



UNIMINUTO
Corporación Universitaria Minuto de Dios
Educación de calidad al alcance de todos

**CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS - UNIMINUTO,
FACULTY OF EDUCATION**

BACHELOR'S DEGREE IN ENGLISH AS A FOREIGN LANGUAGES

**TRANSFORMING THE TRADITIONAL PARADIGM IN TEACHING ENGLISH
AS A FOREIGN LANGUAGE AT TAKE A TRIP PRACTICUM, THE NECESSITY
OF INNOVATING**

Laura Paola Ortiz Paloma

June 10th, 2022

Bogotá D.C.



UNIMINUTO
Corporación Universitaria Minuto de Dios
Educación de calidad al alcance de todos

**CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS - UNIMINUTO FACULTY
OF EDUCATION**

BACHELOR'S DEGREE IN ENGLISH AS A FOREIGN LANGUAGES

**TRANSFORMING THE TRADITIONAL PARADIGM IN TEACHING ENGLISH
AS A FOREIGN LANGUAGE AT TAKE A TRIP PRACTICUM, THE NECESSITY
OF INNOVATING**

Research Group: Cibeles

Research Line: Didácticas y Saberes

Laura Paola Ortiz Paloma

Advisor: Mg. Flor Marina Manrique Sánchez

March 2nd, 2022

Bogotá D.C.

Acknowledgment

I would like to give thanks for being part of this challenge that I decided to take in order to show that the Faculty of Education is totally relevant at UNIMINUTO; specially, I would like to express my gratitude to my professional training leader, Mg. Flor Manrique for believing in my capacities to make the difference in this project that was built by her, Mg. Blanca Lucia Cely, and Mg. Marivel Reina who is one of the main supporters to give us the chance to develop and strengthen my teaching and learning process, which has been an awesome contribution in my life project for being an English teacher. Moreover, thanks to Dr. Camilo Velandia, dean of the Faculty of Education, for promoting this innovative campaign to learn English as a foreign language in 2020, and kept supporting it in 2022.

I would like to express the biggest gratitude at UNIMINUTO for giving me the opportunity to find myself, not only as a professional, but as a human being who will make the difference that it is wanted to see in the world. Also, I want to give thanks to all of the teachers who were part of my personal growth, and those who projected a positive image about me for the future.

Finally, I want to give my biggest thanks to Ana María Bello and Jenniffer Campo, who are those women that always admired my change as a person since 2018-I (first semester). Today, we are the best friends who always support themselves, and make sure that they are going to impact society in an unforgettable way when finishing their bachelor's degree. Also, to Camilo López for being that third-older brother (good friend) who is always proud of the achievements that I obtain through my efforts.

Dedication

I dedicate this challenging project to my beloved parents and brothers who without their laughs, scolding, efforts, support and love; I could never have become the woman who I am today. I dedicate this work to all my family (from my mother) who are proud of my evolution since I had my second opportunity of life to make a difference; specially, my mother who is that woman who always tells me “*Go ahead because you can do it! But do not forget that you have rights and duties at home*”, and even though she scolds me, she always believes that I can be different to engage people with my life’ experience, optimism, and happiness. Also, thanks to Luis Alberto Ortiz Paloma for being that brother who supported me to keep studying, and helped me to motivate myself to deliver this wonderful project through sharing and playing video games.

- *Paola Ortiz Paloma*

Be the difference you can see in the world by keeping learning and keeping growing.



UNIMINUTO
Corporación Universitaria Minuto de Dios
Educación de calidad al alcance de todos

Approval Sheet

CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS - UNIMINUTO
FACULTAD DE EDUCACIÓN
PROGRAMAS DE PREGRADO

ACTA DE SUSTENTACIÓN

La examinada:

1. Paola Ortiz Paloma

Del programa: Licenciatura en Idioma Extranjero Inglés

Presentó sustentación del Proyecto de Grado titulado:

Transforming the traditional paradigm in teaching English as a foreign language at take a trip practicum, the necessity of innovating

Ante los jurados:

Blanca Lucía Cely Betancourt
Mabel Julia Díaz Franco

Obtuvieron el concepto:

APROBADO

REPROBADO

Observaciones _____

Para constancia se firma en Bogotá, D.C., el día 6 del mes de junio de 2022

FIRMA DE LOS JURADOS:

Mable Díaz Franco

Blanca Lucía Cely Betancourt

VoBo. _____

Content

Acknowledgment.....	3
Dedication.....	4
Approval Sheet	5
Abstract	13
Introduction	15
Chapter I: First Phase: SEEING.....	17
1. Contextualization	18
1.1 Macro context	19
1.2 Micro context	20
1.3 Description of the subjects	30
2. Thematic of the Professional Practicum	33
2.1. Pedagogical practicum description	37
2.2. Justification	37
2.3. Objectives	40
2.3.1. General Objective	40
2.3.2. Specific objectives	40
Chapter 2: Second Phase: JUDGING	41
2. Theoretical Framework	44

2.1. Theoretical framework and theoretical referents of the professional practicum systematization	44
2.1.1 Innovation in Education	45
2.1.2. Creativity in education.....	48
2.1.3. The social environment in education.....	50
2.1.4. Flipped learning in education	50
2.1.5. Gamification in education	51
2.1.6. English as a Medium of Instruction	52
2.1.7 Disruptive Pedagogies	53
2.2. Praxeology.....	53
2.3. Praxeology as a process	53
Chapter 3: Third Phase: ACTING	56
3. Methodological Framework	58
3.1. Steps to Carry Out the Systematization of Professional Training	59
3.1.1. Seeing	59
3.1.2. Judging	61
3.1.3. Acting	62
3.1.4. Creative return.	63
3.2. Instruments for data collection	65
3.2.1. Surveys.....	65

3.2.2. Questionnaires	66
3.2.3. Self-assessment	66
3.2.4. Focus group	66
3.2.5. Journals	67
3.2.6 Artifacts	67
3.3 Chronogram.....	68
3.3.1. Practitioner’s training	68
3.3.2. Offering the program to the educational community	68
3.3.3. Rethinking the traditional paradigm	69
3.3.4. Starting the process	69
3.3.5. Project development.	70
3.3.6. Project assessment	70
Chapter 4: Fourth Phase: CREATIVE RETURN	80
4. Systematization of the professional practicum	82
4.1.1 Surveys	82
4.1.2 Questionnaires	84
4.1.3 Self-assessment	85
4.1.4 Focus group	89
4.1.5 Journal	90
4.1.6 Artifacts	91

4.2. Findings	97
4.2.1 Unexpected results	97
4.2.2 Expected results	99
4.3. Developing and strengthening creativity	100
4.4. Strengthening autonomous work	102
4.5. Implementing EMI in the sessions.....	103
4.6. Implementing flipped learning in the classroom	103
4.7. Changing the traditional class	104
4.8 Strengthening motivation in the classroom	105
5. Evaluation of the systematization	105
5.1 Paola Ortiz Paloma – Author of this systematization	105
5.2 Flor Marina Manrique Sanchez - Professional Training tutor of TAKE A TRIP project	105
Appendixes	107
Annexes	123
References	126

FIGURES INDEX

Figure 1. TAKE A Trip Participants 2021.1 & 2021.2	23
Figure 2. Participants, from February to May in 2021	24
Figure 3. Participants, from August to November of 2021	25
Figure 4. Take a Trip Crew 2021.1	28
Figure 5. Take a Trip Crew 2021.2	29
Figure 6. AIESEC Under-graduate Programs	31
Figure 7. Participants' Programs from UNIMINUTO	32
Figure 8. Intergalactic syllabus	34
Figure 9. Intergalactic lesson plan objectives	35
Figure 10. Lesson plan fragment	36
Figure 11. The Innovation Engine	39
Figure 12. Judging phase	43
Figure 13. 15 Innovators of Dwyer	47
Figure 14. Stages of the praxeological approach	54
Figure 15. Acting phase	57
Figure 16. Take a trip announcement 2021.....	61
Figure 17. Activity to evaluate knowledge to the learners	71
Figure 18. Moments in history quiz: where in the world	73
Figure 19. Example of questions about “where in world’ quiz”.....	74
Figure 20. Reward to the participant	75
Figure 21. Reward to the participant	76
Figure 22. Certificate of recognition to a learner in Intergalactic from 2021.1	77
Figure 23. Certificate of recognition to a learner in Leaving the Planet from 2021.2	78
Figure 24. Recognition to take a trip 2021	79
Figure 25. Creative Return Phase	81
Figure 26. About the participants’ experience	85

Figure 27. Self-aware questions	87
Figure 28. Our improvements	88
Figure 29. Systematization author’s feedback from a participant	89
Figure 30. Journal reflection 2021.1	90
Figure 31. Example of an artifact to watch before the class.....	92
Figure 32. Innovative emails	93
Figure 33. Example of an artifact before one lesson	94
Figure 34. Example of an artifact before one lesson	95
Figure 35. Example of an artifact before one lesson	96
Figure 36. Brochure of invitation	99
Figure 37. Partnership with AIESEC in Cocle, Panama and Trujillo, Peru	100
Figure 38. Implementation of creativity in REMEMBER MY CHILDHOOD’ topic	101
Figure 39. Lesson Plan Activities	104

TABLE INDEX

Table 1. Average of participants in 2020.2	26
Table 2. Average of participants in 2021.1	26
Table 3. Average of participants in 2021.2	27
Table 4. Process of innovation	45
Table 5. Chronogram	68
Table 6. Experience' survey in TAKE A TRIP, 2021.2	83
Table 7. Participants' feedback to the practitioners	84
Table 8. Comments or feedback provided to the author of the systematization as practitioner	102

Abstract

Take a Trip to the English Universe is a project proposed by the Bachelor's Degree in Foreign Languages at faculty of education from Corporación Universitaria Minuto de Dios (UNIMINUTO) which is focused on providing a creative and innovative learning environment for teaching and learning processes of English as a foreign language to collaborators at UNIMINUTO; among them, it is possible to find professors in several areas as arts, physical education, Spanish, early childhood pedagogy, secretaries, students from postgraduate studies, and also students from several majors at universities who are Peruvian.

This systematization attempts to show in a qualitative way the impact that teachers who carry out creative processes with their students in virtual English classes can have by promoting the improvement of self-confidence, autonomy, active speaking and participation, teamwork, critical thinking and collaborative work. In addition, the methodology of this project had a transition from traditional active methodologies to the implementation of English as a Medium of Instruction (EMI), Flipped learning, gamification and the use of technology that have been the turning point in the practicum at the Bachelor, leading transformation processes in the university, not only at the local level, but also nationally, as it has been recognized by TESOL Colombia in 2021 (Figure 19), which highlights the effort of the Take a Trip project to innovate in the field of teaching foreign languages.

Key words: Innovation, creativity, foreign language, teachers, students, pedagogical background, improvement, effort.

Resumen

Take a Trip to the English Universe es un proyecto propuesto por la licenciatura en Lenguas Extranjeras en la Facultad de Educación de la Corporación Universitaria Minuto de Dios (UNIMINUTO), el cual está enfocado en proveer un ambiente de aprendizaje creativo e innovador en los procesos de enseñanza y aprendizaje del inglés como lengua extranjera a colaboradores de UNIMINUTO; entre ellos, es posible encontrar profesores en diversas áreas como artes, educación física, Español, pedagogía infantil, secretarías, estudiantes de posgrado y también estudiantes de diferentes programas de universidades Peruanas.

En esta sistematización se pretende mostrar de manera cualitativa el impacto que pueden llegar a tener maestros que llevan a cabo procesos creativos con sus estudiantes en clases virtuales de inglés, fomentando el fortalecimiento de la autoestima, autonomía, procesos de habla y participación activa, trabajo en equipo, pensamiento crítico y trabajo colaborativo. Además, la metodología de este proyecto tuvo una transición partiendo de metodologías activas tradicionales a la implementación del Inglés como Medio de Instrucción, sus siglas en inglés (EMI) English as Medium of Instruction, aprendizaje invertido, gamificación y el uso de tecnología que han sido el punto de inflexión en la práctica de la licenciatura, liderando procesos de transformación en la universidad, no sólo a nivel local, sino nacional como fue reconocido por TESOL Colombia en el año 2021 (Figura. 19), lo que destaca el esfuerzo del proyecto Take a Trip por innovar en el campo de enseñanza de lenguas extranjeras.

Palabras claves: Creativo, innovador, lengua extranjera, profesores, estudiantes, trasfondo pedagógico, mejora, esfuerzo.

Introduction

The systematization of *Take a Trip to the English Universe* aims to show the implementation of new alternatives in the teaching and learning processes at Corporación Universitaria Minuto de Dios (UNIMINUTO), a project of practicum which is carried out by practitioners of the bachelor's degree in Foreign Languages of the Faculty of Education from the second semester of 2020 and continues until today. The purpose of this work is focused on the description and analysis of the work implemented in the year 2021 specifically from February to May (first semester of the year) and August to November (second semester of the year), giving continuity to the first systematization of this practicum field by Mercado & Rodríguez (2021).

On the other hand, this work seeks to analyse new alternatives of teaching English as a foreign language highlighting the effort of teachers, students and practitioners that have been participating in the project *Take a Trip to the English Universe* during pandemic times, trying to continue improving their lives in personal and professional ways. The implementation of strategies and the necessity to generate a practicum field which permits the exploration of new ways with the freedom of implementing activities, materials and contents that follow the needs of the different groups and showing the abilities of practitioners as innovators in the educational field, permits this project approves the creativity as the main factor and the first characteristic that rises in this study to focus our attention and analysis, at the same time the idea of this project started focusing on how English teachers had the necessity of innovating in their lesson plans, materials and teaching methodologies. Their teaching process was adapted by linking new strategies such as innovation which according to Kogabayev & Maziliauskas (2017), consists of the generation of a new idea” (p. 5). This is a one-time fact that can be developed by decision-making processes. Also, creativity is applied in this project as a “production of a novel and

appropriate response, product, or solution to an open-ended task.” (Amabile, 2012, p. 3). Moreover, the implementation of English as Medium of Instruction (EMI) has allowed the practitioners to teach this language in a different way than the traditional one, flipped learning is aligned to the previous strategy because is “ a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.” (FLN, 2014, p. 1). Additionally, Technology has helped the practitioners that participate in this study, to modify their methods within the teaching context “understanding that a beginner will not be able to assume its meaning, because it is important to emphasise the practical context, and it can be transmitted through the experience.” (Juliao, 2011, p. 22). Applying and following the main method of UNIMINUTO, Praxeology. In this document it is possible to find four chapters that follow the four phases of praxeology. Chapter 1. The first Phase, seeing, in the Chapter 2. Second Phase, Judging; the Chapter 3. Third Phase, acting and the Chapter 4. Four Phase, creative return. In each of them it is possible to understand the steps of analysis and the findings of this systematization, what had been done and the new contributions of this systematized period of praxium.

Chapter I: First Phase: SEEING



According to Juliao (2011), this phase consists of an “*exploration and analysis* of the question *What is happening?*” (p. 36). This is a cognitive stage where the person who makes praxeology, recollects, analyses, and summarizes the information about their professional practicum; furthermore, this means that the researcher needs to comprehend their problem in front of it. The contextualization of this analysis is “...to resume the data which establishes a problem, just as is practiced, it can be improved. “The planned questions by the investigator are summarized as Who does what? Who does it for? Where? When? How? and Who do they do?” (Juliao, 2011, p. 36)

Moreover, Juliao (2011) affirms that the empirical or experimental phase is a thought and controlled praxis on its development, in which the person who makes praxeology is in the action, because they must comprehend “their elements, their rationality, their progress in time, and the efficacy in the function of the objectives” (Juliao, 2011, p. 36). It is important that the researcher who makes praxeology, interacts with other practitioners (even they) in order to compare their rationality. However, in an expressed, elaborated and reflected *praxis*, the professional will have information which will support their analysis process. For instance, it can be an elaborated discourse, assessment results, among others.

According to the previous statements, this chapter follows the route to understand the participants, the context, the tools, the elements and the situations that make up the universe of Take a Trip with the particular characteristics and changes that originated in the analysed period for this systematization (1st and 2nd semester of the year 2021).

1. Contextualization

This systematization seeks to lead processes of innovation and creativity in the practicum field at the bachelor's Degree in Foreign Languages at UNIMINUTO. Following the traced path of the previous systematization made by Mercado & Rodríguez (2021) which was the first exercise of systematization and analysis of the project Take a trip, which name was *Take a Trip to the English Planet*, it is pertinent to continue with the study of a practicum that permits to strengthen not only the knowledge in English as a foreign language, also the reflection about the best way to carry out processes of teaching and learning, specifically with adults in this case.

Having as a fact the success of this practicum modality at UNIMINUTO, this study aims to complement the findings of the previous systematization which was carried out in the second semester of 2020 but finished and presented in the year 2021 by the students Mary Mercado and Elias Rodríguez, who were practitioners of the first proposal of the project *Take a Trip To the English Planet*, but in this present study was added the component of innovation and creativity as focus for the analysis, taking into consideration that these elements shape the methodology carried out by the practitioners that lead the processes in this practicum in the year 2021; analysing, thinking, creating and implementing active and innovative sessions from the perspective of the necessity to change the traditional paradigm in teaching English as a foreign language.

In concordance with the previous ideas, it is necessary to clarify that in the year 2021 the project changed its name to *Take a Trip to The English Universe*, taking into consideration that it was created a new station in this version of the practicum, which is called *Intergalactic* (see Figure 8), this is based on a conversational campus in order to put into practice the speaking skill, and expand the perspective of the stations that were offered in the first version of *Take a Trip*. It was necessary to create this new level because in the first group of participants existed the interplanetary level which was the most advanced and last level, for the second version of *Take a Trip to the English Planet* didn't exist the class for the students that wanted to continue their studies, so in this systematization it was possible to identify that the tutor of the process understood the necessity to create a new space for these participants and decided to create the intergalactic level and at the same time it was considered necessary to change the name of the project too, being coherent with the syllabus proposed and the number of groups and levels offered. In concordance with those aspects described previously, the project changed the name to *Take a Trip To The English Universe*.

Finally, reinforcing the connection and in concordance with the previous studies about *Take a Trip*, it is relevant to address your reading to the first systematization made by Mercado and Rodriguez (2021) in order to understand the origin of the project and to have the possibility to identify the connection and interest in these both studies.

1.1 Macro context

Corporación Universitaria Minuto de Dios, UNIMINUTO was founded in 1988, which in 1990 was established by Pr. Rafael García Herreros, who constituted the institution in legal terms. It is located in a neighbourhood named Minuto de Dios in Bogotá, Colombia. Its founder decided this idea as a final project of his contribution to the community; it means, he started thinking about the impact that the graduated people

could provide their personal growth in the society which needs “competent, ethical, and socially responsible professionals.” (Mercado & Rodriguez, 2021, p. 19).

On the other hand, according to UNIMINUTO (2021), its mission is “to provide transforming experiences and innovation to the learning service at the comprehensive training through its qualification within educational actions, from a praxeological standpoint.” (p. 6). Principally, this University has been expanded around 42 cities in Colombia with the purpose to deliver a high-quality education to those people who do not have opportunities to join these kinds of institutions.

1.2 Micro context

Take a Trip to the English Universe is a strategy which was born from the necessity to generate an active practicum field at the bachelor's degree in Foreign Languages, giving the opportunity to practitioners, tutors, and collaborators at UNIMINUTO to re-think, analyse and propose alternative and disruptive ways to follow teach and learning English as a foreign language (see Figure 1). Firstly, it was possible to identify that kind of students at Take a Trip found a positive environment where it was clear the overcoming of necessities and the improvement of weaknesses through the development of activities which combine language, culture and a humanistic perspective of the educational process.

In this systematization it is important to mention that there were two previous systematizations at Corporación Universitaria Minuto de Dios. The first started in July, 2020, it was presented the first version of the *Take a Trip* project to the faculty of education from UNIMINUTO. This project is called *A disruptive proposal to teach English to adults using active pedagogies* by Mercado & Rodriguez (2021), as a requirement to opt for the Bachelor's degree certificate. The research was focused on applying: “(...) active and disruptive pedagogies based on gamification inspired by the concept of outer space,

English as a medium of instruction, flipped learning, and active learning.” (Mercado & Rodriguez, 2021, p. 11). The study was developed through the implementation of the Praxeological approach which is elaborated by four phases “Seeing, Judging, Acting, and Creative Return”.

The possible implementation of active pedagogies integration delivered several achievements which were expected by the practitioners. For instance, one of those completions was a boosting of motivation from the students when they desired “to express themselves in everyday situations considering a great diversity of topics, leaving aside their fear of speaking due to the inappropriate use of grammar rules, previous complexes developed in academic spaces, or even previous inconvenient experiences, among others.” (Mercado & Rodriguez, 2021)

In the same way, there exists another systematization done in the bachelor’s degree program, in the Faculty of Education from UNIMINUTO whose name is *CLAP* – (*Collaborative Learning Among Peers*) by Bonilla, Garcia, Gonzalez (2021). As it was mentioned in the previous study, this research is also a requirement to opt for the Bachelor’s degree certificate.

The investigation has developed the creation of new academic rooms where students from different majors such as early childhood education and English bachelors could “learn and share their knowledge with their peers.” (Bonilla, García & Gonzalez, 2021). Also, the application of conversational spaces was executed in a proposed chronological order for the students from the bachelor’s in early childhood “to develop activities that motivated them to learn English, improve their language skills, and the comfort to express themselves.” (Bonilla, García & Gonzalez, 2021).

Additionally, CLAP has been created taking into account theoretical constructs based on RPT (Reciprocal Peer Tutoring), EMI methodology, CLIL (Content Language Integrated

Learning) and Flipped learning (inverted classroom). One of their achievements was the study of the appropriate use of those methodologies in order to make a better connection between practitioners as teachers and students to encourage them to become good English users. Therefore, according to Bonilla, Garcia & Gonzalez (2021), CLAP's strategy had as objective the "promotion of the pedagogical approach RPT (reciprocal Peer Tutoring) through CLAP" (p. 29) by "creating academic spaces of teaching and learning where the students could achieve new knowledge among peers, using emerging methodologies." (p. 30), to guarantee a "generation of new learning context to format professionals applying emerging methodologies." (Bonilla, et. al, 2021, p. 29), and finally, to "contribute to format professionals from the faculty of education that would develop competencies from a foreign pedagogic. lessons, where students from different formation fields learn from each other." (Bonilla, et. al, 2021, p. 29).

Those two previous studies permit to see an initial perspective with our study, which identifies a reciprocal learning among the participants of Take a Trip 2021, the EMI implementation in the different sessions that has been designed, the use of flipped learning in the classroom, the application of alternative strategies in the teaching and learning processes and the promotion of interaction among practitioners, tutors and students.

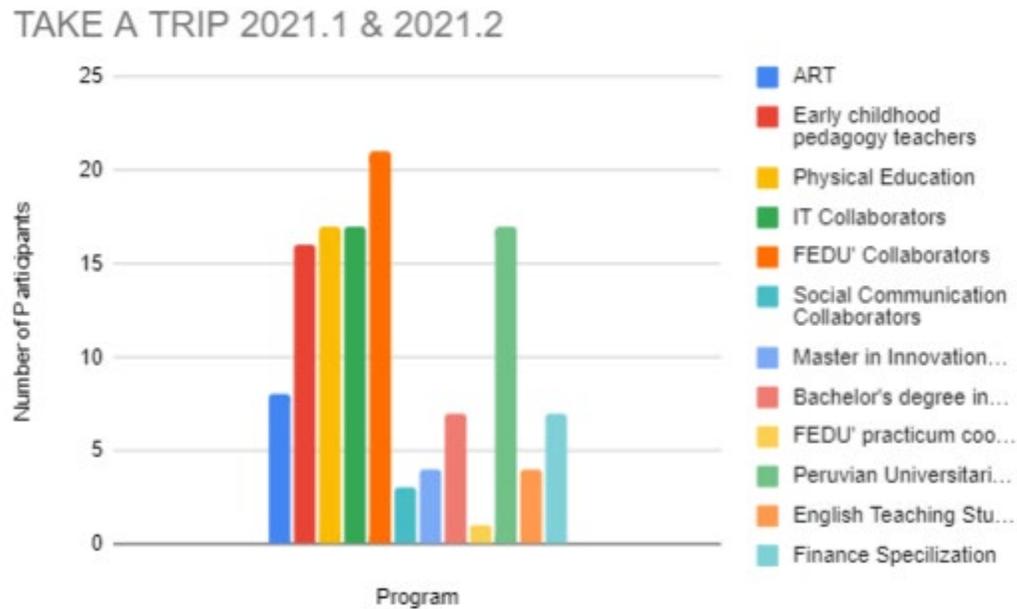
After setting the context in which this project was carried out, it is fundamental to describe the population immersed in this process in the year 2021. Compared to the participants in 2020, in the 2021, *Take a Trip to The English Universe* had participants from the faculty of education at Corporación Universitaria Minuto de Dios, among them it is possible to find deans, professors and directors, furthermore since the first semester of 2021 students from universities around Peru (see Figure 6) were invited to participate, thanks to professional networks in which practitioners at the program participate as

leaders, moreover students at postgraduate programs increase their participation taking into account institutional references.

As it was explained in the previous paragraph, the next Figure shows the participants:

Figure 1

TAKE A Trip Participants 2021.1 & 2021.2



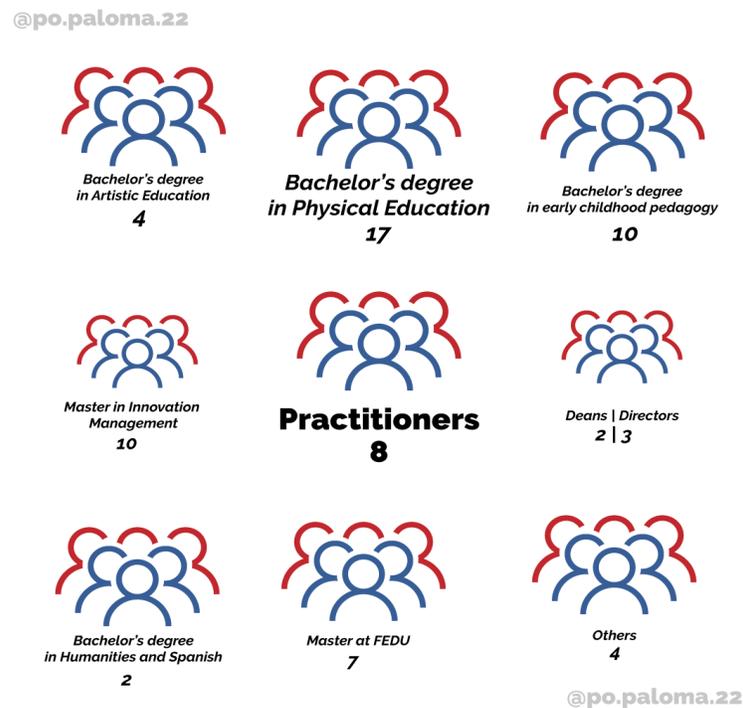
Note: The figure shows the *data taken and analysed from people who signed up to Take a Trip project 2021.1 & 2021.2, and the programs which they belong to.*

Reference source: Paola Ortiz Paloma

As the previous image shows, among participants we can find deans, directors, collaborators, professors, and students of specialization and different bachelors. Moreover, as it was mentioned, there were students from different careers at universities such as Universidad Nacional de Trujillo, Universidad Privada Antenor Orrego, Universidad Privada del Norte, and Universidad Cesar Vallejo in Peru, who were invited to take part in the project and lived a different learning process of English as a foreign language. In addition, Figure No. 2 shows the participants who took part in TAKE A TRIP from February to May in 2021, and the total number of practitioners who participated in teaching those people, as a complement of the previous graphic.

Figure 2

Participants, from February to May in 2021

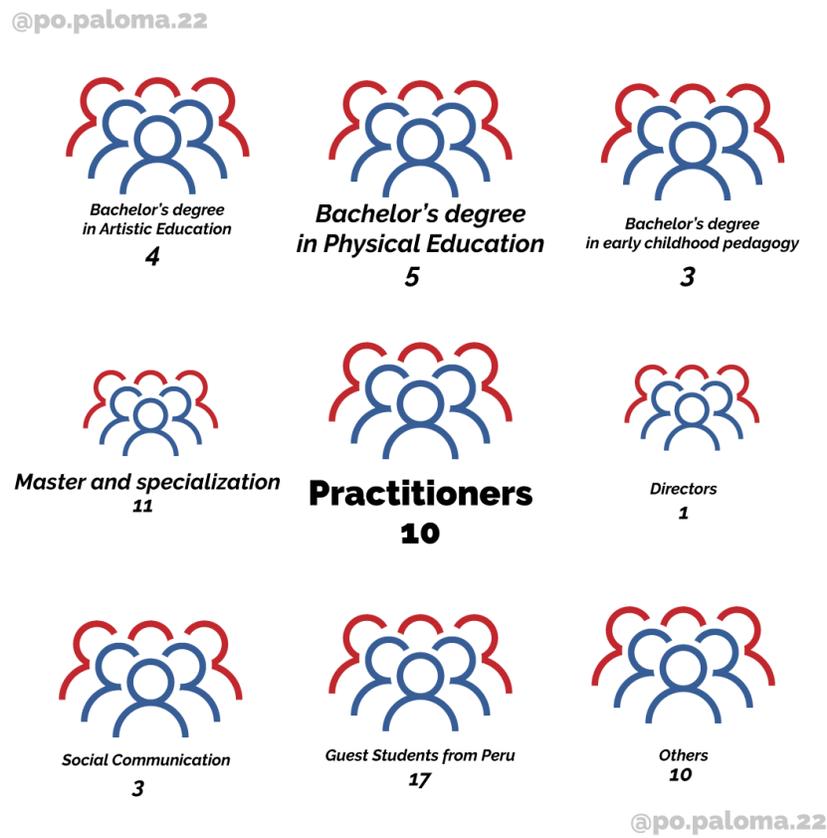


Note: The figure shows the number data of participants who belong to each program in 2021.1, and it was from Paola Ortiz Paloma.

Moreover, the next graphic shows a comparison in the number of practitioners and participants from the same programs, but the new reach was inviting students from Peru to be part of this project.

Figure 3

Participants, from August to November of 2021



Note: Note: The figure shows the number data of participants who belong to each program in 2021.2, and it was from Paola Ortiz Paloma.

To complement the previous information, the next formats (see table 1, table 2 and table 3) explain in terms of numbers an increment in the participants and practitioners in comparison to the year 2020 (The beginning of Take a Trip Project).

Table 1

Average of participants in 2020.2

Total number of practitioners from August to November in 2020	2
Participants who took part of the project in 2020	57
Bachelor Degree in Early childhood Education	16
Pedagogy Department	13
Bachelor Degree in Humanities and Spanish	7
Bachelor Degree in Artistic Education	2
Master Degree	2
Assistants	4
Dean	1

Reference source: Mercado & Rodriguez's design

Table 2

Average of participants in 2021.1

Total number of practitioners from February to May in 2021	8
Participants who took part of the project in 2021.1	59
Bachelor Degree in Artistic Education	4
Bachelor Degree in Physical Education	17
Bachelor Degree in Early childhood pedagogy	10
Master in Innovation Management	10
Deans & Directors	5
Bachelor Degree in Humanities and Spanish	2
FEDU' collaborators	7
Others	4

Reference source: Paola Ortiz Paloma' analysis

The table 1 & 2 show a comparison of the increment that there was within the course, because there were new participants of new programs.

Table 3

Average of participants in 2021.2

Total number of practitioners from August to November in 2021	10
Participants who took part of the project in 2021.2	54
Bachelor Degree in Artistic Education	4
Bachelor Degree in Physical Education	5
Bachelor Degree in Early childhood pedagogy	3
Master and specialization	11
Director (s)	1
Social Communication	3
Guest students from Peru	17
Others	10

Reference source: Paola Ortiz Paloma' analysis

To emphasize, according to table 3, it kept the programs in the course; however, there was an expansion outside Colombia, and it was Peru where teenagers participated in the project. Reference source: Paola Ortiz Paloma

Finally, there were 113 participants in all 2021, each one of them has the possibility to choose the level that they considered it was appropriate for them, they didn't present any exam to access the program, each one decided the best level according to the options they found in the call for participants at the beginning of each semester, after they started the classes if they realized that the level was appropriate for them, they could continue or they had the possibility to change a lower one or advance. Additionally, there was a new characteristic in the schedule, in the year 2020, there were classes from Monday to Friday, in the year 2021, the sessions were extended from Monday to Saturdays to offer facilities to

the participants, practitioners and students to organize their time in an easy way without any stress that could generate the work during the week, that aspect for many of them was a limitation to attend to the sessions but in this occasion the attendance was high on Saturdays and all the participants who started the program finished the complete course, without any case of desertion.

Thanks to the commitment of the practitioners, it was possible to keep the project as a practicum field for students with a high level of English at the Bachelor's degree in foreign languages at UNIMINUTO, these practitioners had been studying, preparing themselves with foreign Universities from the United Kingdom and United States. This aspect made them capable to deal with the profile of participants which had a high level of knowledge in several areas, also many of them have a deep experience in teaching processes at elementary, high school and professional programs. The next picture is the team of practitioners who were the captains in charge in Take a Trip to the English Universe, 2021.

Figure 4

Take a Trip Crew 2021.1



Note: This design was created by the advisor.

Figure 5

Take a Trip Crew 2021.2



Note: This design was created by the author of this systematization.

This project has followed four main stages to be carried out, the first stage is the selection of the practitioners, this process requires the study and the analysis of the students' profile at the bachelor's degree in foreign languages, normally the professors in charge of the coordination of the different levels of practicum in foreign languages at UNIMINUTO set the parameters and characteristics required for the profile of the future captains (practitioners who are in training process to be English teachers). After this stage the second step is to call the practitioners, explain them the project and ask them if they agree and accept the compromise of this practicum, also they are asked if they accept the challenge of teaching English taking into account not to follow the traditional method but implementing new methodologies, in which they are trained in order to acquire the correct skills for this practicum.

The third step is the period of training in which the practitioners receive the knowledge while the future participants are registering in the different level which are offered by the tutor in charge of Take a Trip, simultaneously the community getting the

information about the project while the practitioners receive individual or group training in EMI, gamification, flipped learning, lesson plan, material design and use of technological resources.

The four step is the design of the lesson plan and the material required to start the classes in the different levels, this year as a complement of the previous one, it was added new level called intergalactic, generating 5 levels in total, each one with its own program of 17 sessions applied during each semester. The program is suggested by the tutor, but the practitioners and students have the possibility to change some topic according to their interest. This is one characteristic which makes part of this project and has shown successful results because all the participants have voice and vote in the content that is worked.

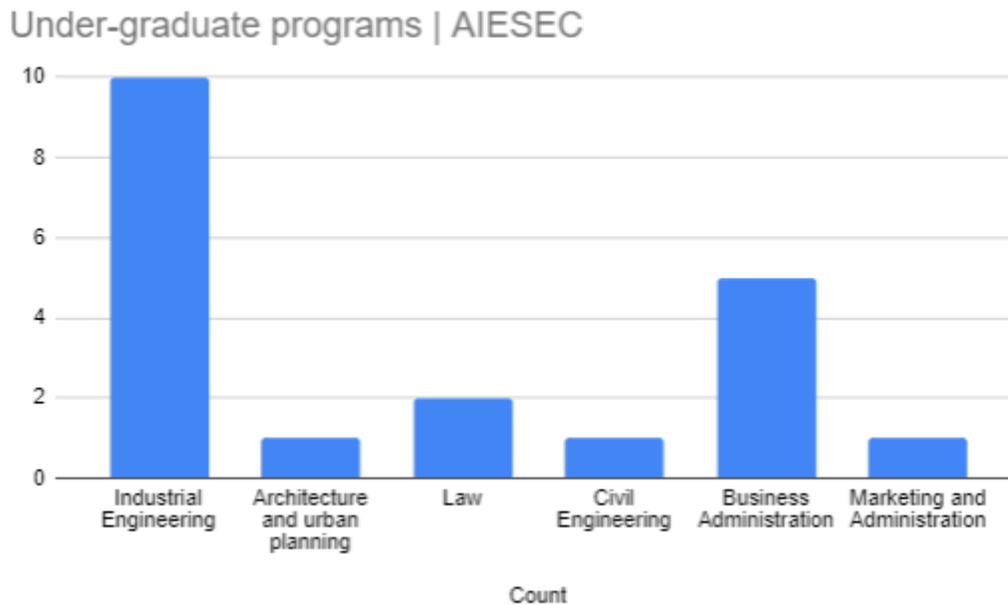
1.3 Description of the subjects

It is important to explain that the participants for this project during 2021.1 and 2021.2 were administrative, collaborators and professors from UNIMINUTO. Moreover, there was the opportunity to expand this project outside Colombia, by breaking boundaries and reaching AIESEC in Trujillo, Peru. Moreover, according to AIESEC (2022), this “is a non-governmental not-for-profit organization in consultative status with the United Nations Economic and Social Council (ECOSOC), affiliated with the UN DPI, member of ICMYO, and is recognized by UNESCO.” This NGO is by youth for youth in order to reach one cause, “peace and fulfilment of humankind’s potential.” (AIESEC, 2022). The process of contacting AIESEC in Trujillo was relevant because the author of this systematization took a role as Culture Manager from Colombia in virtual modality. She always talked about her experience with her professional training leader, in which it gave the opportunity to make a partnership with them. They decided to approach them in July, 2021, and as result of it, 17 Peruvian people signed up to the program. All of the members of UNIMINUTO as

AIESEC, were from 18 to 60 years old; also, the teenagers from AIESEC are people who are studying under-graduate programs such as the figure below.

Figure 6

AIESEC Under-Graduate Programs



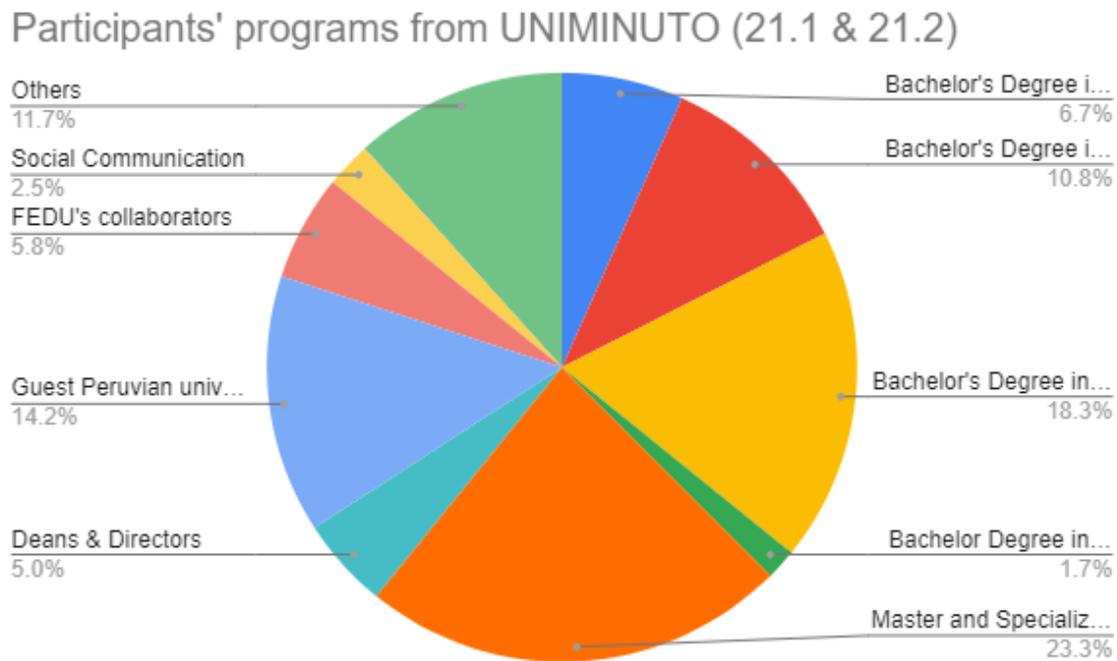
Note: The graphic shows the quantity of teenagers who signed up to Take a Trip project. They belong to the majors which are presented in the figure.

Reference source: Paola Ortiz Paloma

In addition, collaborators from UNIMINUTO and Peru (see figure 7) are those people who belong to different programs, and in the image below shows the quantity of participants in 2021.1 and 2021.2 in percentage, in order to get a different point of view between numbers (see figures 2 & 3) and average.

Figure 7

Participants' programs from UNIMINUTO



Note: The graphic shows the different programs in which the learners belong to by a presented average in percentage.

Reference source: Paola Ortiz Paloma

In this case, there were different personalities which had their own learning process, some of them were outgoing and introverted; that could be the principal challenge for our practitioners to innovate in their lessons in regards to motivating them to learn this foreign language. In the context of the experience of the UNIMINUTO' participants, some of them have travelled to English-speaking countries or taken English courses in order to have autonomous work and improve their skills. However, people who took "Take a Trip to the English Universe", mentioned that they only knew what they learnt at school or when they helped their children' homework. In any case this was a new opportunity to know a

different way of learning English, also in a positive environment where making mistakes is part of the natural process of acquisition and interiorization of a foreign language, also the use of the mother tongue is not forbidden, this is a fundamental characteristic which makes part of the project, the students can contrast the mother language with the target one to clarify ideas, vocabulary and other features that intervene inside the language classes.

2. Thematic of Pedagogical Practicum

Mainly, this project had its first version in 2020 in which consisted of an “... implementation under the concept of active learning as it involves activities and techniques focused on learners having an important role in the classroom...” (Mercado & Rodríguez, 2021, p. 23-24). Moreover, there was an evolution in this disruptive proposal in 2021 that expanded the opportunity to teach English to more people at UNIMINUTO, and teenagers from AIESEC in Trujillo, Peru; this faced the practitioners to innovate in their lesson plans every day. As a result, it was an excellent context to share and connect different points of view by putting English into practice through a complex and cognitive environment.

On the other hand, practitioners had to design two lesson plans per week, with the appropriate materials for the sessions, to carry out several discussions and exercises to promote the use of language (English) in a natural way. All teachers in training attend tutoring with a teacher advisor, who helps in the correction of the use of strategies to be worked.

The design of the lesson plan and the materials required a deep reflection about what topics were presented in the syllabus for each level, also the design of creative resources was based on the several needs of each group. The following picture is a syllabus that was generated in the year 2021 according to the need of adding a new level for the

most advanced students that started the process in 2020-2 in the interplanetary level and continued the process with the new one called Intergalactic.

Figure 8

Intergalactic syllabus



Schedule				
1 Let's Get to Know Someone	2 Pandemic	3 Movies	4 Culture	5 Books and Society
6 Technology and Video games	7 Surveillance Capitalism	8 strange Places	9 Gender roles	10 Important people
11 Beliefs	12 My plans	13 Pub Culture	14 University life	15 Festivals and celebrations
16 Superstitions	17 Closing session			

INTERGALACTIC LEVEL

Note: The figure shows the list of topics that were going to be implemented in this new level, because this is focused on the most advanced level, that is the conversational model.

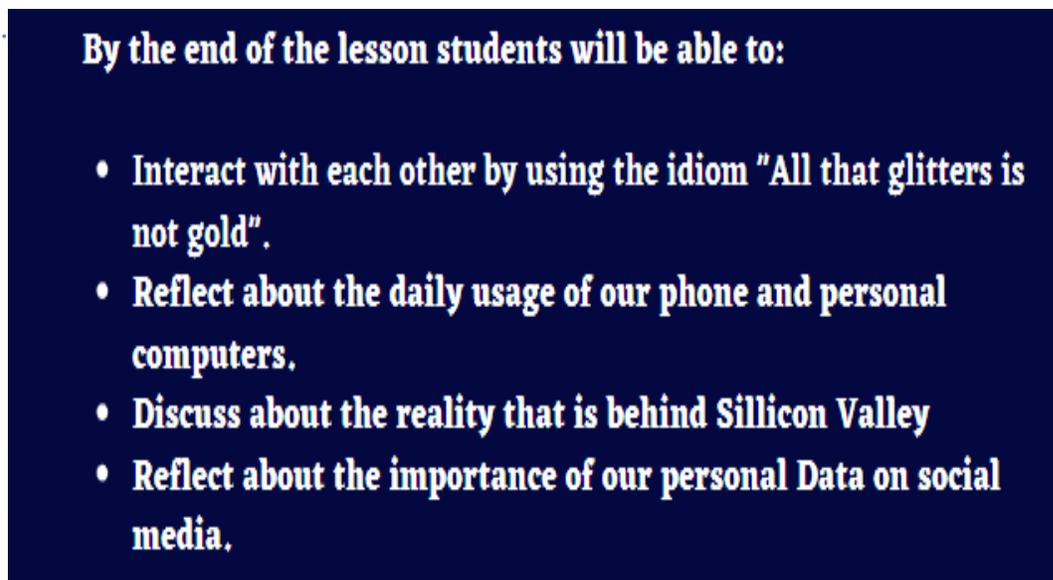
Reference source: Advisor' design

It is possible to realize that the topics in the different levels of take a trip are similar or the same in some cases (see appendix 1, 2, 3, 4 and 5) but the main point of difference is the level of difficulty that is worked with the participants, also the difference in the

application of the exercises, that most of the time are focused on practicing the speaking skill and the development of critical thinking as it is shown in the following picture from a lesson plan.

Figure 9.

Intergalactic lesson plan objectives



Note: The figure shows the objectives that the practitioner Steward Viáfara could wait for the learning process from his learners.

Taking into account not only the objectives of the class, also several activities and strategies are used to develop integral skills in English, as it is possible to evidence in the following lesson plan description (complete lesson plan in appendix section):

Figure 10

Lesson plan fragment

ALAC T I C

OPENING

- The teacher will start the session with "all that glitters is not gold" (tided to the topic of surveillance capitalism) idiom which will be used to have a small talk/warm up.

TEACHER DEVELOPMENT

The teacher will not focus on provide conscious knowledge but rather the topic will be based on an inductive approach by having a conversation with students.

The teacher will be a guider and a leader he will make be sure to have a successful participation of the students in the class.

I N T E R G A L A

Note: The figure shows a fragment of a lesson plan' model from the practitioner Steward

Viáfara

2.1. Pedagogical practicum description

This paper shows the systematization of how “*Take a Trip to the English Universe*” takes part of a creative and innovative teaching methodology in the pedagogical experience implemented during all 2021. The Bachelor’s degree has different practicum fields to support the students who are in the training process in order to apply their acquired, learned, and developed methodologies, didactics, strategies and techniques that would be part of their process to become a teacher in the future. One of those fields is “Take a trip” which is an English project that is taught to people who work at UNIMINUTO; it means, teaching to adults, some of them were practitioners’ professors.

2.2 Justification

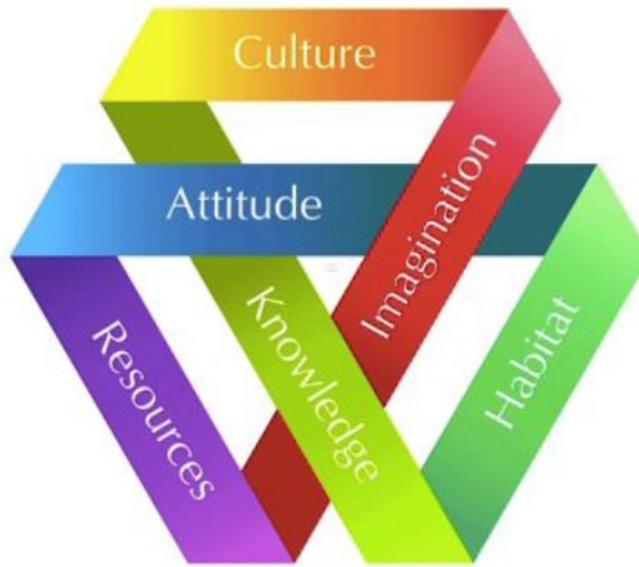
The systematization of the Take a Trip 2021.2 pretends to continue the previous systematization (Mercado & Rodríguez, 2021) highlighting the analysis about *how to change the traditional paradigm in teaching processes of English as a foreign language in adults, specifically in the practicum Take a Trip at UNIMINUTO, using as a tool of transformation the creativity*, and finding how the practitioners of bachelor’s degree have been transforming and innovating their practicum field, developing skills needed as teacher of the world today. The process of innovation has reached a positive impact, because this project began at the University with collaborators from there, but it was expanded to Peru, in which nowadays, some of the learners kept learning with us in 2022; this demonstrated that innovation and creativity delivered a different process to teach and learn English as a foreign language.

On the other hand, it is important to emphasize that there almost always exists the necessity to innovate in a globalized world where models can be copied, but it is difficult to propose new ones. Therefore, according to the University of Cambridge (2022), creativity is linked to innovation as a contention of “... the idea of output, of actually producing or

doing something differently, making something happen or implementing something new. Innovation almost always involves hard work; persistence and perseverance are necessary as many good ideas never get followed through and developed.” (p. 1). Likewise, it is breaking a paradigm at English Teaching Education. As it is defined by Robinson (2001), creativity is “imaginative processes with outcomes that are original and of value”, in this way the Take a Trip practicum intention is to change the used methodologies in the reality, because people do not have English competencies and need to develop them; it means, what it adjusts is how it is done. Also, motivating students to understand and use a foreign language without any fear and frustration, but one of the most important objective is to generate in teachers in training the ability to develop critical thinking, to transform the educational context through the use of new methodologies that leads the innovation and break the traditional paradigm focused on teaching grammar rules, which is not negative but can be a narrow perspective of teaching languages without taking into account the context of culture and the natural use of a language in the real life involving action in each exercise proposed every day in every lesson as it is proposed in the following diagram:

Figure 11

The innovation Engine



Reference Source: Ph. D. Tina Seelig (2012)

As it is explained in the book “A Crash Course in Creativity”, Ph. D, Tina Seelig (2012), the process of creativity involves 6 steps that in order but together trace the route to understand our reality, in this case it is possible to identify clearly, the necessity that we have as teachers to offer our students an open minded view of life, furthermore in our case, teaching languages requires not only the understanding of linguistic components, but also it is needed the understanding of a globalized and interconnected world, that asks every day for people with a global view, also with global skills that involve intercultural knowledge and empathy.

2.3. Objectives

The objectives of this systematization are defined in the following way:

2.3.1 General Objective

To systematize a successful experience in teaching practicum named Take a Trip to the English Universe corresponding to the period 2021-1 and 2021-2, taking as a basis of analysis the transformation of the traditional paradigm through innovative didactics implemented by the practitioners of the Bachelor's Degree in foreign Languages at UNIMINUTO.

2.3.2 Specific objectives.

***Identify** strategies applied by practitioners in the Take a Trip to the English Universe practicum and its effects in the teaching and learning process of English as a foreign language.*

***Analyse** the relevance of the strategies applied by practitioners in Take a Trip to The English Universe in their teaching process at EFL.*

***Describe** the evolution of the project Take a Trip to the English Universe in terms of transformation and innovation of methodologies for teaching English as a foreign language.*

Chapter II: Second Phase: JUDGING



One of the most meaningful capacities that have ever existed to innovate on new ideas is creativity. This word provides several connotations that are related to the background of knowledge and investigations which demonstrate that the human brain is capable of constructing unique insights, and it is the action which a teacher applies in their lesson plans; therefore, the implementation of it could transform the learning process of every learner in order to motivate them to learn as much as they want.

Innovation is a powerful term which can be implemented in several ways, but what does it mean? It is considered that human beings think differently, and have different creative processes. The key is in how we take advantage of our tools or talents. According to Kogabayev & Maziliauskas (2017), creativity is closely related to technology; it means innovation has been researched by scientists who emphasize that it can be applied in production, scientific discoveries, in projects and the creation of them. Some authors define innovation as a generation of a new idea and its implementation into a new project. That is why **TAKE A TRIP** was born, this project was designed with the necessity of innovating; it means to break and transform the traditional paradigm in English teaching.

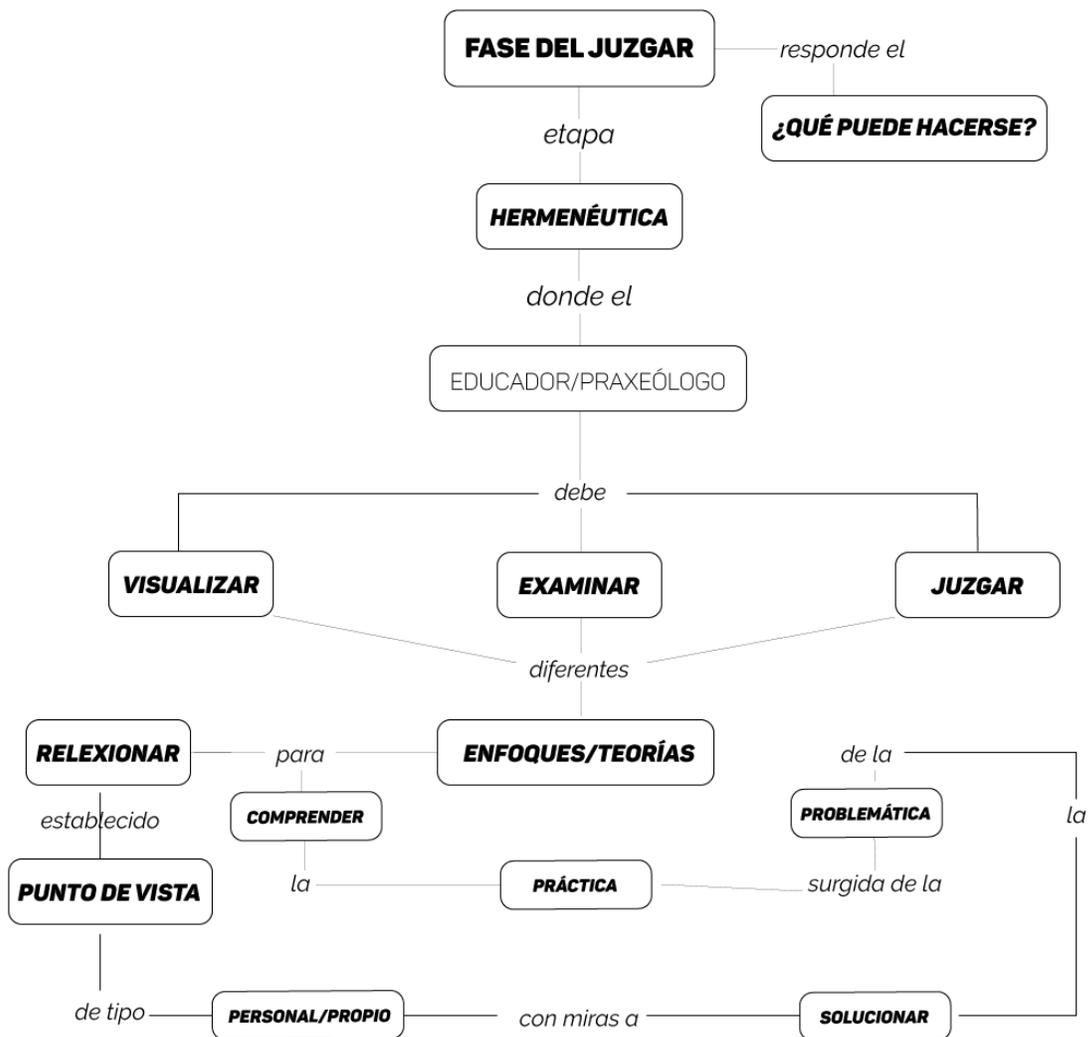
Firstly, there was a necessity to reflect and to understand much better how we as practitioners can teach an English topic without explaining the grammar rules, and thinking about this specific aspect it was possible to judge not just our practice as

“beginners” in the practicum field, also to analyse and reflect about experts, about what has been done and how has been done.

According to Juliao (2011), the action of a judge is related to the question “What can it be done? it means that “... the professional /the person who makes praxeology focuses on the practicum problem, visualizes and judges different theories in order to comprehend the practicum...” (Juliao, 2011, p. 38). Moreover, according to the author, this also allows the researcher to build their own point of view in front of the empathy’ development to participate in it. On the other hand, Juliao (2011) emphasizes that it is necessary to formalize some paradigms of the praxis such as educational action which has always been popularized and transferred everywhere. In addition to his theory, “... not a single action model is universal in which it cannot be answered to the variety and complexity of the educational situations...” (Juliao, 2011, p. 39)

Furthermore, the interpretation of the professional practicum is divided into four dimensional moments. The first one consists of making problematic the own observation, “... it is not conditioned the way of seeing, comprehending, and acting. “Making problematic” is an identification to the perception of the world, human beings, society, education, among others. The second one derives the doubt of the “reality which was formed at the moment of the observation.” (Juliao, 2011, p. 39). The third dimension “looks for formulating discourses (pedagogical, philosophical, sociological, among others) that will confirm the situation such as it was described in the problematization.” (Juliao, 2011, p. 39). The last but not the least, the fourth moment is a “sources return” that shows an analysis in front of a reformulation of the own problematization.

Figure 12
Judging phase



Note: This is the base of the praxeological model to the development of this systematization.

Reference source: Gráfico tomado de Ángel Silva Valencia, estudiante de la licenciatura en tecnología en sistemas de UNIMINUTO.

2. Theoretical framework

In this theoretical revision, it is taken into consideration different analyses within the systematization; therefore, it is possible to delve into the main concepts and constructs that are the cornerstone of this analysis, which seeks to understand the phenomenon of the practicum field with adults, where converges the knowledge, the experience, the skills, but also the weaknesses, the necessities and the challenges of the teaching and learning processes of English as foreign language.

2.1. Theoretical framework and theoretical referents of the systematization of professional practicum

According to Amabile (2012), to domain relevant skills refers to a combination of knowledge, expertise, technical skills, intelligence, and talent when a problem-solving person works. In fact, these components can be combined to create as many responses as possible, and express them in order to judge its viability. Moreover, there exists another definition to this concept that according to Baer (2016), to develop creative performance is developed by domain-general skills, which is shown an "... influence creativity on virtually any task one undertakes." This is a contribution to "(such as personality traits, thinking styles, or types of motivation)." The combination of these skills to creativity is a productive case in order to establish "creative outcomes" (Baer, 2016). It means, this kind of skills are required to select the practitioners in order to achieve positive goals at the end of the Take a Trip project; some requirements to impact this kind of strategies are:

- Innovation in Education
- Creativity in Education
- Social environment in Education

Moreover, in order to achieve the goals of the Take a Trip project, it was necessary to align the practitioner with different methodologies such as:

- Flipped Learning in ELT
- Gamification in Education
- English as Medium of Instruction in Education
 - Disruptive Pedagogies
 - Praxeology
 - Praxeology as a process

2.1.1. Innovation in Education

According to Kogabayev & Maziliauskas (2017), there are some definitions of the concept *innovation* but, in terms of education, it can be defined as a “generation of a new idea and its implementation into a new product, process or service, leading to the dynamic growth of the national economy and the increase of employment as well as to a creation of pure profit for the innovative business enterprise.” (p. 62). Moreover, there exists a methodology which can be a definition of this word as it is shown in the following table:

Table 4

Process of innovation

Innovation = Change + Process + Result

Reference source: Kogabayev & Maziliauskas (2017)

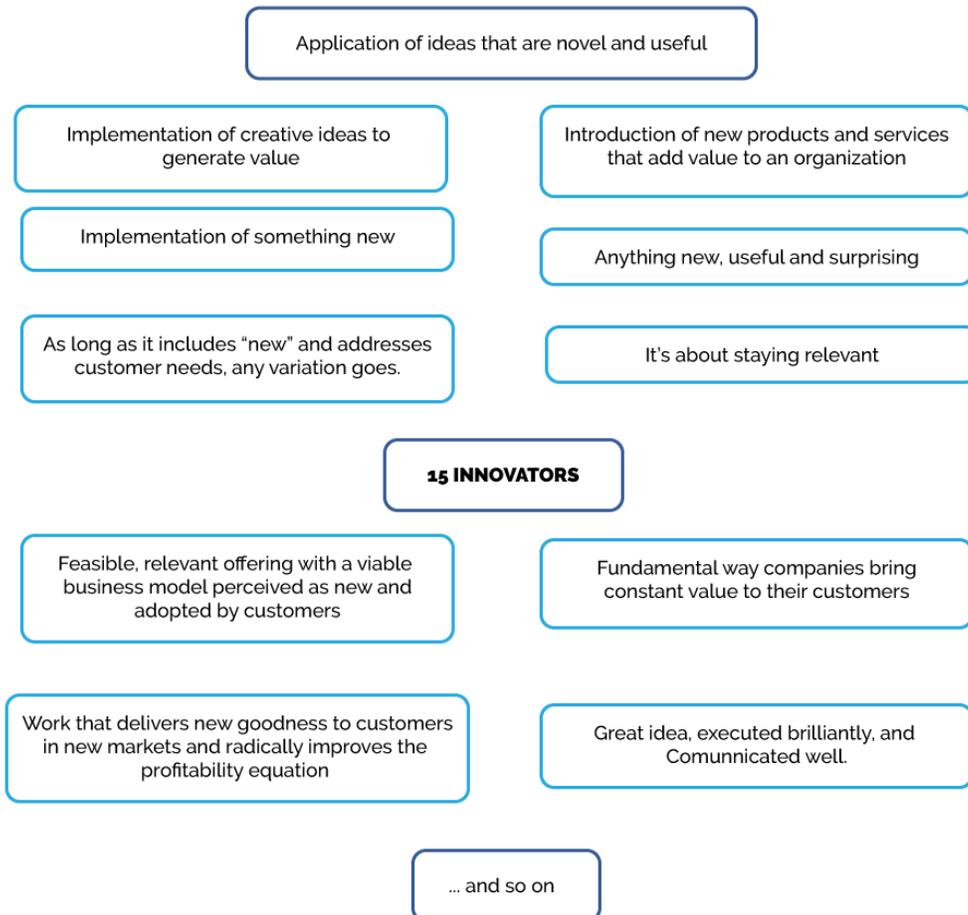
To continue with the explanation of the previous table, that is a cycle which is repeated each time it is used, but as Kogabayev & Maziliauskas (2017) affirms, “(...)

innovation in science does not exist.” (p. 62); it means, that is represented depending on the system that the human being creates new ideas by breaking old regulations, and results. Moreover, it could be considered that the Take a Trip project is difficult to innovate, because it is necessary to show and apply a change to establish a process, in order to have a result. Indeed, the use of this cycle in the pedagogical practicum was applied second by second, because there was the necessity to think about how to engage the learner with specific designs according to the lesson that had to be taught. On the other hand, according to Dwyer (2010), he summarizes the definition of innovation according to 15 innovators as it is shown in the following figure:

Figure 13

15 Innovators of Dwyer

@po.paloma.22



@po.paloma.22

Note: The graphic shows Dwyer's definition of how to innovate according to 15 innovators.

Reference source: Paola Ortiz Paloma

As it is presented in the Figure above, there exists 15 innovators which can be developed in any field; for this case, in the educational one, it is considered that there is always the necessity to innovate on how the professor is going to apply their classes. It is necessary to think about something relevant that connects the student to the learning process, because every human being as a learner has a different one.

2.1.2. Creativity in education

This construct represents several connotations within a general model which according to Amabile (2012), relates to the social and psychological components that are necessary for a human being to produce creative tasks. Therefore, “creativity is the production of a novel and appropriate response, product, or solution to an open-ended task.” (Amabile, 2012, p. 3). Moreover, there exists several components from this theory which will show how “creativity” can be developed by humanity, it means, the implementation of an intrinsically motivation.

According to Adair (2007), he establishes the next argument before giving the in-depth study of the importance of creative thinking today needs no emphasis. In your profession or sphere of work you will have a competitive advantage if you develop your ability to come up with new ideas. In your personal life, too, creative thinking can lead you into new paths of creative activity. “It can enrich your life – though not always in the way you expect.” (Adair, 2007, p. 1).

In addition, Adair (2007) explains that creation is in our minds when “ideas and feelings are combined in a concept of vision.” (p. 6). Also, “our creative imagination must

have something to work on. We do not form new ideas out of nothing.” (Adair, 2007, p. 6). Our task as creative thinkers is to link ideas or elements that already exist.

Indeed, Adair (2007) still continues explaining how we can become creative by providing some situations or examples of real life to apply in ours, such as “making a sketch of the invention, and then creating a model of it.” (p. 9). For instance, “... the natural model suggests is usually a principle that nature has evolved or employed to solve a particular problem or necessity in a given situation.” (p. 12)

The important thing is not to stop questioning’, said Einstein. ‘Curiosity has its own reason for existing. One cannot help but be in awe when one contemplates the mysteries of eternity, of life, of the marvellous structure of reality. It is enough if one tries merely to comprehend a little of this mystery every day. Never lose a holy curiosity. (Adair, 2007, p. 34)

Equally important, Adair (2007) makes a relevance in listening to ideas. Why? Because according to him, “poor listening ability is a common affliction, but creative thinkers do not suffer from it. Although we know very little about Falstaff’s creator, we can at least surmise with some confidence that he was a good listener.” (Adair, 2007, p. 45).

Likewise, Creativity in Education consists of that according to Collard and Looney (2014), it is defined as a “creative teaching focuses on finding new ways to ‘make learning visible’, promote inquiry, engage learners and nurture their own creativity and stretch their capacity to develop original and high-quality work. Assessment is integral to this process.” (p. 351-352). Now, in terms of evaluating our participants, the process of it was in the way they could motivate themselves to participate without getting worried if they committed any mistakes (see figures 18 & 19).

2.1.3 The social environment in Education

According to Amabile (2012), this shows a big job combination between extrinsic and intrinsic motivation as a quantity of factors which can be obstacles and stimulants in order to block creativity. "(...) Other factors can stimulate creativity, such as a sense of positive challenge in the work; work teams that are collaborative, diversely skilled, and idea-focused; freedom in carrying out the work; supervisors who encourage the development of new ideas; top management that supports innovation through a clearly articulated creativity-encouraging vision." (Amabile, 2012, p. 4).

Moreover, emphasising this term in Education, according to Patrick & Ryan (2003), this provides a "Positive educational environments are necessary to facilitate optimally adaptive student outcomes, including learning, motivation, school adjustment, and achievement (...)" (p. 3), in which, it is important to focus on how students can establish relationships with many peers. At the Take a Trip practicum, the learners had the possibility to interact with their classmates in order to have fun about the new topic during the class.

2.1.4 Flipped learning in ELT

According to Flipped learning network, FLN (2014) "Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. (FLN, 2014, p. 1)

Moreover, FLN also defines it as "school work at home and home work at school". This is a combination of flexible environment that allows different learning modes, learning culture that permits an exploring-topic section in order to create rich learning

opportunities, intentional content which professors are constantly thinking of “how they can apply Flipped Learning model to help students develop conceptual understanding” (FLN, 2014, p. 2), and professional educator that shows a demanding job on educators, because “ (...) During class time, they continually observe their students, providing them with feedback relevant in the moment, and assessing their work.” (FLN, 2014, p. 2)

Also, the implementation of Flipped Learning in ELT can be possible because...

A teacher will lecture their learners on a given topic, an English language teacher will provide learners with target language presented in a clear context, such as a text. So, it is this text which can be taken outside of the classroom, to be read at home and prepared in advance of class. Alternatively, a teacher in ELT might want to go down the path of creating videos with language explanations and examples, just like what Jonathan Bergmann and Aaron Sams originally did. (International House World Organisation, IHWO, 2022)

2.1.5. Gamification in Education

According to True Education Partnerships (TEP) (2011), “(...) gamification is the use of game-design elements and game principals in non-game contexts.”. Moreover, this term in education is increasing in educational settings, because it “makes the hard stuff more fun, helping to motivate students and make them more engaged with the subject matter.” (TEP, 2011). Also, TEP (2011) affirms, “the gamification theory in education is that learners learn best when they are also having fun. Not only this – they also learn best when they have goals, targets and achievements to reach for, of course in a way the learner still perceives as fun.”; it means, Gamification in Education, according to Hammer & Lee (2011), its implementation is because schools show a big issue in terms of keeping the motivation and engagement from the students, “ (...) Gamification, or the incorporation of

game elements into non-game settings, provides an opportunity to help schools solve these difficult problems (...)” (p. 1). At the Take a Trip practicum, it was important to provide some fun activities in order to motivate the learners, because some of them attended the lesson by thinking about the tasks or daily routine that they had to face in their life.

2.1.6. English as a Medium of Instruction in Education

According to Dearden (2014), EMI is the use of English to teach academic areas in countries where English is not their first language, and it is not spoken in that population. Also “(...) when favouring EMI, two frequent assumptions are that the students’ proficiency in English will improve as a result of EMI, and that the transition to normalizing it might be unproblematic.” (Dearden, 2014)

EMI is increasingly being used in universities, secondary schools and even primary schools. This phenomenon has very important implications for the education of young people. Yet little empirical research has been conducted into why and when EMI is being introduced and how it is delivered. We do not know enough in regards to the consequences of using English rather than the first language (L1) on teaching, learning, assessing, and teaching professional development. (Dearden, 2014).

Finally, according to Erasmus+ (2020), the implementation of EMI in the educational context is because “although certain pedagogics have been determined at the institutional level” (p. 10) that means to make personal choices in order to align the English level in the classroom. At the Take a Trip practicum, according to the syllabus of each level (launching station, leaving the planet, landing the moon, interplanetary life and intergalactic), there existed the same topics, but in different order, in which the captain had to adapt their English level according to the level.

2.1.7 Disruptive Pedagogies

According to Mills (1997), defines disruptive pedagogies in language instruction such as “teaching practices which disrupt marginalising processes by encouraging students to identify and to challenge the assumptions inherent in, and the effects created by, discourses constructing categories of dominance, and subservice within contemporary society.” (p. 39). This type of strategies can be promoted as a change “in the existing relations of power within schools that are no limited to classrooms, but appear throughout the routines of life of life within the institutions.” (Mills, 1997, p. 39).

2.2. Praxeology

According to Juliao (2011), he affirms that a true person who makes praxeology understands that a beginner will not be able to assume its meaning, because it is important to emphasize the practical context, and it can be transmitted through the experience. Moreover, based on its anthropological theory, humanity is a praxeological being, it means, acts, “who reflects about their acting, who looks for improving their actions, and being happy.” (Juliao, 2011, p. 22). This specifically consists of reaching the human’s life formula, and our nobility defines us as Juliao (2011) emphasizes, “we are co-creators of ourselves by reformulating what God projected for us.” (p. 23).

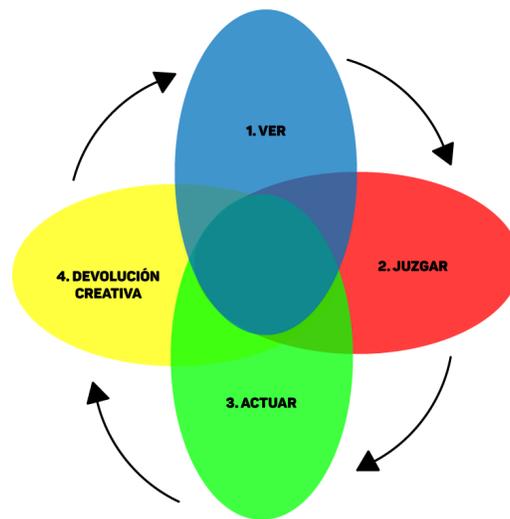
2.3. Praxeology as a process

According to Juliao (2011), *praxeology* and *praxis* do not belong to the same logic, but they are bounded in terms of that praxis “is the execution of coherence’ techniques with purposes” (Juliao, 2011, p. 35); therefore, the praxeology “is the structure of action’ knowledge” (Juliao, 2011, p. 35). The main objective of the development of the praxeology “is the elaboration, experimentation and validation of models of action” (Juliao, 2011, p.

35). These can be useful for the procedure of the praxis: “it allows to formalize, validate and plan what is made spontaneously, intuitively and empirically.” (Juliao, 2011, p. 35).

Figure 14

Stages of the praxeological approach



Note: Referencia tomada de Ángel Silva Valencia, estudiante de la licenciatura en tecnología en sistemas de UNIMINUTO.

This graph shows a praxeological approach, in which according to Juliao (2011), he affirms that “this is linked to the praxis, even though they do not obey the same logic.” (p. 35). The main objective of praxeology is the implementation of models of action in order to make them useful for the praxis. In the practicum field, each one of the steps are implemented in order to visualize the main objective to improve in the practicum, to

examine what kind of solutions can be applied, and finally, to judge for those issues that can be solved through approaches and methodologies.

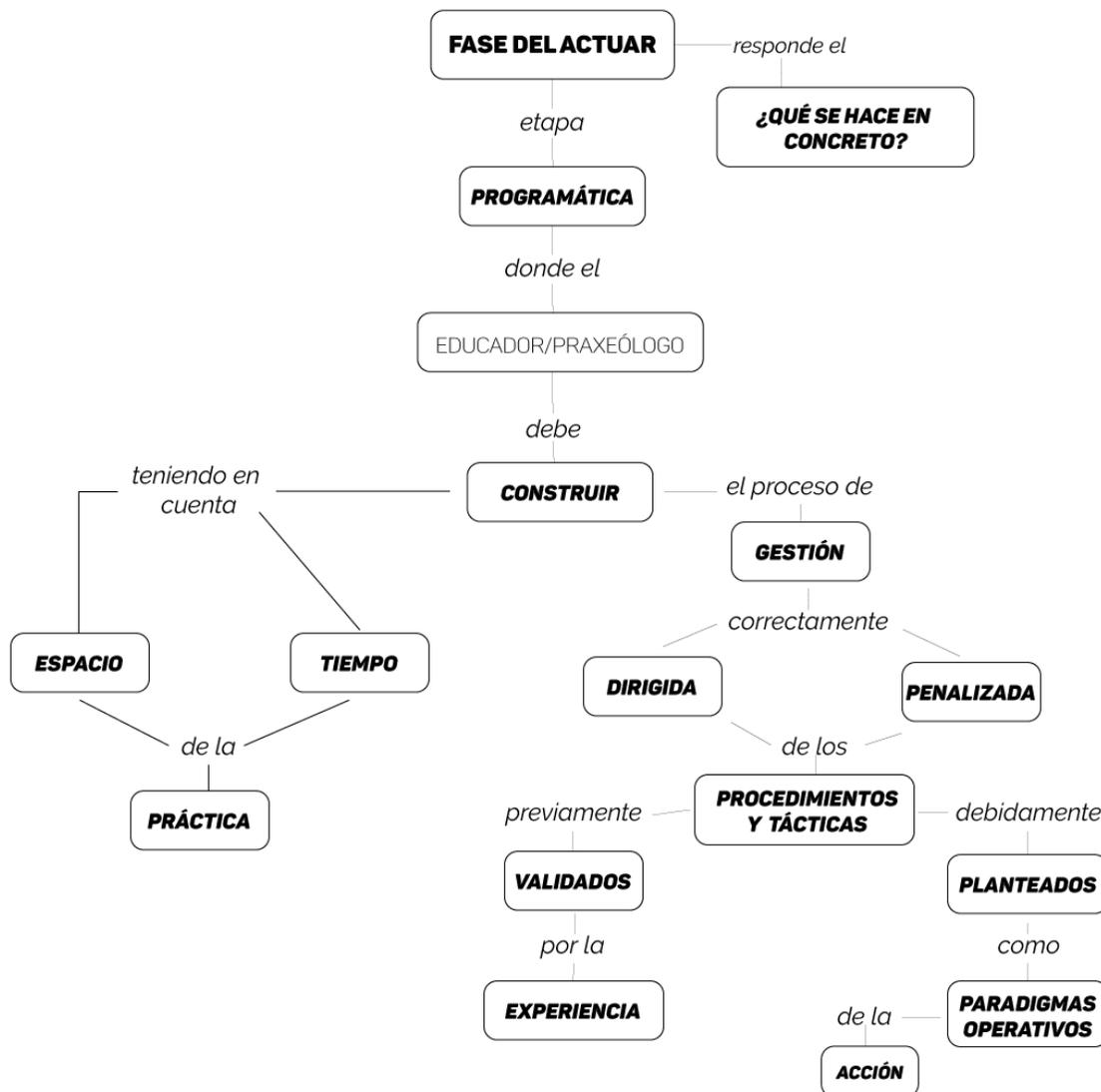
Chapter III: Third Phase: ACTING



According to Juliao (2011), this praxeological process answers the question “What can it do specifically?”. For this action, it is necessary that the professional/the person who makes praxeology builds, on the time and space, some procedures and techniques within the experience. Those need to be validated and planned as operational paradigms of the action. This is also a guide for the practicum as a journey from the experimental research to the practicum application. This process can develop a better knowledge of themselves, in terms of delivering strategies, techniques or policies to achieve an efficient and effective action.

Moreover, Juliao (2011) affirms that “the discovery of paradigms of the professional praxis is the central function of the researcher who makes praxeology in which the experience and experimentation, the analysis and interpretation are the requirements of it.” (p. 41); also, it means, this is “an operation of an action project that has general objectives such as efficiency (performance) and efficacy (results) to the service of a real transformation of the practicum.” (Juliao, 2011, p. 41)

Figure 15
Acting phase



Note: This is the base of the praxeological model to the development of this systematization.

Reference source: Gráfico tomado de Ángel Silva Valencia, estudiante de la licenciatura en tecnología en sistemas de UNIMINUTO.

3. Methodological framework

According to Burns (2015), Action Research (AR) is linguistic studies based on an empirical approach in order to “... help practitioners in their personal, professional growth through reflective practice and local practical inquiry” (p. 2). Moreover, the author emphasizes that this methodology “investigates a given social situation and promotes democratic change and collaborative participation. Participatory action research (PAR), critical action research (CAR), action learning, participant inquiry, practitioner inquiry and cooperative inquiry are all terms broadly underpinned by the assumptions and approaches embodied in AR.” (p. 2)

In addition, AR is based on the “dynamic movement, flexibility, interchangeability and reiteration. Broad research phases are, however, discernible.” (p. 3). For instance, it is important to focus on how the researcher needs to apply this methodology in their experience is to “... plan, act, observe and reflect ‘more carefully, more systematically and more rigorously than one usually does in everyday life; and to use the relationships between these moments in the process as a source of both improvement and knowledge.” (p. 4)

This study is a qualitative research which pretends to describe and analyse situations that are not measurable in numbers, but it is oriented to show in the most literally way the facts that were presented in the practicum field Take a Trip to the English Universe during the year 2021, following and continuing with a previous systematization worked on the year 2020. Documenting not only situations but also findings during the process studied.

3.1. Steps to Carry Out the Systematization of a Professional Training

At the beginning of this study, it was important to continue with the plan traced from 2020 version in regards to guide the systematization, an action plan was established in order to focus on what the practitioners need to stop, start and continue in the new version of the project named “Take a trip to the English Universe”; therefore, it was involved the four stages of the praxeological approach from Juliao (2011): Seeing, Judging, Acting, and Creative Return. In addition, the first phase “Seeing” allowed the action of synthesizing the first version of the project, and likewise, to collect data of the main problems in the practice. In the phase of “Judging”, it is important to build a solution in order to help the problems which were unexpected by implementing critical perspectives, and applying some theories or studies in terms of breaking paradigms. Now, the phase “acting” is the implementation of what was planned into actions in order to solve the paradigms by being supported with strategies, didactics, and techniques. Last but not least, the fourth phase “creative return” is the participation of learners, practitioners, and tutors giving a space in which all of them could have an experience sharing space.

3.1.1 Seeing

Regarding to the first phase of the praxeological approach, in the first version of the Take a Trip course was established and defined as a disruptive proposal in order to teach English to adults using active pedagogies, described by Mercado & Rodriguez in 2020 in their systematization, it was possible know the population that was involved in the project in its first version work at UNIMINUTO such as Deans, Directors, Collaborators, professors from FEDU (Faculty of Education, in Spanish Facultad de educación) and students from different post. Graduate programs. However, the COVID-19 situation allowed the course through online sessions. Likewise, taking advantage of this

technological evolution, the Take a Trip project evolved in a new version which was expanded to other countries such as Peru in the year 2021. This partnership delivered a big challenge to the teachers in the training process by motivating them to innovate in their lesson plans to show and apply their knowledge abroad. In this phase, practitioners were trained in the exercise of teaching, under the instruction of a tutor who showed them how to design their own materials, how to design the lesson plan and finally how to carry out a class using a creative methodology based on EMI, Flipped Learning, Gamification and the use of technology, this exercise last about a month, meanwhile it was carried out the announcement to conform the groups of participants as students for each level as it is shown in the following figure. This can be applied by the combination of creativity and innovation in order to show a different methodology in the *Intergalactic* station and the guests from Peru.

Figure 16

Take a trip announcement 2021

PLAN YOUR NEXT TRIP

TAKE A TRIP TO THE ENGLISH UNIVERSE

1 LEVEL 1. LAUNCHING STATION

Just be ready with your luggage and pack the basic staff!

Si sientes que eres como el aspirante a astronauta que desea conocer más antes de aventurarte a un viaje espacial, este nivel es para ti.

Opción 1: Martes y Jueves de 8:30 a.m. a 9:30 a.m.
Opción 2: Sábados de 10:00 am a 11:00 am
Opción 3: Tutorías take a trip Sábados de 12a a 1:00 pm.

2 LEVEL 2. LEAVING THE PLANET

After packing, you are ready to start your trip!

Si sientes que eres el astronauta que conoce la mayoría de los botones y herramientas de la nave espacial y puedes servir de copiloto, este nivel es para ti.

Opción 1: Martes y Jueves de 5:00 am. A 7:00 pm.
Opción 2: Sábados de 2:00 a 4:00 pm
Opción 3: Sábado de 4:00 p.m. a 6:00 pm.

3 LEVEL 3. LANDING THE MOON

4 LEVEL 4. INTERPLANETARY

Note: The figure shows the general information about what is Take a Trip in the Bachelor's Degree in Foreign Languages

3.1.2 Judging

To continue, the second stage helped us to identify what kind of expected things could continue in the project; it means, it was a good idea for the lead teachers to select

engaged students of the Bachelor's degree in English Teaching Program in order to allow them to developed their autonomy at the practicum by teaching adults.

In addition, it was decided to continue the implementation of English as Medium of Instruction (EMI), because it allows the learners to have self-confidence, and express what they know in the sharing space of general topics. Moreover, this evolution of the project "Take a Trip to the English Universe" delivered good results, because it developed the innovation to the lesson plans, and classroom. Furthermore, the application of Flipped Learning and Gamification shows a relevant difference at English education than the traditional one. As it was possible to evidence in the final self-evaluation applied at the end of the process, in which it was possible to identify the satisfaction of practitioners and students as it is possible to observe in annex 3.

3.1.3 Acting

In the third phase, there were necessities in which the project could be developed and focused; it means, talking about schedule flexibility in giving the possibility to the students to choose their availability to attend their lessons. Some of them continued in the same level in which the evolution of didactics was challenging, but creative to the pre-service teachers in the training process. One of the important steps was that the project was shared to people from UNIMINUTO. However, there was a partnership between UNIMINUTO and AIESEC in Trujillo, Peru in order to help the young leaders to learn, and/or improve their English skills. This second version was coordinated by the project's leader Flor Manrique by the permission of the program's director and the coordinator of the practicum of the faculty of education.

Following the needs of students, the second term of the year , a new project was added to Take a Trip, created and carried out by students from the hotbed INSPIRE, 8

students that were studying in Take a Trip, started a new process called *Your Skills Matter*, a special project in which all the participants had the possibility to reflect about their mental health, practitioners at this hotbed work every day for helping students improve their English level but working exercises of meditation and Yoga at the beginning of the lesson, the result of this first implementation was positive and it became in the main project of the hotbed INSPIRE, leads by the students Felipe Reyes and Angela Quiroga with the advisor Flor Manrique. In this project it was possible to identify that 8 students as participants of Take a Trip did not have difficulties specifically in learning English, their main difficulty was low self-confidence, nerves and insecurities at the moment of produce their oral speech in a group or in front of a person with more experience or knowledge, it is possible to analyse this aspect in the exercises and classes implemented, with the result and improvement in the classes through the semester (see appendix and annex section). Nowadays this project is in process and students at hotbed INSPIRE are working every day to understand the phenomena of emotionality and its relationship with learning processes. It is important to clarify that in this systematization is possible to read in a deeper way in the annexes section the details of this research project, but *Your Skills Matter* is not specifically main part of Take a Trip but its participation is relevant because it is establishing a turning point in the analysis of the incorporation of new methodologies of the strategies that could be applied in the future to give emotional support to those students who feel anxiety, stress, low self-esteem and other factors that block the performance of students in their classes and their learning process.

3.1.4 Creative return

It is important to emphasize that the impact that the project had during the year 2021 was unexpected in terms of positive impacts on the learners; it means, they were grateful with our English Teaching process by delivering a good version within this,

specifically because some of the learners such as from AIESEC and UNIMINUTO wished to continue in 2022. No matter if a teacher has a good lesson plan, but if they started a lesson with a bad mood, the class will not be meaningful for the learners, because according to Briggs (2015), she affirms that “one of the simplest and most effective ways to prevent boredom is to have fun yourself. If you are having a good time, chances are your students are too.”. That’s an issue that all of us improved for the next lesson in order to recover the motivation and interests of them. A second important impact to mention is that there was a special presentation of the course at “Cuarto Encuentro Nacional y Primero Internacional de semilleros de investigación in 2021.2” to show how Take a Trip to the English Universe had been evolving daily and the importance of this project for the bachelor’s degree as a promoter of new and meaningful experiences in the English classroom.

Moreover, tutors and teachers in training process had the opportunity to socialize the conclusions of the project and how it could improve in 2022, because, the project is still working by remote modality with more than 100 participants (between UNIMINUTO and AIESEC in Trujillo, Peru), according to the current data files of the bachelor’s Degree in Foreign Languages and the new partnership with AIESEC in Cocle, Panama, it means, the impact to Peruvian teenagers at the non-governmental organization (NGO) gave the opportunity to offer this project to volunteers of AIESEC in other country such as Panama. The recommendations that tutor of the project suggested were for the pre-service teachers to understand the purpose of why they were chosen for this project, this in terms of a reflection of what they need to *stop*, *start* and *continue*. This project is established in order to motivate pre-service teachers that there’s no obstacle for teaching English in a different way from the traditional paradigm, applying new pedagogies that permit to live the language normalizing the error, reducing stress, improving the self-esteem of the students,

interacting among different countries and cultures and expanding the global vision of the use of a foreign language.

It is remarkable to recognize the high level of proficiency of the practitioners, also the high level of commitment and responsibility that they need to have to carry out Take Trip classes, it is important and positive to highlight that these practitioners had the possibility to study with the university of York, receiving intercultural classes in English with intercultural groups of students from China, Japan, Russia, United States, Mexico, France, Italy and United Kingdom, thanks to the connections established by the Bachelor's and the University of York, also the 50% of the students had the possibility to study a special course certificated by the University of Missouri in didactics and human processes in teaching English in the year 2021 as it is shown in the main official documents of the bachelor's degree in foreign languages at UNIMINUTO.

3.2 Instruments for data collection

By the same token, to collect an indicate information about the project, it would be necessary to apply several tools of data collection in order to have an efficient, well-organized and processes; therefore, it was established to implement instruments such as surveys, questionnaires, self-assessments, focus groups, journals and artifacts.

3.2.1 Surveys

According to Boussalis (2012), he explains that the main point of “a **survey** is to produce accurate information that reflects the views and experiences of a given population.” (p. 2). In the case of the TAKE *A TRIP* project, we provided several surveys in order to collect personal information of collaborators and teenagers who were interested in participating in the course during the year 2021. Moreover, practitioners also applied

more surveys to receive the qualification (see Figure 28) of how they were developing the sessions to know what they needed to stop, start and continue in the next lessons.

3.2.2 Questionnaires

According to Aryal (2019), he establishes this definition as “an instrument for research, which consists of a list of questions, along with the choice of answers, printed or typed in a sequence on a form used for acquiring specific information from the respondents.”; therefore, in the case of practitioners, we provided some kind of questionnaires by using web pages such as Kahoot, Trivias, Quizziz, among others, in order to interact with the learners of how much they knew about the general culture of the topics we taught. At the end of completing the questionnaires, we had the opportunity of knowing the final results, and then to focus on specific points of those topics.

3.2.3 Self – assessment

According to Boud (1995), he affirms that Self-assessment requires students to reflect on their own work and judge how well they have performed in relation to the assessment criteria. The focus is not necessarily on having students generate their own grades, but rather providing opportunities for them to be able to identify what constitutes a good (or poor!) Piece of work. (Boud, 1995) In fact, in our project, we as teachers provided the opportunity to the learners to reflect on what they learned new information, vocabulary, pronunciation, among others. This kind of method helped us to improve our teaching process in the next lessons.

3.2.4 Focus group

According to Bloor, Frankland, Thomas & Robson (2001), “focus groups can be used for more than, say, the generation of information on collective views on what is the optimum size gap between the top of the soap powder packet and the level of soap powder inside, or on whether or not groups react...” (p. 4). However, in the Take a Trip project, this

instrument is applied in order to know the opinion and behaviour that the learners had to offer in the sessions. Sometimes, teachers received several pieces of advice from them to teach new topics according to their likes and dislikes for interacting with their peers.

3.2.5 Journals

According to Annink (2016), she establishes journals as an importance of reflection that “emphasizes an awareness of the researcher’s own presence in the research process, with the aim of improving the quality of the research.”. For this project, some of the practitioners made part of the *INSPIRE* seedbed, led by the leader of the *TAKE A TRIP* project, this means, they had the opportunity of researching some pedagogical and learning issues from the learners. Therefore, they had to investigate a lot in order to deliver how those kinds of issues could be solved by contributing several strategies and/or tips in place of practicum. For instance, it is necessary to take into consideration that at the end of every project that is established, it is important to have a reflection on how it can improve later; likewise, in the practicum there exists a journal in which it is mandatory to reflect with our tutors what it was implemented in each lesson, in order to acquire experience to deliver a better lesson in the next one. The example of the journal can be found in the “journal annex’ section” (see the annex 2)

3.2.6 Artifacts

According to Carter & Levin (2002), in higher education the main teaching methodology that is being implemented is teacher-centred, but it is important to change that mindset in the nature of practice toward active, student-centred classrooms. For this case, the tools which are used in education practice are also changing; yet, the influx of electronic technology has not managed to replace other traditional tools so much as add to an ever-growing arsenal of teaching and learning artifacts -- including blackboards and whiteboards, overhead projectors, classroom furniture, audio and

video, and a whole host of other classroom artifacts we often take for granted. (Carter & Levin, 2002)

In addition, this term according to Carter & Levin (2002), “refers to a human-made, designed object of cultural significance, which, upon investigation, can provide insight into the nature of practice or meaning-making for a group of people.”

3.3. Chronogram

In this section, it was important to emphasize that the leader of the TAKE A TRIP decided to modify it as an innovative project for 2021.1 and 2021.2 in the following steps.

Table 5

Chronogram

<p>3.3.1 Practitioner’s training</p>	<p>At the beginning of February, 2021, the chosen practitioners (author included) had between 2 and 3 training sessions in order to help them to understand the teaching methodology of how they were going to develop their lesson plans. In July, 2021, the same practitioners and the new ones started receiving the same training process, and included the information of Peruvians guests. In this case, it was necessary to establish a creative and innovative strategy to implement the EMI methodology and approaches used.</p>
<p>3.3.2 Offering the program to the educational community</p>	<p>As it is mentioned, the project is offered to UNIMINUTO’s community such as collaborators, teachers, deans, directors, FEDU’ master students, and moreover pre-graduate students of AIESEC in Trujillo, Peru. In the first step, the tutor and practitioners of the project sent several emails to those people who belong to the</p>

	<p>University population, and the second one, the author of this systematization, who was working in her practicum, approached with a meeting between the director of the program, coordinator of the practicum and the leader of the project and the Local Committee President, and Talent Management Vice-president in order to provide a partnership of teaching them in 2021.2.</p>
<p>3.3.3 Rethinking the traditional paradigm</p>	<p>In terms of rethinking, there were some unexpected results in the first version (2020) which allowed the author of this systematization to think about how they can change the traditional paradigm; it means, the first version was an implementation of active pedagogies without realizing that the practitioners were applying EMI in their lessons, which is not a methodology specifically for teaching English, but the innovative component of this period of this project is the adaptation of this methodology inside the English lessons in each session at the Take a Trip project, adapting its theoretical constructors in the practicum field in each lesson.</p>
<p>3.3.4 Starting the process</p>	<p>By rethinking how the project could evolve, the practitioners received their training process to develop an appropriate practicum process; indeed, their commitment to face the teaching' world was a motivation for them to make a difference within it. Their training process was taught in the way which allowed the practitioners to teach through EMI by providing a qualitative evaluation in order for the participants to get free in practising this foreign language without any negative judging, but positive feedback for them to improve. Normalizing making mistakes, error corrections, mispronunciation,</p>

	<p>insecurities, low self-esteem, fear to participate and other aspects that don't permit those students to feel comfortable and learn in a free way without the fear of being corrected. The evaluation proposed was totally qualitative and offered class by class.</p>
<p>3.3.5 Project development</p>	<p>This practicum experience was performed in the first and second semester from 2021. It means that the first one was from February to May, and the second one was from August to November. Every practitioner was assigned to give two synchronic sessions on the week (each one should develop in one hour and half. Moreover, in 2021.2, there were sessions on Saturdays in order to adapt the time's flexibility of the participants. The schedule of English sessions station by station (from launching station to Intergalactic) was in the morning, and afternoon on week. Saturdays were just offered in the afternoon according to facilities of schedule for practitioners and students.</p> <p>In addition, it was important that in every session the creative and innovative lessons were created by the practitioners. In these versions the EMI was applied in order to help the participants to talk about general topics by helping them to improve their English communicative skills (see Appendixes 1 to 5 of syllabus for each level).</p>
<p>3.3.6 Project assessment</p>	<p>To continue, it was not necessary to implement a qualitative evaluation to the participants, to know if they knew the topic or not. Our assessment was different in the aspect of recognizing the improvement of the learner by giving them a visual aid as an item to</p>

motivate them that they are learning in a wonderful way. According to the level that the participant was performing, they received a specific surprise in every lesson (see figure 20 & 21).

According to the station, the evaluation was based on its proper theme, for example, some students received a reward for a complete task, in which this kind of recognition delivered an empowering result to the participants in order for the make sure that they were improving their English skills, and this motivated them to participate a lot in the next lessons. Other practitioners give a part of a spaceship in each class to complete a full rocket for example at the end of the semester, and so on, in each station there exists a proposal of evaluation giving rewards for improvement.

We can find innovation in the way that activities and tasks were presented and the way they were evaluated as it is shown in figures 17, 18 & 19.

Figure 17

Activity to evaluate knowledge to the learners



Reference source: Paola Ortiz Paloma

The figure 17 shows an example of a questionnaire as an Ice-breaker in order to align the learner to the topic (even though they received the material before the class). Moreover, the next ones (see figure 18 and 29) are evidence of the evaluation to carry out a motivation inside them for sharing knowledge.

Figure 18

Moments in history quiz: where in the world

Moments in history quiz: where in the world

Reference source: Photograph taken by contraband collection/Alamy

Figure 19

Example of questions about “where in the world’ quiz”

1. Where did this ship dock on 22 June 1948?

Felixstowe

Liverpool

Southampton

Tilbury

Reveal

Reference source: <https://bit.ly/TheGuardianQuiz>

The previous figures showed an example to evaluate some general knowledge of the learners, in order for the rest of the class to be enriched, thinking about if the students knew or not history in the world. The intention of this activity was adjusted not for evaluate a reading comprehension, but a motivation to get information about the past that maybe it was not known.

The figure below shows an example of a strategy that was part of Leaving the Planet (basic level) in order to motivate participants and to show them that they could propose a new topic to talk about for the next lesson.

Figure 20

Reward to the participant

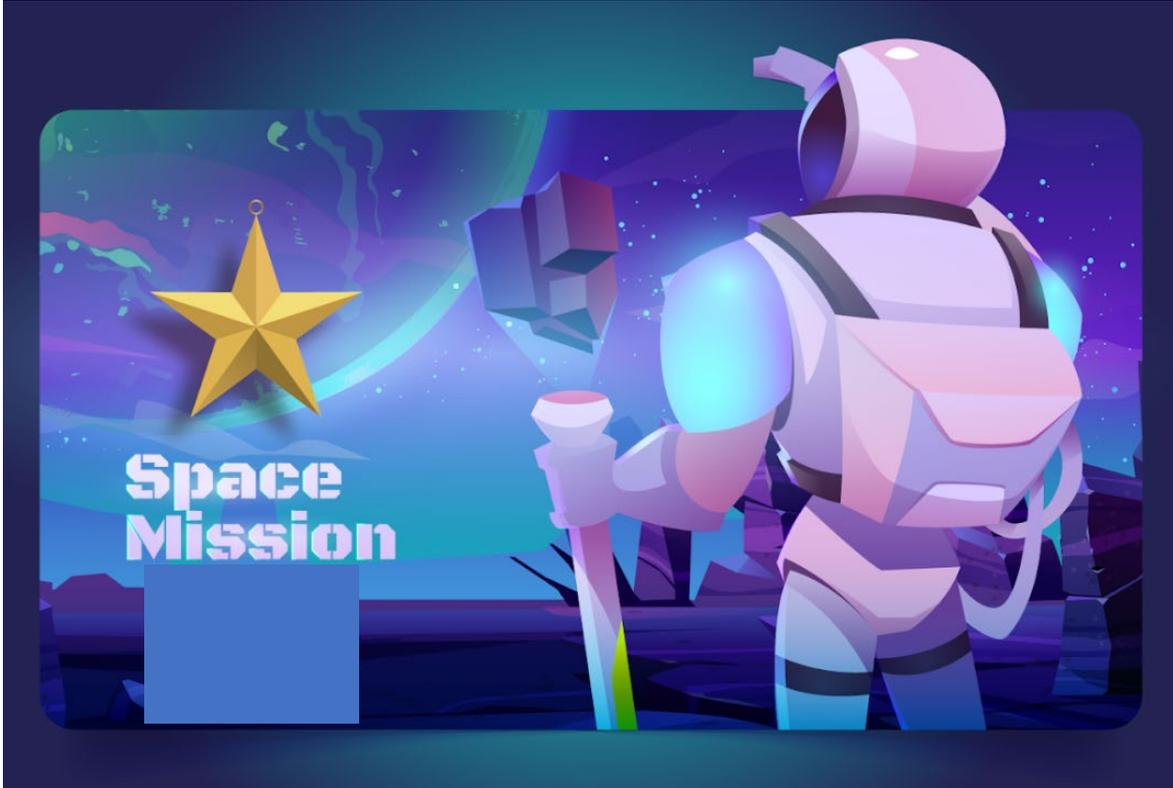


Reference source: Paola Ortiz Paloma's design

Now, the figure below shows a relevance that the participant was part of Interplanetary life (advanced level) in order to motivate them that they could propose a new topic to talk about for the next lesson. As it is shown, the theme is totally different to the previous figure, because it is important to differentiate the levels of TAKE A TRIP.

Figure 21

Reward to the participant

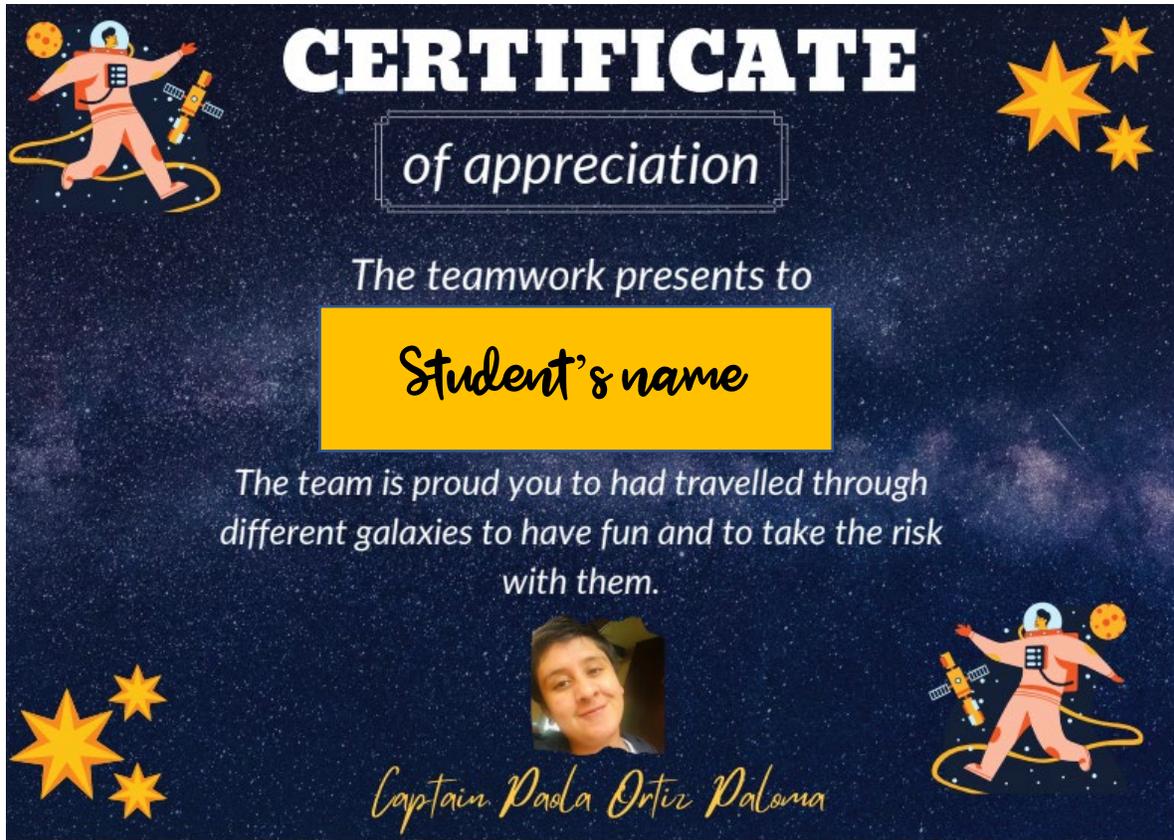


Reference source: Paola Ortiz Paloma

Finally, there were some recognitions at the end of the program such as certificates (see figure 22 and 23), in order to motivate them that they improved their English skills, and learned as much as they imagined in the Take a Trip project. Furthermore, this kind of recognition is for motivating the learners to continue in the program to interact with peers.

Figure 22

Certificate of recognition to a learner in Intergalactic from 2021.1



Reference source: Paola Ortiz Paloma's design.

Moreover, the design of certificates was different because the author of this systematization desired to innovate in different stations in which they taught.

Figure 23

Certificate of recognition to a learner in Leaving the Planet from 2021.2



Reference source: Paola Ortiz Paloma's design.

3.3.8. Project impact, recognition and improvement recognition

Thanks to the strategies used in this project, take a Trip to the English Universe received a recognition by TESOL Colombia in 2021 as a promoter and innovative institution for UNIMINUTO as it is shown in the following picture:

Figure 24

Recognition to Take a Trip 2021



Initially, the first version of TAKE A TRIP in 2020 was a disruptive proposal with active pedagogies, which was recognized by TESOL COLOMBIA IV on May 28th, 2021 as the best strategy in teaching English in university levels, through the implementation of active pedagogies.

Chapter IV: Fourth Phase CREATIVE RETURN

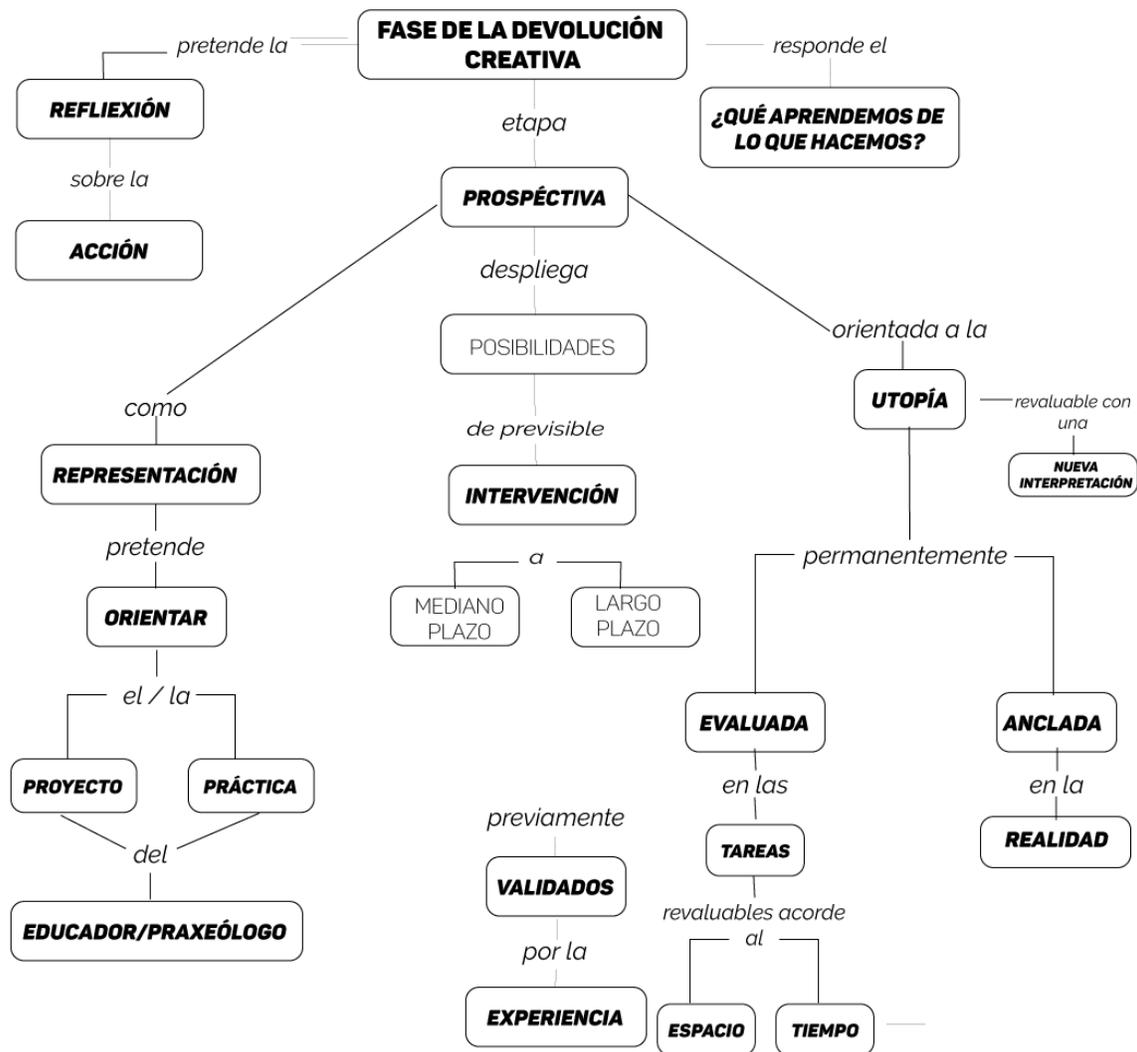


According to Juliao (2011), this phase consists of the reflection into the action. This stage answers the question “What do we learn?” to emphasize the representation of an orientation of the practicum project of the professional/the person who makes praxeology; this shows a planned future as a *priori* as an ideal. Also, “this pretends of an acting and new action ways, a change and not a simple description about what is going to happen” (p. 43).

In addition, according to Juliao (2011), this stage is where the professional/the person who makes praxeology collects and reflects about the acquired learning during the process of practicum in order to guide it beyond the experience “by acquiring consciousness of the complexity from acting and their future repercussions...” (p. 43)

Figure 25

Creative Return Phase



Note: This is the base of the praxeological model to the development of this systematization.

Reference source: Gráfico tomado de Ángel Silva Valencia, estudiante de la licenciatura en tecnología en sistemas de UNIMINUTO.

4. Systematization of professional training

In regards to what creative return is defined, in this section the learning/teaching process, findings and conclusions are described, extracting some results from the data collection instruments to the methodologies used in this project. At the end, the acquired experience will be analysed from the previous stages. The data collection instruments were organized in order to analyse the experience in the course as practitioners as participants.

4.1.1 Surveys

Taking into consideration this instrument, it is important to highlight that it was necessary to provide some surveys in order to receive feedback of what the author of the systematization needed to *stop, start and continue* since her first experience in 2021.1 (see table 6). Also, this instrument was applied in regard to the signing up of participants, and how the tutor was going to organize the population (according to the station that they felt sure to learn). For instance, at the end of 2021.2, the author of the systematization applied a final survey in order to know how she was involved in the learning process of the learner, some of the answers were shared as it is shown in the figure 26, all the practitioners applied the surveys as self- evaluation of the process, to be taken into account in the future for improvement of Take a Trip project. Moreover, table 6 shows some of the experience that some of the learners had in their learning process.

Table 6

Experience' survey in TAKE A TRIP, 2021.2

Name of the CAPTAIN of the Crew	What was your English course?	How do you rate the teaching methodology process from your captain) (Captain's level)	Do you have any positive comment/feedback to your captain? (If not, you can jump to the next question)	Do you think your learning process improved? Why? Describe it...
Paola Ortiz Paloma	Interplanetary life	Good	My captain is a great person	Yes, I improved a lot my conversational skills.
Laura Paola Paloma	Interplanetary life	Awesome	Laura is a great person; she has a lot of patience and makes it fun to talk to her	I could not be in all the classes due to work issues, but it served a lot of practice and improvement.
Paola Ortiz	Leaving the Planet	Good	She is an excellent teacher	Yes, because I improved a little bit more.
Paola Paloma	Interplanetary life	Awesome	She is the best teacher. She likes to share opinion. That is the best.	Yes, I improved my vocabulary, and the way in how to express my ideas clearly.

Note: The table shows the points of view about the learning process from the learners, and how they felt in front of the teaching process of Paola Ortiz Paloma.

4.1.2 Questionnaires

To continue, it was important to emphasize that there was a creative process in this instrument, because at the end of the course, there was an application of a final questionnaire as a warming up of how the practitioners can improve (see Table 7). The complete questionnaire can be seen in figure 26, 27 and 28.

Table 7

Participants' feedback to the practitioners

What do the practitioners need to STOP doing?	What do the practitioners need to START doing?	What do the practitioners need to CONTINUE doing?	Would you like to add anything else?
I think they give us some good lessons to improve our English learning. There's nothing to stop doing.	They can do reading comprehension activities for the class and writing activities.	They have attitude and patience with their students	They are going to be successful in their profession.
The teaching process that the practitioner gave me was spectacular since he understood that we get nervous or that we have some problems with English and he helped us a lot	Continue like this, helping, putting many activities and talking to us.	Everything is perfect as they do, it helps a lot to improve.	Thanks for helping in my learning process.
I didn't have any problem. I think the practitioner did it very good.	The practitioner could implement a methodology in which there are conversations between students, that is, dialogues directly between two students.	The practitioner should continue with interactive methodologies, because this is the great added value of this course, which is not equal to traditional classes and also patience towards students.	
I think all is good.	To give feedback when the pronunciation is incorrect or misguided.	To keep interaction with the class and to do practice activities.	To add elaborate phrases all days to practice in real life.
No corregir nuestros ciertos errores del speaking.	Grupo de whatsapp desde el inicio para trackeo de entregables. Dinámicas un poco más complicadas. Dar feedback.	Manejar las dinámicas con ánimo y trato de confianza con los estudiantes	¡Todo bien, espero les vaya super bien!

I think what they do things right	I think they are doing it a good practicum.	More practice	I would like more reading
-----------------------------------	---	---------------	---------------------------

Note: The table shows a deep reflection on how the practitioners can improve in their teaching process if they continue in this project, or to those who are going to teach in the future as professionals.

4.1.3 Self-assessment

In addition, the use of this instrument within the project, allowed the participants to be aware of their learning/practicing process and evaluate themselves in what they need to improve. Moreover, At the end of the course, they received a survey focused on how was their experience in the course in figures 26, 27 & 28 (see the complete survey in appendix section).

Figure 26

About the participants' experience



Note: The figure shows the way that the author of this systematization created the final survey in order to get information of how the learners felt during their experience in the Take a Trip project.

As it was shown in Figure 19, the description of the survey was designed with the intent to be grateful to the participants who achieved the TOP (Closing) of the course. Moreover, Figure 22 shows the questions of self-awareness in order to get to know how the participant felt during the course about the teaching process of the author of the systematization.

Figure 27

Self-aware questions

Sección 2 de 3

Be conscious!

Now, this section consists of knowing your point of view about the project and the course which you were learning. These answers are confidential, so, be free to grade us.

Ready?

Go ahead...

How do you rate the teaching methodology process from your captain? *

Low He/She can im... OK Good Awesome

Captain's level

Do you have any positive comment/feedback for your captain? (If not, you can jump to the next question)

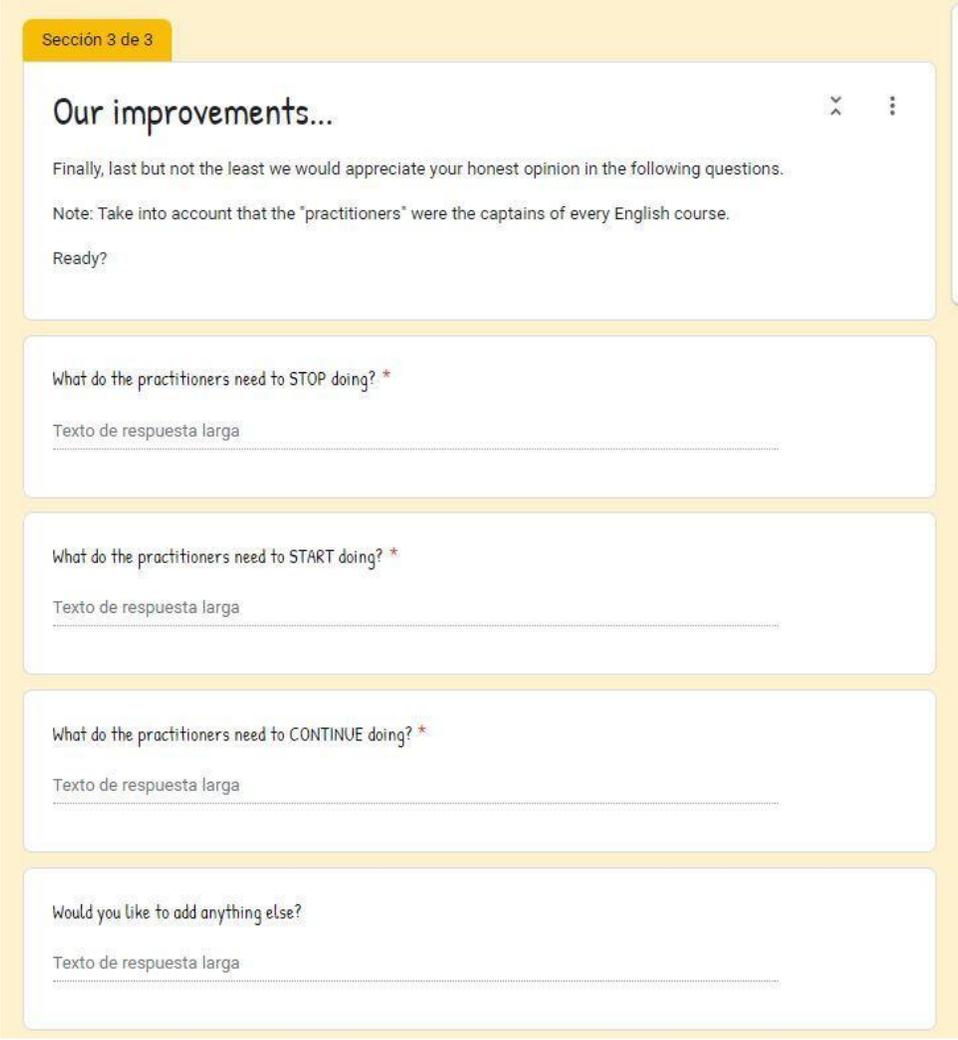
Texto de respuesta larga

Do you think your learning process improved? Why? Describe it... *

Texto de respuesta larga

Note: The figure shows deep questions in order for the learners to think about how they felt in relation to the teaching process of the practitioners.

Finally, Figure 28 shows the relevance of questions about what the practitioners can receive as feedback, in order to improve for future generations of participants. This survey was implemented by the 10 practitioners from 2021.2, because the author of the systematization needed to receive different points of view as a result of the objectives of the TAKE A TRIP project.

Figure 28**Our improvements**

Sección 3 de 3

Our improvements...

Finally, last but not the least we would appreciate your honest opinion in the following questions.

Note: Take into account that the "practitioners" were the captains of every English course.

Ready?

What do the practitioners need to STOP doing? *

Texto de respuesta larga

What do the practitioners need to START doing? *

Texto de respuesta larga

What do the practitioners need to CONTINUE doing? *

Texto de respuesta larga

Would you like to add anything else?

Texto de respuesta larga

Note: The graphic shows the questions of the improvements that each practitioner can apply in their future according to the learner' feedback.

4.1.4 Focus group

Mainly, this instrument was applied at the end of the course in order to the author of this systematization could get participants' feedback in positive or negative aspects to the teacher can improve in their professional life (see Figure 29)

Figure 29

Systematization author's feedback from a participant

Estimada Laura, lástima no pude continuar, pero no contaba con tantas reuniones de la sede en las que debo estar y que pusieron a las 8 a.m. o antes y era imposible y no veía conveniente entrar solo por momentos a la clase

!!!Te felicito!!! eres una gran persona eso hace tener la principal cualidad para ser una gran Maestra, adelante con tu carrera hay mucho por recorrer.

Note: The figure shows a deep congratulation from one participant to the author of this systematization.

Moreover, it is important to emphasize that this is a deep reflection from one of the participants who expressed their appreciation from their learning process in the project; it means, this is a feedback that inspired the author of this systematization in delivering their positive attitude in the future as a professional. In my personal growth, it showed me a big reflection that it is important to be patient with the students in order for them to get a good learning process.

4.1.5 Journals

Furthermore, some reflections were extracted in order to know how the lessons were implemented to know how practitioners could improve (see figure 30)

Figure 30

Journal reflection 2021.2

Topic	Creative activities for English students	Session	#2
Step1: Identifying hot issues			
<p>First of all, it is important to emphasize that according to Brene Brown (n.d), "there is no innovation and creativity without failure."; therefore, we as teachers need to be creative all the time even in our daily routine. It means, if we apply creativity in our digital material for our remote lessons, that will motivate our learners to participate as much as we hope. Achieving this, it is necessary to think about what kind of topic and language level your students need to develop, and the importance of it is to adapt your lesson plans to them.</p> <p>According to Stutman (n.d), in your lesson plans, create a checklist to be implemented with actions; Some examples of them can be the following ones:</p> <ul style="list-style-type: none"> • List a few ways that you are creative. Can you think of a way to help someone or something by putting your creativity to work? • Are you curious about a problem you see in the world? Thinking of an invention that could solve it and learn how to start your own business thanks to PBS • Find a cause that can use your creativity, such as the environment, and see what you can do to help. For example, click here for a great list of ideas to help animals from the ASPCA or here for ways to help the environment. <p>Moreover, we almost always need to implement questions for discussion to know their own opinions about the topic.</p> <p>Stutman, M. (n.d). Great creativity quotes for kids. Retrieved from https://inspiremykids.com/creativity-quotes-for-kids/</p>			
Step 2: Reflecting Time			
<p>As we know, the pandemic period makes that all the teachers and the main contents that they design for a year of classes in the face to face methodology to remote session in which need to include the ICTs and appropriate all the learning environment with the main technological devices to continue growing the significant learning in the students and don't stop the learning process. In addition to that, it's very important to take into consideration that in the remote environment are a lot of distractor factors that can affect the development of the class and losing the line of the methodology, the scope, sequence, and the content making that students will lose into the topic and promoting a lack of motivation in the class. For that reason is very important to be creative all the time in the different aspects as could and in our teaching material to encourage the students to participate in the lesson and catch them every time with the main preferences that they like and enjoy and fuse them with the real context meanwhile we as a teacher the appropriate vocabulary to develop the skills in this real context. Furthermore, we can use this fusion in the different interactive applications and learning tools to make a more fun learning process. Finally, in remote classes, we can use different Methodologies as flipped learning and different ones to continue growing the significant learning in a creative way in which the student feels comfortable to participate and share opinions with other people.</p>			

Note: This figure is an example of how the author of this systematization reflected about creative experiences on their practicum. Moreover, this was analysed between peers in order to obtain different points of view.

As it is shown in the figure above, the one of the journals was developed in group of three people in the theoretical subject, in order to obtain different points of view; it means, some of those people took part the practicum at schools, so, it reflected different educational fields; it means, the analysis that can be found in that graphic is each one provided how they develop those strategies in their classroom to engage the learners in their lesson.

4.1.6 Artifacts

Finally, one of the most important instruments like “artifacts” was implemented in a different way by forgetting the concept of “homework”, because the type of assignments was provided as extra-activities or guiding questions in order to the participants looked for information on how they could express their ideas the next lesson, also to identify how they could face the challenges of learning new vocabulary and improve their English skills. In the figure below (see the complete video in the annex 4) it is an example to be checked by the participants before attending the next lesson that is a new topic to learn.

Figure 31

Example of an artifact to watch before the class



Reference Source: Paola Ortiz Paloma

The previous image shows how it developed some guiding questions for the learners to have an idea of the next topic. The figures 33, 34 and 35 are some examples of artifacts which were applied by other practitioners. This kind of strategy is innovative in UNINIMUNTO because it gives the possibility to the students to prepare their speech to participate in the classes, in this way it is possible to reduce the gap of low participation if they have the time to think about the topic presented, also they can organize ideas at their own pace. This strategy motivated students to participate, also it was helpful for practitioners because it facilitates the process of participation and interaction in the class. The next figure (see figure 32) is an ingenious way to deliver information about the next topic, to carry out a different input in the course.

Figure 32

Innovative emails

Hey there!



Attached, I copy and paste the links of the material to be checked before the lesson that is on Thursday, November 18th.

Note: This figure shows one of the emails that was sent before each new lesson in order for the learner to get ready for the topic.

Reference source:

<https://i.pinimg.com/originals/b3/77/a2/b377a298875ca838d916478035e70721.gif>

Figure 33

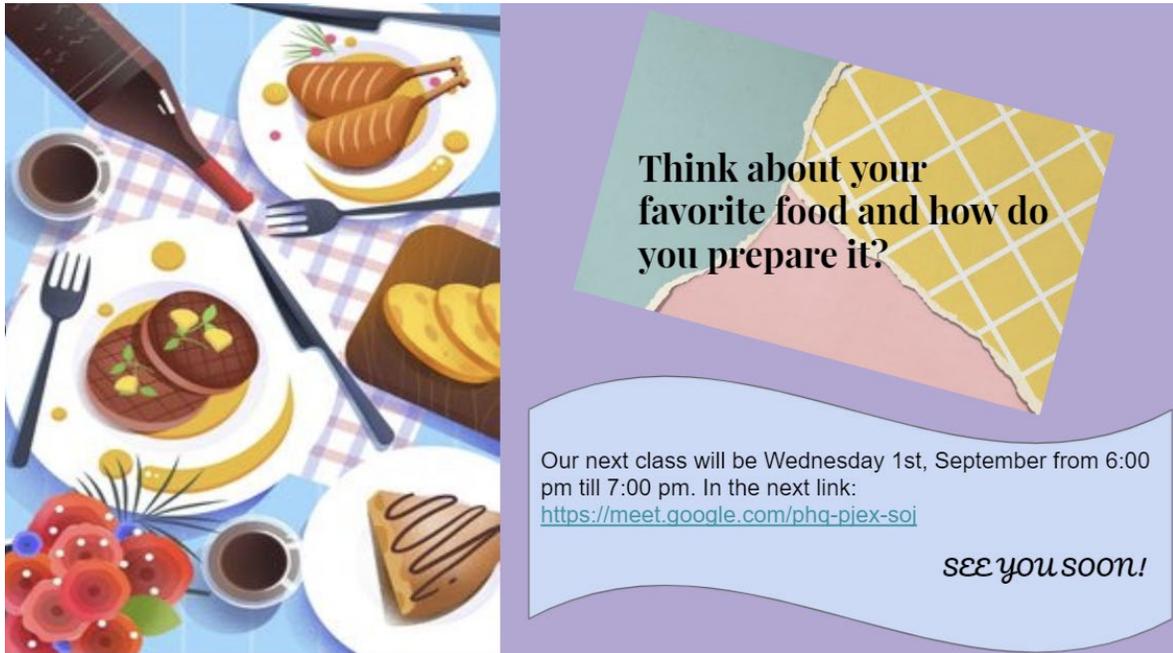
Example of an artifact before one lesson



Note: The figure shows a model of how one of our practitioners, Laura Daniela Cuestas sent guiding questions before her next lesson.

Figure 34

Example of an artifact before one lesson



Note: The figure shows how one of our practitioners, Yessica Martínez, provided the homework to her learners in order to guide them to the next lesson.

As it is noticed, the artifact above shows that the material to be sent before each lesson, depended on the type of creativity of each practitioner. For this case, this practitioner focused this template on food and Cooking in order to guide the learner about the next topic. Now, the next figure (see 35) shows a different innovation about “world vs perspectives” lesson.

Figure 35

Example of an artifact before one lesson



Note: The figure shows a model of how one of our practitioners, Luisa Aspirilla, sent guiding questions before her next lesson.

As it was mentioned in the previous reflections, every practitioner has a different creative thinking in order to engage their learners in an innovative way.

4.2 Findings

In this section, it can be shown some positive and negative aspects that the author of this systematization found during their practicum field. It is remarkable to reflect that there were many awesome findings in terms of boosting the ability to create material that could have engaged the learners. For instance (see Figure 32), practitioners developed creativity in everything they do in their classes, in my case as author of this systematization it was possible to identify that it is necessary to be creative in our daily life, not only in the professional field, no matter if you had bad or good ideas, but it is always learnt to improve for the next time. Moreover, it was possible to find a combination between the Bachelor's degree major with graphic designing because this a wonderful union that can be turned it e-learning teaching strategy for the future, and to carry out the change of the paradigm of traditional classes with the new aspect such as meditation, in order to give to the participants, the time to get relax, and then, for them to enjoy the English lesson.

4.2.1 Unexpected results

In order to continue the reflection of the practicum experience, there were some unexpected results which were the lack of attendance from participations, because participants considered themselves that they were in the correct station, and for that reason they changed the course or did not have time to attend. On the other hand, even though the project was provided with time's flexibility so participants could sign up, some of them had quick meetings at the time of the lesson, so, they contacted the author of this systematization to notify them that they would be aware of what happened in order to attend the next lesson.

However, at the beginning of 2021.2, there was an amazing result of the innovative project. It was an interview from UNIMINUTO RADIO in order to share the experience of

the evolution of the course. Mag. Marivel Reina, Mag, Flor Manrique and the author of this systematization were invited on September 14th, 2021 to tell this wonderful advance (see in the annex 4)

To continue, this interview with UNIMINUTO RADIO was an awesome experience, in which allowed the author of the systematization to take part of this with their professional training leaders. This was focused on how the new teaching methodologies can break several paradigms in teaching English as a foreign language. This was not only based on how to teach to TAKE A TRIP participants, but how English teachers can be creative and innovative by implementing other resources (e.g EMI or Meditation) to teach in a different way, and desire to make a difference in their teaching methodologies. The invitation to the channel was published in several social networks by Mg. Blanca Cely, Mg. Flor Manrique, and the author of this systematization, Paola Ortiz Paloma (see Figure 36)

Figure 36

Brochure of invitation

EL NARRATORIO

Pedagogías divergentes en las necesidades del siglo XXI: proyecto take a trip to the english planet

Septiembre 14 10:00 A.M.

Conducen

DANNA CESPEDES

HÉCTOR CADENA

Invitadas

LAURA PAOLA ORTIZ PALOMA

MARIVEL REINA LEAL

FLOR MARINA MANRIQUE

UNIMINUTO Corporación Universitaria Pírrico de Dios Educación de calidad al servicio de la sociedad Virreina María Juana

UNIMINUTO RADIO

CINDE

YOUTUBE LIVE

[HTTPS://WWW.UNIMINUTORADIO.COM.CO](https://www.uniminutoradio.com.co) - [HTTP://UMD.UNIMINUTO.EDU/WEB/FEDU](http://umd.uniminuto.edu/web/fedu)

Reference source: UNIMINUTO RADIO

<https://www.youtube.com/watch?v=1SpOxJNQ9pc>

4.2.2 Expected results

Now, the expected results for this project were that the participants who took the course in 2021.1, continued in 2021.2. That was a wonderful result, because they did and recommended to their partners to take the course. Moreover, in 2021.2, there were excellent results with AIESEC in Trujillo, Peru in which they kept the partnership with UNIMINUTO (see figure 37), and that piece of news reached AIESEC in Coclé, Panama in order to expand the perspective in other countries, TAKE A TRIP does not have limits. Moreover, the expected results were to receive how the practitioners improved their learning process through learning by EMI. (see annex 3)

Figure 37

Partnership with AIESEC in Coclé, Panama and Trujillo, Peru



Note: The figure shows evidence in which the author of this systematization is in touch with the leaders of Panama and Peru, in order to manage the partnership with UNIMINUTO.

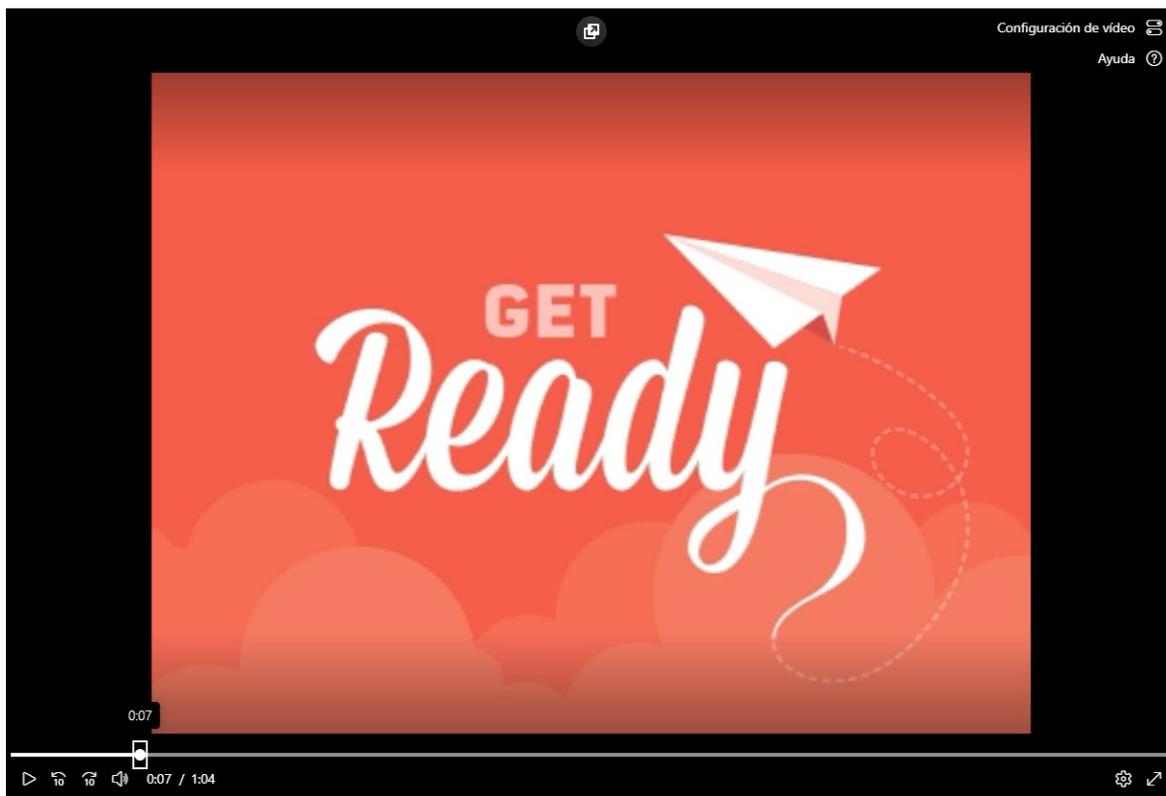
Reference source: Paola Ortiz Paloma

4.3 Developing and strengthening creativity

The pandemic situation and remote sessions allowed practitioners to expand their dimensions on creativity in order to deliver a good teaching methodology in their practicum. Moreover, implementing creativity since the lesson plans motivates the participants to deliver good results in their learning process by delivering some tasks according to the use of ICTs tools that the internet offers to people (see annexes 3, video 3)

Figure 38

Implementation of creativity in 'REMEMBER MY CHILDHOOD' topic



Note: The figure shows an example of how the author of this systematization guided the learners to the next topic by sending guiding questions.

Reference source: Paola Ortiz Paloma

This resource was taken as an example of sending several guiding questions, before the lesson, in order to align the learner with what the topic was going to be about. In this case, the topic was related to having fun about the teacher's childhood and the learners' one.

4.4. Strengthening autonomous work

In order to deliver a good performance in every session, autonomous work was the main option, it was a necessity to show commitment to the leader of the project, the participants who were going to be taught. Presenting every week two planned topics, to continue and finish the course in a proper way, was awesome for every person on the team, because it showed an example of leadership to the other ones (see table 8), in which the participants could express their opinions about the practitioners' job in the material and lessons, because "the word inspires, but the example drags." (Ortiz, 2017)

Table 8

Comments or feedback provided to the author of the systematization as practitioner

Do you have any comment/feedback for your captain? (If not, you can jump to the next question)
"Perfect" (Leaving the Planet's student, 2021)
"She has done interactive lessons, and it let me learn the topics better." (Landing the Moon's student, 2021)
"They are excellent teachers, and they really get worried about the things that the practician learns in class." (Interplanetary life's student, 2021)
"There was a variety of activities that allowed spaces for obtaining motivation and improving our learning process." (Launching station's student, 2021)
"They were great captain, because they always had patience with us, and for that reason, their lessons were very dynamic." (Intergalactic's student, 2021)

Reference source: Paola Ortiz Paloma' data analysis.

4.5. Implementing EMI in the sessions

As it was mentioned in the theoretical framework, talking about a general topic in English in a Spanish-speaking country is a good way to transform, and innovate the English teaching methodology, because some people hate the traditional teaching, and they want to change how it can be learned in other ways. For instance, some of the practitioners wanted to speak English all the time without getting worried if they made mistakes or not, they enjoyed the experience of discussing points of view to their classmates and the teacher.

4.6 Implementing flipped learning in the classroom

In order to have an interactive lesson, practitioners applied several visual aids to engage the participants to get involved in the classroom. In remote sessions it is important to expand and turn ideas into material, because sometimes if the tutor did not like it, at least they knew that the author did not copy any model to build their lesson plans. Also, the implementation of Gamification was a good connection for playing and learning at the same time.

Flipped learning was a priority in terms of the design of lesson plans, guiding questions, and the material of the class. This allowed the author of this systematization to develop abilities that they did not know that they had. Even though the delivery of each material was with anticipation, there always existed a new idea to modify the material to engage the participants in the lessons (see figure 39). Moreover, this allowed the practitioners to be more creative in each class, in order to align the topic with what it was desired to achieve at the end of each lesson.

Figure 39

Lesson Plan Activities



Students will:

1. Ask questions about doubt with the vocabulary
2. Play together in the comparative games
3. They will participate actively while the teacher shows pictures about other cultures
4. They will answer the questions about the previous activity taking into account the clues.
5. They will watch the video and paying attention to the vocabulary.
6. Finally, they will participate actively in the questions introduced by the teacher.

Note: The figure shows how one of our practitioners, Yessica Martinez, designed which the learners developed in class, in order to improve their English skills.

4.7 Changing traditional class

As it was mentioned before, transforming paradigms in English traditional education has been a challenge for practitioners in 2021.1 and 2021.2, because they were teaching to adults, maybe who were their teacher in any semester. Showing a big responsibility to them was not easy, but it was also hard. It means, nowadays, this a globalized world which is always evolving in regards to the internet, because with the pandemic situation, UNIMINUTO's community has adapted to the evolution and has taken part from it.

4.8 Strengthening motivation in the classroom

The reflection for this step was for the reason of applying Gamification as the option to help students to forget the stress that maybe they had because of the routine. It can be considered that as teachers, if a teacher has a proper lesson plan, they cannot deliver a class with a bad mood, because that can affect the motivation of the students. So, the practitioners always loved what they did in order to give a positive impact to those who know them and worked with them as it is possible to observe in the self-evaluation of the practitioner's process in the appendix section.

5. Evaluation of the systematization

5.1 Paola Ortiz Paloma – Author of this systematization

The systematization has helped me to take risks and get a good solution in each adversity when I am in the worldwide world performing an English teacher' role. This project enriched my abilities and capacities to be solution-oriented, an empowered-others woman, to be aware, to keep an assertive communication, and the most important, to have empathy with people who I can work and teach in a determined period. My life's experience showed that I can make the difference in the world, because this project gave to the participants the opportunity to improve their English skills and fall in love with English, they did not take their learning process as a necessity, but as a way to enjoy with native speakers or people who are learning the foreign language like them.

5.2 Flor Marina Manrique Sanchez - Professional Training tutor of TAKE A TRIP project

The necessity of innovating, as the title of this systematization mentions, is one of the main components of transformation that is needed to add to the teaching and learning processes when we talk about foreign languages. Breaking the traditional paradigm from

the practicum field in the Bachelor's Degree in Foreign languages is fundamental to promote creativity and innovation in the future teachers.

The opportunity given in the Take a Trip Project, strengthening the comprehensive and integral skills of the teachers in training is primordial to generate real contexts to explore methodologies that entail to the way of understanding, enjoyment and natural use of languages, expanding not only the use of the language, but also the global vision and perceptions about language and culture in the classrooms nowadays.

This systematization contributes to the development, improvement and recognition of diversity in the teaching and learning styles of the new generation of teachers who are facing social, academic and technology challenges, but it gives a wide point of view about the way that it is possible to break traditional methodologies, it gives an overview about how feasible is to innovate, to prove, to make mistakes, to rethink, to recognize, to propose and promote a better atmosphere in the classroom for the benefit of teachers and students.

Appendixes

Appendix 1

INTERGALACTIC SYLLABUS

Schedule				
1 Let's Get to Know Someone	2 Free Time and Leisure Time	3 Remembering childhood	4 Culture	5 Sport
6 Food and Cooking	7 Clothes around the world	8 Music and culture	9 Movies	10 Gender Roles
11 Plans and wishes	12 Books and readings	13 Pub Culture	14 University life	15 Festivals and celebrations
16 Superstitions	17 Closing session			



LAUNCHING STATION

Reference source: Flor Marina Manrique

Appendix 2

INTERPLANETARY SYLLABUS

Schedule				
1 In the spaceship Let's Get to Know Someone	2 Planet of Culture Coffee time tea time. (Food around the world)	3 Planet of Culture Languages and cultures (World cultures)	4 Planet of Culture Bizarre habits (Strange habits around the world)	5 Planet of History Important people (Important people of the history)
6 Planet of History Beauty patterns (Beauty through the story)	7 Planet of History Historical Turning points. (Important moments in the story)	8 Planet of History Remembering my childhood (Personal life)	9 The dark Planet Phobias (Fears)	10 The dark Planet Death outlooks (Around the world)
11 The dark Planet Mystery and conspiracy (Mysteries of the world)	12 The dark Planet Bizarre celebrations (Strange celebrations around the world)	13 Planet of Art Music (in culture and in health)	14 Planet of Art Literature. (Literature preferences of the students)	15 Planet of Art Technology and Artificial (Artificial intelligence and advances)
16 The black hole (Jump in the time) Art and ideologies. (Art through the story)	17 Home, Sweet Home. Returning to Earth. (Clossing session)			



INTERPLANETARY LIFE

Reference source: Flor Marina Manrique & Elías Rodríguez

Appendix 3

LANDING THE MOON SYLLABUS

Schedule				
1 let's Get to Know Someone	2 Free Time and Leisure Time	3 Traveling after Covid 19	4 Culture	5 Remembering childhood
6 Food and Cooking	7 Clothes around the world	8 Music and culture	9 Movies	10 Beauty patterns
11 words Vs Perspectives	12 Books and readings	13 Pub Culture	14 University life	15 Festivals and celebrations
16 Superstitions	17 Closing session			



LANDING THE MOON

Reference source: Flor Marina Manrique

Appendix 4

LEAVING THE PLANET SYLLABUS

Schedule				
1 let's Get to Know Someone	2 Free Time and Leisure Time	3 The proudest moment in my life	4 Sport	5 Culture
6 Bizarre food	7 Ancient cultures - Ancient habits	8 Time for poetry	9 A taste of phonetics	10 Gender Roles
11 inventions and creators	12 Looking to the future	13 Breaking the rules (history)	14 Exemplary characters	15 Changing the world
16 Human and Nature	17 Closing session			



LEAVING THE PLANET

Reference source: Flor Marina Manrique

Appendix 5

LAUNCHING STATION SYLLABUS

Schedule				
1 Let's Get to Know Someone	2 Free Time and Leisure Time	3 Remembering childhood	4 Culture	5 Sport
6 Food and Cooking	7 Clothes around the world	8 Music and culture	9 Movies	10 Gender Roles
11 Plans and wishes	12 Books and readings	13 Pub Culture	14 University life	15 Festivals and celebrations
16 Superstitions	17 Closing session			



LAUNCHING STATION

Reference source: Flor Marina Manrique

Appendix 6

INTERGALACTIC LESSON PLAN

INTERGALACTIC

Surveillance Capitalism

Syllabus

By the end of the lesson students will be able to:

- Interact with each other by using the idiom "all that glitters is not gold".
- Reflect about the daily usage of our phones and personal computers.
- Discuss about the reality that is called Silicon Valley.
- Reflect about the importance of our personal Data as useful results.

OPENING

- The teacher will start the session with "all that glitters is not gold" (tided to the topic of surveillance capitalias) idios which will be used to have a small talk/score up.

TEACHER DEVELOPMENT

The teacher will not focus on provide conscious knowledge but rather the topic will be based on an inductive approach by having a conversation with students.

The teacher will be a guider and a leader he will make be sure to have a successful participation of the students in the class.

Learners will need to have an active class, the task will allow them speak and moreover to have an active roll in the activity. They will acquire language unconsciously.

STUDENT DEVELOPMENT

By Stewart Smith
Viáfara Pérez

©2020
NOV 2020 2021

Reference source: Stewart Smith Viáfara

Appendix 7

Ficha de trabajo de investigación Your Skills Matter

MEDITATION: A HOLISTIC APPROACH TO REDUCE NEGATIVE EMOTIONS IN EFL
MEDITACIÓN COMO HERRAMIENTA HOLÍSTICA PARA REDUCIR LAS EMOCIONES
NEGATIVAS EN INGLÉS COMO LENGUA EXTRANJERA
¹*Quiroga Castro Angela Viviana,* ²*Reyes Felipe Augusto*

Abstract

This qualitative action research in progress is called "Meditation: a holistic approach to reduce negative emotions in EFL." is part of the hotbed INSPIRE. It is carried out with students from the Bachelor degree in foreign languages at Corporación Universitaria Minuto de Dios -Uniminuto. All universities should be concerned about helping students to acquire the skills necessary to carry out efficiently their different roles around the language in their academic, professional and personal lives. In that sense, teachers need to create holistic methodologies that help to promote successful learning, which means that teachers must be able to encourage students' self-esteem, motivation, and create a trustworthy class environment in order for the students to learn in an alternative, human, and holistic form. Another important factor in the classroom is to know the state of mind of each student, since they are indicators of an uncomfortable situation in the classroom or in their family life, and it can be deduced whether the learning process will be deficient or not. For this reason, it is important to talk and listen to the students, to make them feel confident, calm, secure when speaking, and make them feel understood. In this way, learning will not be a difficulty and they will enjoy it. In order to investigate and gain a better understanding of the student's emotions, it is necessary to implement neurofeedback as a scientific theory. In addition, with this initiative comes the practice Take a Trip which proposes a conversational class where students and teachers of various levels of English at the university feel motivated and strengthen their learning through holistic education and meditation. The aim is to encourage students to learn English through a holistic classroom dynamic.

Key words

Holistic education, meditation, motivation, negative emotions, neurofeedback.

Reference source: Felipe Augusto Reyes and Angela Viviana Quiroga

Appendix 8

Take a Trip Crew 2021.1



Reference source: Advisor's design

Appendix 9

Take a Trip Crew 2021.2



Reference source: Paola Ortiz Paloma's design

Appendix 10

The innovation engine



Reference source: <https://www.youtube.com/watch?v=gyM6rx69iqg>

Appendix 11

Take a trip announcement 2021

PLAN YOUR NEXT TRIP

TAKE A TRIP TO THE ENGLISH UNIVERSE

1 LEVEL 1. LAUNCHING STATION

Just be ready with your luggage and pack the basic staff!

Si sientes que eres como el aspirante a astronauta que desea conocer más antes de aventurarte a un vuelo espacial, este nivel es para ti.
 Opción 1: Miércoles y Jueves de 8:00 a.m. a 9:30 a.m.
 Opción 2: Miércoles de 10:00 am a 11:00 a.
 Opción 3: Tutorías take a trip Miércoles de 12a a 1:00 pm.

2 LEVEL 2. LEAVING THE PLANET

After packing, you are ready to start your trip!

Si sientes que eres el astronauta que conoce la mayoría de los botones y herramientas de la nave espacial y puedes servir de copiloto, este nivel es para ti.
 Opción 1: Miércoles y Jueves de 2:00 pm. A 7:00 pm.
 Opción 2: Miércoles de 2:00 a 4:00 pm.
 Opción 3: Miércoles de 4:00 p.m. a 6:00 pm.

3 LEVEL 3. LANDING THE MOON

4 LEVEL 4. INTERPLANETARY

Note: This is the advisor's design that does not need attribution.

Appendix 12

Activity to evaluate knowledge to the learners



Reference source: bit.ly/LetsMakeThisQuiz

Appendix 13

Moments in history quiz: Where in the world

Moments in history quiz: where in the world



Reference source: Photograph taken by contraband collection/Alamy

Appendix 14

Reward to the participant



Reference source: https://bit.ly/LeavingThePlanet_Reward

Appendix 15

Reward to the participant



Reference source: https://bit.ly/InterplanetaryLife_Reward

Appendix 16

Recognition to Take a Trip 2021



Reference source: <https://bit.ly/TESOL-Colombia-Recognition-2021>

Appendix 17

Participant's experience

LET'S TALK ABOUT YOUR EXPERIENCE

Hi there!

The captains of each crew are proud to tell that you have finished your English learning process. We are grateful for every effort you provided during the missions, and the recognitions you received from them.

To finish your experience as well as ours, we would like to know the positive aspects that we can apply for STOPPING to do, STARTING to do & CONTINUING.

 laura.ortiz@uniminuto.edu.co (no compartidos) 
[Cambiar de cuenta](#)

*Obligatorio

E-mail adress *

Tu respuesta _____

Let us know what is your full name *

Tu respuesta _____

Name of the CAPTAIN of the crew *

Tu respuesta _____

What was your English course? *

Launching Station

Leaving the Planet

Landing the Moon

Interplanetary life

Intergalactic

Reference source: <https://bit.ly/TAKE-A-TRIP-ExperienceSurvey>

Appendix 18

Systematization author's feedback from a participant

Estimada Laura, lástima no pude continuar, pero no contaba con tantas reuniones de la sede en las que debo estar y que pusieron a las 8 a.m. o antes y era imposible y no veía conveniente entrar solo por momentos a la clase

¡¡¡Te felicito!!! eres una gran persona eso hace tener la principal cualidad para ser una gran Maestra, adelante con tu carrera hay mucho por recorrer.

Reference source: This email was taken from the author's one in order to show one of the participants' feedback.

Appendix 19

Innovative emails

Hey there!



Attached, I copy and paste the links of the material to be checked before the lesson that is on Thursday, November 18th.

Reference source: This email was taken from the author's one in order to show how the emails were sent to the participants before a new lesson.

Reference source:

<https://i.pinimg.com/originals/b3/77/a2/b377a298875ca838d916478035e70721.gif>

Appendix 20

Brochure of invitation

EL NARRATORIO

Pedagogías divergentes en las necesidades del siglo XXI: proyecto take a trip to the english planet

Septiembre 14
10:00 A.M.

Conducen

DANNA
CESPEDES

HÉCTOR
CADENA

Invitadas

LAURA
PAOLA
ORTIZ
PALOMA

MARIVEL
REINA
LEAL

FLOR
MARINA
MANRIQUE

UNIMINUTO
Corporación Universitaria del Valle del Cauca
Educadora de calidad al servicio de todos
Vigilada por el Estado

UNIMINUTO
RADIO
UNIMINUTO.COM

CINDE
Centro de Investigación y Desarrollo en Ciencias Educativas

EL NARRATORIO

LIVE
YouTube

[HTTPS://WWW.UNIMINUTORADIO.COM.CO](https://www.uniminutoradio.com.co) - [HTTP://UMD.UNIMINUTO.EDU/WEB/FEDU](http://umd.uniminuto.edu/web/fedu)

Reference source: www.uniminutoradio.com.co

Appendix 21

Partnership with AIESEC in Coclé, Panama and Trujillo, Peru



Reference source: Paola Ortiz Paloma

According to this document, it is desired to show some of the evidence from the experience such as reflections, evidence, recognitions, among others, in **TAKE A TRIP** during 2021.1 and 2021.2, it will be found in the list of annexes in the following list.

A1 Figures

Figure 1. TAKE A Trip Participants 2021.1 & 2021.2 <https://bit.ly/TAKE-A-TRIP-2021>

Figure 2. Participants, from February to May in 2021 https://bit.ly/Participants_2021-1

Figure 3. Participants, from August to November of 2021
https://bit.ly/Participants_2021-2

Figure 6. AIESEC Under-graduate Programs
https://bit.ly/Under-Graduate_Programs

Figure 7. Participant Programs from UNIMINUTO
https://bit.ly/UNIMINUTO_Programs

Figure 12. Judging phase <https://bit.ly/JudgingPhase>

Figure 13. 15 Innovators of Dwyer https://bit.ly/15_Dwyer_Innovators

Figure 14. Stages of the praxeological approach
https://bit.ly/Stages_PraxeologicalApproach

Figure 15. Acting phase <https://bit.ly/ActingPhase>

Figure 19. Example of questions about “where in world’ quiz”
<https://bit.ly/TheGuardianQuiz>

Figure 22. Certificate of recognition to a learner in Intergalactic from 2021.1
https://bit.ly/Certificate_No-1

Figure 23. Certificate of recognition to a learner in Leaving the Planet from 2021.2
https://bit.ly/Certificate_No-2

Figure 25. Creative Return Phase <https://bit.ly/CreativeReturn>

Figure 31. Example of an artifact to watch before the class
https://bit.ly/BeforeMeetingUs_Artifact

Figure 33. Example of an artifact before one lesson https://bit.ly/Example_No-1

Figure 34. Example of an artifact before one lesson https://bit.ly/Example_No-2

Figure 35. Example of an artifact before one lesson https://bit.ly/Example_No-3

Figure 37. Brochure of invitation <https://bit.ly/InvitationBrochure>

Figure 39. Implementation of creativity in REMEMBER MY CHILDHOOD' topic
https://bit.ly/BeforeMeetingUs_Artifact

A2. Article and Journal

Article 1. Meditation a holistic approach to reduce negative emotions in EFL
https://bit.ly/YourSkillsMatter_ResearchArticle

Journal 1. Journal reflection 2021.2

<https://docs.google.com/document/d/1UvCd8MhwVj1or1geDRWuH-zgUWDBY9po/edit?usp=sharing&ouid=102701455482005978847&rtpof=true&sd=true>

A3. Testimonial videos

Video 1. Participant's experience in 2021.1

https://bit.ly/INTERGALACTIC_21-1

Video 2. Participant's experience in 2021.2

https://bit.ly/InterplanetaryLife_21-2

Video 3. Participant's experience 2021.2

https://bit.ly/InterplanetaryLife_Peru

Video 4. Participant's experience in 2021.2

https://bit.ly/LeavingThePlanet_21-2

Video 5. Participant's experience in 2021.2

https://bit.ly/LandingTheMoon_21-2

Video 6. Participant's experience in 2021.2

https://bit.ly/ParticipantExperience_21-2

Video 7. Participant's experience in 2021.2

https://bit.ly/LaunchingStation_21-2

A4. Videos

Video 1. Your Skills Matter

<https://bit.ly/YourSkillsMatters>

Video 2. Example of an artifact to watch before the class

https://bit.ly/BeforeMeetingUs_Artifact

Video 3. TAKE A TRIP team with UNIMINUTO RADIO

<https://www.youtube.com/watch?v=1SpOxJNQ9pc>

References

- Adair, J. (2007). *The art of Creative Thinking*. Retrieved from <https://es.b-ok.lat/book/5238016/4d89e9>
- AIESEC. (2022). About us. Retrieved from <https://aiesec.org/about-us>
- Amabile, T. (2012, April 26th). Componential theory of creativity. Retrieved on April, 26th from <https://www.hbs.edu/ris/Publication%20Files/12-096.pdf>
- Annink, A. (2016, December 6th). Using the Research Journal during Qualitative Data Collection in a Cross-Cultural Context. Retrieved on December 6th, 2016 from <https://doi.org/10.1515/erj-2015-0063>
- Ayal, S. (2019, March 17th). Questionnaire method of data collection. Retrieved on March 17th, 2019 from <https://microbenotes.com/questionnaire-method-of-data-collection/>
- Baer, J. (2016). Research Evidence for Domain Specificity. Retrieved from <https://www.sciencedirect.com/topics/psychology/domain-general-skill>
- Bonilla, L., Garcia, D., & Gonzalez, M. (2021). CLAP - Collaborative Learning Among Peers. UNIMINUTO Repository <https://repository.uniminuto.edu/jspui/>
- Boud, D. *Enhancing Learning Through Self-Assessment*. (1995). London. Routledge Falmer.
- Boussalis, C. (2012, January 2nd). Basic Survey Theory and Design. Retrieved on January 2nd, 2012 from <http://hnmcp.law.harvard.edu/wp-content/uploads/2012/02/Constantine-Boussalis-Training-on-Basic-Survey-Theory-and-Design.pdf>
- Bloor, M., Frankland, J., Thomas, M., & Robson, K. (2001). Focus groups in social research. Retrieved from <https://es.b-ok.lat/book/881992/675635>

Briggs, S. (2015). Refuse to Be a Boring Teacher: 15 Ways to Have More Fun. Retrieved on October 10th, 2015 from

<https://www.opencolleges.edu.au/informed/features/refuse-to-be-a-boring-teacher/>

Burns, A. (2015). Action Research. Retrieved from

https://www.researchgate.net/publication/282199978_Action_research/link/59169063a6fdcc963e83e538/download

Carter, C., & Levin, J. (2002). Learning Artifacts Study. Retrieved on November 11th, 2002 from <https://pages.ucsd.edu/~jalevin/artifacts/>

Collard P., & Looney, J. (2014). Nurturing Creativity in Education. Retrieved from

<https://doi.org/10.1111/ejed.12090>

Corporación Universitaria Minuto de Dios. (2021). Proyecto Educativo Institucional,

UNIMINUTO. Retrieved from https://portalweb-uniminuto.s3.us-east-1.amazonaws.com/activos_digitales/DocInstitucionales/Uniminuto/PEI_2021.pdf

Dearden, J. (2014). English as a medium of instruction – a growing global phenomenon.

Retrieved from

https://www.britishcouncil.es/sites/default/files/british_council_english_as_a_medium_of_instruction.pdf

Dwyer, J. (2010). What is innovation: why almost everyone defines it wrong. Retrieved

from <https://digintent.com/what-is-innovation/>

Erasmus+ (2020). EMI Handbook. Retrieved from https://cip.ku.dk/english/projects-and-collaborations/taec/TAEC_Handbook_FEB_2020_NoEdit.pdf

Flipped Learning Network (FLN). (2014) The Four Pillars of F-L-I-P™

Gass, R. (2012) What is transformation? Retrieved from https://strategiesforsocialchange.com/wp-content/uploads/2016/01/what_is_transformation_2.0_lowres.pdf

Hammer, J., & Lee, J. (2011). Gamification in Education: What, How, Why Bother?. Retrieved from https://www.researchgate.net/publication/258697764_Gamification_in_Education_What_How_Why_Bother

International House World Organisation, IHWO. (2022). Flipping the Lesson in ELT. Retrieved from <https://ihworld.com/ih-journal/ih-journal-blog/flipping-the-lesson-in-elt/#:~:text=A%20basic%20principle%20of%20Flipped,for%20encouraging%20and%20reinforcing%20learning.>

Juliao, C. (2011). El enfoque praxeológico. Retrieved from <https://core.ac.uk/download/pdf/323209167.pdf>

Kogabayev, T., & Maziliauskas, A. (2017). The definition and classification of innovation. Retrieved from https://www.researchgate.net/publication/318180953_The_definition_and_classification_of_innovation

Mercado, M., & Rodríguez E. (2021, June 2nd). *A disruptive proposal to teach English to adults using active pedagogies*. UNIMINUTO Repository

<https://repository.uniminuto.edu/jspui/>

Mezirow, J. (1991)- Transformative Dimensions of Adult Learning. Retrieved from

<https://es.b-ok.lat/book/5004835/d7f73d>

Mills, M. (1997). Towards a disruptive pedagogy: Creating spaces for student and teacher resistance to social injustice. Retrieved from

<https://doi.org/10.1080/09620219700200004>

Patrick, H., & Ryan, A. (2003). Identifying Adaptive Classrooms: Analyses of Measures of Dimensions of the Classroom Social Environment. Retrieved from

https://childtrends.org/wp-content/uploads/2013/05/Child_Trends-2003_03_12_PD_PDConfPatRyan.pdf

Robinson, K. (2001). Out of our Minds: Learning to be creative. Retrieved on January 2nd,

2012 from <https://onlinelibrary.wiley.com/doi/book/10.1002/9780857086549>

Seelig, T. (2012). A crash course in creativity: Tina Seelig at TEDxStanford. Retrieved on

August 1st, 2012 from <https://www.youtube.com/watch?v=gyM6rx69iqg>

Slavich, G., & Zimbardo, P. (2012). Transformational Teaching: Theoretical

Underpinnings, Basic Principles, and Core Methods. Retrieved from

<https://link.springer.com/article/10.1007/s10648-012-9199-6>

True Education Partnerships [TEP] (2011). Gamification in education: What is it & How can you use it? Retrieved from <https://www.trueeducationpartnerships.com/schools/gamification-in-education/>

University of Cambridge. (2022). Chapter 4: Innovation and Creativity. Retrieved from <https://www.cambridgeinternational.org/Images/426483-chapter-4-innovation-and-creativity.pdf>

University of Reading, UR. (2022). Engage in Assessment. Retrieved from <https://www.reading.ac.uk/engageinassessment/peer-and-self-assessment/self-assessment/eia-self-assessment.aspx>