2nd International Congress on Pedagogical Mediation in Language Learning

"New strategies towards language acquisition and learning"

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PROCEEDINGS BOOK

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Escuela de Ciencias de la Educación
Maestría en Mediación Pedagógica en el Aprendizaje del Inglés

VIRTUALEX

Maestría Mediación Pedagógica en el Aprendizaje del Inglés

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Second International Congress on Pedagogical Mediation in Language Learning

"New strategies towards language acquisition and learning"

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Introduction

The 2nd International Congress on Pedagogical Mediation in Language Learning "New strategies towards language acquisition and learning", was held virtually on June 8th and 9th, 2023. The primary aim was to establish a platform for meaningful exchange and thoughtful contemplation on the most recent trends, strategies, and tools in pedagogical mediation. These advancements are instrumental in enhancing the overall standard of instruction and language acquisition, both for native and foreign languages, while concurrently fostering linguistic and cultural diversity within an increasingly globalized context.

The congress was aimed at undergraduate and postgraduate students, teachers, and researchers, who could exchange ideas, knowledge, and experiences in pedagogical mediation. Attendees had the opportunity to learn about the latest trends in language teaching and tools and techniques to enhance student learning. The importance of these types of congresses lies in the fact that pedagogical mediation can significantly improve the quality of language teaching. Teachers can use pedagogical mediation to adapt their teaching to the needs of students. In contrast, students can learn autonomously and develop metacognitive skills that allow them to reflect on their own learning process.

In this international congress on pedagogical mediation, participants shared experiences utilizing various technological tools that enable pedagogical mediation in language teaching and promoting intercultural understanding. It was an ideal space to discuss the latest trends in language teaching and pedagogical mediation, providing an opportunity to enhance the quality of teaching practice and promote linguistic and cultural diversity in an increasingly globalized world. The 2nd International Congress on Pedagogical Mediation in Language Learning "New Strategies Towards Language Acquisition and Learning" included the participation of national and international researchers and experts from Canada, the United States, Ecuador, Uruguay, Mauritius, India, and Colombia.

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

Welcoming Speech

Dear participants

Welcome to the 2nd International Congress on Pedagogical Mediation in Language Learning "New strategies towards language acquisition and learning"

It is a pleasure for me and my colleagues as representatives of Universidad Técnica Particular de Loja, Ecuador, to be here as a part of this important academic event in which participants will share their experiences in the educational research field.

We hope this event contributes to increasing your knowledge and will help you expand your future teaching skills which will be reflected in your professional performance.

We wish you good luck in the development of this congress.

This will be a very enriching experience, take advantage of this opportunity.

Mgtr. Gina Camacho Minuche
Directora del Programa de Maestría PINE
Facultad de Ciencias Sociales, Educación y Humanidades
Universidad Catlica de Loja-Ecuador

Good morning, everyone and welcome to this second day of this International Congress on Pedagogical Mediation in Language Learning. First of all, on behalf of the International Language Institute of the UPTC-Sogamoso, I'd like to show my gratitude to UNAD, the Master's program in Pedagogical Mediation in Language Learning, Professor Cenaida, Diana Lisseth, and their team for giving us the opportunity to be part of the organizing committee in this event.

Since yesterday, we've been listening to great teaching experiences, research projects, and insights regarding pedagogical innovations and practices that are multicultural, that enrich our field, and reaffirm that our role as teachers is not only important but essential in the strengthening of multicultural skills, learning and teaching practices, pedagogical innovations and the transformation of society.

Speakers and researchers share their results and experiences because they consider that the only way to improve the world is through research, is through doing different things in the classroom and outside of it. Through their studies, they want to show us that changes are possible and necessary in this evolving world. Analyzing the role of technology in learning and teaching and discussing the importance of the mother tongue among other relevant topics are essential and crucial practices in our daily life as university professors or teachers at any other level of education.

I'd like to highlight some reflections, for example: "No language is superior to others; all languages are the same value", all of these have the same importance by Dr. Rafael Orozco. Languages include culture, people, and other aspects of humanity that are immersed in the language. Thus, these types of ideas are needed to make our world a better place, with more equality in terms of gender, economic possibilities, quality education, and other aspects of great importance and relevance to human beings.

We have been told about implementations to foster and enhance collaborative learning, cultural awareness, to help students be conscious of language colonialism, the use of technology or music as tools or means to improve teaching practices, and creative learning, among others; these studies manifest that teachers are making a difference in the construction of a better and more educated society. Teachers are key actors in transforming society; their creativity, courage, their willingness to do their best are always present in events like this. So, the invitation is to stay with us and follow our agenda for today's session. We'll have very fascinating topics and speakers.

I'd like to finish these welcome words by citing Helen Caldicott, an Australian physicist who said (open quote): "Teachers, I believe, are the most responsible and important members of society because their professional efforts affect the fate of the earth".

Thank you very much!

David Camargo Pongutá UPTC-Sogamoso

English digital platforms and online education: an alternative strategy for improving English as a foreign language

Plataformas digitales y la educación en línea: una estrategia alternativa para mejorar el inglés como lengua extranjera

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Abstract

The potential of digital platforms and online education as an alternative strategy for enhancing English proficiency among non-native speakers. With the rapid advancement of technology and the increasing accessibility of the internet, digital platforms have emerged as a promising avenue to revolutionize language learning. This study investigates the benefits and challenges associated with integrating digital media into foreign language education, specifically focusing on improving English proficiency. The paper begins by highlighting the global demand for English proficiency, as English has become the lingua franca of the modern world. It then discusses the traditional methods employed in language classrooms and their limitations. The limitations of conventional approaches, including limited exposure to authentic language use and lack of personalized learning experiences, pave the way for exploring digital platforms and online education. Moreover, the abstract

acknowledges the challenges associated with digital platforms, including the need for digital literacy skills, potential inequities in access to technology, and the importance of maintaining human interaction in the learning process. It also discusses the significance of incorporating pedagogical principles and ensuring the quality of online language courses. The paper highlights the implications of digital platforms for English language learners, educators, and policymakers. It emphasizes the importance of recognizing the potential of digital media and integrating them effectively into language education curricula to provide learners with engaging and compelling learning experiences. Furthermore, the abstract encourages further research and collaboration among stakeholders to optimize the use of digital platforms and enhance English language proficiency globally.

Keywords: Distance education; E-learning; Online learning; Virtual learning; TEFL.

Background: Educational Networks

Technology has dramatically impacted our society and, thus, in the educational context. In the last fifteen years, we have witnessed such a great revolution in the networking context that some educational networking sites have arisen to provide a more purposeful educational aspect. That is why academic networks have emerged to supply tools more suitable for our teaching practice. The European Commission published in a 2018 document (European Commission, 2018), Networks for Learning and Development across school education, in which they define educational networks as:

A way for different actors and levels of school education systems —policymakers, schools, school education leaders, teachers, and a range of stakeholders— to promote and support school development and to address and potentially solve problems concerning the education of young people in collaborative and flexible ways (European Commission, 2018).

Together with this definition, they stated several considerations about this topic. Among them, we would like to highlight the following:

Education systems are becoming increasingly complex in the context of globalisation and digitalisation on the one hand and decentralisation and school autonomy on the other. There is a keen interest in networks for better connectivity between stakeholders within and between different

system levels to achieve defined educational goals and more significant equity, efficiency, and quality (European Commission, 2018).

By utilizing digital platforms, learners can engage in self-paced learning, allowing them to adapt their study schedules to fit their individual needs and commitments. Furthermore, these platforms often incorporate gamification elements, such as quizzes and rewards, which enhance motivation and engagement in the learning process. Learners can also use language learning apps that provide personalized feedback, pronunciation practice, and vocabulary-building exercises (European Commission, 2018).
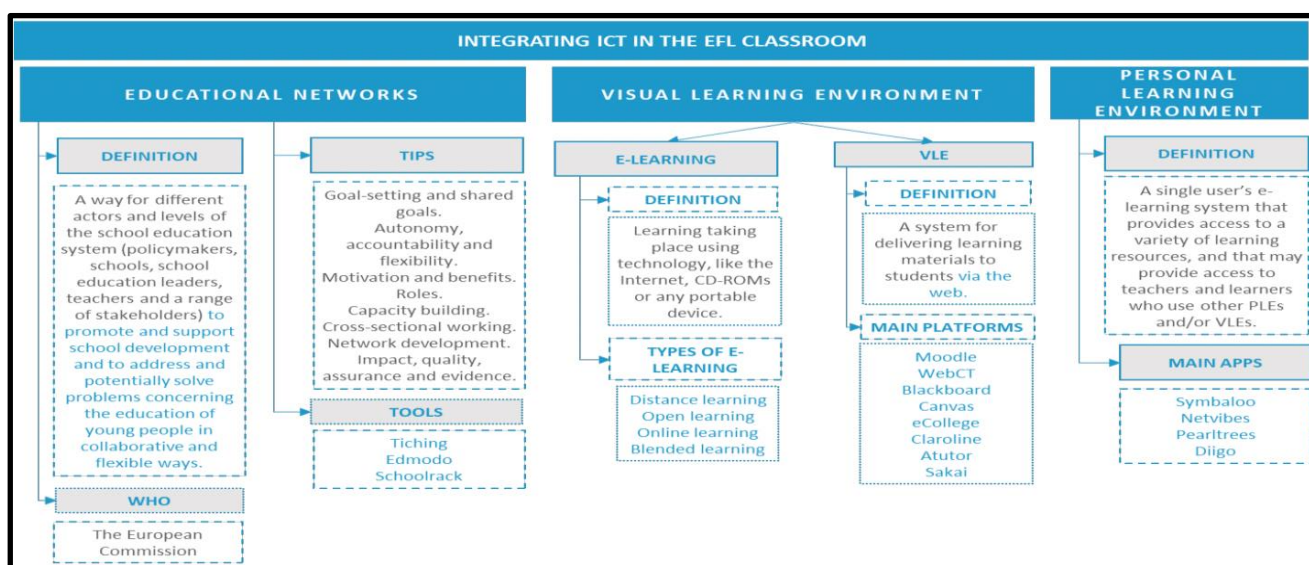
Figure 01 Scheme of integrating ICT in the classroom (European Commission, 2018).

Digital Platforms and its advantages in EFL Learning

In recent years, digital platforms have revolutionized the field of education, offering new and innovative opportunities for language learning. This abstract explores the potential of digital media and online education as an alternative strategy for improving English as a foreign language (EFL). The accessibility and flexibility provided by digital platforms make them ideal tools for language learning, especially for individuals seeking to enhance their proficiency in English as a foreign language. Online education offers a wide range of resources, including interactive lessons, language exchange platforms, virtual classrooms, and multimedia content tailored to the needs and interests of learners. These platforms

provide structured learning materials and foster community and collaboration among learners (Pearson Languages, 2022). Moreover, digital platforms enable learners to connect with native English speakers worldwide through language exchange platforms, allowing them to practice their speaking and listening skills in an authentic and supportive environment. This exposure to real-life conversations enhances language acquisition and cultural understanding.

However, it is essential to acknowledge digital platforms' potential challenges and limitations, such as reliable internet access, potential technological barriers, and maintaining a balanced approach that includes face-to-face interactions. Digital platforms have become critical in our daily practice as English teachers. As an international lingua franca, English is used in technologically mediated contexts, and technology is already offered as an integral part of our textbooks and ELT materials. On the other hand, we have also said that young learners are native "techies" since they are growing with technology as part of their lives. Therefore, it is natural for them to incorporate and use technology when learning, including a language. Moreover, this also implies that they expect us to integrate technology into our teaching (Oxford et al., 2016). So, in answering the question of what digital platforms offer, it should be mentioned the following aspects:

	ACTIVE	PASIVE
ORAL	Speaking	Listening
WRITTEN	Writing	Reading

Table 1. The four linguistic skills (Bui, 2022, p. 3)

Digital platforms, computer-based facilities, and other ICT resources offer new student and teacher feedback and assessment methods, allowing the learner to practice the four linguistic skills that can be defined in Table 1 (Bui, 2022, p. 3).

Digital platforms can broaden how the world outside can be brought into the classroom. Besides, it can also provide opportunities for students and teachers to communicate with others worldwide (Amaya Díaz & Bajaña Zajia, 2020, p. 867).

Examples of Digital Platforms for EFL Learning

Along the same lines as digital platforms, it is necessary to include gamification at higher levels. Citing (Amaya Díaz & Bajaña Zajia, 2020, p. 870), they mention that online games were implemented through the "HOT POTATOES" platform with university students between 20 and 25. The most important thing about this study was that the result showed that the young people surveyed and researched accepted its effectiveness but did not use the games as often as expected because they felt uncomfortable using them. The following studies focus on analysing and demonstrating whether gambling helps acquire oral and written skills in a foreign language (Amaya Díaz & Bajaña Zajia, 2020, p.870).

Kahoot

Kahoot is a digital quiz tool that can enhance English language lessons. It allows a review of class topics and an understanding of your learners' progress. Learners can play individually or in teams, answering questions about the target language or learning goals. Students receive notifications while playing to let them know they are on a winning streak, or they are the fastest to answer. You can share your quizzes to the main class screen while students complete the activity and create class leaderboards to gamify student learning further (Spence, 2022).

Exam lift

If you teach exam preparation classes, you will know that finding specific practice activities to do with learners online can be challenging. Exam Lift is a free mobile app designed to solve this problem. It helps learners improve their English and prepare for their A2 Key for Schools, B1 Preliminary for Schools, and B2 First for Schools exams. The app includes daily activities that students can use to practice all four language skills: reading, writing, listening, and speaking (Spence, 2022).

How to use Exam Lift in Class

In class, students can use the app together as a group. Try a B1 writing spelling activity where students must correct the spelling. Pair your students and have them work together to guess the correct spelling. They can compete against other pairs in the class to see who can spell the valid words (Spence, 2022).

Storybird

Storybird is a teaching tool that helps you to create a writing and reading skills lesson. It uses illustrations to inspire students to write and publish their own stories. The app includes age and level-appropriate video tutorials, writing challenges, quizzes, and more (Spence, 2022).

Conclusion

According to (Alakrash et al., 2022, p. 903), the results showed that the students have a high level of digital literacy skills, a high level of usage of digital platforms for learning, and a high level of attitudes. The findings showed that digital media enhance all language skills. A non-significant relationship between using digital platforms for learning reasons, digital literacy skills, and attitudes. Thus, attitude and digital literacy skills do not predict using digital platforms for learning. Therefore, a drastic change in the English classroom is needed, starting from changing the curriculum and employing a proper module to integrate digital technologies to enhance students' pedagogy. Along with the rapid change of new technologies, policymakers should take advantage of emerging technologies in learning by monitoring the use of the industrial Internet for English language teaching and learning. Technology and teachers are complementary, not interchangeably, since they play different roles in the teaching-learning experience. With countless online resources, teachers can improve instruction and keep students engaged. Virtual lesson plans, grading software, and online assessments can save time. Nowadays, it is valuable time to work with struggling students or prepare for better classes.

By examining the current landscape of educational networks and digital platforms for EFL learning, this research paper aims to understand their potential to enhance language acquisition. It emphasizes the importance of pedagogical approaches and teacher training to optimise the use of these technologies. This paper aims to inspire educators and policymakers to embrace innovative digital tools to improve English language learning outcomes for foreign language learners.

In conclusion, digital platforms and online education offer a promising alternative strategy for improving English as a foreign language. Their accessibility, flexibility, and interactive nature provide learners with engaging and personalized learning experiences, fostering language acquisition and cultural competence. Embracing these digital resources can empower individuals to enhance their English proficiency and broaden their global opportunities.

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Struggling readers, texts and teachers: scope for mediation

Lectores con dificultades, textos y docentes: espacio para la mediación

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Abstract

This paper presents part of a study on the reading skills of a specific group of children aged 12 to 16 in the Republic of Mauritius who have been perceived as struggling readers even before the COVID-19 pandemic. They follow a special program adapted to their needs but unfortunately, few of them pass the national examinations. English is not their first language but is the core compulsory language to be studied across the pre-primary, primary, and secondary curriculum and is also the language of instruction for all other subjects. This preliminary research integrates the CERF framework for reading and mediation, and the comprehensive literature on the complex micro and macro processes involved in reading to mount a Google questionnaire to have a general understanding of the classroom landscape of nine teachers. The data reveals that a case can be made for mediation as a social and academic practice in reading classes and it must be reinforced and formalised. Mediation allows for a recognition of the human, social, linguistic, cultural, cognitive, and emotional realities of classroom spaces in which learners struggle with reading. The findings point out that teachers are important mediators in developing reading skills. Firstly, they deploy a range of instructional reading strategies to ensure that communication between readers and texts is sustained. Secondly, they embody mediator skills and

qualities like patience, rapport building, flexibility, empathy, decision-making, responding to immediate needs which are all vital to avoid a breakdown in communication. Peer mediation and mediation through other languages add layers of complexity to the phenomenon of mediation in multilingual spaces.

Keywords: Literacy, English language instruction, reading instruction, mediation, teacher-mediators-multilingualism.

Introduction

UNESCO (2023) recognizes literacy as a continuum of learning different skills ranging from reading, writing, and numeracy to digital literacy, education for sustainable development, and global citizenship. The organization (2023) states that 'very little is still known about the effect on youth and adult literacy' after the Covid-19 pandemic. This paper presents part of a study on the reading skills in English for a specific group of children aged 12 to 16 in the Republic of Mauritius who have been perceived as struggling readers even before the Covid-19 pandemic. These young learners follow the Extended Programme (EP) which is part of the educational reform, namely the compulsory Nine Year Continuous Basic Education. The website of the Government of Mauritius (2017a, 2017b, 2020a, 2020b) brands the Extended Programme as 'inclusive and equitable education for all' by offering four years of additional compulsory high school education to children who do not attain standards set by the primary national curriculum. The children are offered one additional year (instead of three years) to complete an adapted curriculum aimed at preparing them to sit for a common national assessment.

English is not the first language of the children following the EP. It is the compulsory language that is studied across the pre-primary, primary, and secondary curriculum in the Republic of Mauritius. English is also the language of instruction for all other subjects though it is not the language that is always used for teaching in schools and oral communication in general. However, English is the language used for official purposes in the country.

The Minister of Education, Leela Devi Dookun-Luchoomun, announced that 71 among the first batch of 3291 children who had been enrolled for the EP passed the national examinations in 2022 (Ramessur-Bhoyroo, 2023). This polemic news has stirred much criticism about the reform and discussions about the future of these children. While there are many reasons to account for this low success rate for a national assessment which is heavily dependent on the reading abilities of the candidates in English, this study re-orients reflections to the classroom space where other languages co-exist along with English for teaching and communication purposes. This is the major driving force behind this study. In this paper, a case is being made to recognise the human, social, linguistic, cognitive, and emotional realities of classroom spaces by highlighting the inherent lived experiences of mediation. This is happening through the instructional choices, skills, and qualities of teachers working with learners struggling with reading. The paper argues that there is further scope to maximise these lived experiences for educational and communication purposes.

Literature Review

The Common European Framework of Reference for Languages (CERF) which can be considered as a guideline for language teaching, learning, and assessment started a breakthrough process to update its framework to include 'mediation' as a new description since 2001. Mediation hinges on the cognitive, social, emotional, and cultural intelligence of a user of language who 'acts as a social agent to create bridges and helps to construct or convey meaning' (Common European Framework for Language Learning, Teaching, and Assessment, Companion Volume, Council of Europe, 2020: 90). This is an important paradigm shift that acknowledges the experiences of language users that expand 'from the language of the home to that of society at large and then to the languages of other peoples […]' as they 'build up a communicative competence to which all knowledge and experience of language contribute and in which languages interrelate and interact' (Common European Framework for Language Learning, Teaching and Assessment, European Year of Languages, 2001: 4). The emphasis has now shifted to the spaces and conditions that are created for meaning making within same or between different languages and modalities.

Interestingly, this inclusion allows for continuity of the dialogue with the reflections of Vygotsky (1978) on the collaborative and social nature of learning and the New London Group's (in Cazden, Cope, Fairclough, Gee, Kalantzis, Kress, 1996) concept of 'multiliteracies' that takes into account multimodal ways of communicating in linguistically and culturally diverse environments.

The way mediation is presented by the CERF transcends the reductionist perspectives of translation and interpretation to accommodate mediation strategies at the levels of text, concept, communication, teaching, and learning. Dendrinos (2013, n.d) concludes in a position paper that 'foreign language teachers in Greece and elsewhere […] are still largely unfamiliar with the concept and techniques conducive to mediation'; the CERF's professional community has organised several online workshops on that subject.

Mediation at text level is understood as how access to a text has been facilitated for readers who may have linguistic, semantic, technical, or cultural difficulties. This study explores mediation from the following angles in reading lessons:

Who acts as an intermediary to facilitate communication between texts and readers?

How is information being relayed, broken down, and processed?

How are readers allowed to respond to texts?

How is meaning-making mediated?

(Adapted from Common European Framework for Language Learning, Teaching, and Assessment, Companion Volume, Council of Europe, 2020: 90)

Methodology

This study integrates the CERF framework for reading, mediation, and the comprehensive literature on the complex micro and macro processes involved in reading (Mastropieri & Scruggs, 1997; Gersten, Fuchs, Williams, & Baker, 2001; Roberts, Torgesen, Boardman & Scammacca, 2008; Sze, 2010; Klingner, Vaughn, & Boardman, 2015) to mount a google questionnaire to gather data on the phenomenon of mediation in reading classrooms of nine teachers in the Republic of Mauritius. The literature on the

didactics of reading has always been evocative of a need for mediation by positing the teacher at the center of decision-making for reading materials, and the planning, teaching, and assessment of reading.

To have insights into teachers' understanding of their roles in reading classes, the Google questionnaire with both open and close-ended questions was randomly sent to teachers. They are teachers who had enrolled for teacher training at the Mauritius Institute of Education for the past years and nine of them responded. Their work experience with struggling readers ranges from none to 22 years. The teacher-participants are referring to a range of language learners across four grades in eight different high schools in Mauritius and one in Rodrigues. Except for one of them, all the teacher-participants hold a teaching qualification such as a PGCE, Teacher's Diploma, or B.Ed. The section below presents the most common instructional strategies used by the nine teacher-participants involving some form of mediation and the ones they perceive as the most effective in their reading classes. The human qualities that they must harness during the process of mediation are also discussed.

Findings and Discussions

It is impressive to note the array of reading strategies involving some form of mediation used by at least six of the teachers namely: making links to previous knowledge, simplifying the language of texts, breaking down complicated information, oral questioning, allowing for oral responses and peer discussion, using visual support, welcoming non-verbal communication and other languages in the process of meaning-making (Refer to Appendix 1 for a selection of strategies for which there were 6 to 9 positive responses). This offers good reasons to re-visit the comprehensive literature on the teaching of reading to struggling readers with the aim to highlight the process of mediation by capitalising on the cognitive, social, and emotional intelligences of the teachers and their professional judgment.

Furthermore, the responses foreground the status of teachers and peers as intermediaries within the reading process which helps some struggling readers to carry out more reading tasks like extracting key information and providing personal and creative

responses (Refer to Appendix 2). Noteworthy is the use of other languages in reading lessons namely French (the language leant at school) and Creole (the first language of the children) (refer to Appendix 3). When the intermediaries and languages converge, there is an interesting nexus that maximizes the social nature and fluid linguistic boundaries of the communication process between text, readers, and the teacher as inferred from one of the responses:

It is also important for learners to be able to openly share their responses either to their peers or their teacher in another language other than English. This will ensure comprehension.

It is the teachers' social and emotional competencies that allow for such social and linguistic bridges for meaning-making. In that space, the teacher-participants exemplify a range of human qualities and skills that show their emotional competence as mediators (Refer to Appendix 4). The most important qualities are patience and rapport-building, followed by the ability to motivate learners. Next is the ability to respond to students' immediate needs, questions, and difficulties along with flexibility and creativity which are at the expense of good planning. Two teacher-respondents added 'empathy' that has helped them while working in such spaces. Indeed, when bridges must be constructed for meaning-making, empathy plays an important role in narrowing communication gaps between texts and readers. These findings show that the teacher-participants embody a combination of social and emotional skills of a mediator for communication purposes (Taft, 1981 quoted in Stathopoulou, 2015).

However, when we compare the strategies that teachers perceive as most successful with their learners, the list gets narrower. Even then, it does not deny the potential for mediation with examples like 'translating', 'relating texts to personal experiences in their mother tongue', 'simplifying language', 'think pair share', 'group reading', 'summarising' and 'repeat after me'. All these instructional choices indirectly show that there is some form of mediation taking place, be it at the level of language, text, and communication. The teacher-participants also make decisions regarding the resources to be used in reading lessons to help learners in relaying, processing, and communicating information. The common resources used in reading lessons by the teacher-participants

are pictures. Two of the respondents mentioned mind maps and short videos. One of them mentioned thesauruses and dictionaries. Many of them decided to use other texts for various reasons like 'to contextualize', 'to bring in a variety of authentic materials', 'to help a learner develop a connection with the text', and 'to adapt my lessons to the level of my students'. These decisions portray the teachers as 'mediators [who] bring into the end product their own 'voice,' often expressing their take on an issue' (Dendrinos, 2013: n.d).

Mediation in reading classes is undeniably emerging as a complex reality in these nine classes in the Republic of Mauritius and not only as an 'undertaking' as stated by Stathopoulou (2015:6). The teachers in these nine schools have all been using their cognitive, linguistic, social, and emotional intelligence along with their professional judgment to build bridges between texts and struggling readers. The teachers are mediators in their language classrooms as recognized by the scholarly literature (Ryan & Sercu, 2003; Kohler, 2015). This provides a reason to explicitly foreground the identity of teacher-mediators in the communication process and their mediator capacities in facilitating the acquisition of reading skills in language classes and other subject areas. This puts to the forefront the lived experiences of the learners in the classrooms instead of being vague and implicit about it. For instance, the preface of the English Language Foundation textbook (2021: IV) mentions that 'as for every learning resource, the Educator has a crucial role in ensuring that the textbook is used effectively'; and the Mathematics Foundation textbook *(*2021: ii*)* states that 'the activities may be adapted by educators according to the students' needs. Unfortunately, none of these statements sufficiently capture the complex realities of classroom spaces as lived by the children and teachers in which mediation plays a key role at different levels for meaning-making, communication, teaching, and learning.

This study has modestly wanted to understand the lived realities of mediation in reading classes in nine schools in the Republic of Mauritius. There is scope for deeper exploration by observing the practices of teachers and the responses of learners in reading classes through case studies to sustain a dialogue on the importance of mediation during the communication process in linguistically diverse spaces and the pedagogical potential mediation of other instructional strategies which the teacher-participants are already using.

It would be interesting to investigate the role of other forms of mediation like peer mediation (as hinted by Behroozizad, Nambiar, & Amir, 2012) as they also contribute to the linguistic, social, emotional, cognitive, and cultural landscape of the classroom. It is also crucial to have discussions on the possibility of mediation for school-based assessments and high-stakes examinations which are reliant on the reading abilities of children for whom mediation can be helpful until they become independent readers (Dendrinos, 2006). Since this study and other studies offer possibilities of mediation from the teacher's perspective, it could still explore its impact on learners' perceptions of their progress in reading.

Conclusion

Even if this study confirms that mediation is a phenomenon in some reading classes in the Republic of Mauritius, the full breadth and depth of it is yet to be explored and maximized. Nonetheless, this study offers a promising revelation on teachers' perceptions of what constitutes effective instructional strategies involving some form of mediation. There is a comprehensive amount of mediation work that teachers are already involved in reading classes. This promises insightful pedagogical conversations on mediation and can offer renewed hope for teachers and language learners in contexts similar to the Republic of Mauritius. If mediation is added to James Comer's quote that 'no significant learning can occur without a significant relationship', we can think of the possibilities of it as a way to nourish meaningful relationships and skills for life in reading lessons for children struggling with reading.

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Technology-enriched lesson plans for English language preservice teachers' practicum

Planes de clase enriquecidos con tecnología para el practicum de los docentes en preservicio del idioma inglés

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Abstract

Technology is essential for teaching English as a foreign language because of its multiple benefits for both teachers and students. This study aimed to incorporate technology into EFL preservice teachers' lesson plans during their practicum at a public university in the city of Loja, Ecuador during the 2022 - 2023 school year. A qualitative research approach with a collective case study examined 24 lesson plans and 10 pieces of field notes of four preservice teachers who were recruited through a purposive sampling technique. After a thematic analysis of the data, findings demonstrated that preservice teachers used conventional and interactive online tools for warm-ups, instruction, and modeling of new content, and for self-assessment. These digital tools had free access; however, some of them required to be paid to get more benefits. The research participants considered that all digital tools would have meant incredible gains in students' EFL learning if they had been used with all their functionalities. Unfortunately, the non-equipped technological settings and low connectivity limited the preservice teachers to integrate technology into just a few lessons of their practicum.

Keywords: digital tools; lesson stages; interactive; TEFL practicum

Resumen

La tecnología es esencial para la enseñanza del idioma inglés por sus múltiples beneficios tanto para docentes como estudiantes. Este estudio tuvo como objetivo incorporar la tecnología en los planes de clase del practicum de los docentes en preservicio del idioma inglés como lengua extranjera (ILE) pertenecientes a una universidad del sector público de la ciudad de Loja, Ecuador durante el año lectivo 2022 -2023. A través de un método cualitativo y estudio de caso colectivo se examinaron 24 planes de clase y 10 notas de campo de 4 estudiantes en preservicio que fueron reclutados por medio de una muestra de conveniencia. Luego de un análisis temático, los hallazgos demostraron que los docentes en preservicio usaron herramientas digitales convencionales e interactivas para las fases de motivación, instrucción y demostración de contenidos, y para la auto-evaluación. Todas las herramientas eran de acceso gratuito con la opción de pago para obtener mayores beneficios. Los participantes de la investigación consideraron que todas las herramientas digitales habrían significado ganancias increíbles en el aprendizaje de ILE de los estudiantes si se hubieran utilizado con todas sus funcionalidades. Desafortunadamente, los entornos tecnológicos no equipados y la baja conectividad limitaron a los futuros maestros a integrar la tecnología en solo algunas lecciones de su práctica.

Palabras Clave: herramientas digitales; etapas de la lección; interactivo; practicum ILE

Introduction

Technology is an effective resource to create and offer a stimulating and dynamic language learning environment in which teachers can incorporate a wide range of interactive and motivating activities to make the teaching and learning process more interesting and meaningful (Bajrami and Vela, 2017). In fact, in the 21st century, technological pedagogical knowledge is compulsory in EFL teacher education, which allows preservice teachers to properly combine technological and pedagogical skills to boost their lesson plans for their pedagogical practice (Shafie et al., 2019). Certainly, most of the 21st EFL preservice teachers are digital natives whose technological expertise has been acquired in a natural environment; since they were born in the digital age where internet

connectivity and digital devices are inseparable from their daily lives either for game entertainment or for communication (Prensky, 2001).

Nevertheless, Lei (2009) claims that being a digital native preservice teacher does not necessarily guarantee a suitable incorporation of the technology into their lessons. They need to jump from just using social networking to incorporating technology into their practice. With this in mind, the purpose of this study was to incorporate technology into EFL preservice teachers' lesson plans during their practicum. For this purpose, this study is aligned with the nine events of instructions proposed by Gagné et al. (1992): 1) Gain students' attention. 2) Informing the learner of the objective. 3) Stimulating recall of prerequisite learned capabilities. 4) Presenting the stimulus material. 5) Providing learning guidance. 6) Eliciting performance. 7) Providing feedback. 8) Assessing performance. According to Salma and Prastikawati (2021), assessing performance improves teachers' practice as well as students' enthusiasm for learning. 9) Enhancing retention and transfer.

These nine events of instruction are embedded in the following lesson plan phases: warm-up and objective discussion, instruction and model, guided practice, independent practice, and assessment (Arizona State University, 2023). Additionally, the objectives, activities, and assessments need to be "correlated to each other for the proper development of the classes and enhancement of the student's language skills" (Romero & Troya, 2023).

As previously mentioned, the purpose of this study was to incorporate technology into EFL preservice teachers' lesson plans during the practicum. To this end, the following research questions were addressed: What types of digital tools do preservice teachers adapt to their lessons? What are the most suitable lesson plan stages to implement technology? Which pedagogical methods do preservice teachers use to enrich their lessons with technology?

Method

A qualitative research approach was employed to gain insight into the application of technology in lesson plan designed for teaching English as a foreign language (TEFL). A collective case study approach allowed the researcher a better understanding of the object of the study from different perspectives (Creswell, 2012). Therefore, a purposive sampling

technique was used to recruit a homogeneous group of four preservice teachers who were carrying out their practicum in primary and secondary schools from the public sector of education. They were enrolled in the final year of the undergraduate program of the major of ELT at a public university in Loja, Ecuador in 2023.

Twenty-four lesson plans served as artifacts subject to analysis to identify in which lesson stages the preservice teachers included or adapted technology. Additionally, 10 pieces of field notes provided information to explain the procedure they developed to impart their lessons with the aid of technology. Since all data were in the form of text, they were analyzed by using a thematic analysis. The analysis of the lesson plans was corroborated by the information from the field notes where the research participants interpreted and discussed the teaching methodologies, they used to apply the digital tools for teaching English.

Results, interpretation, and discussion

What types of digital tools do preservice teachers adapt to their lesson plan stages?

1) Non-interactive or conventional tools such as PowerPoint, YouTube, Digital Flashcards, and Google Slides. YouTube and PowerPoint, considered as non-interactive platforms or conventional tools, were the most popular because they appeared on an average of 7 out of 24 lesson plans, whereas the interactive ones were used between 1 and 2 out of 24 lesson plans. PowerPoint presentations were used in the warmup and objective discussion to gain students' attention, and YouTube and Google Slides in the instruction and model stage to present grammar explanations, vocabulary, pronunciation practice, and brief stories to enhance reading skills. As stated by Gagné et al. (1992), teachers need to use several instructional materials to present the new content and clearly demonstrate to students (model) how to do, solve, or perform a specific practice activity or task.

From the field notes, during the presentation of YouTube videos, students' attention was higher than the other digital tools as there was no noise or concerns to understand the topics of the videos. Students mentioned that it was easier for them to understand the grammar topics through brief video explanations rather than long classroom explanations.

This is consistent with two of Gagne's nine events instruction: Presenting the stimulus material and providing learning guidance.

2) Interactive tools such as Wordwall, Canva; Online Cambridge Dictionary, Lyrics Training, Factile Jeopardy, Kahoot, Educaplay, Roulette Questions, Bamboozle; Facebook Lite, and WhatsApp. All these applications appeared just once in different lesson plans. Most of them were used in the assessment stage, and according to preservice teachers' field notes, they promoted students' interaction and collaboration inside the classroom; while, Facebook Lite and WhatsApp helped both teachers and students to communicate with each other beyond the classroom. Facebook Lite and WhatsApp helped students to ask for clarifications to their teachers or peers while being at home. It is worth noting that these applications were projected on the wall or the board because the classrooms/students did not have the devices to use these digital tools on their own. Nevertheless, these applications captured students' interest and curiosity since they presented immediate feedback as well as leaderboards or points which fostered positive and competitive entertainment while learning. As stated by Salma and Prastikawat (2021), assessing performance improves teachers' practice as well as students' enthusiasm for learning.

What are the most suitable lesson plan stages to implement technology?

All lesson plan stages provided enough room to incorporate digital tools. Teachers adapted them according to the stated lesson objective. As stated by Bajrami and Vela (2017), technology is an effective resource to create and offer a stimulating and dynamic language learning environment.

Which pedagogical methods do preservice teachers use to enrich their lessons with technology?

Data demonstrated that students participated in gamified strategies which included digital tools with game elements such as competition, points, and leaderboards. Thus, gamification seemed to be the most appropriate method to incorporate digital tools into their daily lessons. This finding confirms the association between the application of technology and digital natives' interest in using internet connectivity and digital devices for game

entertainment and communication (Prensky, 2001). They were intentionally and pedagogically integrated under the principles of Gagné's nine events of instruction.

Conclusions

There were mainly two types of digital tools; interactive and non-interactive, and most of them were editable, except for YouTube videos. All digital tools were free and some of them had the paid version for more functionalities. Findings showed a total of 16 applications used in preservice teachers' lesson plans. However, their frequency of use was low because of the technological limitations of the educational institutions. In consequence, further research is required to focus only on two or three applications to take greater advantage of them.

All lesson stages were suitable for implementing technology, especially for promoting interactive and motivating activities to make the teaching and learning process more interesting and motivating. Nevertheless, non-equipped technological settings and low connectivity limited the preservice teachers to integrate technology into just a few lessons of their practicum.

Gamification seemed to be the most appropriate method to integrate technology into the EFL lesson plans because most of the web tools bring gamified elements such as competition, points, and leaderboards. However, these elements were not widely leveraged because students did not have the devices to use them individually. Thus, future research is needed to tailor lesson plans according to the technological affordances that students and institutions may have in order to increase the positive impact on students' EFL learning.

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Technology-mediated action-oriented projects in a synchronous class: a pathway to the re-negotiation of the plurilingual identity in heritage language learners

Proyectos de aprendizaje orientados a la acción mediados por tecnología en una clase síncrona: un camino hacia la renegociación de la identidad plurilingüe en los estudiantes de lenguas de herencia

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Abstract

This paper presents the results of a qualitative study conducted on a group of heritage language learners (HLLs) at a university in Canada, exploring the importance of self-assessment and self-reflection as a vehicle for identity construction (Pavlenko, 2011; Kramsch, 2012; Norton, 2013) and self-identification with learner's cultural roots (Cummins, 2000). HLLs often have different levels of proficiency in their shared language (Valdes, 2001), which can be challenging for lesson planning and learner engagement. Learners explored their linguistic and cultural repertoires through the execution of two online action-

oriented scenarios that fostered creativity, engaged learners in critical considerations of language and identity, and offered leeway for self-expression and learning autonomy. Following a methodology based on the re-design and adaptation of action-oriented scenarios provided by an online platform and e-portfolio, and the development of a pedagogical tool customizable to students' and teachers' needs, these scenarios build on students' plurilingual/pluricultural repertoire. Data were collected through demographic questionnaires, surveys, semi-structured interviews (Braun & Clarke, 2012), e-interviews (Brampton & Cowton, 2002), student's work, and self-assessment through the functionalities offered by the e-portfolio: level checks, meta-linguistic written reflections, and can-do quizzes. The present work provides significant evidence on the effectiveness of self-reflective practices, the affordances of the development of alternative forms of self-assessment, the successes and challenges of integrating a reflective approach in online language classes, and the need for further pedagogical approaches that tackle students' need for authentic opportunities that grant them lifelong learning. Our contributions offer pedagogical implications as they pertain to theory on heritage language education (Cummins, 2000), practice, and HLL curriculum development (Potowski, 2014).

Keywords: Heritage Languages, action-oriented Approach, plurilingual Identity, self-assessment, technology-mediated teaching.

Resumen

Este artículo presenta los resultados de un estudio cualitativo realizado en un grupo de estudiantes de lenguas de herencia (HLL) en una universidad de Canadá, explorando la importancia de la autoevaluación y la autorreflexión como vehículo para la construcción de la identidad (Pavlenko, 2011; Kramsch, 2012; Norton, 2013) y la autoidentificación con las raíces culturales del alumno (Cummins, 2000). Los estudiantes de nivel superior a menudo tienen diferentes niveles de competencia en su idioma compartido (Valdés, 2001), lo que puede ser un desafío para la planificación de lecciones y la participación del alumno. Los estudiantes exploraron sus repertorios lingüísticos y culturales a través de la ejecución de dos escenarios orientados a la acción en línea que fomentaron la creatividad, involucraron a los estudiantes en consideraciones críticas del lenguaje y la identidad, y ofrecieron

margen para la autoexpresión y la autonomía de aprendizaje. Siguiendo una metodología basada en el rediseño y adaptación de escenarios orientados a la acción proporcionados por una plataforma en línea y un portafolio electrónico, y el desarrollo de una herramienta pedagógica personalizable a las necesidades de estudiantes y profesores, estos escenarios se basan en el repertorio plurilingüe / pluricultural de los estudiantes. Los datos fueron recolectados a través de cuestionarios demográficos, encuestas, entrevistas semiestructuradas (Braun & Clarke, 2012), entrevistas electrónicas (Brampton & Cowton, 2002), trabajo de los estudiantes y autoevaluación a través de las funcionalidades ofrecidas por el e-portfolio: controles de nivel, reflexiones escritas metalingüísticas y cuestionarios utilizando los descriptores "puede hacer" (Council of Europe, 2011). El presente trabajo proporciona evidencia significativa sobre la efectividad de las prácticas autorreflexivas, las posibilidades del desarrollo de formas alternativas de autoevaluación, los éxitos y desafíos de integrar un enfoque reflexivo en las clases de idiomas en línea y la necesidad de enfoques pedagógicos adicionales que aborden la necesidad de los estudiantes de oportunidades auténticas que les otorguen aprendizaje permanente. Nuestras contribuciones ofrecen implicaciones pedagógicas en lo que respecta a la teoría sobre la educación lingüística patrimonial (Cummins, 2000), la práctica y el desarrollo curricular del aprendizaje del aprendizaje sin alcohol (Potowski, 2014).

Palabras Clave: Lenguas de Herencia, aprendizaje orientado a la acción, identidad plurilingüe, autoevaluación, enseñanza mediada por tecnología.

Introduction

Second Language Acquisition (SLA) research highlights the significance of learner autonomy for lifelong language learning (Bandura, 2018; Williams & Burden, 1997). Defined as the ability to take charge of one's own learning process (Holec, 1981), it has been extensively discussed in applied linguistics and education and is closely linked with the construct of motivation. Motivated learners make independent decisions to engage in learning-conducive situations after engaging in critical reflection (Little, 1991). Scholarly efforts focus on promoting learner autonomy and motivation in the language classroom. Among the most advocated practices for cultivating autonomy are self-assessment (Butler,

2018) and learner-reflective involvement (Little, 2018), along with other self-appraisal, self-monitoring, and self-regulatory processes that contribute to the development of learner autonomy (Dolosic, 2019; Mack, Olivero-Agney & Sweet, 2017; Zimmerman, 2008). For second language (L2) teachers, fostering regular self-reflection (SRf) and consistent implementation of self-assessment (SA) practices can be challenging, as learners may overlook or undervalue their importance.

In L2 acquisition, identity has been proven to play a key role, being a dynamic process influenced by social interactions during the development of the target language (Norton & McKinney, 2001). In this context, our main objective is to emphasize the importance of SA and SRf as vehicles for identity construction (Pavlenko, 2011; Kramsch, 2012; Norton, 2013) and self-identification with learners' cultural roots (Cummins, 2000), particularly among HLL. Additionally, we aim to illustrate how technology can be effectively utilized to cultivate creativity, encourage critical thinking about language and identity, and facilitate self-expression and learning autonomy.

Theoretical framework

A heritage language (HL) is a minority language learned by its speakers at home as children (e.g., Spanish in Canada). Heritage Speakers (HSs) usually grow up in an immigrant home and learn a dominant language in which they usually become more competent (e.g. Canadian English) (Valdes, 2000). Adult HSs tend to develop an interest in "relearning" or "redeveloping" their HL, encouraged by their need to reconnect with their heritage culture and the obvious practical advantage of achieving a high proficiency level. HSs go into the classroom to become HLLs, seeking the development of their plurilingual and pluricultural identities.

Plurilingual pedagogies leverage learners' multiple languages or varieties, promoting language flexibility, connections, mediation, and enhancing linguistic awareness and motivation (Piccardo et al., 2022). It fosters intercultural competencies, values linguistic diversity, challenges language hierarchies, supports the maintenance of HL, and promotes tolerance and intercultural awareness (Piccardo et al., 2022). By recognizing the dynamic nature of languages, and embracing learners' unique linguistic repertoires, plurilingualism

nurtures multilingual identities (CoE, 2001; 2018). The most-recognized plurilingual model is the action-oriented approach (AOA) to teaching and learning suggested by the CEFR, which emphasizes the practical language use in real-life situations and the production of a tangible result, focusing on communication and meaningful tasks (CoE, 2001; 2018; 2020; Piccardo, 2013). Learners are actively involved in their learning as social agents who develop all competencies -not just linguistic-through interaction and mediation (Council of Europe, 2001; 2018; 2020) and the use of self-regulatory processes (Zimmerman, 2008; Little, 2017).

These pedagogies highlight the importance of holistic reflections and promote SRf and SA (Kramsch, 2014; Little, 2017) in language learning. Self-reflection connects language learning to personal, social, and cultural contexts, integrating the language into learners' identities and stimulating critical engagement (Kramsch, 2014; Little, 2017). At the same time, technology offers diverse opportunities and resources for enhancing language acquisition (Stockwell, 2012). It shapes interactions, facilitating meaningful engagement and connections with the language (Warschauer & Matuchniak, 2010). Additionally, technology supports assessment through innovative tools and platforms that evaluate language proficiency (Chapelle, 2010). It also enables online collaboration and multimedia production, promoting communication, intercultural skills, and creativity (Levy, 2009). By integrating technology, learners access a dynamic and versatile learning environment that enriches their language acquisition journey (Hubbard, 2009).

Methodology

The student participants (n=12) were enrolled in the synchronous course SPN219 - Spanish for Heritage Language learners- at the University of Toronto during the pandemic. As part of the course curriculum and for the purposes of this study, students were tasked with completing culturally motivated activities using LITE (The Language Integration through E-portfolio) (Piccardo et al., 2022), a digital platform developed by the LINCDIRE project to help learners autonomously navigate their lifelong linguistic and cultural trajectories. It combines language learning with cultural exploration and social engagement through an AOA approach, which is one of its main pillars.

Using this platform, HLLs participated in two real-life scenarios tailored to their language learning profile: 1) the creation of a cookbook ("Así comemos"), and 2) the development of a language blog ("El blog de mi lengua"). Project 1 explored Spanish culinary and cultural diversity (1st semester); Project 2 promoted Spanish language preservation, documentation, and linguistic-cultural awareness using social media tools (e-blogs) (2nd semester). Within each task, SA and SRf opportunities were embedded to stimulate personal reflection and cultural awareness (Figure 1). All CEFR competencies were developed in each step of each task, including communicative, sociolinguistic, and pragmatic skills, encompassing reception, production, interaction, and mediation (see Fig. 1 and Fig. 2 for a visual representation).
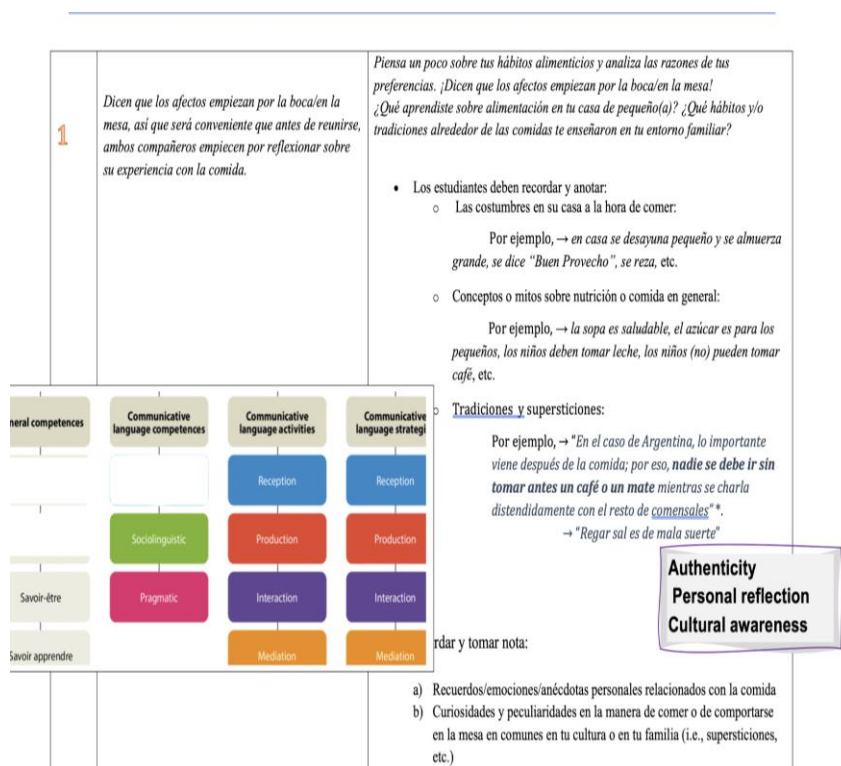
Figure 1. Step 1: Communicative Lang. Activ/Strategies (Project 1)
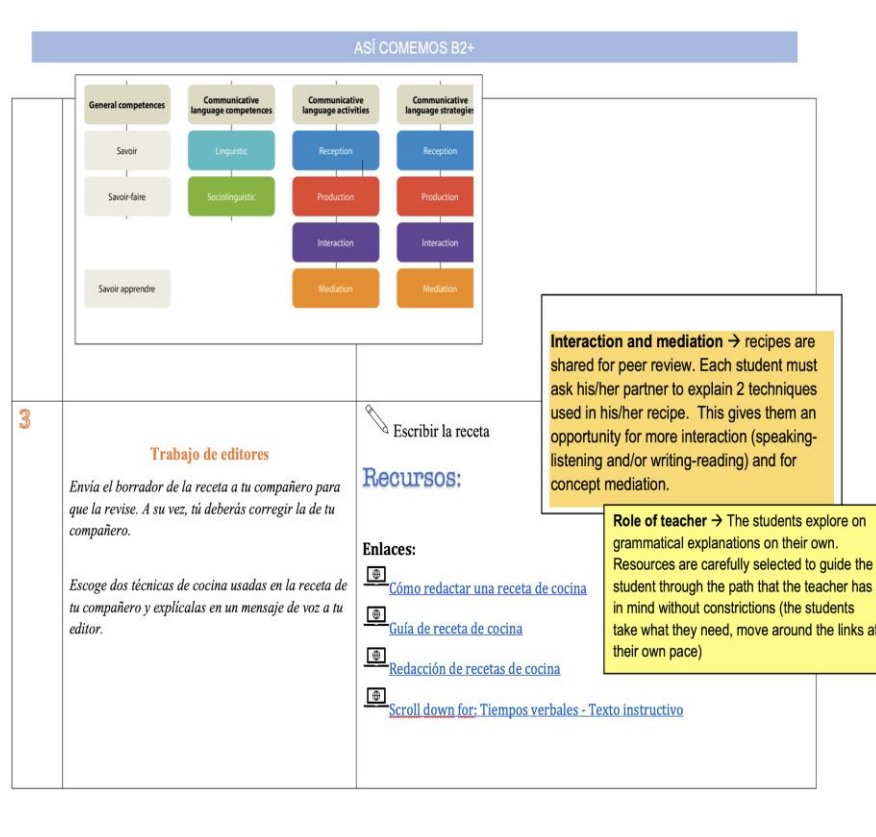
Figure 2. Step 3: Focus on Mediation (Project 1)

Results

Data extracted from students' focus groups, e-interviews, surveys, and LITE embedded SA and SRf functions was coded using thematic analysis. The data analysis was done using Nvivo12 software and was based on several queries run, based on Matrix Coding, Croostab, and Word Frequency. The main nodes analyzed are Plurilingual Identity, Language Socialization, Learning Strategies (only themes relevant to HLLs and identity), and Technology-Mediated Projects.

Nodes	Items coded	(REF)
1. Main Node: Plurilingual Identity	162	113
i. Sub-node: Fostering (Social-plurilingual-linguistic) Identity trough SRf	21	27
ii. Sub-node: Cultural awareness (reflection on own and others culture)	121	71
iii. Sub-node: Semiotic interactions and reflective self-identification	10	10
iv. Sub-node: Communities of Practice (CoP)- Sense of Community	49	23
iv.1 Sub-node CoP: Heritage Language Learners (HLL)	26	35
iv.2 Sub-node CoP: Fostering Spanish Identity through Self-reflection (HLL)	57	100
2. Main Node : Language Socialization at Home (in the Community Outside the Classroom)	25	39
i. Sub-node: Family stories as resource	31	40
3. Main Node: Learning Strategies (LS)		
i. Sub-node (LS):Making Linguistic-cultural Connections (comparisions)	111	58
ii. Sub-node (LS): Metacognitive Reflection	41	55
4. Main Node: Technology Mediated Projects	6	9

Figure 3. Coding References for Selected Nodes (Nvivo 12 Software)

Figure 3 illustrates the findings from the study. The majority of HLLs reported a strong connection to their plurilingual identities (113 REF) as well as development of cultural awareness (71 REF) and a sense of fostering their Spanish identity (100 REF). Many students involved the outside community (39 REF) in their projects and reported "connecting" and/or "reconnecting" with family members (40 REF). Furthermore, numerous students manifested interest in learning more about their history and traditions and made linguistic and cultural connections (58 REF) as a learning strategy. Students showed positive attitudes towards technology-mediated projects (9 REF) and agreed that technology played a vital role in the maintenance of the language and in the SA practice. All HLLs demonstrated appreciation and genuine interest in peers' cultural and linguistic backgrounds in their testimonies.

Conclusions

Our study shows that reflective scenarios contributed to the development of students' learning autonomy. Reflexivity reinforced learners' plurilingual identities and repertoires which translated into motivation to maintain the language. Evidence shows HLLs strengthened their linguistic and cultural heritage and their notions of self (as HLLs) through participative social negotiation. The study offers a practical pedagogical model that encourages metalinguistic and metacognitive development and academic attainment. The use of technology fostered creativity, nurtured a sense of community, and contributed to the development of plurilingual identities.

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Exploring students 'needs in a public speaking skills syllabus preparation through English

Explorando las necesidades de los estudiantes en la preparación de un curso de habilidades para hablar en público en inglés

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Abstract

University students are becoming increasingly critical of their needs as future professionals considering that there is a lack of curricular proposals for developing their public speaking skills. Furthermore, within most curricula in professional programs in Colombia, communication skills subject train students barely on public speaking in its contents. This exploratory study identified students' needs and preferences for public speaking skills

through a characterization questionnaire, a survey, and a semi-structured interview. The results revealed that emotions and feelings impact students' speaking in public; thus, some learning strategies and techniques are necessary to prepare them to give oral presentations in English and enrich their professional abilities. Finally, identifying students' needs and preferences are vital aspects of an effective learning process in an EFL classroom and the projection of a public speaking syllabus through English instruction.

Keywords: public speaking skills; EFL; learning preferences; learning needs

Resumen

Los estudiantes universitarios cada vez son más críticos sobre sus necesidades como futuros profesionales considerando así la falta de propuestas curriculares académicas para el desarrollo de habilidades para hablar en público. Por otro lado, dentro de la mayoría de los planes de estudio de los programas profesionales en Colombia, la asignatura de habilidades comunicativas apenas forma a los estudiantes en oratoria dentro de sus contenidos. El presente estudio es de tipo exploratorio e identificó las necesidades y preferencias de los estudiantes para hablar en público a través de un cuestionario de caracterización, una encuesta y una entrevista semiestructurada. Los resultados revelaron que las emociones y los sentimientos influyen en la forma de hablar en público de los estudiantes, por lo que son necesarias algunas estrategias y técnicas de aprendizaje en la preparación de presentaciones orales en inglés que a su vez enriquezcan sus habilidades profesionales. El estudio finalmente concluyó en la identificación de las necesidades y preferencias de los estudiantes como la base fundamental para el proceso de aprendizaje eficaz en inglés como lengua extranjera y para la proyección de un syllabus de habilidades para hablar en público a través de la enseñanza del inglés.

Palabras Clave: habilidades para hablar en público; EFL; preferencias de aprendizaje; necesidades de aprendizaje

Introduction

There has recently been renewed interest in oral communication skills for effective personal and professional performance in a globalized and competitive world. This interest has permeated the way foreign languages are taught in university contexts. Firstly, innovation in higher education English language teaching (ELT) processes must respond to students' needs. Secondly, curricular reform of the programs offered at the university study context needs proposals that strengthen students' professional skills. Thirdly, English teaching is also an opportunity to propose strategies to foster language acquisition and the soft skills required for a particular job or profession.

Therefore, in its first stage, the current study conducted a diagnostic English test that revealed the students' low level. Then, considering general and setting needs, study participants were surveyed about potential content areas (Language Arts and Culture, Public Speaking skills, Research skills and innovation, Social Responsibility and Professional Ethics, and Global Digital citizenship). The listed content areas were the most common from an analysis of university academic programs. Finally, respondents were asked to select more than two options and provide their proposals.

This research question focused on students' needs and preferences for public speaking skills in an English as a Foreign Language (EFL) classroom. In addition, this question guided the researchers to determine participants' perceptions of their public speaking skills as future professionals.

Public speaking skills are considered interpersonal and social communication, providing information to persuade with arguments and entertain the audience (García & Cortés, 2019). However, practicing this skill in English has been a challenge for teachers due to poor receptiveness to productive skills; students do not feel prepared to deliver speeches in public. Thus, professionals from all areas of knowledge must have basic life skills such as good communication and the ability to convey ideas clearly and effectively.

Besides, public speaking skills are the capacity to successfully address an audience or public. In the same line, O'Hair et al. (2019) highlight that anyone who wants to gain life skills and take an active role in the world should exercise the ability to speak confidently and convincingly in public. A recent study by Alotumi (2021) showed that working students´

needs and aspirations improve EFL speaking competence using self-regulated motivation strategies. Puluhulawa et al. (2022) explored what type of learning strategies university students use in a public speaking course. The finding revealed that the intermediate score students mainly used cognitive strategies to reinforce their public speaking expertise. Regarding these studies, enhancing students' public speaking skills through their knowledge and language proficiency in English while studying their academic content is necessary.

Furthermore, in the public speaking skills field, learning needs and preferences are critical in learning and teaching methods. In this way, the learning needs refer to how, why, and what students learn to progress in their learning processes. These needs manifest through the contents and the methodologies applied in the classroom because they do not correspond to their likes, preferences, and learning styles (Encarnación, 2022). Moreno (2004) emphasizes the relevance of examining needs and their relationship with curricular content, learning strategies, and teaching methods to achieve students' goals.

Additionally, working learning needs can allow students to manage their learning preferences to acquire knowledge and overcome their weaknesses through these six strategies: cognitive, metacognitive, memory, compensatory, affective, and social (Oxford, 2001). Therefore, these strategies facilitate students to meet their learning needs, as follows: teachers should pay attention to differentiating students´ readiness, interest, and learning profiles to give equal opportunities to all students. Consequently, we as teachers should align learning strategies and activities, decide when and how they best fit, and which ones are the suitable reasons to address the content (Tomlinson, 2014). Recognizing these aspects allows learning to be dynamic, more effective, and self-directed to promote learners' autonomy. (Encarnacion, 2022).

Method

The present study is an exploratory approach to gain a more profound and preliminary understanding of a phenomenon to generate ideas for further investigation (Marshall & Rossman, 2016). This study was conducted in a public university with five groups of students from earth science, technology, business, and administration programs

in the fourth level of English among six levels instructed as a requirement for the student's degree at the university setting.

This study analyzed data collected through an initial participant demographic characterization survey to obtain preliminary data on the general needs for professional training at the interdisciplinary level. The characterization survey results also indicated that students were between A2 and B1 levels according to the Common European Framework (CEFR) through the Berlitz online placement test. A second adapted needs assessment questionnaire from Ashraf Rizvi (2005) was also applied to collect input about participants' self-perceived needs and learning style preferences in public speaking skills. A third instrument was a semi-structured interview to validate and clarify the information gathered in the previous instruments. It was an individual interview conducted through open-ended questions.

Findings

A mixed method was used to analyze the collected data, and four categories emerged. The first category is called ***Social-affective Impact***. Emotions and feelings are experienced by participants when delivering presentations or speeches. They mentioned nervousness, insecurity in a non-native language, fear of making mistakes, stress, and the pressure to communicate effectively. They expressed that these emotions are heightened when presenting in a foreign language like English, as there is an additional challenge of language translation and fluency. Oxford (1990) states that psychological and social factors affect or influence students' language learning, such as learners' emotions, motivation, self-esteem, beliefs, and relationships with others. The above indicates that language barriers can reduce anxiety and require more preparation, including studying vocabulary and pronunciation.

The second category is entitled ***Self-regulated Strategies***. Some strategies reported by the participants include memorization, writing key points to prepare for oral presentations, studying and reviewing the topic to present confidently, and the significance of gestures, dress, and attracting the audience's attention when speaking in English. Zimmerman (2000) defines self-regulated learning as the ability to set learning objectives,

plan strategies, monitor learning progress, and adapt one's learning method while Oxford (1990) defines self-regulated strategies as the group of actions taken by the learners for self-control and self-direct their language learning processes. It implies that individuals use various techniques to enhance their preparation, delivery skills, and understanding of the subject matter, essential for successful presentations. The last suggests that non-verbal communication plays a crucial role in effective presentations.

The third category, **Challenges of Presenting in English**: Presenting in English is more challenging due to the additional language barrier and the need for translation, underscoring the importance of developing public speaking skills in English to overcome these challenges and expand professional opportunities globally. Amoah & Yeboah (2021) describe the psychological, linguistic, and sociocultural challenges that non-native speakers may experience when delivering presentations or speeches in English, including issues related to pronunciation, grammar, vocabulary, and nonverbal communication.

The fourth category, **Professional Relevance.** As Dahana (2019) mentioned, public speaking skills in English are essential for future professional endeavors, as they increase self-confidence and communication abilities and improve employability prospects. In addition, participants believe speaking in public fluently and confidently is crucial for various roles and responsibilities in their respective fields. For example, they mention that public speaking skills help manage and lead teams, give presentations, and effectively represent themselves and their labor performance, as shown in the figure below.

Figure 1

Public Speaking Skills in the Professional Field.

6. You think to speak in public will enhance your career.(Crees que hablar en público mejorará tu carrera)

42 responses
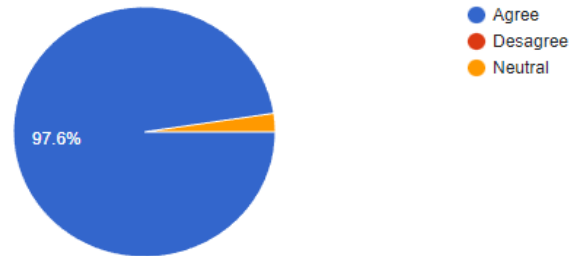
Conclusions

Self-critical and reflective results concluded the students' awareness of improving their public speaking skills for their professional life and the need to be instructed on knowledge and strategies and motivated for effective and successful communication in English. Recognizing students' needs, proficiency levels, and learning preferences is essential as a preliminary phase for projecting an interdisciplinary academic Public Speaking syllabus.

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Factors that affect English learning among students of advanced English courses in the undergraduate program in English at UNAD

Factores que afectan en el aprendizaje del inglés entre los estudiantes de cursos avanzados de inglés del programa de licenciatura en inglés de la UNAD

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Abstract

This paper establishes and analyzes the relationship between different variables related to English as a foreign language learning for undergraduate students of the Bachelor in English program from the advanced English courses at UNAD. It has been observed that for some students of the undergraduate program the low language performance is related to their socioeconomic context, as well as engagement. This research study invited students enrolled in the advanced English courses at UNAD to participate, the data analysis of this study is based on quantitative and qualitative information obtained through means of two instruments specifically created for the target population, and implemented during the development of this research study, quantitative data was gathered by the instrument "Socioeconomic Questionnaire" and the Cambridge English Placement test (CEPTO) was used to analyze the English level of the students, while qualitative data was obtained through a characterization survey, after thorough analysis it was found that the learners´ socioeconomic status is a fundamental factor that contributes to English acquisition in the target population and has correlation with their language performance, it was also found that although their level of engagement was high the majority did not obtain the B2 English level expected to graduate in the program. The angles explored were: students' financial

status, parents' background, English language performance, and engagement towards the language. It is expected that the findings of this study will pave the way for other researchers to undertake further investigations and find solutions on the basis of the discerned results.

Keywords: Social context; economic context; learning opportunities; engagement; motivation.

Resumen

En este documento se establece y analiza la relación entre diferentes variables relacionadas con el aprendizaje del inglés como lengua extranjera para estudiantes de pregrado del programa de Licenciatura en inglés de los cursos avanzados de inglés de la UNAD. Se ha observado que para algunos estudiantes del programa de licenciatura el bajo desempeño en el idioma está relacionado con su contexto socioeconómico, así como con la motivación. En este estudio de investigación participaron estudiantes inscritos en los cursos avanzados de inglés de la UNAD y el análisis de datos de este estudio se basa en información cuantitativa y cualitativa obtenida a través de dos instrumentos creados específicamente para este estudio, los datos cuantitativos fueron recabados mediante el instrumento "Cuestionario Socioeconómico" y para analizar el nivel de inglés de los estudiantes se utilizó el Cambridge English Placement test (CEPTO), mientras que los datos cualitativos se obtuvieron a través de una encuesta de caracterización, después de un análisis minucioso se encontró que el nivel socioeconómico de los estudiantes es un factor fundamental que contribuye a la adquisición del inglés en la población participante y tiene correlación con su desempeño en el idioma, también se encontró que aunque su nivel de motivación fue alto, la mayoría no obtuvo el nivel B2 de inglés esperado para graduarse en el programa. Los ángulos explorados fueron: situación económica de los estudiantes, antecedentes de los padres, nivel de inglés y motivación hacia el idioma. Se espera que las conclusiones de este estudio allanen el camino para que otros investigadores lleven a cabo nuevos estudios relacionados.

Palabras claves: Contexto social; contexto económico; oportunidades de aprendizaje; compromiso; motivación.

Development of the paper

According to various studies, the acquisition of a second language is highly influenced by a number of factors that can either promote or hinder said acquisition. These factors include age, socioeconomic context, and engagement. Some researchers have examined the relation between learners' language performance and Socio-economic status variables. Yuet (2008) mentions that the socio-economic background of students has an important role to play in their motivation to learn. She believes that one of the main reasons is that low-income parents may often be so concerned with the basic necessities of life that they have little time to consider how to promote their children's cognitive development. In addition, students from poor socioeconomic backgrounds may have lower aspirations for educational and career achievement as well due to their context. The relationship between the learner and his or her environment is constantly changing, and considering that Colombia is not an English-speaking country with a broad social and economic stratum and some of the undergraduate students are only exposed to the target language in college courses, as mentioned by the author it could be suggested that the acquisition of a second language is definitely influenced by contact and exposure to the social context (Spolsky, 1989). In light of the above, this study poses the following question. What are some of the factors that influence the learning of English as a second language among students in the advanced English courses of the undergraduate program in English at UNAD?

The purpose of this study was to explore the weaknesses presented by some students of the undergraduate program in foreign language which are enrolled in the advanced English courses at UNAD, and identify the probable relationship that socio-economic status, and engagement may have when acquiring English as a second language for some students at UNAD University. One important aspect that may affect how well students learn the English language is their socioeconomic situation, therefore, investigating the learners' language skills taking into account variables such as socioeconomic status, as well as motivation, and what effect said variables may have on a student's learning performance is a main component of educational progress and language

acquisition. It is important to point out that according to Mondada et al, social context is not only a background variable that influences learning, but also an essential component of cognitive development itself (Mondada and Pekarek Doehler, 2004, p. 501). In this study, we explore the ways in which students' socioeconomic context can influence their language learning abilities. The importance of social context is usually ignored or underestimated in some EFL countries because this social context is lacking for certain members of the society and therefore the final outcome of second language acquisition is not satisfactory.

This paper is a step towards investigating the problems related to the context of undergraduate students at UNAD, especially from advanced English courses, and the impact that socio-cultural context as well as engagement has on their language acquisition. As a public university, it is imperative to help students master all the language skills of L2 learning. As future language teachers, all graduates of the university must have a high level of proficiency, as one of the requirements for graduation is a C1 level. Students from the advanced English courses of the undergraduate program in English at UNAD, were invited to partake of the study, the data analysis of this study is based on quantitative and qualitative information obtained through means of two instruments specifically created for the target population, and implemented during the development of this research study, quantitative data was gathered by the instrument "Socioeconomic Questionnaire" and the Cambridge English Placement test (CEPTO) was used to analyze the English level of the students, while qualitative data was obtained through a characterization survey.

This study searches for meaning and concludes findings by directly interpreting what was observed and reported by the subjects. Cohen et al. (2007) describes qualitative data analysis as the process of organizing and describing data, as well as the process of analyzing information obtained in relation to individual context definitions, and patterns, themes, categories, and regularity. This approach to data analysis consists of six phases: data review, code generation, code review to find topics, topic review, topic definition and category naming, and report creation. For more comprehensive information, researchers analyze data as they become available, allowing the results to guide subsequent data collection, Atlas. Ti version 9.0 was used to process the survey and open questions

conducted to the students, thus determining the most important factors affecting their English language acquisition, to review and code the information which opened way on the categories and subcategories that emerged from this study a color-coding method contributed to the development of initial categories and subcategories. It uses a color-based visual approach and is considered easier to use than traditional coding techniques (Stottok, Bergaus, & Gorra, 2011).

As a result of the data analysis mentioned above three (3) categories were identified, Socioeconomic Stratification, Online Undergraduate Studies, and Economic Home Background. The first category Socioeconomic Stratification, resulted from the characterization survey, and the other two (2) categories arouse from the "Socioeconomic Questionnaire", the category Online Undergraduate Studies gave way to two (2) subcategories called Connectivity and Tutor´s role which state different factors that may relate to the second language acquisition and engagement.

Regarding the data collection instruments applied during this process, reliability was considered an intrinsic part of the study considering Hernandez, Sampieri et al take on it, "reliability as the degree to which its repeated application to the same individual or object produces equal results" (Hernández Sampieri et al., 2013; Kellstedt and Whitten, 2013; and Ward and Street, 2009). The information obtained was analyzed and systematized allowing for the variables be useful to reach conclusions as to the correlation between these two factors and the level of English as a foreign language acquisition, given that those students with low CEPTO test results all lived in low income strata divided equally in both strata 1 and 2 according to the social stratification mentioned in this study, similarly the perception the students have when faced with the questions regarding parent education, economic stratification, and/or income which implies the correlation between English language learning and effect socio-economic conditions may have in it.

An important finding was that the economic stratum has a direct influence in the language acquisition of the subjects of study. Furthermore, 100 % of the subjects of study and work and the reason they chose virtual learning was to improve their livelihood, however this fact has a direct negative effect in their language acquisition due to time

restraints. The economic strata of the subjects of study have correlation with their language acquisition, it was also found that although their level of engagement was high the majority did not obtain the English level expected to graduate in the program, finally, parent´s background did not have correlation to foreign language acquisition in the subjects of study. Therefore, this investigation of the learners' language skills and the effects, of said variables may have on a student's learning performance as a main component language acquisition, beamed a light on some possible reasons for the difficulties the students present when facing the process of learning English as a foreign language.

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Grab your guitar: a MOOC for EFL teachers to promote the use of music in the classroom

Grab your guitar: un MOOC para profesores de EFL para promover el uso de la música en el aula

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Abstract

This presentation will describe the ongoing creation of a Massive Open Online Course (MOOC) designed to raise awareness of the various methodological possibilities that Colombian music can have in the EFL classroom. The course is addressed to English teachers with a proficiency level between B2 and C1, according to the Common European Frameworkof Reference (CEFR), who are interested in using Colombian music in their classes in different and creative ways. In that sense, throughout the course, the users will find different modules that cover topics such as Colombian music history and its characteristics, recommendations on howto use music in the EFL classroom, and tips for teachers on how to take care of their voices in class, among other themes. Moreover, the final module of the course includes a virtual songbook that compiles adaptations of Colombian traditional songs from Spanish to English along with proposedactivities to implement them in class. Since this is an ongoing research project, the researchers are currently implementing the product with theparticipants. For this, a sample of fourteen EFL in-service teachers of different ages, ranges of experience, and contexts of work (school

teachers, college professors, language institutes teachers, etc.) was chosen. To collect their perspectives about the contents of the course, the teachers were asked to answer a satisfaction survey to sharetheir feedback and suggestions. In this regard, the researchers expect that the course will encourage teachers to actively integrate music intotheir classes and allow them to reflect with their students on the Colombian identity conveyed through music.

Keywords: Colombian music; English language learning; EFL teachers; MOOC;cultural awareness.

Resumen

Esta ponencia describe la creación en desarrollo de un curso en línea masivo y abierto (MOOC) diseñado para crear conciencia sobre lasdiversas posibilidades metodológicas que la música colombiana puede tener en el aula de inglés como lengua extranjera. El curso está dirigido aprofesores de inglés con un nivel de dominio entre B2 y C1, según el Marco Común Europeo de Referencia (MCER), que estén interesados enutilizar la música colombiana en sus clases de formas diferentes y creativas. En ese sentido, a lo largo del curso, los usuarios encontrarándiferentes módulos que abarcan temas como la historia de la música colombiana y sus características, recomendaciones sobre cómo usar la música en el aula de inglés, consejos para docentes sobre cómo cuidar correctamente sus voces en clase, entre otros temas. Además, el módulofinal del curso incluye un cancionero virtual que compila adaptaciones decanciones tradicionales colombianas del español al inglés junto con actividades propuestas para implementarlas en clase. Dado que se tratade un proyecto de investigación en curso, los investigadores están actualmente implementando el producto con los participantes. Para ello, se seleccionó una muestra de catorce profesores de inglés en servicio de diferentes edades, rangos de experiencia y contextos de trabajo (profesores de escuela, profesores universitarios, profesores de institutosde idiomas, etc.). Con el fin de recoger sus perspectivas sobre los contenidos del curso, se solicitó a los docentes que respondieran una encuesta de satisfacción para compartir sus comentarios y sugerencias.En este sentido, los investigadores esperan que el curso anime

a los docentes a integrar activamente la música en sus clases y les permitareflexionar con sus alumnos sobre la identidad colombiana que se transmite a través de la música.

Palabras Clave: Música colombiana; aprendizaje del inglés; profesores de ingléscomo lengua extranjera; MOOC; conciencia cultural.

Introduction

Despite the vast potential that music has in the EFL classroom, we have identified that the utilization of music in the classroom does not go beyond the limits of a simple and occasional didactic tool. This superficial application of music in the EFL classroom may be due to the following reasons: the scarcity of publications on this subject (Bokiev et al., 2018), and, subsequently, teachers' lack of theoretical grounding (Bokiev et al., 2018; Degrave, 2019). The latter may result in the lack of consciousness and confidence of English teachers when using music in moreadventurous and significant ways.

The reasons exposed above invited us to create a product thatwould address those problems related to the superficiality of music in the English classroom. In this sense, we developed *Grab your Guitar,* a massive open online course (MOOC), aimed at interested EFL teachers, which compiles free-use educational and didactic materials on Colombian popular music and suggestions on how to teach English with it effectively. Therefore, we believe that the use of Colombian popular music may be a perfect reason to approach and explore our music and reinforce our cultural identity, by recognizing its diversity and its historical load. This online course has content that will help the teachers learn about Colombian music history and characteristics. Also, teachers will be given recommendations on how to use music in the EFL classroom, and tips on how to take care of his/her voice in class, among other themes. In addition, there is a free-access songbook that compiles adaptations of Colombian traditional songs that will help teachers carry out different activities based on music.

Having said that, we expect this product will be a useful tool for teachers who want to link their English classes with Colombian culture through popular music to create cultural

awareness in the classroom through the multiple benefits that music can provide to the learning process.

Theoretical Framework

MOOCs and English language learning and teaching

According to Zubkov (2020), "it seems necessary to introduce blended learning models that combine the best traditional teaching methods and new ICT capabilities' (p. 539). In that sense, technology in education is a critical element to deal with the 21st-century necessities, especially those regarding technology literacy and alternative ways to approach education. For that reason, we have chosen the creation of a Massive Open Online Course (MOOC), "an online course with the option offree and open registration, a publicly shared curriculum, and open-ended outcomes" (McAuley et al., 2010, p. 5), to develop a proposal that is aligned to these technological needs in education.

Moreover, MOOCs represent a professional development tool for teachers (Amalia et al., 2021; Hori, 2018). In terms of language learning,Hori (2018) explains that MOOCs can help teachers to improve their language proficiency and strengthen their teaching skills by learning from other teachers. Thus, MOOCs use and promotion within the educational field can be an adequate strategy for "developing professionals' competencies and pursuing lifelong learning" (Ahonen & Pekkarinen, 2020, p. 290). In addition, the vastness of MOOCs of different topics in different areas of knowledge may encourage the development of a multidisciplinary identity for the teacher.

Music as a strategy for learning and teaching languages

There is extensive research that supports the effective role of musicin languages learning and teaching. For instance, Stansell (2005) asserts that "music positively affects language accent, memory, and grammar as well as mood, enjoyment, and motivation" (p. 1). Accordingly, Mosquera (2022) says that "music, pedagogically speaking, works as an emotional outlet, makes education more enjoyable, improves students' self-esteem, helps develop social skills, relieves stress and is key to creativity." (p. 1) In consequence, music allows a significant and emotional dialogue with others through a resource that is enjoyable

for all. Additionally, it is imperative to contemplate the idea of using music to improve the process of learning in order to achieve an effective process of English grammar acquisition and for improving the student's self-esteem, confidence, and social relationships. (Mosquera, 2022; Israel, 2013; York, 2011).

Despite these positive aspects, there is an issue regardingteachers' perspectives and utilization of music in the classroom. In that sense, Degrave (2019) asserts that "all in all, teachers are positive about the use of music in the FL classroom, but the incorporation appears rather occasional. A lack of resources and a lack of theoretical grounding could explain this discrepancy" (p. 412). Thus, even though music has potential as a pedagogical tool for learning and teaching languages, many teachers are unaware of that.

Awareness of National Culture and Language Learning and Teaching

There are a variety of studies that locate national culture awarenessas a relevant and effective pedagogical element not only for students but also for teachers in the EFL classroom, as it is an element that fosters motivation and engagement. In that sense, Bedoya et al. (2018) have determined a relationship between humans' social and cultural dimensionsand the development of language. In addition, Julita and Anggoro (2019) recommend the implementation of local culture-based models for pre-service teachers as a tool to understand the real conditions of learning in school. Moreover, "the transmission of self-knowledge generates culture which directly affects the development of experiences and personality itself" (Bedoya et al., 2018, p. 56). Similarly, music "produced in situated contexts that refer to real life issues" (Palacios & Chapetón, 2014, p. 11), which has a clear cultural implication, can beused as a strategy to enhance language communicative skills. Bearing all these aspects in mind, we believe that national culture awareness in the EFL classroom may be an appropriate strategy to grasp knowledge in a critical and enriching way for students.

Process of creation of Grab your Guitar

To create Grab your Guitar, we decided to employ the software eXeLearning. According to its official website, eXeLearning is an open-source tool that facilitates the

creation of educational content without being an expert in HTML or XML. Moreover, in terms of the displayof resources, eXeLearning allowed us to embed external multimedia material such as web pages, documents in PDF format, images, and videos, among others. Those reasons led us to choose this platform as theideal one to develop our product.

Furthermore, the contents of the course were aligned to different topics that we considered were important when teaching and learning a second language through music. For that reason, we established three modules: Colombian popular music, how to use Colombian music in the EFL classroom and Colombian songs in the EFL classroom. The latter contains a songbook, which is a methodological proposal created and designed by us to teach English with Colombian popular songs. Each topichas key points that encompass cultural knowledge, teaching strategies, andevaluation processes. This is how we organized the contents:

Colombian popular music
History of Colombian music
Colombian musical instruments
Musical genres in Colombia
How to use music in the EFL classroom
Rhythm awareness and comprehension
Use and care of the voice
Alternative uses of music in the classroom
Colombian songs in the EFL classroom
The Songbook
Suggestions on how to implement the songbook in classes

Methodology

Considering that this is an ongoing research project, we are currently in the implementation stage. In this case, the sample chosen iscomposed of fourteen EFL in-service teachers with a proficiency level between B2 and C1, according to the Common European Framework of Reference (CEFR), who vary in terms of age, experience, and work contexts (such as school teachers, college professors, and language institute

teachers). To gather perspectives, feedback, and suggestions regarding the contents of the course from the participants, the researchers decided to embed a satisfaction survey at the end of the course. By gathering this information, the researchers aim to understandthe teachers' experiences and identify improvement opportunities that can potentially be used to improve and refine the course.

Expectations

We expect that the course will encourage the teachers to actively integrate music into their classes and facilitate opportunities for reflection with their students on the Colombian identity conveyed through music. Also, by incorporating music into their teaching practices, we believe thatthe teachers can enhance the learning experience for their students and create a more dynamic and immersive language learning environment (this coupled with the variety of activities and didactic materials proposedand available in the course). Furthermore, we aim to encourage teachersto facilitate discussions and reflections on the Colombian identity portrayed through music, since it is often deeply intertwined with culture. Through these reflections, we hope the teachers and their students candelve into the rich heritage of Colombian music, appreciate its diversity and promote the development of a collective memory.

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Systematization of experiences by means of a digital lesson or hyper document

Sistematización de experiencias por medio de una lección digital o hiperdocumento

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Abstract

English teachers and from other areas of Secretaría de Educación Distrital de Bogotá (SED) participated for four months in the Diploma program called English as a Foreign Language and Innovative Practices in the Classroom carried out by the Continuing Education Department of Institución Universitaria Colombo Americana-ÚNICA. During this program, teachers were guided by professionals to systematize a pedagogical experience through a hyperdocument or guided lesson. This project was born with the objective of guiding teachers to improve their teaching practices and solve a classroom problem through a short systematization of experiences (SE). The researcher and Academic Coordinator of this project guided the diploma tutors on how to design hyperdocs aimed at the implementation of SE as a research method. The objective of this hyperdoc was to guide SED English as a Foreign Language teachers and teachers from other areas to implement SE in their classes in order to solve a problem. To achieve the objective proposed, interviews were implemented to learn about the professionals' knowledge of designing Hyperdocs and implementing a SE in the classroom. Additionally, the researcher applied a questionnaire to SED teachers to identify the advantages and obstacles when

systematizing their class experiences and their experiences when following the seven steps of a Hyperdoc. Finally, the researcher observed recorded classes by the tutors to learn about the process of implementing those hyperdocs.

Keywords: Systematization of Experiences, yperdocument; EFL, professional development.

Resumen

Docentes de inglés y de otras áreas de la Secretaría de Educación Distrital de Bogotá (SED), participaron durante cuatro meses en el Diplomado en inglés como Lengua Extranjera y Prácticas Innovadoras en el Aula llevado a cabo por la dirección de Educación Continuada de la Institución Universitaria Colombo Americana-ÚNICA. Durante este diplomado los docentes fueron guiados por profesionales a sistematizar una experiencia pedagógica por medio de una lección guiada o hiperdocumento. Este proyecto nació con el objetivo de guiar a los docentes a mejorar sus prácticas docentes y resolver un problema de clase por medio de una corta sistematización de experiencias (SE). Durante el diplomado la investigadora y coordinadora académica tuvo como objetivo guiar a los profesionales de la institución en el diseño de hiperdocumentos enfocadas en la implementación de una SE como método de investigación en las clases de los docentes de inglés como Lengua Extranjera y otras áreas pertenecientes a la SED. Para cumplir el objetivo propuesto por la investigadora, se llevaron a cabo entrevistas a los profesionales para conocer el conocimiento sobre el diseño de lecciones guiadas y la implementación de una SE en el aula de clase; adicionalmente, la investigadora implementó un cuestionario con los docentes de la SED para identificar las ventajas y obstáculos al momento de sistematizar sus experiencias de clase y sus experiencias cuando seguían los siete pasos de una lección de clase o hiperdocumento. Finalmente, la investigadora observó clases grabadas por los profesionales o tutores del diplomado para conocer el proceso de la implementación de las lecciones guiadas.

Palabras Clave: Sistematización de Experiencias, iperdocumentos; EFL, esarrollo profesional.

Introducción

El presente proyecto de investigación tiene como objetivo principal conocer cómo la lección digital o hiperdocumento contribuye en la implementación del método de investigación llamado Sistematización Experiencias en las clases de los docentes de la Secretaría de Educación de Bogotá. La investigadora busca responder la pregunta: ¿Cómo contribuye una lección digital o hiperdocumento como estrategia para guiar a los docentes de la Secretaría de Educación Distrital de Bogotá (SED) a comprender la Sistematización de Experiencias como método de investigación? Finalmente, ella espera que con esta implementación los docentes puedan adquirir herramientas para mejorar no sólo sus prácticas pedagógicas sino también promover y potenciar su interés y habilidades investigativas en el contexto educativo en el que se desenvuelven.

Marco Teórico

Sistematización de Experiencias

La SE se utiliza en el campo de las ciencias sociales como un proceso de obtención de datos para obtener aprendizajes críticos de nuestras experiencias en el aula de la clase (Jara, 2010). Cuando los docentes están sistematizando sus experiencias aprenden a tener una perspectiva crítica de sus prácticas en el aula y comunicar estos aprendizajes. Adicionalmente, el autor menciona que la SE "produce conocimientos y aprendizajes significativos que posibilitan apropiarse de los sentidos de las experiencias, comprenderlas teóricamente y orientarlas hacia el futuro con una perspectiva transformadora" (p. 4). A lo cual, las experiencias aprendidas por docentes durante la implementación de esta metodología promueven en ellos un perfil de investigador y al mismo tiempo contribuyen en la búsqueda de conocimiento.

Desarrollo Profesional

Un eje fundamental que se debe mencionar en este proyecto de investigación es el desarrollo profesional, el cual se refiere a la formación del personal docente (Moscoso & Hernández, 2015). Por tanto, considerando el contexto descrito, de acuerdo con la Conferencia Regional de Educación Superior en América Latina y el Caribe (CRES)

desarrollada en 2009, los profesores constituyen un eje fundamental en la formulación de las propuestas de crecimiento institucional, por ende, es indispensable garantizar su capacitación permanente, adecuar sus condiciones laborales, regímenes de trabajo, entre otros aspectos. Por estas razones, cuando una institución diseña programas de Desarrollo Profesional, se debe considerar el contexto y las necesidades de los docentes.

Hiperdocumentos o Lecciones Digitales

Según Highfill, Landis y Hilton (2016) los hiperdocumentos son un documento digital que es transformador e interactivo, el cual reemplaza el método tradicional del documento análogo de instrucción. Cada lección digital comprende siete etapas (engancha, explora, explica, aplica, comparte y evalúa) con fuertes filosofías educativas en las cuales se puede incluir tecnología; con el objetivo de conocer un tema específico y explorarlo de manera individual y grupal.

Metodología

El enfoque epistemológico de este proyecto es cualitativo hermenéutico y el tipo de estudio será una investigación acción participativa. Como fuentes de información, se tomó una muestra aleatoria de los profesionales que lideraron las clases con los docentes de la SED. Se utilizará la técnica de análisis temático para responder a la pregunta de investigación. Los instrumentos de recolección de datos son: observaciones de clase para identificar cómo se llevó a cabo la socialización de las lecciones de clase y su seguimiento; cuestionarios para los docentes de la SED para conocer su conocimiento e implicaciones de sistematizar sus experiencias por medio de un hiperdocumento; y el grupo focal para conocer la perspectiva de la implementación y diseño de una lección digital para sistematizar una experiencia pedagógica.

Los datos preliminares recogidos en la primera fase del proyecto nos dan cuenta que de los 80 docentes participantes que respondieron el cuestionario, el 49% no conoce de la Sistematización de Experiencias y el 51% respondió que sí conocía sobre el proceso de este método de investigación. Los docentes pertenecientes a este último grupo dan cuenta de procesos de recolección de datos ya que han desarrollado una investigación

para programas de maestría o especialización que tomaron en el pasado. Adicionalmente, los docentes enfatizan la importancia de investigar en el aula, pero la falta de tiempo y apoyo por parte de sus instituciones imposibilita este proceso investigativo. Los docentes consideran también que los hiperdocumentos implementados por sus tutores les ayudaron a "organizar de forma sistemática y secuencial la propuesta, abordando todos los aspectos posibles" (Cuestionario, Participante C). Por lo cual, los docentes participantes tienen una perspectiva positiva sobre las lecciones digitales como estrategia de apoyo para aplicar este método de investigación.

Finalmente, los datos iniciales del grupo focal de los tutores del diplomado, nos muestra que el diseño de las lecciones digitales tuvo un aprendizaje bidireccional entre los participantes. Los profesionales comentaron que las lecciones digitales apoyaron a los docentes de la SED a tomar decisiones sobre el tema que querían explorar, y el proceso y fases para implementar una estrategia o solución pedagógica al problema presentado. Cabe resaltar que los tutores durante las sesiones síncronas abrieron espacios de la clase para revisar, compartir y promover evaluación entre pares en temas relacionados con la implementación de la estrategia pedagógica y resolver dudas sobre el proceso de investigación que un investigador debe seguir para sistematizar una experiencia

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The CALLA instructional model as a pedagogical strategy to improve English reading in rural students of ninth grade at Florentino Gonzalez school

El modelo instruccional CALLA como estrategia pedagógica para mejorar la lectura en inglés en estudiantes rurales de noveno grado del colegio Florentino González

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Resumen

Este estudio de tipo cualitativo se centró en investigar que estrategias o métodos se podrían usar para mejorar la comprensión lectora en aprendices de inglés como lengua extranjera. Su objetivo principal fue mejorar las habilidades de lectura en inglés de los estudiantes rurales de noveno de la Escuela Florentino González a través del modelo de instrucción CALLA. De forma intencional se seleccionó el grado noveno como objeto de estudio debido a que es el curso que se encuentra en la mitad del ciclo de secundaria en Colombia. En total participaron 16 estudiantes a quienes se les aplicó 2 talleres iniciales de comprensión lectora para conocer su nivel de desempeño y posteriormente 6 talleres de comprensión lectora basados en el modelo instruccional CALLA de los cuales se recolecto diferente información para su comparación y análisis. Los resultados demostraron que para los estudiantes les es más sencillo comprender un texto cuando

se aplican estrategias paso a paso que les ayuda a comprender y analizar mejor el contenido. Además, al hacer uso de diversas estrategias metacognitivas y reflexivas inmersas en el modelo CALLA sobre lo que se conoce y lo que se aprende, ayuda a general más confianza y seguridad en los estudiantes, lo que se traduce en un mejor entendimiento de la lengua extranjera.

Palabras clave: Aprendizaje del Inglés; Estrategias de Aprendizaje; Estrategias de Lectura; Metacognición; Modelo Instruccional CALLA.

Abstract

This qualitative study focused on investigating what strategies or methods could be used to improve reading comprehension in learners of English as a foreign language. Its main objective was to improve the English reading skills of the rural ninth-grade students at the Florentino González School through the CALLA instructional model. The ninth grade was intentionally selected as the object of study because it is the course in the middle of the secondary cycle in Colombia. A total of 16 students participated, to whom two initial reading comprehension workshops were applied to determine their level of performance and six reading comprehension workshops based on the CALLA instructional model, from which different information was collected for comparison and analysis. The results showed that it is easier for students to understand a text when step-by-step strategies help them better understand and analyze the content. In addition, using various metacognitive and reflective strategies immersed in the CALLA model about what is known and what is learned helps generate more confidence and security in students, translating into a better understanding of the foreign language.

Keywords: English Learning, CALLA Instructional Model, Learning Strategies, Metacognition, Reading Strategies.

Introduction

For learners of English as a foreign language, reading with comprehension is one of the fundamental skills that must be developed in the classroom. However, on many occasions, the methodological approach to teaching English needs to include strategies or

activities that help students improve their reading comprehension. Therefore, once students need to solve reading comprehension activities, they feel unable to find the answers to the questions they are asked. According to Asmara (2016), teaching reading strategies to learners of a foreign language reduces the time and effort needed to understand different texts, considerably benefiting students.

Additionally, Gurses & Adigüzel (2013) suggest that finding the elements involved in the reading comprehension process, the habits of an effective reader, and how students learn a foreign language is essential to teaching reading in another language. According to Block & Pressley (2002), reading comprehension is generally not a skill we frequently question. However, it requires the efficient use of different processes such as attention, perception, analysis, the ability to infer, and the application of cognitive and metacognitive strategies. Metacognitive strategies are those that the reader uses to monitor, manage, and evaluate her reading process. Cognitive techniques are used to solve the different problems that may arise in the text, such as: guessing or matching unknown vocabulary, recognizing the main ideas, connecting the other arguments between paragraphs, solving reading comprehension questions, etc.

Different studies on strategies to improve reading comprehension in students of a foreign language indicate that teaching them to use various reading strategies is necessary. In this sense, after reviewing different teaching models of language learning strategies, the Cognitive Academic Approach to Language Learning (CALLA) was selected for this research. CALLA is a teaching-learning method based on principles of cognitive psychology and instructional design created by Anna Uhl Chamot and J. Michael O'Malley in 1986. The main objective of the method is to provide the student with a pedagogical structure that allows them to advance quickly in their learning and in an autonomous way. The structure comprises five phases that are developed in the following order: 1) Preparation; 2) Presentation; 3) Practice; 4) Self-evaluation; 5) Expansion.

In its beginnings, the method was designed to improve the success of students of English as a second language and their academic performance using specific learning strategies. However, different studies were subsequently carried out that contributed to the

renewal of the model and its application in other learning contexts, which made it possible to demonstrate the effectiveness of CALLA, especially in students learning a foreign language. For example, the results of a study by Gurses & Adiguzel (2013) at the French Preparatory Program at Eskisehir Osmangazi University about the Effect of Strategy Instruction Based on the Cognitive Academic Language Learning Approach (CALLA) over Reading Comprehension and Strategy Use, demonstrated that the teaching of reading strategies based on the CALLA instructional model had a positive effect on the development of reading comprehension skills in higher education students. Similarly, another study by Nurhalimah et al. (2022) at a vocational school in Karawang indicates that once the CALLA instructional model was applied as a reading strategy, students were able to fully immerse themselves in the learning materials and make use of each of the steps contemplated in the process to improve your level of reading comprehension.

Methodology

This research was developed with a mainly qualitative approach, although quantitative methods were also carried out for the data collection and its respective analysis and to guarantee its reliability. The participants of this research were 16 rural students in the ninth grade in 2022 at the Florentino González de Coromoro school, Santander. The participants were four males and 12 females between 13 and 17 years old. Regarding the context of the students, all of them have completed their studies in rural schools where teachers generally use the "Escuela Nueva" pedagogical model. For this reason, everyone is used to developing their activities based on autonomous learning strategies.

However, before the pedagogical intervention, the students were informed of the research objectives, the activities to be carried out, and the possibility of withdrawing at any time. Their legal representatives were asked to sign an informed consent if they agreed to participate in the investigative process. Once the study group was selected, the English teacher was asked for information about students' learning process to identify their needs and determine the type of pedagogical instruction. The relevant literature for the investigation was studied from the data obtained, and the different activities to be applied were created. Nevertheless, during the pedagogical intervention process, changes were

made in the activities to solve the most common difficulties presented by the students and improve their learning process. The pedagogical intervention lasted six weeks with a duration of 2 hours per session, following the provisions of the institution's academic calendar and the requirements of the Colombian Ministry of Education. The pedagogical intervention began with the application of 2 reading comprehension workshops designed according to the level of the students and the strategies to which they were already accustomed. Then the activities were changed, considering the literature studied and mainly the theoretical principles of the CALLA – Cognitive Academic Language Learning Approach – instructional model. Considering the theoretical contributions of the CALLA instructional model, during the pedagogical intervention, the five steps contemplated in the model were followed: preparation, presentation, practice, evaluation, and expansion. Once all the workshops were applied, five questionnaires were applied to the students to measure their progress in developing their reading ability and their understanding of the use of the steps contemplated in the CALLA method. The data was organized in a Microsoft Excel file where from statistical graphs, it was easy to compare and see the evolution of the students.

Conclusions

The research development, in addition to improving the reading skills of the ninth-grade students at the Florentino González School, managed to motivate them to continue learning English with metacognitive and reflective processes. On the other hand, the use of the CALLA instructional model contributes to improving students' reading comprehension in English because:

- The CALLA model focuses on developing metacognitive skills, such as planning, monitoring, and evaluation of learning. These skills are especially relevant for rural students, as they can help them identify their strengths and weaknesses in reading comprehension in English and take steps to improve their performance.
- The CALLA model contributes to developing autonomous learning skills in students, making them active builders of their knowledge.

- The CALLA model combines the development of linguistic skills with learning strategies, providing students with the necessary tools to improve both their competence in English and their ability to understand written texts in the language.

- The CALLA model uses explicit chain learning strategies (Preparation, Presentation, Practice, Self-Evaluation, and Expansion), allowing students to better understand the content of the text and make connections with their prior knowledge.

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Research designs trends in degree projects from a Bachelor of Arts in bilingualism

Tendencias en diseños metodológicos en proyectos de grado de una licenciatura en bilingüismo

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Resumen

Este estudio documental inductivo busca, por un lado, exponer las tendencias en cuanto al diseño metodológico que un grupo de egresados del programa de bilingüismo en español e inglés de la Institución Universitaria Colombo Americana- ÚNICA han elaborado en los dos últimos años y, por otra parte, describir la pertinencia en cuanto a contenido que estos diseños tienen con respecto a lo planteado en los objetivos, preguntas de investigación y el planteamiento del problema. Para llevar a cabo este estudio, se emplea en primer lugar el conocimiento directo que tienen los investigadores del contexto de estudio y del proceso de formación investigativa que recibieron los egresados, el acceso a una carpeta compartida donde se encuentran las tesis aprobadas en los dos últimos años y los conceptos emitidos por los lectores de esas tesis. Gracias al análisis de contenido de 12 proyectos de grado, se encontró que el diseño de investigación preferido de los egresados es el de revisión documental, la lengua de preferencia para escribir la tesis es el inglés, los contextos a los que más apuntan las tesis son el nivel de bachillerato y el campo de la enseñanza del inglés como lengua extranjera en general. Se reveló además

que, en los diseños metodológicos revisados, se presentan dificultades por parte de los egresados de orden argumentativo y propositivo para dar cuenta de fases analíticas, de orden formal y protocolar para incluir anexos, soportes y evidencias y para conectar las diferentes partes del diseño entre sí y con otras partes de la tesis.

Palabras Clave: Competencias investigativas; Formación en investigación; formación para la investigación; diseños metodológicos

Abstract

This inductive documentary study, on the one hand, seeks to present the trends in terms of methodological design that a group of graduates of the bilingualism program in Spanish and English of the Institución Universitaria Colombo Americana - ÚNICA have developed in the last two years and, on the other hand, to describe the relevance in terms of content that these designs have with respect to what is stated in the objectives, research questions, and the problem statement. To carry out this study, first of all, we used the direct knowledge that the researchers have of the study context and the research training process that the graduates received as well as a shared folder with the theses approved in the last two years, and the concepts issued by the readers of these theses. Thanks to the content analysis of 12 research projects, it was found that these graduates preferred a documentary analysis, favored English as the language medium, and implemented their studies in high school and ELT contexts. It was also revealed that the graduates encountered difficulties with argumentative and propositional orders to account for analytical phases in the research designs reviewed. Similarly, they struggled to provide appendixes and supporting evidence to comply with formats and protocols and connect the document's various sections.

Keywords: research competences, research training, research designs

Introducción

Los programas de licenciatura en lenguas extranjeras que ofrecen las universidades públicas y privadas colombianas tienen presente lo dispuesto a nivel internacional por organismos como la UNESCO, la OCDE, el Consejo de Europa y lo estipulado por organismos nacionales como el MEN y COLCIENCIAS en torno a la necesidad de formar

futuros docentes con altas competencias investigativas. Dentro de este contexto de formación investigativa, este estudio documental busca, por un lado, identificar las tendencias en cuanto a la escogencia de diseño metodológico que un grupo de egresados del programa de bilingüismo en español e inglés de la Institución Universitaria ÚNICA, en Bogotá, Colombia hizo al elaborar su tesis en los dos últimos años. Se busca además exponer las oportunidades de mejora que se evidencian con respecto a los diseños metodológicos de las 12 tesis en mención, a partir de los comentarios de los jurados de proyectos de grados, de la interpretación de los investigadores de esos comentarios y del contenido explícito e implícito encontrado en esos diseños.

Marco Teórico

Formación en Investigación y Formación para Investigar

La formación en investigación busca que los estudiantes universitarios se familiaricen con el proceso de investigación como búsqueda, que comprendan sus fases y la manera cómo se estructura una investigación (Espinosa et al.,2016) y puedan en un proyecto de grado o tesis , a partir de un diseño metodológico coherente con las preguntas y objetivos de investigación, reflexionar sobre una problemática específica y plantear una solución o alternativa viable para mejorarla, modificarla, y entenderla desde otras ópticas o posturas. Por su parte, la formación para la investigación implica que los futuros profesionales se apropien de conocimientos y desarrollen habilidades y actitudes para desempeñarse de manera eficaz y eficiente en actividades productivas asociadas a la investigación científica, en desarrollo tecnológico y en innovación (Guerrero, 2007).

Competencias Investigativas

El desarrollo de competencias investigativas requiere estar en la búsqueda constante de estrategias didácticas para que los jóvenes universitarios puedan a la vez, en un corto y mediano plazo, avanzar en el desarrollo de su proyecto de grado, a niveles tanto escritural como metodológico, y a largo plazo desarrollen las habilidades mínimas requeridas para un eventual desempeño investigativo en su campo laboral o profesional. En consonancia con lo esgrimido por Espinoza et al. (2016) y Nuñez (2019), algunas de

estas habilidades investigativas se refieren a la capacidad que tienen los tesistas para argumentar y defender ideas, escribir argumentos de manera coherente y cohesiva, conectar las diferentes secciones de la tesis, plantear diseños metodológicos pertinentes y relevantes, recoger, sistematizar y analizar información de manera adecuada, entre otras.

Diseño Metodológico y Método de Análisis

El tipo de estudio que guía esta investigación cualitativa inductiva a baja escala es la revisión documental, apoyada por el método de análisis de contenido temático, el cual permite hacer una interpretación de textos escritos, que en este caso son 12 tesis de pregrado y los comentarios de los lectores de esas tesis. Se parte de la base que estos textos relevantes, al ser interpretados por los investigadores formadores en investigación, ayudan a comprender fenómenos o ángulos de una situación no abordada antes (Bernete, 2014). Se llevó a cabo el análisis de contenido, siguiendo las fases sugeridas por Andréu (1998)y explicadas ampliamente por Tinto (2013); es decir, primero se determinó el objeto o tema de análisis; se enunciaron las reglas de codificación; se identificó el sistema de categorías y se comprobó la fiabilidad del sistema de codificación.

Hallazgos y Discusión

El primer análisis de contenido arrojó tres categorías para determinar las tendencias emergentes en la investigación: tipo de diseño (TD), lengua de producción escritural (LPE), y población o contexto a impactar (P/CI).

Tipo de Diseño (TD)

Esta categoría contempla el tipo de estudio escogido por los egresados dentro del paradigma cualitativo. De las 12 tesis revisadas, seis corresponden a revisiones documentales; sólo una ofreció una fase analítica (propositiva). Por otra parte, dos tesis apuntaron a diseños de material, igual número de tesis se enfocó en sistematización de experiencias, una en investigación acción y una en diseño curricular. La mitad de las tesis revisadas corresponden a investigaciones teóricas. Si bien la otra mitad abarca tesis de investigación aplicada, sólo una tuvo una implementación pedagógica propiamente dicha;

las cinco restantes tuvieron un trabajo de campo que no necesariamente implicó un proceso de observación constante, una reflexión, una evaluación, o un pilotaje.

Lengua de Producción Escritural (LPE)

Esta categoría tiene que ver con el código lingüístico elegido por los egresados como vehículo de producción de su trabajo de grado. Al tratarse de un programa bilingüe, los egresados tienen la posibilidad de elegir el código más apropiado en el cual comunicar su trabajo. De las doce tesis presentadas, ocho se escribieron en inglés y cuatro en español. La preponderancia de inglés como lengua elegida obedece a que la mayoría de las tesis apuntan a problemáticas dentro del campo en esta lengua extranjera (EFL).

Esto instaura la necesidad de recurrir a este idioma para alinearse con las temáticas relacionadas con la enseñanza-aprendizaje del inglés. Para el caso de las tesis escritas en español, parece no haber un parámetro definido para elegir este idioma, por una parte, dos de las tesis escritas en esta lengua cumplen con lo esperado ya que abordan situaciones y fenómenos que giran en torno al español como lengua materna y a la enseñanza de su literatura. En contraste, las otras dos tesis pudieron haberse escrito en lengua inglesa, pues una se enfocaba en política bilingüe y la otra era una propuesta curricular en enseñanza de inglés para uso específico.

Población/Contexto a Impactar (P/CI)

Esta categoría se refiere a las poblaciones y contextos que se beneficiarían del desarrollo de los estudios propuestos. Así, el contexto abarca por una parte los niveles de escolaridad del sistema educativo colombiano, y por otra, apunta a la lengua como medio para lograr un propósito; dentro de este marco aparecen cinco tesis enfocadas en bachillerato, de las cuales sólo una fue escrita en español para impactar el aprendizaje de esta lengua; los otros dos trabajos, aunque escritos en español, propenden por un impacto en lengua extranjera. Las dos restantes fueron escritas en inglés beneficiando el campo de EFL.

Con respecto a la pertinencia que estos diseños tienen en cuanto a lo planteado en los objetivos y preguntas de investigación surgieron dos categorías: Áreas a Mejorar (AM)

y Aciertos en Pertinencia (AP). Por practicidad, se muestran en este documento solamente las áreas para mejorar.

Áreas para Mejorar (AM)

Esta categoría denota todos aquellos aspectos de forma, contenido y de estilo en donde los egresados pudieron haber mejorado su diseño metodológico. Uno de los problemas más reiterativos que se evidencia en el contenido de la metodología de los 12 proyectos de grado revisados, y que se manifiesta también en los comentarios de los jurados de tesis, tiene que ver en primer lugar, con la falta de coherencia entre las diferentes componentes de esta sección. Se observa en la mayoría de las tesis que, a pesar de que los egresados trataron de seguir el formato proporcionado por la universidad, logrando un buen nivel de cohesión, es difícil para ellos mostrar una conexión directa y explícita entre las partes de tal diseño.

Por otro lado, aparece otra dificultad relacionada con la coherencia, particularmente entre el diseño metodológico y otros apartados de la tesis como los objetivos y preguntas de investigación y el planteamiento del problema. En varios casos, los egresados no lograron plantear un diseño adecuado para el problema detectado y el propósito investigativo, ya que, por ejemplo, exponían una problemática y un contexto desde una perspectiva positivista de la investigación, pero desde el diseño, no se planteó una solución acorde con dicho problema y con lo que perseguían en sus estudios.

Se nota también que, en varios de los estudios, se planteaban unas preguntas y unos objetivos investigativos, que a pesar de estar bien redactados y de ser viables, solo podían responderse y lograrse bajo un diseño en particular; no obstante, los egresados escogieron diseños que no comprendían en su totalidad y que no correspondían a esas preguntas y objetivos.

Además, surgieron a través del análisis de contenido, otras dos problemáticas muy puntuales:1. la falta de rigurosidad de los egresados para incluir formalmente anexos y soportes (tablas y figuras) que muestran aspectos relacionados con el corpus, que son relevantes en las investigaciones aplicadas, lo cual hace que lo descrito en el diseño

metodológico pierda peso y validez por estos descuidos formales y protocolarios y 2. la falta de habilidades argumentativas y propositivas por parte de los egresados para plantear fases analíticas en sus diseños metodológicos, que se ve reflejado en el hecho puntual, señalado reiteradamente por los jurados de tesis y los investigadores, como lo es la ausencia de argumentos fuertes y razones de peso en las tesis documentales para darle sentido y aplicabilidad a lo encontrado y descrito o para proponer desde una intervención pedagógica o trabajo de campo una nueva estrategia para abordar una temática en un contexto de EFL o en un contexto de enseñanza de español como lengua materna.

Conclusiones

Se concluye en este estudio documental que, por un lado, el diseño metodológico preferido en las 12 tesis abordadas es la revisión documental y que en general, los egresados optaron por llevar a cabo tesis teóricas. Se concluye igualmente que en los proyectos de grado donde se esperaban fases analíticas o propositivas, el trabajo de campo se redujo a la elaboración de un material o al abordaje de elementos curriculares, sin que hubiese una implementación pedagógica per se.

Por otra parte, se concluye además que la lengua preferida para realizar las tesis fue el inglés y la escogencia de este idioma como medio para escribir el proyecto de grado resulta coherente con el hecho que abordan varios aspectos relacionados con la enseñanza de inglés como lengua extranjera. Parece no haber la misma coherencia con respecto a las tesis escritas en español, ya que algunas de ellas pudieron haberse escrito en inglés al haber abordado temas asociados a la enseñanza de este idioma.

Por último, se concluye que existe una necesidad de apoyar a los docentes en formación del programa ya mencionado para que puedan escoger los diseños metodológicos más adecuados para las preguntas y objetivos trazados, para poder redactar y presentar los diferentes elementos que hacen parte de los diseños y para lograr escribir académicamente de manera apropiada, mostrando coherencia y cohesión entre el diseño y las distintas partes que componen el documento de proyecto de grado.

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The embodiment of language teaching and learning: understanding the role of our bodies in ELT

La personificación de la enseñanza y el aprendizaje de idiomas: comprender el papel de nuestro cuerpo en la enseñanza de lenguas extranjeras

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Abstract

This presentation reports the findings of a critical discourse analysis (Fairclough, 1989) that seeks to unveil issues of domination existent in teaching material, especially considering how human bodies and cultural identities are represented in online EFL resources. To carry out this project, the researcher considered Nuñez-Pardo's (2020) decolonial perspective to analyze different websites and YouTube channels that some teachers from a public university claim to use because of their practicality. Considering Quijano's (2000) notions of coloniality of knowledge, power, and being, this study discusses how bodies are represented as ideal white middle-class men and women belonging to developed countries, immersed sexist practices that normalizes male domination (Butler, 2002) and racist practices (Kubota, 2019). Findings show that there are acts of domination that need to be understood from an intersectional scope, as identity dimensions such as age, social class, nationality, and ableism intersect gender domination in the representation of ideal bodies in teaching materials. In other words, ideal bodies are presented, leaving aside bodies with physical and mental limitations, LGBTIQ+ communities, which in the words of Mignolo, subalternates other ways of being in class. This reflection then invites teachers to critically

think about what material we are adopting, adapting, and creating for our classes, and to what extent our students' bodies can be represented with the bodies shown in ELT classes.

Keywords: Critical Discourse Analysis, corporalities ELT teaching material, intersectionality.

Resumen

Esta presentación reporta los resultados de un análisis crítico del discurso (Fairclough, 1989) que pretende desvelar actos de dominación existentes en el material didáctico, especialmente teniendo en cuenta cómo se representan los cuerpos humanos y las identidades culturales en los recursos de EFL en línea. Para llevar a cabo este proyecto el investigador consideró la perspectiva decolonial de Nuñez-Pardo (2020) para analizar diferentes sitios web y canales de YouTube que algunos profesores de una universidad pública dicen utilizar por su practicidad. Considerando las nociones de colinealidad del saber, del poder y del ser propuestas por Quijano (2000), este estudio discute cómo los cuerpos son representados como hombres y mujeres idealizados de clase media blanca pertenecientes a países desarrollados, inmersos en prácticas sexistas que normalizan la dominación masculina (Butler, 2002) y racistas (Kubota, 2019). Los hallazgos muestran que existen actos de dominación que deben ser entendidos desde un ámbito interseccional, ya que dimensiones identitarias como la edad, la clase social, la nacionalidad y el capacitismo se entrecruzan con la dominación de género en la representación de los cuerpos ideales en los materiales didácticos. En otras palabras, se presentan cuerpos ideales, dejando de lado cuerpos con limitaciones físicas y mentales, comunidades LGBTIQ+, lo que en palabras de Mignolo, subalterniza otras formas de ser en clase. Esta reflexión invita entonces a los docentes a pensar críticamente qué material estamos adoptando, adaptando y creando para nuestras clases, y en qué medida los cuerpos de nuestros estudiantes pueden ser representados con los cuerpos que se muestran en las clases de ELT.

Palabras Clave: Análisis crítico del discurso, corporealidades, caterial didáctico ELT; interseccionalidad.

Development of the paper

This research proposal emerged from the need to know about different corporealities, understood as a subjective sphere of identity creation, in which the body is the initial point for identities to emerge in all what we do with and through our bodies (Ariza De La Rosa, 2021). In that sense, the question of what corporealities emerge from the bodies represented in ELT material commonly used by teachers of English emerges. Also, what identities are represented through the semiotic representations of the body in ELT material? To approach these questions, this research proposal posits the need for analyzing the use of images in ELT material in a critical sense, to understand what structures of colonial power might be represented through them.

Discussing colonial powers in ELT material is not something new. Nuñez-Pardo (2020, 2022) analyzes how ELT materials are instrumentalized to normalize imperialist cultural practices by showing social interactions in first-world countries that invisibilized and misrepresent the social realities of the learners of EFL in the expanding circle (See Kachru's theory of world Englishes in Al-Mutari, 2019). These subalternation practices are framed within the colonization of power, knowledge and being, as ELT materials show certain privileged groups as those who can use the language for purposes that are often beyond the possibilities of the learners of a language. English is shown as a means of consumerism and, according to Granados (2016), a means of consuming superficial aspects of culture, such as traveling, eating, purchasing stuff, etc.

Nuñez-Pardo's (2022) analysis shows how publishing houses, either local or international, play a key role in the reproduction of discourses of domination through the uses of language. That analysis serves as a starting point to shift the discussion towards corporealities, as these might represent or misrepresent students' identities and the constant construction of such identities. Corporealities then serve the purpose of not considering identity as a monolithic concept, but as multiple and shifting (Ubaque-Casallas, 2021), constructed from the body, and intersected by gender, race, ethnicity, age, social class, among others. This means that bodies represented in ELT materials cannot be taken as neutral because they represent different identity dimensions. According to Butler (2002)

These bodies represent their identities through performativity. Actions and bodily displays are normalized through repetition, despite how unfair or invisibilizing these could be. Such representations are also packed with hegemonic discourses of white middle class male domination, adding to the colonial supremacy discussed by Nuñez-Pardo (2022).

The idea of discussing the body and its implications in language teaching and materials development raises as an epistemological opposition to the ideas of modernity of the cogito ergo sum (Viñuela, 2016). It is from the possibilities of action and existence of the body that we can shape and reshape our identities. Bringing Spinoza's ideas on the body, Viñuela (2016) also affirms that we are ignorant about what the body is actually able to do. The body is the unconscious knowledge of life, which goes beyond logic and reflexivity of scientific knowledge. That is why this realm of possibilities of being understood as the body is a key element to consider in ELT material. It entails a kind of knowledge that can be explored through the learning of a foreign language.

In contrast, Viñuela (2016) states that Nietzche's ideas about the body can be understood beyond a biologists sense. Interpreting Nietzche, Viñuela argues that the body is comprised of reflective physics of pleasure and pain. These sensations of pleasure and pain can be produced in the social environment of the individual, many of them through language practices and performances. Different forms of violence and ideals of pleasure are marked on the body as well. In fact, part of the identities constituted in the body emerge from experiences of pleasure and pain, expressed not only through what we do with and to our bodies, but also through life stories. It is in that sense that dissident bodies do matter, and they need to be visibilized in ELT material; different processes of revindication, healing and narration of experiences and views of the world could be shown through visual and written material in language learning.

In that sense, Ferrada (2019), interpreting Merleau-Ponty says the body is meaning within a world of meanings. Experience and existence are configured in the body to create a signifier. Thus, discussing corporalities not only implies paying attention to the visuals and aesthetics of a body, but all the meanings carried within it. That idea also matches Maturana's notion of the body from the "Matriztica" (Gallego et al., 2017) in which the bodies

are understood as biological and cultural containers that define us. These bodies are trained, educated under westernized views of the world that move away from the humans' primitive relation with nature.

To read the body from a critical perspective, I have decided to analyze bodies representations from an intersectional perspective, considering that different social inequalities can be more easily understood from how the gendered body (Butler, 1999) is intersected by other categories such as race and social class, represented through language (Arisa de la Rosa, 2021). Moreover, Akotirene (2022) defines intersectionality as "…the overlapping and overlaying of gender, race and social class". (p. 19)

Considering these identity performances embedded in the body, this research proposal seeks to unveil the colonial domination of being, power and knowledge embedded in the body through critical discourse analysis (Fairclough, 1989) as this is a type of analysis that seeks to understand structures 'taken for granted 'power' (Mulet, 2018, p. 19) and domination exerted through language, and more specifically, though discursive practices. Considering my own experience as a teacher of English and that of some of my colleagues, ELT material is not limited to textbooks. It also comprises (but is not limited to) YouTube videos and websites that are specialized in didactic material and are also open access to everyone, facilitating the adoption and adaptation of it to English classes.

Likewise, this critical discourse analysis comprises two stages, a textual analysis, in which images of people are read as multimodal texts, as Mulet (2018) affirms that images are also representations of discourse. This type of reading is done to understand their semiotic representations of cultures and the intersection of different types of identity performances. The second stage consists of an intertextual interpretation, in which I try to understand multiple layers of power exertions through the bodily performativity in the ELT materials. In this sense, I try to unveil representations of the coloniality of power, knowledge, and being. Thus, the analysis is carried out using images taken from two ELT digital textbooks of B1 and B2 levels, a teaching video, and a website to practice English.

This is a work in progress in the stage of selecting ELT material that might be relevant because of its current use. Although it might be still too early to conclude the study,

my previous experiences as a teacher of English using several types of material have shown me how there are misrepresentations of corporalities in the material. It then becomes necessary to carry out a deep and critical analysis to understand how these bodies are represented, what we, as language teachers can do to face this issue of coloniality, and finally, to reflect upon the implications of these bodily representations in the teaching and learning processes of EFL.

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Attitudes towards ICT in university students
Actitudes hacia las TIC en estudiantes universitarios

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Abstract

The rapid advancement of information and communication technologies (ICT) has created diverse opportunities for the development of teaching and learning processes across various academic disciplines. This study aims to investigate the attitudes of university students towards ICT and its potential for fostering inclusion within the classroom. Employing a quantitative, non-experimental, and descriptive research method, the sample population comprised 24 students enrolled in a professional program at a private university in Bogotá, Colombia. To assess their attitudes, the ACUTIC survey developed by Mirete (2014) was employed as the research instrument.

The findings of this study indicate that the surveyed students perceive the integration of ICT as a positive tool that can significantly enhance their learning experience. The respondents recognize the transformative potential of ICT, acknowledging its capacity to facilitate access to information, promote interactive learning, and encourage collaboration among peers. Furthermore, they consider ICT as a means to bridge the gap between theoretical concepts and practical applications, thereby fostering a deeper understanding of the subject matter.

The results also revealed that the students value the versatility and flexibility offered by ICT, as it allows them to engage in self-paced learning, access a wide range of educational resources, and personalize their learning experiences according to their individual preferences. Moreover, they expressed a strong inclination towards utilizing ICT for collaborative group work, enabling effective knowledge sharing and teamwork.

The results of this study provide valuable insights into the attitudes of university students towards ICT integration in the classroom. By acknowledging the positive reception of ICT among students, educators and institutions can leverage these technologies to create more inclusive and engaging learning environments. This research contributes to the ongoing dialogue on effective pedagogical strategies and highlights the importance of incorporating ICT in educational practices to meet the evolving needs and expectations of contemporary learners.

Keywords: Information technology; attitudes; learning; university students

Resumen

El rápido avance de las tecnologías de la información y la comunicación (TIC) ha creado diversas oportunidades para el desarrollo de procesos de enseñanza y aprendizaje en diversas disciplinas académicas. Este estudio tiene como objetivo investigar las actitudes de los estudiantes universitarios hacia las TIC y su potencial para fomentar la inclusión en el aula. Empleando un método de investigación cuantitativo, no experimental y descriptivo, la muestra de población estuvo compuesta por 24 estudiantes matriculados en un programa profesional en una universidad privada en Bogotá, Colombia. Para evaluar sus actitudes, se utilizó el cuestionario ACUTIC desarrollado por Mirete (2014) como instrumento de investigación.

Los hallazgos de este estudio indican que los estudiantes encuestados perciben la integración de las TIC como una herramienta positiva que puede mejorar significativamente su experiencia de aprendizaje. Los encuestados reconocen el potencial transformador de las TIC, reconociendo su capacidad para facilitar el acceso a la información, promover el aprendizaje interactivo y fomentar la colaboración entre los compañeros. Además,

consideran que las TIC son un medio para cerrar la brecha entre los conceptos teóricos y las aplicaciones prácticas, fomentando así una comprensión más profunda de la materia.

Los resultados también revelaron que los estudiantes valoran la versatilidad y flexibilidad que ofrecen las TIC, ya que les permite participar en el aprendizaje a su propio ritmo, acceder a una amplia gama de recursos educativos y personalizar sus experiencias de aprendizaje según sus preferencias individuales. Además, expresaron una fuerte inclinación hacia el uso de las TIC para el trabajo colaborativo en grupo, lo que permite un intercambio efectivo de conocimientos y trabajo en equipo.

Los resultados de este estudio proporcionan información valiosa sobre las actitudes de los estudiantes universitarios hacia la integración de las TIC en el aula. Al reconocer la recepción positiva de las TIC entre los estudiantes, los educadores e instituciones pueden aprovechar estas tecnologías para crear entornos de aprendizaje más inclusivos y atractivos. Esta investigación contribuye al diálogo en curso sobre estrategias pedagógicas efectivas y resalta la importancia de incorporar las TIC en las prácticas educativas para satisfacer las necesidades y expectativas en constante evolución de los estudiantes contemporáneos.

Palabras Clave: Tecnología de la información, actitudes, aprendizaje, estudiantes universitarios.
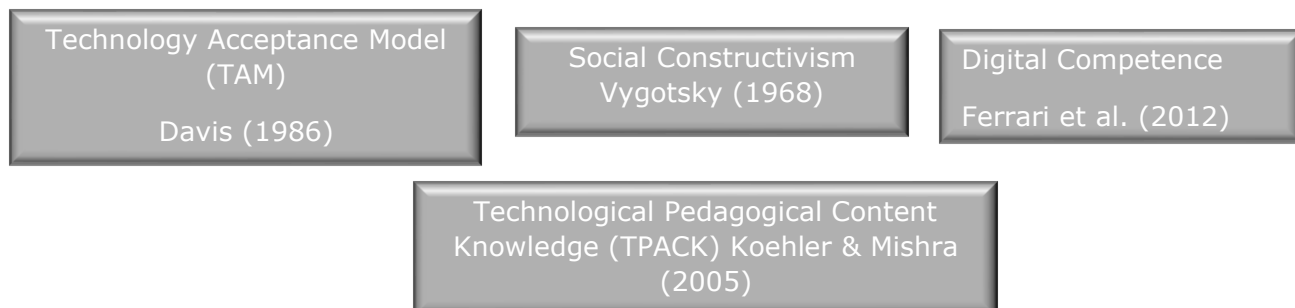
Introduction

In recent years, information and communication technologies have become mediators in various teaching and learning processes. The advantages offered by these technologies in the education sector are countless, but they depend on how users make use of them and how they appropriate them. This is why classrooms become perfect laboratories for both teachers and students to identify and develop the skills and competencies necessary for their use in environments that foster the creation and co-creation of knowledge. According to Cabero & Barroso (2015) the use and mediation of ICT in the educational field needs new ways to teach and learn taking advantage of its potential. This is why it is important to know what perception students have about those tools in the

classroom in order to propose the inclusion of them, no matter the subject or knowledge they need to learn.

In addition, Pacheco (2020) states a lot of characteristics and elements that the educational system needs to incorporate to respond to new demands. After the period of lockdown caused by Covid-19, technology was considered in a different way because it helped to continue some human dynamics. In education, students and teachers had the possibility to continue with their classes, under certain conditions. The online classes were the solution to that specific situation and technology the appropriate answer to the necessities of that time. The Research Question of this study is: What are the attitudes of university students towards ICT integration in the classroom, and how can these attitudes inform strategies for its effective inclusion in teaching and learning processes? The general objective of this study is to investigate the attitudes of university students towards information and communication technologies (ICT) in the classroom, with a focus on their perceptions and the potential for inclusion. And the specific objectives are:To examine the perception of university students regarding the use of ICT in teaching and learning processes, to identify the skills and competencies necessary for the effective use of ICT in educational environments and to propose strategies for the inclusion of ICT in various academic disciplines, irrespective of the subject matter.

Theoretical Framework

This theoretical framework provides a foundation for understanding the role of ICT in teaching and learning, the importance of collaborative and constructivist approaches, the development of digital competence, and the factors influencing technology acceptance among university students.

Technology Acceptance Model (TAM)

Davis (1986)

Social Constructivism Vygotsky (1968)

Digital Competence

Ferrari et al. (2012)

Technological Pedagogical Content Knowledge (TPACK) Koehler & Mishra (2005)

Methods

This section of the paper outlines how the research was conducted. The study included 24 students from a professional program at a private university in Bogotá, with ages ranging from 18 to 22 years old. According to the number of participants this study used a non- probabilistic sample of the intentional type with convenience sampling Hernández et al. (2014). The only requirement to participate was that the student was part of the professional program at university.

Instrument

The Researchers used the ACUTIC questionnaire, which was designed by Mirete (2014). This questionnaire consists of three parts that measure attitudes, usage, and knowledge of ICT. In this study, the researchers specially used the first part that, which measures attitudes towards ICT. This section comprises seven statements, and the students were asked to rate their agreement with each statement using a Likert scale ranging from "totally disagree" to "totally agree. Mirete (2014) developed this questionnaire reviewing various sources of information related to the ICT field and recognizing the need for such tool. The Kaiser-Meyer-Olkin (KMO) score was 0,823, indicating the validity and feasibility of the instrument.

Research Design

The research design was quantitative, non-experimental and with a descriptive approach. Hernández et al. (2014) expressed that in the quantitative design, the researcher uses his designs to analyze and prove different hypothesis according to a specific context. In addition, Hernández et al. (2014) stated that this type of design is used when variables in the study were not deliberately manipulated. The data was collected in a specific period of time, like taking a picture of the situation. This study was developed in several phases. First, it was necessary to obtain permission in the academic program. Next, a group of students was selected and invited to participated in the study. Finally, the questionnaire was administered and analyzed.

Data analysis

For the analysis of the quantitative data in this study, only descriptive statistics were used, including frequency distributions and measures of central tendency. In addition, percentages of participants responses were represented through pie charts. Therefore, a description of the data obtained for each item was performed.

Results

This study had the purpose to identify the attitudes towards ICT in university students at a private university in Bogotá. In this section the most representative obtained results are presented. In figure 1, the statement was related to the students´ perception about ICT encourage involvement in teaching and learning processes.
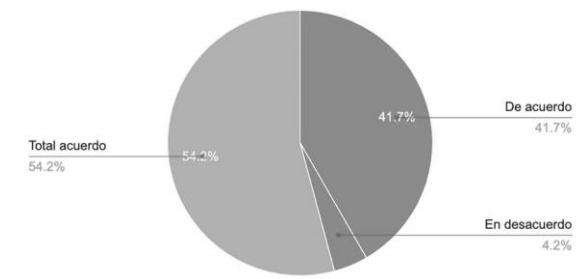
Figure 1

Results about perception about ICT
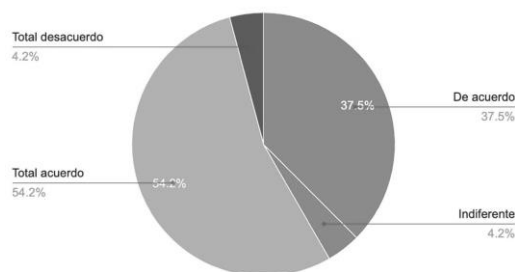
In the second item, students were asked about their perceptions if teachers should use ICT to improve the quality of learning processes.
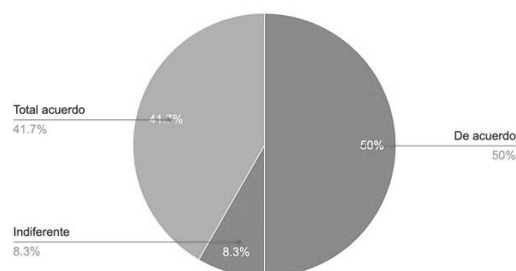
Figure 2

Perceptions about use of ICT in the classroom

In the third statement, students expressed if they agreed or disagreed about if it is essential to incorporate ICT in university classrooms.

Figure 3

Acceptance of incorporation of ICT in the classroom

Total acuerdo
41.7%

De acuerdo
50%

50%

41.7%

Indiferente
8.3%

8.3%

Discussion

According to the results, it was possible to compare the obtained data obtained from this study with other two research studies. The first was conducted by Mirete (2014) in Spain, while the second was developed by Contreras et al. (2020) in Chile using the same instrument. In the case of Colombian students, most of them recognize the importance of ICT in the classroom and believe that it is the responsibility of teachers to incorporate them appropriately. In Mirete's (2014) study in Spain, 90% of students considered it necessary to include ICT in their learning process. In the study by Contreras et al. (2020) in Chile, 85.7% of students believed that ICT were highly relevant in their academic processes.

These results lead researchers to believe that students, in general, have a positive perception of the inclusion of ICT in the classroom. However, it is necessary to prepare teachers to effectively incorporate them in pedagogical terms, while also considering the selection of appropriate tools based on academic goals and student needs. Prieto & Buitrago (2021) stated that digital literacy has become a key objective when incorporating technology into the classroom. Both teachers and students are simultaneously developing digital competences that enable them to facilitate both the teaching and learning process. To sum up, the positive attitude of students towards ICT facilitates the incorporation of these tools and changes the way of teaching not because of the technology itself, but due to the advantages that ICT can provide in the teaching and learning process.

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Open educational practices to improve English through ICT

Prácticas educativas abiertas para el mejoramiento del inglés a través de las TIC

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Abstract

Through this presentation, I seek to show that learning and the use of Open Educational Resources to enhance active learning occupy a central place in the face of the imminent need to transform the educational environment. Since the beginning of the century, the implementation of Information and Communication Technologies (ICT) in the classroom has been oriented so that the people in charge of teaching know how to search, use or create digital educational resources in order to promote a more participatory learning and continuous (throughout life, and not limited to the space and time of face-to-face teaching). With the implementation of ICT in the classroom, it is sought to achieve through different models, tools, resources, among other technologies such as Google Classroom or Kahoot, from this perspective, observing how they provide the possibility of innovating in the educational field in the area of English.

Keywords: ICT, English Learning, Open Educational Resources, Gamification

Resumen

A través de esta presentación busco mostrar que el aprendizaje y el uso de los Recursos Educativos Abiertos para potenciar el aprendizaje activo ocupan un lugar central ante la inminente necesidad de transformar el entorno educativo. Desde principios de siglo, la implementación de las Tecnologías de la Información y la Comunicación (TIC) en el aula

se ha orientado a que los encargados de enseñar sepan buscar, utilizar o crear recursos educativos digitales con el fin de promover un aprendizaje más participativo. y continua (a lo largo de la vida, y no limitada al espacio y tiempo de la docencia presencial). Con la implementación de las TIC en el aula se busca lograr a través de diferentes modelos, herramientas, recursos, entre otras tecnologías como Google Classroom o Kahoot, desde esta perspectiva, observar cómo brindan la posibilidad de innovar en el ámbito educativo en el área de inglés.

Palabras Clave: TIC, aprendizaje de lenguas extranjeras, recursos educativos abiertos, gamificación.

Introducción

Hoy en día el aprendizaje y la utilización de herramientas tecnológicas para potenciar el aprendizaje activo ocupan un lugar central frente a la inminente necesidad de transformar el ámbito educativo. Desde inicios del siglo XXI, la búsqueda desmesurada por implementar Tecnologías de Información y Comunicación (TICs) en el aula ha estado orientada a que las personas a cargo de la enseñanza sepan buscar y utilizar recursos educativos digitales a fin de propiciar un aprendizaje más participativo y continuo (a lo largo de la vida, y no limitado al espacio y tiempo de la enseñanza presencial).

Perspectiva que responde al modelo de enseñanza y aprendizaje socio constructivista de Vigotsky. Según Díez, E. (2010) basado en Vygotsky (1978), Leontiev (1978) y Luria (1987), más tarde Rogoff (1993), Lave (1997), Engeström y Cole (1997) o Wenger (2001) 1, han mostrado la importancia del socio constructivismo no sólo como una forma de interacción; Complementando lo anterior, Bernete, F. (2010) plantea la unificación de la socialización como medio de interacción con la sociedad la cual se puede generar implementando TICs.

Esta propuesta presenta algunos elementos para llevar a cabo una idea innovadora con relación a la utilización de Recursos Educativos Abiertos, creados, diseñados e implementados de manera colaborativa entre estudiantes para otros estudiantes del Programa de Formación en Idiomas de la Universidad del Cauca a través del aprendizaje

de una segunda lengua como lo es el inglés. El propósito es buscar una manera alternativa e innovadora de enseñanza que parta de cómo piensan los estudiantes, cómo trabajan entre pares y cómo desarrollan teniendo en cuenta su ritmo de trabajo y la dirección que se les ofrece para su formación en el aprendizaje de una segunda lengua.

Planteamiento del problema

Desde la experiencia como profesor se ha logrado identificar en diferentes grupos escolares e instituciones educativas, tanto de nivel Básico como Superior, la misma lógica de interacción profesor-estudiante: una relación unidireccional y jerárquica, donde el profesor ocupa el lugar privilegiado del experto que transmite su conocimiento a un estudiante a quien no se le reconoce, normalmente, sus intereses y saberes previos. Esto aun cuando hoy en día existen nuevas y mejores metodologías de aprendizaje, así como posibilidades tecnológicas que permiten un aprendizaje más autónomo, incluso autodidacta, lo cual se refleja en las opciones de educación a distancia, educación virtual, o educación presencial, pero con mediación de las TIC.

Innovaciones tecnológicas y pedagógicas que no están llegando al aula, dado que, como se mencionó, las actividades planteadas están enfocadas a una interacción jerárquica de Profesor- Estudiante, como realidad que podemos encontrar en todos los niveles y modalidades de enseñanza y aprendizaje. Teniendo en cuenta lo anterior, la Universidad del Cauca ofrece diferentes tipos de cursos de extensión en diferentes idiomas, adicional a ello posee el componente de enseñanza de idiomas a las diferentes carreras auspiciadas por el Programa de Formación en Idiomas (PFI).

Para poder implementar esta propuesta se ha tomado como base inicial los estudiantes de los niveles dos y cuatro debido al nivel de suficiencia y manejo en el idioma Inglés; cabe destacar que en el aprendizaje de una segunda lengua se presentan muchas dificultades tales como la motivación, la falta de tiempo, la pronunciación entre otras afectaciones encontradas durante el proceso de aprendizaje y estas afectaciones se ven reflejadas más aún en el método tradicional de enseñanza que usan los diferentes profesores.

Una vez identificadas las diferentes dificultades que se presentan en el proceso de aprendizaje y enseñanza, se busca implementar un REA (Recurso Educativo Abierto) en los diferentes niveles previamente mencionados, y así los estudiantes a través de este REA puedan crear material didáctico que permitan generar un cambio significativo usando el método socio constructivista de Lev Vigotsky y las Tics. Este REA permitirá a los estudiantes ser los propios creadores de su material de aprendizaje guiados por su profesor. Por lo tanto, se considera que transitar hacia una interacción basada en un modelo pedagógico socio-constructivista, y potenciada con las TIC, puede aportar para cambiar y mejorar el aprendizaje y la enseñanza, particularmente del inglés como segunda lengua o ESL (Teaching english as a second language).

Justificación

Para el PFI (Programa de Formación en Idiomas) lograr que sus estudiantes lleguen a un nivel B2 según el Marco Común Europeo de Referencia (MCER) es fundamental, para ello los estudiantes deberán inicialmente presentar una prueba de admisión, la cual consiste en la valoración de diferentes habilidades lingüísticas para el aprendizaje de la segunda lengua como son la escritura, la lectura, la escucha y finalmente el habla. Normalmente los estudiantes que acceden a tomar estos cursos de extensión pasan a través de ese examen que posteriormente los vincula al nivel correspondiente de acuerdo a su conocimiento y manejo del idioma. A través del tiempo, los estudiantes manejan un "ÚNICO" estilo de aprendizaje con una base de interacción "profesor-estudiante-profesor", esto causa que la interacción se vea afectada únicamente por el manejo de libros y ejercicios descritos en una guía manejada por el profesor, lo que resulta ser poco significativo en el momento de realizar una contextualización cultural, la cual lleva a ver afectado al estudiante debido a que los entornos culturales no corresponden a la realidad presentada en el día a día.

Claramente se muestra que el proceso de enseñanza y aprendizaje maneja la jerarquía planteada anteriormente, en esos casos los estudiantes siguen un mismo régimen, así, para lograr un mejor aprendizaje, es necesario que los estudiantes puedan

realizar prácticas en contexto y no solamente en el Club conversacional que se ofrece en el último nivel.

Finalmente, el propósito de esta propuesta es implementar la co-creación de Objetos de Aprendizaje como Recursos Educativos Abiertos realizados entre estudiantes para estudiantes, buscando que ellos como autores puedan usar la realidad del contexto para enseñar a sus compañeros una segunda lengua, partiendo desde el modelo Socio constructivista de Vigotsky e implementando las Tics como medio de orientación en el proceso de la creación de su objeto de aprendizaje así logrando un aprendizaje significativo debido que son ellos mismos los que están mostrando a los compañeros las diferentes habilidades de enseñanza y aprendizaje que pueden tomar durante un proceso en contexto.

Objetivo General: Crear un Recurso Educativo Abierto diseñado por estudiantes para estudiantes basado en el modelo socio constructivista de Vigotsky y las Tics en Unilingua de la Universidad del Cauca.

Objetivos Específicos:

- Implementar objetos de aprendizaje en niveles inferiores en el PFI.
- Construir un ambiente virtual propicio para aplicar los diferentes objetos de aprendizaje.
- Diseñar e implementar objetos de aprendizaje para la realización de las diferentes sesiones.
- Analizar la influencia que podría tener la implementación de objetos de aprendizaje creados por estudiantes y para estudiantes en el contexto actual.

Limitaciones

- Durante el desarrollo de la propuesta se podrían encontrar algunas limitaciones que afectarían el proceso que se buscaría lograr en la implementación de los diferentes objetos de aprendizaje en un contexto como es el PFI de la Universidad del Cauca.
- El nivel de inglés requerido para la propuesta es necesario para el desarrollo de los diferentes objetos de aprendizaje.

- La capacidad de "crear, inventar, idealizar, diseñar" ítems nuevos para interactuar con personas de las mismas características de los desarrolladores.
- Materiales y tiempo para el desarrollo de la propuesta.
- Autorizaciones para modificar el modelo evaluativo y de implementación de objetos de aprendizaje en el aula.

Metodología

Hoy en día en muchas instituciones en las cuales he tenido la oportunidad como docente de trabajar y explorar en los diferentes ámbitos educativos tanto públicos como privados promueven el aprendizaje a través de una interacción Docente-Estudiante-Docente, esto implica que los estudiantes no se vea una experiencia social real activa en el ambiente de aprendizaje el cual estudiante está interactuando, y si se ve este aprendizaje suele ser muy limitado centrado en actividades cortas tales como diálogos, juegos de rol y algunas interpretaciones de videos o conversaciones. Por lo tanto, se liga a seguir un esquema tradicional y poco efectivo en el aprendizaje del inglés.

Por lo anteriormente mencionado, el objetivo de esta propuesta es crear un Recurso Educativo Abierto diseñado por estudiantes para estudiantes basado en el modelo socio constructivista de Vigotsky y las Tics en Unilingua de la Universidad del Cauca. Para lograr esto, primeramente, se identificará el nivel de competencia que poseen los diferentes estudiantes de Unilingua, empezando desde el Nivel 1 que es el básico hasta el nivel 11 que es el nivel conversacional ofrecido por la Universidad del Cauca. La identificación del nivel de inglés se realizará a través de una prueba diseñada por el director de la propuesta. Esta prueba estará basada en los diferentes estándares propuestos por el Marco Común Europeo de Referencia (MCER) y las competencias orientadas para los diferentes rangos de edad escolar proporcionados por el Ministerio de Educación Nacional (MEN).

La propuesta se realizará teniendo en cuenta un tipo de investigación cuantitativa, relacional y no experimental. Primeramente, en el ámbito de una investigación cuantitativa se asumirá el siguiente concepto basado en la investigación cuantitativa social, propone Galeano (2004) el enfoque cuantitativo de investigación social, este modelo cuantitativo se basa en naturaleza de la realidad, la verdad comprobable a través de la experiencia y la

investigación. En este caso el investigador no se interpone en el proceso puede ser orientador o ayudar, pero "no se involucra" directamente con el problema. Por otra parte se propone la investigación relacional, según Salazar (2019)   "Lo relacional conlleva "reconocer, integrar y poner en relación" los elementos constitutivos del evento a investigar e implica también el hecho de transitar desde el objeto de estudio, a los "campos relacionales del conocimiento", lo cual tiene como consecuencia reconocer que toda investigación tiene un carácter, una intención y una praxis relacional, innegable y claramente comprensible, ya que lo relacional se encuentra reticularmente imbricado en toda la dinámica investigativa".   Finalmente, la propuesta será no experimental debido a que habrá una limitación en el momento en que se desarrolla la investigación a través de la no intervención del desarrollo de la propuesta y se hará una observación continua de la creación de los objetos de aprendizaje.

Contenidos

Para la presentación de esta propuesta se generarán algunos contenidos con relación al aprendizaje de inglés para niveles avanzados noveno, décimo y conversacional, para ello se presentará un modelo de la primera sesión de aprendizaje. Cada sesión estará dividida en 4 momentos que serán los siguientes:

Actividad Inicial: actividad en la cual se explicará el objetivo de la sesión, que se va alcanzar.

Actividad de Contextualización: En la cual se explicarán los diferentes ejercicios a desarrollar.

Actividad de Desarrollo: En este momento se dará el espacio para crear los REA.

Actividad de Cierre: En este momento se evaluará y se dará uso de los REA.

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