



UNISANGIL

Memorias

ELT International Conference

II National Congress on Didactics:

Technological and Intercultural Challenges in Language Learning Environments



UNISANGIL - 2, 3 y 4 de mayo de 2019 San Gil, Santander

Facultad de Ciencias de la educación y de la salud
Instituto de idiomas
ISSN: 2590-700X

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DISEÑO Y DIAGRAMACIÓN

Departamento de Mercadeo y Comunicaciones, UNISANGIL

ISSN: 2590-700X
Título: Memorias ELT International Conference & II National Congress on Didactics
Formato: Digital, 53 páginas
Autores: Varios
Tema: Educación (generalidades)
Editorial: UNISANGIL Editora
País: Colombia
Idioma: Español
Fecha edición: marzo de 2022
Fecha publicación: abril de 2022

Fundación Universitaria de San Gil - UNISANGIL

www.unisangil.edu.co

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Editorial

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Presentación

El ‘ELT International Conference & II National Congress on Didactics’, fue un evento dirigido a docentes de todas las áreas del conocimiento, estudiantes, investigadores, así como demás interesados, que asumen el idioma inglés un medio de comunicación y herramienta de construcción de conocimiento.

El congreso contó con actividades divididas en tres tipos: taller, investigación, discusión académica y reporte de experiencia pedagógica, con la orientación de ponentes provenientes de países como México, Inglaterra, Sudáfrica, al igual que de varias universidades de Colombia.

De esta manera, por medio de diversos ambientes de aprendizaje, socializando experiencias del aula e investigaciones, se propició un espacio de discusión sobre enfoques, didáctica y desafíos tecnológicos e interculturales de la enseñanza y uso del inglés.

Los temas a tratar durante el evento fueron:

Nuevas tecnologías de información y comunicación en el proceso enseñanza - Aprendizaje del idioma inglés.

Multimodalidad en el proceso enseñanza - aprendizaje del idioma inglés.

CLIL como respuesta a la integración del idioma inglés en ambientes no bilingües.

Comunicación intercultural.

Educación bilingüe.

Lenguas para propósitos específicos y académicos (LAP/LSP).

Enseñanza del inglés a niños.

Evaluación para el aprendizaje.

Programa

DAY 1 - Thursday May 2nd

9:00 am – 2:00 pm	Registration	Auditorium Entrance
2:00 pm – 3:00 pm	Opening Ceremony	Coliseo Leonor Cordero Quintanilla
3:00 pm - 3:30 pm	UNISANGIL ELT Classroom Experiences- A CLIL Approach - Introduction - Julián Fernando Garnica Sara Isabel Montoya	Coliseo Leonor Cordero Quintanilla
3:30 pm - 4:30 pm	Plenary 1: Steps for Flipping a lesson Martha Ramirez, MA Universidad de los Andes Colombia	Coliseo Leonor Cordero Quintanilla
4:30 pm- 5:00 pm	Coffee	Coliseo Leonor Cordero Quintanilla

Concurrent sessions 1

5:00 - 6:00 pm		Research Report R Pedagogical Experience Report E		
TIME	TYPE	TITLE	SPEAKER - INSTITUTION	ROOM
5:00 - 5:30 pm	E	ELT experiences in content areas in public elementary schools, a CLIL approach	Julián Fernando Garnica Sara Isabel Montoya UNISANGIL	B2-201
	E	Flipped Classroom - A Strategy to Maximize English Language Learning at UNISANGIL Chiquinquirá	Juan Carlos Gómez Grisales Liceo Superior Rafael Pombo	B2-301
	E	How to teach CLIL in social studies in a school in Ibagué- Colombia	Nancy Patricia Rodríguez Prada IE José Joaquín Flórez Hernández	B2-302
	E	Undergraduate Students Attitude Toward ESP Reading Activities in an EFL Classroom.	Leidy Viviana Pérez Cárdenas Ana Fabiola Rojas Rojas UPTC - Sogamoso	B2-303
	E	Fostering Oral Production through Problem Based Learning Activities in a Sixth Grade English Class	Omar Andrés Yanguma Duarte UIS	B2-304
5:30 - 6:00 pm	R	Reading the community through inquiry based approach in sixth grade of a public institution	Leidy Vanessa Galvis Abella Colegio Facundo Navas Mantilla	B2-201
	R	Language Strategies Instruction: Aiming at Learner Autonomy	Alexander Ramírez Espinosa Fanny Hernández Gaviria Universidad del Valle	B2-301
	R	Methodological Innovation in Initial Teacher Education: Learning Strategies Mediated by ICT	Andrea Margarita Cortés Ibáñez Universidad de la Salle	B2-302
	R	Las perspectivas del uso de la lengua materna en el aula de lenguas extranjeras.	Priy Bharti Jamia Millia Islamia Central University	B2-303
	R	Reflecting and improving: A case study on reflective learning in EFL	Mélany Rodríguez Cáceres UNISANGIL - Yopal	B2-304
6:00 p.m	Cocktail Music Performance "SON DEL CAMPUS"		Coliseo Leonor Cordero Quintanilla	

Day 2, Friday May 3rd

8:30 am – 9:30 am	Plenary 2: Culture and language: Approaches to Integrating the Intercultural orientation in ELT. José Aldemar Álvarez Valencia Ph.D Universidad del Valle, Colombia	Coliseo Leonor Cordero Quintanilla
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Concurrent sessions 2

9:45 am – 10:30 m	Concurrent sessions 1 Workshop W		
TYPE	TITLE	SPEAKER - INSTITUTION	ROOM
W-1	Developing Students' Intercultural Competence in the Foreign Language Classroom	Diana Gómez Pereira Nhora Lucía Reyes Navarro Universidad de la Sabana	B2-201
W-2	Navigating in Compass and English Language Skills	Alba Milena Flórez González Instituto Técnico Arquidiocesano San Fco. Asís	B2-301
W-3	Integrating Pronunciation Instruction in Colombian Higher Education: Students' Learning Factors and Features	Leidy Viviana Pérez Cárdenas UPTC – Sogamoso	B2-302
W-4	Unleash your Power Point. Creating teaching and learning resources to increase motivation in the EFL classroom.	Vladimir Caicedo Mojica Instituto Caldas UNAB	B2-303
W-5	In-class Flip Learning: a way to foster students' autonomous learning at a beginner level.	Mary Arielle Ortiz Jiménez UNISANGIL - Chiquinquirá	B2-304
W-6	Assessing students can be fun! How come?	Pamela Barrera and Luz Karine Bernal UNAB	B2-305
W-7	Building the Bridge from Accuracy to Fluency	Jair Félix National Geographic Learning	B2-202
W-8	Designing a Transnational Exchange Project: A Multimodal Approach	Denise Newfield University of the Witwatersrand, Johannesburg	B2-203
W-9	Using ICT to support language learning and teaching	Regine Hampel Open and Distance Language Learning at the Open University	B2-204
W-10	In class flip: An alternative flipping approach	Martha Ramírez Universidad de Los Andes	B2-205

10:30 am – 11:00 am	SNACK	Coliseo Leonor Cordero Quintanilla
11:15 a.m - 12:15 pm	Plenary 3: The 4C's in Language Teaching and Learning. Jair Felix B.A in TEFL from Universidad Autónoma de Sinaloa BgD on Teachers' development from the College of St. Mark and St. John, Plymouth, UK Dip TESP British Council México	Coliseo Leonor Cordero Quintanilla
12:15 pm – 2:30 pm	LUNCH	

Concurrent sessions 3

2:30 p.m 4:30 p.m	Concurrent sessions 1 Research Report R Pedagogical Experience Report E			
TIME	TYPE	TITLE	SPEAKER - INSTITUTION	ROOM
2:30 pm – 3:00 pm	E	CUL: Academic Process in Higher Education in Yopal – Casanare	Luz Mariana Medina Julián Fernando Garnica UNISANGIL - Yopal	B2-201
	E	Implementación De La Metodología CUL En USTA Bucaramanga	Marylin Blanco Ríos Iván Darío Cárdenas Corzo Universidad Santo Tomás	B2-301
	E	Contextualizing the Principles of Assessment	Laura Margarita Daza Murcia UIS	B2-302
	E	World Languages and Interculturality in English and French	Paula Andrea Roncancio Luis Herney Villegas López Universidad de Cartagena	B2-303
	E	Estrategia para desarrollar las habilidades comunicativas del idioma inglés a través de las ciencias	Alba Milena Díaz Delgado Normal Superior de Charalá	B2-304
	E	Bilingualism in Rural Colombia: Imagined borders and communities	José Adriano Barbosa Corredor IE Pedregal Alto	B2-305
3:00 pm - 3:30 pm	R	Engaging Students through Flipped Learning in an EFL class	Sandra Marina Palencia González Universidad Libre - Bogotá	B2-201
	R	Measuring Learning Gains in a Foreign Language Context	Ricardo Avendaño Franco EAFIT	B2-301
	R	WALL Methodology. To teach and learn English autonomously.	Efren Locarno Flórez Institución Tecnológica Colegio Mayor de Bolívar	B2-302
	R	EFL Students' Perceptions of Activeness During the Implementation of Flipped Learning Approach at a Colombian University.	Rocío Cristina Oviedo Uribe UPTC - Sogamoso	B2-303
	R	English Learning Enhancement for Engineers	Carlos Enrique Carrillo Cruz Universidad Libre	B2-304
	R	The incidence of the communicative approach in the construction of an interlanguage	Libardo Ospino UNAD - Cartagena	B2-305
3:30 pm – 4:00 pm	E	The Work Pause strategy	Vivianne Zamarly Cadena Naranjo	B2-201
	E	Foreign Languages Didactics class a dual perspective of FL teaching	Yudis Contreras Martínez Paula Andrea Roncancio	B2-301
	E	Selective use of L1 as a learning tool to enhance students' English learning processes through the development of metacognitive awareness in eighth graders at Aspaen Gimnasio Cantillana	Aleyda Fonseca Estepa ASPAEN Gimnasio Cantillana	B2-302
	E	World Languages and Interculturality in English and French	Paula Andrea Roncancio Luis Herney Villegas López	B2-303
	R	The Role of Multimodal Pedagogy in Developing 5th Grade Students' Attitudes of Tolerance Towards Diversity in the Language Classroom	Dora Viviana Benjumea Grajales EAFIT	B2-304
	R	An EFL teacher's speaking beliefs and their implications on classroom practices.	Samy Regina Roble Ruiz Universidad de Antioquia	B2-305
4:00 pm – 4:30 pm	SNACK			Coliseo Leonor Cordero Quintanilla
4:30 pm - 5:30 pm	Plenary 4: Pedagogic Challenges and Possibilities in Language Classrooms of Diversity: Multimodal Approaches Denise Newfield Associate Research Professor, University of Witwatersrand, Johannesburg South Africa			Coliseo Leonor Cordero Quintanilla

Day 3, Saturday May 4th

8:30 am–9:30 am	Plenary 5: Multimodal communication in language learning for the digital age Regine Hampel PHD, Open University, UK	Coliseo Leonor Cordero Quintanilla
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9:45 am – 10:30 am	Concurrent sessions 1 Workshop W		
TYPE	TITLE	SPEAKER - INSTITUTION	ROOM
W-11	Developing students' intercultural competence in the foreign language classroom	Diana Gómez Pereira Nhora Lucía Reyes Navarro	B2-401
W-12	Teaching social justice in the EFL classroom within the Colombian post conflict	Leidy Yisel Gómez Vásquez María Del Pilar Fernandez Pedraza	B2-402
W-13	Navigating in Compass and English Language Skills: A Proposal to Integrate English and Social Studies in the Elementary School Classroom	Alba Milena Flórez González	B2-403
W-14	Unleash your Power Point. Creating teaching and learning resources to increase motivation in the EFL classroom.	Vladimir Caicedo Mojica	B2-404
W-15	Assessing students can be fun! How come?	Pamela Barrera And Luz Karine Bernal	B2-405
W-16	Building the bridge from accuracy to fluency	Jair Félix	B2-205
W-17	Designing a transnational exchange project: a multimodal approach	Denise Newfield	B1-302
W-18	Using ICT to support language learning and teaching	Regine Hampel	B1-303
W-19	In class flip: An alternative flipping approach	Martha Ramirez Universidad de Los Andes	B1-305

10:30 am	COFFEE	Coliseo Leonor Cordero Quintanilla
10:45 am	Panel Keynote Speakers Monitor: Sara Isabel Montoya	Coliseo Leonor Cordero Quintanilla
11:45 am	Closing ceremony	Coliseo Leonor Cordero Quintanilla



ELT

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Conferencistas



José Aldemar Álvarez Valencia

Professor of applied linguistics and second language acquisition and teaching at the School of Language Sciences at Universidad del Valle, Colombia. He completed his MA and PhD degrees in Second Language Acquisition and Teaching from the University of Arizona. He has published in the areas of discourse analysis, critical discourse analysis, language policy, language teaching approaches, teacher education, and intercultural communication. His latest publications include “Using social networking sites for language learning to develop intercultural competence in language education programs” (with Fernández, in *Journal of International & Intercultural Communication*, 2018) and a co-edited book titled *Critical Views on Teaching and Learning English Around the Globe* (Information Age, upcoming). Currently, he is researching and writing about intercultural communication and multimodal social semiotics in language education.



Regine Hampel

Professor of Open and Distance Language Learning at the Open University. As Associate Dean (Research & Scholarship) she has overall responsibility for the research activity in the Faculty of Education and Language Studies. From 2010 to 2013 she was Director for Postgraduate Studies in the Centre for Research in Education and Educational Technologies (CREET). Previous to that she worked in the Department of Languages where she convened the Open Languages Research Group and was involved in the German programme offered by the Open University. This included designing and chairing a new level 2 German course that used an innovative blended approach. Regine's research focuses on the use of technology in the context of language learning and teaching. She publishes regularly, disseminates her work at national and international conferences, and has been invited to speak at various events. From 2011 to 2013 she was Assistant Editor for *System: An International Journal of Educational Technology and Applied Linguistics*. She is a Fellow of the Higher Education Academy.



Martha Ramírez

Is an English professor in the Department of Languages and Sociocultural Studies at Universidad de Los Andes and is currently leading a flipped learning community at Universidad Externado. She holds a BA in Foreign languages from Universidad Pedagógica Nacional and an MA in Education from Universidad de Los Andes. She is a Master Teacher in the Flipped Learning Global Community-FLGI and one of the experts in both the Flipped Learning Level II certification course and Differentiation certification course of FLGI. She is also a coordinator of the Electronic Village Online- EVO (TESOL Affiliate) and has been a moderator of the Flipped Learning session since 2016. She has recently collaborated in writing the book *Innovations in Flipping the Language Classroom* (2018) by Jeff Mehring and Adrian Leis and is in the process of publishing a book about In-Class Flip co-authored with Carolina R. Buitrago.



Denise Newfield

Denise Newfield is associate research professor and teacher educator in English and Education at the University of the Witwatersrand, Johannesburg. She has implemented multimodal approaches to curriculum, pedagogy and research since 1995, collaborating with likeminded teachers, scholars and researchers from South Africa and other parts of the world. She teaches literature, literature education, multiliteracies and multimodality, and develops and researches literacy, language and literature in deprived and under-resourced educational contexts from the perspective of multimodality. She established the Honours and Masters in English Education programme at the University of the Witwatersrand. Her PhD study at the University of London was called 'Transmodal semiosis in classrooms: case studies from South Africa'. She co-edited with Arlene Archer *Multimodal Approaches to Research and Pedagogy: Recognition, resources and access* (Routledge 2014). She is currently South African Director of ZAPP, a collaborative project between the Universities of the Witwatersrand, South Africa, and Cambridge, UK, which investigates and implements poetry and poetry education from a multimodal perspective. A recent publication in that area is 'Poetry as a multimodal genre' (with R. D'abdon, *TESOL Quarterly*).



Jair Félix

National Geographic Learning Senior ELT Academic Consultant for Latin America, B.A. in TEFL from Universidad Autonoma de Sinaloa in Mexico and a Post-Graduate Degree on Teachers' Development from The College of St. Mark & St. John, Plymouth, UK.



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Undergraduate Students Attitude Toward ESP Reading Activities in an EFL Classroom.

Leidy V. Pérez Cárdenas¹

Ana F. Rojas Rojas²

Abstract

This paper aims to describe the attitude of undergraduate learners of English as a Foreign Language toward English for Specific Purposes reading workshops by contrasting behavioral, cognitive, and emotional aspects related to students' reactions. This study presents recent developments in ESP praxis from the approach towards this point: The use of content reading activities which represent future proposals within the higher education classroom in Colombia. These theories and procedures reflects the contexts of reality in specific content areas taking into account that the groups analyzed in this research are heterogeneous meaning that they are students of various undergraduate programs in the same EFL classroom but among four different academic English levels.

Keywords: attitudes; English for specific purposes (ESP); reading, higher education, EFL.

Resumen

Este documento tiene como objetivo describir la actitud de los estudiantes de pregrado de inglés como Lengua Extranjera hacia los talleres de lectura de inglés con fines Específicos mediante el contraste de los aspectos conductuales, cognitivos y emocionales relacionados con reacciones de los estudiantes. Este estudio presenta recientes avances en la praxis del inglés con fines Específicos desde su propio enfoque hasta la aplicación de actividades de lectura con contenido, las cuales representan futuras propuestas a desarrollar en la educación universitaria en Colombia. Estas teorías y procedimientos aterrizan en los contextos reales en áreas de contenido específicas teniendo en cuenta que los grupos analizados en esta

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² Doctoral studies in Didactics of the Language and Literature at the University of Seville - Spain; Master's Degree in Hispanic American Literature at Caro y Cuervo Institute - Bogotá, and Bachelor's Degree in Educational Sciences and Languages: Spanish-English, at the Pedagogical and Technological University of Colombia UPTC,-Tunja. Full time professor at Universidad Pedagógica y Tecnológica de Colombia ana.rojas@uptc.edu.co

investigación son heterogéneos, lo que significa que son estudiantes de varios programas de pregrado en la misma aula de inglés como lengua extranjera pero pertenecientes a cuatro diferentes niveles académicos de inglés.

Palabras clave: actitudes, inglés con fines específicos, lectura, educación superior, inglés como lengua extranjera.

Introduction

It is argued that ESP courses must be characterized by the use of authentic materials with the purposeful activities directed to the learners and self-access organization of the learning. In this paper we consider that ESP must involve teaching the literacy skills which are appropriate for each English level combining specific materials or readings to the purposes and understandings of particular academic and professional communities in Colombia where higher education system faces an important need to introduce working communicative skills in English. Taking into account most of the university programs, specifically those at Universidad Pedagógica y Tecnológica de Colombia offer undergraduate, graduate and professional students the balanced knowledge in engineering, business, and humanity required for success in the increasingly competitive global marketplace, this paper is a track to consider the need to demonstrate more attempts to improve EFL syllabus and complement ELT throughout the curriculums.

Literature Review

Language Attitude

A well-built amount of studies on language attitudes with several elements have been done over the years toward the inclusion of methodologies, strategies, and materials that cover English learners' needs. Initial researches on attitudes in second language acquisition were carried out by Gardner and Lambert (1972) and they were methodical attempts to investigate the effect of attitudes on language learning. They related a group of attitudes such as cultural and language to the motivation's construct. One of Brown's main idea is "Second language learners benefit from positive attitudes and that negative attitudes may lead to decreased motivation. Yet the teacher needs to be aware that everyone has both positive and negative attitudes" (Brown, 2007, p.193).

Attitude also deals with the behavioral aspect showing the way a learner behaves and reacts when he/she is exposed to particular situations. Cognitive and Emotional aspects are essential factors for attitude

researches since they involve language learners' beliefs and inner feelings about knowledge that they receive and their understanding in the process of language learning.

Components of Attitude according to the ABC Model

The ABC model has been referred as a compound concept in previous research (e.g., Eagly & Chaiken, 1998; van den Berg, Manstead, van der Pligt, & Wigboldus, 2006), three different components: Affective, behavioral and cognitive also proposed by Triandis (1971). "Affect denotes the individual's feelings about an attitude object. Behavior denotes the individual's intention towards to an attitude object. Cognitive denotes the beliefs an individual has about an attitude object".(Jain, 2014, p.5). As shown in Figure 1 attitude consists of three elements: Cognitive, affective and behavioral, factors that are crucial to construct an individual's attitude towards a specific aim, not to mention this posture can be positive, negative and even neutral (Bouhafs & Boughari, 2017)

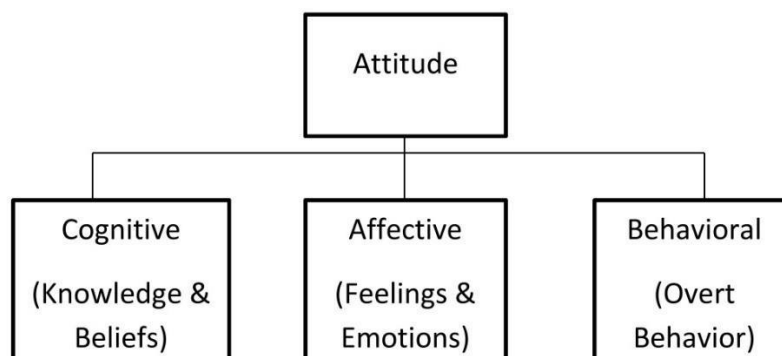


Figure 1. The ABC Model (Bouhafs & Boughari, 2007)

English for Specific Purposes (ESP).

Among different definitions for ESP in language acquisition theories through the history, Ramirez (2015) concluded ESP began to point out the grammatical analysis of technical texts but with an enormous change in the time, the research involved the development of needs analyses. Nowadays, it is mentioned that ESP's aim entails solving the particular needs of a specific group of learners.

ESP Reading Comprehension

ESP Reading Comprehension is another critical concept in a higher education setting where the way of teaching and communication is not English, but where students are expected to read textbooks in English, there is a need for reading comprehension courses in ESP. The texts assigned in academic content-courses require a high level of linguistic proficiency and presuppose extensive background knowledge. Spector, Kirschner & Wexler (2001) discussed that this compounded issue is particularly critical in the first year

of undergraduate programs since students are not familiar with the academic terminology and conceptual matters of their own field.

Method

The present study was conducted through collaborative action research (Ferrance, 2000). and using quantitative and qualitative approaches; a sequence of practical ESP reading comprehension activities were implemented and evaluated through a questionnaire and a descriptive methodology with the aim of inquiring into the participants' attitudes toward ESP reading workshops. Planning, implementation, evaluation, and reflection are the improving cycle process for this inquiry (Tripp, 2005).

Participants

This research was carried out at Universidad Pedagógica y Tecnológica de Colombia (UPTC), which is a public institution of higher education in Colombia, and which has one of its branches in Sogamoso offering programs such as Geological Engineering, Mining Engineering, Systems Engineering, Electronic Engineering, Industrial Engineering, Business Administration, and Accounting. English is not part of the university's curriculum, and students are required to take 4 levels of English in order to achieve the program completion. This study sample involved 60 undergraduate students, particularly from English academic heterogeneous groups between 16 to 30 years old enrolled in different engineering and business majors in four different levels for pre-intermediate EFL at

Universidad Pedagógica y Tecnológica de Colombia (UPTC). (see Figure 2)

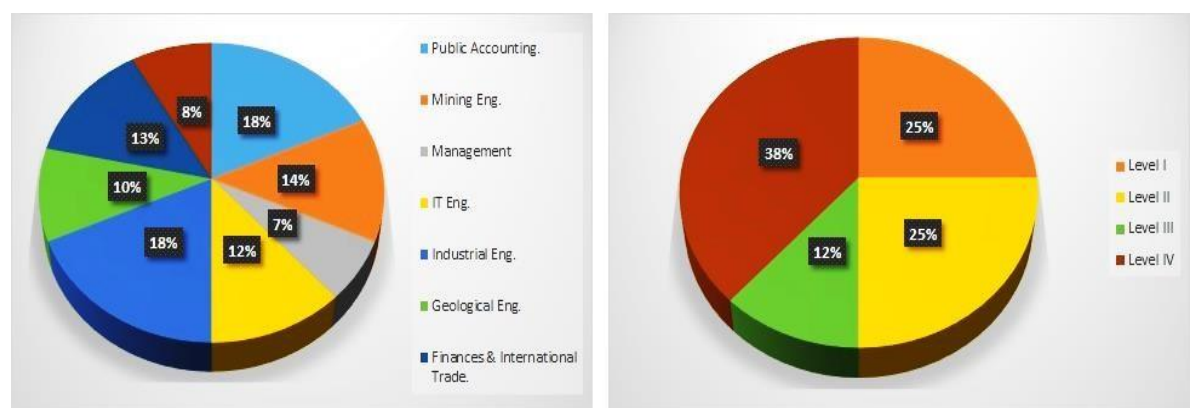


Figure 2. Academic Programs at UPTC Sogamoso Branch and EFL levels criteria.

Materials and Procedure

EFL Reading Activities

A total of 16 reading comprehension activities were implemented in 8 groups of about 30 students each during EFL courses from I to IV levels in a scholar term: ESP reading activities carefully chosen from *Career Paths – ESP* literature designed for professionals and students in vocational schools and colleges to help them develop the language skills they need to succeed in a professional work situation. These reading activities were sorted out by participant's needs: English level and undergraduate programs and an answer sheet format was designed and used to record and supervise the implementation of the activities.

Instruments

The following instruments for data analysis were conducted: answer sheets formats for ESP reading activities, class observations and a students' questionnaire survey inquiring on learner's perceptions, beliefs, and emotions.

Student's Survey

Towards the end of the courses, questionnaires were given to 60 selected students following the ESP reading workshops. Findings were verified wherever possible and the data was analyzed using simple descriptive statistics. The survey was used to check the student's views about the necessary reasons for learning ESP English by listing a number of choices that seem important for them to analyze, and they pointed their level of agreement by ticking one of the variables from "Totally agree" to "Disagree". On the other hand, for the question related to motivation learners ticked from "Very positive" to "Not positive at all". The last question was oriented to behavior since it takes into account learner's response or attitude toward developing English linguistic components: grammar, syntax, vocabulary, and semantics. These components are relevant for the reading workshops and can show that attitudinal responses are more or less consistent (Jain, 2014)

Several models of attitude have been proposed but recent researches follow the ABC Model since it is one of the most cited in the literature (Eagly & Chaiken, 1998; Van den Berg Manstead, van der Pligt, & Wigboldus, 2006; Bouhafs & Boughari, 2007). As discussed before, this model views the attitude concept from three different dimensions, i.e. affective, behavioral and cognitive, the three were proposed by Triandis (1971). Following this model (see Figure 1), the survey consisted of 3 different types, namely:

Type 1: Affective. Question 3 corresponds to this type. It was provided with four responses: Very enjoyable/ Enjoyable / Not really enjoyable / Not enjoyable at all.

Type 2: Cognitive. It corresponds to questions 2 and 4. They have four options: Totally agree /Agree/ Totally disagree / Disagree.

Type 3: Behavioral. The third group corresponds to question 5 with four definite options providing attitudinal stimulus in organizational language structures: Grammar / syntax / vocabulary / meaning (semantics).

The topics covered by the questions were oriented to gather information about students' experiences as regards the implementation of reading comprehension strategy use of English for Specific Purposes (ESP).

Results

This section will discuss the responses of the students for questions 1 to 5 in sequence. The discussion for questions will be based on the main theme of each question.

Learners and their ESP reading experience

The main reason why students are asked whether they would consider their experience on the implementation of ESP reading activities as positive or negative to what 19 (32%) students responded as very positive. 31 students (51%) considered positive. 10 students (17%) responded not very positive and no one (0%) answered not positive at all.

Generally, this seems to reinforce the belief that the students' motivation to learn ESP is intrinsic rather than extrinsic. Personal interviews with several respondents revealed that they liked these reading activities as it is shown in Figure 3.

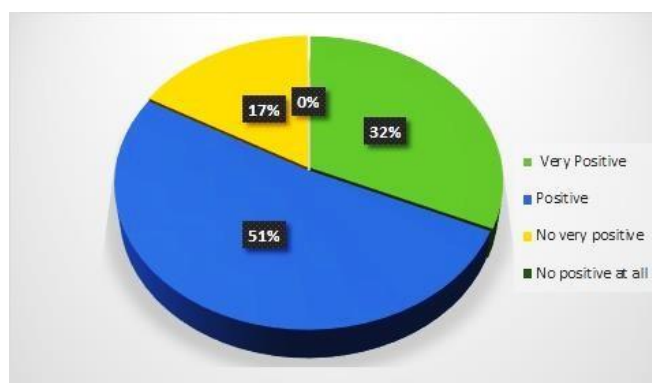


Figure 3. Learners' motivation toward ESP reading activities.

Learners' attitude towards English knowledge and improvement

The main objective of this experience, according to 23 students (38%) was that they totally agree. Thirty-six students (60%) felt that they agree with this implementation. Only 1 student (0%) related that he/she totally disagree. Figure 4 shows that the majority of the students responded as a positive activity which it conducts to gain knowledge on their own study field, and at the same time, they gain a better understanding of the language. Here learners evaluated the information they believe have obtained and organized about English Competence (Jain, 2014)

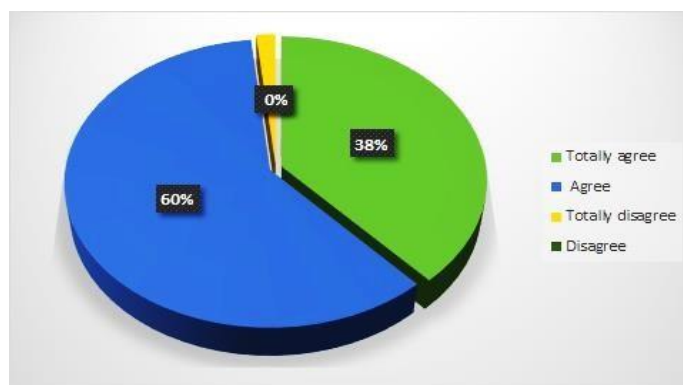


Figure 4. Learners' attitude towards English content.

Learners' affective component for the ESP workshop activities.

Out of 60 students who responded, 17 students (28%) said that they considered the workshop activities very enjoyable. This was followed by 33 students (55%) who stated that the activities were enjoyable. Figure 5 also revealed that 10 students (17%) considered these workshops as not really enjoyable. No one said the reading activities were not enjoyable at all. Taking into consideration the students responses to this item, the majority of the students felt very enthusiastic towards this approach. This emotional response liking ESP reading activities involves the effective component where students express positive feelings and sensations (Jain, 2014)

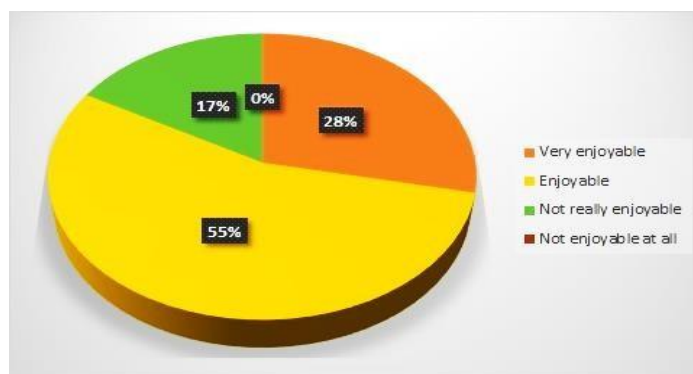


Figure 5. Learners' affective component for the ESP workshop activities.

Learner's believes about career knowledge and English language competence relation

Among the various strategies used to improve students' language learning, 18 students totally agree with ESP reading workshops. Thirty-seven students (62%) responded by saying that they agree with this relation. Only 5 students (8%) responded they totally disagree. No one (0%) chose to disagree. This result reveals that a great majority of the participants are aware of the need for their academic achievement, asserting that ESP reading activities meet their target needs.

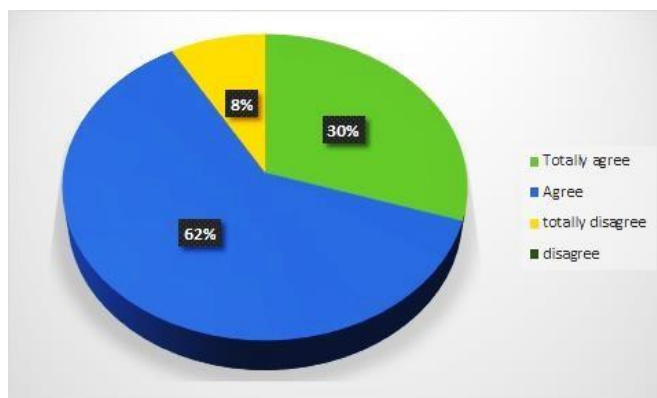


Figure 6. Learners' Cognitive Component

More difficult linguistic component

In this fifth question, the concern is about the skills, students find it difficult to learn English, a set of variables are provided in a sort of activities that correspond to the reading skill. In this question, the respondents have to choose among the linguistic levels deciding which is the most difficult for them, including syntactic, grammar, vocabulary or semantics. The linguistic component contains three main

variables which seem quite different from each other according to the degree of their difficulty at the lexical level (from understanding a word meaning to grasp the whole text).

Among 60 students, 13 Students (13%) readily admitted that they started realizing how many things were involved in learning the foreign language and when they started the reading workshops they were not prepared for the grammar aspects. A bigger number 16, (16%) were not prepared for the syntax. 24 students (24%) had difficulties with the vocabulary. 7 students (7%) had problems with the semantic component. The responses could be an implication that many students are not fully aware of the challenging tasks in the workshops.

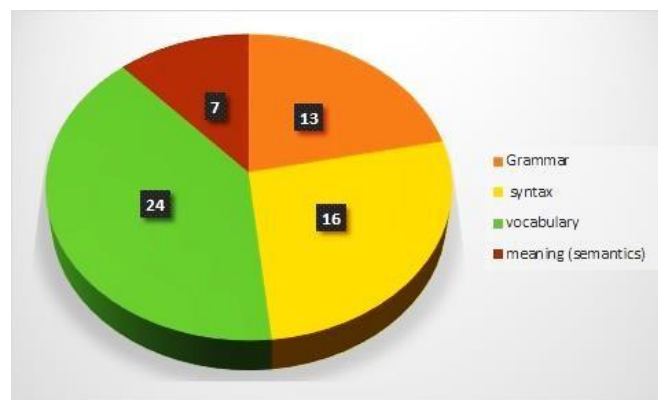


Figure 7. Learners' difficulties

Conclusions

Most of the students view the ESP reading workshops in a positive light and are interested to learn the English language through this approach. This study will not be complete without some suggestions on improving the ESP reading workshops, based on the findings of the survey, the experience through the semesters and observations of the instructors.

The introduction of such ESP reading activities and courses will cater to the students not only to be proficient but also competent. A provision to allow classes to be conducted in ESP would enable the students to understand better the relationship between the language and their career knowledge. This will augur well for mastering the language in greater depth. Furthermore, the objective of the English courses is to enable students to communicate effectively in various business and professional settings and this might not be easily achieved in a few ESP workshops and in a few lessons. However, some positive developments are taking place which might pave the way for teaching ESP at 6 levels to meet the needs

of certain schools which are closely related to finances, management, accounting and the engineering programs at the UPTC university - Sogamoso Branch.

Currently at the Language Institute teachers and learners widely have general English materials as text books, videos, magazines, and a collection of textbooks which are content-based and so forth. However, present collection of textbooks and teaching materials must be oriented to seek authentic resources. The advantage of authentic materials in ESP learning is that they encourage students for further reading and give students a sense of coping within the living situation, when the content is interesting students will be willing and eager to widen their horizon as much as possible.

According to Nuttall (1996: 172) “Authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people”. This gives students the assertion that the language being studied is real and not only a tool to be studied in the classroom.

In concluding, it is hoped that this proposal of approach under the English program at UPTC will continually be revised according to the changing times.

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- Running head: Methodological Innovation in Initial Teacher Education: Learning Strategies Mediated by ICTs
- ELT International Conference & II National Congress on Didactics: Technological and Intercultural Challenges in Language Learning Environments

Methodological Innovation in Initial Teacher Education: Learning Strategies Mediated by ICTs

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Abstract

This presentation describes the preliminary results of a co-joint action research experience in implementing teaching strategies mediated by ICT. These strategies were used by three teachers, in three different academic spaces of the B.A. in Spanish and Foreign Languages, during the second semester, 2018. The purpose of this implementation was to innovate learning and teaching practices. The data were collected through a survey, and the analysis indicates that the use of strategies mediated by ICT seems to promote the development of collaborative and cooperative learning, fosters the development of autonomous learning and brings up a range of possibilities for bolstering agency.

Key words

Educational Innovation, initial teacher education, learning strategies, ICTs

Resumen

Esta presentación describe los resultados preliminares de una experiencia de investigación acción conjunta en la implementación de estrategias didácticas mediadas por las TIC. Estas estrategias fueron utilizadas por tres docentes, en tres espacios académicos diferentes de la B.A. en Español y Lenguas Extranjeras, durante el segundo semestre de 2018. El propósito de esta implementación fue innovar las prácticas de aprendizaje y enseñanza. Los datos fueron recolectados a través de una encuesta, y el análisis

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indica que el uso de estrategias mediadas por TIC parece promover el desarrollo del aprendizaje colaborativo y cooperativo, favorece el desarrollo del aprendizaje autónomo y abre un abanico de posibilidades para potenciar la agencia.

Palabras clave: Innovación Educativa, formación inicial docente, estrategias de aprendizaje, TIC

Introduction

Teacher education needs to be an innovating endeavor, where future teachers have opportunities not merely to learn the craft of teaching, but more importantly, where they learn to become innovators and agents of change. In this regard, UNESCO (1990) argues that innovation in teacher education refers to the design, implementation, and assessment of new ideas or practices in specific educational contexts created to meet unsatisfied needs.

More concretely, it states that education innovation is “the introduction or promotion of new ideas and methods that are devised in education and school practices which have a substantial effect on changing the existing patterns of behavior of the group or groups involved” (p. 2).

In this regard, Serdyukov (2017) maintains that teacher education can help society survive and thrive as long as it is capable of serving its needs and interests. This capacity demands from it being both a consistent and systematic curricular project and a revolutionary and disruptive formative experience. As a result, he claims:

(...) school teachers, college professors, administrators, researchers, and policymakers are expected to innovate the theory and practice of teaching and learning, as well as all other aspects of this complex organization to ensure quality preparation of all students to life and work (p. 4).

One way to ensure innovation in teacher education is the use of ICT. This is so because as Ala-Mutka, Punie and Redecke (2008) explain “New technologies, and especially social computing, provide new opportunities for education and training, as they enhance learning and teaching, and facilitate collaboration, innovation and creativity for individuals and organizations” (p. 6). To boost their effectiveness, they recommend encouraging experimentation with ICT so that teachers and students create new teaching and learning practices that have an added value in their local contexts. They also suggest improving ICT training of both pre-service and in-service teachers to ensure they learn and disseminate better practices thanks to the use of media and digital technologies. Finally, they advise faculties of education to study the impacts of ICT in teacher education, as empirical evidence is needed to describe and explain how technology facilitates or enhances pedagogic innovation.

Research methodology and pedagogical implementations

This co-joint action research project is part of an ongoing research study in Didactic and Pedagogical Innovation in Higher Education. Research groups from diverse disciplines aim at implementing innovative strategies that ensure the quality of learning processes and together gaining insights in the field of pedagogical innovation in higher education, in different disciplines. In the case of this sub-research study, the purpose is to design innovative educational strategies that improve the education process of pre-service foreign language teachers, which consisted of the implementation of three pedagogical innovations in three different academic spaces of the B.A program in Spanish and Foreign Languages.

The first implementation of ICT-based learning strategies consisted on the use of different technological tools (virtual classroom, a learning blog, and a web page) to promoting self-directed learning, autonomy, collaborative and cooperative work, as well as, developing knowledge in using ICTs to leveraging language learning processes. Two different courses, 35 students of the third semester used the strategies, and 19 of those students answered the survey at the end of the academic term.

The second implementation of ICT-based learning strategies involved the explicit and systematic use of different websites and apps for the design and elaboration of graphic organizers. This work aimed at promoting building knowledge and organizing information. It also helped in problem-solving, decision-making, and studying academic readings. One course (12 students in total) of the sixth semester used the strategies, and six students answered the survey at the end of the academic term.

The third implementation of ICT-based learning strategies aimed at analyzing the students' perceptions about learning English through the flipped classroom methodology.

The content of the course was hosted in a Platform purchased by the students at the beginning of the semester. In total, 18 students from the fourth semester participated in this first phase of the study during the second semester of 2018. This year, the implementation continues with 63 students of the same academic space, bearing in mind the changes done based on the first experience and following the principles of Action-Research.

Theoretical framework

The aforementioned pedagogical innovations were designed based on the principles of autonomy, mediation, and emancipation. As for autonomy, Fox and Rinconscente (2008) state the concepts of self-

regulation and metacognition, while Loyens et al. (2008) make a distinction about self-regulation and self-direction. Zimmerman and Schunk (1986) are more specific as they talk about self-regulated learning and define it as a process in which students activate and sustain cognitions and behaviors systematically oriented to their goal achievements. On the other hand, Winters et al. (2008) refer to self-regulation in computerbased learning. The most relevant definitions of this current study are the latter as they adapt to the core of our objectives.

The abovementioned principles are to be activated in the students' learning process. In its broadest sense, Fox and Rinconscente (2008) support their two constructs by looking back at the roots in the theories of James, Piaget and Vygotsky. Although these concepts are developed in a broad context of all human activities, the focus of this study is academic. To clarify the differences that these three authors make regarding metacognition and selfregulation, it is vital to mention that for James these are activities are done by the self. Piaget, states that they are essentially other-cognition and other-regulation. While Vygotsky says that, they are verbal activities.

Going deeper in these approaches, for James, control of attention is necessary for introspective observation, and self-awareness and self-knowledge are required for the deliberate mastery of behavior involved in the development of functional habits; in this way, self-regulation and metacognition support and enable each other as nested in the Self. (p. 375). This is a significant proposal as it shows how the individual's introspection is of paramount importance to activate habits that lead students to be self-aware in the learning process that is taking place. Besides, James (1992) states that self-regulation is fundamentally the "inwardly directed activity of the Self in controlling attention and behaviors. This activity is either automated in the form of Habit or requires effort in terms of Will" (in Fox & Riconscente, 2008, p. 376). Thus, the teacher's role is to promote in their students both: habits and the ability to intentionally conducting their attention to their self-awareness.

For his part, Piaget argues that metacognition and self-regulation are fundamental knowledge of and control of other and object, a viewing of one's thoughts and actions as having the same position and following the same rules as relations with these external realities (in Fox & Riconscente, 2008, p. 378). It means that to develop awareness, the relationships between individuals contributes to this fact as the points of view are shared, which can lead to achieving one's aims through cooperation.

On the other hand, Vygotsky declares that metacognition is the activity of the mind in which one is conscious of being conscious. At the same time, self-regulation is implied as one needs to be aware of being self-regulated in his learning process. Nevertheless, this process requires having passed the

childhood stage and having social interactions with others so it can become internalized. Regarding to self-regulation, in the educational field, “the types of tasks which students perform in school, the systems of socially constructed stimuli to which they are introduced, and the introduction to scientific concepts are all critical for deliberate control of behavior and actions” (in Fox & Riconscente, 2008, p. 385).

Various studies have used the terms of self-regulated learning and self-directed learning indistinctively. Nevertheless, Loyens et al. (2018) clarify the similitudes and differences of these terms. To begin with, both include active engagement as well as a set of goals to achieve. They also develop metacognitive skills. Nevertheless, self-directed learning is broader than self-regulated learning as the first one is part of the school environment, while the latter is a feature that has to do with the learning environment so students can feel free to define what they want to learn.

Zimmerman (2002) states that self-regulated learning is a self-directive process in which learners “transform their mental abilities into academic skills” (p. 65). Thus, learners are proactive as they become aware of their strengths and weaknesses bearing in mind the the achievement of the specific goals. To do so, it is vital that learners monitor their behavior to increase effectiveness in their learning process. This monitoring process includes:

(a) setting specific proximal goals for oneself, (b) adopting powerful strategies for attaining the goals, (c) monitoring one’s performance selectively for signs of progress, (d) restructuring one’s physical and social context to make it compatible with one’s goals, (e) managing one’s time use efficiently, (f) self-evaluating one’s methods, (g) attributing causation to results, and (h) adapting future methods (Zimmerman, p. 66).

These skills reveal the importance of the teacher as a facilitator, in the educational field, in designing strategies so learners can monitor their process, change strategies when necessary and be aware of their learning process.

On the other hand, Winters Greene and Costich (2008) refer to self-regulation in computer-based learning in a research project they conducted to answer the question “How do learner and task characteristics relate to students’ self-regulated learning (SRL) with computer-based learning environments? (CBLE)” (p. 432). To this respect, it was found that the learner’s characteristics are crucial, as previous studies have shown how successful students regulate their learning by using CBL opposite to those who have not. To this regard, it is mentioned, “the frequency of use of certain SRL processes seem to be consistently associated with learning gains, and therefore they are considered the effective strategies for learning with a hypermedia CBLE (Azevedo 2005)”. Besides, the tasks or the instructional features

such as collaboration, goal settings, and learner control also play a significant role in students' learning process. A study demonstrated that "students who showed higher learning gains during a task tended to use more active learning strategies as compared to students who did not demonstrate as much success learning" (Winters et al., 2018, p. 435). This is where the two concepts converge, as they work together to develop self-regulated learning in computer-based learning.

It is also important to point out the underpinning principles of the notion of pedagogical mediation derive from diverse disciplines and fields of knowledge. These tenets interweave creating a theoretical framework that allows a dynamic dialogue among disciplines such as psychology, sociology, pedagogy, and anthropology, among others. In this respect, Tebar (2003) stated that the paradigm of pedagogical mediation contributes to renovate schooling altogether based on fraternity and hope for everyone. Likewise, Manen (1998) affirmed that mediation occurs when the pedagogical and educational processes acknowledge human and social particularities.

The concept of mediation is an integral part of formal and informal adult learning, as learning is conceived not as an isolated act of cognition, but rather a process of interaction via mediation. In this process, learners become competent or proficient as other participants such as teachers and peers assist them in learning. As a result, the role of teacher educators is to act as mediator figures who work as intermediaries between general programmed contents and specific situated practices. To Azadi, Biria and Nasri (2018), teacher educators need to offer pre-service teachers various kinds of mediations, so that their academic, disciplinary, and personal development is facilitated and consolidated. This variety can be achieved if teacher educators act as "(i) facilitators of the learning of heuristics, (ii) mediators of knowledge sources, (iii) mediators of lifelong learning and (iv) designers of the learning environment." (p. 136). Ultimately, teacher educators should act mediators who assist pre-service teachers in conceptualizing and utilizing theory, skills, and attitudes for both their classroom practices and their formative experiences.

Now, regarding emancipation, Adorno (1998) defines it as a theory that reflects critically, which it means that emancipation goes beyond instrumental rationality that examines reality to control it. Instead, it proposes rationality that seeks to transform reality into a more just and egalitarian experience. To Berrío (2016), emancipation is a form of resistance to current society, its structures, history, and nature itself, but to transform the structures that have denied subjectivity and made it impossible to carry out a project genuinely liberating. Concerning ICT, emancipation implies reflecting on processes of repressive socialization and on the various mechanisms of social control that prevent the development of critical individuals (Binimelis, 2010).

Undoubtedly, emancipation is associated with the work of Habermas (1971) when he discusses the three interest of knowledge and human interest: technical (the empirical-analytic approach), practical (the hermeneutic approach) and emancipatory (the critical approach). To him, the discovery and construction of knowledge should include but do not limit to predicting/explaining the physical world or interpreting/understanding social realities. Instead, knowledge discovery and construction must aim at liberating individuals through reflection and awareness from natural, social, political or discursive forces that restrict their options and possibilities. In other words, knowledge should lead to a transformed consciousness that allows one to make informed decisions and actions to improve one's sense of who one is and change one's expectations of what one can do.

Such transformed consciousness demands, among other things, reflection, agency, and empowerment. Besides facilitating a dialogue between theory and practice, reflection encourages teachers to move from empirical/practical doing to reflective/critical practice.

In other words, reflection takes teachers "from applying learned pedagogical discourse to creating pedagogical know-how, specifically know-how that enables them to criticize and transform their practice and reality" (Restrepo, 2004, as cited by Fandiño, 2010, p. 115). For its part, agency has to do with the creation of local plans and projects for the use and development of resources in response to one's interests and particular problems (Baldauf, 2006, as cited by Fandiño & Bermúdez, 2016, p. 13). It is important to point out that agency is not something that teachers can have – as a property, capacity or competence – but is something that they do. In other words, agency denotes the quality of the engagement of teachers with temporal-relational contexts-for-action, not a quality of the teachers themselves, which means that agency is understood as an emergent phenomenon of teacher-situation transaction (See Biestaab, Priestley & Robinson, 2015).

Finally, empowerment presupposes a process by which teachers develop, increase and validate their experience, their decision-making, and their authority to have an active voice in their educational practices and circumstances (Fandiño, Bermúdez & Varela, 2016). To Kimwarey, Chirure, and Omondi (2014), empowerment in education consists of processes where institution participants acquire the competence to take charge of their development, and from it, they can address or resolve their problems by developing the mechanisms that are necessary to do so. As a result, an empowered teacher is a professional individual whose skills and knowledge allow him to act upon situations to improve them in positive ways. When worked together purposefully and systematically, reflection, agency, and empowerment help teachers, both

pre-service and in-service, exercise power over their educational lives, resist control mechanisms and transform the educational system.

Data analysis general considerations and framework

This research project understands data analysis as "a set of manipulations, transformations, operations, reflections and verifications made from data to extract relevant meaning regarding a research problem" (Gil, 1994, as cited in Bisquera, 2004, p.153). To Rodríguez, Gil, and García (1999), this process of meaning extraction contemplates three key moments: (1) data reduction, (2) data representation and (3) interpretation of the data. The reduction of the data consists of simplifying and grouping the data recorded in the collection instruments through their categorization, coding, synthesis, and grouping. On the other hand, the representation of the data seeks to establish relationships or interactions between the categories and the data through graphs/diagrams, matrixes or network systems. Finally, the interpretation of the data is oriented towards the understanding or explanation of patterns, trends or regularities found in the relationships or interactions of the categories and codes analyzed.

Results

The following graphs present the results of three categories that emerged from the preliminary data analysis of the study. The first category depicts the relationship between the strategies and the level of satisfaction of the learners with the learning outcomes. The second category displays the results concerning the value of the use of technological tools in fostering diverse aspects of the learning process. The third category portrays the results of the perception of learners about the relationship between the methodology of the academic spaces and the development of learning skills related to autonomous learning, self-directed learning, and agency.

Level of satisfaction with the learning outcomes and the strategies implemented. The following graph shows the relationship between the level of gratification with the learning process of pre-service teachers and the impact of the learning strategies on promoting autonomous learning, an active role of the learner, and the construction of knowledge and meanings.

The answers of the respondents indicate a high level of gratification with the learning outcomes that they achieved. The tendency in the graph shows a linear correlation between the strategies and the level of satisfaction.

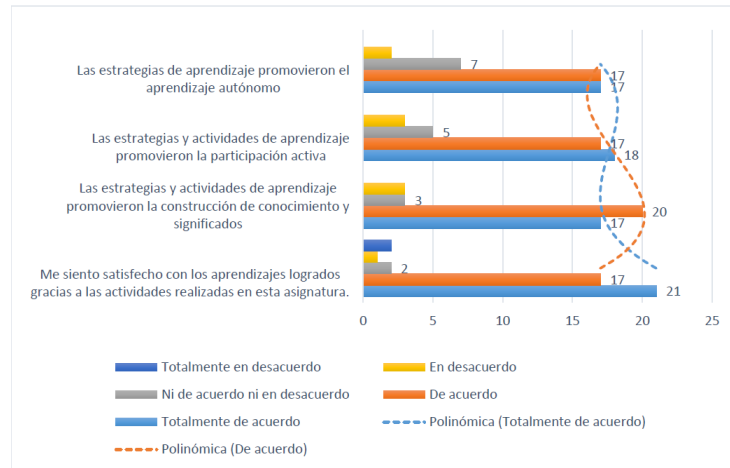


Figure 1. Level of satisfaction with the learning outcomes and the strategies implemented.

The value of the technological tools for the learning process. This category comprises the results about the value of the technological tools in bolstering cooperative learning, making decisions to improve the academic performance, allowing self-regulated and directed learning, and reinforcing the learning process, in general.

By and large, the results indicate that the pre-service teachers recognize and value the role that technological tools might have in making the learning process more effective and efficient and in developing learning skills and attitudes that are essential for the educational process.

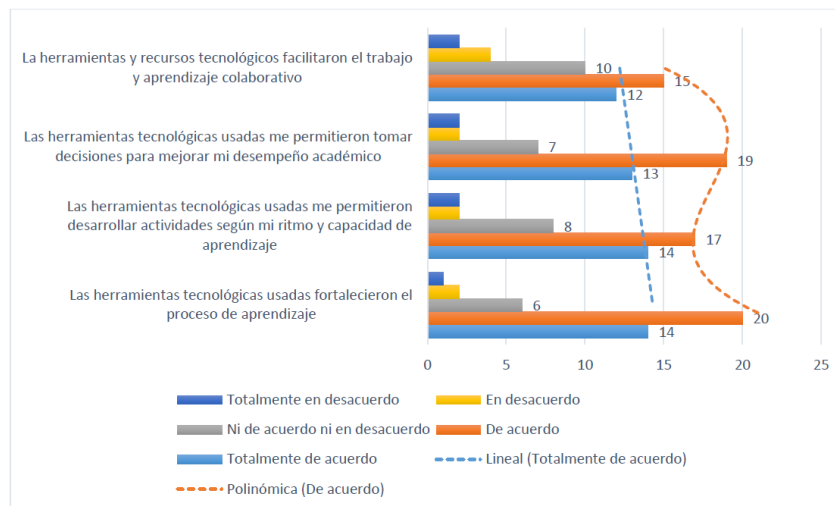


Figure 2. The value of the technological tools for the learning process.

Methodology and the development of autonomy, self-directed learning, and agency. In this category, the graph portrays the results of the relationship between the general methodology of the academic spaces and the development of skills and attitudes concerning autonomy, self-directed and regulated learning, and agency. In particular, make decisions about the learning process according to the learner's needs and interests; selfevaluation of the learning process; identify the learner's strengths and weaknesses; and plan the learning process.

Overall, the voice of the pre-service foreign language teachers, represented in the graph below, inform that the methodology and the strategies implemented had a moderate impact in developing skills and attitudes that allowed them to take control of the learning process and becoming independent learners in different ways.

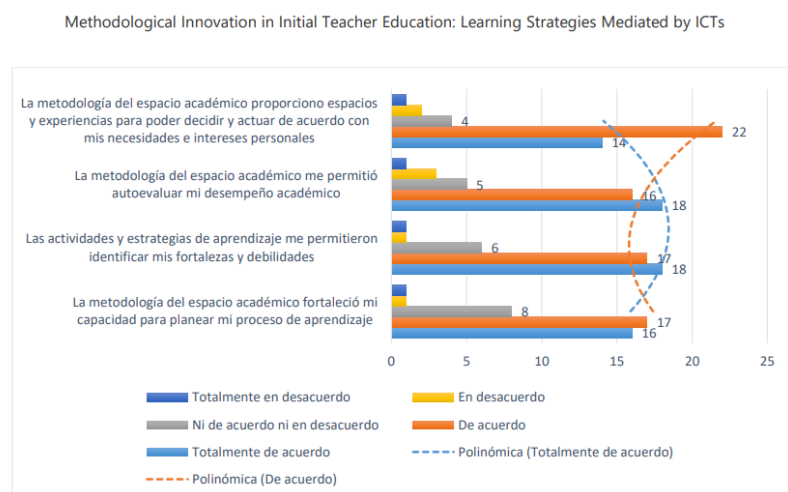


Figure 3. Methodology and the development of autonomy, self-directed learning, and agency.

Figure 3. Methodology and the development of autonomy, self-directed learning, and agency.

Conclusions and pedagogical implications

Overall, the data analysis presented in the three previous categories indicates that infusing ICTs in the initial education of pre-service foreign language educators might contribute to:

- fostering the development of skills and attitudes in collaborative and cooperative learning.

- enhancing awareness of autonomous learning and developing skills and attitudes in taking control of the process on the part of learners.
- affording a range of possibilities for bolstering emancipatory agency throughout the education of pre-service foreign language teachers.

On the other hand, ICT-mediated teacher education has three main pedagogical implications:

1. Technology-enhanced learning strategies need to provide pre-service teachers with interactive activities and reflective experiences that enable them to address their interests and needs from multiple perspectives and levels of complexity.
2. Such learning strategies need to be fully integrated with academic programs and instructional practices, which implies that they need to be selected strategically based on their features and their use to support concrete learning aims.
3. These strategies need to allow room for tools and environments that help learners control and mediate their learning through multiple pathways of inquiry and selfreflection.
4. The implementation of ICT-mediated learning strategies implies that the educator of pre-service foreign language teachers assumes the role of a skillful mediator and facilitator whose skills and attitudes empowers him to design, implement and evaluate learning paths that are aligned with the nature of the language learning process and the particular sociocultural context of the learner.

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Foreign Languages Didactics Class: A Dual Perspective of Foreign Language Teaching

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Abstract

This pedagogical experience, based on the teaching process of Foreign Languages Didactics class, aims to socialize with our academic community how this class has impacted our role as professors of new student-teachers in two directions: examining the appropriation of their role as future teachers and revising our own academic results as facilitators of new processes involving foreign language teaching process. The intrinsic transformation of students in their incoming performance as foreign language teachers revealed that their interest fluctuates around the application of standards proposed by MEN, the influence of virtual environments in material design, and their own projection as future teachers (teaching philosophy, curriculum vitae, curriculum design, etc.). This comparing and contrasting methodology and critical analysis have also served us as leaders of this process to continue improving our academic field

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via self and co-evaluation, which meant to be by peer assessment and feedback of the application of our class content and perspectives.

Key Words: pedagogical experience, didactics, student-teachers, foreign languages, standards, teaching.

Resumen

Esta experiencia pedagógica, basada en el proceso de enseñanza de la clase de Didáctica de Lenguas Extranjeras, tiene como objetivo socializar con nuestra comunidad académica cómo esta clase ha impactado nuestro rol como profesores de nuevos estudiantes-docentes en dos direcciones: examinar la apropiación de su rol como futuros docentes y revisar nuestros propios resultados académicos como facilitadores de nuevos procesos que involucren el proceso de enseñanza de lenguas extranjeras. La transformación intrínseca de los estudiantes en su desempeño entrante como docentes de lenguas extranjeras reveló que su interés fluctúa en torno a la aplicación de los estándares propuestos por el MEN, la influencia de los entornos virtuales en el diseño de materiales y su propia proyección como futuros docentes (filosofía de la enseñanza, currículum vitae, diseño curricular, etc.). Esta metodología de comparación y contraste y el análisis crítico también nos han servido como líderes de este proceso para seguir mejorando nuestro campo académico a través de la autoevaluación y la coevaluación, lo que significaba ser mediante la evaluación por pares y la retroalimentación de la aplicación de los contenidos y perspectivas de nuestra clase.

Palabras clave: Experiencia pedagógica, didáctica, estudiantes-docentes, lenguas extranjeras, estándares, enseñanza.

Introduction

Our interest in this topic comes from our pedagogical experience during our teaching process of Foreign Languages Didactics class, in French and in English which strongly impacted our own roles as professors of pre-service student-teachers. Examining two sides of the same coin, we concentrated, on one hand, on the critical view of the transformation of prospectus teachers and, on the other hand, on the concepts and theories implemented in our classes.

The methodology we followed in this experience was: first, we examined students' initial conceptions about process of bilingualism in our country; second, familiarization with foreign languages approaches; third students' attitude through class observations stage; fourth, evaluation of students' micro-teaching

experience. Fifth, feedback of a final work that implied: students' portrayal of their future work via an electronic portfolio, a critical reflection about standards proposed by MEN and a teaching philosophy.

In a continuous observation of each stage we have been able to analyze the pre-conceptions and bias students brought to the classroom setting, and how these ideas interfered, sometimes, with the application of new knowledge. As a consequence, during the process of breaking up stereotypes of foreign languages classes there was a reticence in the assumption of the teaching process in regards to previous experiences and also with those ones students found in the schools they visited.

Description

Our experience has been pursued in our academic program Programa Profesional Universitario en Lenguas Extranjeras. Our Foreign Language Didactics students have had different insights in their own learning process, beginning in their high-schools, mostly, and continuing at college level. As leaders of this class we could observe that their first contact with English language varied, in some cases: elementary schools, bilingual institutes, high schools, etc. In regards to French, students, hardly ever had contact with this language before joining our program. For this reason, we can say that there is not a balance between the two languages taught in our program in its initial stage. Their first contact with French is more homogeneous because it began mostly at college level.

As a response to foreign language approaches most of the students were able to distinguish the one their high school and college instructors have followed. This means, student analyzed how they were taught and reflect about their own process as learners of a foreign language, as well. As cited in H. Gülrü Yüksel, Suzan Kavanoz (2015), Student teachers do not start their initial teacher education without having their own judgements (Furlong, 2013). This means that previous experiences they had with foreign languages before have impacted their critical reflection about their learning process and lead them to establish associations that will have an effect in their future work. This new experience with foreign languages, as a result, acts in a dual direction, sometimes it takes students to expand their perspectives about the steps included in a second language acquisition process and some others instead frustrates and inhibit their performance and appropriation of the foreign language. In our program there is a tendency to compare didactics, methodologies and pedagogy used in both languages. At the beginning, it is difficult for them to familiarize with the dynamics and teaching styles of each professor, mostly of French as a second language.

In this direction, we have asked our students to write their life stories in connection with previous foreign language learning process. During our class discussions, students emphasized which ones were

their most positive and negative experiences that have marked their route in the acquisition of a foreign language, beginning with those ones from either elementary school, middle or high school. These stories are included in our initial stage of Didactics class following the concepts proposed by several authors as crucial in adult formation as their action research studies have demonstrated since 1980: (Josso, 2000; Pineau, Le Grand, 2002; Dominicé 2003). Life stories are then seen as anthropocentric or auto-poetic practice, this means as research and meaning building constructed from temporal and personal moments that have been called smuggling practices and that is in relation to other practices developed in humans and social sciences. In this line we are paraphrasing Ricoeur in his idea that new apprentices come, for the most cases, with very fragile and broken lives, sometimes frustrated, taking into account that human time will be articulated via a narrative mode and.... the act of telling will lead to a complete satisfaction when it is transformed in a condition of a temporal existence (Ricoeur, 1983).

The main objective of this first contact with the language thus was to implement a strategy that would take them to rename and recall previous experiences intending to invite students to remember and discover, if they have not yet, why they do want to be teachers. In that case, it would be possible for students to reaffirm their intrinsic motivations in regards to their new role. Vallerand and Thill (1993), define the concept of motivation as hypothetical constructions that describe the internal and external forces that would produce: a direction, intensity and persistence of people's behavior. In the socialization of these ideas and in the act of reconstructing their own experiences with the language in their position as learners, students highlighted positive aspects and also those ones that were not that productive in their learning process. The reflection about foreign language teaching and learning led students to establish their own goals as new teachers. In this in-class exercise most of them decided then to examine other aspects that complemented their initial perception and inquiries, such as subject matters, pedagogical strategies, and curricular aspects. Their purpose was to establish a route they could follow while in the classroom setting and also in their general guidance of elementary or high school classes. From our part, we were able to expand our perspectives about students' preferences for works online and observed how ideas generated in class about material design got a new form and were even reshaped as concepts and contents.

Theoretical review

In this step, we examined the bias students brought to their teaching environment and how those ideas could interfere with the concepts and experiences they are having in their contact with foreign language theories and practice. Here, it is pertinent to clarify that this process does not flow smoothly all the time. Some students as other adults while in learning environments are very hermetic and could resist to new

concepts presented, even though they evidence that are valid, justified and very well elaborated. The reason is that they adhere to their own logic and chains of meaning previously experienced which they fear to leave behind. Within the dynamic of class discussions and collaborative work in class, then, we as facilitators of new ideas lead our students to reconstruct previous concepts and apprehend other forms of learning. As Giordan and de Vecchi (1994) observe, having basic knowledge or knowledge we consider as our base will not stop an apprentice to learn new concepts connected with the initial one. They add that previous knowledge is a matrix that helps the learners to receive new information. In this sense, this matrix acts as tool by which the new concepts are apprehended and assimilated. In fact, if new information has conflict with that previously learned, then what we will have is a transformation of structures and accommodation of concepts that will be in favor of new learning process.

Paraphrasing Giordan and Vecchi, there couldn't be learning if there is no conflict between old and new concepts since the knowledge we can translate as an accommodation of a structure anticipates that there is also assimilation of new structures of information.

This means that is an act of a new structure received accommodating the old meaning we had and at the same time in the middle of the conflict between these two concepts (the one previously obtained and the new or second one). It is in this internal conflict that factors of intrinsic motivation arise and the apprentice adopts specific characteristics according to their own desire for learning....this is their formation project (1994, p.123).

In the appropriation of what they are seeing as their very near future career, there is an assimilation process of new concepts that implies a negotiation of concepts, attitudes, and time for commitment. This means that we as teachers have adopted, paraphrasing Blanchard-Laville, a clinical posture (2011). In regards to this concept, this author emphasizes in how this clinic posture included in education sciences facilitates the analysis and understanding of pedagogical relationships. This approach, has been seen more connected to the teacher's role within an institution more than to the difficulties presented in the classroom setting.

In our particular case, we have adopted a clinic posture centered on the teaching experience. This idea is translated as an act of observing, listening, and interpreting what students do, with a very detailed feedback, where we analyze students approaches to new concepts and academic environments, class observations, in-class self and co-evaluation, generated by the students and not merely limited to present concepts. This process is not always easy; it is instead very difficult to take students to perceive that they are constructing their own ideas about how to approximate to academic environments. In that sense it is

necessary to maintain an academic distance that allows the process to be objective and clear in connection with the instructions given because even though the class content is initially highlighted in a very concise format, still getting the proposed objectives implies a daily contact and clarification of ideas to obtain the expected final results. The clinic posture appropriated by us inside and outside the classroom has facilitated a dialogue that has opened an interaction between students and professors, since students have been able to express which ones are their doubts, fears, as well as their most positive results while in their teaching and preparation stage. From our part, we as leaders of the class have had the possibility to devote time to give feedback in both oral and written production and in-class socialization. The individual and collaborative work presented by the student has been a tool then to establish a dialogue with students to be aware of what their difficulties are and also to take them to other learning environments that will expand their perspectives of their own local, national and international academic lifestyle. Uncertainty of students for not knowing exactly what they will be really experiencing in the schools, especially after observation stage, and which was not seen initially as a positive aspect, however acted in their teaching experience as a motivation while being under aggressive circumstances (some public schools in some cases). This means that in spite of all the initial doubts students could have it has been possible not only to obtain a final result in a class but to share with them a new experience that will impact their personal and academic life.

As facilitators of this process via this Didactics class we have found that there are parts of their life students want to share and communicate because they think it is very important to express what they are feeling and learning. Our goal in this section has been, as a consequence, a profound reflection about other practices we could incorporate as part of the academic profile of the ideal language teacher. At the same time we have analyzed what aspects of this class could be avoided or which ones could be added in the future. Regarding the role of language teachers it is important to take into account all the aspects that characterized higher education as dynamic and permanent process. This is why we look forward to reinforcing and supporting the active role in higher education environment incorporating other components that constantly improve the acquisition and teaching process such as: research and social responsibility. This way, we are contributing to change ideas about how our discipline is perceived. We certainly believe that we are more than language teachers; we change ways of thinking when we expand the comprehension of other cultures and of ours through the teaching exercise.

Findings

We would like to start this section by mentioning that we started these classes with questions for ourselves and for our students asking –What is my teaching useful for?; Why?; When? And – How would my learning process be productive for my teaching experience?

Following these questions, we have been able to observe that:

a. Life stories have traced a path to follow, delimiting that there was a previous knowledge that now could be restructured or accommodated and also that it is necessary to link old and new concepts to advance into a new direction and set clear goals for our teaching purpose, both from students and from us as leaders of the class.

b. That our students have been able to compare and contrast their own experiences before and after being inside a classroom setting. The act of being part of the teaching process during this class, reflecting about their function as a new teacher, has taken the future teacher to an intimal connection with their incoming profession, where they have not only discovered new concepts but also re-discovered in themselves their desire for teaching

c. When the students realized that they really would like to be teachers, they find that there are strong connections between this desire and their personal experiences they had while in primary or secondary level and the positive aspects they found in their teachers at that moment. This means, learning and teaching are closely related but not as a repletion process but as a negotiation of meanings.

d. Another finding, from the students' part, is that teaching is more than transmitting knowledge, contents, and rules. Teaching also implies an awareness of local, national and international trends that requires from their part clear goals and new proposals to respond to current academic environments

e. Finally, we found in some cases, that even though students tend to strongly criticize their own teachers in our academic program and also the ones they have observed in the first stage of this class, they still reproduce the same models when they go to the classroom setting.

Conclusions

As a conclusion we found that there are common points among the students in regards to their new teaching appropriation. There is evidence as well of the implementation of new technologies in the classroom atmosphere. This is a response to a necessity the students found in the schools they visited. The incoming teachers initially presented as outsiders in their condition of observers highlighted that new technologies and material design, by both teachers and students, could be useful and motivating for foreign language classes of this current decade. The activities presented by students for the organization of a curriculum for preschool students, and also for an electronic portfolio are evidence that our students from

Didactics class are part of a technological influenced community and look forward to giving a contribution to the field with a critical analysis that impact other students and teachers of foreign languages.

To close this paper we would like to punctually reaffirm that in our experience there were several elements that facilitated the first contact with foreign language theories and practices from both sides, our role as leaders of the class and as observers of a transition stage in our students. The aspects we would like to highlight from what has been previously presented are: students really connect previous and new experiences as a negotiation of concepts in their appropriation of their new role. We as teachers may reinforce self-training practices, including autonomy from students' part and self-formation in regards to their own interests.

Students need to expand their ideas and practice in the classroom setting because in some cases students with a very high command of the language are not completely aware of their responsibilities during this stage of their program. As a paradox, we have found that students with a lower command of the language have developed better activities for their teaching experience than those ones with a higher level, who in some cases have repeated teaching practice based on grammar translation method or poorly developed materials to take to their classes. This means, that the value of pedagogy will be measured then in regards to its capacity to facilitate the learning process in the apprentice and not in connection with presupposed technical resources or aspects related to the best way of teaching a foreign language.

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English Learning Enhancement for Engineers

Carlos Enrique Carrillo Cruz⁷

Abstract

English learning Enhancement for Engineers is a case study in which the presenter will provide insights of the positive affective filter and how it might facilitate the EFL learning process in a group of University professors who have not reached a B1 English level proficiency. Thus, this study seeks to explore the multiple benefits of using Neuropedagogy within personalized and adapted lessons that may allow participants to go through language understanding.

Moreover, it is remarkable that participants have certainly progressed in terms of language competence. Likewise, they seem to be much more motivated towards interacting in the foreign language.

Therefore, this project is being developed in regards of how the positive affective filter might bring up essential advantages for the implementation of the brain stimulus when facing a learning struggle within the

Keywords:

Brain stimuli, English Learning, Professional development, Positive Affective Filter, English learning process.

Resumen

Mejora el aprendizaje de inglés para ingenieros es un estudio de caso en el que el presentador brindará información sobre el filtro afectivo positivo y cómo podría facilitar el proceso de aprendizaje de inglés

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como lengua extranjera en un grupo de profesores universitarios que no han alcanzado un nivel B1 de competencia en inglés. Por lo tanto, este estudio busca explorar los múltiples beneficios del uso de la Neuropedagogía dentro de lecciones personalizadas y adaptadas que puedan permitir a los participantes pasar por la comprensión del lenguaje.

Además, es destacable que los participantes ciertamente han progresado en términos de competencia lingüística. Asimismo, parecen estar mucho más motivados para interactuar en el idioma extranjero.

Por lo tanto, este proyecto se desarrolla en torno a cómo el filtro afectivo positivo puede traer ventajas esenciales para la implementación del estímulo cerebral frente a una lucha de aprendizaje dentro del

Palabras clave:

Estímulos cerebrales, Aprendizaje de inglés, Desarrollo profesional, Filtro afectivo positivo, Proceso de aprendizaje de inglés.

Introduction

Regarding the importance of learning a foreign language, a group of professors from the Faculty of Engineering at Universidad Libre, in Bogotá Colombia decided to be part of an experimental research, due to their priority of obtaining international language certification and the nature of their duty as researchers. In this study, brain stimuli are being used to boost the positive affective filter when learning. Therefore, this project aims to elicit effective English learning to facilitate professors' academic responsibilities. This group of professionals faces different learning difficulties related to previous negative experiences in English classroom. In this research the methodological strategies are focused on triggering the limbic system to engage students towards language learning.

Therefore, the leader of the basic sciences within the Engineering Faculty asked the foreign language area of the Faculty to develop the project to improve the English language level of teachers of the Faculty of Engineering. Hence, the researcher and the group of foreign language professors of the Faculty decided to test both, the English learning proficiency and their multiple intelligences. Besides, their life-learning narratives were useful to understand where the difficulties may have come from.

Throughout this study the participants will be exposed to a variety of new sensorial stimuli that may provoke excitement towards learning. Virtual sources were implemented into the language lessons, intercultural exchanges, forums, simple basic conversation contexts and useful communicative applied grammar models were used to facilitate participants' interaction.

Likewise, the modified language teaching program had both, a presential and a virtual phase. On the one hand, the presential part was divided in three sessions per week, a personalized one, a collaborative group session with the researcher and a native speaker assistant, and a cooperative session for assessment understanding. On the other hand, the virtual component is being guided by social networks and e-learning platforms. 24hours support is given to participants through a mobile App. Thus, it is essential to guarantee constant interaction to clarify doubts and assure language exposure.

Body of Knowledge

Regarding the importance of English language proficiency within academy, it is essential to bear in mind the new trends of didactics when teaching(Carrillo,2018). Thus, Neuropedagogy has become a remarkable field of study within education, a useful source of knowledge when facing learning difficulties in the classroom. Hence, being aware of the potential of the brain and the variety of benefits of adjusting teaching to a particular student, may allow teachers and researcher to go deeper into developing individual teaching processes for those who may have difficulties.

On the one hand, the brain itself as central organ of the nervous system is the core of who we are. Besides, brain plasticity permits learners to shape their minds according to their needs. Also, brain plasticity is that capacity we all have as humans that may be used for both, particular medical treatments and teaching (Boyld,2015).

Likewise, experts point out that even a single brain stimulus can be determined by daily practices, training, repetitions, habits, experiences and conditions(Davidson,2015). Regarding that, it is possible to state that simple forms of training and practice may activate synapse (Pines, 2012).

Regarding that emotions are essential for learning, as it is highlighted by many different scholars, the aforementioned study is mainly a qualitative research with constant observation and contents modulation to determine the accuracy of language and learning progress. In this study, the main interest of the researcher is to trigger synapses by means of daily practices that may motivate people towards learning.

Conclusions

Chiefly, it is necessary to highlight that the Positive Affective Filter may produce an encouraging stimulus after any conscious or unconscious interventions. Regarding that listening is related to Brocca's area (Cheung,2018) and specially music on the right side of the brain, teachers could adapt their teaching program to the emotional connection guided by music in English. Likewise, it is possible to determine the

impact of the Positive Affective Filter after every session developed with participants. Eliciting participants interest in language learning may boost the language competence. However, the uncertain part of motivation goes further than methods and techniques, even strategies. Bearing in mind that each person is an individual core of knowledge and skills, learning programs may be adjusted to facilitate people's learning process. In this regard, to personalize an English program could allow teachers to adequate sources and contents to student's needs. Specially to those who have struggled to learn a foreign language. In Colombia, many professionals and researchers as in this case occurs; have difficulties for learning a foreign language, thousands of people finish school, Bachelor's–Master's an even doctoral studies without the required domain in a second language. Therefore, whether it is well understood the importance of a second language, it is also well known that English in Colombia is the most important foreign language to learn by citizens. Nevertheless, there are many variables interfering with the language learning process of Colombian people. Thus, to seek emotional relationship, it is necessary to establish an adequate regulation of daily common tasks and the appropriate ignition of cognitive functions by means of the positive affective filter, because if education is not pleasant, students cannot learn (Llinás, 2011). Besides, when learning comes from feelings it is easier to shorten the gap of uncertainty, the chemical and electrical changes that we label as happiness may strengthen learning not from consciousness, but since curiosity and understanding. Therefore, the limbic system may be stimulated, and the language learning experience may become essential (Mora, 2016).

This study is in its third phase; it aims to identify the impact of the positive affective filter into the language learning experience of the participant. Besides, it is expected to contribute in an experimental research to implement in the Faculty of Engineering.

Moreover, throughout this research it has been found that variables as time–previous learning Narratives–language level must be considered to the personalized teaching program when facing learning difficulties. Also, that in most of the cases previous learning Narratives might allow teachers to understand the barriers set towards learning and how these may affect directly their language learning process.

Likewise, concerning Neuroeducation the importance of enjoying the lesson or even motivation may be the most relevant aspects within a learning process. Hence, if there has been a previous negative experience when learning a foreign language; people tend to reject EFL, due to the negative feelings that emerge when interacting or facing intercultural encounters. In this research, it has been identified that a group of professionals who have had negative previous experiences when learning English tend to assume negative feelings towards language.

Therefore, it is remarkable that research findings show there are strong reasons to believe that external brain stimulus based on Neuroeducation may not only improve Language Learning, but also learning barriers diminishment in more general terms. Thus, by implementing the positive affective filter it is likely for teachers to get closer to foster language learning when facing learning difficulties.

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Apertura



Conferencias





Talleres



