientes casos específicos:

N°	Caso	Autorizado	No autorizado
1	Hacer uso de SENASTAGE.BLACKBOARD.COM (en el desarrollo normal del curso de inglés) como fuente de información para la investigación.		
2	Hacer uso de SENASTAGE.BLACKBOARD.COM para realizar encuestas a los participantes y recolectar datos estadísticos.		
3	Hacer uso del nombre de la plataforma SENASTAGE en la redacción del trabajo de investigación.		
4	Hacer uso del nombre de la plataforma SENASTAGE en publicaciones académicas posteriores tales como artículos de revistas de investigación.		
5	Utilizar el nombre de la institución en la redacción del trabajo de investigación.		
6	Utilizar el nombre de la institución en publicaciones académicas posteriores tales como artículos de revistas de investigación.		

En el siguiente espacio puede adicionarse algún requerimiento que tenga la institución y no haya sido contemplado por la instructora:

_____ Al firmar este consentimiento informado, se da autorización a la Instructora Luisa Fernanda Beltrán Tovar identificada con cédula de ciudadanía número 1094919083 de Armenia para el desarrollo de la investigación previamente planteada, la cual tendrá lugar en los términos establecidos en el presente documento.

Ante cualquier inquietud referente al proceso de investigación, por favor comunicarse al teléfono celular 3122704902 o e-mail lfbeltran380@misena.edu.co.

Nombre del funcionario que autoriza: _____

Numero de documento de identidad: _____ de _____

Firma del funcionario que autoriza: _____

Este documento se firma a los ____ días del mes _____ del año _____

Appendix 2: Participants' Consent Form

**SENA, CENTRO DE SERVICIOS FINANCIEROS
PROGRAMA DE FORMACIÓN: CONTABILIDAD Y FINANZAS
COORDINACIÓN DE ARTICULACIÓN CON LA MEDIA
Y POBLACIONES VULNERABLES**

CONSENTIMIENTO INFORMADO PARA APRENDICES Y/O PADRES DE FAMILIA

Ante las diferencias entre aquello que se espera que un aprendiz esté en capacidad de realizar y resolver al momento de llevar a cabo un proceso de aprendizaje de inglés mixto (combinación de procesos de aprendizaje presencial y virtual); y sus condiciones reales, vivencias y percepciones de este proceso de aprendizaje, se propone realizar un proceso de investigación cuyo objetivo es identificar la inversión del aprendiz SENA en el proceso de aprendizaje y su posicionamiento como sujeto social, en este contexto de aprendizaje específico. El proceso se llevará a cabo con los aprendices del programa de contabilidad y finanzas de la coordinación de articulación con la media y poblaciones vulnerables, en el SENA, Bogotá.

La presente es una invitación a participar de este proceso de investigación. Al participar en este proceso, ni el aprendiz ni su representante legal (en el caso de aprendices menores de edad) incurrir en ningún tipo de compromiso económico. Igualmente, el aprendiz puede decidir libremente participar de manera voluntaria en el proceso o abstenerse de hacerlo, sin que esto tenga ningún tipo de implicación en su desarrollo académico normal. En cualquier momento del proceso el participante tiene la posibilidad de retirarse del mismo.

Para este proceso, el aprendiz voluntariamente participará realizando un diario relacionado con su experiencia en el curso, hará parte de procesos de entrevista y/o grupo focal, encuesta, observación documentada en audio/video de las entrevistas y/o grupos focales realizados, documentación digital de información y de sus participaciones en el trabajo virtual en la plataforma blackboard, así como en notas de observación de clase. Toda la información recolectada, incluso el nombre del participante serán conocidos exclusivamente por la instructora-investigadora, garantizando la protección de la identidad en el anonimato y discreción en el manejo de la información.

Al firmar este documento yo _____ identificado(a) con TI ____ CC ____ número _____ aprendiz del SENA acepto participar libremente en el proceso de investigación mencionado en el presente documento.

Al firmar este documento yo _____
Identificado(a) con cédula de ciudadanía número _____ representante legal del aprendiz menor de edad, concedo autorización al aprendiz para participar libremente en el proceso de investigación mencionado en el presente documento.

Este documento se firma a los ____ días del mes _____ del año _____

Ante cualquier inquietud no dude en comunicarse con:
Instructora-investigadora: Luisa Fernanda Beltrán Tovar
E-mail: lfbeltran380@misena.edu.co

Appendix 3: Field Notes**Research Questions:**

- What is the role of Accountancy and Finance students' investment in an EFL blended learning community of practice at a Public Technological Institution in Bogota?
- How are Accountancy and Finance students positioning in an EFL blended learning community of practice at a Public Technological Institution in Bogota?

Site:	Date:
Group:	Topic:
Activities:	Material:
Observations	Comments

Appendix 4: Students' Journals



STUDENT'S JOURNAL



Dear volunteers:

This is a journal for you to write about your experience in the english course.

You can take into account the following questions:

- 1 How do you feel doing the virtual activities of the course?
- 2 How do you feel doing the activities for the face to face classes?
- 3 Do you have any difficulty developing the course activities?
- 4 How do you face those difficulties?
- 5 What could help you to improve your experience in this course?
- 6 What do you like about English?
7. Do you feel you have learnt?
8. How do you describe yourself as an English speaker?
9. What do you like to talk about in English?
- 10 Who do you like to talk in English to?
- 11 How do you imagine English speaker community?
- 12 Do you practice English in any extra class activity?

You can also write about any other aspect of the course you consider you would like to talk about.

Thursday 10th, September 2015.

In this class I felt angry, because, in the other class in the morning (Cambiente), when I got to the class, one of my classmates, asked me for help, and it was about the syllabus. The problem is not to help somebody, the problem was, all my classmates (well, many, not all) started to ask me, I stressed in the class.

I help the people, but it's hard to listen: ten, fifteen, classmates at the same, and focus on my own homework, they deducted that I knew everything, but it is not.

Monday 21st, September 2015

I felt a little bit lost, because the last class, I couldn't go because I was sick 150, when I try to do the homework, I didn't know what to do.

Saturday 3rd, October 2015

I lived to write the favorite food recipe, because I learned how to call in English and know some tricks to cook it, and see what other ingredients plan I use to prepare it, and I learned new vocabulary, I did know some vegetables name, and now I know others.

October 4th 2015. Wednesday (Unit 2)

I had much fun doing the video for guides 1 and 2, even though it was a little difficult, because I had to remember all 20 verbs.

Student's journal

These are some questions to take into account when writing your journal:

- 1 How do you feel doing the virtual activities of the course?
 - 2 How do you feel doing the activities for the face to face classes?
 - 3 Do you have any difficulty developing the course activities?
 - 4 How do you face those difficulties?
 - 5 What could help you to improve your experience in this course?
 - 6 What do you like about English?
 7. Do you feel you have learnt?
 8. How do you describe yourself as an English speaker?
 9. What do you like to talk about in English?
 - 10 Who do you like to talk in English to?
 - 11 How do you imagine English speaker community?
 - 12 Do you practice English in any extra class activity?
- You can also write about any other aspect of the course you consider you would like to talk about.

Appendix 5: Focus Group

Researcher: Luisa Fernanda Beltrán Tovar

Focused group # ____ Date: _____ Place: _____

Participant name/Nicknames

Research Questions:

What is the role of Accountancy and Finance students' investment in an EFL blended learning community of practice at a Public Technological Institution in Bogota?

How are Accountancy and Finance students positioning in an EFL blended learning community of practice at a Public Technological Institution in Bogota?

1. ¿Considera que es importante aprender inglés? Sí__ No__ ¿Por qué?
(¿Le brinda algún beneficio aprender inglés?)
2. ¿Cuándo usa Inglés? (¿con quién? ¿Para qué? ¿Cómo?)
3. ¿Qué significa para usted aprender inglés en un curso en modalidad de aprendizaje mixto?
4. ¿Cómo describiría este curso de inglés?
5. ¿Qué actividades le ayudaron más a aprender inglés? (¿Por qué?)
6. ¿Cómo se describiría a usted mismo como estudiante de inglés?
7. ¿Cómo describiría su participación en las clases presenciales del curso de inglés?
8. ¿Cómo describiría su participación en la plataforma virtual?
9. ¿Cómo describiría la interacción entre usted y sus compañeros en el curso de inglés?
10. ¿Qué dificultades ha enfrentado en la interacción con sus compañeros en el curso de inglés?
11. ¿Siente que ha aprendido en este curso de inglés? Sí__ No__ ¿Qué ha aprendido?
12. ¿Qué sugerencia puede aportar para mejorar la experiencia en el curso de inglés?

Appendix 6: Questionnaires

**SENA, CENTRO DE SERVICIOS FINANCIEROS
PROGRAMA DE FORMACIÓN: CONTABILIDAD Y FINANZAS
COORDINACIÓN DE ARTICULACIÓN CON LA MEDIA
Y POBLACIONES VULNERABLES**

CUESTIONARIO #1

Cuestionario relacionado con el rol de la inversión en el proceso de aprendizaje y el posicionamiento de los aprendices de contabilidad y finanzas del centro de servicios financieros en la ciudad de Bogotá, respecto al componente virtual del curso de inglés en modalidad de aprendizaje mixto. Las respuestas dadas serán tratadas únicamente con fines investigativos y su identidad no será revelada.

INFORMACIÓN DE CARACTERIZACIÓN DE LA POBLACIÓN

(Complete la siguiente información)

1 Seudónimo		2 Género		3 Edad	
4 Ciudad		5 Localidad		6 Barrio	
7 Estado civil		8 Número de personas que conforman su hogar			

9. Tipo de población (Marque con una X según corresponda)

- | | | | |
|---------------------------|------------------------------------|-----------------------|-----------------------|
| a. Adolescente trabajador | b. Cabeza de familia | c. Cultura indígena | d. Desplazado(a) |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Negritudes | f. Discapacitado(a) | g. Madre soltera | h. Otra |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | ¿Cuál es su discapacidad?
_____ | | ¿Cuál? _____ |

10. Escriba la cantidad correspondiente a cada objeto:

En su hogar hay...

	Habitaciones
	Baños
	Camas
	Televisores
	Computadores de mesa
	Computadores portátiles
	Impresoras
	Celulares

11. Marque con una X su respuesta:

En su hogar cuentan con...	SI	NO
Servicio de luz	<input type="radio"/>	<input type="radio"/>
Servicio de agua	<input type="radio"/>	<input type="radio"/>
Servicio de gas natural	<input type="radio"/>	<input type="radio"/>
Servicio de teléfono fijo	<input type="radio"/>	<input type="radio"/>
Servicio de televisión por cable	<input type="radio"/>	<input type="radio"/>
Servicio de televisión satelital	<input type="radio"/>	<input type="radio"/>
Servicio de internet fijo	<input type="radio"/>	<input type="radio"/>
Servicio de internet móvil	<input type="radio"/>	<input type="radio"/>
Sisbén	<input type="radio"/>	<input type="radio"/>
EPS	<input type="radio"/>	<input type="radio"/>
Medicina Pre-pagada	<input type="radio"/>	<input type="radio"/>

INFORMACIÓN COMPONENTE VIRTUAL DEL CURSO MIXTO DE INGLÉS

Marque con una X las preguntas 12 a 17

12 Indique la frecuencia semanal en que desarrolla las siguientes actividades:

ACTIVIDAD	Todos los días	Tres veces por semana	Dos veces por semana	Una vez por semana	Nunca
a. Acceder a internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Acceder a Blackboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Participar en foros de discusión en Blackboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Desarrollar las guías de aprendizaje en línea	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Revisar sus calificaciones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Revisa su correo electrónico	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Chatear con sus amigos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Chatear en inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Leer en inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Ver noticias en inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Practica un idioma diferente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Revisa redes sociales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Seguir blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Escuchar música en inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Hacer tareas para clase de inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Estudiar otro idioma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Marque su grado de acuerdo o desacuerdo a las siguientes afirmaciones:

AFIRMACIÓN	Totalmente de acuerdo	De acuerdo	Sin opinión (indiferente)	En desacuerdo	Totalmente en desacuerdo
13 Blackboard es una plataforma sencilla de manejar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14 Las guías de aprendizaje me permiten trabajar a mi propio ritmo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15 En Blackboard es posible expresar mi opinión personal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16 Blackboard permite la interacción entre los participantes del curso	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17 Las instrucciones del curso de inglés en la plataforma Blackboard son difíciles de comprender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. ¿Ha experimentado dificultades en el desarrollo de las actividades virtuales del curso de inglés?

SI ___ NO ___ ¿Cuáles? _____

(Si su respuesta es NO, por favor continúe con la pregunta 20)

19. ¿Hizo algo para solucionar las dificultades experimentadas en el desarrollo de las actividades virtuales del curso de inglés?

SI ___ NO ___ ¿Qué hizo? _____

20. ¿Cuál es su opinión respecto a las actividades virtuales del curso de inglés en modalidad mixta? _____

¡Gracias por su colaboración!

**SENA, CENTRO DE SERVICIOS FINANCIEROS
PROGRAMA DE FORMACIÓN: CONTABILIDAD Y FINANZAS
COORDINACIÓN DE ARTICULACIÓN CON LA MEDIA
Y POBLACIONES VULNERABLES**

CUESTIONARIO #2

Cuestionario relacionado con el rol de la inversión en el proceso de aprendizaje y el posicionamiento de los aprendices de contabilidad y finanzas del centro de servicios financieros en la ciudad de Bogotá, respecto al componente presencial del curso de inglés en modalidad de aprendizaje mixto. Las respuestas dadas serán tratadas únicamente con fines investigativos y su identidad no será revelada.

INFORMACIÓN COMPONENTE PRESENCIAL DEL CURSO MIXTO DE INGLÉS

Seudónimo: _____

1. Marque con una X la opción que mejor describa su experiencia:

ACTIVIDADES	LE GUSTO MUCHO	LE GUSTÓ	NO LE GUSTÓ	PREFERIRIA NO HABER PARTICIPADO
a. Presentarse en inglés ante el grupo				
b. Exposición de la nómina en inglés				
c. Escritura de un párrafo sobre la familia				
d. Mesa redonda sobre diferentes tipos de profesiones				
e. Representación y breve explicación del perfil de una profesión				
f. Presentación de una noticia de un país de su elección				
g. Mesa redonda sobre aspectos culturales, sociales, económicos, políticos y religiosos de diferentes países del mundo				
h. Relatar el recorrido desde un punto conocido de la ciudad hasta un punto de interés de la misma				
i. Hablar ante el grupo de su comida favorita				
j. Hablar en inglés sobre sus planes y sueños para el futuro				
k. Lectura de una noticia económica en inglés				

2. De los siguientes temas señale con una X los que prefiere trabajar en las clases presenciales de inglés:

TEMAS	
a. Su vida personal y su contexto (familia, barrio, ciudad)	<input type="radio"/>
b. Profesiones	<input type="radio"/>
c. Otros países (su cultura, sociedad y economía)	<input type="radio"/>
d. Noticias	<input type="radio"/>
e. Alimentos	<input type="radio"/>
f. Sus planes y sueños para el futuro	<input type="radio"/>

3. Marque con una X la opción que describa la frecuencia con la que realiza las siguientes actividades en clase de inglés:

ACTIVIDAD	SIEMPRE	CASI SIEMPRE	ALGUNAS VECES	POCAS VECES	NUNCA
a. Preguntar a la instructora					
b. Pedir Ayuda a un compañero					
c. Participar en clase					
d. Trabajar en grupo					
e. Ayudar a un compañero					
f. Hablar en inglés ante el grupo					
g. Hablar en inglés con sus compañeros					

4. ¿Cómo califica la interacción con sus compañeros en clase de inglés?

EXCELLENTE	MUY BUENA	BUENA	REGULAR	MALA
○	○	○	○	○

¿Por qué? _____

5. ¿Qué dificultades tiene a la hora de interactuar en clase de inglés? _____

6. ¿Ha experimentado dificultades en las actividades realizadas en clase de inglés? SI ___ NO ___

(Si su respuesta es NO, por favor continúe con la pregunta 10)

7. ¿Cuáles actividades le han generado dificultades en las clases presenciales de inglés? _____

8. ¿Por qué considera que estas actividades le han generado dificultades? _____

9. Generalmente, ¿Qué hace para resolver las dificultades que experimenta al desarrollar las actividades realizadas en clase de inglés?

10. ¿Cómo se describe a usted mismo como estudiante de inglés?

11. ¿Cuál es su opinión respecto a las actividades presenciales del curso de inglés en modalidad mixta?

¡Gracias por su colaboración!

Appendix 7: Students' artifacts

Sample of participation in the forum "Introducing yourself."

Secuencia: Video
Publicación: [Video](#)
Autor: AEON
Fecha de publicación: 11 de septiembre de 2015 10:56 PM
Estado: Publicado
<https://www.youtube.com/watch?v=CjvkjBDDoGs>

“AEON: Hello, my name is AEON. I am nineteen years {mispronounced} old. I am from Colombia. I live with my mother, and my dog in Bogota. I have one sister and two nephews and my father live in Cartagena. I study {mispronounced} accounting {mispronounced} and finances at Sena. I like music, I like dance [sic], I like Basketball, I like (travel?) [sic], I like extreme sport. My favorite color is green, blue, red, yellow {mispronounced}, pink [sic]. I dream of (country of the world?). {she has a good speed when talking}”

Responder **Espacio** **Marcar como no leído**

Secuencia: Video
Publicación: [RE: Video](#)
Autor: AMELIA
Fecha de publicación: 12 de septiembre de 2015 03:11 PM
Estado: Publicado

Hi Aeon, good video, just one thing, when you say you like many colors you have to use ARE, not IS, because ARE ,is for more than one thing, IS, just for one.

Responder **Espacio** **Marcar como no leído**



Appendix 8: Tape Transcription Conventions (Based on Chapetón's 2007)

MEANING	SYMBOL
The participants:	
The research participants' interventions	AMELIA, IVON, AEON, ANNY, DWAYNE JOHNSON, ALISON
Other students interacting with the participants	S GIRL1, S GIRL2, S BOY1, S BOY2
Teacher	T
The Group of students	G
The words themselves:	
Unintelligible text	(???)
Guess at unclear word	(word?)
False start	Wo-word
Repetition	(bis)
Reported speech	"Word or text"
Links between words or utterances	
Overlapping text	[text or Word]
Interrupted utterance	.../
Pausing	
Micropause	(.)
Brief pause	(-)
Pause of indicated length	(0.3)
Words spoken differently from de surrounding text:	
Lengthened statement	Wo:rd
Emphasize syllable	UtteRANce
Emphasized word or text	WORD OR TEXT
Intonation	
Slight raising tone	Word'
Relevant additional information	
Descriptive comment	{laughs} {mispronounced}