

1st
"Facing new
Challenges
in the 21st century"

International
Congress on

Pedagogical Mediation in Language Learning

PROCEEDINGS BOOK

Universidad Nacional Abierta y a Distancia
Escuela de Ciencias de la Educación
Maestría en Mediación Pedagógica en el Aprendizaje del Inglés





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First International Congress on Pedagogical Mediation in Language Learning

“Facing new challenges in the 21st century”

Compiladores

Cenaida Gómez Sáenz

Diana Liceth Martínez Verdugo

Linda Susan Reigner Cortés

Juan Carlos Acosta López

Organizadores

Grupo de Investigación: Virtualex

Ana Milena Hernández	Edith Lorena Grande Triviño
Juan Carlos Acosta López	Edwin Londoño
Miledy Rincón	Filder Segura
Marelvin Carime Rojas	Flor Anyela Escalante
Ana Milena Acosta	Jose Evier Molina
Jhonnatan Castro	Juan Carlos López Marín
Laura Patricia Mosquera	Juan David Grisales
Nelson Eduardo Narváez	Karol Tarazona
Nadia Castaño	Kris Evelin Ortiz
Adriana Paola Bendek Rico	Leidy Viviana Pérez
Ana Milena Morales Sossa	Liliana Puerto Molina
Angela Lucía Moreno	Linda Susan Regnier Cortes
Angelmiro Arenas	Marcela Díaz
Carlos Alberto Muñoz	Mónica Lucía Londoño Giraldo
Cenaida Gómez Sáenz	Sandra Liliana Chinchilla
Cristhian Guillermo Urueña	Sandra Milena Cáceres
Deyanira Mendoza	Sebastián Camilo Leal Daza
Diana Liceth Martínez Verdugo	Silvia Juliana León
Dina Esperanza Bonilla Gómez	Ximena Rodríguez

Moderadores

Adriana Bendek
Ana Milena Morales
Liliana Puerto
Marcela Díaz
Silvia Juliana León

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1st International
Congress on
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Introduction

The 1st International Congress on Pedagogical Mediation in Language Learning "Facing New Challenges in the 21st Century", was held virtually on June 9th and 10th, 2022. Its main objective was to exchange research experiences in national and international contexts and to encourage the appropriation and implementation of a pedagogical mediation that responds to the challenges of the 21st century.

Researching is a relevant practice that brings about spaces to favor academic environments to socialize innovative practices, in this case, pedagogy and second, first, and foreign languages. This international congress also is intended to respond to the needs raised within the general guidelines of the curriculum and the National Learning Assessment System of our Unadista community. Creating spaces that motivate and promote the development of students' critical thinking and investigative culture.

In the same way, the activities developed in this International Congress are articulated with what is proposed in the Solidarity Pedagogical Academic Project, which stands for the urgent need to minimize the lack of research as well as emphasizes encouraging a training process that responds to the fundamental needs of the social and cultural context. All of that, under the premise that "The future of humanity at the end of this millennium depends to a large extent on cultural, scientific and technical development, which is encouraged by the centers of culture, Knowledge, and research, which have become the real universities. Taken from the Declaration of European Rectors. (The University of Bologna. September 1988) (148).

The 1st International Congress on Pedagogical Mediation in Language Learning "Facing New Challenges in the 21st Century" included the participation of national and international researchers and experts from Canada, the United States, Germany, Egypt, Ecuador, Russia, and Trinidad and Tobago.

The conferences, oral presentations, and posters were held virtually on ZOOM and the SIMULEL platform and broadcast on TV UNAD.

Welcoming Speech

To begin, I would like to thank all of you for being here with us today. I'm very grateful to all my colleagues, and students, in particular my brilliant student Juan Carlos Acosta, and of course, our dean Dr. Clara Esperanza Pedraza, our master's program director Dr. Diana Liceth Martinez, and all the technicians and engineers, especially Josue and Angélica who are helping us to make this, such a great event. Planning and executing an event of this magnitude is not easy, so I am extremely grateful to all of them.

Please let me take this opportunity to refer to you the words of E.O Wilson when talking to young generations of scientists "world needs you badly" which means that due to the great advance in technology all of us but especially the younger generation of scientists need the ability to put these new tools in selecting a subject in which to conduct original research, or to develop world-class expertise, take part in the chosen discipline that is sparsely inhabited. Judge opportunity by how few other students and researchers are on hand. This does not de-emphasize the essential requirement of broad training., or the value of apprenticing yourself in ongoing research to programs of high quality. Furthermore, we, as a researcher needs support that may come from our colleagues, teachers, or experienced scientists.

These recommendations bring me to visualize a potential pathway that shows many reasons to conclude that we must work together. I know that becoming a researcher is not an easy pathway. however, we might try our best to make our role becoming crucial to our society.

Colombia needs us badly, we must work very hard, and we must take our role seriously since every day we are interacting with children, teenagers, and college and university students who trust us, and count on us to build their future.

Today, I am very pleased to be able to welcome presenters from all over the world. This international congress is a great opportunity to share our thoughts and

to learn more and more about this incredible subject which is learning and teaching languages.

It is my pleasure to announce that we have a diverse group of presenters coming from India, Canada, Egypt, Trinidad y Tobago and of course Colombia. I'm pretty sure, we will enjoy their thoughts, and after their presentation, we will increase our knowledge.

Thank you again and please enjoy all the presentations ahead.

Cenaida Gómez Sáenz

Professor Master in Pedagogical Mediation in English Language Learning

Communicative language teaching to develop EFL learners' speaking skills

La enseñanza comunicativa de la lengua para desarrollar la capacidad de expresión oral de los alumnos de EFL

Inés Amaya Díaz

EFL Professor – Universidad Técnica de Babahoyo
ORCID: 0000-0001-6109-6470
Email: iamaya@utb.edu.ec

Johnny Bajaña Zajia

TICs and Computing Professor - Universidad Técnica de Cotopaxi
ORCID: 0000-0003-2983-2508
Email: johnny.bajana@utc.edu.ec

Abstract

This research presents an exploratory and descriptive quasi-experimental study on the use of CLT with a speaking development approach to 50 students of the Hospitality and Tourism course at the Technical University of Babahoyo, Quevedo extension. The research methodology was employed to recognise whether the CLT approach could help eighth-semester hospitality and tourism students to develop their speaking skills in English as a foreign language. Data were collected through classroom observations, interviews and documentary analysis.

The results revealed the critical role adopted by CLT in speaking practice with authentic topics specific to the students' careers. The progress of the control and experimental groups were determined using formative assessment and simple techniques to determine students' progress in speaking. In conclusion, the student's

professional development was significant at the end of the process, where workshops based on task-based learning were carried out.

Keywords: Communicative Language Teaching (CLT); English as a Foreign Language (EFL); Task-based Learning (TBL); Student-Centered Learning (SCL); speaking skills

Resumen

Esta investigación presenta un estudio exploratorio y descriptivo cuasi-experimental sobre el uso del CLT con un enfoque de desarrollo del habla a 50 estudiantes del curso de Hostelería y Turismo de la Universidad Técnica de Babahoyo, extensión Quevedo. La metodología de investigación se empleó para reconocer si el enfoque CLT podía ayudar a los estudiantes de octavo semestre de hostelería y turismo a desarrollar sus habilidades de habla en inglés como lengua extranjera. Los datos se recogieron mediante observaciones en el aula, entrevistas y análisis documental.

Los resultados revelaron el papel fundamental adoptado por el CLT en la práctica oral con temas auténticos propios de las carreras de los estudiantes. Además, se determinó el progreso del grupo de control y del grupo experimental mediante la evaluación formativa y técnicas sencillas que podían determinar el progreso de los estudiantes en la expresión oral. Como conclusión, el desarrollo profesional de los estudiantes en el habla inglesa fue significativo al final de todo el proceso, en el que se realizaron talleres basados en el aprendizaje por tareas. Además, el aprendizaje centrado en el alumno fue una parte fundamental de esta investigación.

Palabras Clave: Enseñanza comunicativa de la lengua (CLT); inglés como lengua extranjera (EFL); aprendizaje basado en tareas (TBL); aprendizaje centrado en el estudiante (SCL); capacidad de hablar

Development of the paper

English as a foreign language (EFL)

English as a foreign language, or EFL, refers to learning and using English as an additional language in a non-English speaking country. It can be compared with ESL and ESOL, which refer mainly to learning English as a new resident in an English-speaking country. Tend to see development in terms of mediation processes. An explicit theory of language is absent in both perspectives—the EFL testing literature. English as a foreign language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language. It is not to be confused with English as a Second Language—also called English as an Additional Language—which is the practice of learning English in a predominantly English-speaking country (Nordquist, 2020)

According to different authors, oral communication skill depends on the learner's place; outside the classroom, speaking is used to communicate or transfer information in our daily lives. However, inside the classroom, speaking is the most often used skill. This skill is also a logical instructional starting point when learners have low literacy levels (in English or their native language), limited formal education, or language backgrounds. Further, with the drive to incorporate workforce readiness skills into adult EFL instruction, practice time is devoted to such speaking skills as reporting, negotiating, clarifying, and problem-solving (Cunningham Florez, 1999, p.2).

Communicative language teaching (CLT)

CLT goes beyond teaching grammatical rules and vocabulary; it aims to lead language through communicative competence. This competence is based on making language relevant by using the target language in a meaningful way, usually structured around grammatical rules. Although the theory is that learners can acquire the desired competencies quickly and enjoyably (Thamarana, 2014, p. 64).

Despite being a global term, interpretations and implementations of CLT vary widely (Savignon, 2006) cited in (Berns, 2010, p. 254). Translating CLT into classroom activities may be intuitive for teachers due to the equivocal construct and communicative competence. However, the application of CLT has to put the main

concern on pedagogical competence in content, i.e., on the assessment of communicative competence. Richard and Rodgers (1986) highlighted that CLT provided contextual and meaningful communication in the target language; furthermore, Nunan (1991) added that authentic context and autonomous learning enhance communicative competence. Brown and Lee (2015) corroborated that fluency, accuracy and teacher roles also form the overall goals of communicative language learning (Setyaningrum, 2018, pp. 152).

Methodology

Type and level of research

The present research explained that the application, use and focus of the use of content language teaching - CLT together with the use of authentic oral and written materials in the process of English speech development in the eighth-semester students of the Technical University of Babahoyo, Quevedo campus (UTB-EQ) where the problem is going to be analysed from the facts, experiences and own experiences of the researcher and students.

Place of the research and informants.

The study of this research was carried out with a section on the subject of English as a foreign language, in the career of Hospitality and Tourism, in the Faculty of Legal, Social and Educational Sciences, of the Universidad Tecnica de Babahoyo, Quevedo campus, during the second semester of the academic year, 2021 - 2022 (October, November, December, January). The students who were in the control and experimental groups were from the eighth semester of the Hospitality and Tourism course at the university mentioned above.

General Methods

The inductive-deductive method was used to elaborate the theoretical framework and analyse the diagnosis results. It made it possible to analyse and systematise the results to generalise the problem.

The Analytical - Synthetic method: This method was applied to particularise the problem at the Technical University of Babahoyo, Quevedo campus (UTB-EQ). This method was also applied to analyse the information collected in the research.

In addition, the partial data were gathered into a whole, which allowed the analysis and interpretation of the information obtained in the research process and to draw conclusions and recommendations.

The Scientific method: The general method applied to the research, uses a set of strategies such as exciting and meaningful activities centred on the student, active and interactive activities that take into account the playful factor, and activities that allow the potential development of each student.

Present a written report

The use of activities based on communicative language teaching (CLT) contributed to the development of oral competence. The data from the two tests administered during the initial situation and after the intervention confirmed the proposed hypothesis. In addition, the time required to complete the activities was no longer than that which would generally be used with traditional methods.

Results

The principles that communicative activities based on the CLT approach should have to develop speaking skills successfully were identified. They should motivate the learners to overcome difficulties such as fear of speaking. Activities should be carried out at the same time as developing their speaking skills through participatory activities in which all participants have an equal opportunity to speak, as well as other activities such as active conversation activities in which the main aim is to talk to others as much as possible in the class. Finally, communicative activities should be structured according to the learners' level of English.

Conclusions

The demand to improve students' oral skills is becoming the most discussed topic. Unfortunately, it is not easy to get students to talk. Communicative language teaching is one of the ways of teaching English that teachers use. It is considered an excellent way to teach speaking as its goal is to produce understandable communication. It does not focus solely on grammar. The goal is for students to communicate based on context and other aspects of language. The demand to

improve students' oral skills is becoming the most discussed topic. Unfortunately, it is not easy to get students to talk. Communicative language teaching is one of the ways of teaching English that teachers use. It is considered an excellent way to teach speaking as its goal is to produce understandable communication. It does not focus solely on grammar. The goal is for students to communicate based on context and other aspects of language.

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Interculturalité et médiation dans la traduction du langage tabou

Interculturalidad y mediación en la traducción de lenguaje tabú

Angélica María Ruiz Briceño

Professeure-chercheuse Université Santo Tomás Bogotá, Colombie

ORCID: <https://orcid.org/0000-0002-2686-6465>

angelicarui@usantotomas.edu.co

Résumé

Cette analyse est issue des études de doctorat en Langues Appliquées, Littérature et Traduction de l'auteure dans son travail de thèse intitulé « *Charles Bukowski in the Hispanic American and Francophone Contexts: a Translation and Discursive Analysis* ».

L'objectif de cette proposition est de souligner l'importance du développement de la pensée interculturelle dans la traduction du langage et de sujets qui peuvent être considérés « tabou ». Dans ce cas, la définition du tabou est établie par rapport au contenu ou au vocabulaire et/ou aux expressions utilisés dans le Texte Source. Cette caractéristique représente, sans doute, un défi pour le traducteur qui agit comme médiateur entre la Langue Source et la Langue Cible et qui doit compter sur une sensibilité interculturelle considérable afin de rendre un Texte Cible qui puisse à la fois transmettre le message cherché et le contenu culturel et émotionnel du texte. Pour ce faire, le traducteur doit non seulement faire preuve de ses connaissances en langue étrangère, mais aussi d'une conscience interculturelle qui lui permette : 1. d'interpréter les significations socioculturelles sous-jacentes du Texte Source, ainsi que 2. de trouver la meilleure manière de les transmettre dans

la Texte Cible. Cette conscience interculturelle doit donc être le moteur de la prise de décisions dans le processus de traduction et sera reflétée dans le Texte Cible. Tout ce processus d'interprétation interculturelle et de prise de décisions est fondamental dans la réception et la compréhension du contenu du Texte Cible. En effet, dû à sa nature de « tabou », celui-ci peut heurter la sensibilité du lecteur cible, et/ou même celle de l'auteur, en rendant un texte peu identifiable à sa source, difficile à comprendre, trop ou pas assez vulgaire, ou avec un message contradictoire ou erroné par rapport au Texte Source. Tenant compte de la nature délicate des sujets et du vocabulaire tabou, l'alternative la plus simple consisterait simplement à une standardisation du registre ; cependant, ce choix représente une grande perte du contenu socio-culturel de l'ouvrage associé principalement à la caractérisation des personnages et du contexte.

Keywords: Traduction inter linguistique ; interculturalité ; langage tabou ; médiation; registre informel.

Resumen

El presente análisis surge a partir de los estudios en doctorado en Lenguas Aplicadas, Literatura y Traducción de la autora en su trabajo de tesis titulado « *Charles Bukowski in the Hispanic American and Francophone Contexts: a Translation and Discursive Analysis* ».

En objetivo de esta propuesta consiste en resaltar la importancia del desarrollo del pensamiento intercultural en la traducción de lenguaje y de temas que pueden ser considerados como « tabú ». En este caso, la definición del tabú está establecida con respecto al contenido o al vocabulario y/o expresiones utilizadas en el Texto Fuente. Dicha característica representa, sin dudas, un desafío para el traductor que actúa como mediador entre la Lengua Fuente y la Lengua Meta y que debe contar con una sensibilidad intercultural considerable para poder plasmar un Texto Meta que pueda transmitir el mensaje deseado y al mismo tiempo su contenido cultural y emocional. Para lograrlo, el traductor debe no solamente demostrar sus conocimientos en lengua extranjera, sino también de una conciencia intercultural que le permita: 1. Interpretar los significados socioculturales subyacentes del Texto Fuente, y 2. encontrar la manera más adecuada de

transmitirlos en el Texto Meta. Dicha conciencia intercultural debe ser, pues, el motor de la toma de decisiones a lo largo del proceso de traducción y se verá reflejada en el Texto Meta.

Todo este proceso de interpretación intercultural y de toma de decisiones es fundamental para la recepción y para la comprensión del contenido del Texto Meta. De hecho, debido a su naturaleza « tabú », éste puede herir la sensibilidad del lector meta, y/o la del autor, al presentar una traducción poco identificable al texto original, difícil de entender, muy o muy poco vulgar, o con un mensaje contradictorio o erróneo con respecto al Texto Fuente. Teniendo en cuenta la naturaleza delicada de los temas y del vocabulario tabú, la alternativa más simple consistiría simplemente en una estandarización del registro; sin embargo, ésta opción representa una gran pérdida del contenido sociocultural de la obra, que está principalmente asociado a la caracterización de los personajes y del contexto.

Palabras Clave: Traducción interlingüística; interculturalidad; lenguaje tabú; mediación; registro informal.

Développement du document

Dans cette analyse on considère la communication inter linguistique comme une partie essentielle du développement social et culturel de l'être humain et l'écriture comme l'un des moyens indispensables dans la transmission et le partage de connaissances entre différentes communautés culturelles. Mais, qu'est-ce que la « culture » ?

Raymond Williams (1976) présente une définition assez vaste du concept de culture depuis la branche des études culturelles dans laquelle il inclut toutes les constructions matérielles, mentales, spirituelles et comportementales qui constituent « l'héritage social » d'une communauté (Makarová, 1998, p.12). D'après Williams, ces constructions se reflètent de diverses façons dans la vie quotidienne de chaque communauté à travers la création physique (d'outils, d'endroits, d'œuvres d'art, etc.), à travers des systèmes de symboles particuliers comme la langue, les religions, la moralité et les valeurs, et des comportements communs partagés qui sont transmis de génération en génération. Toutes ces expressions culturelles et interactions

constituent, enfin, un réseau de *significations* particulières dans un contexte spécifique qui permet l'identification d'une *culture*. En conséquence, il n'est pas possible de parler de culture sans parler d'une négociation de *sens*. En effet, toutes ces constructions matérielles et immatérielles ne constituent pas une culture *per se* : elles *interagissent* pour faire du sens. Elles signifient quelque chose uniquement dans un système plus complexe.

En tant que système de symboles, la langue représente une partie essentielle dans le processus de signification d'une culture car elle facilite l'appropriation et la systématisation de tout ce qui entoure l'être humain. Le fait de nommer correspond déjà à une appropriation, facilite la transmission d'expériences et, conséquemment, la communication. C'est pour ceci que la langue – comme la culture – n'est pas immuable car elle reflète et se nourrit du réseau d'interactions culturelles mais, en même temps, l'enrichit et l'élargit dans un processus complexe et continu de négociation de sens. D'ailleurs, dans son ouvrage *L'Éducation Interculturelle*, Abdallah-Preteille (2011) identifie cette nature changeante comme l'une des quatre caractéristiques essentielles de la culture, au même titre que sa nature sociale intrinsèque, sa capacité de modification en fonction des conditions d'espace-temps définies et le besoin d'un contexte pour être comprise. Dès lors, il est possible de définir la culture aussi comme un aspect malléable et en évolution constante qui est toujours influencé par le contexte et par l'interaction des sujets qui la composent et l'entourent.

En tant que réseau de significations et d'interactions dans un contexte déterminé, chaque aspect culturel peut avoir une interprétation différente dans des communautés différentes : un mot, un geste ou un comportement peuvent provoquer des réactions diverses et affectent directement la communication entre les participants. Une ample compréhension et ouverture d'esprit est donc nécessaire pour arriver à *comprendre* l'autre non seulement dans le sens linguistique, mais aussi dans le sens culturel en créant un scénario d'échange équitable : un scénario interculturel.

L'interculturalité est définie comme le degré d'interaction le plus complexe entre des membres de cultures différentes par rapport à d'autres types d'interaction

culturelle, à savoir : la transculturalité, l'intraculturalité, la multiculturalité et la pluriculturalité. Comparée aux autres types d'interaction culturelle, dans l'interculturalité il y aurait une « relation isométrique entre groupes culturels, qui... interagissent sur un plan d'égalité » (Ruiz Briceño, 2018, p. 44), c'est-à-dire que dans ce plan d'interactions il n'y aurait aucune hégémonie entre les cultures en question et les deux seraient comprises et analysées de la même façon. Dans ce type d'interactions, il est souhaitable d'arriver à une communication interculturelle dans laquelle la compréhension de l'autre sans préjugés et dans un cadre de respect total des différences est absolument nécessaire.

Ceci correspond au concept de Compétence Communicative Interculturelle (CCI) proposé par Areizaga (2001), qui ne constitue pas une connaissance apprise, mais plutôt un développement d'acquisition de ce qu'elle appelle "habiletés interculturelles" qui lui permettent d'interpréter la différence comme quelque chose d'enrichissant. Pour ce faire, la négociation de sens est essentielle car la compréhension de l'autre doit commencer par l'abandon d'idées absolutistes pour arriver à une co-construction de significations.

Dans le centre de cette négociation se trouve le traducteur interlinguistique, qui sert de médiateur entre des cultures différentes à travers l'interprétation d'un texte en Langue Source et de sa traduction subséquente dans une Langue Cible. Il est important de souligner que le traducteur n'agit pas en tant que médiateur entre *textes* mais entre *cultures* représentées par les lecteurs source et cible, respectivement. Le traducteur comme médiateur interculturel a donc la tâche de comprendre profondément les significations culturelles profondes qui se trouvent dans un texte à travers l'interprétation de son langage et de trouver la manière la plus adéquate de les transmettre dans une autre langue, ayant comme cible une culture différente. Pour réussir ce processus, le traducteur doit non seulement faire preuve de ses connaissances langagières, mais aussi d'une conscience communicative interculturelle qui lui permette d'identifier les subtilités culturelles qui définissent le Texte Source et celles qui seront nécessaires pour sa compréhension au sein de la Culture Cible.

Ce processus qui est déjà assez complexe, devient encore plus ardu lorsque le traducteur affronte un Texte Source qui ne correspond pas aux standards langagiers et/ou thématiques, spécialement quand ceux-ci sont considérés « tabou ». Makarová (1998) définit les tabous en tant que « points sensibles » pour un groupe culturel spécifique et qui sont habituellement liés à des sujets tels que la religion, la race, la sexualité, entre autres. En effet, l'imaginaire du tabou surgit à partir de l'idée du sacré comme sa contrepartie, étant initialement blasphème. Cette conception a évolué à travers le temps, de manière qu'aujourd'hui le mot tabou inclut aussi un ample spectre d'indiscrétions, de contradictions et/ou de violations à ce qui est considéré comme « canon ».

En étant un concept culturel et essentiellement social, le tabou est aussi changeant et relatif dans la mesure où il dépend de l'espace-temps où il se manifeste : ce qui est vu comme tabou aujourd'hui peut être complètement légitime dans un temps futur, et ce qui est tabou pour une communauté culturelle, peut ne pas l'être pour une autre. C'est dans cet ordre d'idée que le traducteur fait son apparition.

En traductologie, et plus spécifiquement dans le cas de la traduction littéraire, le tabou serait représenté par tous ces ouvrages qui s'opposent aux standards ou aux modèles privilégiés d'écriture, soit par rapport à la forme, au contenu, ou aux deux. Par exemple, l'œuvre de Charles Bukowski correspond à ce dernier cas en utilisant un registre extrêmement informel à travers d'un langage cru et vulgaire qui désacralise des sujets tels que le travail, le sexe, le corps et, enfin, les relations humaines en général.

En ce qui concerne le concept du tabou dans le cadre langagier, Avila Cabrera (2014) propose une différenciation entre « langage offensif » et « langage tabou », le premier étant composé par tous ces termes et expressions qui contiennent des grossièretés et des explétifs, et dont l'objectif est principalement de mépriser et/ou de vexer. De l'autre côté, le langage tabou n'inclut pas nécessairement l'inclusion de mots vulgaires, mais plutôt des « termes qui ne sont pas considérés appropriés ou acceptables par rapport au contexte, à la culture, à la langue ou au moyens à travers lequel ils sont émis » (p.78). De ce fait, le langage

tabou *peut* vexer l'interlocuteur sans avoir recours aux mots offensifs tout en touchant ces « points sensibles » mentionnés auparavant par Makarová, dans des circonstances spécifiques. Nonobstant, Avila Cabrera indique aussi que le langage offensif et tabou sont couramment interconnectés, complémentaires et même interdépendants l'un de l'autre afin de renforcer un objectif, une voix, un ton et un registre commun. En effet, pour sa nature opposée au standard, l'usage du langage offensif et tabou est souvent lié aux groupes sociaux les plus bas de l'échelle sociale, aux exclus, aux non-cultivés et à la masculinité (Hamaïda, 2007, p. 4). De ce fait, ce type de langage est habituellement utilisé afin de caractériser des personnages qui correspondent à ces types de contextes socio-culturelles et de renforcer certains aspects de leurs vies, de leurs pensées, de leurs points de vue.

C'est face à ce panorama que la traduction inter linguistique du langage offensif et tabou se développe, et c'est pour ces raisons que le traducteur doit faire preuve d'une grande sensibilité interculturelle qui lui permette de comprendre les messages culturels sous-jacents du Texte Source et de pouvoir les transmettre de la meilleure manière possible dans le Texte Cible, ayant comme objectif final un dialogue interculturel entre la Culture Source et la Culture Cible.

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Implementación de una ruta para la gestión del conocimiento sobre la lengua inglesa, en el Centro Virtual de Escritura, Lenguaje y Expresión CVELE de la UNAD

Implementation of a route for the management of knowledge about the English language, in the Virtual Center of Writing, Language, and Expression (CVELE) of UNAD

Edwin Andrés Londoño Alape

Docente Maestría en Mediación Pedagógica en el Aprendizaje del Inglés –
Universidad Nacional Abierta y a Distancia
ORCID: [0000-0001-5257-1807](https://orcid.org/0000-0001-5257-1807)
Email: edwin.londono@unad.edu.co

Diana Liceth Martínez Verdugo

Líder Maestría en Mediación Pedagógica en el Aprendizaje del Inglés –
Universidad Nacional Abierta y a Distancia
ORCID: <https://orcid.org/0000-0002-1923-3985>
Email: diana.martinez@unad.edu.co

Carlos Alberto Muñoz Gutiérrez

Docente Especialización en Pedagogía para el Desarrollo del Aprendizaje
Autónomo – Universidad Nacional Abierta y a Distancia
ORCID: [0000-0002-3764-5924](https://orcid.org/0000-0002-3764-5924)
Email: diana.martinez@unad.edu.co

Resumen

La Escuela de Ciencias de la Educación de la UNAD dispone de un nodo de conocimiento llamado Centro Virtual de Escritura, Lenguaje y Expresión (CVELE) que requiere de un espacio de inmersión para el aprendizaje y práctica del inglés. El objetivo principal del proyecto cuyos avances aquí se presentan es diseñar e implementar la *Ruta para la Gestión del Conocimiento sobre la Lengua Inglesa*, que se trata de una línea de acción en inglés que gestionará recursos, servicios y

eventos académicos, proyectos educativos, sociales y de investigación, entre otros, que estarán al beneficio de la comunidad académica de la Escuela y de la Universidad en general.

Para tal fin, como primer paso, ha sido necesario establecer tendencias, necesidades y oportunidades para el diseño de la ruta de gestión del conocimiento sobre la lengua inglesa, por medio de un análisis contrastivo de centros virtuales de escritura, lenguaje, y expresión, tanto en lengua materna como en lengua extranjera, existentes en los ámbitos nacional e internacional. Este análisis permitió identificar los temas que estos centros abordan, las características de los recursos educativos que tienen y el tipo de servicios que prestan diversos centros virtuales en el ámbito nacional e internacional, con el fin de determinar las oportunidades que se pueden presentar para la comunidad educativa de la ECEDU, en el marco de la construcción de la ruta en mención.

Palabras clave: gestión del conocimiento, lengua inglesa, centro virtual de aprendizaje.

Abstract

The School of Education Sciences of UNAD has a knowledge node called the Virtual Writing, Language and Expression Center (CVELE). This center requires an immersion space for learning and practicing English. The main objective of the project which advances are presented in this paper is to design and implement the Route for the Management of Knowledge on the English Language, which will be an action line in English for the CVELE that will manage resources; services; academic events; educational, social and research projects; among others, that will benefit the academic community of the School and the University in general.

For this purpose, as a first step, it has been necessary to establish trends, needs and opportunities for the design of the knowledge management route on the English language, through a contrastive analysis of virtual centers of writing, language, and expression, both in the mother tongue and in a foreign language, existing at the national and international levels. This analysis made it possible to identify the issues that these centers address, the characteristics of the educational

resources they have and the type of services provided by various virtual centers nationally and internationally, in order to determine the opportunities that may arise from the academic community of the ECEDU, within the framework of the construction of the route mentioned.

Keywords: knowledge management, English language, virtual learning center.

Desarrollo del documento

El Centro Virtual de Escritura, Lenguaje y Expresión – CVELE- de la UNAD es un espacio virtual que busca brindar a los estudiantes y comunidad académica en general herramientas de apoyo para fortalecer las competencias relacionadas con la lectura, la escritura, las diferentes modalidades del lenguaje, la comunicación lingüística, la expresión artística y literaria, junto con la preparación en las áreas genéricas para la presentación de la prueba Saber Pro y el manejo de los recursos digitales.

Actualmente, este CVELE cuenta con recursos y servicios en lengua castellana; sin embargo, institucionalmente existe la necesidad de fortalecer el dominio de la lengua inglesa de estudiantes, docentes, administrativos y directivos, por lo que se evidencia la importancia de potenciar el CVELE con espacios de inmersión para el aprendizaje y práctica del inglés por parte de la comunidad Unadista. Es así como surgió el proyecto de investigación denominado “Implementación de una ruta para la gestión del conocimiento sobre la lengua inglesa, en el Centro Virtual de Escritura, Lenguaje y Expresión CVELE de la UNAD”, que busca gestionar recursos, servicios, espacios, eventos académicos y proyectos educativos, sociales y de investigación en inglés, para beneficiar a la comunidad académica y administrativa de la Escuela y de la Universidad en general.

El primer paso en el desarrollo de este proyecto consistió en llevar a cabo un rastreo documental, sobre lo que llamamos centros de escritura, lenguaje, expresión y gestión del conocimiento, en los ámbitos nacional e internacional. Este rastreo fue sistematizado por parte de los investigadores y cinco estudiantes semilleristas, en una matriz de análisis, previamente validada, compuesta por treinta y dos (32) ítems a través de los cuales se dio respuesta a diferentes interrogantes planteados por el

equipo investigador, relacionados con las dinámicas de los centros virtuales, sus propósitos, sus campos de conocimiento, los servicios y recursos que ofrecen, sus principios filosóficos y pedagógicos, entre otros aspectos.

Dentro de los hallazgos de este rastreo, en relación con 92 centros de escritura analizados, 46 nacionales y 46 internacionales, se tiene que el 41,3% de los centros son de carácter público y el 58,7% de carácter privado y que sus propósitos fundamentales se centran en el fortalecimiento en primer lugar de la escritura, en segundo lugar, de la lectura, y en tercer lugar de la expresión oral de las comunidades académicas.

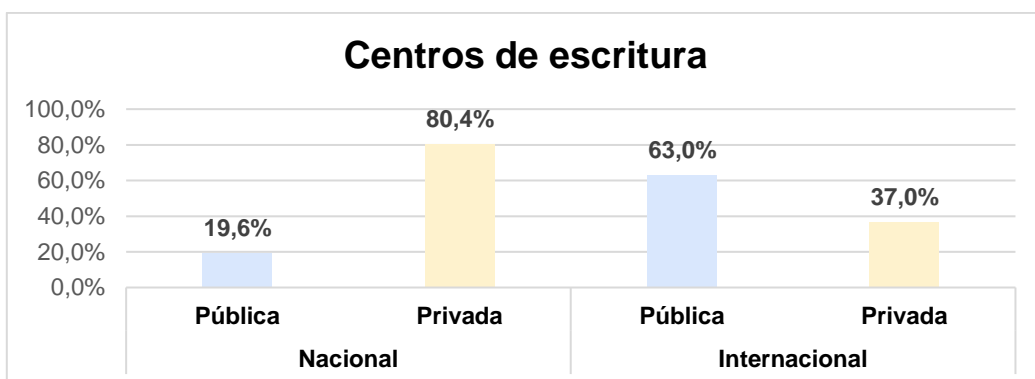


Gráfico 1. Carácter de los centros de escritura (público/privado). Fuente propia.

Las diversas estrategias y servicios para fortalecer dichas competencias se desarrollan, en algunos de los centros, de forma virtual (8.7% en el ámbito nacional y 23.9% en el internacional), en otros en de forma presencial (41.3% en el ámbito nacional y 6.5% en el internacional); sin embargo, en la mayoría de los centros se desarrollan en modalidad mixta (50% en el ámbito nacional y 69.5% en el internacional).

En cuanto a la lengua en la cual se ofertan los recursos y servicios, se evidencia que el 92.5% de los centros de escritura colombianos lo hacen en español y solo el 6.5% se desarrolla en español e inglés, mientras que los centros internacionales analizados se gestionan en lenguas como español (54.3%), inglés (30.4%), alemán, español - catalán, ruso, alemán – inglés – español (2.1%) y

alemán – inglés (4,3%). Respecto a la población objetivo de los centros, la mayoría son estudiantes y en otros casos se incluye al cuerpo docente también.

Por otra parte, un gran porcentaje de los centros de escritura, tanto en el ámbito nacional, como en el internacional, tienen identificados sus campos de acción y los temas que se abordan en los centros de escritura. En cuanto a los temas, se observa que la escritura académica y la lectura crítica son los dos campos de interés con mayor porcentaje para este tipo de centros. La expresión oral es otra opción común, ya que esta temática se posiciona en tercer lugar en el caso de los centros colombianos y en cuarto lugar en los internacionales. Por su parte, como se observa, la lectura literaria y la escritura creativa también son relevantes para la gestión de este tipo de centros.

Ámbito Nacional		Ámbito Internacional	
Escritura académica	25,47%	Escritura académica	36,75%
Lectura académica	22,98%	Lectura académica	15,38%
Expresión oral	13,04%	Escritura creativa	14,53%
Lectura literaria	11,18%	Expresión oral	9,40%

Tabla 1. Campos de acción de los centros de escritura. Fuente propia.

Con respecto a los servicios que se prestan en los centros virtuales, se evidencia que en el ámbito nacional se priorizan las asesorías/tutorías para la realización de tareas académicas (26,72%), en segundo lugar se encuentran los talleres para la promoción de competencias académicas (19,08%), en tercer lugar está la oferta de cursos o diplomados (12,21%) y, posteriormente, otros servicios como tutorías de investigación (9,92%), orientación y consejería estudiantil, preparación para exámenes de Estado en el componente de lengua.

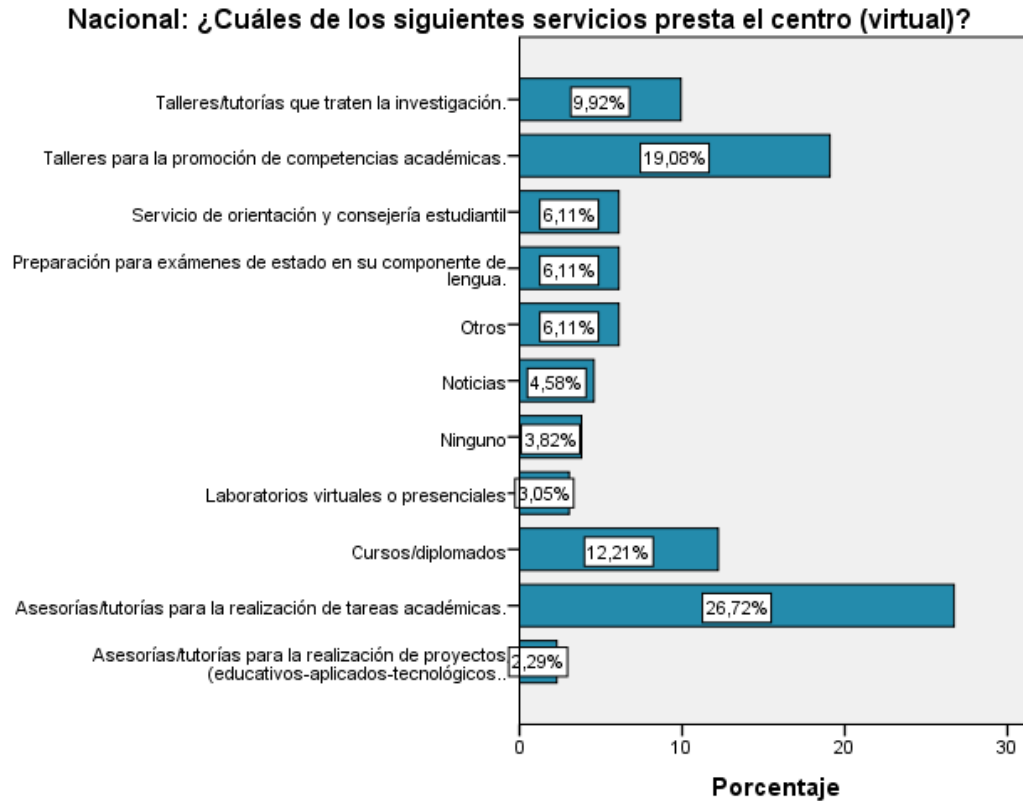


Gráfico 2. Servicios de los centros de escritura en el ámbito nacional. Fuente propia

En los centros virtuales internacionales, los servicios de asesorías/tutorías para la realización de tareas académicas también se encuentran en primer lugar (27,74%), seguidos igualmente por los talleres para la promoción de competencias académicas (20,44%), en tercer lugar están los talleres/ tutorías relacionados con temas de investigación (11,68%) y en cuarto lugar las asesorías/tutorías para la realización de proyectos educativos, aplicados o tecnológicos (10,22%).

Internacional: ¿Cuáles de los siguientes servicios presta el centro (virtual)?

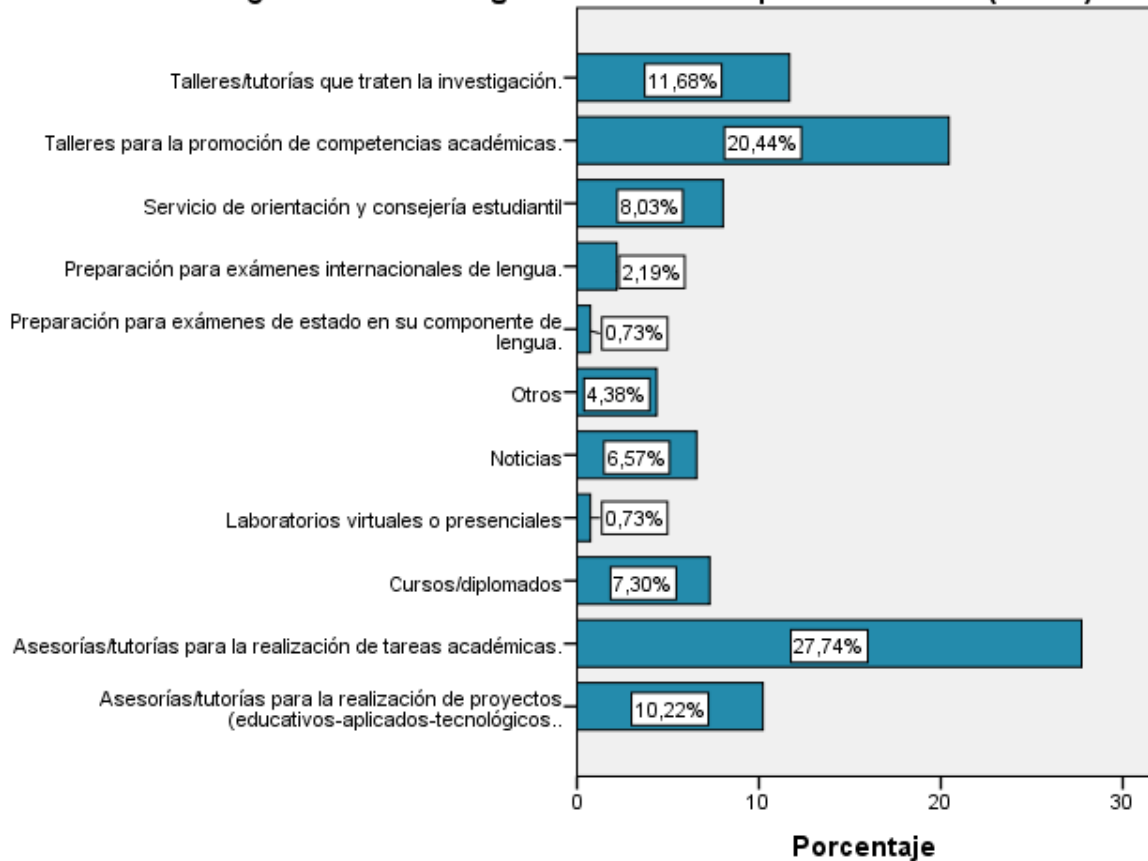


Gráfico 3. Servicios de los centros de escritura en el ámbito internacional. Fuente propia.

Una vez identificados el carácter, los campos de acción, los recursos, las temáticas y servicios que prestan los centros virtuales objeto de este estudio, el equipo de investigación se dispone a aplicar una serie de cuestionarios a una muestra de estudiantes, docentes y líderes de las cinco licenciaturas, las tres especializaciones y las tres maestrías de la Escuela de Ciencias de la Educación ECEDU, con el fin de levantar información sobre las necesidades específicas de la comunidad académica respecto a la ruta para la gestión del conocimiento sobre la lengua inglesa. Como resultado de estos ejercicios, se proyecta el diseño de un portafolio de servicios, espacios académicos y recursos educativos para publicar y ofertar en el Centro Virtual de Escritura Lenguaje y Expresión de la UNAD.

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Pedagogical strategies to include superior levels of thinking in the assessment of the language learning processes

Estrategias pedagógicas para incluir niveles superiores de pensamiento en la evaluación de los procesos de aprendizaje de idiomas

Astrid Yandira Lemos Rozo

Docente programa Licenciatura en Lenguas Extranjeras con énfasis en Inglés, UNAD.

ORCID: <https://orcid.org/0000-0002-7611-0922>

email. astrid.lemos@unad.edu.co

Abstract

This work is based on the analysis of the thinking skills involved in the assessment processes of the English courses of the Bachelor's Degree program in Foreign Languages with emphasis in English offered by the ECEDU- UNAD. The levels of thinking addressed are: recognition, comprehension, enaction, metacognition, and complex thinking from Morin's theories (2001). The work focuses on the tests and tasks that are developed in the final phase in the development of the courses belonging to the mentioned program. As a result of the research process, it is intended to offer guidelines and tools in relation to the creation of closed and open tasks for the assessment process that address deep levels of thought and complexity, according to the current dynamics of the network society, and the recognition of the diversity of literature and theories about the assessment processes of learning that involves a more dynamic and open understanding of the learning nature in the current times.

Keywords: Assessment, education, thinking, learning, language instruction, communication technology.

Resumen

Este trabajo se basa en el análisis de las habilidades de pensamiento involucradas en los procesos de evaluación de los cursos de inglés del programa de Licenciatura en Lenguas Extranjeras con Énfasis en Inglés que ofrece la ECEDU-UNAD. Los niveles de pensamiento abordados son: reconocimiento, comprensión, enacción, metacognición y pensamiento complejo desde las teorías de Morin (2001). El trabajo se centra en las pruebas y tareas que se elaboran en la fase final en el desarrollo de los cursos pertenecientes al mencionado programa. Como resultado del proceso de investigación, se pretende ofrecer pautas y herramientas en relación con la creación de tareas cerradas y abiertas para el proceso de evaluación que aborden niveles profundos de pensamiento y complejidad, de acuerdo con la dinámica actual de la sociedad en red, y el reconocimiento de la diversidad de la literatura y las teorías sobre los procesos de evaluación de los aprendizajes que implica una comprensión más dinámica y abierta de la naturaleza del aprendizaje en los tiempos actuales.

Palabras Clave: Evaluación, educación, pensamiento, aprendizaje, enseñanza de las lenguas, tecnologías de la comunicación.

Development of the paper

El pensar, se ha quedado difuso en una sociedad que exige resultados a velocidades vertiginosas, el pensar toma tiempo, contiene bifurcaciones, dudas y errores; elementos eliminados de nuestro método científico, el cual busca certezas, leyes, y realidades absolutas. Es el pensar el que nos lleva a soluciones pertinentes para los problemas que nos aquejan y a conectar con realidades que pueden ser ajenas, pero que nos unen en la diferencia.

En el marco del aprendizaje de las lenguas extranjeras, en las evaluaciones usualmente se realiza un fuerte énfasis en las reglas gramaticales del idioma y en sus usos en contextos, esto brinda amplias oportunidades de explicitar los niveles de pensamiento implícitos en el aprendizaje, la conexiones con diversas culturas y

formas de ver el mundo, así como las incidencias de estos niveles abordados en la vida del aprendiz. Ahondar en el pensar, amplía los marcos del conocimiento, renueva nuestra relación con el mundo, profundiza y cuestiona las prácticas educativas que se han normalizado, aquellas que coartan la posibilidad de una mejor comprensión de nuestra compleja configuración y que limitan interacciones generosas y conscientes. La evaluación, tal y como la comprendemos, potencia el individualismo y la competitividad, invisibiliza el proceso y disocia las diferencias, puesto que mide a todos los estudiantes bajo los mismos estándares.

Los niveles de pensamiento que denominamos superiores. tales como; el pensamiento reflexivo, el crítico y el pensamiento complejo, facilitan la búsqueda de conexiones con el todo que nos configura, los contextos de la lengua extranjera, su historia, incidencias e influencias en las dinámicas actuales y las rutas de cambios que se gestan desde su aprendizaje

Taxonomías del pensamiento

Villarini (2004) citado por Steffens, et.al (2017), expresó que el pensamiento es aquella capacidad del ser humano de construir representaciones e interpretaciones en relación con su contexto. Maldonado (1993), considera que el pensar es “una visión sinóptico-prospectiva...se trata de ver lo posible por encima de lo inmediato y real” p. 98. Aunque el pensar es autónomo, la construcción de eso que llamamos real desde la multiplicidad de posibilidades se gesta en el pensar, y se materializa en colectivo desde el diálogo y el consenso. El pensamiento en la era red según Steffens, et.al (2017), “adquiere nuevas formas de relacionarse, de trabajar, de nuevos desafíos, generando así cambios en la vida de las personas” (p. 8).

A lo largo de los tiempos se ha teorizado sobre el pensar, y aunque a la luz de la racionalidad instrumental pareciera innecesario y casi que un tiempo extra de lujo, es en el pensar que se gestan los procesos de dominación y de emancipación. El pensar se ha abordado desde diversas posibilidades y/o lo que denominamos en este estudio niveles, el alcance que tenga el pensar, sus implicaciones e influencias depende de ciertos factores y criterios que hemos decidido abordar con más

profundidad. John Dewey (1933), fue uno de los pioneros en este análisis; en su obra “Cómo pensamos”, en la cual, define al pensamiento reflexivo como una cadena de ideas que vienen a la mente, seguidas de causas y consecuencias que se toman en consideración para el surgimiento de una idea mayor.

Por su parte, Shön (1983), amplía este pensamiento a un nuevo nivel, y se centra en la acción sobre la acción, ya no se queda en la idea, sino que se va al terreno de la práctica. Mezirow (1991), sube un peldaño más y nos lleva al pensamiento crítico, posterior a la secuencia de ideas en cadena que nos conduce a las causas y consecuencias, pensamos en la acción que conlleva ese pensamiento, acción que nos lleva a una transformación. El pensamiento crítico implica entonces una transformación de realidades tangibles y transgresoras de lo que se concibe como la realidad.

En niveles de pensamiento que podríamos considerar de menor alcance, tenemos el análisis realizado por Mezirow (1991), que conceptualiza a la acción habitual como una acción no reflexiva, repetitiva, y casi automática. Y la comprensión tomada desde Bloom (1979), la cual implica la recordación, un aprendizaje sin que se relacione necesariamente con ningún otro hecho o contexto específico. Estos niveles posibilitan los procesos diarios y vitales para la supervivencia más no implican grandes transformaciones sociales.

La evaluación compleja

De acuerdo con Hernández (2008), la evaluación debe involucrar una amplia comprensión sobre lo que es el aprendizaje humano y sus complejidades “Se implementa la evaluación del aprendizaje motor, con estrechez”. (p.9). Sin el ser humano, su condición de ser vivo, su entorno y sus sistemas complejos, la evaluación no puede ser reduccionista. Requiere de elementos mucho más amplios y ricos para poder ser coherente con los procesos de aprendizaje. Por ahí inicia la exploración a niveles superiores de aprendizaje, desde una evaluación consciente de los actores involucrados. Hernández (2008), considera que se debe profundizar más en lo integral, en las cualidades y atributos del aprendiz. Así mismo, es importante mencionar la definición que nos otorga Brown (1989) acerca de la

evaluación, ya que este autor, se preocupa por la integración de diferentes componentes los cuales se relacionan con el currículo, las actitudes de los estudiantes, y el contexto en donde el proceso enseñanza-aprendizaje se desarrolle.

Niveles de pensamiento

Inspiradas en las taxonomías que abordamos, hemos creado una propia con el fin de realizar el análisis de las evaluaciones finales de los cursos de lengua de LILEI- UNAD.

Nivel 1. Reconocimiento: El estudiante reconoce los conceptos desde sus conocimientos previos los conceptos y realiza acciones desde su memorización. Reacción desde el hábito. Recuerda conceptos básicos, nociones, hechos y términos del tema aprendidos con anterioridad. Churches (2009), se refiere al recordar como el nivel más bajo de la taxonomía de bloom, en el cual se posibilita el recordar y/o reconocer conocimiento que está en la memoria. Esto se evidencia cuando, a través de la memoria, producen definiciones, hechos, listas, recuperación de conceptos y material.

Nivel 2. Comprensión: El estudiante relaciona conceptos con conocimientos previos a partir de experiencias y con diversos contextos de acuerdo con lo enunciado. Wiske (1999), describe la comprensión como la habilidad de pensar y actuar con flexibilidad a partir de lo que se sabe. Ir más allá de la memorización, el pensamiento y las acciones rutinarias hacia la capacidad de un desempeño flexible alrededor del tema propuesto.

Nivel 3. Enacción: De acuerdo con Varela citado Martínez (2016), la enacción es acción incorporizada, percepción y acción, cognición vivida, relación entre la mente en la ciencia y la mente en la experiencia. Emergencia colectiva del saber mediante la acción efectiva. Red de seres vivos interconectados que generan cambios estructurales. Aprendizaje antirrepresentacionista en un mundo enactuado. “En The Embodied Mind la enacción es asociada con el verbo “bring forth”, que significa dar a luz o alumbrar. Por ello creo que puede traducirse por “alumbramiento” p. 139

Nivel 4. Metacognición: Osses & Jaramillo (2008), definen la metacognición como la conciencia que se tiene de los procesos propios de aprendizaje; cuando se contemplan todas las alternativas en antes de decidir la mejor. Supervisión y de regulación sobre la propia actividad cognitiva. Aprendizaje autorregulado. El estudiante realiza un proceso intencional y activo, en el cuál es capaz de iniciar y dirigir su propio aprendizaje, así como procesos de autoevaluación, transformación y de proponer nuevas rutas y alternativas. Abstrae y experimenta nuevas emociones que le permiten juzgar acciones.

Nivel 5. Pensamiento Complejo: De acuerdo con Morin (1999) citado por Rozo & Parra (2020), describen los abordajes de la complejidad como un campo que ofrece herramientas epistemológicas para cuestionar el sistema binario, dicotómico y limitante que prevalece en el sistema occidental. Para ellos nos proponen abrazar otras formas de aprender y de construir saberes, en las cuales se reivindique el error, las paradojas, el misterio, las tramas, lo multimodal y multifuncional, como complemento de lo binario, simplista y dicotómico. En donde las dinámicas impredecibles, flexibles y en red sean también válidas en una diversidad de lógicas, que sacudan las bases del ser y el estar y logren socavar así los sistemas de dominación.

Con base en esta taxonomía se construye un instrumento de evaluación que permite el análisis de las evaluaciones abiertas y cerradas y desde el cuál se pueden construir rutas de acción de mejora para poder abordar estos niveles con mayor propiedad.

Nombre curso:			
Nivel de pensamiento	Criterio	Indicador	Descripción
Reconocimiento	El estudiante reconoce desde sus conocimientos previos los conceptos y realiza	- Recuerda, lista, enumera, Identifica , nombra, describe, selecciona	

	acciones desde su memorización		
Comprensión	Relación de conceptos, interdependencia, contexto, relación conocimientos previos, relación con la experiencia.	- Interpretar, resumir, inferir, parafrasear, clasificar, comparar, explicar, ejemplificar.	
Enacción	Poner en acción el aprendizaje. Solución de problemas.	Experiencias, implementar, desempeñar, usar, ejecutar, interactuar, proponer, crear, acción colectiva, reflexionar.	
Metacognición	Autoanálisis, autoevaluación, transformación, propuestas, emociones, experiencias personales.	Revisar, formular hipótesis, criticar, experimentar, juzgar, probar, detectar, monitorear, punto de vista, abstracción, autoevalúa, investiga.	
Pensamiento complejo	Integración del todo que nos configura. Conciencia de limitaciones, holismo, transdisciplinariedad	Juzgar, error, misterios, dudas, retos, multidimensional, multicontexto, paradojas, cuestiona, crítica en un sentido amplio, va a las bases epistemológicas, integra diversas corrientes y teorías.	
Dimensión transdisciplinar: Integra otros	Descripción		

campos de conocimiento y disciplinas.	
Dimensión contextual: Involucra las particularidades del contexto y las necesidades de los estudiantes académicas y personales.	
Dimensión digital: Involucra una mediación con recursos digitales, así como habilidades necesarias para la interacción con las TICs.	
Dimensión creativa: Involucra la creación de experiencias, contenidos,	

teorías, retos, etc.	
Dimensión dialógica: Conduce a reflexiones colectivas, consensos, diálogos para promover cambios en los procesos de aprendizaje, sociales y culturales.	
Análisis general del curso	

Tabla 1. Instrumento de evaluación. Fuente propia.

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Teaching competencies and educational technology within a research seedbed in a teacher education program

Las competencias docentes y la tecnología educativa dentro de un semillero de investigación de un programa de formación docente

Sandra Marina Palencia González

Professor and researcher, Universidad Libre
<https://orcid.org/0000-0002-4655-5277>
sandram.palenciag@unilibre.edu.co

Clara Isabel Onatra Chavarro

Professor and researcher, Universidad Libre
<http://orcid.org/0000-0002-8728-1858>
clarai.onatrac@unilibre.edu.co

Abstract

This action research sought to observe how pre-service teachers were consolidating their teaching competencies through the implementation of technological tools to create innovative material to teach languages. The population was 10 students belonging to a research seedbed in a teacher education program in foreign languages. The theoretical constructs are teaching competencies, educational technology and teacher education. Data collection instruments were a semi-structured interview, pre-service teachers' materials to teach languages, and a focus group. Conclusions lead to future teachers being aware of the importance of teaching competencies, knowing how to use technology contributing to innovations in the classroom.

Keywords: Teaching competences; educational technology; research seedbed, teacher education

Resumen

Esta investigación-acción buscó observar cómo futuros docentes pueden consolidar sus competencias docentes a través de la implementación de herramientas tecnológicas con el fin de crear material innovador para la enseñanza de idiomas. La población fue un grupo de 10 estudiantes pertenecientes a un semillero de investigación en un programa de formación docente en lenguas extranjeras. Los constructos teóricos que fundamentan el estudio son las competencias docentes, la tecnología educativa y la formación docente. Los instrumentos de recolección de datos que se usaron fueron una entrevista semiestructurada, la creación de material de los maestros en formación para enseñar idiomas y un grupo focal. Las conclusiones indican que los futuros docentes deben ser conscientes de la importancia de las competencias docentes y saber implementa la tecnología para contribuir a la innovación en el aula.

Palabras Clave: Competencias docentes; tecnología educativa; semillero de investigación; programa de formación docente.

Development of the paper

Nowadays, the world is still adapting to the situation of a post-pandemic era, thus, education is not an exception. For that reason, it is pivotal for future teachers to know how to adjust themselves to specific situations. In that way, they can create innovative and meaningful material for their pupils by making use of ICT (Information and Communication Technologies) tools and strengthening their teaching competencies.

As the target population of the present study is 10 pre-service teachers majoring in languages, and that belong to a research bed, it is necessary to go over the concept of research as making innovations and changes in education by means of fostering an effective and enjoyable learning process. For that reason, the research inquiry is: *How to encourage the pedagogical transformation of prospective*

languages teachers based on the teaching competencies and knowledge as well as use of educational technology? With this in mind, the three theoretical constructs that are the basis of the present study are *teaching competencies, educational technology and teacher education*.

Teaching competencies is a concept that pre-service teachers should consolidate better before they start their teaching work. To start with, we will go over Selvi's (2010) proposal, which establishes the following competencies for teachers: Research, curriculum, lifelong learning, social-cultural, emotional, communication, ICT, environmental and field. These concepts will be explained in depth during the talk.

Based on the above information, what the present study took into account the most is the *Research, Curriculum, ICT and Lifelong learning competencies*. Moreover, if a teacher is tremendously competent, it would impact positively his/her students as it is presented by Kulshrestha & Pandey (2013): "Competence is usually associated with highly professional performance and there is a direct link in the field of education between a teacher's professional competence and pupil performance" (p. 30).

Besides that, the definition of educational technology has to do with "the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources" (Januszewski & Molenda, 2013 p. 1). Both the theoretical foundations and the tools are included in the term "educational technology". Prospective teachers were creating material for their potential students, such as an app, webpages, booklets, accessible material for blinded students and a TikTok channel for learning EFL.

The last concept is related to teacher education, seen as a continuous process. According to Taylor (2016), it may be divided into two stages: pre-service and in-service. The former involves the education that comes before teachers enter the job market; the latter is the education that teachers are given after the beginning of their career. In that respect, Richardson and Díaz Maggioli (2018), ascertain that teacher learning does not conclude when novice teachers finish their initial teacher training. Hence, it is important to instill in future teachers the need of evolving as a

lifelong learning activity. As Kumaravadivelu (2012) illustrates, even more, the rapid increase and development of technology as well as the dissemination of research findings on our globalized society have renewed the need for higher quality teacher education programs.

Prospective teachers manifested that COVID19 situation was a challenge for them to create innovative material, but at the same time they felt motivated with the way they could go over their students' needs and likes. Actually, their pupils received that material so enthusiastically that prospective teachers desire to continue creating meaningful resources for their future work contexts once they graduate from the university.

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Gamification as a strategy to promote vocabulary learning in English as a foreign language

La gamificación como estrategia para promover el aprendizaje de vocabulario en inglés como lengua extranjera

Erika Nicoll Pineda Beltrán

Estudiante de Español y Lenguas Extranjeras, Universidad Libre.

ORCID: 0000-0001-5332-7929

erikanicollpineda99@gmail.com - erikan-pinedab@unilibre.edu.co

Lina Maria Rivas López

Estudiante de Español y Lenguas Extranjeras, Universidad Libre.

ORCID

linamariarivas2001@gmail.com - linam-rivasl@unilibre.edu.co

Abstract

Gamification has now been a dynamic strategy that in recent years has transformed the classroom environment and, with it, learning in a productive and innovative way. This research project focuses on the field of learning English using gamification to encourage vocabulary learning. This need was identified through an initial diagnostic test, which showed that one of the main difficulties students have when expressing their ideas in English is the lack of lexicon, which is why, in many cases, they resort to their mother tongue. Consequently, the main objective of this project is to promote the learning of vocabulary in English as a foreign language in primary school students through the use of gamification. The background of the present project includes various local, national and international investigations that give an account of previous studies related to the subject. Likewise, the theoretical

framework has developed three essential constructs: learning English vocabulary; gamification as a strategy to improve vocabulary; and the characteristics of boys and girls in primary school, since they are the target population. This qualitative research is being carried out under the principles of documentary research. The instruments used for data collection are research related to the problem question of this research.

Keywords: gamification; vocabulary; learning; motivation; primary school children; ICT.

Resumen

La gamificación en la actualidad ha sido una estrategia dinámica que en los últimos años ha transformado el ambiente en las aulas y, con ello, el aprendizaje de manera productiva e innovativa. Este proyecto de investigación se centra en el campo del aprendizaje del inglés utilizando la gamificación para incentivar el aprendizaje de vocabulario. Dicha necesidad se identificó por medio de una prueba diagnóstica inicial, la cual evidenció que, una de las principales dificultades que tienen los estudiantes al expresar sus ideas en inglés es la falta de léxico, razón por la cual, en muchas ocasiones, recurren a su lengua materna. En consecuencia, el principal objetivo de este proyecto se enfoca en favorecer el aprendizaje de vocabulario en inglés como lengua extranjera en estudiantes de primaria por medio del uso de la gamificación. Los antecedentes del presente proyecto incluyen distintas investigaciones a nivel local, nacional e internacional que dan cuenta de estudios previos relacionados con el tema. Así mismo, se ha desarrollado el marco teórico tres constructos esenciales: el aprendizaje de vocabulario en inglés; la gamificación como estrategia para mejorar el vocabulario; y las características de los niños y las niñas de primaria, ya que son la población objeto de estudio. Esta investigación de enfoque cualitativo se está realizando bajo los principios de la investigación documental. Los instrumentos usados para la recolección de los datos son investigaciones relacionadas con la pregunta problema de esta investigación.

Palabras Clave: gamificación; vocabulario; aprendizaje; motivación; básica primaria ; TICS.

Development of the paper

La virtualidad en la educación ha sido uno de los retos que los docentes han tenido que enfrentar por más de dos años, desde el inicio de la pandemia en el año 2020. El inglés como lengua extranjera ha presentado para las clases remotas un componente que para todos los estudiantes ha sido un verdadero reto. El aprendizaje autónomo en una lengua extranjera, como lo ha sido el inglés para los niños de las escuelas, es un factor beneficioso que los ayuda a mejorar exponencialmente sus habilidades en el idioma. Sin embargo, siguen evidenciándose problemáticas que dificultan al estudiante la apropiación de una lengua extranjera.

Es por esto que herramientas novedosas como la gamificación en la actualidad ha sido una estrategia dinámica que en los últimos años ha transformado el ambiente en las aulas y, con ello, el aprendizaje de manera productiva e innovativa. Este proyecto de investigación documental en curso se centra en el campo del aprendizaje del inglés como lengua extranjera utilizando la gamificación para incentivar el aprendizaje de vocabulario.

Dicho proyecto investigativo surge como resultado de los procesos de observación de las clases de inglés en los estudiantes de segundo grado de una institución pública del municipio de Soacha. De esta manera, se identificó esta necesidad por medio de una prueba diagnóstica inicial, la cual evidenció una de las principales dificultades que tienen los estudiantes al expresar sus ideas en inglés: la falta de léxico, razón por la cual, en muchas ocasiones, recurren a su lengua materna para reemplazar las palabras que no conocen en inglés. En consecuencia, el principal objetivo se enfoca en favorecer el aprendizaje de vocabulario en inglés como lengua extranjera en estudiantes de segundo grado de primaria por medio del uso de la gamificación.

En adición a los objetivos, los antecedentes del presente proyecto incluyen distintas investigaciones a nivel local, nacional e internacional que dan cuenta de estudios previos relacionados con el tema. Gracias a esto, dicho proyecto se

fundamenta en tres constructos: el aprendizaje de vocabulario en inglés; la gamificación como estrategia para mejorar el vocabulario; y las características de los niños y las niñas de primaria ya que son la población objeto de estudio.

Esta investigación documental de enfoque cualitativo surge a partir de la problemática planteada anteriormente, la cual, se centra en buscar estudios previos y analizarlos para determinar de qué manera, a través de estrategias como los desafíos, las recompensas o la resolución de problemas en relación con la vida real, se puede mejorar el nivel de LE en los estudiantes de primaria ya que busca describir las situaciones asociadas a la necesidad de estudio identificada, partiendo de la realidad del contexto y de los principios del estado del arte. Asimismo, se pretende favorecer, promover y despertar las emociones de los niños, a través de las técnicas de la gamificación en el aula de clase de manera divertida y productiva para así, facilitar su proceso en el aprendizaje de vocabulario en inglés.

Tal como se ha previsto, la Gamificación actualmente como teoría de aprendizaje, según Sánchez et al. (2020), es una herramienta significativa ya que en distintas investigaciones ha demostrado ser una estrategia útil. Además de ser utilizada en la educación, mejora potencialmente el aprendizaje de vocabulario gracias al uso de los distintos elementos que componen el juego y revelan un impacto importante en el estudiante. Junto a la realización de esta investigación documental y otros documentos que alrededor del mundo han surgido para suplir necesidades en las aulas de clase, la gamificación demuestra en distintos términos que lo subcomponen el por qué de la razón de su gran eficacia. A través de las 30 investigaciones analizadas, los temas más recurrentes que surgieron en los diferentes estudios en relación con el uso de la gamificación para mejorar el vocabulario en inglés de los estudiantes fueron: la motivación, la participación, el aprendizaje activo, el rendimiento escolar y la cooperación.

Gracias al proceso que se ha llevado a cabo, el producto surge el desarrollo de un sitio web denominado GamiGo, que incluye 10 niveles y diferentes contenidos como: abecedario, saludos y despedidas, días, meses del año, estaciones, animales, cuerpo piezas, sentimientos, objetos de salón, familia, frutas, verduras y deportes; nivel básico según el marco común europeo para niños de primaria. Junto

a la gamificación como herramienta principal y el aprendizaje exclusivo de vocabulario, se desarrollan diferentes actividades, retos, misiones y juegos que encaminarán al alumno a mejorar tanto sus habilidades comunicativas como su memoria y motivación. Esta página web demuestra a través de la Gamificación una forma posible de aprender de una manera diferente sin darse cuenta de que los estudiantes están aprendiendo con cosas que realmente les gustan. Esto significa que Gamigo enseña a las personas a aprender de forma autónoma o en grupo cómo aumentar su vocabulario en cualquier lugar o incluso promover la motivación intrínseca con desafíos, insignias, puntos como estrellas, recompensas, diferentes niveles entre otras técnicas de gamificación.

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Tic&Tac 3.0 - Implementation of English learning devices for the teaching of English with specific purposes in four undergraduate programs at Universidad Surcolombiana

Catalina Córdoba Rojas

Student, Universidad Surcolombiana
<https://orcid.org/0000-0003-0300-1693>
U20181167153@usco.edu.co

Clara Victoria Herrera Bustamante

Student, Universidad Surcolombiana
<https://orcid.org/0000-0001-5208-0856>
u20181166371@usco.edu.co

Grecia Christian Guzmán Ramirez

Student, Universidad Surcolombiana
u20181167831@usco.edu.co

Research Group: APRENAP

Abstract

In this research study, students in the English Language Teaching Program of Universidad Surcolombiana aimed to implement Virtual Learning Objects (VLO) for specific needs in four University Institutional English Courses (UIEC). To accomplish such a goal, English program students used Information and Communication Technologies (ICT) created Virtual Learning Scenarios (VLS) that provided students who belong to different programs, contents, and materials to learn not just English as a general subject but related to specific needs according to each program.

First, the study presented the first phase in which the design of four Virtual Learning Scenarios (VLS) prototypes took place to test them with students from four undergraduate programs. Each VLS included the six linguistic competencies which

in turn contained two activities and four tasks aligned to A2 and B1- levels proposed in the Common European Framework of Reference (CEFR, 2018). The second phase evaluated the perception of the first prototypes of the VLSs by the students of four different UIECs; thus, we introduced modifications suggested. In the third phase, we tested the modified prototype with students and measured the impact achieved by the VLS used with undergraduate students of the University. Finally, we presented the conclusions and recommendations reached.

Keywords: Virtual Learning Objects (VLO); English courses, Linguistic Competencies; Information and Communication Technologies (ICT).

Resumen

Presentación del resumen de la ponencia... (Mínimo 250 palabras) En esta investigación, los estudiantes del Programa de Licenciatura en Inglés de la Universidad Surcolombiana tuvieron como objetivo implementar Objetos Virtuales de Aprendizaje (OVA) para las necesidades específicas de cuatro Cursos Institucionales de Inglés (CII). Para lograr tal objetivo, los estudiantes del programa de inglés hicieron uso de las Tecnologías de la Información y la Comunicación (TIC) creando Escenarios Virtuales de Aprendizaje (EVA), que brindaron a los estudiantes pertenecientes a diferentes programas, contenidos y materiales para aprender no solo el inglés como asignatura general, si no relacionándolos con temas específicos según cada programa.

En primer lugar, el estudio presentó la primera fase en la que se realizó el diseño de cuatro prototipos de Objetos Virtuales de Aprendizaje (OVA) que fueron probados con estudiantes de cuatro programas de pregrado. Cada EVA incorporó las seis competencias lingüísticas las cuales incluyeron dos actividades y cuatro tareas alineadas con los niveles A2 y B1 propuestos en el Marco Común Europeo de Referencia (MCER). La segunda fase evaluó la percepción de los primeros prototipos de los EVA por parte de los alumnos de cuatro CII diferentes, con el fin de introducir las modificaciones sugeridas. En la tercera fase probamos el prototipo modificado con estudiantes y medimos el impacto logrado con el trabajo realizado

de los EVA utilizados con estudiantes de pregrado de la Universidad. Finalmente, presentamos las conclusiones y recomendaciones alcanzadas.

Palabras Clave: Palabras clave: Objetos virtuales de aprendizaje (OVA); Cursos Institucionales de Inglés (CII); Competencias Lingüísticas; Tecnologías de la Información y la Comunicación (TIC).

Development of the paper

The main purpose of this incubator was to design and implement Virtual Learning Objects (VLO) that facilitated the process of development and acquisition of the English foreign language with specific purposes and needs of students from four undergraduate programs: Agroindustrial Engineering, Bachelor of Arts, Law, and Medicine of the Universidad Surcolombiana. In addition, the implementation of the VLO strategy allowed evaluation of the perception, and relevance of these modules among the university community of the targeted undergraduate degrees. Finally, it was possible to establish active learning and improved motivation, by giving the students the possibility to enjoy a variety of teaching resources that could favor the process of acquisition and development of learning English in the context of technology-mediated teaching that had shown enormous potential in the current health situation.

The project focuses on collecting data from the results obtained through the perceptions, interests, opinions, and experiences of the students who test the VLS prototypes. These opinions and perspectives will be analyzed through a mixed-method approach. On the other hand, Vibha Pathak, Bijayini Jenal, and Sanjay Kalra's "qualitative methods is used to understand people's beliefs, experiences, attitudes, behavior, and interactions"(2013). Furthermore, this approach has a great benefit because, with it, the researchers can use it to obtain in-depth information into the research question. Moreover, a qualitative approach is more flexible in understanding the different features of the phenomenon analyzed, in other words, this approach is subjective.

This project was developed in the following steps:

- 1) Drafting of the preliminary draft, diagnosis, and entry surveys

- 2) First phase: Virtual Learning Scenario and VLS testing
- 3) Second phase: second pilot of VLS and online publication of the devices
- 4) Survey development and clinical testing surveys to students and teachers
- 5) Structurization of the EBook + VLS Logbook
- 6) Set up a Journal paper

Following the problem and objectives proposed at the beginning of this investigation, it is important to analyze various key aspects that occurred during the development of the project to have a clearer view of the outcomes achieved. First of all, and following our problem setting, the implementation of the Virtual Learning Scenarios (VLSs) was fundamental for the project as we wanted to see how these potentiate the learning of English among the participants selected in four undergraduate programs: Agroindustrial Engineering, Bachelor of Arts, Law, and Medicine. Beyond that, we also expected to evaluate the relevance of these digital devices for students' language learning process, and how they responded to the specific purposes and needs of their programs.

To begin with, the design and implementation of those digital devices were a response to providing extracurricular material to the students and teachers during the university's remote teaching period. The context we were facing due to the Covid-19 Pandemic made it possible to direct our attention to creating and proposing new educational strategies that adapted to this new way of learning.

According to the information collected, we found that students may find the incorporation of these devices interesting for their learning as 60.7% of them claimed to prefer the use of digital platforms besides the text guide within their English classes. On the other hand, 32.3% of students also expected to see innovative activities in platforms of this type that contributed not only to their learning but also to their needs; since 88.5% of them asserted that the foreign language (FL) classes focused on teaching general English. Thus, the design of the VLSs, beyond the inclusion and development of the six linguistic competencies in English: *Reading comprehension, Listening comprehension, Oral Production, Oral Interaction, Writing Production, and Writing Interaction*; was thought to involve students in a series of

activities and tasks that might have resulted as interactive and relevant to their professional development.

Therefore, the implementation of the first and second prototypes of the VLSs according to specific topics of the four undergraduate programs could encourage students to further develop their autonomous learning skills. On the contrary, due to the Covid-19 pandemic, most students complained about the lack of interest of some teachers in providing support and guidance when working on the VLS mediated by remote education. In other words, autonomy was implemented but neglected by the professor.

Following the third and fourth specific objectives of this study, the analysis of results was carried out by taking into account their students' perceptions about the VLSs, and the usefulness of them in the English classes. The third objective covers the perceptions of the students who explored the VLSs. This allowed us to know their suggestions, recommendations, or comments on the explored prototypes.

On the one hand, after exploring and doing the activities of the digital resource some of the suggestions expressed were: More clarity in providing some instructions, more examples of activities to facilitate the understanding of tasks, and more interactive contents in some skills. On the other hand, there were positive comments about the design of the VLS such as the prototype was an excellent tool, the VLS incorporates good activities to strengthen the English language, and the digital resource is well filled out and outstanding. Moreover, even though each prototype contained the six linguistic competencies, the one that liked the most was the reading skill, and the one that liked the least was the listening skill for the variety of activities and tasks or the level of difficulty of each skill.

Besides, the fourth objective triggered the usefulness of the VLS. Firstly, how much implementation the device had in the classroom by teachers, and secondly, the use of technological platforms for the development of the prototypes. In the first aspect, the VLS revealed the undergraduate programs that implemented the VLS more as Medicine 50%, Law 33.3%, and Agro-industrial Engineering 16.6%. On the other hand, the bachelor's degree that used the device less was Art. This led us to think that maybe the promotion of the four prototypes by the teachers was not

enough. Since 66.6% of the students manifested that the VLS was implemented as an innovative extracurricular strategy without assessment within the English classes, it may have generated that students felt less interest in going through the devices; especially the Bachelor of Arts students. In this way, the Arts VLS was not explored properly and the analysis remained ambiguous.

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Affordances of informal language learning activities mediated by online technologies

Affordances de actividades informales del aprendizaje de idiomas mediadas por tecnologías online

Juan Carlos Acosta López

Estudiante de la maestría en Mediación Pedagógica en el Aprendizaje del Inglés - UNAD

ORCID <https://orcid.org/0000-0001-5464-8476>

email. juanc.acosta@unad.edu.co

Abstract

The advent of online technologies has not only had an impact on how people communicate and interact with each other, but also on how they acquire new knowledge and develop skills. These technologies have transcended the entertainment and recreational dimensions transforming most activity systems in various settings, including informal language learning. This single-case study research used activity theory perspectives and the concept of learning affordance as theoretical and analytical lenses to investigate the perceived affordances in informal activities mediated by online technologies that the students from the Foreign Language Teaching Program at UNAD carry out to complement their formal English instruction. This study used a qualitative word-based questionnaire and a semi-structured group interview to collect data from 115 LILEI students, from which 20 participants were purposively selected to be interviewed in small focus groups. A descriptive approach based on a dynamic and fluid 2-cycle coding procedure was conducted to analyze and interpret the data. The results from the study showed that being able to perceive different types of affordances such as technological, social,

metacognitive and language learning affordances directly affects learners' level of success in learning a foreign language.

Keywords: affordance, informal learning, online technology, activity system, activity Theory

Resumen

La llegada de las tecnologías en línea no sólo ha repercutido en la forma en que las personas se comunican e interactúan entre sí, sino también en cómo adquieren nuevos conocimientos y desarrollan habilidades. Estas tecnologías han trascendido las dimensiones de entretenimiento transformando la mayoría de los sistemas de actividad en diversos entornos, incluido el aprendizaje informal de idiomas. Esta investigación de estudio de caso único utilizó las perspectivas de la teoría de la actividad y el concepto de asequibilidad del aprendizaje como lentes teóricas y analíticas para investigar las asequibilidades o "Affordances" percibidas en las actividades informales mediadas por tecnologías en línea que los estudiantes del Programa de Enseñanza de Lenguas Extranjeras LILEI de la UNAD llevan a cabo para complementar su enseñanza formal del inglés. Este estudio utilizó un cuestionario cualitativo y una entrevista de grupo semiestructurada para recoger datos de 115 estudiantes, de los cuales 20 participantes fueron seleccionados intencionadamente para ser entrevistados en pequeños grupos focales. Para analizar e interpretar los datos, se utilizó un enfoque descriptivo basado en un procedimiento de codificación dinámico y fluido de dos ciclos. Los resultados del estudio mostraron que ser capaz de percibir distintos tipos de affordances, como las affordances tecnológicas, sociales, metacognitivas y de aprendizaje de lenguas, afecta directamente al nivel de éxito de los estudiantes en el aprendizaje de una lengua extranjera.

Palabras clave: affordance, aprendizaje informal, tecnología en línea, sistema de actividades, teoría de las actividades

Development of the paper

If authentic English use available on online multimedia sources and the one available in formal instruction are compared, it could be argued that the one provided inside the classrooms offers more possibilities for learning since it is carefully designed and selected for this purpose. However, learners' exposure to authentic interactions beyond the classrooms has proven to be of great importance for successful English learning (Nunan, 2014; Richards, 2015). Contrary to "English use" in formal learning scenarios, the one outside the formal instruction dimension is unstructured and involves complex routines and rituals resulting in authentic English rather than a display of the language (McCarthy and Wash, 2003). Therefore, the informal tasks mediated by online technologies that are chosen by FL learners must contain learning attributes or affordances that facilitate informal language learning.

The concept of "affordance" has increasingly been used in different fields due to its applications. In technology, Gaver (1991), defines the concept as the capabilities and limitations technologies have to offer in relation to the dynamic relationship between the object (technologies) and the actor (the people who use the technologies). In the field of language learning, the concept of affordance is often referred to as the capacities and qualities of technology to promote various types of language learning in an individual (Lantolf & Thorne, 2006; van Lier, 2000, 2004).

The purpose of this study was to analyze the perceived affordances in the informal English learning activities mediated by online technologies that the students from the bachelor's degree program in foreign language teaching with emphasis in English (LILEI for its initials in Spanish) at UNAD perform to complement their formal English instruction. Vygotsky's sociocultural theory (Vygotsky, 1978, 1986), Leont'ev's (1978, 1981) and Engeström's (1987, 2015) models of activity theory (A.T), and Nocchi's (2018) construct of affordance for research in technology-mediated language learning served as the theoretical lenses for the study.

The constructs of this theoretical framework did not only underpin this study but also provided the analytical tools that enabled the researcher to understand the complexity involved in the technology-mediated English learning activities that the

students from the LILEI program informally use to support their formal instruction as well as the learning attributes, capabilities, or limitations that those online technologies offer them to accomplish their learning objectives.

Methodological Design

This is a single-case study that used qualitative methods for data collection that were flexible in nature. A naturalistic interpretive approach was adopted to facilitate the direct understanding of the phenomenon by individuals within a specific context. The study targeted 115 English language learners in the undergraduate program in foreign language teaching with emphasis on English (LILEI) at the Universidad Nacional Abierta y a Distancia - UNAD, in Colombia. From these students, 20 participants were purposively selected as the main sample. The research obtained data through the application of a questionnaire and a focus group interview. The data collection process was divided into two phases, making it a sequential process in which the data collected from the application of the first instrument helped the researcher to redefine and expand the second.

This sequential approach to data collection allowed the researcher to obtain rich, comprehensive, and complementary information. A descriptive hybrid approach based on a dynamic and fluid coding procedure was used to analyze and interpret these data. This analysis technique was of a hybrid nature since both top-down and bottom-up approaches were used with Saldaña's (2016) suggested first and second-cycle coding methods.

Findings

The results of this study indicate that students in the LILEI program frequently engage in informal activities mediated by online technologies to support their formal instruction of the English courses offered by the undergraduate program. Furthermore, the results also seem to indicate that the learners' ability to perceive the different affordances provided by the online technologies mediating those activities and those provided by the activities themselves is a decisive factor that directly affects the learners' level of success in performing those activities and,

therefore, the development of communicative skills in English. The data showed that the participants were able to perceive a varied number of affordances, which were categorized as technological affordances, social affordances, and educational affordances.

Being able to perceive the technological affordances, which are provided in their entirety by the online resource (mediating artifact), is crucial in any technology-mediated activity system, as this is what enables learners to perceive social affordances and educational affordances such as metacognitive affordances, and language learning affordances. Similarly, the inability to perceive important technological affordances can pose important constraints for learners, preventing them from perceiving more complex affordances that, if perceived, could promote language learning. This is in line with Hammond's (2016) assertions that conceptualize the term affordances as possibilities for actions that are always relative to something. Therefore, it can be assumed that language learning affordances are relative to learners' ability to perceive other affordances, especially technological ones.

Conclusions

The impact of recent technologies on formal English language learning is undeniable and much research has been conducted on the topic. However, this study is part of a relatively small but growing trend of research focusing on technology-mediated informal language learning. This study highlights the importance of expanding knowledge about informal English language learning, especially for distance education models where learners are expected to have a high capacity for autonomous learning, and where most language learning is likely to occur in the informal setting. In these settings, where English is learned in a distance education modality, learners engage in informal learning activities mediated by technology, and recognize that without this support, formal English learning becomes insufficient. Consequently, this calls for in-depth and extensive research that can contribute to a clearer understanding of how individuals engaged in informal

technology-mediated language learning activities acquire communicative competencies.

When it comes to learning a foreign language in the scenarios described above, the type and number of affordances that these learners are able to perceive have a huge impact on their level of success. This study has identified several types of affordances that, if perceived and acted upon, can facilitate language learning. However, significant limitations have also been found in terms of cost, accessibility, and learners' social, cultural, and historical experience. Finally, these affordances are not usually perceived in isolation. On the contrary, they function as a network in which the perception of one affordance can lead to the discovery of another. Therefore, understanding what these affordances are, how they function, how they are perceived, and their limitations can have a significant impact on the learning process.

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The grammatical didactic sequence (gds) as a methodology to strengthen the development of reading comprehension skills of the english language in students of the basic secondary cycle

La secuencia didáctica gramatical (sdg) como metodología para fortalecer el desarrollo de las habilidades de comprensión lectora del idioma inglés en estudiantes del ciclo secundario básico

Laura Patricia Mosquera Gómez

Estudiante de Maestría en Mediación Pedagógica en el Aprendizaje Del Inglés, UNAD
<https://orcid.org/0000-0002-1881-8930>
laupamosgo@hotmail.com

Nelson Eduardo Narváez Hoyos

Estudiante de Maestría en Mediación Pedagógica en el Aprendizaje Del Inglés, UNAD
<https://orcid.org/0000-0002-8176-0356>
nelsonnarvaez396@gmail.com

Abstract

This proposal is oriented towards an analysis of what happens with the implementation of the didactic sequence methodology in the strengthening of reading comprehension skills in the English language, at the level of a group of students of the secondary basic cycle of the Rural Educational Institution El Portal La Mono of the Municipality of Belén de Los Andaquíes. This means that the research process includes a preliminary investigation as a diagnosis, followed by the implementation of a pedagogical proposal mediated by the methodology of the Grammatical Didactic Sequence (GDS), which is structured in 7 sessions in which the development of reading comprehension at its literal, inferential and critical intertextual levels. The theoretical foundation refers to the approach of theories related to the Communicative Language Teaching approach -CLT and the alternative

of the meaningful learning approach as a reference for situated learning of the English foreign language. The characteristics of the research are part of the mixed approach, since it emphasizes both the conditions that determine learning difficulties and the way in which it influences the performance of students at the level of reading comprehension in English as a foreign language. It is estimated that the experience will take place over a period of 12 months.

Keywords: Grammatical Didactic Sequence (GDS), reading comprehension, English, skills, situated learning, significant learning

Resumen

Esta propuesta está orientada hacia un análisis de lo que sucede con la implementación de la metodología de secuencia didáctica en el fortalecimiento de las habilidades de comprensión lectora en el idioma inglés, a nivel de un grupo de estudiantes del ciclo básico secundario de la Institución Educativa Rural El Portal. La Mono del Municipio de Belén de Los Andaqués. Esto quiere decir que el proceso de investigación comprende una indagación preliminar a modo de diagnóstico, seguida de la implementación de una propuesta pedagógica mediada por la metodología de la Secuencia Didáctica Gramatical (GDS), la cual se estructura en 7 sesiones en las que se aborda el desarrollo de la comprensión lectora en sus niveles intertextuales literales, inferenciales y críticos. La fundamentación teórica hace referencia al abordaje de teorías relacionadas con el enfoque de Enseñanza Comunicativa de Lenguas -CLT y la alternativa del enfoque de aprendizaje significativo como referente para el aprendizaje situado de la lengua extranjera inglesa. Las características de la investigación se enmarcan en el enfoque mixto, ya que enfatiza tanto las condiciones que determinan las dificultades de aprendizaje como la forma en que ésta influye en el desempeño de los estudiantes en el nivel de comprensión lectora en inglés como lengua extranjera. Se estima que la experiencia se desarrollará en un período de 12 meses.

Palabras clave: Secuencia Didáctica Gramatical (GDS), comprensión lectora, inglés, habilidades, aprendizaje situado, aprendizaje significativo

Development of the paper

The problem on which the concern arises in this research, is focused on the low level of reading comprehension of English texts presented by the students of the tenth grade from La mono Rural School, as well as the need to innovate the methodology to help to overcome such difficulties. The educational institution is located in the Mono Inspection of the Municipality of Belén de los Andaquíes, in the Department of Caquetá, Colombia. The concern arises due to the poor performance that the students presented in the internal tests during the 2019 and 2020. In the problem are involved students of the level of secondary education and particularly those of the basic secondary cycle.

This proposal was carried out with the purpose of changing the teaching strategies of English mediated by a grammatical didactic sequence in rural schools where access to the internet and information is limited. In addition, this strategy allowed the students and the researcher to discover new ways of teaching-learning where not only the improvement of reading comprehension was evidenced but also the improvement of class planning, making it more didactic, fun and with clear goals. To carry out this research it was essential to work with a mixed approach and to acquire the required information, it was necessary to apply a diagnostic evaluation, followed by the researchers analyzing the results, then the design of the instrument was pertinent in order to improve the results. Then, the instrument was applied in the students of the rural area and finally the process carried out was analyzed and evaluated.

Research questions and hypotheses

Research questions

How does the methodology of the Grammatical Didactic Sequence (GDS) affect the strengthening of reading comprehension skills in the English language in secondary students of La Mono high school from Belén de Los Andaquíes?

General Research objective

To carry out an analysis of the impact that the implementation of the methodology of the Grammatical Didactic Sequence (GDS) has on the strengthening

of reading comprehension skills in the English language in students of the basic secondary cycle of the IER La Mono of the Municipality of Belén de Los Andaquíes.

Specific Research objectives

To identify the current state of development of English language reading comprehension skills in 10th grade students.

To design a didactic proposal mediated by the methodology of the Grammatical Didactic Sequence (GDS) to strengthen the skills of reading comprehension in secondary school students.

To implement the Grammatical Didactic Sequence (GDS) proposal mediated by the methodology of the didactic sequence to strengthen the skills of reading comprehension in secondary school students.

To evaluate the evolution in the development of skills for reading comprehension of the English language, after implementing the didactic proposal mediated by the methodology of the Grammatical Didactic Sequence (GDS) in secondary school students.

Theoretical Framework

This proposal aims to dynamize the reading process, where it is necessary to create an environment where the reader feels familiar with the context, through the implementation of a series of reading comprehension strategies, where the three moments are worked (before, during and after reading) therefore, it seeks to develop texts with vocabulary related to the surrounding environment. In addition, taking into account the new school model with which rural schools work. In this order of ideas, this chapter is divided into the following sections: Communicative Language Teaching (CLT) Approach, Reading Comprehension, The Meaningful Learning Approach as a Benchmark for Situated Learning of the English Foreign Language, and the didactic sequence.

Research method

In accordance with the purpose of the research expressed through the stated objectives, the characteristics of this study are part of the mixed approach, to the

extent that its interest privileges the understanding of reality as a previous step to try to transform it later. This reality refers to the difficulties presented by students at different levels of reading comprehension. The transformation refers to the design and implementation of a pedagogical proposal to intervene in said detected difficulties.

Data collection techniques

Since the research process is part of the mixed approach, different types of techniques are used to collect the information, more precisely it refers to the questionnaire and non-experimental field observation.

Significance of the results In the application of the Grammatical Didactic Sequence (GDS), a high level of motivation and understanding of the information of the students was evidenced in the phase of the activities proposed in the various reading comprehension workshops, since they actively participated in the development of the exercises in the seven sessions, where reading was encouraged, to others, progressively appropriating the strategies suggested to obtain a better analysis and interpretation of the English texts.

Regarding the implementation of the Gramatical Didactic Sequence, it was observed that there was a significant improvement in terms of communication skills, after the application of reading comprehension strategies and interactive exercises. In addition, the students from La mono Rural School expressed their satisfaction regarding the activities, thopics, language, access, use, design, help, strategies and work time. The students expressed that the strategies implemented in the seven sessions improved their reading comprehension in English and they would like to continue developing similar activities in the English classes. According to Rodríguez, Otálvaro (2016) it is intended that, through didactic and pedagogical tools, exercises are carried out in order to overcome shortcomings or academic difficulties taking into account the students level. This is how the didactic sequence proposes a series of activities that, integrating various didactic, pedagogical and methodological elements, are directed towards strengthening reading comprehension in English.

Finally, during the final phase of the process with which the fourth specific objective was answered and during which the evaluation of the pedagogical proposal was carried out to observe the evolution in the development of skills for reading comprehension of the English language, It can be noted that the results certainly show a great advance in terms of strengthening the skills for reading comprehension, an achievement that is extensive in the three levels, because during the final test, its results show an overcoming of the corresponding percentages in all of them, thus demonstrating that the methodology of the Grammatical Didactic Sequence (GDS) can be successfully applied as a strategy or alternative to help solving learning problems in students of the secondary school cycle and in the English subject.

Conclusions

The main objective of this study was Carry out an analysis of the impact that the implementation of the methodology of the Grammatical Didactic Sequence (GDS) had on the strengthening of reading comprehension skills in the English language in students under study, which demonstrated the effectiveness and the good performance that the students had when approaching the 7 sessions. Furthermore, according to the data provided in graph , it can be stated that the percentages of the results in terms of correct answers in the final test are higher than those of the diagnostic test at all levels, making the total of correct answers in the three levels reached 82.2%, while in the diagnostic test it was only 48.8%. In relation to the results at each level, it should be noted that at the literal level the results of the diagnostic test were exceeded by 26.7%, which can be considered a very good achievement, despite the fact that it is the literal level that It is the least complex in reading comprehension.

On the other hand, at the inferential level of the final test, the results of the correct answers were exceeded by 33.3%, compared to what was obtained during the diagnostic test. Progress at this level can be considered very good, since it is at this level that the appropriate information is capitalized during the literal level and the necessary conditions are generated to later perform well at the critical intertextual level. Finally, regarding the evolution in the intertextual critical level, the results show

that, during the final test, the percentage of correct answers was exceeded by 39.9%, which constituted a greater advance than that achieved in the diagnostic test. This result can be considered very significant because the critical intertext level is characterized by being the one with the highest degree of complexity compared to the other two levels.

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The English zone in the improvement of eleventh graders' English oral skills at Debora Arango Perez school

La zona de ingles en el mejoramiento de las habilidades orales de los estudiantes de grado once en el colegio Debora Arango Perez

Sandra Liliana Chinchilla Rondon

Maestrante en Maestría en Mediación Pedagógica para el Aprendizaje del Inglés, Universidad Nacional Abierta y a Distancia UNAD

ORCID:0000-0002-8782-0743

email. slchinchillar@unadvirtual.edu.co

Abstract

This present studio is a descriptive analysis regarding the implementation on English Zone activity which will be implemented in the public school Debora Arango Perez located in the city of Bogotá. The purpose will be to know the perceptions of 13 participants towards the English Zone activity and the role it plays with respect to the improvement of oral performance as well as the impact to increase motivation through a space where participants can use a language for a purpose. The importance of the students' development of oral skills is crucial in today`s globalized world where students need to face the new challenges for XXI century. Motivation is a crucial factor to be considered in creating conducive atmosphere classroom, which will raise the learners to do more toward speaking achievement. This study will use a qualitative close-ended questionnaire to collect relevant data that allow the researcher to do a significance analysis and to draw final conclusions.

Keywords: Zona de inglés; habilidades orales; enfoque comunicativo; motivación; ambientes de aprendizaje.

Resumen

El presente estudio es un análisis descriptivo acerca de la implementación de la actividad Zona de Inglés la cual será implementada en el colegio público Débora Arango Pérez ubicado en la ciudad de Bogotá. El propósito será conocer las percepciones de los 13 participantes hacia la Zona de Inglés y el rol que este juega con respecto al mejoramiento del desempeño oral, así como también el impacto para incrementar la motivación a través de un espacio donde los participantes puedan usar el lenguaje para un propósito. La importancia del desarrollo de las habilidades orales es crucial en el mundo globalizado de hoy día. La motivación es un factor crucial para ser considerado en la creación de un ambiente propicio en el aula, lo que elevará a los estudiantes a hacer más para lograr el habla. Este estudio utilizara un cuestionario cualitativo de preguntas cerradas para recolectar información relevante que le permita al investigador hacer un análisis significativo para sacar conclusiones.

Palabras Clave: English Zone; oral skills; communicative approach; motivation; learning environments.

Development of the paper

The importance of the students' development of oral skills is crucial in today's globalized world where students are exposed to languages and cultures across the world. Being competent in another language, especially in English, facilitates interaction not only with different people but also allows students know about different cultures to understand the current society. In this sense, the current research focuses on the implementation of the English Zone. Learning English implies not only the teacher's effort but also it needs to provide a several learning conditions, learning English in English Zone could be more interesting for students. English Zone represents a place where students can improve their English skills and boost their confidence in speaking. Students in this learning environment pay more attention to itself because it is a special learning environment that provide a speaking space (Suhartono L. , 2015).

For this reason, my goal is to implement this methodology in a public school located in Bogotá, Colombia. This school has a bilingual educational model. However, the low level of oral performance is evident, especially those students who attend higher graders, where a better performance is expected. The reluctant attitude toward oral activities is common. Besides oral skills are not sufficiently practiced. It is necessary to implement an English Zone where motivation and oral performance are strengthened.

General objective

To analyze the impact of English Zone activity carried out by eleventh grade learners from Debora Arango Perez school to improve their oral skills.

Specific objectives

To identify the role that the English Zone plays in improving the oral performance of participants.

To describe the perceptions of eleventh grade students towards the implementation of the English Zone activity.

To determine the challenges eleventh grade learners should face when engaging in the English zone activity.

Methodology

Since this study is in the field of teaching foreign languages, it attempts to collect evidence about the effectiveness of English Zone activity on improving the acquisition oral skills. One of instruments that best fits with this proposal is field diary credible data based on observable phenomena, that implies a systematic observation careful planning of what we want to observe , researches should use all their senses to examine people in natural settings or natural occurring situations (Kabir, 2016). This means that as a part of the research I will be observing student's oral performance, as well as the attitude towards English Zone activity, besides the increasing of motivation and confident.

During the implementation of English Zone activity, there will be three rounds tables, oral presentations, word games, match words, among other activities in order

to expand specifically vocabulary regarding the chosen topic. It will emphasize to speak English as much as possible even started the simplest one. Participants are going to involve in a specific context that allow them to focus in a specific vocabulary, there will be some previous instructional activities in order to enrich specific vocabulary according the chosen topic.

The English Zone activity is going to hold once per week during three sections of English class each one for about 90 minutes in order to maximize learner's opportunities to speak where students can exchange ideas, each activity aim at enhancing students' speaking allow them to speak English without fear, embarrassment, and their motivation enhance. During this encounter I will be observing some relevant aspects regarding "why" and "how" students conceived English Zone as an opportunity to improve their oral skills.

Participants

Thirteen students will participate in the project: - ten girls and three boys, whose ages ranged from 14 to 17 years old. Students share similar socio-economic status (middle – low).

Data collection method

This research will be a descriptive approach it is used to identify and obtain information on the characteristics of a particular problem or issue (H, 2014) The current study will be focus on action research method. The intention with the research project is to contribute to making education more effective and reflective practice. One of the objectives that I intend to achieve is precisely to reflect on pedagogical practices.

The data will be obtained in two phases, in the first phase, data will be gathered through some meaningful remarks from field diary regarding oral performance students during English Zone activity, as well as at the end of the process responses regarding a close-ended questionnaire which it will be administrated among thirteen students enrolled in specialization course, concerning the participants 's perception toward the implementation English Zone activity to

determine the effectiveness of English Zone activity. It is expected that the information obtained will help the researcher have a significance finding that allow to explain the phenomenon in a clear way.

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Implementing a project-based learning strategy to increase communicative competences of ninth grade students at I.E San Vicente Ferrer

Implementación de la metodología aprendizaje por proyectos para incrementar las competencias comunicativas de los estudiantes de noveno en la institución educativa San Vicente Ferrer

Nadia Castaño Noreña

Maestrante en Mediación Pedagógica en el Aprendizaje del Inglés-UNAD

Orcid: 0000-0002-8616-9987

Email. Nadjacast01@gmail.com

Abstract

This presentation describes a problem identified in I.E San Vicente Ferrer located in San Vicente Ferrer Antioquia. The students of ninth grade are reluctant to talk in English class and prefer working individually or working with the same partners. As a result, it is critical to identify the root causes of this problem and to implement a pedagogical strategy that improves communication competence, group collaboration, and reduces language anxiety levels in the classroom. This research proposal follows the characteristics of a qualitative design, focusing on the action research methodology. For instance, the data collection methods chosen are interviews, field reports and transcripts of the students' oral performances. In addition, it includes an action plan of the different activities to carry out, in order to contribute to the solving of the problem. For the data analysis, grounded theory was used. This led to the construction of logical relationships in the information, which, once combined, are named (initial categories or themes) to represent all of the patterns that have been discovered so far. A triangulation process was used to compare the characteristics found in the data collection instruments which resulted in the establishment of initial precategories (Freeman, 1998). And three primary conclusions emerged as a result: (1) Project-based learning promoted students to

boost oral output via the development of lexical competence, (2) assisted them in overcoming their anxieties of speaking in a second language, and (3) encouraged them to collaborate in groups.

Keywords: collaborative learning, communicative skills, project based learning, language anxiety, pedagogical strategies.

Resumen

Esta presentación describe un problema identificado en la I.E San Vicente Ferrer ubicada en San Vicente Ferrer Antioquia. Los estudiantes de noveno grado son reacios a hablar en clase de inglés y prefieren trabajar individualmente o con los mismos compañeros. En consecuencia, es fundamental identificar las causas de este problema e implementar una estrategia pedagógica que mejore la competencia comunicativa, la colaboración en grupo y reduzca los niveles de ansiedad por el idioma en el aula. Esta propuesta de investigación sigue las características de un diseño cualitativo, centrado en la metodología de investigación-acción. Por ejemplo, los métodos de recogida de datos elegidos son entrevistas, informes de campo y transcripciones de las actuaciones orales de los alumnos. Además, incluye un plan de acción de las diferentes actividades a realizar, con el fin de contribuir a la resolución del problema. Para el análisis de los datos se utilizó la teoría fundamentada. Esto llevó a la construcción de relaciones lógicas en la información, las cuales, una vez combinadas, reciben un nombre (categorías o temas iniciales) para representar todos los patrones que se han descubierto hasta el momento. Se utilizó un proceso de triangulación para comparar las características encontradas en los instrumentos de recogida de datos, lo que dio lugar al establecimiento de precategorías iniciales (Freeman, 1998). Y como resultado surgieron tres conclusiones principales: (1) el aprendizaje basado en proyectos fomentó en los estudiantes la producción oral a través del desarrollo de la competencia léxica, (2) les ayudó a superar sus ansiedades a la hora de hablar en una segunda lengua, y (3) les animó a colaborar en grupo.

Palabras Clave: Aprendizaje colaborativo, competencias comunicativas, aprendizaje basado en proyectos, ansiedad lingüística, estrategias pedagógicas.

Development of the paper

This research presentation is in response to a circumstance that occurs at the researcher workplace. Due to their minimal interaction with an English-speaking community, students at I.E san Vicente Ferrer have limited usage of English. This tendency was often aided by the educational methods by which they were taught. This is more popular in many EFL environments, where students use little to non-English and the chance to use English is in the academic environment. One of the main difficulties when developing oral skills is the students' shortage of vocabulary. Students understand that they are unable to talk and engage verbally in class because they do not know how to articulate their thoughts, and this circumstance leads them to feel fearful, uncomfortable, and shy.

The research is qualitative since it analyzes evidence using procedures for induction derived from close assessment of the phenomena under review. In this case, the subject under consideration is how ninth-grade students' oral productions can be enhanced by using a pedagogical strategy, thus reducing anxiety in the English classroom. According to Lincoln and Guba (2006), "qualitative analysis focuses on developing partnerships with people, taking decisions, and encouraging and supporting fairness, and study should be measured accordingly" (p. 410).

This was a participatory action research project. In the classroom, action research includes all of the steps that must be taken to tackle a specific issue (J. Bell, 2005). The teacher-researcher perform the following phases in each cycle: intend to generate a difference, conduct and supervise the execution phase, as well as consider potential results in the future (Kemmis, McTaggart, & Nixon, 2014). Specifically, the study took three stages to handle the problem by enabling EFL students to enhance their communication skills and by developing and implementing one project for each phase. In addition, it recognizes how students responded to the projects' formation and accomplishment employing data gathering methods, and (4) remarked on the encounter by reviewing the data acquired in order to draw conclusions. (Parsons & Brown, 2002).

Three tools were used to gather information regarding the circumstances, the language level, and the manner in which students' oral output was impacted by their classroom tasks these were interviews, oral transcription of the students and field notes. For the first research question, the data revealed that project-based learning performed a considerable position in inspiring students to enhance their speaking skill, as they had a powerful demand to know words and exchange views in order to interact and accomplish the activities necessary in the tasks throughout the instructional intervention, as evidenced in the data.

This result was significant because it altered students' views of the English class, which was important since they had previously expressed a lack of interest in speaking in regular courses, as indicated in the description of the issue before the intervention took place. This strategy, assisted students in overcoming their anxieties about speaking in their second language, relates to transactional techniques that EFL students use to overcome their phobias when confronted with oral tasks. As a result, this component proved how ninth graders, even though original negative thoughts such as stress, uncertainty, and shyness when asked to use their second language in verbal activities, have been willing to surmount these uncomfortable feelings in order to accomplish the tasks that were delegated to transcend fears about talking in English.

The researcher-derived conclusions from the data gathered on the types and qualities of teamwork that students engage in while working on their individual project proposals or group projects. Students' autonomy and free development were enhanced as a result of the project's semi-structured nature, and the creation of groups was an integral aspect of the students' autonomy and free growth.

One of the features discovered in the gathered data was the influence of social contact of students with a skilled peer during their group work, which was described as the zone of proximal growth, on their performance. In this view, the task of a group was completed as a result of the role that the skilled peer performed in the interests of his or her colleagues. Students were able to get excellent outcomes in terms of group work efficiency as a consequence of this collaborative method. Neither the working technique nor the response to an instruction delivered by the

instructor had been previously organized. The pupils were given complete freedom to choose how they wanted to work in small groups.

This directed and encouraged their partners to engage and to work actively to reach a shared objective as a consequence of their free evolution to become associated to and conform their groups with "more competent people" (Oxford, 1997).

This research experience has led to the conclusion that introducing problem-based learning into English language instruction assists students to develop their speaking abilities. Learners had to negotiate meaning orally in order to gain speaking competence, and this was a learning process controlled by the need for them to increase their lexical and grammatical skills. The research showed that students were more interested in learning language to send messages about their own interests and academic goals than in just memorizing vocabulary, which is common in many EFL programs.

They experienced considerable reductions in fear, anxiety, and tension due to peer assistance, in which they asked for and supplied each other with terminology and phrases, and in which they requested the instructor to assist them in constructing sentences in oral form. Code switching and translating were two other strategies that they used to address their hesitations about talking, as they were happier when they could confirm in their native language that their oral outputs were right and comprehended in their native language. Also, note that these individuals never ceased speaking Spanish, which was their native tongue, during the duration of the initiatives. This was especially significant since this was their debut time involved in the project and they discovered it challenging at sometimes to orally explain their views and beliefs to others.

Learners were more responsible and independent while working on projects; they took on the roles of investigators and problem solvers because of having to make judgments, share opinions, and come to arrangements over the measures that the projects needed. Students were more excited to study because they were both busy, engaged in hands-on learning, even though it took a long time, and required a lot of preparation from both the students and the teachers.

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Improving writing skills through the implementation of learning strategies

Mejoramiento de las habilidades de escritura a través de la implementación de estrategias de aprendizaje

Miledy Rincón García

Estudiante de Maestría en mediación pedagógica en el aprendizaje del inglés, UNAD

ORCID: 0000-0002-2472-8368

Email. miledyr.2010@gmail.com

Abstract

Developing writing skills is a fact that takes time and requires the implementation of the most accurate learning strategy by students. Writing is a complex activity that implies a group of skills necessary for successful realization. This situation is especially tough for students from the technical and technological programs at SENA, who are required to write technical texts related to their field of study such as manuals, profiles, personal descriptions, recommendations letters, or a curriculum vitae and so on, in the English language. But these students lack the ability to communicate their ideas and thoughts in a written way.

The implementation section was divided in two different stages using online applications named Mentimeter and Padlet in order to improve the teaching and learning of writing strategies. The sample of this study was a group of 30 students aged 18 to 50 years old who were chosen by a convenience sampling method. The participants were asked to answer online questionnaires, surveys, and interviews to gather the information required for this qualitative and quantitative study.

Keywords: writing skills; learning strategies; writing strategies; learners; syntax.

Resumen

Desarrollar habilidades de escritura es un hecho que toma tiempo y requiere la implementación de la estrategia de aprendizaje más precisa por parte de los estudiantes. La escritura es una actividad compleja que implica un conjunto de habilidades necesarias para su realización exitosa. Esta situación es especialmente dura para los estudiantes de los programas técnicos y tecnológicos del SENA, quienes deben redactar textos técnicos relacionados con su campo de estudio como manuales, perfiles, descripciones personales, cartas de recomendación, currículum vitae, etc. en idioma inglés. Pero estos estudiantes carecen de la capacidad de comunicar sus ideas y pensamientos por escrito.

La sección de implementación se dividió en dos etapas diferentes utilizando aplicaciones en línea denominadas Mentimeter y Padlet con el fin de mejorar la enseñanza y el aprendizaje de las estrategias de escritura. La muestra de este estudio fue un grupo de 30 estudiantes de 18 a 50 años de edad que fueron escogidos mediante un método de muestreo por conveniencia. Se pidió a los participantes que respondieran cuestionarios, encuestas y entrevistas en línea para recopilar la información requerida para este estudio cualitativo y cuantitativo.

Palabras Clave: habilidades de escritura; estrategias de aprendizaje; estrategias de escritura; aprendices; sintaxis.

Development of the Paper

This research study aimed at finding the most appropriate learning strategy that contributed to the development of writing skills and the development of certain categories such as grammar, syntax, vocabulary, coherence and cohesion, and spelling while writing. That is why, it focused on identifying and analyzing the effect of learning strategies for writing and how they helped developed this skill. To shed light and provide insights on the research question of this project this research implemented six online sessions, once a week with students from the Marketing technological program at Sena-Cata.

Research Question, Objectives and Hypothesis

Does the implementation of online tools such as Padlet and Mentimeter help to develop writing skills in the classroom with students from technical and technological programs at SENA-CATA in Málaga-Santander?

Research Objectives

General objective

To develop writing skills in learners from technical and technological programs at SENA-CATA.

Specific objectives

To identify the level of participants' performance in the writing skill.

To use online tools to evidence writing skills.

To analyze the effect of the learning strategies in students' writing

Methodological Design

This study was guided by the principles of participatory action research with the purpose of implementing and using online tools to help participants develop writing skills but specifically the syntax category when writing simple sentences and therefore short paragraphs. According to Burns (1999), action research involves the following steps: analyze the state of the art, identify and reflect upon the possible weaknesses found in it; next, problematize a situation, choose a solution, plan and analyze, and reflect on data collection in order to get findings.

Pedagogical Intervention

In order to analyze the information gathered by the diagnostic questionnaires, three phases were taking into account.

Descriptive analysis: In this phase, the information gathered by the implementation of questionnaires and interviews was analyzed in order to identify the category in which participants suggested they had more difficulty with. In this sense, the category of syntax presented more issues therefore the activities in the next phases were proposed to develop syntax when writing short sentences.

Exploratory analysis: In this phase, the information was classified to implement the most accurate learning strategy to develop writing skills. To do so, it was determined that online applications such as Padlet and Mentimeter had to be used as a strategy for students to develop writing skills through the implementation of different tasks on this apps.

Strategy implementation: In this phase, the learning strategies were applied. Six online sessions were implemented. Three were developed using Mentimeter and three using Padlet. In the mentimeter application, three tasks were developed. First, a memory activity was applied. Students looked at a sentence for 30 seconds, and then they were asked to write what they remembered. The way the application works, allowed student to work independently, without seeing their partner's answers. At the end, all the answers were shown to give feedback and see the implications and results of the task.

The second task was related to unscrambled sentences. The objective of this activity was that students had to organize sentences considering the syntax and use of words. Six unscrambled sentences were presented. The third task developed on Mentimeter, was about describing a process. Participants had to describe the process to launch a product in the market. Previously, technical vocabulary and transition word were explained for them to write and describe the process. The fourth task was developed on Padlet. This tool allowed participant to work cooperatively and monitor their own learning. In this activity, a picture and a set of words was presented. Students had to write and describe the picture using the word provided in the task. The type of writing was free. They could choose between just describing the picture they saw or identify a concept and write about it. They were required to write from 30 to 50 words.

The next activity focused on sentence production. From a chart with information, participants had to produce sentences according to the information presented. Here they had to use conjunctions and/ but therefore they had a previous review of their meaning and usage.

The last activity implemented in Padlet was to write from prompts or sentence starters. Students had to complete sentences according to their interests and technical knowledge.

Analysis phase: The conclusions and analysis from the implementation of the strategies will be presented in the last chapter of the research project.

Participants

The sample for this study were learners from technical and technological programs at SENA-CATA. 30 students between 18 and 50 years old were selected from the programs. A convenience sampling method was used for the selection of the participants, based on previous teaching observations. These students required to develop writing skills because their learning programs demands to have writing skills. That is why they were chosen to participate.

Data Collection Techniques

Four data collection instruments were used to gather the information in each of the phases presented for this research study: diagnostic questionnaires, field notes, session recording and interviews. The goal of the questionnaire was to find out students' perception towards writing skills and to identify the difficulties they presented when writing as well as what they considered to be the main problem when writing.

In the field notes, all the situations and comments students made were stated. All the sessions were recorded to analyze students' behaviors and performance in each of the tasks suggested. The last instrument that will be done at the end of the implementation phase is interviews. Participants will be interviewed to know their ideas about the process and their points of view about the tasks.

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Implementing songs as an incidental vocabulary acquisition strategy: an aim to improve learners' lexical competences

Implementación de canciones como estrategia de adquisición incidental de vocabulario: un objetivo para mejorar las competencias léxicas de los alumnos

Ana Milena Acosta González

Estudiante de Maestría en mediación pedagógica en el aprendizaje de inglés-UNAD
ORCID: 000-0003-4594-151X
Email. amago2007@hotmail.com

Ana Milena Hernández Díaz

Estudiante de Maestría en mediación pedagógica en el aprendizaje de inglés-UNAD
ORCID: 0000-0003-3314-0176
Email. anmihedi@gmail.com

Abstract

The present study founded on the action research approach aims to investigate and explain how the Incidental Vocabulary Acquisition Strategy (IVAS) assists a specific group of 11th graders at Simon Bolivar School in the learning of vocabulary through songs intending to improve their performance when associating descriptions and words in section two of the English Saber 11 test. In the pursuit of collecting relevant data, an exploratory questionnaire survey, the teachers' field notes, a diagnostic reading comprehension test, a pre-test and a pos-test were taken into consideration. The sample of the research proposal includes 35 high school students that attend classes in a secondary school in the city of Sahagun in the Córdoba department (Colombia). They are in eleventh grade with an average age of 17. The group consists of 15 boys and 20 girls who are assumed to be in B1 English level at school

in line with the Ministerio de Educación Nacional standards. After the application of the questionnaire survey and the diagnostic reading test, precise and important information was gathered for the purpose of this research.

Pivotal facts related to learners' preferences, their learning strategies and conceptions they have with respect to the importance of the foreign language obtained in the application of the questionnaire survey, are of great help because point data was collected. Nevertheless, results in the diagnostic reading test demonstrate that the reading comprehension abilities of eleventh students at Simon Bolivar school are probably due to the lack of word knowledge learners have, hence vocabulary issues are still our main concern in this dissertation which is still in progress.

Keywords: collaborative learning; communicative skills; project-based learning; language anxiety; pedagogical strategies.

Resumen

El presente estudio basado en el enfoque de investigación-acción tiene como objetivo investigar y explicar cómo la Estrategia de Adquisición de Vocabulario Incidental (IVAS) ayuda a un grupo específico de estudiantes de grado 11 en la Escuela Simón Bolívar en el aprendizaje de vocabulario a través de canciones con la intención de mejorar su desempeño al asociar descripciones y palabras, en la sección dos de la prueba English Saber 11. En la búsqueda de la recolección de datos relevantes, se tuvieron en cuenta un cuestionario exploratorio, notas de campo de los docentes, una prueba diagnóstica de comprensión lectora, un pretest y un post-test. La muestra de la propuesta de investigación incluye a 35 estudiantes que asisten a clases en una escuela secundaria en la ciudad de Sahagún en el departamento de Córdoba (Colombia), ellos están en undécimo grado con una edad promedio de 17 años. El grupo consta de 15 niños y 20 niñas que se supone que tienen un nivel de inglés B1 en la escuela de acuerdo con los estándares del Ministerio de Educación Nacional. Luego de la aplicación del cuestionario y la prueba diagnóstica de lectura, se recolectó información precisa e importante para el propósito de esta investigación.

Los datos fundamentales relacionados con las preferencias de los aprendices, sus estrategias de aprendizaje y las concepciones que tienen con respecto a la importancia de la lengua extranjera obtenidos en la aplicación del cuestionario de encuesta, son de gran ayuda porque se recolectaron datos puntuales. Sin embargo, los resultados de la prueba diagnóstica de lectura demuestran que las habilidades de comprensión lectora de los estudiantes de undécimo grado de la escuela Simón Bolívar probablemente se deban a la falta de conocimiento de palabras de los estudiantes, por lo que los problemas de vocabulario siguen siendo nuestra principal preocupación en esta tesis la cual está en ejecución aún.

Palabras Clave: aprendizaje colaborativo; habilidades comunicativas; aprendizaje basado en proyectos; ansiedad del lenguaje; estrategias pedagógicas.

Development of the paper

Learning a foreign language has become a challenge in Colombian public schools because of the requirements stated by the MEN (Ministerio de Educación Nacional) in the English basic competence standards (2006) which are based on the Common European Framework of Reference (CEFR). In order to comply with educational needs that the learners have and achieve good scores in the saber 11 test, especially in the reading comprehension section; English teachers have the MEN's standards and the CEFR as referential points for teaching the language. Considering the importance of vocabulary in the learning of the English language; Torres & Ramos, 2003; Nation, 2001 (as cited in Naginder, K., 2017, p. 90) suggest that "With adequate lexical knowledge and competence, learners are able to cope with the English language because vocabulary acquisition is a requisite and determinant of the extent of learners' language literacy via the four language skills". In order to reach the B1 level according to what the MEN has established, there are many concerns about how this test is managed by students because they have vocabulary issues related to the number of words, they know in the second language (see Appendix A: Exploratory Questionnaire Survey) which can be counterproductive whilst confronting that test.

Hypotheses

H1: The implementation of the strategy Incidental Vocabulary Acquisition through listening to songs contribute to improve the performance of 11th grade students from Simon Bolivar School when associating descriptions with words

H2: The implementation of incidental vocabulary acquisition through listening to songs strengthen 11th grade students' vocabulary command along with description and word association exercises.

Methodological design

With respect to the nature of the research, the use of qualitative and quantitative methods was considered the most appropriate. An effective qualitative study has several features and uses various methods to collect data for an accurate report, Cresswell (as cited in Cohen, 2007, p.173).

Research method

To do a content analysis, the quantitative method will be used once the data collection process has been completed which consists of applying a questionnaire survey to know students' English experience and music preferences. A diagnostic reading test, pre and post-tests will be applied to determine their lexical proficiency level as well. To study the results a triangulation technique will be applied.

Population and sampling procedures

Criteria		Percentage Distribution
Gender	Male	41,67%
	Female	58,33%
Average age	16 - 17	80%
	18 - 19	20%
English Proficiency according to the CEFR	-A	90%
	A1	10%
Economic status	I	50%
	II	50%

Table 1. *Sociodemographic characteristics of the sample under study*

Description of the instruments

Data was gathered from the target population which consists of 35 eleventh graders at Simon Bolivar secondary school in Sahagun, Córdoba. A questionnaire survey was applied to know students' English experience, their music preferences and general information to select the songs as the main tools used in this project, one reading proficiency test to make a diagnose on the students' comprehension levels, a pretest and a post-test based on the second part of the Saber 11 test design, to determine the lexical proficiency level in students, and class observation sessions which will be documented in a field notes diary. To study the results a triangulation technique will be applied.

Pedagogical intervention and application

A task-based methodology is being applied in the development of this proposal, which is divided in three phases, in the first one, students completed an open-ended questionnaire about general information and music preferences, the second phase is related to student's background knowledge, they took a test to diagnose their reading comprehension level and a pre-test to determine their vocabulary knowledge.

Later on, the researchers will choose two songs by using a group poll that will reflect learner's English music preferences, some matching, circle the words and fill in the gap's exercises will be developed with the purpose to engage students and connect them to the song emotionally. Some extra activities will be done to promote participation such as karaoke and learners' own vocabulary concepts construction in collaborative work. The last phase is the post- test, students will be asked to take an exam based on the second part of the Saber 11 test, with the intention to establish comparisons with pre and posttests' results and draw conclusions.

Summary of findings and conclusions

It is necessary to mention that this chapter is under construction because the research project is still in progress. With the intention to respond to the general objective of this dissertation: Explain how the implementation of the strategy

Incidental Vocabulary Acquisition through listening to songs contribute to improve the performance of 11th grade students from Simon Bolivar school when associating descriptions with words, evidence obtained so far is deficient to support the effectiveness of the proposed strategy as well as to have the analysis and comparisons between the pretest and the posttest (the last one has not been applied). Some other activities involved in the application of the whole proposal which are pending, also need to be taken into consideration to indicate if the IVAS favors learners' performance in the second section of the Saber 11 test which will be designed having in mind the vocabulary chosen.

Themes related to the categories that emerged are directly connected to the literature review and the theoretical framework. In terms of the content of the replies obtained, it was satisfactory in accordance with the purpose of the instrument and the project study's intentions. Regarding the diagnostic reading test, it is evident that the results are in accordance with the research problem. Most of the participants reflected difficulties when trying to resolve reading comprehension exams. Therefore, the researchers should prove that the IVAS through listening to songs is effective and can improve 11th grade students' vocabulary command along with description and word association exercises, and that the outcome results can prove the proposed hypothesis.

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Proposal for the improvement of the listening skills in SENA's business management learners with music, in the municipality of Garzón, department of Huila

Propuesta para el mejoramiento de la habilidad de escucha en los
aprendices de gestión empresarial del SENA, en el municipio de
Garzón, departamento del Huila

Jhonnatan Castro Valderrama

Estudiante de Maestría en mediación pedagógica en el aprendizaje de inglés,
UNAD

ORCID: 0000-0002-3546-8377

jcastroval@unavirtual.edu.co / jocava.1992@hotmail.com

Abstract

This research project seeks to strengthen the process of teaching and learning English through the implementation of music as a tool to improve and strengthen the ability of Listening, aimed at students who are studying in the 4 groups that are currently They are studying the Technologist in Business Management at the SENA headquarters in the municipality of Garzón, department of Huila, who are apprentices aged between 18 and 25 years. It is, therefore and understanding the size that some learners have little knowledge or foundations of the English language.

For this reason, a strategy is proposed that motivates learners to strengthen their Listening ability and can develop creativity, imagination and autonomy in their acquisition process of this English language skill. In addition, music is a didactic way of learning and listening to different pronunciations, which makes it easier to test the ability to examine the different sound schemes of another language. It is possible to answer the research question, since there is certainty in the strengthening of the

Listening ability in the mentioned learners, who progress in a process of improvement in the good use of listening in learning English as a second language.

Keywords: listening; English; learning; education; project; music; school; research.

Resumen

El presente proyecto de investigación, procura fortalecer el proceso de enseñanza y aprendizaje del inglés por medio de la implementación de la música como una herramienta para mejorar y fortalecer la habilidad de escucha, encaminado a estudiantes que se encuentran estudiando en los 4 grupos que actualmente se encuentran estudiando el Tecnólogo en Gestión Empresarial de la sede del SENA del municipio de Garzón, departamento del Huila, quienes son aprendices con edades entre los 18 a 25 años. Es, por ende y entendiendo el tamaño de que algunos aprendices tienen poco conocimiento o bases del idioma inglés.

Por eso, se propone una estrategia que motive a los aprendices a fortalecer su habilidad de escucha y puedan desarrollar creatividad, imaginación y autonomía en su proceso adquisitivo de esta habilidad del idioma inglés. Además, la música es una forma didáctica de aprender y escuchar diferentes pronunciaciones, los cuales permiten una mayor facilidad para poner a prueba la capacidad de examinar los diferentes esquemas de sonido de otro idioma. Se logra dar respuesta a la pregunta de investigación, dado que, se tiene certeza en el fortalecimiento de la habilidad de escucha en los aprendices mencionados, quienes progresan en un proceso de mejoramiento en el buen uso de la escucha en el aprendizaje del inglés como segunda lengua.

Palabras Clave: escucha; inglés; aprendizaje; educación; proyecto; música; escuela; investigación.

Development of the Paper

The research project that is being carried out at this time, had the objective of strengthening the listening skills in the apprentices of the technologist in Business Management of the SENA headquarters of the municipality of Garzón, department

of Huila, through musical applications that allow the practice and improvement of the mentioned skill.

It was possible to identify the weaknesses of the students against the ability of Listening, and in this way carry out the execution of an information technology tool in which the learners can have an advance in the ability of Listening.

On the other hand, I want to promote autonomy and self-learning, taking into account that we want to motivate learners to continue handling musical applications that allow learning and improvement of listening skills.

It is, therefore, that the main elements are disclosed in the development of the research project. The students learned new strategies on how to strengthen their listening skills through constant practice and perseverance during the time required to meet the objective. The use of musical applications were relevant elements since the learners realized the results obtained with respect to the use of musical applications that promoted interest in the teaching-learning process.

The possibility of repeating the song and correcting the activities, taking into account that mistakes are learned; allowing such repetition is a strategy to effectively memorize concepts. The musical applications, at the required moment, made the results remarkable, since there was progress due to the motivation that applications such as LyricsTraining, YouTube, Quizizz and Spotify, allowed students to be motivated to practice and self-assess their Listening ability.

Competitiveness was a good factor since it encourages motivation; wanting to meet an objective in general, becoming a healthy competition to improve listening skills, which many of the learners had not developed. The execution of this project allowed to enhance the Listening ability in the apprentices of the four groups of the Technologist in Business Management through musical applications. To conclude, the project met the expectations in the four groups and it is worth highlighting the importance of Listening for interaction in work and everyday environments in the second English language.

Musical applications such as LyricsTraining, YouTube, Spotify, Deezer, Quizizz, are a complement to improve Listening skills in students, since these applications can become the main allies to achieve the proposed objectives. These

musical applications are the didactic part that becomes a facilitator, creating a space to encourage autonomous work in students, giving them the opportunity to explore study habits such as self-learning and self-assessment.

Involve content that represents real and everyday situations in the activities that involve songs, contextualizing the student, this becomes something constructive to achieve the improvement of the Listening skill. The results were favorable because motivation was seen in the four groups; in this case there was listening comprehension, increase in vocabulary, pronunciation learning and use of some idioms.

Using these musical applications as support in a class, for the enhancement of the Listening ability of the apprentices of the four groups of the Technologist in Business Management, requires a deep knowledge regarding the ability of the teacher to create this type of content that they respond to the needs of the students, in this case improve their listening comprehension and determine the level in which the students are. On the part of the students, it requires a willing attitude to receive knowledge of these tools, giving value to their autonomous learning that starts from the motivation to improve or acquire knowledge.

The musical applications had a didactic role in the learning processes of the students, since a progressive improvement of the students was seen due to visual and auditory motivation, which allowed them to strengthen their listening comprehension in days, and they realized that they did not only in the classroom did they have the opportunity to interact with the tool, but at home they could take the time to do autonomous work.

The procedure was as follows: First, a direct observation was carried out to know the behavior of a segmentation of people chosen by the author of this project on learning English, being Technologist in Business Management learners. Then, we proceeded to implement the surveys to the population selected and finally, the author analyzed the results and tabulated the results.

Research instruments application was applied as follow: The author started with printing the 100 surveys that the author needed. Then, the author went to the four classrooms of the Business Management learners to implement the surveys.

Thus, the author applied the survey to one hundred learners. When the author had all one hundred surveys deployed, he tabulated them.

The data collection processing is the tabulation using Excel, with representation in graphics. With this information, the author proceeded to make an analysis of the level of English Listening that according to the surveys and the direct observation, in order the author proceed to conclude if the learners have improved their English Listening.

For the initial data analysis, after doing previous said, the author makes a discussion, hoping a viability for the improvement of the English listening and if it is possible to implement the musical applications to improve the Listening Skill in the learners.

There is triangulation of the data because the author used the surveys and the direct observation as tools to recollect data. The initial categorization according to the surveys and the direct observation is:

- + Likes about the English music
- + Level of Listening skill in English.
- + Use of the Listening skill in the workplace and the real life situations.
- + Problems in improvement of the Listening Skill.

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Strengthening the ability of speaking in English through didactic activities in eighth-grade high school students at Colegio Integrado Puerto Parra

Fortalecimiento de la habilidad de hablar en inglés a través de actividades didácticas en estudiantes de octavo grado de secundaria del Colegio Integrado Puerto Parra

Marelvín Carime Rojas Prada

Estudiante de Maestría en mediación pedagógica en el aprendizaje del inglés-UNAD

ORCID: 0000-0001-9994-7568

Email. Marerjs417@gmail.com

Abstract

This proposal aims at recognizing a specific deficiency in English language learning, which is the limited mastery of the speaking skill. To begin with, a general contextualization and description of the problem is presented, as well as the expected results. The objective of the execution of this proposal is focused on strengthening the speaking skill in eighth grade students, for this purpose clear criteria are established in the project, which dynamize a successful work having as standard the playfulness because it favors an interest in the students regarding their oral performance since the teacher focuses on the creation, design and implementation of sequential and motivating activities from the classroom contexts through workshops that structure the path towards the oral practice of English. Finally, the results concerning the validation of the didactic strategy are presented, which indicate the effectiveness of the significant experience put into practice.

Keywords: speaking; English; ludic; motivation; constructivism; learning; strategy.

Resumen

Esta propuesta tiene como objetivo reconocer una deficiencia específica en el aprendizaje del idioma inglés, que es el dominio limitado de la habilidad de hablar. Para empezar, se presenta una contextualización y descripción general del problema, así como los resultados esperados. El objetivo de la ejecución de esta propuesta está enfocado en fortalecer la habilidad de hablar en los estudiantes de octavo grado, para ello se establecen criterios claros en el proyecto, que dinamizan un trabajo exitoso teniendo como estandarte la lúdica porque favorece el interés de los estudiantes en cuanto a su desempeño oral ya que el docente se enfoca en la creación, diseño e implementación de actividades secuenciales y motivadoras desde los contextos del aula a través de talleres que estructuran el camino hacia la práctica oral del inglés. Finalmente, se presentan los resultados referentes a la validación de la estrategia didáctica, que indican la efectividad de la experiencia significativa puesta en práctica.

Palabras clave: hablar; inglés; lúdico; motivación; constructivismo; aprendizaje; estrategia.

Development of the paper

The learning of a second language (English) is one of Colombia's main national objectives, including within its educational policies the national bilingualism program 2004-2019, which includes the new standards of communicative competence in English, and where the levels of proficiency that a student should have been established, as well as the way in which information and communication technologies would be incorporated in this process. Based on this, a study of a specific population will be carried out in order to implement a series of didactic activities that promote the learning of different English language skills, especially oral production.

The Colegio Integrado Puerto Parra is in the municipality of Puerto Parra – Santander; in the Kennedy neighborhood, Surrounded by different neighborhoods

such as: Las Ferias y El Centro. The school provides educational services at the pre-school, primary and middle academic vocational level with a total of approximately 670 students, offering the educational service in the morning day. The school has students from displaced families, afro descendants' students and students from lanes and villages near to the municipality.

According to the work I have been doing at the school, has been experiencing the situation that students at the end of eighth grade do not have the oral proficiency of a second language (English) at the level required by the policy of national standards for this language established by the Ministry of National Education (2006) which have been based on the Common European Framework of Reference for Languages (CEFR), they describes a scale of graded levels of performance achieved by language learners, so that students in grades 8 to 11 must complete their studies at a B1 level (pre-intermediate).

Regarding Speaking skill, as indicated in the Common European Framework (2012), this is the ability to deliver a message orally and explicitly. Specifically, at B1(threshold) level, students are asked to interact and make themselves understood, offer and ask for personal opinions, express in an understandable way the main idea they want to convey and express themselves comprehensibly, even if their pauses for some grammatical and lexical planning and some corrections are evident.

In this way, the Ministry of National Education adapts the basic standards of competence and the basic learning rights to a fundamental orientation so that English teachers, principals and parents have clarity about the communicative competencies that children at the Basic and Intermediate levels are expected to develop, in order to help them achieve the goal set, that eleventh grade students reach an intermediate level of competence in English (Level B1, according to the Common European Framework of Reference for Languages: Learning, Teaching and Assessment), which will enable them to communicate in the language, appropriate knowledge and use it effectively in real communication situations.

On the other hand, for learners acquiring second language speaking is one of the most difficult skills. Speaking, according to Harmer (2002), is a productive

English skill that uses language to communicate ideas orally. To express oneself orally in English is to convey a message with good pronunciation, intonation, fluency, and grammatical usage.

According to this, it can be seen that students generally have different deficiencies such as organizing and structuring the speech coherently, stating their ideas clearly, conveying a message fluently, adapting to the speech situation, etc. These are some of the aspects that have been observed in through my experience as a teacher in the classroom every day, as students when they learn about speaking activities should perform them just to maintain a grade, but they have no interest in acquiring proper language skills.

However, teaching English in public schools presents several difficulties, including lack of time as they are handle only 3 to 4 hours per week, in addition to the lack of tools to strengthen certain skills such as speaking and listening; in this way the contents that are handle in bilingual education present problems because of the way it is taught, the lack of understanding of students in addition to the frustration that teachers feel about the lack of tools necessary for the normal development of the activities (McDougald, 2009).

The regular English classes have become a back and forth of photocopies that work on structures and readings, in many cases tedious for the students; the oral and aural work has been left aside due to the aforementioned. Added to this is the lack of interest of students in learning English, which can be generated by different factors such as those mentioned above: the intensity of the timetable, the lack of some resources and the misuse of existing ones.

These are some of the reasons to create new strategies that integrate playfulness, fun and didactics in the methodology for teaching a new language. Didactics plays an important role in the teaching and learning process. According to Cassany (1990), playful activities offer us an endless number of resources that attract the attention of students, since they allow them to develop language, creativity, intelligence and writing skills.

Taking into account the educational reality about the learning of a second language, this project seeks to understand this problem and to generate a

transformation of the mentioned reality; for this reason it goes hand in hand with the approach of meaningful learning framed in the constructivist model, oriented to establish a change in the traditional closed schemes, where the student is a receptive, passive being, accumulator of concepts in a memoristic way and the teacher is the one who has the last word. I intend to create open educational spaces, where the students' previous knowledge is considered and methodological, didactic, and innovative strategies are applied that allow students, through active participation, to build knowledge. active participation, to build knowledge.

Methods

Vygotsky, (1978) states that Children have the need to act effectively and independently and to have the capacity to develop a higher functioning mental state when interacting with culture (just as when interacting with other people). The child has an active role in the learning process but does not act alone.

Based on this in this research proposal, qualitative type research is used, Considering Blasco and Perez (2007) they point out that it studies reality in its natural context and how it happens, extracting and interpreting phenomena according to the people involved. People are studied in the context of their past and the current situations in which they find themselves because it is oriented to the in-depth study of the complex social reality, for which reason, in the process of data collection, the researcher accumulates numerous texts coming from different techniques. According to Goetz, LeCompte (1981) the analysis of this information must be approached in a systematic way, oriented to generate constructs and establish relationships between them, constituting this methodology as a way to arrive coherently at theorization.

The sampling to apply this research proposal was constituted by 30 students of the eighth grade A of the morning session of the Colegio Integrado Puerto Parra of the municipality of Puerto Parra, aged between 13 and 15 years of both genders (male and female). The inclusion criteria were: These students show deficiencies in the development of each of the diagnostic activities that were applied to the students

to determine the level of English language speaking skills. The project will be developed in three phases:

1 Diagnostic phase

The diagnostic stage consists of the knowledge of the reality or the problem, covering both the manifestations of the problem and its consequences and repercussions. In this phase a series of questions is used as a tool (characterized survey) where students can answer freely about their skills in the area of English, from which the competences of the students in the speaking skill will be evaluated. See survey (appendix 1).

Then, a first workshop was carried out as a diagnostic test, focused on the knowledge of the students' previous knowledge.

2 Execution Phase

The execution stage consists of the application of four workshops related to the learning contents of the eighth grade of Colegio Integrado Puerto Parra. The strategies for the activities to be carried out during the execution of this proposal can be categorized as follows:

Contextualization: allows the student to make sense of specific expressions according to particular interests. The first workshop focused on this criterion; the activities developed were focused on the execution of interviews according to WH question structures.

Memorization: allows the student to retain information allusive to the different grammatical disciplines from its internalization. The second workshop was based on memorization activities, in which students had to study song lyrics and analyze their structures and proper pronunciation.

Monitoring: it is presented from two perspectives: internal and external. The first is from the student's own point of view, who recognizes his or her own learning level. Based on this, the third application workshop was designed, in which the execution of role-playing games was proposed, taking into account the different strategies and themes learned in the classes.

Note-taking allows students to sequence the information they consider necessary to strengthen their learning of English. Based on this criterion, the last performance workshop was designed, in which lyrics analysis was carried out at group level.

Each workshop gradually focuses on the improvement of the speaking skill of the English language from an initial or basic perspective to access more structured or complex activities in order to improve the use of the English language in its oral aspect, without detriment to the other skills relevant to the learning of the English language, i.e., listening, writing, and reading. The development of the workshops is complementary to the progress that the student demonstrates from the use of technological strategies, that is, in the development of the class spaces are opened to determine particular samples of progress or progress of some students to encourage participation and strengthen the development of the skills inherent to the learning of English of other students. See Workshops (appendix 2)

3 Evaluation Phase

At the end of the implementation of each of the activities, an evaluation process was carried out to measure the progress and benefits obtained through the execution of the project. This evolution was measured through a final workshop, in which all the contents and strategies used during the execution of the four workshops mentioned above were evaluated. From this, the effectiveness of the proposed activities will be analyzed according to the students' performances within the framework of the development of each workshop in order to recognize the strengths and weaknesses presented in order to restructure any workshop in the future, considering the flexibilization foundation. See Evaluation Workshop (appendix 3)

This final workshop was focused on Practice, makes it possible for the student to strengthen his learning of the English language based on criteria such as trial, error, repetition, imitation.

Results

In the particular case of the present proposal, participant observation is used, referenced from a field diary (comprising a set of personal notes, a chronological

record of events that allow the researcher to systematize the experiences in order to later analyze the results) and characterized as an information gathering technique that consists of observing and, at the same time, participating in the group's activities, investigating. Participant observation was a process that, from the beginning, greatly favored the development of this project, since each visit and interaction with the young people revealed the problems described here. The observation was carried out during the English language classes following the established format

Also, a survey was used, characterized as a study where the researcher obtains data by asking a set of standardized questions directed to a representative sample or to the total set of the specific population. It was carried out with a series of questions so that the students could answer freely and, in this way, know the background and preferences they have when expressing themselves orally in English. (See appendix 2).

In addition, a documentary analysis was carried out, characterized as the operation that consists of selecting the informatively relevant ideas of a document in order to express its content without ambiguities to recover the information contained in it. The document that was analyzed was the English language curricular guidelines in order to contrast with the students' reality. It is also necessary to value the support of the teaching and management staff, since it was they who provided documents such as the area plan and lesson plan that served as support for the diagnosis and to guide the creation, design and, subsequently, the implementation of playful activities that result in the strengthening of student learning focused on a series of workshops, understood as a work methodology in which theory and practice are integrated.

The workshop is characterized by research, learning by discovery and teamwork that materializes in the collection of material in accordance with the subject matter, with the aim of producing a significant input. Workshop work is a pedagogical strategy that, in addition to addressing the content of a subject, focuses its actions on know-how, that is, on the practice of an activity. In essence, the workshop according to Ander-egg "is organized with an interdisciplinary and

globalizing approach, where the teacher no longer teaches in the traditional sense, but is a technical assistant who helps to learn. Students learn by doing and their answers or solutions could be, in some cases, more valid than those of the teacher himself" (1999)

The implementation of this proposal was focused on the direct observation of the students based on the activities they performed in their regular English classes and the students' lack of interest in the development of speaking in class was identified as a problem.

This situation led to the creation, design and implementation of didactic activities that would awaken the interest of the students and encourage their participation in order to overcome the problem; subsequently, we proceeded to its implementation and from the qualitative approach we proceed to state the characteristics that evidenced the positive impact of the proposal in the context of implementation and, therefore, the benefits achieved by the students in their educational process, as follows:

The attention of the students was established as a basis for the improvement of learning since they were concerned about observing, listening and asking questions regarding the implemented activities.

The interest of the students was evidenced in terms of their desire to participate in the different activities proposed as a mechanism for recognizing their capabilities and developing their skills.

The activities were dynamic because they allowed for team work where the teacher and the students were integrated in the framework of the development of playful activities that favored personal integration from the interaction in general. The didactics played a relevant role in the development of the activities because it allowed them to feel involved from simple questions such as the interview in English, the karaoke with a variety of songs in English and the role play or dialogues to more complex actions such as the songs and the music video.

The attitude of the students improved with respect to the use of the English language since on several occasions they voluntarily opted to use the language in everyday contexts with or without the direct accompaniment of the teacher due to

their interest in interacting through dialogues in different spaces inside and outside the Educational Institution.

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