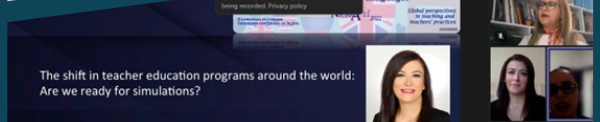# Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

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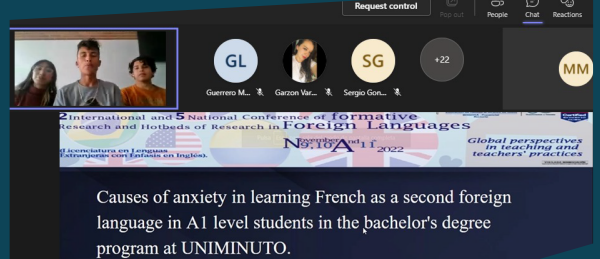
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Paradigms and challenges in teaching and learning foreign languages.

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Paradigms and challenges in teaching and learning foreign languages.
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Content

Abstracts

Analysis of theses of a ba in foreign language and english 2014–2019

A virtual efl syllabus for the michin foundation

Foreword

Education is facing increasing demands that require teachers to respond to students' challenges, needs, and interests. Specifically, in foreign language teaching, challenges are more significant, keeping in mind that the world demands that citizens be communicative and intercultural competent to approach other cultures and interact effectively with people in different cultural contexts.

From this perspective, this annual event has adopted the slogan "**New Paradigms and Challenges in Foreign Language Teaching.**" This year, we have the immense pleasure of presenting the First International and Fourth National conference proceedings on Formative Research and Research Hotbeds in Foreign Languages. Due to the COVID-19 pandemic, we delivered this event online for the second time on November 3rd, 4th, and 5th, 2021. Contributions and proposals addressed in this event focused on second or foreign language teaching and social inclusion, new paradigms and challenges in second or foreign language teaching, experiences in cross-cultural education, narratives in the second or foreign language classroom, and applied linguistics in education.

During the event, we were delighted by the participation of speakers from Brazil, Colombia, Cuba, England, France, Spain, and the United States. They made significant contributions from their experience as teachers and researchers to the educational process of foreign language teaching. It was also an excellent opportunity for teachers and students of the BA program to learn about new teaching experiences in other countries and share their experiences and research process in the program.

On behalf of the UNIMINUTO BA Program in Foreign Languages with an emphasis on English, I would like to thank all the people who made the success of this event possible. Thanks to our guest speakers Claudia Patricia Álvarez Ayure, MA, from Universidad Distrital Francisco José de Caldas, Bogotá, Colombia; Professors Aoife Burke and Suzanne Khouja from the University of York, the United Kingdom; Ming Fang, PhD, from Florida International University, the United States; Emily Feuerherm, PhD, from the University of Michigan, Flint, the United States. and Adrian Abreus González, PhD, from the Universidad de Cienfuegos, Cuba. Thanks to all speakers for accepting our invitation to participate and share those invaluable contributions to teaching foreign languages. Thanks to the organizing committee, the academic committee, student teachers, and their supervising teachers. Last but not least, thanks to the communications office at UNIMINUTO for its leadership and support in publicizing the event. We invite you all to continue participating and sharing your great educational experience and expertise in education.

Blanca Lucía Cely Betancourt
Organizing Committee

Introduction

The conference papers of the First International and Fourth National Conference on Formative Research and of Research Hotbeds in Foreign Languages held on November 3rd, 4th, and 5th, 2021, focused on the new paradigms and challenges in foreign language teaching that the COVID-19 pandemic has brought to the educational context. The first section of these conference papers presents innovative pedagogical experiences and research projects regarding reflection, gamification in ELT, virtual learning environments, and language teaching, mainly in the pandemic context.

The first three papers revolve around experiences, critical incidents, and reflection models. The paper "Teachers' Experiences and Learning during the Pandemic" is a research proposal for analyzing and narratively describing the experiences and learning professors of a BA in ELT had during teleworking. The paper "Critical Incidents Reported by Pre-service English Teachers in a Virtual Community of Practice at UNIMINUTO" describes and discusses the types of critical incidents experienced by pre-service teachers during their first teaching practice in synchronous remote settings. Then, "Metaphor Made Reflective Teaching: A Model for Pre-service Teachers" proposes to promote reflection under de Bono's theory of metaphors. Finally, Cuesta et al. present the results of a research project aimed at enhancing out-of-field teachers' didactics and communication skills in EFL.

The following two papers concern gamification as an emergent pedagogy that gained momentum during the lockdown. In this respect, Montañez describes how gamification was used to motivate beginners to learn an FL in a rural context. On the other hand, Medina implemented gamification to teach English using the octalysis framework.

Introduction

La Rosa and Abreus and Valdivieso addressed Virtual Learning Environments (VLEs) as a place to promote language learning during the lockdown and remote classes. In the case of La Rosa and Abreus' experience, they used VLEs to promote speaking in a BA in English Language Teaching, while Valdivieso's research implemented VLEs to encourage reading comprehension and building vocabulary in a public school.

The last five conference papers regard different aspects of language teaching. De Freitas and Souza describe the use of games in their pedagogical experience to assess Spanish as a foreign language in remote environments. At the same time, León et al. report the implementation of experiential learning to enhance the communicative competence of students from a rural school. The third paper, by León et al., deals with creating communities of language and preschool teachers to understand pre-schoolers' developmental stages and teach them vocabulary in remote classes.

Quiroga and Reyes present a research proposal for using meditation to reduce stress and anxiety in EFL learners and help students acquire new skills and face practical situations in their academic, personal, and professional lives. Finally, Caro and Torres display the results of implementing e-portfolios to foster language competence and 21st-century skills regarding learning to learn, personal and social responsibility, taking ownership of digital technologies, and communication.

The second part contains the abstracts of reflections, research projects, and pedagogical experiences centered on discourse analysis, digital resources, written production from a task-based approach, education, teachers' perceptions of ELT policies, curriculum, connectivism, inclusive language, analysis of monographs in an EFL teaching program, and syllabus design.

The compilation of these proposals, reflections, experiences, and research shows the significant challenges EFL teachers and students faced during the remote teaching and lockdown due to the COVID-19 pandemic. They became opportunities to innovate, learn about new pedagogies and strategies in the EFL field, and explore other areas that would have been

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

impossible to explore in normal times. We invite you to read each conference papers and abstracts and enrich your knowledge of the EFL teaching and learning field.

Catalina Herrera Mateus
Organizing Committee

Scheduling

November 3rd

Opening ceremony

Plenary session: Developing Students' Intercultural Competency and Cross-cultural Communication, One Way of Preparing the Next Generation to be "Global-ready" Graduates
Speaker: Aoife Burke. University of York
Place: Via Teams
Time: 8:00-9:30 am

Current sessions: Research reports and pedagogical experiences
Place: Via Teams
Time: 9:30-12:30 pm

Plenary session: So All Can Learn: Ideas to Make Differentiation a Reality
Speaker: Claudia Patricia Álvarez Ayure. Universidad de la Sabana
Place: Via Teams
Time: 2:00-3:00 pm

Current sessions: Research reports and pedagogical experiences
Place: Via Teams
Time: 3:00-5:00 pm

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

November 4th

Plenary session: Going Digital: The New Landscape of L2 Writing Pedagogy and Research

Speaker: Ming Fang. University of Florida

Place: Via Teams

Time: 8:00-9:00 am

Current sessions: Research reports and pedagogical experiences

Place: Via Teams

Time: 9:00-12:00 pm

Plenary session: Getting the Best out of Virtual Teaching: Creating Intercultural Communication through Exchange

Speaker: Emily Feuerherm. University of Michigan

Place: Via Teams

Time: 2:00-3:00 pm

Current sessions: Research reports and pedagogical experiences

Place: Via Teams

Time: 3:00-5:00 pm

November 5th

Plenary session: Reading Circles in the EFL Classroom as a Strategy to Encourage Critical Thinking

Speaker: Suzanne Khouja. University of York

Place: Via Teams

Time: 8:00-9:00 am

Current sessions: Research reports and pedagogical experiences

Place: Via Teams

Time: 9:00-12:00 pm

Plenary session: Diversifying Continuing Professional Development of English Language Teachers

Speaker: Adrian Abreus González. Universidad de Cienfuegos

Place: Via Teams

Time: 2:00-3:00 pm

Current sessions: Research reports and pedagogical experiences

Place: Via Teams

Time: 3:00-5:00 pm

Closing ceremony

Conference
Proceedings

TEACHERS' EXPERIENCES AND LEARNING DURING THE PANDEMIC

Experiencias y aprendizajes de los docentes
durante la pandemia

Michael Steven Ávila Rendon[1]
Juan Camilo Barragán Sarmiento[2]
Stefanny Nivia Parada[3]
Valentina Peña Cerquera[4]

Abstract

Teachers worldwide have had to reinvent their work routines because of the COVID-19 pandemic. Most teachers are teleworking, impacting their lifestyle, teaching, and health. This presentation aims to propose narrative research as a way to explore the experiences, learning, and challenges professors from the BA in Language Teaching at Corporación Universitaria Minuto de Dios (UNIMINUTO) faced in teleworking throughout the pandemic. To conduct this study, it was necessary to discuss the concepts of teleworking, learning, and experience.

Keywords: experience, learning, teleworking

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Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

Resumen

Los docentes de todo el mundo han tenido que reinventar sus rutinas laborales debido a la pandemia de la covid-19. Ahora, la mayoría de los profesores están teletrabajando, lo que ha afectado su estilo de vida, su forma de enseñar e incluso su salud. Esta presentación tiene como objetivo dar a conocer la propuesta de una investigación narrativa para explorar las experiencias, aprendizajes y desafíos que los profesores de la Licenciatura en Enseñanza de Idiomas de la Corporación Universitaria Minuto de Dios (UNIMINUTO) enfrentaron en el teletrabajo durante la pandemia. Para el desarrollo de la investigación, fue necesario discutir los conceptos de teletrabajo, aprendizaje y experiencia.

Palabras clave: experiencia, aprendizaje, teletrabajo

Introduction

The world has constantly changed in the last year due to the pandemic, and people have adapted to new ways of living and carrying out their daily activities. During the pandemic, education in Colombia has been affected, changing the in-person methodology to technology-mediated remote classes. For this reason, the teacher started teleworking from their homes, giving rise to new experiences, emotions, and learning.

A survey of ten English professors at UNIMINUTO shows that 100 % agreed that the working hours had increased during teleworking. Furthermore, we identified an increase in the time the teachers remain seated. This situation is worrying since a sedentary lifestyle brings terrible consequences such as obesity and stress. However, more than identifying the physical consequences, it is essential to explore the experiences lived and learnings that emerged during this situation. In this sense, this paper aims to discuss the theoretical foundations of teleworking, experiences and learning to later understand the teachers' experiences during teleworking.

This research is necessary because it shows how the experiences during teleworking impacted teachers' personal and professional lives, what they learned from this new way of working, and how they construct pedagogical, didactic, and social knowledge based on their daily experiences.

Literature review

Previous research on teleworking has focused mainly on its mental and physical consequences (Alzate & García, 2016; Burbano et al., 2020; Francesch, 2020; Marek et al., 2021). However, there is no evidence of studies that review experiences and learning during teleworking.

Francesch (2020) explored the advantages and disadvantages of teleworking among Spanish teachers. The author concluded that 67 % of Spanish teachers had had excessive work during the pandemic. Regarding security, 65 % of teachers have used their images, so there could be risks in the platforms and applications used to perform their duties.

In another study, Alzate and García (2016) studied the different factors that came into play when university professors implemented teleworking. The authors surveyed 118 professors from public and private universities, concluding that professors are interested in applying ICT tools in their classes since they enrich learning. Nevertheless, the study did not mention or give importance to the teacher's experiences.

In the third article regarding teachers' experience, Burbano et al. (2020) focused on describing the experience of some Colombian professors during teleworking. The results showed how the teachers' day-to-day was and what strategies they devised before the pandemic; other results presented the different methodologies they implemented and the digital skills each had according to age and knowledge. Moreover, it showed that some teachers could not fulfill their responsibilities during the pandemic.

Regarding disadvantages, this study focused on university professors without enough ICT experience. The age effect on digital skills is prime; young teachers have greater ICT knowledge and skills. A small association between digital skills and each teacher's field can also be noted.

Marek et al.'s (2021) research found that teacher experiences had increased during the pandemic, facing a huge workload and stress. The online teaching experience before the pandemic predicted the ease and

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

comfort with which the respondents transformed and taught their classes after the suspension of face-to-face classes.

Professors pointed out their students' positive responses before the pandemic. Furthermore, the respondents said they learned the need for adaptability, good planning, and doing what it takes to serve their students. Marek et al. (2021) recommended that such platforms be considered communication tools instead of teaching tools.

In conclusion, the study examined the experiences of higher education teachers in 2020 around the world when the class format changed suddenly. One limitation of the study was the geographical imbalance in the surveyed teachers since they were located in different areas, and the experiences lived by each might vary.

Theoretical framework

Teleworking

It is defined as one of the many ways of working. According to Market Business News (2015), teleworking means working from home using technology and telecommunications some days of the week or full-time. Along those lines, the Colombian Ministry of Labor (Ministerio del Trabajo de Colombia, 2013) defines teleworking as the performance of remunerated activities using ICT to support worker contact with the company. Based on these definitions, it could be said that teleworking is one way to work where the worker carries out their activities from home or a space different from the office using technological devices and sources such as computers, smartphones, the internet, and websites.

Teleworking can carry some consequences for health due to long working hours and spending much time sitting. Lampert and Poblete (2018) state that the primary health consequences are obesity due to a sedentary lifestyle, stress, and negative emotions such as loneliness, irritability, worry, and guilt. It means that a teleworker experiences more emotions that can affect productivity, mental health, and personal life.

Conversely, some advantages of teleworking include using ICT to organize the work, communicating with coworkers without being in a specific place, and working from any place outside the organization where all processes are centralized.

Experience

Experience can be defined in different ways, for example, practical contact with and observation of facts or events or an event or occurrence that leaves an impression on someone. According to the Shumer (2014) learning is a process in which people learn by doing something and by reflecting on the experience lived. It means there is a relationship between learning and experience since learning starts from experience.

Learning

Learning can be seen as the process that leads to change because of experience. According to Jarvis (2009), learning happens naturally and sometimes unnoticed. We are all involved in different activities, such as reading a book, walking, playing an instrument, and spending time with friends, where we learn from something in our lives. Most of the time, we are unaware of those learnings until we have another experience where we need to recover or use what was learned previously. In that sense, learning happens naturally every day with all our experiences.

Methodology

According to Creswell and Keller (2010), qualitative research is a method that allows exploring and understanding the individual or group meaning of a social problem during the research process. It involves emerging questions and procedures, information typically collected in the context of participants. In this sense, this research is qualitative as long as our primary purpose is to collect from the participants' voices their own experiences and learning during teleworking.

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

Research type

Creswell (2002) points out that narrative research aims to explore and conceptualize human experience as represented textually. Narrative research shows how UNIMINUTO English teachers' experiences are relevant to a specific context and how this phenomenon works. Furthermore, it shows how these experiences can improve their methodologies, strategies, and skills.

Instruments to collect data

Personal narratives let us collect experiences individuals live to document their stories in their own words. Moreover, narratives allow the research to explore participants' feelings, thoughts, and experiences in teleworking.

Conclusions

COVID-19 has changed people's lives, including how we work. Teleworking has become more popular; some workers have taken advantage of working from a place different from the office, while others have suffered the mental and health consequences of working longer hours or challenging situations. The reality is that teleworking has promoted new learnings and experiences that enrich knowledge and strength skills. Overall, it is necessary to explore teleworking beyond opinions and advantages/disadvantages, understand what teleworkers feel, and improve their working experience.

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CRITICAL INCIDENTS REPORTED BY PRE-SERVICE ENGLISH TEACHERS IN A VIRTUAL COMMUNITY OF PRACTICE AT UNIMINUTO

Incidentes críticos informados por docentes de inglés en formación en una comunidad virtual de práctica en UNIMINUTO

Diana Carolina Camacho Ávila[5]

Abstract

Reflection on critical incidents helps teachers improve their teaching practice by making them aware of their strengths and weaknesses as foreign language teachers. The purpose of this study is to report the critical incidents that pre-service English teachers reflected on in a virtual community of practice (CoP). Thiel's model was used to reflect on the critical incidents encountered. The model is based on self-observation, description of what happened, self-awareness, and self-evaluation to analyze critical situations. This research was a case study with a qualitative approach. The sample comprised five 7th-semester pre-service English teachers from Corporación Universitaria Minuto de Dios (UNIMINUTO), who joined a virtual CoP to share and reflect on critical incidents. The data were obtained from the narratives shared in the CoP meetings. The results showed that pre-service English teachers reflected on critical incidents related to management, emotional intelligence, planning, and students' behaviors.

Keywords: communities of practice, critical incidents, reflective practice

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Critical incidents reported by pre-service english teachers in a virtual community of practice at uniminuto

Resumen

La reflexión sobre los incidentes críticos ayuda a los profesores a mejorar su práctica docente, ya que les hace conscientes de sus fortalezas y debilidades como profesores de lenguas extranjeras. El propósito de este estudio es informar los incidentes críticos sobre los que reflexionaron los profesores de inglés en formación en una comunidad virtual de práctica. Para reflexionar sobre los incidentes críticos encontrados se usó el modelo de Thiel. Este se basa en la autoobservación, la descripción de lo sucedido, la autoconciencia y la autoevaluación para analizar las situaciones críticas. Se trató de un estudio de casos con un enfoque cualitativo. La muestra fue de cinco docentes en formación de inglés de 7° semestre de la Corporación Universitaria Minuto de Dios (UNIMINUTO) que se unieron a una comunidad virtual de práctica para compartir y reflexionar sobre incidentes críticos. Los datos se obtuvieron a partir de las narrativas compartidas en las reuniones de la comunidad de práctica. Los resultados mostraron que los profesores de inglés en formación reflexionaron sobre incidentes críticos relacionados con la gestión, la inteligencia emocional, la planificación y los comportamientos de los alumnos.

Palabras clave: comunidades de práctica, incidentes críticos, práctica reflexiva

Introduction

¿A critical incident is a situation we can interpret as a problem or a way to learn. According to Bilbao Villegas and Monereo Font (2011), a critical incident may result in uncertainty and emotional destabilization for teachers, meaning that critical incidents can influence teachers' lives. They can be positive or negative; it depends on how teachers interpret and live them.

Specific incidents cause teachers to question their work or feel frustrated with it. For instance, while pre-service teachers are doing their practice, they can have a lot of experiences or situations that can be frustrating. Those situations that happen inside or outside the classroom make teachers wonder why they do what they do and why those incidents happen. Regarding the above, Tripp (1993) proposed that critical incidents should guide us to a self-judgment to understand where the situation occurs, analyze it, and learn from that analysis. Evaluating and judging our work to have a better experience is essential.

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

In a dialogue with three pre-service teachers with a BA in Foreign Languages with an emphasis on English, we identified that during their first teaching practices in the public institution, they experienced situations that affected their emotional state, performance in the classroom, or interaction with students. In some cases, the pre-service teachers expressed that they did not know how to solve the situation, and as a result, they felt frustrated and unmotivated, that teaching was not their profession, and that they would not be able to face it. Therefore, it is necessary to investigate critical incidents to discover pre-service English teachers' experiences and perspectives in their first teaching practice so they can learn from those complex and challenging situations and get new knowledge that helps them solve future critical incidents effectively.

Objective

To report the critical incidents in reflections by pre-service English teachers in a virtual community of practice (CoP).

Theoretical framework

Critical incidents

Critical Incidents was a technique developed by psychologist John C. Flanagan during World War II (Stitt-Godhes et al., 2000) to detect what was not working with war pilots and think about how to fix it. Now, talking about the educational field, critical incidents are those situations that arise in the work of a teacher that produce frustration and dissatisfaction with their job. Joshi (2018) pointed out that a critical incident is something that people interpret as an issue or a challenge in a given context; this means that critical incidents can become a problem or an opportunity to learn and gain experience.

During the teaching practice, critical moments can affect the teacher's development and motivation or become opportunities to reflect on what teachers are doing and their beliefs and get didactic and pedagogical

knowledge that helps them confront future situations. Brookfield (1990) suggests critical incidents are "'vividly remembered" (p. 84), so they can mark teachers' life positively or negatively; that is why it is necessary to reflect on them to improve the teaching practice and learn how to deal with difficult situations. According to the studies reviewed, there are different kinds of critical incidents: planning (Bilbao Villegas & Monereo Font, 2011), the teacher-student relationship (Lengeling & Mora, 2016), students' attitudes (Megawati et al., 2020), and ethical dilemmas (Shapira-Lishchinsky, 2011).

Different models analyze critical incidents (Thiel, 1999; Tripp, 1993). For this research, Thiel's (1999) model was applied. It is composed of 1. self-observation, where the teacher identifies significant situations inside and outside the classroom; 2. description of what happened, where the teacher reports the incident and its details; 3. self-awareness, where the teacher considers why the incident occurred; and 4. self-evaluation, where the teacher reflects on how that incident helps his teaching practice. This model was chosen for this study because it makes the pre-service teachers aware of the situation and evaluates their actions.

Methodology

A qualitative interpretative design was used to carry out this study. In this type of research, human beings make sense of their subjective reality and attribute meaning to it. Gálvez Toro (2007) pointed out that concepts derive from the interpretation of findings, which will later be linked to theory. The method was a case study, which aims to explore a phenomenon in a real-life context (Baxter & Jack, 2008)

A virtual CoP that followed Thiel's model was designed to reflect on critical incidents and understand the critical incidents the pre-service teachers lived in their teaching practice. It included sections where the pre-service teachers shared their experiences and listened to other pre-service teachers' experiences; then, they reflected together and provided solutions and advice. The CoP was planned under a socio-constructivist view. According to De Fierrari (2019), knowledge is constructed by everyone based on a

person's interaction with their environment and the people around them. Thus, the learner incorporates the knowledge acquired during this process into future experiences and mental contexts.

Five pre-service teachers were invited to participate in the virtual CoP: four women and one man. They were in the seventh semester and had some teaching experiences as part of their didactic classes. However, they have taught children English in a language institute for six months in a face-to-face format. Nevertheless, they have delivered classes virtually because of the pandemic.

The instruments used to collect the critical incidents were the narratives pre-service teachers told in the group meetings. Those narratives were shaped by features such as identifying the unplanned situation that affected the teaching practice; describing the circumstance and context where it occurred; self-awareness of why that crucial experience happened, and what the pre-service teacher learned from it; and finally, recalling how the pre-service teacher reacted, determining whether it was the right thing and what they would do differently if it were to happen again. All the above follows Thiel's model proposed for this research.

Data analysis

For the analysis of those narratives, they were organized and transcribed in a Word document and uploaded to Atlas.ti. After the narratives were read several times, a priori codes were identified (Creswell, 2012). The codes were grouped by themes, and three categories were created, representing the most common critical incidents pre-service teachers experienced in their teaching practice.

Findings

When the data were analyzed, three categories of critical incidents were found: 1. Learning to improve our performances, 2. Learning to build our lesson planning, and 3. Learning to understand our students. The most

recurring incidents in each category were selected and will be explained in the following section (see Figure 1).

Figure 1

Critical Incidents
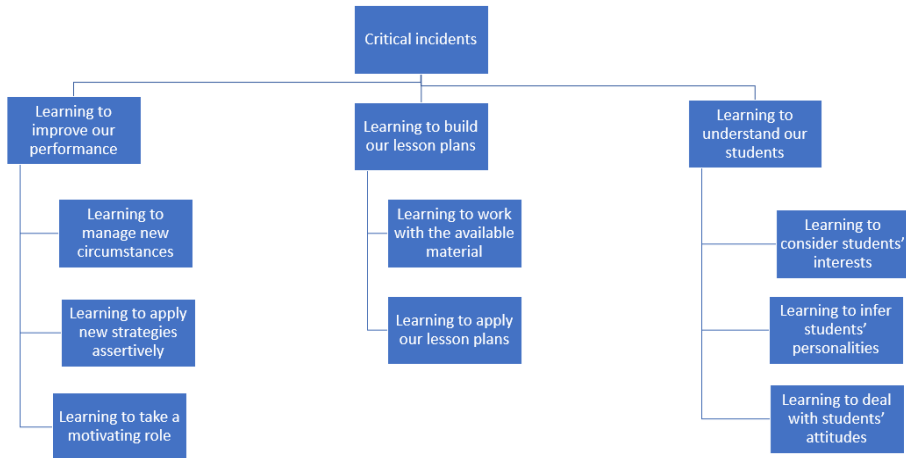
Note. This figure shows the critical incidents experienced by pre-service teachers in their teaching practice.

Source: Authors

Learning to improve our performance

This category points out that feedback from others helps improve the teaching practice since criticism contributes to growth and generates new strategies and competencies. The critical incidents in this category are related to classroom management, teaching strategies, and the role of the teacher.

Learning to manage new circumstances.

Critical incidents related to classroom management are based on those events that affect discipline due to difficult situations for the teacher to control. For instance, in the CoP, Pre-service Teacher 1 pointed out:

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> To pay attention to face-to-face students and virtual students. There was a disorder because the face-to-face students and virtual students were not working in the same way because while the face-to-face students were developing the activity, the others had already finished it. Then I tried to improvise another activity, where the virtual students had to develop another activity, but it was improvised and not planned.

The above quote reflects that the pre-service teacher faced a critical situation because of the new format adopted by schools called alternation, and the teachers were not prepared for these challenges. It is also evident that this type of incident can affect teachers emotionally and cause stress because it was difficult for the teacher to deliver the class the way she had planned it because the virtual students worked differently from the face-to-face students, and the activities were not the same.

It also shows that simultaneously dealing with two types of formats can be a critical incident. It is difficult for the teacher to manage the activities' time, create activities suitable for both formats, deal with Internet problems, and ensure that safety standards are maintained. When proposing a topic, it is necessary to be flexible and understanding. The above is connected to what was pointed out by Cuervo (2021) since all the changes brought about by the pandemic have represented pedagogical challenges for teachers and demanded a rapid adaptation capacity from students and parents. However, these incidents can help pre-service teachers devise new teaching strategies that adapt to emerging situations.

Learning to apply new strategies assertively.

Critical incidents related to strategies are based on how the teacher motivates students to participate in class but sometimes does not fit their needs. For instance, in the CoP, Pre-service Teacher 2 argued:

> This week I tried to ask a student to read something that I had written on the board, because she gets shy in class, and gave her the instruction. I told her "Can you read?" three times, but she did not understand me. It

generated that the rest of the students wanted to answer, but I wanted her to answer me. All students helped me to make the girl understand what is read, to get her to understand. We kept trying, but she continued not understanding me. So, after a while, she started crying because she was confused.

The above quote reflects that the pre-service teacher faced a challenge since the student could not understand the instruction, and when she felt pressured, she panicked and started to cry. This problem is complex for the pre-service teachers since they stated they would not know what to do in that case. It could be because the teacher was trying to get the child to read without considering that some children are shy and feel nervous about coming to the front and failing. It is also evident that pre-service teachers learned that in this type of situation, they should build confidence in students and express that there is nothing wrong with making mistakes and that they can always try again.

It also shows that pre-service teachers learn from situations like these as they decide how to approach the child's crying, whether negatively as an interruption or positively, as Moll (2015) points out. Instead of managing or avoiding an emotion in the classroom, we should teach it to promote emotional intelligence in the classroom. So, pre-service teachers should not avoid children's crying but teach them to manage their emotions.

Learning to take a motivating role.

Critical incidents related to the teacher role refer to the teacher's role in the classroom; there are different roles that the teacher can take based on the pedagogical model they want to follow. More than facilitating knowledge and providing feedback, the teacher is a transmitter of values that are very strong in students' lives. For instance, in the group discussion, Pre-service Teacher 4 argued:

I have one student that cries in the classes and does not want to participate in the activities, but one day I talked to her, and in the next

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> class, she participated more in class and developed the activities in a better way. But as a teacher, if this situation is presented again in one of my classes I don't know what to do.

The preceding quote demonstrates that the pre-service teacher must decide the role to play as a motivator, listener, or creator of comfortable environments to promote students' talking. Moreover, the critical incident showed pre-service teachers learned that being a teacher goes beyond teaching, and they must encourage confidence and help or listen to students' issues. In this sense, pre-service teachers must have a high level of emotional intelligence (Velazco, 2019) to approach students' emotions effectively.

Learning to build our lesson plans

This theme points out that pre-service teachers reflected on critical incidents where they did not have support from the institution to solve them. The critical incidents found were related to class materials and planning.

Learning to work with available materials.

This incident is related to the lack of resources and how this affects teachers and their classes. Teachers are more concerned about their students' materials than guiding the class. It was evident in Pre-service Teacher 1's narrative:

> In my case, I do not have resources at school for visual or online activities; the school does not have resources. For that I have to make them by hand or use copies, but I have to pay for them by myself.

This quote reveals that the pre-service teacher could not deliver the class as planned because she did not have the required materials. It shows that it is necessary to adjust planning to the context where the class will take place and invest more time in the design of materials so that the class can be carried out as expected.

Also, it shows that maybe the teacher was stressed out because she did not know how to solve it. She tried to solve the problem by paying for the materials herself, but this generated expenses that were not her responsibility. However, she learned to use different resources to carry out her activities and to be more resourceful with available materials.

Learning to apply our lesson plan.

Critical incidents related to planning are those situations in which teachers must manage the time allocated for each activity and its purpose according to the expected results. For example, in the meeting sessions, Pre-service Teacher 5 pointed out:

> There are always one or two students who are faster in English and finish my activities too fast, while with the others we go at the pace I had planned. So I feel that the incident was related to the fact that I didn't plan what to do with the students who finish the activities much earlier. I improvised and gave them other exercises with the same theme, but since it was something improvised at the last minute, it didn't work out so well.

The above quotation shows that the pre-service teacher faced a complicated situation related to a multilevel classroom, with students who finished activities faster than others, so she had to improvise a new activity at the last minute. As she pointed out, improvising did not work very well for her, so the pre-service teacher learned that planning is necessary because the time allocated for each activity can sometimes work against them.

The way she tried to solve the problem was quite good, but it is necessary to bring planned alternatives so that they are meaningful and more complex while other students move ahead. This incident also makes the teacher question the difficulty she is placing on the activity to be performed, as it may be too easy for children who finish earlier, and with this analysis, the teacher can know his students and their learning processes.

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It also shows that when planning classes, it is necessary to consider the types of learning since not all students learn and complete activities similarly. It could be related to what Collicott (2017) points out: it is necessary to use different ways of presenting information and different practice and evaluation methodologies to cover different proficiency levels in the classroom.

Learning to understand our students

This category points out that pre-service teachers reflected on the difficult circumstances they had related to their students; being a teacher is not only about teaching but also about being aware of whom they are teaching. The critical incidents were related to students' personalities, needs, and behaviors.

Learning to take into account students' interests.

Critical incidents related to student interests are those where the teacher must tailor their methodology and classes to suit students' learning styles. Pre-service Teacher 5 argued:

> When I give them an activity, with all of them activity, with all of them it works at the moment I give them the instructions, but not with him. No, he is super disinterested in the English class.

This extract exposes a complicated situation experienced by pre-service teachers in general because when the topic is explained or proposed, specific indications are given, but there are situations in which all students do not understand them in the same way. Pre-service teachers can reflect on the need to constantly read and inquire about the new ways their students learn to give clear indications for all.

It also reflects that teaching is a complex process since students learn differently. In this sense, we agree with what Kolb (1984, as cited in Vergara, 2015) stated in his theory of types of learning such as convergent,

divergent, assimilative, and accommodative; in each, individual learning styles emerge due to different factors related to genetics, life experiences, and environment. Therefore, it is sometimes complicated for pre-service teachers to plan classes as they seek to consider each student's needs. Nevertheless, this incident helped teachers give answers to each learning type inside the classroom. Also, we can relate this incident to Gardner (1983), who argues that there are multiple intelligences; therefore, the teacher should create activities to promote them.

Learning to infer students' personalities.

Critical incidents related to students' personalities are based on those attitudes or behaviors related to the personality that students manifest in the classroom, either with the teacher or their peers. In the following excerpt, Pre-service Teacher 2 stated:

> The incident is that she gives me too many complaints from others, I don't know if she does it because she feels she is doing well and the others are not, but she does it all the time. This creates disorder in the classroom as the other children are trying. When they play she tells me that her classmates are doing other things. And I have noticed that she also makes certain comments with the children, let's say one class a child asked me to talk to her because she had told him that he didn't know how to draw and to do the activities, and she had made him feel bad.

This excerpt reflects that the pre-service teacher faced a complicated situation, as one of her students manifested a brusque personality. Pre-service teachers can consider this to know what to do if their students have attitudes like this. Also, pre-service teachers can promote among and teach emotional intelligence to their students.

The fragment also indicates that dealing with the different personalities of students in the classroom can be tricky, but this helps teachers apply strategies such as assertive communication, which Corrales et al. (2017) explain as the ability to express oneself verbally and preverbally in an

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appropriate manner. Hence, it refers to knowing how to say things without emotionally affecting the person receiving the message.

Learning to deal with students' attitudes.

Critical incidents related to student behavior are based on those attitudes that students manifest during the class, which affect the class's development. To give an instance, Pre-service Teacher 3 indicated:

> The development of the class depends a lot on their attitudes; since sometimes they arrive very active or sometimes very lazy and therefore do not want to do the activities. For that I try to develop games and dynamics in English to motivate them.

The above excerpt indicates that the pre-service teacher faced a situation where the students did not want to complete the activities because they may have been bored or lazy after being on break. It can affect the teacher's emotions because he had something prepared for the class, and the students were unwilling to continue as planned. Pre-service teachers can learn that in such situations, students should be activated with an energetic attitude that infects them to continue with the class. As we saw in the excerpt, the teacher devised some games incorporating play and English to practice and have fun. The fragment also points out that in such cases, it is good to use gamification, which is a strategy to motivate learning through games (Perdomo & Rojas, 2019).

Conclusions

According to the results obtained until this point, pre-service teachers experience critical incidents mainly in classroom management, planning, use of materials, and dealing with students' emotions and personalities. The conscious reflection on the critical incidents became a learning opportunity and increased pedagogical knowledge instead of seeing just problems in the classroom. Thus, the virtual CoP became a space for pre-service

English teachers at UNIMINUTO to share their experiences and find possible solutions to critical incidents in their teaching practice.

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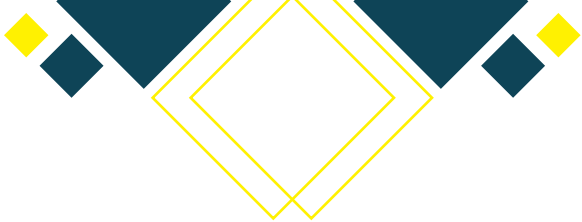
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METAPHOR MADE REFLECTIVE TEACHING: A MODEL FOR PRE-SERVICE TEACHERS

Enseñanza reflexiva hecha metáfora: un modelo para maestros en formación

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Mabel Julia Díaz Franco[7]

Abstract

Pre-service teachers must reflect on their performance to be aware of what goes well, improve their teaching process, and adjust their teaching approach. This practice makes them much more effective teachers and helps practitioners know if they are doing their best and have an interest in mind when designing their classroom teaching strategies. This way, reflective teaching can create an effective learning environment for students. We want to share our reflective teaching model inspired by Juliao's praxeological pedagogy and Edward de Bono's six thinking hats. This model follows five steps: Explore, Reflect, Make an Action Plan (MAP), Transform, and Disseminate using hats of different colors for each step as metaphors that can help us understand the different phases of reflection. This reflective teaching model will help pre-service teachers understand the purpose of reflection and practice it in a more motivating and dynamic way, enjoying what they are doing and improving each time.

Keywords: metaphors, pedagogical practicum, praxeology, pre-service-teachers, reflective teaching

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Resumen

Los maestros en formación necesitan reflexionar sobre su desempeño en el aula para ser conscientes de lo que funciona mejor y lo que necesita ajustarse de acuerdo con su enfoque. Este tipo de práctica los convierte en profesores mucho más eficaces y puede ayudarlos a saber que están dando lo mejor de sí mismos y que tienen un interés en el diseño de sus estrategias de enseñanza en el aula. De este modo, la enseñanza reflexiva puede crear un mejor entorno de aprendizaje para sus alumnos. En esta oportunidad, queremos compartir nuestro propio modelo de enseñanza reflexiva inspirado en la pedagogía praxeológica que propone Juliao y en los seis sombreros para pensar de Edward de Bono. El modelo que aquí se sugiere tiene sigue cinco pasos: Explorar, Reflexionar, Hacer un plan de acción , Transformar y Difundir utilizando sombreros de diferentes colores para cada paso como metáforas que pueden ayudarnos a entender las diferentes fases de la reflexión. Este modelo de enseñanza ayudará a los profesores en formación y activos a entender el propósito de la reflexión, a practicarla de una manera más motivadora y dinámica, a disfrutar de lo que están haciendo y a mejorar cada vez.

Palabras clave: enseñanza reflexiva, metáforas, profesores en prácticas, praxeología, prácticas pedagógicas

Introduction

Reflective teaching becomes fundamental in the teaching and learning process. Pre-service teachers must reflect on their performance to know what works well or not in the classroom and adjust if necessary. This practice helps practitioners know whether they are doing well when designing classroom teaching strategies. This way, reflective teaching can create a better learning environment for students.

In the beginning, it is not easy to do reflective teaching, but over time, it becomes a habit that eventually facilitates teaching and learning. Sometimes, pre-service teachers feel frustrated during their pedagogical practice when the planned activities do not work as expected, which can cause anxiety, stress, and demotivation. For this reason, it is vital to see the positive aspects of what happens in the classroom. There are no negative situations; all of them are learning experiences that give the possibility to strengthen teaching skills. During the pedagogical practice, pre-service

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teachers need a guide for reflection, taking all situations as opportunities to improve and manage their feelings to learn something new.

In this paper, we want to share our reflective teaching model inspired by the Praxeological pedagogy proposed by Juliao (2011) and the six thinking hats by de Bono (2006). With this reflective practice exercise, pre-service teachers are expected to realize the importance of reflecting on their performance and experience as teachers to improve and strengthen their teaching skills.

Theoretical framework

Reflective teaching

Reflective teaching (RT) can be considered a process in which teachers examine beliefs about teaching and learning aligned with actual classroom practice. Teaching reflectively means thinking critically about our performance and trying to find effective ways of teaching. It becomes an essential part of our teaching skills. Reflective teaching is linked to the concept of learning from experience. In that way, you think about what you did and what happened and decide what you would do differently next time.

RT helps teachers to be better professionals and human beings, make decisions, manage emotions, respond to challenges, conduct productive relationships, and cope with stress and anxiety. We could experiment in the practicum. Cirocki and Widodo (2019) state that teachers should reflect before, during, after, and beyond teaching because we need to research what we do and how we perform the act of teaching. Brookfield (1995) argued that the lack of reflection makes teachers run the continual risk of making poor decisions and negative judgments.

RT has enormous benefits in increasing self-awareness and is a critical component of emotional intelligence. Reflective practices also help pre-service teachers develop creative thinking skills and encourage active engagement in work processes. Sugerman et al., (2000) stated that reflection is vital to learning from experience. Each experience in class, good or bad,

is an opportunity to gain new knowledge. Schön (1996) suggested that RT is a continuous process that involves learning thoughtfully and considering one's own experience in applying knowledge to practice. It is significant to create opportunities for pre-service teachers to reflect critically on theories about practice. It is an essential component of professional experience and significant for their professional development. Finally, it is essential to say that reflection not only takes advantage of the implicit situation but also integrates it with conscious activity and restructures it progressively within new perspectives to cope with the moment-to-moment (Schön, 1996). The most important part of reflection is to make the daily situation a conscious process that lets us improve and adjust for the next moments we have to deal with similar circumstances progressively. The process of reflection is a practice-based skill that can only be learned by doing it (Rolfe et al., 2001).

Metaphors in teaching

Scheffler (1979) states that Metaphors are creations of thought used to explore different kinds of situations or phenomena in a heuristic way; they help to clarify some ideas using something previously experienced by students to understand new knowledge.

Metaphors help pre-service teachers develop reflection; they are used in literature and education (Botha, 2009). Metaphors draw learners' attention and facilitate comprehension of language and unfamiliar figurative terms. They can encourage understanding of what we would do in the teaching practicum. In this proposal, we used the hat metaphor to reflect teaching. Having a hat on is a sign that we are constantly reflecting and committed to reflecting on what we are doing.

Metaphors are valuable tools to be implemented in the process of reflection during the pedagogical practicum for pre-service teachers. Pedagogical practicum could be those strategies or activities offered to pre-service teachers to address and develop teaching skills. This process involves support from a more experienced teacher who guides the teaching-learning process to develop various competencies in pre-service teachers.

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Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

Models that inspired our model of reflection

For this proposal, we are inspired by two primary models. The first one is the praxeological pedagogy proposed by Juliao (2011) and de Bono's model of the six thinking hats (2006).

Praxeological pedagogy.

Praxeology is understood as a discourse (logos) constructed after a profound reflection on a particular and signifying practice (praxis); as a procedure of objectification of action. It is the core model at UNIMINUTO. This model suggests four phases: The first phase, seeing (*ver*), refers to the stage where we observe reality and the context and are aware of a situation. It corresponds to the question: What happened?

The second phase is judging (*juzgar*), when we reflect and wonder what can be done. Here, we access information, consult theorists and experts, research the theory, examine the way of approaching the problem and create proposals. In the third phase, acting (*actuar*), we move from theory to practical application, which means applying theories and transforming them into practice. We perform the concept, principles, or ideas. The last phase is creative feedback (*devolución creativa*); this corresponds to responses to what was observed, inquired, and applied. In this phase, we reflect on what worked well and did not, then adjust if necessary and start the process again. For this reason, this model of reflection is cyclical. You start again when you finish the last phase (Figure 2).

The six thinking hats.

Edward de Bono(2006), a physician, psychologist, and philosopher, created this approach. He suggested this approach in 1985 as a practical tool to advise government agencies and solve problems. Later it was implemented in education as a model of reflection for teachers. This model of reflection uses the metaphors of six hats, which represent emotions (Figure 3):

- *White Hat*: White represents calm and pure emotions associated with the color white; it is focused on analytical, aim thinking, emphasizing facts.

- *Blue Hat*: Blue represents structured thinking, a high-level overview of the situation, associated with controlling situations.

- *Green Hat*: Green is associated with creativity, thinking, new ideas, and brainstorming.

- *Yellow Hat*: yellow symbolizes optimism.

- *Red Hat*: It represents emotions, subjective feelings, perception, and opinion.

- *Black Hat*: It represents risks and identified problems.

Figure 2

Praxeological Pedagogy Model
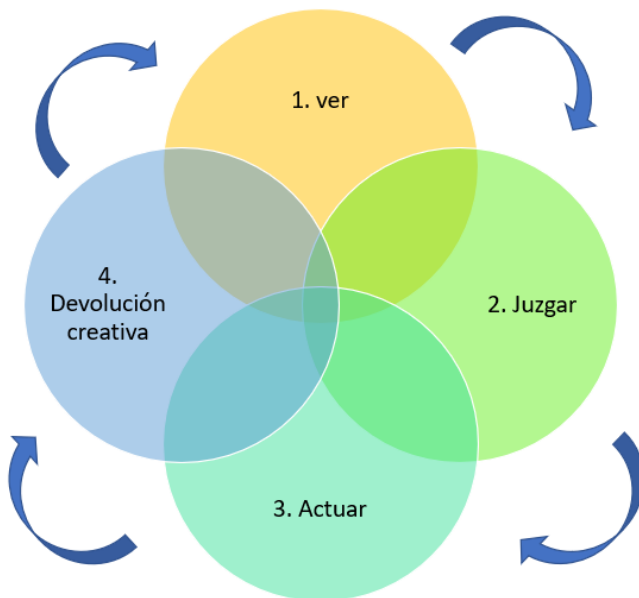
Note. This figure represents the four phases of praxeological pedagogy.
Source: Juliao (2011)

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Figure 3

Six Thinking Hats
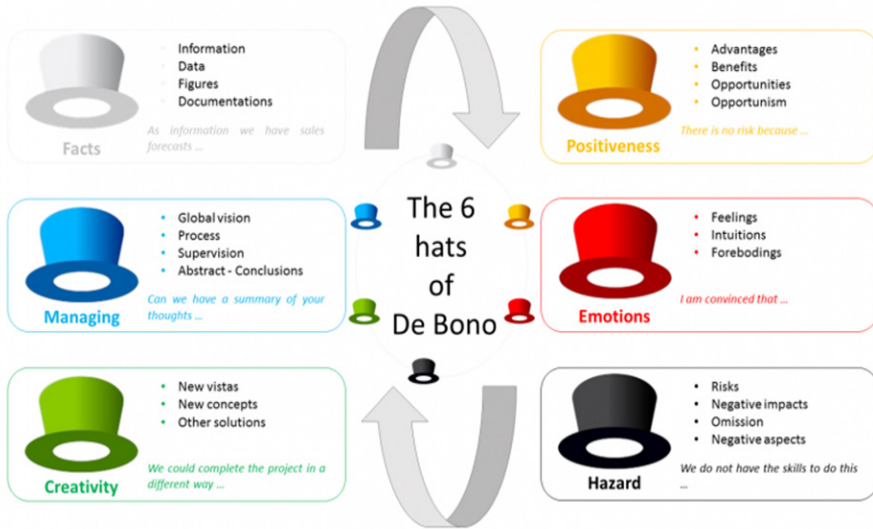
Note. It corresponds to the reflective thinking phases suggested by Edward de Bono.
Source: De Bono (1999)

A proposal to do reflective teaching for pre-service teachers

Inspired by the two over-mentioned models, a new one was created. The model suggested here follows four steps: Explore, Reflect, Perform, make an action plan (MAP), and disseminate, using hats of different colors for each step as metaphors that can help them understand the different phases of reflection. This reflective teaching model will help pre-service and in-service teachers understand the purpose of reflection and practice it more motivating and dynamic, enjoying what they are doing and trying to improve each time.

This reflective teaching model takes them through a step-by-step process of reflection on what happens in the classroom. It starts with an exploration phase where they realize the situations in the classroom by developing their sense of perception; this step is followed by a reflective

phase in which they reflect on the emotions and feelings experienced in the classroom during the activities but think of opportunities for improvement. The map phase follows this (make an action plan). Pre-service teachers prepare an action plan to improve their performance, fix what did not work well in their class, or strengthen what worked, but consider the theories of the experts, consult the theory, and research the issues at hand. With all these new understandings, pre-service teachers move into a transformation stage, where they implement new ways of updating, transforming their performance, changing irrelevant beliefs or practices, and bringing theory into practice.

The last phase is dissemination. Pre-service teachers share the results of their experience with their peers and teachers through a reflection exercise that allows them new learning for themselves and to contribute to their peers from their learning. This dissemination phase could be done through discussions, oral presentations, or written texts where they express and tell what they have learned (Figure 4).

Figure 4

A Proposal for Reflective Teaching
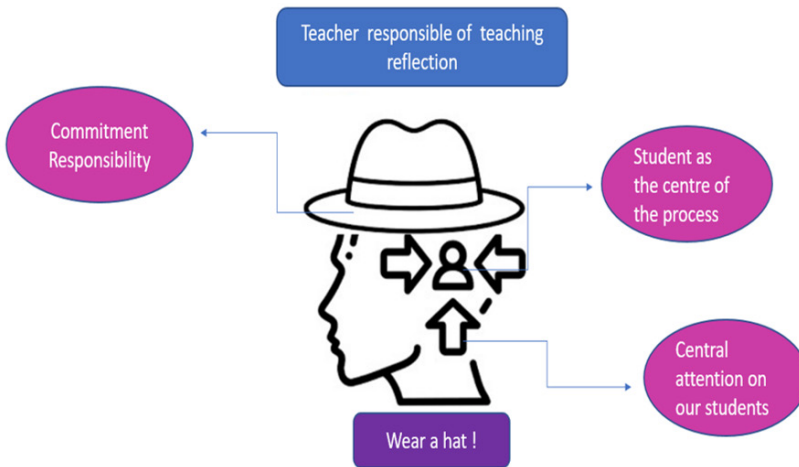
Note. It represents the proposal for reflective teaching.
Source: Authors.

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

The head represents this reflective teaching proposal since it is where the process of reflection occurs. The hat on the head symbolizes the commitment to reflect on our practice. The arrows inwards symbolize our thoughts directed toward our students, represented by the symbol of a person in the center. All our processes, thoughts, and reflections are centered on our students.

In the model, we have suggested five phases:

Explore: It is represented by the white hat. In this first part, pre-service teachers realize reality. They observe facts and persecutions and the context around them.

Reflect: It is seen with the red and yellow hat. Here pre-service teachers reflect on feelings and emotions and wonder what they can do. Gibbs (1988) states that reflective practice suggests that individuals develop and analyze feelings to evaluate experiences. Feelings during practicum play an essential role; reflecting on them helps us dismiss stress and anxiety. It is also essential to maintain a positive attitude and think that there is no adverse situation, everything that happens in or out of the classroom are experiences that can enrich our professional knowledge.

MAP (Make an Action Plan): It is represented by the blue hat and signifies the thinking process. Here pre-service teachers make an action plan that includes: investigating, inquire theories, planning activities, making new proposals, and applying them. It makes theories and transforms them into practice.

Transform: After pre-service teachers apply any theory, idea, or concept, they transform reality and their performance. A new way of acting needs a new process of reflection. In this respect, Jasper (2003) mentions that reflective teaching practice with lifelong learning results in the development of autonomous, qualified, and self-directed professionals.

Disseminate: The last step implies that pre-service teachers share the new knowledge with others to make new contributions. An orange hat represents it. It embodies success. Orange is associated with meanings of

joy, enthusiasm, creativity, encouragement, happiness, and expression. Those words are associated with feelings we experiment with when we accomplish any experience and can share them by telling us what happened and how we manage it (Figure 5).

Figure 5

Reflective Teaching Phases
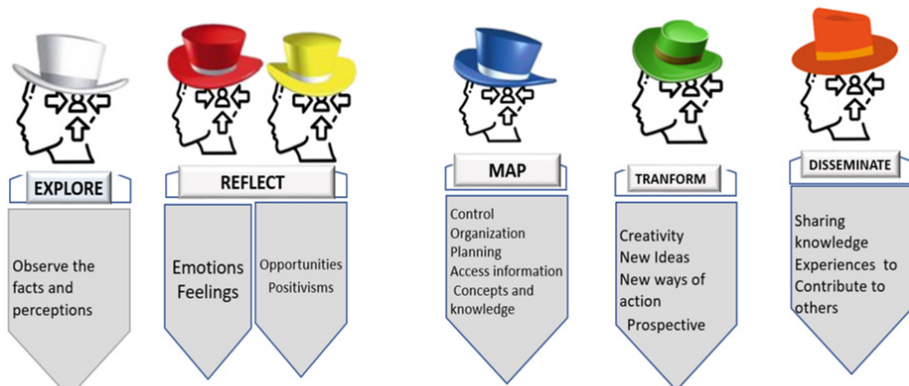
Note. It represents the five phases suggested for reflective teaching.
Source: Authors.

The figure above represents the five steps to reflection: 1) observation and perception; 2) emotions, feelings, and opportunities to improve and learn; 3) organization, planning, and access to information. 4) creativity and new ways of acting; 5) sharing knowledge with others to contribute. This model of reflection is cyclical; one phase drives pre-service teachers and the next, as shown in Figure 6.

Although this model of reflective practice is initially proposed for trainee teachers, it can also be applied by in-service teachers at all levels of education. We hope that this model of reflective practice will guide and motivate students through the metaphor of the hat to take up and adopt reflection as a permanent routine and help them to improve their teaching skills as well as their commitment and role as educators of the new generations.

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

Figure 6

Reflective Teaching Process
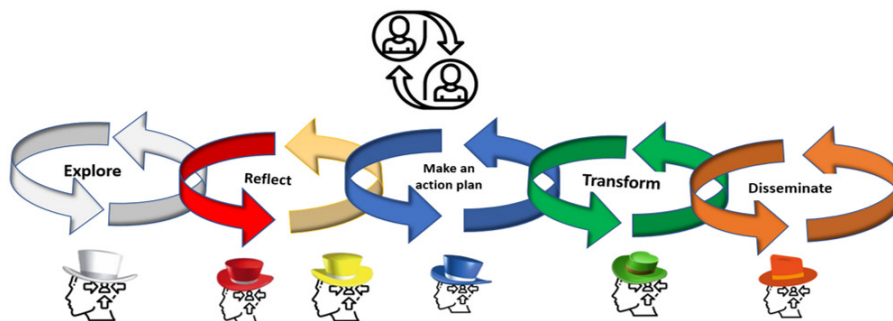
Note: This represents the reflective teaching process
Source: Authors.

Conclusions

Reflective Practice can be considered a training methodology based on teachers' experiences in their context and reflection on their practice. The training option starts with each individual because it considers personal and professional experience to update and improve teaching performance. Reflective teaching has enormous benefits as it helps pre-service teachers develop creative thinking skills and increase self-awareness. However, this process of reflection requires commitment and understanding of the importance and impact it has on improving the teaching process.

In this sense, reflective teaching through metaphors could help pre-service teachers analyze their classroom performance and always be ready to improve. For that, it is essential to create opportunities for pre-service teachers to reflect critically and theories about their practice. It is an essential component of professional experience and significant for their professional development. Reflecting following the five steps that are suggested helps pre-service teachers to follow a route that leads them from exploration, as their first experience, to share with others about it, which includes feelings, emotions, opportunities, plans for improvement, new

understandings, and new experiences, this process becomes an experience of learning and new contributions.

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OUT-OF-FIELD TEACHERS TRAINING ON DIDACTICS AND COMMUNICATION SKILLS

Formación en didáctica y habilidades comunicativas de profesores fueras de su área de estudio

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Angie Paola Torres Martínez[10]

Abstract

Professional development is a process that guarantees quality in teaching and learning English as a foreign language. This research provides out-of-field teachers strategies to strengthen and improve their mastery of the four communicative skills and didactic knowledge. This action research is qualitative. The sample has seven out-of-field teachers from the Gimnasio New Castle Kindergarten in Tunja, Colombia. The instruments used were surveys, interviews, and recordings of the training sessions. The data analysis included emergent and a priori coding. Ongoing results show the need to learn about commands, expressions, and phrases in English. They are also learning ICT-based contextualized and interactive teaching strategies. Finally, this research responds not only to those who need to practice using English and planning their classes but also seeks to improve how students learn the

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language. The results can be helpful for teacher training processes in the communicative use of English by teachers of various fields of knowledge and their use of digital resources.

Keywords: out-of-field teachers, pedagogical knowledge, proficiency, professional development, teacher quality, teaching practices

Resumen

El desarrollo profesional es un proceso que garantiza la calidad en la enseñanza y aprendizaje del idioma extranjero inglés. Esta investigación brinda a los docentes que no son licenciados en el área del inglés estrategias para fortalecer y mejorar su dominio de las cuatro habilidades comunicativas y sus conocimientos didácticos. Esta investigación-acción es cualitativa. La muestra incluyó siete profesoras del colegio Gimnasio New Castle de la ciudad de Tunja, Colombia. Los instrumentos utilizados fueron encuestas, entrevistas y grabaciones de las sesiones de capacitación. El análisis de datos se realizó mediante codificación emergente y codificación a priori. Los resultados en curso han mostrado la necesidad de aprender sobre comandos, expresiones y frases en inglés y de aprender estrategias de enseñanza de una manera interactiva en un contexto tecnológico usando las TIC. Por último, esta investigación da respuesta no solo a esas necesidades de práctica del uso del inglés y preparación de sus clases, sino que también busca mejorar la forma en que los estudiantes aprenden el idioma. Los resultados pueden ser útiles para procesos de capacitación de docentes en el uso comunicativo del inglés por parte de profesores de varios campos de conocimiento y su uso de los recursos digitales.

Palabras clave: calidad docente, competencia, conocimiento pedagógico, profesores de asignaturas, desarrollo profesional de profesores, prácticas de enseñanza

Introduction

Have you ever met a teacher who has to teach a subject without knowing the area? Unfortunately, it is common to find teachers in Colombia with that characteristic. Therefore, this research seeks to provide strategies to improve teaching English competencies and proficiency for bilingual professionals like out-of-field teachers. According to Cárdenas et al. (2010), one of the limitations that out-of-field teachers perceive in successfully developing their labor is the low proficiency in the foreign language. That is why it is essential to carry out training courses to provide those teachers with strategies to improve their language proficiency and didactic knowledge.

Paradigms and challenges in teaching and learning foreign languages.

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Consequently, the problem of this research arises from the need to qualify professional development in teaching and speaking competence in teaching English. During a series of observations in the public school Rodrigo Arenas Betancourt, located in Fontibón, we noticed specific problems in the classroom due to the teacher's lack of English knowledge, and her level of English is not her area of expertise. In the teaching methodology. During the observation, it was observed that the teacher designed and taught her classes just through videos. Additionally, she made some grammar and pronunciation mistakes that confused the students. Unfortunately, it was impossible to do the research in that school because there was no option to access the population there. Nevertheless, it was possible to find a kindergarten, Gimnasio New Castle, with the same problem, but in this case, there was the opportunity to access the population and consequently take up and keep on the research.

It is a fact that all the factors above affect learners' processes. For that reason, high English proficiency and enough didactic knowledge play an important role in English teachers' professional development. Nevertheless, it is not an issue in primary schools in Colombia (Correa & Usma, 2013). It is a global problem. Based on the problem found, we stated the following question: How can English teaching didactic knowledge and speaking English proficiency be developed through implementing a training course directed to Gimnasio New castle out-of-field teachers?

General objective

To explain the communicative skill practice and the English didactic knowledge through training courses directed to Gimnasio New Castle out-of-field teachers.

Specific objectives

To explore the need for communicative skills and didactic knowledge of Gimnasio New Castle out-of-field teachers.

- To analyze the effect of the communicative practice and the application of didactic knowledge in preschool teaching carried out by out-of-field teachers

- To explain the effect of the training courses based on communicative practice and application of didactic knowledge to develop a class for preschoolers of Gimnasio New Castle.

We considered this problem researchable because, through different studies, Çelik et al. (2013) claimed that teacher development is a factor that influences good teaching processes and, consequently, students' learning processes. So, it is required to expand knowledge and skills to implement the best educational practices.

Through this research, we could recognize that professional development is one of the strategies school systems have to strengthen educators' performance levels and the only way out-of-field teachers can learn to improve their performance and raise students' achievement. In this way, professional development processes enhance teachers' understanding and help them look for new ways and resources to practice in their lessons.

Theoretical framework

This theoretical framework presents and describes different concepts that will help to understand the importance of developing didactic knowledge in teaching English and mastering English-speaking skills through training.

Language proficiency

Language proficiency refers to having sufficient knowledge of a language. It means having receptive and expressive language skills, syntax, vocabulary, and semantics and integrating the four skills for different purposes and situations. Pan and Pan (2010) explain that language proficiency involves studying or analyzing how it is developed, structured, and used

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

the language. Also, it refers to the cognitive aspect, the mental processes such as comprehending information through previous experiences; the ability to learn, think or argue. Finally, the sociocultural aspect means that a community's culture influences people.

Speaking is one of the essential skills when teaching a new language. Torky (2006) affirms that speaking is the process of building and sharing meanings and ideas. Also, Brown (1994) and Burns and Joyce (1997) explain that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. In addition, when a teacher speaks the language correctly, students unconsciously learn the correct pronunciation of words and reinforce listening skills.

Reading

Kucer (2005, as cited in Gómez & Ávila, 2009) says that reading skill is the ability to recognize organizational structures and understand a text to give coherent meanings in a general or specific way. Besides, Grabe (2009), Tracey and Morrow (2006) affirm that reading skill is about how readers interact with information by building meanings from recognizing letters, phrases, and sentences to reconstruct the original idea (bottom-up processing) and by applying their prior knowledge to understand (top-down processing). In other words, reading ability is closely related to how the brain processes information and generates meaning to what readers are reading when it comes to an understanding of a foreign language; then, the brain processes the information it receives and thus becomes able to understand a text and give it coherence.

O'Malley et al. (1989) define listening skills as "an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge" In this way, listening as a receptive skill is one of the most relevant to expose students to the language. That is why Vandergrift (1999, as cited in An & Shi, 2013) affirmed that listening improves the language's sound, rhythm, intonation, and stress.

Writing

Writing is a complex process in which different analytic processes are developed. As Hadley (1993, as cited in Negari, 2011) affirms, when a person writes, it is necessary to be able to modify or remodel information in new content. Therefore, providing students with different strategies to improve writing and promote coherence and fluency efficiency is essential. Following this, Gebhard (2000, as cited in Miftah, 2015) explains that motivating students to write appropriately and reduce punctuation, grammar, and coherence errors is essential.

Out-of-field teachers

Out-of-field teachers are assigned to teach subjects that do not match their training or education. Ingersoll (2002) suggests the causes of the problem of out-of-field teaching are the hiring policies and the quality of English teaching training. In this context, one may find that assigning teachers to teach out of their fields is legal and less expensive. Moreover, Hirish (2006, as cited in Du Plessis, 2015) explained that a teacher's lack of subject knowledge affects the quality of teaching and causes severe deficiencies in students' learning processes.

Teacher training

Assadi et al. (2019) point out that teacher training aims at competencies to help teachers improve their knowledge, attitudes, behaviors, methodologies, strategies, and skills to contribute to students' education. So, teacher training helps teachers develop their skills in a didactic way to achieve a successful teaching-learning process.

Methodology

Creswell (2002, as cited in Porras et al., 2018) establishes that qualitative research is carried out when it is necessary to learn more from participants through exploration. In this way, Burns and Grove (2008) describe the

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connection between the qualitative approach and the action research (AR) method, as the latter allows the inquiry of different teaching and learning realities through cycles of pedagogical interventions. This article shows the results of training sessions to allow Gimnasio New Castle teachers to practice their communicative skills. This study understands the reality, needs, and experiences of the out-of-filed-teachers. Furthermore, AR does not just look for understanding; it also contributes to changing participants' reality and how those teachers develop an English class.

This AR study follows four stages. In the planning, a survey and an interview were conducted to explore the out-of-field teachers' communicative skills and didactic knowledge. Then, it was decided to implement the training sections and create a guide to help teachers with their communicative skills, corresponding to the stage of Putting the plan into action. Besides, during the sections, some field notes were taken individually to analyze the teacher's behaviors and observe the efficacy of the training. Finally, the study is in the phase of doing data triangulation to reflect on what could be improved for further action that corresponds to the second guide about didactic knowledge.

Participants

Seven teachers from the Gimnasio New Castle kindergarten in Tunja, Boyacá in Colombia, took part in the out-of-field teachers training. The teachers taught different subjects such as Science and Maths. They were also asked to speak English in their classes as the school is bilingual, even though they did not have an academic major or certification in English.

The training and implementation sessions were developed through synchronous remote training sessions. There were three-hour sessions in which the teachers practiced the fourth skill based on different activities divided into different topics like the human body or healthy life, found in the workshop. Additionally, in those sessions, all the teachers actively participated by sharing their opinion and knowledge on these topics, reinforcing speaking skills, which is the primary purpose.

Instrument

The instruments were interviews, surveys, and field notes. According to Emerson et al. (2011), making field notes as a data set, reviewing, re-experimenting, and reexamining everything that has been written, is one of the most successful ways to consciously look for and identify patterns and variations of what has previously been implemented. Thus, we developed an in-depth analysis using a set of emerging codes and categories.

Results

Diagnostic phase

One characteristic of out-of-field teachers is their years of experience in different fields of knowledge. In other words, most teachers have had 10 and 15 years of teaching experience. As evidence of their teaching experience, Figure 7 shows that 42.9 % of teachers have between 10 and 15 years of experience. Also, one teacher has 10 to 5 years of experience, another has between 5 and 3 years, and 2 have one year. It is possible to infer that the problem here is not the lack of experience of the teachers of the Gimnasio New Castle but that the experience and training of each of the teachers are specific and not general in an area of knowledge. It means that their handling of the classroom, implementation of methodologies and didactic knowledge, and the teachers' knowledge are focused on a specific area not related to English. It is for this reason that they are out-of-field teachers. Ingersoll (2002) states that out-of-field teachers' diverse characteristics may affect the quality of the teaching processes they lead.

Another characteristic of out-of-field teachers is that despite the fact they have diverse majors or minors, they are assigned to teach English. The sample found that teachers have different majors, such as nursing, accounting, special education, and children's pedagogy, and only one teacher has a BA in English. Ingersoll (2002) defines out-of-field teaching as teachers assigned to teach a subject they are not trained in. Therefore, the sample of this study complies with this characteristic. Therefore, they specified their

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Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

need to improve their foreign language knowledge and learn strategies and methods to teach English to kids. Since some are qualified in a specific field, they are out-of-field teachers when requested to teach in English. As Ingersoll (2002) states, highly qualified teachers may become highly unqualified if they are assigned to teach subjects for which they have little training or education. For that reason, it is deduced that by implementing some training sessions, they will expand their knowledge in these fields and improve their use of language.

Figure 7

Out-of-field Teachers' Experience
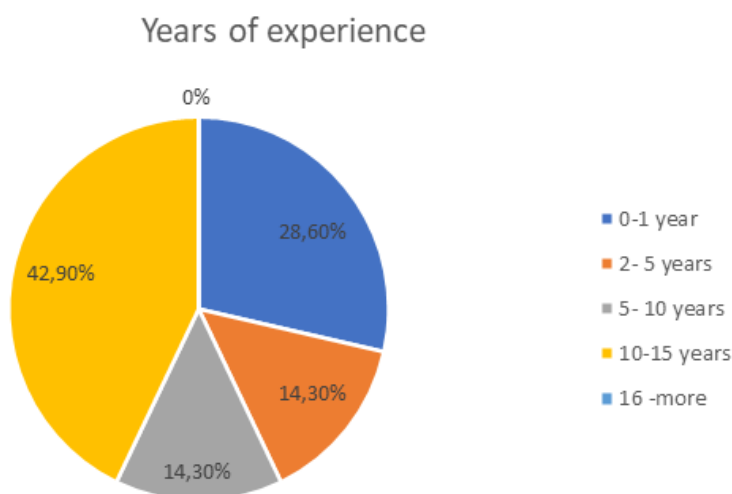
Note. The figure shows the experience in years of the teachers involved in the project.
Source: Authors.

The first training section showed evidence of out-of-field teachers' listening and reading comprehension difficulties. Although they did not recognize all the vocabulary, they presented a great attitude to expanding their knowledge by asking for unknown words in listening and reading activities and reinforcing pronunciation.

Accordingly, this study concluded that it is necessary to include more dynamic activities to keep improving out-of-field teachers' skills through the training session. As Hempenstall (2016) mentions, successful reading and listening instruction should include phonetic and phonological perception, decoding skills, vocabulary, and reading comprehension strategies. Therefore, it is vital to provide them with more strategies and material to practice these skills independently after the sessions. Moreover, Tost (2013) states that reading out loud is a process that helps to improve clarity and pronunciation.

In the third section about speaking and writing performance, it was concluded that it is necessary to give more practice on how to build sentences and promote self-confidence in out-of-field teachers. Besides, it was evident that during the development of the speaking and writing skills, the out-of-field teachers expressed some sentences like "you should a doctor visit," which clearly shows that teachers get confused in sentence structures. In this case, it is essential to progress in their confidence by instructing them to build sentences correctly. As Torky (2006) mentioned, speaking is an interactive process of constructing meaning that involves producing, processing, and receiving information. In addition, Dixton and Nessel (1983) say that writing requires effort to produce coherent and fluid meaning.

Teachers had a positive perception of self-efficacy to use the foreign language by answering questions and giving instructions; they are also clear about developing their language skills focused on the specific topics they must teach their students. For instance, one teacher said:

> **Creo que el workshop porque digamos que no tuvo mucha gramática, sino que estuvo enfocado en las cosas que hacemos nosotros en el jardín entonces es chévere porque lo estamos relacionando con las actividades que se realizan con los niños.**

In this way, Shulman (1987) and Baumert and Kunter (2006, as cited in Ulferts, 2019) expose that professional development is directly related to what teachers develop in the classroom. Teachers' professional

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

competence training sessions are crucial in school and classroom practices. It means that teachers need to be trained in other areas that help them master the language and reflect on their practice to achieve successful professional development.

Discussion

The existence of out-of-field teachers is a common problem that has been found in many schools. However, the options to reduce the negative impact on language learning have been limited. In this way, the study of Garces and Granada (2016) affirms that it is necessary to promote collaborative teacher development as an activity teachers can do with colleagues. So, this study suggests implementing and developing training courses through workshops and collaborative work, which improve language proficiency in out-of-field teachers and their didactic and methodological knowledge. It coincides with the Gonzalez et al.'s (2002) study; teachers firmly believe that attending professional development programs is the best way to improve their teaching of a second language.

Furthermore, Assadi et al. (2019) affirmed that teachers had the opportunity to increase their knowledge of teaching English language skills through training courses. However, no author talks about how to connect the out-of-field teachers' training with the classes they have to develop with their students. Thus, the topics proposed in the workshops focus on *Mallas de aprendizaje de inglés*. In this way, the teachers' knowledge can be deepened, coordinating it perfectly with the topics they must develop and teach their students.

In conclusion, professional development training courses have sound effects since those help teachers either increase or build their knowledge in the second language.

We concluded that training teachers on language use could help them teach the language. Bolivar (2019) found similar results as he highlights that learning is improving the language through various activities that require

the four skills to develop communicative competence and promote the understanding of the language. Implementing these language skills will give teachers an excellent foundation to build on new knowledge.

Finally, it can be stated that despite the existing limitations and complications that can influence teachers' English learning process, implementing these training sessions contributes to the confidence of the out-of-field teachers and improves the acquisition of knowledge. It agrees with the study of Rojas (2008), which shows that the main benefits in connection to teachers' professional development were spontaneity and self-confidence when teaching. Furthermore, this research shows that practical training affects literacy in preschool children because out-of-field teachers have become, over the years, increasingly common and, at the same time, normalized by the different educational entities.

Conclusions

This study found that training out-of-field teachers in communicative skills may improve their development of bilingual lessons, which directly connects with the correct use of the four language skills and help them to face the challenges they have to face because of the lack of adequate training in different subjects. For that reason, we infer that through the training carried out. The teachers could improve their self-efficacy and skills.

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GAMIFICATION: A MOTIVATING AND ENGAGING STRATEGY FOR A1 LEARNERS IN AN ENGLISH CLASS

Ludificación: una estrategia motivadora y atractiva para estudiantes A1 en una clase de inglés

Laiyen Andrea Montañez Carrillo[11]

Abstract

Gamification is a strategy that increases motivation. This research study aims to use gamification as a strategy in English classes and analyzes its effects on the students' motivation. The problem was identified in an institution in Tame-Arauca, Colombia, where primary students lacked motivation toward English learning. The study has a qualitative approach using an action-research method, with a sample of five students in level A1 and a teacher in English classes. The data are collected through interviews, field notes, surveys, and focus groups, while the analysis is based on coding to interpret the data. Through this strategy, it is expected that students will feel motivated and can have classes with a change in methodology.

Keywords: gamification, motivation, strategy

Resumen

La ludificación es una estrategia que aumenta la motivación. Por lo tanto, esta investigación tiene como objetivo utilizar la ludificación como estrategia en las clases de inglés y analizar sus efectos en la motivación de los estudiantes. El problema se identificó en una institución en Tame, Arauca, Colombia, donde

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Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

los estudiantes de primaria carecían de motivación hacia el aprendizaje del inglés. El estudio tiene un enfoque cualitativo y un método de investigación-acción. La muestra incluye cinco alumnos del nivel A1 y un profesor de inglés. Los datos se recopilan a través de entrevistas, notas de campo, encuestas y grupos focales. El análisis se basa en la codificación como forma de interpretar los datos, a través de lo cual se espera que los estudiantes se sientan motivados y puedan tener clases con un cambio de metodología.

Palabras clave: ludificación, motivación, estrategia

Introduction

Gamification is necessary to make students feel motivated and the classes more innovative. This action research project is based on my interest in motivating students through gamification. Consequently, in this research, the gamification strategy will be carried out to reduce demotivation and make A1 students in an English class in Tame, Arauca interact in the L2 and change their learning dynamics.

I identified the problem in a private school for fifth graders. I observed six classes, and I could see that the children showed a lack of motivation, which happens due to different factors, such as the lack of exciting material or traditional methodologies that affect students' learning process and language competence since when there is no motivation, it is tough for students to acquire a new language.

I saw this problem when the headteacher was doing an activity. I saw how a young woman felt unmotivated. She said, "English was not for her, and English will not help me in my future." Moreover, I saw several bored and demotivating children, first because they did not know how to do the activity and second because English was unimportant to them. Also, I saw much demotivation in a classroom where all the children did not pay attention to the teacher and did not care what the teacher said, and when we came to the classroom, they always said they were lazy to take the English class. In addition, I could see the demotivation of the students when the English teacher entered since I could perceive the bored face when the English teacher got into the classroom.

Gamification: a motivating and engaging strategy for a1 learners in an english class

Moreover, I identified this problem from my experiences and antecedents. I studied at a school in Tame-Arauca too. I felt unmotivated by the English classes because I thought learning a new language would not be useful for my future. I also felt that the teacher's classes were boring, as long as most of the activities were translated from one language to another, and any communicative activity was proposed. Also, in Colombia, motivational studies in different places or schools generate a call to search for new strategies to solve this problem. Camelo (2017) investigated motivation in Bogota. In addition, I observed different studies where gamification is used in education, generating a positive impact on the educational community:(Pareja et al., 2021) investigated gamification in Colombia. Esquivel Gómez (2019) investigated gamification in Colombia.

Moreover, when I started to work as a language teacher in an institute, I observed that children were looking for something different and wanted to learn differently. I also observed behaviors that evidenced demotivation and the need for new learning methods.

This problem is essential and should be researched because learners need to be motivated to have meaningful learning in English. Also, they can improve their academic performance and language competence when motivated. Also, learning happens when the student is motivated; in this way, children can investigate, find solutions, and learn things in the best way.

Based on the above it was stated the following question: how might gamification contribute to A1 learners' motivation in an English class at a private school in Tame-Arauca, Colombia?

General objective

To conclude, the characteristics of learners' motivation towards' learning English as they participate in a gamified English class in Tame, Arauca.

Specific objectives

To explore the gamification strategy applied to English classes.

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

- To analyze the coordination between English teaching methodology and gamification.

- To determine the effect of the gamification strategy on learners' motivation.

Theoretical framework

Gamification

Gamification helps students feel motivated to participate and allows them to enjoy learning. According to Kim (2015), gamification represents the inclusion of game designs to enhance student engagement and create a learning environment with a high level of motivation. Kim et al. (2018) point out that gamification can be helpful in learning and instruction because it can promote learner engagement. The point of view of gamification in education presents the world and narratives of video games, increasing participation without using the game but based on imagination (Erickson et al., 2020). Salen et al. (2004) define a game as a method in which players go into an artificial world based on rules whose result is quantifiable. It means that the players can imagine the game and do it as if they were in that place, carrying out the game using rules that help the students obtain good results.

Kapp (2012, as cited in Garone & Nesteriuk, 2019) states that the teaching process of a foreign language can be innovative. It means that gamification elements of the game are adopted to use them in the teaching process. The student becomes the player, and the challenge of the traditional game becomes a cognitive challenge in applying a specific skill and the elements of the game. The goal of gamification is to use these elements that are game-like or fun to create meaningful learning experiences (Kapp, 2012, as cited in Erickson et al., 2020).

Elements of gamification

Engagement is the ability to concentrate, interest, and enjoy activities Shernoff (2013). According to Shernoff (2013), student engagement is

high when students' skills and the perceived challenge of a given task are balanced. It is essential to determine students' abilities to develop this activity, and the task must be challenging to get students to participate in the class.

Motivation

Kim et al. (2018) mention that motivation is essential to generate a psychological or behavioral change. To be motivated, it is vital to have a clear goal when achieving something. According to Gardner (1983), for a person to be motivated, they must have something to look forward to as a goal or desire. Espinar Redondo and Ortega Martín (2015) say motivation is a repetitive idea throughout the time of foreign language teaching, and it is necessary to achieve positive results in any activity. It means that motivation is necessary for the acquisition of a language in order to generate a positive impact on learning.

There are two types of motivation (Ryan & Deci, 2020). Intrinsic motivation refers to learning having rewards (Arnold, 2000, as cited in Nguyen, 2019), meaning that people do things in a voluntary way, not obliged to learn; likewise, students with this motivation will feel the desire to learn, and they will not do it as an obligation. Also, intrinsic motivation is the activities carried out of interest and because the person wants to do without wanting something in return. On the contrary, extrinsic motivation is focused on behaviors where a reward predominates and is a form of motivation that is controlled and not autonomous. For this, it is necessary to say that extrinsic motivation refers to something we do but expecting an external reward (Ryan & Deci, 2020)

Methodology

This research has a qualitative approach and Action Research (AR) method (Creswell, 2012). The pedagogical intervention is based on gamification that responds to the learning needs of A1 learners of an English class in Tame, Arauca. AR has four phases Burns (2010) planning,

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

acting, observing, and reflecting. The research instruments are interviews, surveys, field notes, and focus groups. Initially, students answered a survey about academic information and methodologies that motivated them and helped me. I interviewed the previous teacher. The interview was about gamification, methodologies, and her perceptions of students' performance and attitudes. This instrument helped me to reach the specific objective as well. Both instruments help me explore the gamification strategy applied to English class and analyze the possible coordination between English teaching methodology and gamification. After the pedagogical intervention, I will interview each student and apply focus groups to determine the effect of the gamification strategy on learners' motivation and analyze the connection between English teaching methodology and gamification.

Results

In the planning stage, I made a diagnosis based on a student survey and an interview with the headteacher. This stage showed a need to innovate in language teaching methodologies. Based on the interview, I believe there is a lack of new strategies since the teacher did not know about active pedagogies such as gamification, as the following interview extract shows:

> I feel that today's students learn differently. You have to steal that attention from them. We must be more fun and playful so they like the class. I feel that the active part is essential to be very playful and pedagogical, or handle strategies of all kinds, always looking for different things.

Based on Kapp (2012, as cited in Garone & Nesteriuk, 2019), gamification innovates because it generates game elements that break traditional methodologies. For this reason, in response to this need, the teacher does not know how to bring together the elements of video games or challenge narratives and English skills. The teacher did not show this in the answers. Gamification can respond to this need for methodological innovation since she only knows game-play practices.

Gamification: a motivating and engaging strategy for a1 learners in an english class

On the other hand, I found that students wanted to practice productive skills based on the survey applied to the students. For them, those skills are the most difficult to reach.

Based on the diagnosis results, I created a didactic guide in the acting stage that contains a manual and worlds in the Mario Bros game to practice English. The didactic guide brings together teaching and learning objectives and gamification elements. The Mario Bros didactic guide begins with a series of objectives for teachers and students, then a manual where you can observe different gamification elements adapted to face-to-face classes.

Figure 8 shows the guide manual, where students are guided to identify themselves as Mario. The coins represent the time they participate; the stars are learning powers (input or explanations) to reach the challenges. The octopus represents behaviors that hinder learning; the fish means wrong answers that take coins away or freeze learners for a minute, and the mushrooms work as learning tips or strategies that help learners grow.

These elements may motivate learners because this generates high performance in any activity a student proposes. For this reason, the student needs to be motivated, as Kim et al. (2018) mentioned. They follow the rules of a game, as mentioned by Salen and Zimmerman (2004). In this case, it is the Mario Bros game. Besides, Garon (2019) affirms that gamification brings together elements of the game and teaching, and the manual, as I have just described, brings together elements of the game, such as the Mario Bros narrative, and teaching English, such as learning tips and learning behaviors. Cognitive challenges aligned with language skills work.

This narrative is based on receptive skills beginning with listening, where cognitive challenges are carried out. A coordinated focus on skills responds to the diagnosis that children want to practice writing joined listening because children are given input (Krashen, 1982), where a communicative situation will contextualize them, which is part of Mario's challenge. In this game, the students will create an imaginary world where cognitive challenges predominate, and through the narrative, the students are motivated to participate and learn with a unique and different methodology. Besides, the

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

pupils will be Mario Bros, where they will imagine themselves in the world of water, and for this, they have a cognitive challenge because to advance, they have some exercises to learn English.

Figure 8

Guide Manual

Guide Manual

In this world you will work on your listening and writing skills to be able to enter the world of Mario Bros. These are the following conditions

You are Mario Bros

Participation points

Power Star:You will receive help that give you power to achieve the challenge

When the octopus poisons you, it is because you are not paying attention

They take your coins when you give a wrong answer or a frozen minute
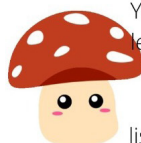
You can grow as a learner when you take the challenges of listening or writing in English

Note. It shows the different elements associated with gamification that will be delivered in the cours.

Source: Authors

In the second part of the didactic guide (see Figure 9), there is a listening challenge where students should watch a video. The challenge is to understand the routines, and if they want to win a mushroom or learning

power, they must act out the routines in the video. They receive a star for using the learning strategy of taking notes which helps them avoid wrong answers or getting touched by a fish; they get coins for participating. In this challenge, learners learn the language through communicative tasks (Willis,1996) themes (Cameron, 2001), and the principles of teaching listening (Brown, 2006), learning strategies (O'Malley et al., 1990). As Garon (2019) described, Mario Bros elements include heroes, villains, rewards, challenges, and engagement (Shernoff, 2013).

Figure 9

Listening Challenge Part 1 in the Mario Bros Aquatic World

Note: Students will have an enjoyable activity with different elements
to motivate them.
Source: Authors

Figure 10 shows the writing challenge. Students write some ideas from the video about routines, then create a poster where they write their daily routines. If learners use the language accurately, add images, and present their poster, they will free the princess and achieve the challenge.

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

In this challenge, there is also coordination between theme-based learning (Cameron, 2001), task-based learning (Willis, 1996), learning vocabulary, and developing bilingual literacy (Cameron, 2001).

Figure 10

Writing Challenge

FOR MARIO TO GET TO THE CASTLE HE OR SHE HAS TO MAKE A POSTER WHERE THE DAILY ROUTINES ARE PRESENTED

Instructions:
1. You have to write your daily routines
2. You have to paint, draw or paste pictures
3. You have 20 min

Note. For the writing skill, students must make a very creative poster to reach the castle and earn items to win the challenge.
Source: Authors

Discussion

Azzouz Boudadi and Gutiérrez-Colón (2020) identified different elements of gamification. They concluded that gamification is an effective strategy for education. In my research, gamification could be significant for learners in an English class in Tame, Arauca, because the didactic guide is planned to respond to students' needs. Aldemir et al. (2018) categorized

nine elements in a gamified environment: challenge, narrative, leaderboard, reward, badge, teams, win-state, points, and constraints. My didactic guide includes some of these elements. For example, I have the narrative of Mario Bros. Nonetheless, I did not include leaderboards, win- state because in the initial phase, there are some elements but in the next phase, according to how the implementation happens, all the elements will be incorporated.

Conclusions

From my research question, how might gamification contribute to A1 learners' motivation in an English class at a private school in Tame-Arauca, Colombia? At this point, I concluded my objective one, to explore the gamification strategy applied to English classes, and objective two, to analyze the coordination between English teaching methodology and gamification because I explored gamification and found, based on the design phase and results, the pedagogical and learning needs. Also, I articulated a coherent gamified didactic guide that responds to students' needs to be engaged and guided in their learning process to speak and use English as a foreign language.

I have learned different processes that train me as an English teacher, and ideas for future research have emerged. My learning has been to use innovative strategies that contribute positively to students strengthening their English learning. Likewise, it would be good to investigate how teachers handle and know the gamification strategy in Bogotá and rural areas, for example, in training processes. This exploratory study accounts for the circumstances teachers try to implement gamification and, if possible, implement it.

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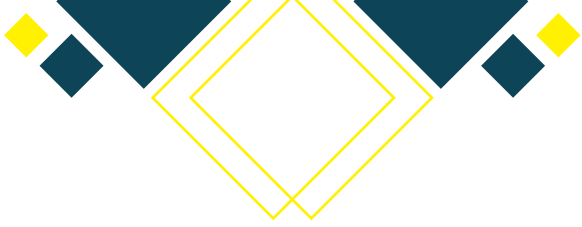
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GAMIFICATION FOR CREATING A FAVORABLE ENVIRONMENT TO INCREASE SUCCESSFUL PRACTICES IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOMS

La ludificación en la creación de un ambiente favorable para aumentar las prácticas exitosas en las aulas de inglés como lengua extranjera

Diana Carolina Medina Gómez[12]

Abstract

Gamification has become a concept that is permeating the new classroom dynamics. Children from today will learn through different ways in which games and technology are the means. This study shows the contributions of gamification to the specific educational processes of teaching English as a foreign language by using the octalysis framework method in fourth-grade students at Colegio Rosario de Santo Domingo. A qualitative paradigm will be used to find the outcomes of this study, and an action-research approach will lead the research. The research methods of the study will be semi-structured interviews, interaction workshops, field journals, ethnographic and participatory observations, start and exit workshops, and focus groups. These techniques will help better understand the teaching-learning processes from the teachers' and students' points of view. Results will show that gamified

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Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

settings will improve students' performance during class lessons, and pupils will successfully learn a foreign language.

Keywords: English foreign language, gamification, octalysis framework

Resumen

La ludificación se ha convertido en un concepto que está permeando en la nueva dinámica de las aulas. Los niños de hoy en día están dispuestos a aprender a través de diferentes formas en las que los juegos y la tecnología son el medio. El propósito de este estudio es mostrar los aportes de la ludificación a los procesos educativos específicos de la enseñanza del inglés como lengua extranjera utilizando el método del marco octálisis en estudiantes de cuarto grado del Colegio Rosario de Santo Domingo. Para hallar los resultados de este estudio se utilizará un paradigma cualitativo, mientras que un enfoque de investigación-acción dirigirá la investigación. Los métodos de investigación del estudio serán las entrevistas semiestructuradas, los talleres de interacción, los diarios de campo, las observaciones etnográficas y participativas, los talleres de inicio y salida y los grupos focales. Estas técnicas ayudarán a tener una mejor comprensión de los procesos de enseñanza-aprendizaje desde el punto de vista de los profesores y de los alumnos. Los posibles resultados demostrarán que los entornos ludificados mejorarán el rendimiento de los estudiantes durante sus clases y, por último, los alumnos alcanzarán el éxito en su proceso de aprendizaje de una lengua extranjera.

Palabras clave: inglés como lengua extranjera, ludificación, marco octálisis

Introduction

Being bilingual in Colombia has been one of the main objectives of the education ministry. Since the 1800s, it has been a policy to include the importance of learning a foreign language. In the beginning, acquiring another language was based on the school's location. Thus, in some schools, it would have been possible to learn Spanish, Latin, Greek, French, English, or the indigenous language (Bonilla Carvajal & Tejada Sánchez, 2016). Moving through this timeline, English was established as one of the most critical languages for children to learn in the seventies and eighties. Up to 1989, the British community reported a survey about English language teaching and learning; these results exhibited some guidelines for government concern. Only in 1991, with the political constitution, was there an open recognition of

all the indigenous languages, and Colombia was recognized as a multilingual and cultural nation (de Mejia, 2011).

After this recognition, the Ministry of Education created the general law of education of 1994, which established the acquisition of English and mastery of communicative skills at the desired level. In 2004, we finally had the national bilingualism program, which adopted the Common European Framework to measure the learners' competitiveness. In 2015, in Colombia's Very Well program, the new vision was to modify and reflect on the horizon and technological tools that make the process better. Colombia Very Well had an investment budget of 1.3 billion Colombian pesos that will increase students' infrastructure to strengthen their English level (Gómez Sara, 2017). Nowadays, Colombia Bilingüe in 2015- 2025 is the new plan. Within this program, there is a review of these Colombian variables and new textbooks and materials that meet the Common European Framework standards and encourage teachers to implement this policy (Bonilla & Tejada, 2016).

Nevertheless, we have difficulties achieving the main objective of having English as a foreign language (EFL). However, being bilingual continues to be part of the most important educational objectives. To meet those expectations, the increase of bilingual schools has been enormous during these years.

According to the British council in Shepherd and Ainsworth (2018), the main reason students mention learning English as a motivator is that the language is a requirement for high school education, professional issues, or job applications (Shepherd & Ainsworth, 2018). It is remarkable if our students are forced to learn another language. Students may have this extrinsic motivation, but no inner motivator leads them to perform better in their language acquisition.

During these pandemic years, we have noticed an increase in the lack of students' motivation to accomplish their academic goals because of different reasons, such as readiness, punctuality, uncooperative, and overreactions, among others. Although most scholars are supposed to be technological natives and like to learn through ICTs, we have seen that many students have felt

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

uninvolved in some of their classes during the virtual time. It leads us to think that some programs and didactics should be evaluated because even though most of these students like technology, they know how to use it and decode it, but they must be motivated to do so; here is where gamification comes in.

Most of the population loves to perform games since they are little kids. The essential advantages of people that start with gaming are building some of the most central and social abilities and developing cognitive capabilities (Sulistyaningtyas & Fauziah, 2018). Recent gaming studies show that some structures in the brain, which are in charge of our concentration and other operations, can be strengthened through gaming (Sharma et al.,2021). It is also remarkable to notice that children and adolescents can devote hours to playing a video game, even if they lose it. They learn how to be independent and deal with difficult situations through the games. Moreover, they learn how to do collaborative work (Lamrani & Abdelwahed, 2020).

Gamification can be the strategy that allows teachers to use game elements in academic settings to increase the motivation of the learning process. Chou (2014) created the octalysis as a new framework that helps understand human nature and how they can be motivated to do their best to accomplish their goals. The main objective of this framework is to give eight stimuli that will lead to successful gamified experiences. These motivators are meaning, empowerment, social influence, unpredictability, avoidance, scarcity, ownership, and accomplishment.

This study describes the contributions of gamification to the specific didactic processes of teaching EFL from the octalysis framework method in fourth-grade students at Colegio Rosario de Santo Domingo. The objectives of this research are the ones described below:

General objective

To identify the contributions of gamification to the specific didactic processes of learning English teaching as a foreign language based on the octalysis framework method in fourth-grade students at Colegio Rosario de Santo Domingo

Specific objectives

To characterize the didactic practices of teaching English in fourth grade

- To analyze the effect of the principles of the octalysis framework on didactic practice in teaching the English language

- To evaluate the effect of the principles of the octalysis framework on didactic practice in teaching the English language

- To design a didactic strategy based on the implementation of the principles of the octalysis framework that contributes to the teaching-learning of English for fourth-grade students.

Finally, by having these objectives, the question which will be addressed in this research is: What are the contributions of gamification to the specific didactic processes of teaching EFL based on the octalysis framework method in fourth-grade students at Colegio Rosario de Santo Domingo?

Theoretical framework

Gamification as an effective strategy to develop cooperative work

In 2010 the digital media industry started using the term "gamification." Although there is an extensive discussion about the word, in education, we established gamification as the use of game mechanics in non-gaming settings (Deterning et al., 2011). Researchers suggest that from 2012 to 2018, there was an increase in the research related to gamification in education; thus, educators' interest in innovation in their classrooms (Silva et al., 2020). After gamification started getting popular, the application of this term for educational purposes led to different advantages and disadvantages it might have. A study by Mazhar (2019) confirms some advantages of gamification in the writing process with seventh-grade students. Conclusions of the study claim that there was an improvement in students' ability to produce creative writing by using collaborative work and positive motivation when using gamified settings.

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

Gamification is also important when implementing a STEM (Science, Technology, Engineering, Math) approach. Hursen and Bas (2019) state that using gamification motivation in science class showed better results. The motivating factor permits students to have better scores related to the subjects and feel willing to participate more actively and work cooperatively. Gamification is not only used in indoor classes but also used in classes such as physical education. Using game mechanics in the physical education class will help pupils have positive feelings towards the class because they will feel motivated thanks to the possibility of being challenged, having fun, having social interaction, and learning (Fernández-Rio et al., 2019).

Many studies discussed the importance that gamified environments are taking in education. It is significant to continue the research to draw more accurate findings in applying this method.

Gamification Vs. Game-based learning

When thinking about strategies to increase motivation in students, teachers used to think about games because it is known that games are essential for students' development and increase the positivity and fun in a specific activity (Alpar, 2013). Thus, many studies have focused on the methodologies that include games. Consequently, gamification and Game-Based Learning (GBL) emerged as advantages in learning processes.

Al-Azaw et al. (2016) argue the importance of including games in the lessons, among other advantages, to increase pupils' motivation by challenging them and providing feedback. Moreover, it stimulates interest in activities that might be "boring." Nevertheless, researchers show the differences between gamification and GBL methodologies. The comparative study concludes that gamification takes the complete learning experience and turns it into a game using its mechanics, while GBL will work on a particular learning objective by using a specific game (Al-Azaw et al., 2016). Researchers suggest that some of the benefits of gamification are the low cost of development and the achievability of making the content

of a learning process more attractive or significant using game mechanics (Al-Azaw et al., 2016)

Nistor and Iacob (2018) reflect on characteristics related to gamification and GBL. A substantial similarity between these approaches is the use of games to enhance the learning experience, considering features to create some differences.

> **Game-based learning focuses on using games to meet learning outcomes; the learning comes from playing the game; can be accomplished using commercial or education-oriented games; promotes critical thinking and problem solving; can be performed with digital or non-digital games; might involve simulations to allow students to experience the learning (p. 309).**

Meanwhile, gamification is considered to use game mechanics by adding elements inspired by games to your course; applying game mechanics to a non-game environment to encourage behavior; typically incorporates badges, awards, and achievements; experience points may be used as a substitute for traditional grades; could provide students with choice in learning path (Nistor & Iacob, 2018, p. 309).

Although differences are established, authors also argue the benefits of including these methodologies to have students willing to learn in positive environments.

Finally, many studies have discussed the differences between GBL and gamification, concluding specific components or factors that make them unique; however, it is remarkable to see how important it is to consider technology and alternative approaches to innovate in teaching and learning practices.

Many theories have arisen regarding education and gamification as a teaching approach. Table 1 shows some of the most relevant theories attached to this research proposal and the most critical ideas involved in the topic.

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

Table 1

Motivation Drivers

Author	Theory	Key Points
Maslow in McLeod (2018)	Hierarchy of needs	The author creates a pyramid to draw a person's needs to meet to pursue motivation
		Unsatisfied needs provoke motivation
McClelland in Valdosta & Hall (2012)	Need for achievement, affiliation, and power	Based on Maslow's work, McClelland suggested three motivators: achievement, affiliation, and power
		Prioritization of these needs builds up a person's behavior
Skinner in Gordan & Krishanan (2014)	Reinforcement theory	Positive reinforcement to foster repetition of a behavior
		Negative reinforcement is used to eliminate displeasing states and promote the desired behavior
		Punishments as reinforcement of undesired behavior
Vromm in Gopalan, Abu, Bakar, Nasir, Alwi, & Che Mat (2017)	Expectancy theory	Based on the decision. A person's decision will lead to their motivational factor
		The theory takes into account three factors: expectancy, instrumentality, valence
Amir & Ralph (2014)	Gamification Theories	The effectiveness of gamification is based on intrinsic and extrinsic motivation
		Understanding game mechanics will lead to the success of using gamification
Chou (2014)	Octalysis framework	Core drivers that motivate people toward the game setting: meaning, empowerment, social influence, unpredictability, avoidance, scarcity, ownership, and accomplishment

Note: Summary of theories and their significant points toward motivation drivers.

Source: Author

Primary data will be collected through the process. This study aims to have the researcher collect information through semi-structured interviews,

interaction workshops, field diaries, ethnographic and participatory observation, interviews, start and exit workshops, and focus groups.

Gamification is a tool linked to the behavior; it is in that way that results in performances can be seen. Due to explaining, measuring, and interpreting a social phenomenon, this research will be based on the qualitative paradigm. Consequently, this study pretends to show the characteristics, patterns, and correlations when using gamification in the classroom.

This research study includes students from primary school who are taking EFL with an hour intensity between 20 hours per week and Content Language Integrated Learning (CLIL) subjects such as science, technology, physical education, and arts. These students are in a bilingual process; pupils are immersed in intensive English and CLIL classes, certifying the school as a bilingual Colombian institution. Most students are female since it used to be a female establishment. The school time goes from 7:00 am to 2:30 pm in a single schedule with two breaks.

This research pretends, mainly, to help teachers to have and use gamification elements to create effective practices for increasing an accurate environment to enhance the learning of EFL, and finally create in students the confidence to show their knowledge throughout the process.

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DEVELOPING SPEAKING SKILLS IN ENGLISH IN DISTANCE LEARNING ENVIRONMENTS

El desarrollo de las habilidades de habla en inglés en ambientes de aprendizaje a distancia

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Abstract

The disaster induced by the COVID-19 pandemic brought about the beginning of new thoughts and ideas related to all aspects of life. The Educational System has been affected in a significant part of the world, leading to the near-total closures of schools, universities, and colleges. As a solution to the current issue, governments began discussing Distance Learning. The present research evaluates distance learning in the English teaching-learning process in first-year students of the BA in English Language Teaching at the University of Cienfuegos, primarily how distance learning affects the students' speaking skill development. This research aims to create a proposal of exercises to help develop speaking proficiency through distance learning in first-year students. Different theoretical and empirical methods were applied to develop this survey, such as the survey and the observation. Moreover, several studies about the issue of novel authors and researchers were referenced. The proposal has been designed to increase the use of Moodle platform as a material to teach English. Since the use of portable

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platforms to create distance learning in Cuban Colleges provides interaction between teachers and students, this is a proposal that makes the students aware of what they are communicating orally, and they can use it in real-life conversations, fostering the development of English proficiency in students through distance learning.

Keywords: distance learning, education, speaking skills

Resumen

El desastre ocasionado por la pandemia de la covid-19 ha generado nuevas ideas y pensamientos sobre todos los aspectos de la vida. El sistema educativo se ha visto afectado en gran parte del mundo debido al cierre total de escuelas, universidades y academias. Como solución al problema, los gobiernos comenzaron a debatir sobre de la Educación a Distancia. La presente investigación hace una evaluación del proceso de enseñanza-aprendizaje del idioma inglés en los estudiantes de primer año de la carrera Lic. en Educación en Lenguas Extranjeras de la Universidad de Cienfuegos "Carlos Rafael Rodríguez" durante la educación a distancia, en especial la forma en que esta modalidad de estudio está afectando el desarrollo de la habilidad del habla del idioma inglés en los estudiantes. El objetivo específico de la investigación es crear una propuesta de ejercicios con el fin de ayudar en el desarrollo de la habilidad del habla a través de la educación a distancia en los estudiantes de primer año de la licenciatura. Para el desarrollo de esta investigación se aplicaron diferentes métodos de los niveles teórico y empírico, tales como la entrevista y la observación. Además, se referenciaron varias investigaciones de autores noveles e investigadores que han tratado el tema. La propuesta se diseñó para aumentar el uso de la plataforma Moodle como material para la enseñanza del idioma inglés. Si se asume que el uso de las plataformas móviles para el desarrollo de la educación a distancia en la Universidad Cubana proporciona interacción profesor-estudiantes, esta propuesta hace a los estudiantes conscientes de lo que están comunicando. Por ende, ellos pueden usarla en conversaciones de la vida real, lo que fomenta el desarrollo de las habilidades del idioma inglés en los estudiantes a través de la educación a distancia.

Palabra claves: aprendizaje a distancia, educación, habilidad de habla

Introduction

COVID-19 has caused some complications around the world. At the time of writing, millions of people have lost their lives and their jobs. Besides, the economy has fallen in many countries. The Educational System has been

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

affected in many countries, driving to the near-total closures of schools, universities, and colleges.

To reduce the spread of COVID-19, most governments worldwide decided to close educational institutions momentarily. UNESCO informed that schools and higher education institutions in 185 countries were momentarily closed to control the spread of the disease, affecting 90 % of all registered students (Thumvichit, 2020).

School closures affect not only students, teachers, and families; it also has a social consequence. As a solution to the current issue, governments began discussing Distance Learning. Nowadays, most education is delivered using the internet through Distance Learning environments (Şanli, 2021).

Like in most nations, the disease has influenced the educational system in Cuba. Its governors shut schools and colleges on March 13th, 2020. However, the Educational System did not halt working or educating students. In the case of the Universities, Distance Learning was the strategy executed through a free stage called Modular Object-Oriented Dynamic Learning Environment (from now Moodle) to proceed with their mission of shaping and teaching learners who benefit society.

In the Cuban Educational System, English is mandatory at all levels. The teaching-learning process of English as a foreign language (EFL) has been carried out through distinctive approaches, strategies, and procedures to improve language abilities. In the case of Cienfuegos University, "Carlos Rafael Rodríguez," Distance Learning is a challenge to teachers and students. This University contains a Language Center in which the English language is taught.

In the BA in English Language Teaching, it is necessary to develop communicative language skills that enable learners to practice the language in their studies and professional activity, especially to teach the language to the new generation. The primary discipline which contributes to the students' formation in the learning of a new language and provides the analysis of the language to build linguistic efficiency in the students is Integrated English

Practice (IEP). Students of the BA in English Language Teaching should pass this subject at all levels to increase proficiency in English.

In a survey applied to first-year students of the BA in English Language Teaching at the University of Cienfuegos, the author could know how Distance Learning affects the English teaching-learning process. The survey was applied to seventeen program students; 64.7 % agree that speaking is the less developed skill in the Distance English teaching-learning process.

The English language skills are all interrelated. Improving each skill is necessary to become a well-rounded communicator, but competently speaking provides the speaker with several advantages. When people think of speaking skills, they used to think of them as ordinary. However, the ability to speak in public effectively is not ordinary. Many people are scared when they have to do public speaking; others have little ability to formulate thoughts into sentences and then acceptably express them. The ability to situate words together meaningfully to reflect thoughts, opinions, and feelings offers the speaker many significant advantages (Harmer, 2007).

Speaking skills are essential for career and life success. Speaking allows the learners to speak in public; otherwise, it also provides linguistic competence such as grammar, vocabulary, and pronunciation. Moreover, this ability helps learners to express themselves in different ways and with different people, raising students' English proficiency.

Due to the importance of this skill and its development in students to form better communicators, the scientific task can be formulated to overcome this issue. How can speaking skills be developed through Distance Learning as a BA in English Language Teaching freshman at the University of Cienfuegos?

Consequently, this article proposes exercises to improve speaking ability in BA in English Language Teaching first-year students at the University of Cienfuegos.

Those regularities that were shown before helped to present the following scientific task:

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

- To make an empirical exploration to determine what affects the English Learning Process in first-year students.

- To carry out a bibliographical revision to establish the research's theoretical basis and the problem's antecedents.

- To elaborate a proposal consisting of several activities depending on the students' needs and the year's objectives.

Theoretical framework

This proposal of exercises contributes to fostering the development and improvement of speaking skill in BA in English Language Teaching students at the University of Cienfuegos or at least reduce the difficulties affecting the process of developing this critical ability.

Otherwise, with this proposal of exercises, students will be developing their sociolinguistic competence, such as Grammar, Vocabulary, Rhythm, and Pronunciation. Furthermore, it may prepare them to speak aloud in front of others and become competent in teaching English.

Distance Learning

The pandemic of COVID-19 has altered the views and interpretation of education. That is the case of distance learning or distance education, a process where teachers and students are not located in the same place (Şanli, 2021).

Distance education programs are a practical method for both schools and educational institutions. According to Şendoğan (2020), educational technologies provide the individual with flexibility in terms of location, time, and independent learning.

Meanwhile, White (2006) established that distance education is the separation of the teacher and learners, the use of social media, the provision of two-way communication, and the guidance of an educational organization, distinguishing it from private study.

The author considers that distance education can be classified as learning without face-to-face, in which students and teachers use the internet for learning purposes, where teaching aids, discussion, consultation, tasks, and tests are accessed via the internet. However, the author agrees with White (2006) that distance learning has a particular communication characteristic. That characteristic facilitates communication and provides students with proficiency in studying a new language.

The improvement and development of distance learning is a topic treated by many national and international researchers, such as Contreras et al. (2021), Harmer (2007), López et al. (2010), Şanli (2021), Şendoğan (2020), Sritulanon et al. (2018), Thumvichit (2020) and White (2006). They all agree that English proficiency can be developed through social Media in the distance learning process. Moreover, they agree that distance learning cannot replace actual classroom interactions in conventional classes.

A Brief History of Distance Learning

Distance education or distance learning programs began to run on the internet in the late 1990s eventually shifted to mobile devices. Its evolution of distance learning has been in response to changes in technology generally represented in terms of a generational model (Şanli, 2021).

The first generation of distance learning was print-based on courses as the mode of delivery; this is still used worldwide. Generation number two was brought in the 1970s with the first broadcast technologies and audio and video-based several media courses, especially language courses. In the 1980s, the third generation of distance learning was included based on courses via radio and television, in which teachers provide the learners with descriptions, examples, and techniques. The current fourth-generation models use Internet-based and real-time technology (White, 2006). Technology has a vital role in distance education. Social networks such as Whatsapp, Telegram, Twitter, Facebook, Youtube, and Zoom are significant in this process. Moreover, the Moodle platform greatly values the interaction between teachers and students.

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

In Cuban history, the newspaper "El Habanero" can be identified as a way of distance learning. Felix Varela Morales published this newspaper in 1839. On its pages, readers could find articles dedicated to their education. Another example of distance learning is "The Golden Age" Jose Marti wrote it with a proposal to influence the education of all Latin American children López et al. (2010).

In the 1930s, several radio programs were used with a didactic purpose, for instance, "La Universidad en el Aire," which offered history, sociologic, and literature topics; "Hora Cubana de la Cultura popular" and in the 1940s was transmitted in a national broadcasting station "La bolsa de saber," in which listeners made questions about general knowledge (López et al., 2010).

Nevertheless, it was until 1962 that workers' courses were established in Higher Educational Institutions. This opportunity benefited workers who wanted to prepare by themselves with the support of a guideline and bibliography materials. The radio, television, and didactic videos were essential at that time. It was in the course 1979- 1980 when three critical Universities of the country started with distance learning modality. Those were Havana University, Central University, and Camagüey University. 2005–2006 incorporated distance learning in the Municipal University Seat, and the curse 2010-2011 students were reincorporated to the Central University enrolled in this modality.

This modality currently exists in most of the country's universities, and all Cuban people can income without restrictions (López et al., 2010). Otherwise, the Universities Centers have worked to develop this modality even in face-to-face modality, using Moodle platform.

The Application of Distance Learning in the Full-Time Course

After the COVID-19 pandemic and its effects on the educational system, the minister of education pled for implementing technology in the teaching-learning process in Universities, including the Moodle platform, a digital library, and a cloud. Moreover, those platforms provided the English students with the conceivable outcomes to improve communication,

increase-learning opportunities, inspire active learning, improve learner feedback, emphasize assignment time, and give simple access to content. Besides, the authors of the present research argue that students consistently see mobile technology as positive because it can be utilized 'anytime and anywhere.'

The Moodle platform has been created to provide a safe distance-learning environment and motivate students in this modality. Thereby, in class, this platform can increase the time they are using their second language outside the classroom.

Despite having this platform to interact with the students and to send and deliver the guidelines and tasks, it was the product of the pandemic effects on the educational system that the Moodle platform increased its uses.

By distance learning, first-year students of the BA in English Language Teaching started the course on February 2nd, 2020. They receive the most critical curriculum subjects, such as Integrated English Practice, which prepares them to develop their English proficiency.

Speaking as a Language Skill

Generally, listening and speaking skills counting with pronunciation are associated. At that point, teaching speaking begins with teaching listening. In language learning, listening plays a vital part as language input; for example, structures, lexicon use, and pronunciation. It is recommended that English Foreign Language teachers give adequate essential components such as prior knowledge before teaching speaking (Sritulanon et al., 2018). Agreeing with Burns (2012, as cited in Sritulanon et al., 2018), the components of second language speaking competence are knowledge of language and speech, communication procedures, and center speaking abilities.

There are numerous definitions of speaking. Harmer (2007) states that speaking is the capacity to speak easily and presupposes not only information and language highlights but, moreover, the capacity to prepare information "on the spot" in such a way that, when we speak, we can effectively develop

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

words and expressions with individual sounds. We also use pitch change, sound, and stress to communicate diverse meanings. Meanwhile, Gillis (2019) expresses that speaking is also defined as transmitting thoughts and information orally in different situations. On the other hand, Chaney & Burk (1998) claim that speaking is the method of building and changing meaning through verbal and non-verbal codes in different settings.

Finally, this research's authors agree with Harmer's statement (2007). He states that speaking is a collaborating process of developing meaning that includes creating, accepting, and preparing information. Its form and meaning are subordinate to the context in which it happens, counting the members themselves, their collective experiences, the physical environment, and the purposes for speaking. It is regularly spontaneous, open-ended, and advancing.

Although the four primary language skills (speaking, listening, reading, writing) are equally essential and taught as a whole, speaking is a skill that should be carefully studied and taught because of its complexity and growing importance nowadays. Speaking has occupied an essential position throughout language teaching and has begun to appear as a branch of teaching and learning (Bygate, 1987).

Importance of the Speaking Skill

No matter the situation, people need to communicate, and the best way is through the oral way to express their ideas and feelings. This ability is a vital pointer for the success of somebody who can speak English correctly and fluidly, particularly for younger individuals and students, particularly those who study English. For Sritulanon et al. (2018), by developing practical speaking skills, students can communicate their thoughts in the lesson and with foreign speakers, keeping up excellent relations with others. These abilities are closely related to pronunciation, language structure, vocabulary, discourse, and listening skills.

To summarize, speaking is the most significant proficiency in second language learning among the four critical language skills. Speaking is the

ability that students will use to judge real-life circumstances. Regardless of its status, some teachers have underestimated and continued teaching it through memorizing dialogues and repetition drills. The new world requests the necessity of communication skills, and English teachers ought to progress students' abilities in speaking and perform it in real-life circumstances. However, due to the pandemic, English is taught in a different learning modality. Therefore, English teachers significantly challenge developing students' speaking skills.

Speaking skills in distance learning

Speaking skill plays an integral part in the English learning process; there is a need for English learners to concentrate more on the advancement of it. Besides, the instructors are prompted to implement several valuable techniques in their classrooms to include learners more in learning speaking abilities in English classrooms.

In distance learning, there are several ways to develop speaking proficiency, in which students play the leading role in the learning process. Academic platforms, such as Moodle, are being promoted to contribute not only to the development of speaking skills but also to students' pronunciation, vocabulary, and grammar, which can lead to the development of other language skills.

However, those aspects play an essential role in the speaking evaluation criteria because the students must master those components to become good speakers. In distance learning, those aspects can be developed by providing several media such as animation, audio visual, or website techniques (Sritulanon et al., 2018).

The oral presentation was selected since there is little face-to-face communication nowadays. Therefore, debates, discussions, and monologues about real-life topics can contribute to developing students' speaking skills. The MoodleMoodle platform was the resource used to teach English at the University of Cienfuegos. Then, the speaking activities were recorded and delivered to the teachers using the platform mentioned above. This way,

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

teachers could correct students' speaking mistakes and help them improve their language skills.

Methods and Materials

For this research, the author made use of different methods. The historical-logical theoretical strategies were used to get it the advancement of speaking ability and its importance in English Language Teachers. The inductive-deductive method created the vital deductions from the processes and phenomena analyzed as part of the bibliographical revision regarding Distance Learning. The analytical-synthetic method summarized the data gathered from the different bibliographical sources counseled.

On the other hand, the empirical methods used the bibliographical revision to determine the current situation of the ruling documents and how linguistic skill is conceived. The survey was another empirical method used to identify the deficiencies in the English Learning Process that restrain students from developing their speaking proficiency.

Pedagogical experience description

The proposal to foster speaking skills in first-year students of the BA in English Languages Teaching at the University of Cienfuegos, level A2, has been designed based on the Moodle platform as a material to teach English. To elaborate on the proposal, the authors had in mind the objectives of the year and the student's English level, as well as the vocabulary, grammar structures, and tenses that students should know.

The different activities the proposal comprises are sustained on the communicative approach and integrate the development of the four language skills. The communicative approach is based on the thought that learning a language effectively comes through having to communicate real meaning, and its fundamental objective is to show a subject in context as generally as possible. When learners are included in honest communication, their characteristic language acquisition techniques will be utilized, allowing them to memorize the language.

The exercises guided by the communicative approach aim to deliver essential and natural communication at all levels. As a result, there may be more accentuation on aptitudes than frameworks, lessons are more centered on learners, and authentic materials may be utilized.

The proposal aims to improve and develop students' skills and contribute to other linguistic skills that facilitate the distance English teaching-learning process.

The proposal consisted of twelve exercises based on the objectives of students' levels. The proposal contained exercises of all simple tenses so students could use them correctly. The development and improvement of the other abilities would be acquired in the process, accompanied by sociolinguist competence.

The proposal was elaborated with the idea of using it in the distance learning process. However, it also can be oriented as homework in present English lessons (Table 2).

Table 2

Activities Designed for Distance Learning Environments

Activity	Description
1. Debate	Compare the following elements according to your own opinion. Use the correct verb be and the comparatives forms with an adjective in parentheses.
	a. Vegetables/Pizzas (healthy)
	b. Batman/Ironman (strong)
	c. Kike Quiñones/Pánfilo (funny)
	d. Cars/Horses (powerful)
	e. English/German (easy)
	f. Reading/Watching TV (entertaining)
	g. Samsung/ iPhone (expensive)
	Record your answers and send them to your teacher in a statement form. You can start your statement using the expressions below:
	In my opinion…., I consider…, I think that…, I agree that…, I believe that…

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

...Table 2

Activities Designed for Distance Learning Environments

Activity	Description
2. Monologue	Talk about one of your family members and follow these steps: Name, age, what he/she looks like, what he/she likes, occupation, and daily routine. Record your answer and send it to your teacher.
3. Discussion	Create a story according to the picture in less than two minutes. Record your answer and send it to your teacher.
4. Monologue	How do you imagine your future? Send a recording to your teacher in which you express your plans.
5. Pair Work	Interact in the platform with one of your classmates; write eight questions to ask him/her according to the following items. Personal information, family, home, work, study, free time, last holiday, plans, studying English. a. Make a report about your classmate. b. Record your report and send it to your teacher.
6. Monologue	Think about a past time when you had an extraordinary meal. Make notes on the meal utilizing these thoughts: reason for the meal, where and when you had the dinner, the people at the meal, what you wore, what you ate and drank, and other data. Record your reply and send it to your teacher.
7. Monologue	Choose a married couple you know well and make notes about them. Use these ideas: When, where, and how they met each other, where they went on their first date, how long they went out together before they got married, when they get engaged, when and where they got married, and any other information a. Record your answer and introduce your married couple in the chat group. b. Be ready to correct your classmates' mistakes with your teacher.

Note. The speaking activities included interaction and monologues.

Source: Author

Conclusion

The present article discusses the importance of speaking skills and their development in distance learning. According to the research questions, the authors concluded that distance learning was happening worldwide and was connected before the COVID-19 disease. The move from face-to-face classes to distance learning is affecting the English capability of the students, mainly speaking.

Using mobile platforms to advance distance learning in Cuban Universities provides teachers with easy contact with the students.

Speaking is expressing ideas and transmitting information orally in different situations. Studying a new language is vital for learners because it allows them to speak fluently and correctly in front of others.

A proposal of exercises is aimed at developing speaking skills in First Year students of the BA in English Language Teaching at the University of Cienfuegos through distance learning modality by taking into account students' needs, and it contributes to enhancing students' English level. It is a proposal that makes the students aware of what they are speaking and can use it in real-life conversation. A great deal of this research has undertaken the exercise proposal in order to help teachers in their strategy development of English proficiency in distance learning.

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A VIRTUAL LEARNING ENVIRONMENT AS A COMPLEMENT TO ENGLISH CLASSES

Un ambiente virtual de aprendizaje como complemento para las clases de inglés

Laura Cristina Valdivieso M.[15]

Abstract

Pedagogical practices such as implementing traditional methodologies and using the native language affect the development of communicative competencies and the low English level in high school. Moreover, the lack of more English hours at school, inadequate technological resources, and many students per group might interfere with developing communicative competence. This evaluative qualitative action-research study aimed to analyze how the Virtual Learning Environment (VLE) designed and focused on Reading Comprehension and Vocabulary Acquisition activities using skimming and scanning reading techniques was a complement for English classes in a public school in Facatativá. A voluntary sampling of twenty tenth graders was used. The research instruments used were entry and exit questionnaires, a standardized exam (Preliminary English Test – PET), and the platform Moodle as the VLE. The results showed that different factors (use of Spanish, classes focused on one skill, and little use of technological resources) influenced the students' English learning process. The students' low Reading Comprehension level was seen in the PET exam; finally, participants showed low participation and interest during and after developing the activities in the VLE. Based on that, the inclusion of the Skimming and Scanning techniques helped and encouraged the students who participated in increasing their Reading

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Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

Comprehension level and improving vocabulary. The study must be replicated with a much bigger sample and an extended amount of intervention for additional correct results.

Keywords: reading comprehension, scanning, skimming, virtual learning environment, vocabulary acquisition

Resumen

Las prácticas pedagógicas como la implementación de metodologías tradicionales y el uso de la lengua materna inciden en el desarrollo de las competencias comunicativas y el bajo nivel de inglés en la secundaria. Además, la falta de más horas de inglés en el colegio, la ausencia de recursos tecnológicos adecuados y la gran cantidad de alumnos por grupo pueden interferir en el desarrollo de la competencia comunicativa. Este estudio cualitativo evaluativo de investigación-acción tuvo como objetivo analizar de qué manera el Ambiente Virtual de Aprendizaje (AVA) diseñado y enfocado en actividades de comprensión lectora y adquisición de vocabulario usando las técnicas de lectura skimming y scanning fue un complemento en las clases de inglés en un colegio público de Facatativá. Se utilizó un muestreo voluntario de veinte estudiantes de grado décimo. Los instrumentos de investigación utilizados fueron cuestionarios de entrada y salida, un examen estandarizado (Preliminary English Test – PET) y la plataforma Moodle como el AVA. Los resultados mostraron que diferentes factores (uso del español, clases enfocadas en una sola habilidad y poco uso de recursos tecnológicos) sí influyeron en el proceso de aprendizaje del inglés de los estudiantes; el bajo nivel de comprensión lectora que los estudiantes demostraron en el examen PET; y por último, el bajo nivel de participación e interés que los participantes mostraron durante y después del desarrollo de las actividades en el AVA. Con base en lo anterior, la inclusión de las técnicas skimming y scanning ayudó y animó a los estudiantes que participaron a incrementar su nivel de comprensión lectora acompañado de la mejora del vocabulario. El estudio debe ser replicado con una muestra mucho más grande y un período de intervención más largo para obtener resultados más precisos.

Palabras clave: comprensión lectora, *skimming*, *scanning*, ambiente virtual de aprendizaje, adquisición de vocabulario

Introduction

Although during the last decade, Colombia has proposed a Programa Nacional de Bilingüismo (Ministerio de Educación Nacional [MEN], 2003) for all educational contexts, language learning in public and private schools reveals some critical problems. First of all, the number of teaching hours is

not enough to achieve the goals suggested by the Ministry of Education. Second, schools, especially public ones, do not have adequate resources to develop successful processes, such as virtual rooms, English laboratories, or specialized rooms to enhance autonomous learning. Third, the number of students per group is inappropriate for effective teaching. Moreover, lastly, some teachers are not well-trained to carry out classes. Clavijo (2016) says they typically have a significant teaching focus on providing theoretical perspectives on English grammar, linguistics, and traditional and non-textual methods and approaches to teaching EFL.

Some of these factors affect pedagogical practices and the development of language skills. The implementation of traditional methodologies such as translation that only focuses on the acquisition of vocabulary, avoiding the language skills and the use of the mother language in EFL classes, affect the development of communicative competencies in English and might explain the causes of low English level acquired during the high school by the majority of students.

As a first step in carrying out this research project, students from *Institución Educativa Municipal Técnico Empresarial Cartagena* in Facatativá were interviewed in an informal dialogue to know their perceptions about their English learning and experiences they had had. Students mentioned the situations above as part of their daily life.

Based on that, it is fundamental to create strategies that help students to develop their autonomous learning because there are factors that do not depend directly on the English teachers or the schools, like teachers' recruitment, the number of students in each course, or the total of English hours per week. One of the strategies is designing and implementing a virtual learning environment, which accompanies the formal process at school and helps students with their autonomy.

Research question

In what way is the Virtual Learning Environment focused on reading comprehension and vocabulary acquisition activities using Skimming and

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

Scanning reading techniques a complement for the English classes for tenth-grade students of Institución Educativa Municipal Técnico Empresarial Cartagena in Facatativá?

General objective

To analyze the Virtual Learning Environment focused on reading comprehension and vocabulary acquisition activities using Skimming and Scanning reading techniques as a complement for the English classes for tenth-grade students of Institución Educativa Municipal Técnico Empresarial Cartagena in Facatativá?

Specific objectives

To identify the factors that influence Language learning in tenth graders of the IEM through an entry questionnaire.

- To determine the tenth-grade students' reading level from the IEM using a Preliminary English test (PET).

- To implement the virtual learning environment designed using different reading and vocabulary contents based on skimming and scanning reading techniques.

- To assess the effectiveness of the Virtual Learning Environment designed and implemented with tenth graders of the IEM through an exit questionnaire.

Theoretical framework

ICT and Virtual Learning Environments in English Foreign Language classes.

It is well known that access to technology is needed nowadays, not just for social life, like in social networks, but for the educational field to strengthen linguistic skills (National Standards in Foreign Language Education Project, 1996). However, it is essential to mention that even in this digital age, not all people have completely developed technological competencies. It is not

only to know how to operate technological devices or applications but also to use them purposefully with teaching or learning objectives in mind.

On the other hand, it would be expected that pre-service teachers could be trained in the use and application of ICTs in classrooms since they are not well set to work in a technology-upgraded classroom (Willis & Mehlinger, 1996)

Reading Comprehension Skills and Vocabulary Acquisition

In regard the reading skill, according to Snow (2002), comprehension is the process of acquiring and creating meaning through interaction and engagement with written language. Birsch (2011) defined reading comprehension as the competence to derive meaning from what is read. Duke (2003) stated that comprehension is a process in which a reader creates meaning by interacting with a text through a combination of prior knowledge and experience, the information contained in the text, and the relevant reader's point of view. For Adams (1994), accomplished reading depends on recognizing words smoothly.

Coady (1997) and Constantinescu (2007) alerted that vocabulary was typically neglected in a foreign or second language. On the contrary, Groot (2000) stated that functional L2 reading proficiency requires you to master a massive number of words, at least 7.000 or 95 percent, to comprehend the text's meaning. Furthermore, Hirsch (2003) confirmed that complete reading comprehension depends on a person identifying between 90 and 95 percent of the words in a text. Readers who fail to realize at least this word rate will not only have difficulty understanding the text but also miss out on the window to learn new words.

Skimming and Scanning Reading Techniques

Besides including technology in English Foreign Language classrooms, different methodologies, strategies, and techniques must be considered. The Skimming and Scanning reading techniques have shown an increase in students' ability and enthusiasm to improve students reading comprehension.

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

This practice is believed to "prevent the students from inefficient reading habits such as reading word by word, reading aloud, moving lips, translating, reading for form and details" (Ngoc, 2015, p.197).

According to Liao (2011), skimming is performed three to four times faster than regular reading. Readers frequently skim when they have loads of content to read in a limited time. When skimming, the reader only has to get the most critical information and the main idea from the text, not all the words. Likewise, Nuttal (1996) stated that skimming is a facilitating tool to help students obtain keywords from the text, allowing them to infer the text's overall meaning.

On the other hand, in Scanning, readers are interested in the details of the text (Sutz & Weverka, 2009). In this technique, readers seek specific information in a text. Maxwell (1970) defined scanning as the capacity to detect specific information and details rapidly. For his part, Brown (2003) explained that scanning is the process of finding specific information in a document quickly. The intention is to get specific information without reading all the text. In this way, Skimming and Scanning involve understanding general and specific information in any text.

Accordingly, it is fundamental to design and implement a Virtual Learning Environment that includes technology focused on Skimming and Scanning techniques to show students a different way to practice and improve their reading comprehension and work more on vocabulary acquisition to complement their English classes at school.

Methodology

This research was developed based on a qualitative research approach since it sought to evaluate if the Virtual Learning Environment designed and implemented complements the English classes. The purpose is to explore, describe and interpret the processes developed.

> The qualitative approach can be conceived as a set of interpretive practices that make the world "visible" and transform it into a series of

representations in the form of observations, annotations, recordings, and documents. It is naturalistic (because it studies objects and living beings in their natural contexts or environments and everyday life) and interpretive (because it tries to find meaning to phenomena based on the meanings people give them). (Hernández-Sampieri & Torres, 2018, p. 9)

Within this methodological route, action research was defined as a design model of research since it allows for solving daily and immediate problems. This project focused on the low autonomous learning, low reading English level, and the extra technological tools that English classes could have.

The population in this research were tenth-grade students, calendar A, who belonged to *Institución Educativa Municipal Técnico Empresarial Cartagena* located in the "Cartagenita" neighborhood in Facatativá, low and medium social class. The institution had four courses for each of the 44 students. The population consisted of 176 students.

For this research, the sampling was open by voluntary participation. After the invitation, students', parents', and school' consent, 20 individuals responded to the call.

In this study, two questionnaires were applied, one at the beginning of the study (entry questionnaire) to identify different factors that could affect students' English learning process, and one after implementing the Virtual Learning Environment (exit questionnaire) to assess the effectiveness of the platform.

The Preliminary English Test (PET) was one of the Cambridge English exams. The PET has different sections, including the four communicative skills. Each section is worth 25 % of the total score for the exam.

There are two versions of the PET test: PET and PET for Schools. Both versions have six different tasks, each testing something different about reading, grammar, or vocabulary skills. The PET for schools test has content of interest to school-age learners, so the researcher chose the PET for schools for this research. As one of the long-term achievements of this study is to contribute to the improvement of "Pruebas Saber 11" results, and the

English section of this exam is focused on reading, participants only took the reading section of the PET for schools to identify their English level.

Regarding the Virtual Learning Environment, Moodle is the most widely used platform in the world; it provides different products such as Moodle LMS, Moodle App, and Moodle Cloud, among others. In this study, Moodle Cloud was used. It is designed for organizations using the Moodle LMS without code-level customizations and integrations. Moodle Cloud allows you to have your own Moodle site up and running in a short time frame.

A 5-week implementation during March and April 2021 was held through the platform Moodle, the researcher designed all the sections taking into account the results from the entry questionnaire and the results in the Preliminary English Test (PET). Due to students' available time, the activities were accessible from Monday to Sunday, so they could log in at any time and any day. The teacher's feedback was given the following Monday of each week.

Data analysis

After doing the analysis proposed in the general objective of this research, the designed and implemented Virtual Learning Environment was a good complement for the tenth graders in the English classes in *Institución Educativa Municipal Técnico Empresarial Cartagena*. Based on the four specific objectives, factors affecting the English learning process, the students' English level in reading skills, and the effectiveness of the VLE were analyzed.

Conclusion

Overall, a Virtual Learning Environment could complement an English class; however, it depends on the time students spend working on it because the low autonomy and independence to study show that the little use of this type of platform at schools is threatening the students' learning processes. When they go to university, they will not have an approach to that type of e-learning education.

It is indispensable to guarantee an appropriate teaching-learning process for all students. Whether the school is public or private, the quality of education must be equal for all of them. In that way, it is required to increase the number of English hours in the school schedule, so it would be necessary to change the Colombian English syllabus.

The study must be replicated with a much bigger sample and an extended amount of intervention for additional correct results. A limitation of the study was that it only lasted five weeks. If there had been more time, more positive results, there would be. Another limitation was the students' lack of resources (Internet connection and devices). Even if they wanted to participate in developing the activities in the platform, they did not have the tools. If students had had these technological elements, the complete sample could have participated, and possibly more encouraging conclusions would emerge.
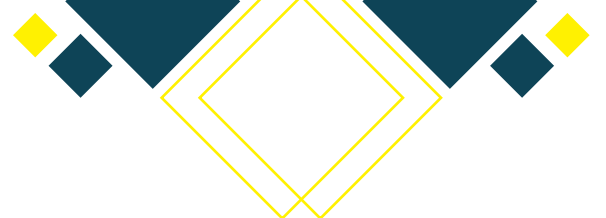
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DIGITAL ASSESSMENT: CHALLENGES IN TEACHING SPANISH AS A FOREIGN LANGUAGE IN AN EMERGENCY REMOTE LEARNING PERIOD

Evaluación digital: los retos en el proceso de enseñanza del español como lengua extranjera en un periodo de aprendizaje remoto de emergencia

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Regiane Souza Camargo Moreira[17]

Abstract

This document reports a didactic experience in light of the assumptions of Connectivism and active methodologies in the teaching-learning process of Spanish. The objective is to propose a critical look at the assessment of Spanish as a Foreign Language through different interactive resources, Plickers, Kahoot!, Forms and Padlet. The research was based on hybrid teaching derived from learning theories for the digital age, such as personalization and technology in education. This study consists of developing games and different forms of evaluation in Spanish on different interactive platforms. The data analysis indicates that, since the different assessment resources, the student's digital literacy has developed autonomy in technology in the search for organizational routes of knowledge. The results of this research

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have confirmed that it is an era of collective intelligence, in which the student goes from a simple spectator to a potential protagonist.

Keywords: Spanish as a foreign language, evaluation, Plickers, Kahoot!, Forms, Padlet, active methodology

Resumen

Este documento reporta una experiencia didáctica a la luz de los supuestos del Conectivismo y de las metodologías activas en el proceso de enseñanza y de aprendizaje de español. El objetivo es proponer una mirada crítica a la evaluación del Español como Lengua Extranjera a través del uso de diferentes recursos interactivos como Plickers, Kahoot!, Forms y Padlet. La investigación fue basada en la enseñanza híbrida derivadas de teorías de aprendizaje para la era digital, tales como la personalización y la tecnología en la educación. Este es un estudio que consiste en la elaboración de diferentes formas de evaluación en español, en las diferentes plataformas interactivas. El análisis de los datos indica que, desde la introducción de los diferentes recursos de evaluación, se desarrolló la alfabetización digital del alumno, así como la autonomía en la tecnología en la búsqueda para rutas organizativas de conocimiento. Los resultados de esta investigación han confirmado que es una era de inteligencia colectiva, en la cual el estudiante pasa de simple espectador a potencial protagonista.

Palabras clave: español como lengua extranjera, evaluación, Plickers, Kahoot!, Forms, Padlet, metodologías activas

Introducción

Ante la emergencia sanitaria generada por la covid-19 en el escenario de la enseñanza universitaria y de la docencia, los profesionales de educación han estado frente a un reto sin precedentes en los planos político, administrativo y pedagógico. Con esto, el lugar de las tecnologías en la enseñanza y el aprendizaje fue la respuesta más efectiva frente a la situación de emergencia.

El objetivo de esta investigación es presentar algunos de los diferentes recursos tecnológicos que, de una forma inmediata, fueron necesarios para profundizar el proceso de enseñanza de lengua extranjera en la enseñanza superior tecnológica. Es decir, la manera de desarrollar el proceso de enseñanza y de aprendizaje digital viene cambiando a lo largo de los años.

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

Con el deseo de logra el objetivo, este estudio busca nuevas prácticas pedagógicas y recursos atractivos, donde las nuevas tecnologías estén puestas al servicio de generar más y mejores aprendizajes para un público cada vez más evolucionado.

La era de la información comenzó a ceder espacio a la era de la innovación, dando paso a un nuevo panorama repleto de posibilidades, conexiones y ampliación del potencial humano, lo que trae profundas transformaciones y en consecuencia nuevos desafíos. En este escenario, la presente investigación pretende analizar el aprendizaje en la era digital y así mismo presentar el conocimiento en constante cambio por intermedio de la experiencia, el contacto, la información y la tecnología dentro del curso de español como Lengua Extranjera (ELE), que se ofrece en la Facultad de Tecnología (Fatec) en todas sus filiales.

La educación superior, en especial en Fatec, posee muchas carencias. El problema principal es la insuficiencia de equipos, lo que interfiere en la evaluación digital dentro del proceso de enseñanza y de aprendizaje del alumno con respecto al curso de ELE, en especial en el periodo de aprendizaje remoto de emergencia.

A partir del presente estudio, se hace necesario responder al cuestionamiento sobre las potencialidades evaluativas de las plataformas digitales interactivas Plickers, ¡Kahoot!, Forms y Padlet. Ellas pueden contribuir al proceso de enseñanza y aprendizaje del ELE en el aula en la modalidad de aprendizaje remoto de emergencia al priorizar la participación activa del educando como protagonista en la construcción del propio conocimiento.

Marco teórico

Es necesario entender que innovar en el área de la enseñanza indica la capacidad de adaptación a una realidad que se transforma de forma permanente y la adecuación de las prácticas docentes a la infinita variedad social y humana que configuran los centros educacionales, principalmente

en el periodo de enseñanza remota de emergencia por la pandemia del covid-19 en 2020 y 2021 (Monte et al., 2021).

La evaluación como producto es aquella cuya finalidad se limita al resultado de una actividad; en general, según Masetto (2010) se limita a la clasificación, aprobación o reprobación del alumno. Ya la evaluación de seguimiento, en cambio, involucra todo el proceso de aprendizaje en relación al alumno, los procesos de éxito y dificultad, por lo que parece que en este tipo de evaluación el resultado no vendrá de manera inmediata, sino a través del diálogo y la orientación mutua entre alumno y profesor. La importancia de definir los objetivos y criterios para cada tipo de evaluación proporciona una mejor presentación del instrumento de evaluación y del alumno, lo que promueve una relación significativa y de confianza, ya que de esta manera el docente puede brindar condiciones para que el alumno demuestre lo que sabe y, en particular, cómo piensa (Luckesi, 2008).

Las transformaciones que la tecnología digital trae para la sociedad como un todo han afectado el proceso evaluativo en la enseñanza remota de emergencia (Monte et al., 2021). Para Gabriel (2013), es fundamental que la mirada del educador esté orientada hacia los impactos de los cambios causados por la diseminación e inserción de las plataformas y las tecnologías en la sociedad. Dentro de esta perspectiva, el profesor es un catalizador de reflexiones y conexiones para sus alumnos en ese ambiente complejo, rico y poderoso.

Según Gabriel (2013), en toda revolución tecnológica las personas tienden a quedar encantadas, pero la siguiente fase es entender cómo funciona toda esta tecnología digital para mejorar la rutina escolar de forma más interesante y eficiente, en especial, en el periodo de enseñanza remota de emergencia

Las plataformas digitales interactivas son cada vez más cotidianas en la educación, pues ahí está el público nativo digital. Las actividades pueden ser mucho más diversificadas, con metodologías más activas, que vayan de acuerdo al perfil y avance de aprendizaje individual y grupal de los alumnos. Las tecnologías móviles y en red permiten no sólo conectar todos los

espacios, sino también elaborar políticas diferenciadas de organización de procesos de enseñanza y de aprendizaje adaptados a cada situación. Es decir, deben orientarse según el perfil del alumno, a los que son más proactivos y a los más pasivos; a los muy rápidos y a los más lentos; a los que necesitan mucha tutoría y refuerzo y a los que tienen capacidad para aprender solos (Gabriel, 2013).

Un patrón similar observa Siemens (2004), quien aborda una teoría de aprendizaje para la era digital. En ella, el conectivismo representa un modelo de aprendizaje que reconoce los cambios en la estructura social, donde el aprendizaje ya no es una actividad interna e individualista y donde la forma en que el alumno nativo digital aprende cambia cuando este se conecta dentro de las redes utilizando nuevas herramientas. En la propia definición de Siemens (2004), el aprendizaje es un proceso que ocurre dentro de una amplia serie de ambientes donde los elementos centrales están en cambio y no necesariamente bajo el control de las personas. El aprendizaje (definido como conocimiento aplicable) puede residir fuera de nosotros mismos (dentro de una organización o base de datos), enfocándose en la conexión que se especializa en conjuntos de información que nos permite incrementar cada vez más nuestro estado de conocimiento.

En lo que se refiere a las metodologías activas como herramienta de trabajo en el proceso de enseñanza y de aprendizaje, se puede inferir las plataformas digitales Plickers, Kahoot!, Forms y Padlet como novedades en relación a la enseñanza híbrida de ELE (Bacich et al., 2015). Usar actividades interactivas de aprendizaje por medio de un dispositivo móvil, por ejemplo, es más significativo, ya que el grado de integración y motivación del alumno con aparatos tecnológicos es mayor y habitual (Bacich y Moran, 2018; Siemens, 2004).

De esta manera, estas plataformas digitales interactivas posibilitan que el profesor torne el espacio educativo en un área propicia para la enseñanza y el aprendizaje productivo y significativo para el alumno, ya que se obtiene un doble propósito: motivar y fortalecer la interacción. Esto permite desarrollar capacidades, conocimientos, actitudes y

habilidades lingüísticas y de cultura hispana, así como estimular la comunicación y el trabajo en grupo, fomentar la confianza para resolver problemas o dificultades buscando alternativas y permitirle al profesor evaluar y conocer mucho mejor el perfil de cada uno de sus alumnos en diversos aspectos (Petit y Lacerda Santos, 2013).

Las metodologías activas, acompañadas de la dimensión tecnológica, motivan al alumno, afirma Petit y Lacerda Santos (2013), y representan una elección de enseñanza y de aprendizaje que parece funcionar al nivel de la motivación y la ludicidad. Por tanto, el proceso evaluativo (Luckesi, 2008) puede utilizar de diferentes plataformas digitales interactivas como factor motivador en ese proceso, por ejemplo, Plickers, ¡Kahoot!, Forms y Padlet.

Plickers es una plataforma que permite crear cuestionarios en línea basados en juegos para que los educadores y estudiantes investiguen, creen, colaboren y compartan conocimientos de manera dinámica y atractiva, además de permitir al profesor obtener en tiempo real datos estadísticos del progreso de aprendizaje de los alumnos (Plickers, 2020). De acuerdo con Silva et al. (2018), esta herramienta digital de descarga gratuita en la web funciona en cualquier dispositivo tecnológico conectado a internet y, debido a su sencillez e interactividad, promueve el autoaprendizaje, la enseñanza personalizada, el sentido crítico, la interactividad y el compromiso de los alumnos.

Kahoot! es una plataforma de educación social ludificada, disponibles en App o en la versión Web, que funciona en cualquier dispositivo móvil o computador. Esta aplicación permite la creación de cuestionarios de evaluación con múltiples alternativas que son usados por el profesor para enseñar, repasar o reforzar el aprendizaje en el aula, lo que hace que la enseñanza y el aprendizaje sean más divertidos y motivadores. También ofrece a los participantes la oportunidad de integrarse, crear, colaborar y compartir conocimientos para incrementar la satisfacción y el compromiso con su proceso de aprendizaje (Wang & Lieberoth, 2016).

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

La aplicación de formularios o encuestas, utilizando la plataforma digital Forms, ofrece al profesor la oportunidad de crear actividades con preguntas de opción múltiple, abiertas, clasificaciones, entre otras. Los formularios se almacenan en servidores como Google Forms y Microsoft Forms, se puede acceder a ellos desde cualquier lugar y no ocupan espacio en el computador (Mota, 2019). Los archivos creados dentro de la aplicación Forms presentan un trabajo en un formato colaborativo, siempre que los estudiantes sean invitados por el profesor. El profesor puede utilizar la aplicación para hacer sus clases más atractivas y participativas. Forms es un soporte importante para la investigación del proceso educativo dentro del mundo académico (Andres et al., 2020; Monteiro y Santos, 2019; Mota, 2019).

Según Matos (2017) el Padlet es un sitio de Internet que permite la construcción y creación colaborativa de conocimiento entre los usuarios a través de textos, fotos, enlaces y otros contenidos, además de adjuntar una variedad de archivos. Cada espacio se denomina "muro", que se puede utilizar como tablón de anuncios o como información.

Metodología

Este estudio vuelve la mirada hacia el proceso de convergencia del Centro Paula Souza que definió el contexto de la enseñanza y el papel de las Tecnologías Digitales de Información y Comunicación (TDIC) en las diferentes unidades de Fatec. Este marco estructural y pedagógico circunscribe y sustenta la actuación institucional ante la crisis y, en su conjunto, define la capacidad de agencia con las que el profesorado hizo frente a la crisis de la covid-19 (Monte et al., 2021) y vislumbra ahora un futuro de enseñanza híbrida (Bacich et al., 2015).

En relación al tema de este estudio, esta investigación académica se basa en el levantamiento bibliográfico y de investigación indirecta. A fin de relacionarla en el marco teórico-práctico, se propone actividades evaluativas (Luckesi, 2008) con las habilidades y competencias lingüísticas y de cultura hispánica a partir de las herramientas digitales Plickers, ¡Kahoot!, Forms y Padlet.
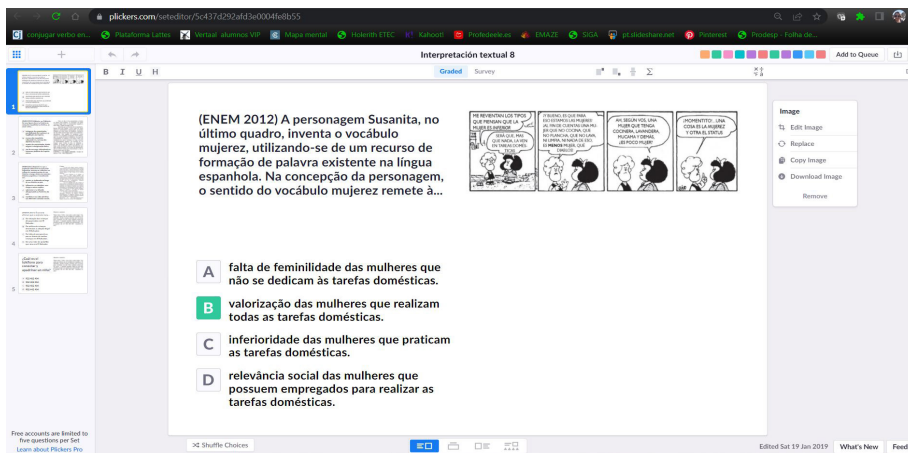
Digital assessment: challenges in teaching spanish as a foreign language in an emergency remote learning period

La investigación se realiza con el método de estudio de caso, y desde el punto de vista metodológico, posee un carácter cuali-cuantitativo. Según Yin (2001), el estudio de caso se caracteriza como una investigación empírica que se da en un contexto específico, donde el investigador busca abordar un fenómeno contemporáneo mediante la inserción en el ambiente de su realización.

La aplicación de las plataformas digitales interactivas Plickers, ¡Kahoot!, Forms y Padlet se realizó durante el primer y segundo semestre del 2021. Las intervenciones se dieron durante las clases Español I y Español II en el curso universitario de Gestión Empresarial en Fatec Cruzeiro y Fatec Guaratinguetá. Los alumnos de cada clase provenían de una secuencia de clases evaluativas que abordaron conceptos culturales, morfosintácticos, lexicales e interpretaciones textuales con diferentes géneros (figura 11).

Figura 11

Test de interpretación de textos (Plickers)

Nota. Ejemplo de enunciado de los textos diseñados en Plickers.
Fuente: archivo propio (2021)

Se utilizaron decenas de cuestionarios con pruebas conceptuales e interpretativas. Cada pregunta fue proyectada en el tablero desde el sitio,

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

mostrando el enunciado y las opciones de manera clara (Silva et al., 2018; Wang y Lieberoth, 2016). Cada prueba conceptual estaba compuesta de un enunciado y cuatro alternativas, de las cuales solo una era la correcta. Los enunciados de las pruebas utilizadas y las alternativas de los mismos se pueden ver en las figuras 12, 13 y 14.

Figura 12

Test conceptual (Kahoot!)
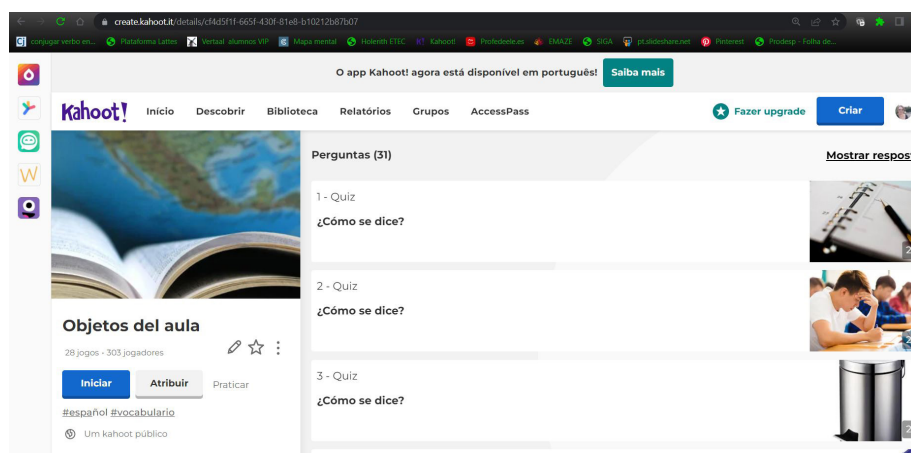
Nota. Ejemplo de enunciado de los test conceptuales desarrollados en Kahoot!
Fuente: archivo propio (2021)

Los datos se recolectaron y se almacenaron de manera automática durante la realización de las actividades utilizando las plataformas digitales Kahoot!, Plickers y Forms (Mota, 2019; Silva et al.,2018; Wang y Lieberoth, 2016). Estos datos fueron exportados a planillas de Excel y luego analizados de manera cuantitativa y cualitativa, considerando el aumento o la disminución en el número de respuestas correctas dadas por cada alumno a lo largo de las actividades.
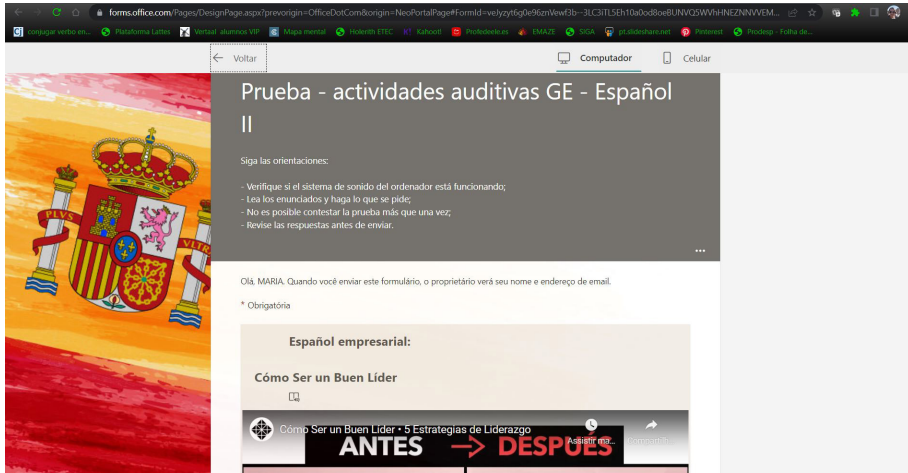
La plataforma digital Forms ofrece a los alumnos la oportunidad de realizar las actividades fuera del horario de las clases (Mota, 2019). Sin embargo, para utilizar las herramientas Kahoot! y Plickers y almacenar sus

datos, es importante que el profesor intermedie esta práctica a partir del uso de su cuenta en las plataformas (Silva et al., 2018; Wang y Lieberoth, 2016).

Figure 13

Evaluación auditiva

Nota. Ejemplo de una evaluación auditiva para análisis cuantitativo y cualitativo de los contenidos conceptuales (Forms).

Fuente: archivo propio (2021)

Los datos recolectados fueron de carácter cualitativo y cuantitativo con el fin de analizar la opinión de los alumnos en cuanto al uso de las herramientas digitales durante la implementación de una estrategia de contenidos (Mota, 2019; Silva et al., 2018; Wang y Lieberoth, 2016). De esta manera, las informaciones referentes a la aplicación del contenido de corte cuantitativo se obtuvieron por medio de las plataformas digitales en estudio.

Los datos de corte cualitativo, que se refieren a la opinión de los alumnos en cuanto a la utilización de la herramienta digital Padlet (Matos, 2017), se registraron en un diario de campo, teniendo en cuenta los discursos y las reacciones a la metodología desarrollada.

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

Figure 14

Actividad evaluativa
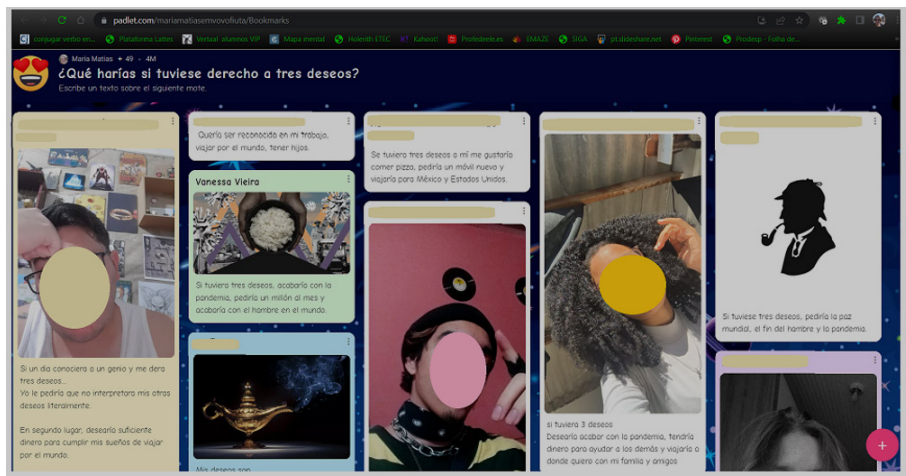
Nota. Ejemplo de una actividad evaluativa - verbos en condicional (Padlet).
Fuente: archivo propio (2021)

Resultados y discusión

El desarrollo de esta investigación permitió responder el cuestionamiento inicial y alcanzar los objetivos propuestos. El interrogante inicial se refería al modo en que la utilización de las plataformas digitales interactivas pueden contribuir al proceso de construcción del conocimiento en las clases de ELE. Para responderlo, se investigó la importancia del uso de las metodologías activas en el proceso de enseñanza y de aprendizaje de los estudiantes, para lo cual se tomaron como base diversas fuentes teóricas. El análisis de los datos evidenció que la alfabetización digital es tener autonomía en tecnología, no sólo en relación con el uso de las herramientas digitales que están presentes en todos los aspectos de nuestra vida, sino también con la búsqueda constante de caminos organizacionales del conocimiento, fundamentales para el desarrollo progresivo de una sociedad en movimiento.

Otro punto considerado por la investigación es la existencia de una laguna de corte teórico y práctico referente al desarrollo de competencias

digitales en la formación —inicial y continuada— del profesor, debido a la escasez de estudios sobre el mapeo y la descripción de competencia y niveles de conocimiento en la enseñanza remota de emergencia.

El mejor camino para formar a las nuevas generaciones es desarrollar en ellas las competencias digitales. Por lo tanto, para trabajar de forma efectiva con la tecnología, es conveniente que primero el profesor haga una organización de contenidos para luego compartir, colaborar y reorganizarlos con otros profesores. El profesor no necesita tener pleno dominio en términos de uso de herramientas digitales, pero es recomendable que él entienda cómo utilizarlas.

Al iniciar las actividades a partir de herramientas digitales interactivas, es visible el entusiasmo del alumno con las propuestas de trabajo. Esto se produce debido a que el alumno está conectado de forma adecuada al ambiente virtual y a que es un nativo digital.

La problemática está en que este alumno nativo digital podría continuar utilizándola de una manera desenfrenada, lo que resultaría en mal uso de la tecnología. Las instituciones de enseñanza necesitan avanzar junto con la tecnología; en ese sentido, es preciso repensar en la metodología y entender que las generaciones Y y Z necesitan de novedad y velocidad, pero también de direccionamiento.

Conclusión

Se ha visto que el lugar de la tecnología no solo en la enseñanza y el aprendizaje de ELE sino también en general se destaca ahora en ell contexto de enseñanza remota de emergencia y evidencia que la formación del profesorado es de extrema importancia para obtener resultados que trasciende los límites físicos y temporales del aula.

Se ha percibido que el buen uso de las TIC en el proceso de evaluación frente a las plataformas digitales interactivas Plickers, Kahoot!, Forms y Padlet marca hoy un gran avance en el proceso educativo, pues con ello se ha hecho posible la oferta de los contenidos de forma telemática sin perder la calidad en la medida de los posible.

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

Las potencialidades evaluativas a partir de diferentes recursos tecnológicos profundizan de manera atractiva el proceso de ELE en la enseñanza superior tecnológica. Y con eso se descubrió muchos recursos positivos para la evaluación, ya que con ellos hay facilidades en interacción, respuesta, corrección y ayuda en el proceso de búsqueda debido a la autonomía de los estudiantes.

A partir de esta investigación, queda claro que esta temática todavía tiene espacio para nuevas investigaciones y reflexiones. Quizá ahora deba hacerse una propuesta comparativa más puntual, con alguna habilidad comunicativa específica. Son pocos los teóricos que se dedican a analizar el uso de nuevas herramientas digitales dirigidas a mejorar el desarrollo del alumno en su proceso de enseñanza y de aprendizaje, en particular en el proceso de evaluación, donde pasa de simple espectador a ser un potencial protagonista.

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EXPERIENTIAL LEARNING TO FOSTER ENGLISH COMMUNICATIVE COMPETENCE IN A RURAL SCHOOL DURING COVID-19 IN COLOMBIA

Aprendizaje vivencial para fomentar la competencia educativa en inglés en un colegio rural durante la covid-19 en Colombia

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Abstract

The following qualitative research presents in detail the pedagogical process of fifth-grade students in an educational institution in the department of Boyacá, Colombia, where they are immersed in an English class that articulates experiential learning. The action research developed with fifth graders in a rural school in Nuevo Colon, Boyacá, aimed at tackling the problem of lack of engagement and communicative use of English. Results show the improvement of communicative competence and its relevance for students, teachers, and parents since they reflect on the educational process, and the project allows students to use the same tools they usually use for leisure. However, in an educational context, that enhances their English-speaking practice through the phases of experiential learning and including gamification elements.

Keywords: didactics, English, experiential learning, gamification

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Experiential learning to foster english communicative competence in a rural school during covid-19 in colombia

Resumen

La siguiente investigación cualitativa presenta en detalle el proceso pedagógico de los estudiantes de quinto grado de una institución educativa del departamento de Boyacá, Colombia, donde están inmersos en una clase de inglés que articula el aprendizaje experiencial. La investigación-acción desarrollada con estudiantes de quinto grado de una escuela rural de Nuevo Colón, Boyacá, tuvo como objetivo abordar el problema de la falta de compromiso y uso comunicativo del inglés. Los resultados muestran el mejoramiento de la competencia comunicativa y su relevancia para los estudiantes, profesores y padres de familia, ya que reflexionan sobre el proceso educativo. El proyecto permite a los estudiantes utilizar las mismas herramientas que, por lo general, usan para el ocio, pero en un contexto educativo, que potencia su práctica oral en inglés a través de las fases de aprendizaje experiencial e incluye elementos de ludificación.

Palabras clave: didáctica, aprendizaje experimental, competencias digitales, inglés, ludificación

Introduction

The demotivation due to the lack of communicative use of English and the transference of traditional teaching practices in remote sessions was evidenced in a 5th-grade group of a public school in Nuevo Colón Boyacá. In this particular scenario, the students were demotivated by the teacher-centered teaching methodology caused by the teacher's lack of training in the didactics of teaching English, as she does not have a bachelor's in English teaching. Most of the remote sessions had been based on the repetition of phrases presented in a Word file that students copied in their notebooks without explaining their structure, meaning, and communicative use.

This project is essential not only for learners in Nuestra Señora de la Antigua, Nuevo Colón Boyacá, but also for the leading pre-service teacher research, the research tutor, and the academic community interested in innovating teaching practices through virtual environments. It is crucial for the pre-service teacher-researcher because she has developed research and profound disciplinary knowledge and teaching skills. However, for the research tutor, it allows her to work jointly with the pre-service teacher and acknowledge new teaching digital competencies. The emphasis on

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the communicative use of English in rural areas is vital for the academic community. After that, most of the population in Colombia live in rural areas and may see English as a way to access knowledge and improve their living conditions or a means to migrate to urban areas in their search for educational and working opportunities.

This research aims at having a social impact. The appreciation and use of English as a means of cultural expression and the development of both teachers' and learners' digital competencies are aligned with the vision of learners established by UNESCO (2011), which contributes to social development in a society. To that end, this research can be replicated or adapted in different scenarios, and so it also aims to contribute to educational research and implement learning activities that promote learners' bilingual skills.

In this scenario, this research proposes to apply gamification through the experiential learning theory mediated by a video conferencing tool, a learning web, and a mobile social app as alternatives to change students' behavior and promote the communicative use of English. Given this initiative, we stated the following research question: How can communicative competence be practiced through the coordination of experiential learning and gamification in a virtual learning environment directed to fifth graders in an English class at a rural Nuevo Colón, Boyacá?

The following objectives have guided the discovery of the answer to this question. The general objective is to examine the effect of experiential learning and communicative use of English and the motivation of fifth-grade students through gamification in remote digital environments in the educational institution Nuestra Señora de la Antigua in the municipality of Nuevo Colón Boyacá. The first specific objective is to analyze the communicative use of English by fifth-grade students taking into account the interests of students in remote digital environments of the educational institution Nuestra Señora de la Antigua in the municipality of Nuevo Colón. The second specific objective is to explain the communicative use of English based on students' performance and attitudes during the learning experiences.

Theoretical framework

Communicative Competence

It involves the development of other competencies (Hymes, 1972, as cited in Cazden, 2020). Those competencies are linguistic, paralinguistic, kinetic, proxemics, pragmatic, and stylistic competencies. Linguistic competence is the ability to make and understand verbal signs and to use the linguistic code. Paralinguistic competence correctly uses non-linguistic signs, such as questioning, pleading, and declaring. Kinetic competence is the conscious ability to express senses through signs, gestures, and facial or body expressions. Proxemic competence is the ability to establish an interpersonal space, a degree of physical proximity and contact between interlocutors that varies culturally. Pragmatic competence is the capacity to vary language uses according to context, intention, and communicative action. It also includes the reasons for the expressed ideas, whether to inform, question, challenge, or suggest. Finally, stylistic competence is knowing how to express ideas that can be courteous, friendly, and patient.

Experiential Learning

This experiential learning theory is based on inciting and motivating the student to reflect on the lived experience. The student himself must discover this desire to investigate. In this process of reflection and interpretation about their training, it is the student who creates a learning space by inquiring about the information; considering Kolb (2014), students must be immersed in a natural context in which they can live their own experiences taking into account their interests using the language inside and outside the educational context.

Research Design

This research proposal is qualitative and follows the action research method (Burns, 2009). It is qualitative because the analysis is based on the experiential learning experience through gamification. The idea is to examine through experiential learning theory and gamification experience

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

generated and to conclude the importance of implementing interactive activities in classes to motivate students to actively participate in completing the learning process and using English with a communicative purpose.

Action research is the method in which the problem is analyzed according to a population's needs to identify internal and external factors and thus improve practice and reflection. "Teachers engage in an authentic research process of data collection, analysis, and interpretation, which contrasts with intuitive reflection" (Burns, 2009, p. 25).

The sample includes 27 students in the fifth grade. The age range is 10-11 years old. The intervention took place through 3 remote synchronous sessions, six sessions, and constant asynchronous follow-up through text messaging, posting in Edmodo, and seven months from March to October 2021. The titular teacher is also part of the sample; she has a BA in Social Sciences and 25 years of experience.

This research includes qualitative research instruments and analysis. Initially, the first instruments applied were a survey and a focus group to identify the communicative use of English and students' interests in remote digital environments before the intervention. Then, we implemented field notes to examine the communicative use of English through a virtual learning environment that brings together experiential learning and gamification. Finally, the learning artifacts and the field notes have allowed us to explain the communicative use of English based on students' performance and attitudes during the learning experiences. The analysis process has been inferential through emerging, a priori, and axial coding that led us to discover themes and categories.

Findings

The English language has always been a topic of interest for parents because they recognize the importance that language has in society and think about its effect on their children's future. It was also found in the focus group following results. One parent said: "It is good that students are always related to English." Another parent said: "I am grateful that this project has

been taken into account in the institution to improve the quality of English." Based on field notes of initial observations and the focus groups, results show that students did not use English to communicate their ideas. In contrast, Cazden (2020) states that to develop communicative competence, a speaker should make sense of the language and use it accurately within a context where they apply paralinguistically, proxemics, and pragmatic elements.

Applying Experiential Learning as Students Live It

In the living experience stage, students act on their lived experiences. Students were engaged in a real-life situation presented through a video and answered the teacher's guiding questions, building vocabulary, inferring the meaning of unknown words, and demonstrating active participation. Evidence of learners' willingness to participate in making inferences and recognizing vocabulary were their attitudes and behaviors, like turning on the microphone to guess the meaning of the words. Actually, in the intervention two, Javier, one student, said "Puedes darme un ejemplo para saber el significado de esta palabra". According to Kolb (2014), students have previous knowledge and experience as a result of their own experiences to have different results when creating new knowledge. Learners requested images and sentences to understand what was happening in the video. They tried to understand the experience by making inferences based on their prior knowledge by requesting additional explanations, and as a result of this learning experience, they immersed themselves in the real-life context. These features were crucial characteristics to conclude they were involved in the experiences presented to them.

In the reflection phase, students reflected on the use of language through a process of analysis where the students made a comparison between words' meanings and use. For example, they realized the difference between "do" as an auxiliary and "do" as a verb. Also, some showed interest in the correctness of their ideas. This is evident in the following comment from Carlos when he sent a WhatsApp message requesting a correction and said, "profe this sentence is fine: " He work today." According to Kolb (2014), when students reflect on their experience and make connections between

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

what they already know and have learned, the experience is lived. So, the reflection is the result of a lived experience, and we could evidence that in this research.

In regards to learners' knowledge about the use of the language, we expect that they can analyze the change of structure based on their previous knowledge and be able to self-correct. In Carlos' example, he used his previous knowledge to write his example, may have tried to self-correct, felt unconfident, and therefore requested help. We inferred that in the process of writing and checking, he reflected, noticed a need, and sent a message to get some help. These findings affirm that it is necessary to continue training students on recognizing language uses and forms and their autonomy to use these elements as references for creating or checking their ideas. In conclusion, they need more training in inductive or deductive thinking based on the language forms studied to self-correct their ideas.

Harmer (1987) explains inductive and deductive thinking as part of learning L2 grammar; however, both inductive and deductive thinking happened in this project. We inferred that in the reflection and conceptualization stages, learners used the language meaningfully, practiced, and then reflected to conceptualize or form concepts about how they use the language. In other words, they first went through an inductive process of realizing the language use based on their own experience with it, and then the researcher provided corrections or the language form deductively so that they could correct their ideas. In inductive learning, learners see the examples as they see them during the acting phase. In deductive learning, students are guided in recognizing the patterns of the structures or tenses. This happened during the conceptualization phase of this project.

Students reflected on their feelings, the problematic aspects of their English use, and the process's easy aspects. Some responses to questions show evidence of the student's feelings during the intervention expressing their interest in learning and acquiring vocabulary. Some others reflected on speaking difficulties; for example, Diana said: "the process is difficult using the language because I do not know the pronunciation of some words."

The other students claimed to have the same difficulty pronouncing words. Finally, most students stated they knew the meaning and spelling of the vocabulary, so this part was easy for them.

We also noticed that students reflected on their learning habits and showed interest in the intervention even when they did not have access to the internet. One student showed how to take meaningful notes, and others just repeated them automatically without reflecting on their notes' importance. Another student stated she felt progress in her process of understanding English. She commented: "When I do the activities at the beginning, it is difficult, but I do some exercises, and it is easier." Regarding students' willingness to participate, some could not post their reflections, and they managed to contact the research to show their written reflections.

In the conceptualization phase, students conceptualize their thoughts and mistakes, taking into account the input's grammar structure, words, uses, and meanings. Students apply it in the construction and comprehension of simple sentences and show interest in knowing if the use and meaning they gave to the grammar are accurate. This process of practicing English went beyond constructing simple sentences to conceptualizing the grammar functions or uses of tenses.

The following comment exemplifies that conceptualization process: "Teacher, should an S always be added to the third person verb?" Considering Kolb, students can integrate theory using previous knowledge. In that way, they can modify or adjust ideas to acquire a new understanding and apply it in the following experiences. For instance, in Lucia's comment, she may have assimilated the meaning of the Simple Present tense by asking for clarification and contrasting her intention with this tense. During the conceptualization, learners went through inductive and deductive thinking processes, as described by Thornbury (1999). The author refers to the inductive method as a rule of discovery because the student is in charge of analyzing the grammar in context, which is directly linked to an actual situation that makes him explore it. In turn, he talks about the deductive method based on the teacher's grammatical rules guided in this case. The

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

student lives the experience of applying an inductive method. Then, he makes sentences or examples that are finally guided to finish with the deductive method.

Application phase, students relate a real-life experience with their own experiences. Students awaken a grammatical awareness that allows them or some of them to interpret the life experience presented to them through guided questions and, in the application of their previous knowledge about it. They could write short sentences and questions within the context presented; some wrote creative personalized ideas guided by given chunks of language or examples. Carolina said she was a candy taster in her first real-life experience of taking a job interview. According to Kolb (2014), students apply the new knowledge learned in class through experience in a natural context and use it to demonstrate and associate it with different real-life situations. In Carolina's example and most of the students' sentences, Kolb's definition of application was identified since learners lived an experience and demonstrated they understood it by writing examples based on real-life situations. The poor vocabulary limits the production of sentences and questions, and students' pronunciation tends to have frequent inaccuracies.

Discussion

Experiential learning has been explored as a teaching and learning strategy in the classroom with uses applied to real contexts. Based on the results obtained in this research, it can be argued that this learning helps and guides the student to find and interpret language uses. Saddington, quoted by Knutson (2003), reports in his research that the student must evaluate it by relating his interests to link his knowledge with new or old experiences to learn from experience. Consequently, the focus group expresses through comments that they unconsciously realize the different uses of a verb, an auxiliary, or verb tense when they use language. Therefore, we conclude that the experiences lived in each phase of experiential learning, regardless of the successes, attempts, errors, or explanations that the student presents, help them to interpret language.

Conclusions

Experiential learning allows students to relate and live concrete experiences that guide them to understand language in their context. It was observed and analyzed that students improved in terms of manifesting understanding of instructions given in the English language. In each pedagogical intervention, the students unconsciously developed critical thinking that allowed them to analyze the uses of the foreign language. It can be determined that when implementing experiential learning, the student's interests must be taken into account, as well as the activity through which the experience will be lived, since if these preferences and interests are not respected, the development of the cycle proposed by Kolb will not show concrete results that allow an accurate analysis of each stage.

Each pedagogical intervention in the rural school of the municipality of Nuevo Colon attracted the attention of students and parents because it was demonstrated that when students' preferences are taken into account, and participatory spaces are created, they take ownership of their process. They take ownership of their learning process by making conscious analyses and interpretations. It was also demonstrated to the participants, both parents and directors, that ICT in the development of classes allows the appropriation of digital skills, teaching that you can use the internet for educational purposes that lead with itself to awakening creativity and curiosity through digital resources that benefit them directly awareness the excellent management of the web.

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A PRESCHOOL TEACHER AND AN ENGLISH TEACHER COORDINATING TEACHING PRACTICES TO FOSTER PRESCHOOLERS' BILINGUAL VOCABULARY LEARNING IN REMOTE SETTINGS

Una profesora de educación preescolar y un docente de inglés que articulan prácticas de enseñanza para promover el aprendizaje de vocabulario en preescolares bilingües en ambientes remotos

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Abstract

Learning vocabulary in English as L2 is essential in children's bilingual learning process. Some pre-service English teachers may not know how to teach preschoolers, and many preschool teachers do not know how to teach English; however, they are required to teach English. This study articulates vocabulary teaching practices addressed to preschoolers undertaken by preschool and English teachers. This qualitative case study describes aspects

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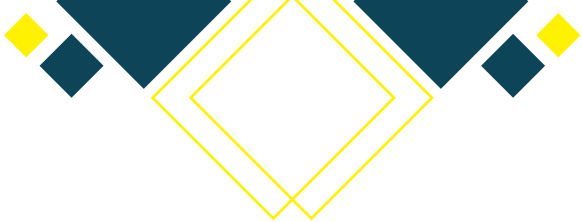
Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

such as teaching vocabulary, children's dimensions, and developmental stages. The participants are 4-to-6-year-old children in Kinder and Preschool, one preschool teacher, and an English teacher in Tunja, Boyacá. Research instruments are interviews, observations, and field diaries. Results about teaching vocabulary show that preschool teachers who implement fewer activities that are rather receptive than productive. In the case of an English teacher, she implements more activities and different themes, but there is no personal interpretation. It is a process of repetition. Children can name images in English when they have visual input. In their classes with their preschool teachers, children speak Spanish and teachers promote English by showing videos. In the socio-affective dimension, we recognize emotions caused by the repetitive dynamics of the remote learning environment. This research is helpful for preschool pre-service or in-service teachers assigned to teach English to preschoolers.

Keywords: child development, bilingual education, language instruction, preschool teacher education

Resumen

Aprender vocabulario en inglés como L2 es importante en el proceso de aprendizaje bilingüe de los niños. Es posible que algunos maestros de inglés en formación no sepan cómo enseñar a los niños en edad preescolar y muchos maestros de preescolar no saben cómo enseñar inglés; sin embargo, están obligados a enseñar inglés. Este estudio articula prácticas de enseñanza de vocabulario dirigidas a preescolares realizadas por docentes de preescolar y de inglés. Este estudio de caso cualitativo describe aspectos como la enseñanza del vocabulario, las dimensiones de los niños y las etapas de desarrollo. Los participantes son niños de 4 a 6 años de Kinder y Transición, un profesor de preescolar y una maestra de inglés en Tunja, Boyacá. Los instrumentos de investigación son las entrevistas, las observaciones y los diarios de campo. Los resultados sobre la enseñanza del vocabulario muestran que los maestros de preescolar implementan actividades más receptivas que productivas. En el caso de una profesora de inglés, ella implementa más actividades y diferentes temas, pero no hay ninguna interpretación personal; es un proceso de repetición. Los niños pueden nombrar imágenes en inglés cuando tienen información visual. En sus clases con sus maestras de preescolar, los niños hablan español y las maestras promueven el inglés mostrando videos. En la dimensión socioafectiva, reconocemos las emociones provocadas por la dinámica repetitiva del entorno de aprendizaje a distancia. Esta investigación es útil para los maestros preescolares en servicio asignados para enseñar inglés a niños en edad preescolar.

Palabras clave: desarrollo infantil, educación bilingüe, enseñanza de idiomas, formación de maestros de preescolar

Introduction

In the kindergarten Gimnasio Newcastle in Tunja, Boyacá, English and preschool teachers may face two challenges, the complexities of learning vocabulary and adapting teaching methods to children's developmental stages and dimensions. Learning vocabulary is complex because it has linguistic, semantic, and psycho-cognitive challenges (Anuthama, 2010) that preschool teachers can overcome with strategies and activities to make the process more interesting and feasible for the students. The second challenge is increasing the English teachers' knowledge and expertise in adapting their didactics to the children's preoperational developmental stage and their ethic, corporal, cognitive, communicative, aesthetic, body, and developmental dimensions.

From my personal experience as a pre-service English teacher at a pre-school level in a state school, I realized my gaps in didactic and pedagogic knowledge to teach preschoolers vocabulary. I saw this gap as a challenge and an opportunity to grow professionally. Initially, I did not have any curricular guidelines to teach children provided by the school; for instance, a micro-curriculum or planner allowed me to plan how to teach them. On top of that, at that moment I did not know there are government documents that guide an integral learning process for children such as "Lineamientos curriculares. Serie Lineamientos curriculares preescolar" (Ministerio de educación Nacional [MEN], 1998, 2017), and "Las Mallas Curriculares de aprendizaje para transición" (Secretaría de Educación del Distrito, 2019) (MEN, 2016). Neither did I know about pedagogical approaches and learning theories that explained preschoolers' learning process. It is vital to work on bringing together knowledge of both programs because in Boyacá we do not have resources or materials to help teachers create a bilingual preschool class. For that reason, the results of this case study are essential for the field of education in foreign languages and initial education.

English teachers and preschool teachers need to know about both areas to orchestrate dimensions and context to be logical in the teaching process of EFL. One example of the need to support preschool teachers'

practices is that some may need to recognize how to teach vocabulary in English. For instance, one preschool teacher interviewed stated that role play is a traditional strategy that can be used to improve and promote pronunciation instead of vocabulary. She mentioned that the techniques to learn and teach vocabulary in the classroom could be flashcards, workshops, and games, always presenting a context for the student. This opinion shows that she does not know the benefits of role-playing that my authors mention (Aghlara & Tamjid, 2011; Gass & Mackey, 2006; Lee & Smagorinsky, 2000; Zhang, 2010; Zhu et al., 2012). In that way, teachers can use role-plays to teach the social, cognitive, and ethical dimensions in a context that responds to children. Role-plays can also motivate children and create an innovative environment.

Research question

What elements of pedagogical practices, materials, and knowledge of preschool education graduates and English teachers can be coordinated to promote vocabulary learning through role-playing in Kindergarten and Transition levels in a Bilingual Kindergarten in Tunja?

General objective

To describe a proposal of didactic guides that brings together the knowledge and strategies used by preschool teachers and English teachers in role-playing for teaching vocabulary in a bilingual environment for preschool and transition children at Gimnasio Newcastle School in Tunja.

Specific objectives

To describe the teaching practices, strategies, and knowledge used by preschool teachers and English teachers through classroom observations and interviews with kindergarten and transition teachers

- To compare and contrast the practices, strategies, and knowledge the teachers have and need to teach English in their classes.

- To explain the coordination of teaching practices, strategies, and knowledge used by preschool teachers and English teachers through didactic guides that allow the development of role-plays.

Theoretical framework

This part of the case study helps us to understand the positions of different theoretical references such as Mercuri, Piaget, Kolb, and Maria Montessori, who help us to understand how a child functions in terms of the educational process and how they can be taught. Likewise, innovative methodologies such as the Montessori model and experiential learning exist. All of them are knowledge that can be evidenced in large part by each teacher who works in the education field.

English teachers' knowledge of vocabulary development

Vocabulary is a polysemy word that has many meanings for each person. Some teachers refer to vocabulary as a word with a meaning. Students understand it as a connection between a word with an image. Other teachers use vocabulary to talk about listening vocabulary and how students understand vocabulary as a word with a sound that they usually hear in the classroom.

Schema refers to the ability to know new words in a text; it brings together the new vocabulary and the previous vocabulary that the student knows. Rea and Mercuri (2006) described schema as a mental process that involves different constructors that help students to create new knowledge with the previous ones providing the student with different ways to learn. According to schema theory, texts do not have meaning by themselves, and it is the readers who give them meaning. However, it provides simple clues that help to infer a possible meaning (Xiaoguang & Lei, 2012). Carrell (1984) argues that there is a logical relationship between text, meaning, and context that can occur in an infinite number of ways. It is said that the greater the knowledge, the greater the schema base that helps better to interpret the text (Anderson, 1994).

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

Vocabulary learning strategies are related to any techniques that learners use and implement to understand the meaning of new words to improve verbal ability and connect with the new words to expand one's comprehension of vocabulary (Intaraprasert, 2004). Cameron (2001) presents vocabulary learners' strategies as virtual and physical tools created by the same students to help them remember each word.

Montessori's method

She focused on developing children's intellectual capacities. Montessori refers to a fundamental principle in her pedagogy which is based on freedom as a remedy or an opportunity to develop a child's character further, the senses as well as giving the tutor who is in charge of the child's process the opportunity to observe the so-called "miracle of growth"(Montessori, 1988).

Montessori's pedagogy has many benefits. For example, children start to be autonomous in all activities they do. They learn to be organized and plan their activities. Also, at the same time, they learn themes and develop logic, intelligence, speech, fine motor skills, and the ability to introspect. This pedagogy stimulates the principle of mutual help, and it increases their self-confidence. Consequently, children learn to live independently, solve problems, be responsible, make decisions, and become aware of their actions.

Montessori's method incites creative responses to overcome inside preschool classrooms, and it clashes between a teacher's belief system, their knowledge, their educational paradigms, and what their practice demands to reach an equilibrium in a specific classroom and also encourages teachers to find the way to find to mix the theory versus practice of the method. Montessori favored "young children learning a foreign language and preferred the direct conversational method, using games, songs, pictures, and charts, and this demands a lot of engagement of professionals to be part of each process" (Rosales, 2021, p. 30).

Preschool teachers' knowledge of children's development

The preoperational stage, the "intuitive child" (from two to seven years of age) stage, is marked by the child's developing ability to think about objects, facts, or absent people (Piaget, 2007). The child can express words, images, or gestures related to his environment, his behavior changes, and now he acts in a different way that was not possible before. Interaction occurs through imitation, using words to express ideas or drawings. Piaget mentions that it is vital to develop the child's representational thinking in order for the child to acquire language.

The **socio-affective dimension** emphasizes the central role of the community that interferes with the child's learning, especially in the first years of life from three to five years of age. This dimension is vital in the child's academic development and development as a person in society. It is here where the child creates their self-image and personality and reinforces their capacity as an autonomous person. Also, establishing relationships with family, classmates, and other community members begins, allowing the child to show and express his emotions.

In the preschool stage, psychomotor skills are mechanical movements of the body. Moreover, agility, strength, and dexterity are also worked on. In this dimension, the aim is for the child to acquire new ways of thinking through physical efforts. For this reason, we speak of the **body dimension** always included in the different activities involving other dimensions.

One of the most critical dimensions for children is the **aesthetic dimension** (MEN,1998). It allows them to develop their capacity to be human, feel, value, and respect themselves, others, and their environment. During the interaction with their families, teachers, and classmates, they experience feelings and emotions, developing their imagination and aesthetic taste that allows them to create relationships of trust and respect. As they grow, this evolves in the construction of self-awareness, delicacy, subtlety, feeling, and appreciation that allow children to love themselves and those around them; so that they can develop attitudes of belonging, confidence, security, and satisfaction to achieve their goals and objectives.

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

In the **Communicative dimension** (MEN, 1998), the child expresses knowledge and ideas about the most important events and phenomena in his reality. It allows the child to develop and build possible worlds in which he creates human relationships that satisfy his needs as an individual, creating emotional bonds that allow him to express his feelings, emotions, and ideas. At this stage, the child experiences a physical world not limited by the sensory properties of objects but by the qualities through their senses. For this, the family and the teacher must explain and cooperate in their learning process.

Research design

This research is qualitative (Creswell, 2021) and adopts the case study method (Becker, 1970). This research is a case study since it seeks to analyze a particular situation, such as the bilingual teaching processes of preschool teachers and English teachers who teach in a bilingual school in Tunja, Boyacá. The purpose of this research is to characterize and contrast the teaching processes of preschool teachers with English teachers in order to unite knowledge and create meaningful learning experiences, presenting as a final product a role-playing proposal in which students develop their listening comprehension and oral expression.

The sample consisted of seven students between the ages of 3 and 5 years old and two teachers; a teacher with a BA in English and a teacher with a BA in preschool education. She was in charge of the kindergarten and transition courses of the remote-learning modality.

The participants signed a consent form. The instruments were classroom observations, interviews with Kindergarten and Transition grade teachers, and a review of documents such as the English learning curriculum. The data analysis process was qualitative and corresponded to generating emergent and a priori codes from the theoretical constructs. It is followed by an axial coding process in which relationships between the codes are established graphically.

Results

Regarding the research question, "what elements of pedagogical practices, materials, and knowledge of preschool education graduates and English teachers can be coordinated to promote vocabulary learning through role-playing in Kindergarten and Transition levels in a Bilingual Kindergarten in Tunja? The following are the results of the diagnosis phase. The following lines show the characterization of both teaching practices from English teachers and preschool pedagogy teachers.

Both teachers developed children's developmental stages and cognitive dimensions, but the preschool teacher did so more frequently. The preschool teacher always trained both aspects in different activities, whereas the English teacher focused more on topics. They used ICT tools, interaction, and motivated students. The lesson plans emphasized the topic, objective, and dimensions.

An example of the preschool teacher's activities allowing children to demonstrate their preoperational stage is when they described their cards, referred to their uniqueness and showed their egocentric thinking. This kind of speaking outcome is hardly ever seen in English class since children only responded to yes/no questions or monosyllabic words. One example of the communicative dimension is that all planners needed to include this stage. Cameron (2001) states that children can be guided to say simple ideas, not words, and MEN (2017) guides teachers to foster children's production of complete meaningful sentences. Therefore, we see an opportunity to bring together developmental stages and dimensions in activities that guide children to speak English.

Regarding pedagogical practices, both teachers implemented their methodologies, Montessori and experiential learning, to promote English learning. The preschool teacher guided their practices by allowing students to create their material to learn and work with it in the class; meanwhile, the English teacher applied experiential learning in some cases with the last topic of the day.

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

For students, these methodologies were flexible and gave opportunities to think critically and express themselves on a freeway. Montessori (1988) argues that children need to discover their world and their abilities on their own with a teacher's guide. Kolb (2014) reinforces the above by stating that meaningful learning for the child is better when he has the opportunity to do with his senses and his body some activity instead of someone external telling him what it is like to do that activity or what it feels like to do it.

Students' logical inference encouraged the materials and children's preoperational stage and specifically symbolic learning. Preschool teachers promoted and worked with the materials that students created, such as flashcards or didactic games, in their houses. The English teacher worked with the school's materials; she used a lot of virtual games and videos, and students used elements of their houses to work in class. It is essential to mention that teachers designed their materials in both classes and used technology to teach.

In this stage, we noticed students' comments such as *"Debo hacerlo como la profe," "Las mias son mas grandes,"* and *"Yo voy ganando,"* which evidenced egocentrism and struggle (Piaget, 2007). This stage is vital in Spanish and English because it guides the student's learning process, teaching them their reality and helping them think critically and logically.

English in both areas was practiced in the topics and simple instructions. However, the preschool teacher recognized a need to learn the language to interact with the students. In the interview, the preschool teacher mentioned that the students have a desire to practice L2 because some girls tell her "*Teacher, no cierres el link vamos a quedarnos para hablar un poquito"* this was the comment of Juliana Camargo student Discovers grade, when the teacher heard those words, she felt the need to learn English and she commented *"Para mi es muy importante aprender mas inglés, me gustaría interactuar más con los niños practicando conversación u otras cosas porque escasamente se de comandos cosas muy básicas,*" commented Paola Valbuena, preschool teacher.

A preschool teacher and an english teacher coordinating teaching practices to foster preschoolers' bilingual vocabulary learning in remote settings

The research question aimed at finding elements of pedagogical practices, materials, and knowledge of preschool and English teachers that can be coordinated to promote vocabulary learning through role-playing in a bilingual learning environment. The results include a didactic guide with a specific topic per module, parts of the body, emotions, professions, and clothes, with a set of activities in which students learned vocabulary in a natural context with the help of ICTs. It promoted students' developmental dimension by creating their own material; it also allowed free expression and communication using the vocabulary studied in the roleplay.

The acquisition of a foreign language is always a competition in which the mother tongue will always win (Bialystok, 2001). The use of English and Spanish in the classroom, in some cases, is complicated since they usually use Spanish to communicate. In the guide, both teachers worked in English with simple sentences and instructions that helped the students better understand the topic. In addition, they found the specific vocabulary to work in the module. For the role-play, the guide presented a set of sentences for children to play the game. If the students did not understand the guide, teachers used visual cues or English but only specific words.

Children have a good base in terms of vocabulary in the topics that we mentioned before. Xiaoguang and Zhu (2012) mentioned that vocabulary is important in the learning process because they can express ideas using different words in different contexts that help to understand the text and give significant meaning. Some students could speak about one topic using different vocabulary in the classroom. For example, a girl in transition could talk about their family using vocabulary related to that. However, she included colors and animals, something the other children didn't include because they only focused on answering about their family without descriptions or more specific information.

Conclusions

We conclude that it is impossible to look for documents or journals that bring together the knowledge of both programs to provide an effective

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

learning process for preschoolers because most present information is related only to a specific branch of the educational field. However, in this case, study teachers coordinated their theoretical references, materials, and strategies to promote vocabulary learning using role-playing in a bilingual learning environment.

The results have shown that it is possible to agree on didactics with a set of activities in which students learn vocabulary, using it in a natural context with the help of ICTs that promote their developmental dimension through creating their material. Each activity allows free expression developing communication using the vocabulary related to each module to present a roleplay as a final product.

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MEDITATION AS A HOLISTIC TOOL TO REDUCE NEGATIVE EMOTIONS IN EFL

La meditación como herramienta holística para reducir las emociones negativas en inglés como lengua extranjera

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Abstract

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, and motivation and create a trustworthy class environment for the students to learn in an alternative, human and holistic form. Another critical factor in the classroom is knowing each student's state of mind since they are indicators of an uncomfortable situation in the classroom or their family life, and it can be deduced whether the learning process will be deficient or not.

For this reason, it is essential to talk and listen to the students, make them feel confident, calm, secure when speaking, and feel understood. This way, learning will not be complex, 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. This qualitative action research in progress called "Meditation as a Holistic Tool to Reduce Negative

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Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

Emotions in EFL" is part of the hotbed Inspire. It is carried out with students from the BA in foreign languages at Corporación Universitaria Minuto de Dios (UNIMINUTO). 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.

Keywords: holistic education, meditation, motivation, negative emotions, neurofeedback

Resumen

Todas las universidades deberían preocuparse por ayudar a los estudiantes a adquirir las habilidades necesarias. En ese sentido, los docentes necesitan crear metodologías holísticas que ayuden a promover un aprendizaje exitoso, lo que significa que los docentes deben ser capaces de fomentar el autojuicio de los estudiantes para que se esfuercen y sean autodidactas en su aprendizaje, además de integrar sus habilidades y actuar con libertad en la realización de las actividades. Otro factor importante en el aula es conocer el estado de ánimo de cada alumno, ya que son indicadores de una situación incómoda en el aula o en su vida familiar, y se puede deducir si el proceso de aprendizaje será deficiente o no.

Por eso, es importante hablar y escuchar a los alumnos, para que se sientan confiados, tranquilos, seguros al hablar y comprendidos. De esta forma, el aprendizaje no será una dificultad y lo disfrutarán. Para investigar y obtener un mejor conocimiento de las emociones del estudiante es necesario implementar la programación neuronal como teoría científica. Esta investigación-acción cualitativa en curso denominada "La meditación como herramienta holística para reducir emociones negativas en EFL" es parte del semillero Inspire. Se realiza con alumnos de la Licenciatura en Lenguas Extranjeras de la Corporación Universitaria Minuto de Dios (UNIMINUTO). Además, con esta iniciativa viene adjunta la práctica Take a Trip, la cual propone una clase conversacional en donde los estudiantes y maestros de diversos niveles de inglés de la universidad se sientan motivados y fortalezcan sus aprendizajes mediante la educación holística y la meditación con el objetivo de incentivar al estudiante en el aprendizaje de inglés mediante una dinámica de clase holística.

Palabras clave: emociones negativas, educación holística, meditación, motivación, programación neuronal

Introduction

This research addresses how meditation helps deal with emotions in the classroom and contextualizes the theory of meditation as a holistic approach to enhance learning quality in the classroom and beyond. This paper shows the research progress regarding the problem statement, previous studies, and the literature review results.

Having scientific evidence from Crane and Soutar (2000) on the effects on the brain and perception of Neurofeedback therapy, it is expected to show how meditation, closely related to Neurofeedback in terms of changing, increasing, and decreasing our brain waves, creates new neuronal connections. As a result, it increases the production of the gray and white matter of the brain and stimulates our memorization, concentration, and alert capacity to enhance any kind of learning process. On the other hand, throughout this paper, the neurofeedback process is explained and linked to what meditation shows in the scientific evidence.

This research is essential as long as it provides new strategies to teachers to generate a better environment to help both students and teachers to have a better relationship and a calm environment without stress or anxiety. Additionally, this research helps students learn their foreign language differently and peacefully, maintaining a pleasant environment for all, freeing the classroom from stress, and increasing attentional attitudes from the students.

The research is addressed to advanced English level students from UNIMINUTO to improve their proficiency, offer new, holistic, and original ways to learn EFL, and develop skills regarding leadership attitudes to guide their students in their practices and their professional environments.

Based on the above, the research question is: How does meditation help to control negative emotions in EFL learners? Learners suffer from negative emotions such as depression, anxiety, and fear, causing stress in the entire body, blocking neural connections, and affecting concentration, memory, and attention when a language. Stress and anxiety activate

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

negative sensations in our body, causing a decrease in the function of our brainwaves in our blood vessels, producing a reduction in the blood flow, and increasing the blood pressure, which may cause irreversible issues in our health. The hormone cortisol dramatically increases when stressed, causing inflammation of muscles, arteries, and pressure inflammation. It causes our minds to focus on threats or problems, distracting us from the class or what is being taught.

Some interviews previously conducted with students in the BA, show that many students have a negative attitude and high levels of anxiety which interferes with the learning process. Denninger et al. (2016) show that meditation affects brain areas related to perception, body awareness, pain tolerance, emotion regulation, introspection, complex thinking, and sense of self. Meditation is a form of self-regulation to improve our inner beings and to help in effective decision-making capabilities, getting us far away from toxic stress.

Emotions are an integral part of language learning, and it is essential to understand them to properly prepare the environment, methodologies, and words a teacher uses in his or her classroom. In contrast, negative emotions hinder the learning process. Anxiety, stress, fear, and lack of motivation affect students' overall performance and make them lose confidence in their process and interest. When this happens, learners create a block in their minds between themselves and learning. One of the most recognized experts in second language acquisition (SLA) argued that "anxiety inhibits the learner's ability to process incoming language and short-circuits the acquisition process" (Von Worde, 2003, p. 12). Therefore, when negative emotions invade the student, teachers must look for strategies, and one of them is meditation, which offers many benefits to students, and teachers, such as attention to the present moment, being aware of the thoughts and emotions that are in mind, and a better relationship in an educational environment.

This strategy triggers students to initiate a process of self-knowledge and transformation that redirects formative energy towards their goals, thanks

to the fact that they are in a state of relaxation. It is one of the purposes to be followed to improve the language in the classroom. It also transforms suffering, stress, and anxiety into a new variety of positive emotions, such as joy, happiness, and resilience.

General objective

To analyze how meditation helps to control negative emotions in advance students from the BA in languages from the Corporación Universitaria Minuto de Dios.

Specific objectives

To explore the different situations that generate anxiety in learning EFL.

- To describe students' behavior and destructive emotions to help reduce these emotions that affect the student's learning of a foreign language.

- To analyze the implementation of meditation in ELT classrooms for advanced students.

Theoretical Framework

Neurofeedback

It works as a therapy for treating Attention Disorder Hyperactivity Deficit in children (ADHD) by stimulating electrical brain waves, that is, the waves that pick up the oscillations in the electrical activity of the brain when we are carrying out an activity. These waves are detected in the human brain through an electroencephalogram or Magnetic Resonance imaging (MRI). According to Cáceres (2012), alpha waves originate primarily in the occipital lobe influencing our capacity for relaxation, tranquility, and well-being; beta waves connect our alertness with our conscious attention affecting the rhythm of our mental activity, delta waves balance our sleep, meditation and trance states in our body, and the thetas waves are in charge of managing our memory, motivation, imagination, creativity, and inspiration.

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

It is essential to know about the process of the brainwaves in our brains to properly understand and explain how meditation affects the brain and some of the body functions with it. In this way, meditation changes the rhythm and quantity of our brainwaves until the point that balances them all. Meditation can be beneficial for the mind and body health, linking them together into a holistic being through awakening the internal energy, the mind, and resilient values.

Besides this, we can link meditation with some martial arts values such as breathing, movements, and philosophy to add more strength to meditation benefits. Meditation and martial arts are the perfect balance for learners, being tools to improve their lives in every sense, especially if some have a specific mental blockage or disease.

Riaño et al. (2018) suggest that working with brainwaves using neurofeedback therapy can positively transform the auditory, visual, attention, long-term memory, and planning skills to improve the development of any person in these fundamental processes of the human being.

Holistic Education

We figure that it is important to teach from the heart, and it is a clear statement that can help in defining what holistic education means, in the words of Miller and Nozawa (2002):

The release of the human heart is the primary goal of holistic frameworks. In the same way, meditation is fundamental to that release; the author also states that some students showed a loving and kind attitude toward the entire class in his study.

They conclude that when doing meditation, one is more capable of expressing love to their surroundings, transforming maladaptive student behaviors, creating peaceful classroom environments for pupils, and learning from their enjoyment and engagement. It is essential to consider implementing holistic strategies to fill all student's and teachers' needs.

It was found that a holistic approach to education can support the reduction of destructive emotions. Implementing practices like meditation

can teach how to contemplate and observe your own emotions and understand their roots, capable of eliminating them.

This reflective practice can transform education into a holistic one, finding identity, meaning, and purpose in life through connections to the community, the natural world, and spiritual values such as compassion and peace. Next, Miller et al. (2005) discuss the intention of using holistic aspects to give spiritual values to turn education into progressive and humanistic by reawakening students and teachers into a sense of awe and wonder.

It means that holistic approaches transform the traditional education system into a humanistic and ethical one with the main aim of teaching how to deal with real-life backgrounds. Also, relationships between teachers and students are essential to make the teaching and learning process successful and construct a peaceful and funny environment. The aim is to achieve something new, different, and humane in the classroom with a holistic approach that will enable developers to their fullest potential by reducing negative emotions.

Meditation

It is a state of self-observation that has been transmitted by those who have practiced it, and that has been efficient as a relaxation technique, stress reduction, and more benefits that help in your daily life. In the words of Estrada (2015), meditation refers to any individual or group activity of introversion or extraversion. We can say that meditation can be used for everything and at all times, and also, the practice of meditation has implications in different areas, such as personal and social. Meditation generates well-being in the short and medium term and contributes to self-care, self-knowledge, and a change of perspective about themselves. Despite the great benefits, few people use it.

Teachers that want to implement meditation in their classrooms can be trained in mindfulness. Institutions have to create programs where teachers can practice meditation and learn about theories and philosophies

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

to understand the practice of meditation and the cultural and historical background. Teachers can create funny and flexible lessons where students are comfortable as they learn. In addition, by practicing meditation and its theory, teachers and students might quickly improve their behavior to create a warm relationship among the whole classroom.

Motivation

It is the engine of human behavior. When a student experiences negative emotions in front of the class, he/she will lose focus completely. Therefore, the function of motivation is to encourage the learner to make an effort and learn. Therefore, motivation determines the level of energy and the direction we act.

Motivation is the positive internal attitude that the teacher must have towards new learning; it is what moves the subject to learn. There is no doubt that in this process in which the student's brain acquires new learning, motivation plays a fundamental role. However, the learner also learns in addition to a favorable attitude toward learning. Therefore, meaning is given to what is new about what is already there, like the things we learn every day have to be different and fresh to our mind to hold our interest in learning them. In this process, the stimuli of the environment play a fundamental role.

As mentioned before, motivation is a motor that encourages students to learn in a certain way (Gardner & Lambert, 1959, as cited in Ditual, 2012) pointed out that a person's motivation to acquire a foreign language is controlled by his/her attitude towards the group and by his orientation to the learning task itself. We see here how behavior and emotions are controlled by the motivation to encourage a change of thought that will allow us to look, read, feel, and interpret the reality of the classroom with a different approach. When the student is motivated, he feels well and performs English activities more efficiently, with more enthusiasm, and at the same time, the classes will be more enjoyable.

Negative Emotions

They could be defined as blockages generated by various situations negatively influencing the person. According to (Aragão, 2011), emotions are represented by different ways of being, and they are about the interaction of the immediate environment and what is defined as bodily dispositions or reactions to different situations. We can see that emotions are triggered due to a situation affecting the fluency and clarity of the individual. Since the individual usually concentrates on triggering an aggressive reaction which leads to feeling negative emotions, leaving aside the consciousness and being quickly taken through this force until causing blocks that may not allow them to pay attention, concentrate and enjoy the moment. Negative emotions produce psychological discomfort and displeasure. These emotions can be stress, anxiety, sadness, nervousness, and others.

Negative emotions are a block in students learning EFL. Students may not be aware of this situation as they cannot or do not know how to recognize their feelings and emotions. It is a common problem in our society and is undoubtedly related to emotional intelligence and how it can influence our daily lives and perspectives. These emotions have enormously increased due to the lack of physical and emotional interactivity between students and teachers. Virtuality has been responsible for increasing this problem that affects students, producing stress, anxiety, and depression.

Furthermore, Son et al. (2020) explain that the current covid-19 pandemic has hugely increased destructive emotions such as anxiety and depression in students and teachers as long as they do not have social interaction. It also negatively impacts education, leading hundreds of students and teachers to suffer from high stress, solitude, frustration, and despair. Causing desertion and, in the worst cases, suicide. It is critical to pay attention to the consequences of not solving these pedagogical problems strengthened by the covid-19 because education's main intention is to teach through love, joy, wellness, and funny environments. Therefore, the project intends to reduce negative emotions to generate a peaceful environment for better learning development and zero confrontation in the school environment.

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

Methodology

To carry out this project, we use action research with a qualitative approach because the problem was determined from the observation and application of surveys and interviews, developed from the experimental and emotional context of the students in front of the classes. This research has phases: planning, action, observation, and reflection.

Action research is the appropriate methodology for our research as it helps us to go deeper into the "why" questions of students' behavior, emotions, interactions, and actions in the classrooms. Action research combines theory and practice, which is beneficial for research. It is used because it aims to bring research into implementation and because it is a simple form of research that focuses on collaborative analysis by participants, leading to the formulation of the hypothesis of the initial theory. Action research is focused on action and reflection. Additionally, it involves significant collaboration and participation, providing a broad understanding of the context to be investigated, in this case, emotions in the classroom.

The most important and valuable aspect of employing this methodology was the repeated cycles of planning, implementation, observation, and reflection, observing and reflecting. Action research forms a large part of our research which has helped us to gather valuable information and reflect on our research.

Preliminary results

The initial findings are part of the planning phase and come from the interviews with students regarding their experience participating in the Take a Trip project. The results show the impact and use of meditation and philosophy in classes, including exercise and participation in practices for self-regulation or coping with stress. Finally, students' feedback on how they perceive themselves and their processes in English will be reported.

The Impact of Meditation in Class

This first section shows the students' responses regarding their perception of meditation and its impact on their learning. It also includes a description of emotional experiences. Examples where students integrate changes in mental processing are also included in this section, as these are from breathing and meditation.

Students 1, 2, and 3 used the word "Relaxing, interesting," and student 4 added that it "helps to disconnect with their external problems" to describe how they feel in English practices with meditation. It is noteworthy that in the first survey, the four students reacted positively to meditation, giving good evaluations and even expressing certain positive emotions according to the implementation of meditation.

The Use of Philosophy in Class

Meditation is closely related to philosophy as it focuses on thought and reflection. Therefore, we also reviewed philosophy in the classroom in which the students initially perceived philosophy in the internship (take a trip) as a fundamental part, and they all agreed that they liked it and that it was something different. Student 3 states, "I like this topic because I can learn different ways of thinking. In addition, this topic allows us to explore our deepest ideas and open our minds" when philosophy was introduced in the internship, the students perceived a change as they can explore and generate more profound ideas. Also, student 1 mentioned that they felt more encouraged to participate in class because she likes to debate different topics, and philosophy is an excellent opportunity.

The Inclusion of Exercise in Class

This theme refers to the physical dimension and how students perceive physical activity to stay alert. Student 2 expressed, "Physical expression is important in any class to catch students' interest and to take the stress away," while student 1 concluded that the class was very "dynamic," and students 3 and 4 expressed the class as "Holistic," "active" and "healthy." The

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

answers evidenced that participants would like to include these activities in their classes since it helps them concentrate. At the end of each physical and mental exercise included in the learning activities, there is a need for balance. In this case, meditation is an element of relaxation and a reflective element that helps us evaluate what we have done in class.

Participation in the Practices as a Means of Self-Regulation or Coping with Stress

It is related to the emotions and attitudes that being part of taking a trip practice generates. According to the results, it is concluded that the English classes' process has significantly impacted. Before starting the class, students 1 and 2 expressed in the survey words such as "motivation," "interesting," and "happy." When they started the classes, students 3 and 3 said they had inconveniences or problems and were stressed because they thought the class would be traditional. However, when they started the meditation, they commented that they felt even more motivated, and the destructive emotions from the tense, nervous and anxious situations disappeared.

Conclusions

Negative emotions are evident in the classroom. However, these emotions cause students to disperse and pay more attention to those affections than the class. As was seen in previous studies, different negative emotions are experienced in learning, influencing the students' overall academic development. The studies indicate that negative emotions contribute as a barrier to acquiring a foreign language and reduce the quality of the teaching action. Due to this, a solution must be sought that reduces or eliminates these negative feelings that disperse the classroom and do not allow the child to acquire the information given for their teaching process. Constantly using meditation in the classroom is a potent tool still in the experimental process of finding its total benefits in learning and teaching. For that reason, we decided to apply for interviews with students who were part of the take-a-trip project. It shows high rates of enjoyment

and relaxation in English classes thanks to meditation. It is evidenced by their opinions in surveys, interviews, and class behavior. To further study, we expect to conduct empirical, qualitative, and quantitative studies to discover and show teachers and students how meditation can completely change our lives.
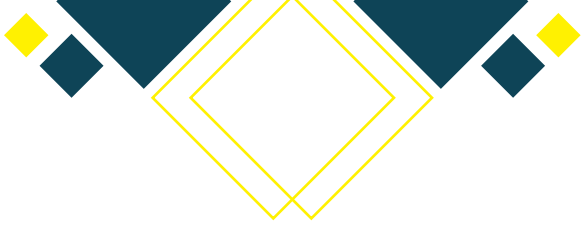
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INDIVIDUAL E-PORTFOLIO PROJECTS TO FOSTER 21ST-CENTURY SKILLS IN EFL PRE-SERVICE TEACHERS

Proyectos de portafolios electrónicos individuales para promover habilidades del siglo 21 en docentes en formación en lenguas extranjeras

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Abstract

This document describes the teaching experience of implementing e-portfolios as an individual project-based learning strategy for developing 21st- century skills of EFL pre-service teachers in a BA teaching English as a foreign language program offered by the distance education division at a private university in Bogotá. E-portfolios have been used as a pedagogical strategy that focuses on keeping students' records and accomplishments of their learning progress. 21st-century skills refer to a set of cognitive, functional, and interpersonal abilities that should be developed to perform efficiently in a globalized world. On this basis, the e-portfolio project aimed at fostering productive English communicative skills and particular 21st-century skills related to learning, personal and social responsibility, appropriation of digital technologies, and communication.

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Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

Among the insights gained, 1. E-portfolios allowed a formative assessment of English language production competencies and promoted students' self-learning and self-efficacy skills. 2. E-portfolios, within a project-based context, require integrating different ICT tools allowing students to gradually build a long-life learning process that impacts their professional and personal development. 3. Implementing an individual e-portfolio project is a possible solution to cope with the lack of synchronous encounters with teachers and peers within a distance educational context. Finally, the need to offer a space where student's individual projects can be disseminated to create a solid learning community with their peers is evidenced.

Keywords: e-portfolios, project-based learning, 21st-century skills

Resumen

Este documento describe la experiencia pedagógica de implementación de portafolios digitales como estrategia de aprendizaje individual basada en proyectos para el desarrollo de las habilidades del siglo XXI de los profesores en formación de un programa de Licenciatura en Enseñanza de Inglés como Lengua Extranjera, que ofre la Decanatura de División de Educación Abierta y a Distancia de una universidad privada en Bogotá. Los portafolios electrónicos se han utilizado como una estrategia pedagógica que registra el trabajo de los estudiantes y los logros de su progreso de aprendizaje. Las habilidades del siglo XXI se refieren a un conjunto de habilidades que comprenden aspectos cognitivos, funcionales e interpersonales que los estudiantes deben desarrollar para desempeñarse de manera eficiente en un mundo globalizado. Sobre esta base, el portafolio electrónico tiene como objetivos fomentar las habilidades comunicativas de producción en inglés y competencias particulares del siglo XXI relacionadas con aprender a aprender, la responsabilidad personal y social, la apropiación de tecnologías digitales y la comunicación.

Entre los resultados obtenidos, se encontró que los portafolios electrónicos permiten una evaluación formativa más completa de las competencias de producción en el idioma inglés de los estudiantes, al mismo tiempo que ellos desarrollan habilidades de autoaprendizaje y autoeficacia. Además, los portafolios electrónicos, dentro de un contexto de proyectos que debían ser completados mediante la integración de diferentes TIC, permitieron a los estudiantes construir de forma gradual un proceso de aprendizaje permanente que impacte su desarrollo profesional y personal. Por otra parte, la implementación de un proyecto de portfolio electrónico individual se destaca como una posible solución para hacer frente al número insuficiente de encuentros sincrónicos con profesores y compañeros en un contexto educativo a distancia. Por último, se evidencia la necesidad de ofrecer a los

estudiantes un espacio donde puedan socializar sus proyectos individuales en un intento de crear una comunidad de aprendizaje con sus compañeros.

Palabras clave: portafolios electrónicos, aprendizaje basado en proyectos, competencias del siglo XXI

Introduction

Distance education can be challenging for students and professors to master successfully. These challenges have been categorized by Pardasani et al. (2012) in three dimensions: student concerns, instructor abilities and proficiencies, and availability of resources. These categories reflect the complexity derived from the reality behind this educational model. In the case of the students belonging to the BA in teaching English as a foreign language (EFL) program at Universidad Santo Tomas, we can find the following conditions: 1. Students come from different cities around Colombia, which implies a multicultural environment. 2. Most students have completed their previous studies in a face-to-face modality. It implies they are used to a specific dynamic and have developed a set of required skills to achieve academic success that differs significantly in a distance education modality. 3. Courses are framed within an academic credit system that favors autonomous learning processes; therefore, synchronous encounters are limited. The conditions above pose a series of needs addressed with the integration of 21st-century skills in completing an individual e-portfolio project in their English course; therefore, these two constructs are considered the main theoretical foundations of this pedagogical experience.

E-portfolios are "a digital collection created by a student of their course-related work, like essays, posters, photographs, videos, and artwork" (Centre for Teaching Excellence [CTE], n.d., para. 2). They are used both as a showcase for students' accomplishments and as an assessment tool for students' performance (Sherman, 2006). Chang (2006, as cited in Jafari & Kaufman, 2006) refers to e-portfolios as "the tool to bring about the radical transformation of learning systems that futurists have been advocating for" (p. 27) as they have become an innovative response to the constant inquiry

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

about rethinking teaching and learning practices in formal, non-formal and informal learning environments. Chang (2006, as cited in Jafari & Kaufman, 2006) also refers to e-portfolios as learning levelers since they "can be made accessible to every person regardless of skills levels and personal assets... An e-portfolio can be as ubiquitous and equalizing as the Internet itself". (p. 27)

Thus, in this project, e-portfolios were used to give an account of students' proficiency in the target language and to foster functional long-life skills that can help them become qualified future teachers and influential citizens of a globalized world. Overall, individual e-portfolios provided a defined structure for formative evaluation processes but also worked as the vehicle to approach a set of 21st-century skills that would impact the performance of pre-service teachers in the demands of the modern world.

Education systems evolve in response to the demands of society. The 21st century calls for changing the education system's scope to a paradigm of education for citizenship. In this sense, specific competencies that actively prepare students to participate in such demands have emerged. These competencies are the so-called 21st-century skills.

21st-century skills are understood in this pedagogical experience as the set of skills, attitudes, and values that allow today's students to engage in new forms of interaction and contribute to their country's economic development (Ananiadou & Claro, 2009). The education system has been challenged to address the need to design learning environments that can nurture such competencies and attune students to the trends of today's world. As it was mentioned by Andrea Schleicher, Director of the OECD Directorate for Education and Skills,

> **Education is no longer about teaching students something alone; it is more important to teach them to develop a reliable compass and the navigation tools to find their way in an increasingly complex, volatile, and uncertain world. Our imagination, awareness, knowledge, skills and, most importantly, our common values, intellectual and moral maturity, and sense of responsibility is what will guide us for the world to become a better place. (Schleicher, 2019)**

Individual e-portfolio projects to foster 21st-century skills in EFL pre-service teachers

Implementing the individual e-portfolio project has allowed us to turn this vision into reality by providing students with activities promoting specific skills development. As a framework of reference, we used the guide for the conceptualization and approach of 21st-century skills in the classroom proposed by the ACT21st Project developed by the Omar Dengo Foundation (Fundación Omar Dengo [FOD], 2014). This project classified eleven 21st-century skills into four categories: 1. Ways to Think: Creativity and innovation, learning to learn, problem-solving, critical thinking; 2. ways to work: collaboration, communication; 3. ways to live the world: life and career, local and global citizenship, social and personal responsibility, 4. tools to work: appropriation of digital technologies, information management. To cover all the categories, we chose one skill: learning to learn, personal and social responsibility, appropriation of digital technologies, and communication. The e-portfolio project activities were designed to foster the development of the four skills above.

Methodology of the pedagogical experience

This pedagogical experience results from implementing e-portfolios with three groups of pre-service teachers (aged 16-40) in a distance BA in language teaching program during three different academic periods. This program covers different fields such as humanistic, pedagogical, linguistic, research, and English language learning. In the first semester of this primary, students enrolled in a Beginners English 1 course aimed at developing and solidifying basic communicative skills in the English language. Nevertheless, they were faced with the fact that the distance modality provides, on the one hand, very few face-to-face or synchronous encounters with their teachers and peers, so they had low chances to interact and produce oral or written texts in real-time environments; and the other hand, challenges in using the technological mediations and learning systems. Therefore, e-portfolios in this context had as objectives, first to foster the communicative skills of production (writing and speaking) and second, to develop 21st-century skills that help pre-service teachers cope with their learning environments, goals, and future work demands.

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

To make these objectives achievable, students had to follow a learning path that covered the six units of the Beginners 1-course book. This path started with the autonomous revision of the digital students' book and workbook; then some free practice exercises in the virtual room; the presence of an online test, and finally, the post of two different oral or written tasks in an e-portfolio that would give account of their appropriation and understanding of the subject matter.

Students' e-portfolios are handled on a digital wall (Padlet.com) that permits the public posting of various products like images, video, audio, and texts. In each task, students were required to use different Web 2.0 tools. Some examples of tasks are the front page of their curriculum vitae, their family trees, animated videos with their personal information and routines, interactive maps of their neighborhoods, towns, or cities, survey formats to partners and family members about their preferences, hobbies, lifestyles, and also collages and action plans that make them reflect on their roles in their communities. The type of tasks that students posted in their portfolios included aspects of the following four categories of 21st-century skills:

1. Ways to Think: *Learning to learn.* Each task fosters students' responsibility when planning and making decisions on their learning processes and managing their time outside the classroom. They also allowed students to discern the most appropriate information sources.

2. Ways to Work: *Communication.* Students submitted their tasks in written and oral forms transmitting concrete messages. Information was presented through different visual aids in which the connections of different concepts were made clear.

3. Ways to live the World: *Social and Personal Responsibility.* The e-portfolio promoted punctuality since specific due dates were set for each task. It also promoted students' connection and identification with their immediate surroundings by helping them reflect on their lifestyles and promote healthier and greener behaviors.

4. Tools to Work: *Appropriation of digital technologies*. Through completing each task, students learned how to use different ICT tools and integrate them into creating their products in attractive and innovative ways.

This integration of communicative and 21st-century skills was structured under Project-Based Learning (PBL) principles, understood as an instructional approach that encourages learning by actively engaging students in real-world and personally meaningful projects. (Buck Institute for Education, n.d) Following this principle, students were required to create purposeful and communicative activities related to their realities, ensuring they could build up content knowledge and the previously mentioned 21st-century skills over an extended period (a complete semester).

PBL also suggests that students are engaged in problem-solving and answering complex questions. Therefore, this e-portfolio was oriented by the general problematic question established in the course syllabus: "*How can I interact with English language speakers in my work and academic environment, get to know them, and share information about myself, family, and usual surroundings?*"

Another reason this experience is based on this approach is that, just as Barak (2012) argues, PBL can help foster self-regulated learning and promote pupils' conceptual knowledge within a systematic process of documenting and reflecting on learning". In this sense, PBL integrates perfectly into the dynamics established when teaching and learning through this distance modality.

Pedagogical experience description

Reflections on Praxis/ Pedagogical Innovations

This pedagogical experience has transformed the role portfolios have in our English classes. For years, we have been using portfolios to improve students' language skills, including vocabulary and grammar. However, we have now found out that they can also become successful tools for students

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

to learn how to learn, to facilitate their awareness of autonomous and self-regulated learning, to get an account of the impact on students' creativity and their sense of responsibility with their course and educational process, and to develop their digital competence, especially when in a distance learning modality. They also support the modality as they supply, to some extent, the lack of synchronous encounters with teachers and peers.

It was possible to confirm that, as Chang (2006, as cited in Jafari & Kaufman, 2006) stated, E-portfolios can be seen as a key in the transformation of the learning system. Their adaptability and accessibility allow them to evolve and meet today's educational demands. They started as repositories of knowledge and assessment tools, but with the proper scope and planning, it was observed that they could also work as a tool to foster 21st-century skills. They promote creativity, responsibility, interaction, critical and innovative ways of thinking, and presenting academic tasks.

In the same way, e-portfolios make students more digitally competent as they have to, implicitly and explicitly, look for ways to integrate technological devices, apps, and websites in the construction of their products. In that exploration and integration process for completing each task, students gain digital proficiency, impacting their academic development and professional preparation to face the challenges of a world where hybrid education models are taking the lead.

Concerning the assessment stage of the e-portfolios and their intention to foster 21st-century skills, the general guidelines proposed by FOD in the ACT21st Project were considered. This evaluation process led us to reflect that neither teachers nor pre-service teachers have received explicit training in teaching such skills. Organizations such as OCDE and FOD have taken the lead on setting a path to include them in the education system, but as it is mentioned in OCDE's 41st working paper, "there are virtually no clear (formative or summative) assessment policies for these skills" (FOD, 2014). To cope with this situation, besides personalized feedback on students' products, an additional form was used as a data-gathering tool that helped us get students' perceptions regarding the development of such skills.

Conclusions

This pedagogical experience provided insights into the relevance of e-portfolios in the educational process. In the area of TEFL, they proved to be useful not only in the development of communicative skills but also in 21st-century skills. It also gave us a different perspective on how teachers plan and implement projects that generally focus on the content but leave aside students' contexts and current and future needs. Overall, e-portfolios allowed a complete formative assessment of English language production competencies. At the same time, it promoted students' self-learning and self-efficacy skills.

Some of the limitations and difficulties faced during this pedagogical experience were managing the digital tools required to complete each task. The e-portfolio project was planned within a project-based context that allows students to gradually build a long-life learning process that would later impact their professional and personal development; however, students reported needing additional synchronic encounters with the teachers to get extra support in the use of the web 2.0 tools. This trend in distance education programs raises the alarm about the need to address students' digital competencies as soon as they enroll in this modality.

Another limitation that was found in this pedagogical experience had to do with the students' perceptions and beliefs about academic tasks. Several reported that their main concern about completing the e-portfolio project was fulfilling the requirement and getting a score. It reflects the constant situation teachers struggle with regardless of the modality in which teaching and learning processes occur. Setting clear and attainable objectives is not enough to help students appreciate the impact of academic tasks in the development of skills for their own personal or academic lives.

Despite the limitations above, e-portfolios have a positive impact on learning processes. Students reported that working on the e-portfolio was an innovative, creative, and organized way to monitor their progress. In the case of beginner levels, it even becomes a source of motivation as students

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

can see how the quality of their oral and written production evolves along the course.

An area that has not been explored yet due to time limitations is the creation of spaces that become a learning community where students can show and share their products with their classmates. It generates motivation and awareness of students' learning processes and encourages collaboration and peer assessment.

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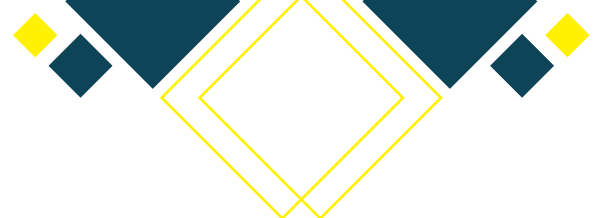Jafari, A., & Kaufman, C. (Eds.). (2006). *Handbook of research on ePortfolios. Hershe*y. Idea Group Reference. https://doi.org/10.4018/978-1-59140-890-1

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Abstracts

PEDAGOGICAL DISCOURSE: ANALYSIS OF THE DISCOURSE OF ENGLISH TEACHERS AND THE OFFICIAL DISCOURSE ABOUT BILINGUAL PROGRAMS IN THE LAST 15 YEARS IN BOGOTÁ

Discurso pedagógico: análisis del discurso de los docentes de inglés y el discurso oficial sobre programa bilingües en los últimos 15 años en Bogotá

Astrid Carolina Cubillos Laverde[27]
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Abstract

During the last fifteen years, Colombia has implemented different programs to strengthen bilingualism. Since the emergence of the ten-year programs, it has been intended to improve the quality of education. Bilingualism aims to train competitive and competent citizens in a foreign language, strengthen communication skills to "fit" into this globalized world, get a better job, and broaden horizons and cultural capital.

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Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

Even though these programs, plans, and proposals set great goals and ways of carrying them out, the results are not reflected in the tests; the goals proposed by these programs are not achieved. It is necessary to inquire and reflect on the pedagogical discourse within these programs in the last 15 years in Bogotá in order to analyze and understand what is to be accomplished through this pedagogical discourse, to what extent this discourse proposes appropriate goals or perhaps unattainable in our context, and how this discourse is reproduced in Colombian institutions. It is not a criticism of these programs; this presentation aims to take two points of view, from the official discourse and the English teachers; in this way, it will analyze this pedagogical discourse from both perspectives raised using specific pre-established categories based on the analysis of the discourse.

Keywords: bilingualism, English teachers, pedagogical discourse, policymakers, public policies

Resumen

Durante los últimos quince años, Colombia ha implementado diferentes programas para fortalecer el bilingüismo. Desde el surgimiento de los programas decenales, se pretende mejorar la calidad de la educación. En materia de bilingüismo, el objetivo es formar ciudadanos competitivos y competentes en una lengua extranjera al fortalecer las habilidades comunicativas para "encajar" en este mundo globalizado, conseguir un mejor trabajo y ampliar horizontes y capital cultural. A pesar de que estos programas, planes y propuestas plantean grandes metas y formas de llevarlas a cabo, los resultados no se reflejan en las pruebas; es decir, no se logran las metas propuestas por estos programas. En este sentido, es necesario indagar y reflexionar sobre el discurso pedagógico dentro de estos programas en los últimos 15 años en Bogotá, para poder analizar y comprender qué se quiere lograr a través de este discurso pedagógico, en qué medida este discurso propone metas adecuadas o quizás inalcanzable en nuestro contexto y cómo se reproduce este discurso en las instituciones

colombianas. Lejos de ser una crítica a estos programas, esta presentación pretende tomar dos puntos de vista, desde el discurso oficial y desde los profesores de inglés; de esta manera, se examina este discurso pedagógico desde ambas perspectivas planteadas mediante categorías específicas preestablecidas a partir del análisis del discurso.

Palabras clave: bilingüismo, docentes de inglés, discurso pedagógico, hacedores de políticas, políticas públicas

IMPACT OF DIGITAL RESOURCES ON THE LEARNING PROCESS

Impacto de los recursos digitales en el proceso de aprendizaje

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Abstract

Some years ago, different authors discussed the media's influence on learning. Some think they are only vehicles that deliver instruction but do not influence student achievement. On the contrary, it was suggested that we must consider the effects based on the attributes of the medium rather than the medium itself. This controversy has allowed reflecting on how media impact learning in an authentic context. This presentation will consider some elements of that reflection and how teachers can implement those tools. The first step of this consideration is to identify in which part of that process we are and how it is possible to establish positive effects and areas to improve. It is a descriptive state of the art about this critical debate on the use of technology in the classroom.

Keywords: digital resources, learning process, media, technology

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Resumen

Hace algunos años, diferentes autores debatieron sobre la influencia de los medios de comunicación en el proceso de aprendizaje. Algunos de ellos piensan que son solo vehículos que imparten instrucción, pero no influyen en el rendimiento de los estudiantes. Por el contrario, se sugirió que debemos considerar los efectos en función de los atributos del medio más que del medio mismo. Esta controversia ha permitido reflexionar sobre cómo los medios impactan en un contexto real el proceso de aprendizaje. Esta presentación va a considerar algunos elementos que forman parte de esa reflexión y cómo los docentes pueden implementar esas herramientas. El primer paso de esta consideración es identificar en qué parte de ese proceso nos encontramos y cómo es posible establecer efectos positivos y áreas a mejorar. Este es un estado del arte descriptivo sobre este debate tan importante al momento de considerar el uso de la tecnología en el aula.

Palabras clave: recursos digitales, proceso de aprendizaje, medios, tecnología

WRITTEN PRODUCTION IN ENGLISH AS A FOREIGN LANGUAGE FOR UPB GRAPHIC DESIGN STUDENTS THROUGH THE TASK-BASED APPROACH

La producción escrita en inglés como lengua extranjera de estudiantes de Diseño Gráfico de la UPB mediante el enfoque basado en tareas

Germán Hernández Argüello[31]

Abstract

Higher Education training is heading daily into digital and unconventional realms where the tools used to employ a globalized, competitive, and technical language. It uses new methods, teaching techniques, and strategies that place students in settings that can provide them with more significant and diverse variables, enriching their learning. Speaking a foreign language is essential to enter and flow within these scenarios and achieve a greater exchange of knowledge, acquaintanceship, and culture; Colombia does not have a broad command of a foreign language with international standards within the bulk of the population in Higher Education Institutions, which various fronts must address. The classroom context management through

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practical activities and applied exercises, where challenges, topics, and real situations arise, brings students closer to experimenting in scenarios that transcend the classroom. This proposal seeks to integrate English as an interaction and knowledge construction tool to prepare theoretical and practical exercises focused on written production within the Graphic Design Program Through the Task-based Approach (TBA) and supported by the Internationalization at Home as a generative topic, this study seeks the development of products with a technical, relevant, and global communicative component mediated by Information and Communication Technologies (ICT).

Keywords: graphic design, internationalization at home, task-based approach, tourism, written production

Resumen

La formación en educación superior se encamina día a día hacia terrenos digitales y no convencionales donde las herramientas utilizadas emplean un lenguaje globalizado, competitivo y técnico. Esto hace que se utilicen nuevos métodos, técnicas y estrategias didácticas que ubiquen a los estudiantes en escenarios que les puedan brindar mayores y diversas variables para enriquecer su aprendizaje. El uso de una lengua extranjera es fundamental para adentrarse y fluir en estos escenarios y lograr un mayor intercambio de conocimientos, conocimiento y cultura.. Colombia no cuenta con un dominio amplio de lengua extranjera con estándares internacionales dentro del grueso de la población en las Instituciones de Educación Superior, lo cual se debe abordar desde varios frentes. El manejo del contexto en el aula a través de actividades prácticas y ejercicios aplicados, donde surgen desafíos, temas y situaciones reales, acerca a los estudiantes a experimentar en escenarios que trascienden el aula. Esta propuesta busca integrar el inglés como herramienta de interacción y construcción de conocimiento para el desarrollo de ejercicios teóricos y prácticos enfocados en la producción escrita dentro del Programa de Diseño Gráfico. A través del Enfoque

Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

Basado en Tareas y con base en la Internacionalización en Casa como tema generativo, se busca el desarrollo de productos con un componente comunicativo técnico, relevante y global mediado por las Tecnologías de la Información y la Comunicación (TIC).

Palabras clave: diseño gráfico, internacionalización en casa, enfoque por tareas, turismo, producción escrita

HOW HAS DIALOGUE IN EDUCATION DISAPPEARED WITH THE ARRIVAL OF MODERNITY?

¿Cómo ha desaparecido el diálogo en la educación con la llegada de la modernidad?

María Alejandra Lemos Álvarez [32]

Abstract

In the 21st century, we face new challenges; one of them is education and how it has declined over time, not only in quality but also in students' intrinsic motivation. Many theories support how modernity could be the cause of many evils. In this research, it is crucial to understand how modernity has affected education and what teachers do to promote good citizenship through their teaching. We observe a scenario in which the student sits in his classroom and, in silence, receives information, and while, talking and dialoguing is considered, it is not recommended to go outside the established parameters, turning that dialogue artificial.

Keywords: dialogue, modernity, social order

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Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

Resumen

En el siglo XXI nos enfrentamos a nuevos retos; uno de ellos es la educación y cómo ha ido decayendo con el tiempo, no solo en calidad sino también en la motivación intrínseca de los estudiantes. Hay muchas teorías que avalan cómo la modernidad podría ser la causa de muchos males. En esta investigación es importante comprender cómo la modernidad ha afectado la educación y qué hacen los docentes para promover la buena ciudadanía a través de su enseñanza. Observamos un escenario en el que el alumno solo se sienta en su salón de clases y en silencio recibe información y, aunque, se contempla hablar y dialogar, no se recomienda salirse de los parámetros establecidos y peor aún, ese diálogo se torna artificial.

Palabras clave: diálogo, modernidad, orden social

PRE-SERVICE TEACHERS' PERSPECTIVES OF COLOMBIAN ELT POLICIES FROM A PUBLIC UNIVERSITY IN BOGOTA

Perspectivas de los docentes en formación sobre las políticas de la enseñanza del inglés de una universidad pública en Bogotá

Pedro Alejandro Mendivelso Rodríguez[33]
Luisa Fernanda Calderón González[34]

Abstract

The guidelines for constructing BA programs in Colombia created by the Ministry and Secretaries of Education are based on the common European framework. These guidelines considerably impact the development of academic spaces, such as pedagogical practices by university students in primary and secondary educational contexts. However, this impact is not completely visible, which is why this article aims to provide some elements to show what the effects of educational policies are for the teaching of English in the pedagogical practice and its actors, i.e., how the pre-service teacher conceives and implements these policies in their teaching practice.

Keywords: educational policy, ELT in Colombia, ELT policies, foreign language, pre-service teachers

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Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

Resumen

En el marco de la construcción de las licenciaturas en Colombia, los lineamientos creados por el Ministerio y las Secretarías de Educación se basan en el marco común europeo. Estos lineamientos impactan de manera considerable el desarrollo de los espacios académicos, tales como las prácticas pedagógicas que realizan los estudiantes universitarios en contextos educativos de primaria y secundaria. Sin embargo, este impacto no es del todo visible. Es por ello que este artículo pretende aportar algunos elementos para mostrar cuáles son los efectos de las políticas educativas para la enseñanza del inglés en la práctica pedagógica y sus actores, es decir, cómo concibe el futuro docente e implementa estas políticas en el desarrollo de su práctica docente.

Palabras clave: política educativa, ELT en Colombia, políticas ELT, lengua extranjera, futuros docentes

STRATEGIES TO UPDATE THE ENGLISH AREA CURRICULA OF THE MODERN LANGUAGES UNDERGRADUATE PROGRAM AT THE ECCI UNIVERSITY

Estrategias para actualizar el currículo del área de inglés del programa de lenguas modernas en la universidad ECCI

Jorge Yezid Vargas González[35]
Yanneth Cristina Montero Londoño[36]

Abstract

One of the characteristics of any undergraduate program in Colombia is the need to update the curriculum in terms of contents, teaching-learning strategies, and learning sequences, among others. This presentation intends to share with the audience the created and adapted strategies to conduct this activity and its implications for teachers' and students' development.

Keywords: curriculum design, teacher development, student development

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Paradigms and challenges in teaching and learning foreign languages.

Conference papers of the 3rd Annual Conference on Formative Research and Research Hotbeds on Foreign Languages.

Resumen

Una de las características de todo programa profesional en Colombia es la necesidad de actualizar el currículo en cuanto a contenidos, estrategias de enseñanza-aprendizaje, secuencias de aprendizaje, entre otros. Esta presentación tiene la intención de compartir con la audiencia las estrategias creadas y adaptadas para realizar esta actividad, así como sus implicaciones en el desarrollo de docentes y estudiantes.

Palabras clave: diseño curricular, desarrollo docente, desarrollo estudiantil

CONNECTIVISM: A NEW LEARNING THEORY IN THE DIGITAL AGE

Conectivismo: una nueva teoría de aprendizaje en la era digital

Claudia Yanive Prieto Castillo[37]

Abstract

This presentation addresses the implementation of the postulates of connectivism as a new learning theory and some instructional design models. Some of these models are Dick et al.'s, Smith and Ragan's, and Addie's. It also explores the connection that teachers could establish with them in the English class. Those elements provide teachers with new perspectives and tools to face the new reality in education because of COVID-19 and how to include technology with a pedagogical view. In addition, this academic reflection searches to motivate the discussion and analysis of what the new horizons of education will be.

Keywords: connectivism theory, instructional design models, pedagogy, teacher's role, teaching process

Resumen

Esta presentación aborda la implementación de los postulados del conectivismo como una nueva teoría del aprendizaje y algunos modelos de
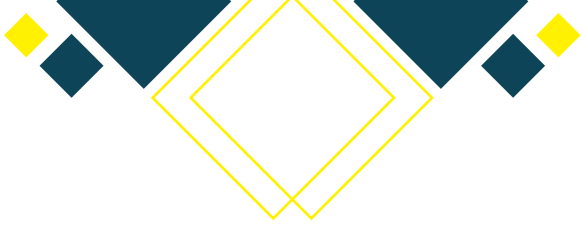
Paradigms and challenges in teaching and learning foreign languages.

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diseño instruccional. Algunos de estos modelos son el de Dick et al., el de Smith y Ragan y el de Addie. También se explora la conexión que los docentes pudieron establecer sobre ellos en la clase de inglés. Dichos elementos brindan a los docentes nuevas perspectivas y herramientas para enfrentar la nueva realidad en la educación a causa de la covid-19 y cómo incluir la tecnología con una mirada pedagógica. Además, esta reflexión académica busca motivar la discusión y el análisis de cuáles serán los nuevos horizontes de la educación.

Palabras clave: teoría del conectivismo, modelos de diseño instruccional, pedagogía, rol docente, proceso de enseñanza

INCLUSIVE LANGUAGE IN ENGLISH, HOW COULD THIS SOCIAL CHANGE AFFECT OUR JOB AS ENGLISH TEACHERS?

Lenguaje inclusivo en inglés, ¿cómo puede afectar este cambio social nuestro trabajo como profesores de inglés?

Raúl Bernardo Bolaños Mancera[38]

Abstract

The purpose of the presentation is to compare the social phenomenon of "Inclusive Language" between English and Spanish. To do so, the presenter will show some cases of inclusive language in English to contextualize the audience. After, he will analyze how this change has affected American society and determine if this kind of language has influenced English the same way it has influenced Spanish. At the end of the presentation, the presenter will make some reflections and conclusions regarding using this language in the English as a Second Language Classroom.
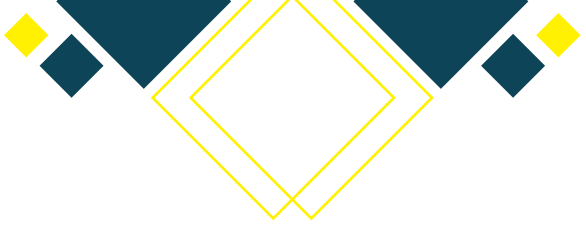
Keywords: American society, English language teaching, inclusive language

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Paradigms and challenges in teaching and learning foreign languages.

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Resumen

El propósito de la presentación es tener una comparación del fenómeno social del lenguaje inclusivo entre el español y el inglés. Para ello, se mostrará algunos casos de lenguaje inclusivo en inglés para contextualizar a la audiencia. Luego, se analizará cómo ha afectado este cambio a la sociedad estadounidense y determinará si este tipo de lenguaje ha influido de la misma manera que lo ha hecho en español. Al final de la presentación, se harán algunas reflexiones y conclusiones hacia el uso de este lenguaje en el aula de inglés como segundo idioma.

Palabras clave: sociedad estadounidense, enseñanza del idioma inglés, lenguaje inclusivo

ANALYSIS OF THESES OF A BA IN FOREIGN LANGUAGE AND ENGLISH 2014–2019

Análisis de las monografías de la licenciatura en idioma extranjero e inglés 2014–2019

Adriana Marcela Roldán Velilla[39]
Yoselin Riascos García[40]

Abstract

The current project is to know the state of the art in theses completed by the Corporación Universitaria Minuto de Dios students who are part of the BA in English as a Foreign Language between 2014 and 2019. This project responds to the need to carry out a deep analysis of the theses to expand the program's research field, taking into account the trends in the theses that have been submitted. This research is of a descriptive documentary type that gives rise to the analysis and the relationship between the different documents published by the students. The instruments used in this research to understand the state of the art of the theses of the same program are through consolidation matrices, forms, interviews, and the RAE. Specific

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categories are established to recognize which are the most worked and least worked lines of research so as not to repeat the same fields.

Keywords: English, theses, research, state of the art

Resumen

El presente proyecto se realiza con el fin de conocer el estado del arte en las monografías realizadas por los estudiantes de la Corporación Universitaria Minuto de Dios pertenecientes al programa de Licenciatura en Idioma Extranjero Inglés entre los años 2014 y 2019. Este proyecto responde a la necesidad de realizar un profundo análisis de las monografías que permitan ampliar el campo investigativo del programa teniendo en cuenta las tendencias en las monografías que se han realizado. Esta investigación es de tipo documental descriptivo que da pie al análisis y la relación que existe entre los diferentes documentos publicados por los estudiantes. Los instrumentos que se utilizan en esta investigación para entender el estado del arte de los trabajos de grado del mismo programa son matrices de consolidación, formularios, entrevistas y el RAE. Se establecen ciertas categorías para reconocer cuáles son las líneas de investigación más trabajadas y menos trabajadas para no repetir los mismos campos de investigación.

Palabras clave: estado del arte, inglés, investigación, monografía

A VIRTUAL EFL SYLLABUS FOR THE MICHIN FOUNDATION

Un programa de estudios virtual en inglés como lengua extranjera para la Fundación Michin

Sebastián Velasco Lozano[41]
Alberto Antonio Sánchez García[42]

Abstract

This project is based on designing and implementing an English as a foreign language (EFL) syllabus for the children at the Michín Foundation. This study first examines the projects carried out in Colombia and other countries about teaching English to vulnerable populations in a virtual environment. Next, the proposed syllabus design is applied, considering the steps followed in action research. Afterward, an analysis of the collected data considered the responses of boys and girls to this syllabus to know its impact on learning EFL. This analysis will make the necessary modifications to the syllabus and thus establish a syllabus that will be implemented by students of the BA in Foreign Languages who take their social responsibility course with this foundation.

Keywords: literacy, resources, syllabus, virtual materials

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Resumen

Este proyecto se basa en el diseño e implementación de un programa de estudios de inglés como lengua extranjera para los niños de la Fundación Michín. Este estudio primero examina los proyectos que se han llevado a cabo en Colombia y en otros países sobre la enseñanza del inglés a poblaciones vulnerables en un entorno virtual. A continuación, se realiza el diseño de la propuesta curricular y se aplica teniendo en cuenta los pasos a seguir en una investigación-acción. Luego, se realiza un análisis de los datos recopilados teniendo en cuenta la respuesta de los niños y niñas a este programa de estudios con el fin de conocer el impacto que tuvo este programa de estudios en el aprendizaje del inglés como lengua extranjera. Este análisis servirá para realizar las modificaciones necesarias en el plan de estudios y así poder establecer un plan de estudios que será implementado por los estudiantes de la licenciatura en lenguas extranjeras que cursen su carrera de responsabilidad social con esta base.

Palabras clave: alfabetización, recursos, currículo, materiales virtuales

Conclusions

The conference proceedings of the First International and Fourth National Encounter on Formative Research and Research Hotbeds in Foreign Languages showcased exciting research projects and pedagogical proposals that enhance the language teaching field, enriching participants with innovative and meaningful experiences required for the new normal.

The presentations showed how web 2.0 had become a fascinating tool to encourage students' motivation and reflection on teachers' and students' practices that can be applied in remote and face-to-face scenarios. Moreover, conference papers reflected on curricula, experiences, and critical incidents and proposed to promote students' and teachers' critical thinking and self-awareness.

Finally, analysis of learning and teaching theories, policies, and students' activities displays an interest in understanding what is happening in the language teaching field and classroom to devise strategies and projects that improve the quality of education and practices.

We invite students, researchers, and teachers to explore each of the conference papers and abstracts to gain new knowledge and replicate those projects or practices in their context to contribute to bilingual policies and education quality.

List of Figures

List of Tables

Las memorias del 3° Encuentro de investigación formativa y semilleros de investigación recopilan experiencias pedagógicas e informes de investigación de docentes formadores, docentes de lenguas, docentes en formación y estudiantes de semilleros de investigación en torno a formación y experiencias docentes, pedagogías disruptivas, uso de TICS y propuestas innovadoras para la enseñanza de lenguas extranjeras. Cada una de las ponencias y resúmenes invitan a explorar cómo docentes, estudiantes e investigadores han abordado e innovado en su práctica docente debido a la situación de emergencia sanitaria actual o a la necesidad de dar respuesta a problemáticas en el aula de clase. Esperamos ser la inspiración para que nuevas propuestas emerjan y continúen contribuyendo a la formación de docentes e investigadores en la enseñanza de lenguas.