

**Perspectives about the pedagogical learning strategies in foreign languages of the
Modern Languages Degree Program at the Universidad Del Cauca - Sede Norte
Santander De Quilichao, Cauca Colombia**



**Universidad
del Cauca**

Presented By:

Marlon Mafla Rivera

Oscar Efrén Camilo Velasco

Leandro Mina Garcia

**Universidad Del Cauca Faculty of Human and Social Sciences
Bachelor of Modern Language Program Santander De Quilichao**

2023

**Perspectives about the pedagogical learning strategies in foreign languages of the
Modern Languages Degree Program at the Universidad Del Cauca - Sede Norte Santander
De Quilichao Cauca Colombia**

Bachelor's Degree of Modern Language

Presented By:

Marlon Mafla Rivera

Oscar Efren Camilo Velasco

Leandro Mina Garcia

Chairperson

Mg. Adriana Idrobo Hurtado

Universidad Del Cauca

Faculty of human and Social Sciences

Bachelor of Modern Language Program

Santander De Quilichao

2023

The undersigned committee of the School of Human and Social Sciences approves the research by: Marlon Mafla Rivera, Oscar Efren Camilo Velasco and Leandro Mina Garcia.

Perspectives about the pedagogical learning strategies in foreign languages of the Modern Languages Degree Program at the Universidad Del Cauca - Sede Norte Santander De Quilichao Cauca Colombia

Mg. Adriana Idrobo Hurtado

Mg. Jeraldin Ballesteros Moyan

Mg. Cristian Fernando Salazar Valencia

Approval date

Abstract

The main objective of this research work was to know the different perceptions that students and teachers of The Modern Languages Degree Program have about the strategies proposed by the PEP (Pedagogical Project of the Program) of the Universidad del Cauca in Santander de Quilichao, North Campus, given the need to know what would be the strategies of the PEP that allow learning a foreign language, it was considered important to carry out this research with 9th and 10th semester students of The Modern Languages Degree Program in Santander de Quilichao, as well as with some teachers of the program. The methods used to examine this research were the use of surveys consisting of some open questions and other multiple-choice questions to be previously analyzed and contrasted with the PEP, and thus yield a descriptive analysis of the responses. During the execution of the analysis carried out in this research, many similarities could be found between the answers of teachers and students. The cooperative and direct learning strategies played an important role, being the most significant and most used in many cases by teachers and students to learn a foreign language, as well as the importance of the system rooms, and the need for more equipment, such as microphones, headphones, more time in the laboratories and many more dynamics that include these elements, all in favor of having good results and making learning more advantageous for them.

Keywords: PEP, perspectives, pedagogical learning strategies, language, contrast.

Content

1.Rationale.....	11
2.Problem statement.....	12
3. Objectives.....	13
3.1. General Objective.....	14
3.2. Specific objectives.....	14
4. Preliminary Studies.....	15
4.1. Advantages in incorporating learning strategies in language teaching.....	15
4.2. Analysis of the use of strategies in foreign language learning.....	15
4.3. Analysis of methodological strategies, as a means to strengthening and conserving the maternal language, in the students of the transition degree, of the Institución Educativa Quichaya municipio de silvia cauca.....	16
4.4.Estrategias pedagógicas para la enseñanza del inglés en Escuela Nueva.....	17
4.5. Prácticas pedagógicas de maestros de básica primaria en la enseñanza del inglés en la 8 institución educativa Carmen de Quintana, Cajibío.....	18
4.6. Analysis of Methodological Strategies for Teaching and Learning English in the Eighth 9 Grade.....	19
5.Conceptual framework	20
5.1. Educational Pedagogical Program Project (PEP)	20
5.2. Perspectives.....	20
5.3. Learning English as a Second Languages and acquire English as a Foreign Languages.....	21
5.4. Learning.....	21

5.5. Learning strategies.....	22
6. Theoretical framework.....	23
7. Contextual framework.....	25
7.1. Republic of Colombia.....	25
7.2. Department of cauca.....	25
7.3. Popayan.....	26
7.4. Santander de Quilichao.....	27
7.5. University Of Cauca.....	27
7.6. Bachelor’s Program In Modern Languages English-French.....	28
8. Methodology.....	30
9. Data collection (technics instrument)	31
9.1 English Pedagogical Strategies of Learning From the PEP.....	31
9.2. Creation of surveys.....	32
9.2.1 Pilot of Surveys.....	33
9.2.1 The survey Application.....	34
9.3. The results of de data of surveys and the contrast.....	34
10. Data analyzes	34
10.1. Knowledge and management of the PEP.....	35
11. Conclusions.....	51
11.1. Limitations.....	53
11.2. Recommandations.....	53
12. Bibliography.....	55

13. Attachments.....	61
13.1. Appendix A questions concept table Student questionnaire.....	58
13.2. Appendix B Questions concept table Teacher questionnaire.....	88
13.3. Appendix C Survey piloting.....	124

List of Images

Image 1. Republic of Colombia.....	25
Image 2. Geographical Location Map Department of Cauca.....	26
Image 3. The Caldas Park in Popayan.....	27
Image 4. Santander Quilichao Map in Colombia.....	28
Image 5. Universidad Del Cauca-Campus Santander de Quilichao.....	29

List of Table

Table 1. English Pedagogical Strategies of learning from the PEP.....31

List of Appendices

Appendix A. Questions concept table Student questionnaire.....	51
Appendix B. Questions Concept Table Teacher questionnaire.....	83
Appendix C. Survey Piloting.....	107

Introduction

The Modern Languages English and French Bachelor's Degree Program in the Universidad del Cauca, Santander de Quilichao is a teaching program which allows the formation of students for educational purposes of all academic levels. These pedagogical processes are oriented according to the educational foundations. Therefore, students and future teacher graduates need to implement them at the classrooms' educational level.

In this sense, The Modern Languages English and French Bachelor's Degree Program in the Universidad del Cauca, Santander de Quilichao, term that will henceforth be referred to as in the "MLEFBDP" has a pedagogical project which is known as PEP. In this document the different academic strategies are contained and are defined as: "actions aimed at developing learning processes" (Proyecto Educativo Pedagógico del Programa -PEP, 2018).

The general objective of this research was to carry out a description about the different perspectives that teachers and students have on the pedagogical strategies, promoting the learning and teaching of foreign languages. It is necessary to mention that this concept has importance for said population who are part of the model of the guidelines that direct this program.

The main idea is that through surveys (which were carried out with the aforementioned population) it was possible to create a description of the perspectives on the pedagogical learning strategies directly from the PEP. Thus, getting a contrast that is seen as a contribution of new information that can be useful when using these pedagogical strategies in the process of learning and teaching a foreign language.

The concepts that served as a structure to understand the meaning wanted to give to this research were introduced. Here it was laid out the means adopted to the significant theories when teaching or learning a foreign language, which leads to great models such as Lev Vygotsky and Jean Piaget who are known for their great contributions to the world of

learning.

To conclude, the methodology used to fulfill the main objective of this research project was the creation of a survey afterwards a piloting one to collect data, followed by a contrast between ideas, and then the results were presented in an organized manner.

Rationale

Nowadays, learning and teaching English as a foreign language has become an essential area for people who are not proficient in this language, as English has become one of the most widely used and relevant languages in business and especially in academies (Pullido,2010). Therefore, learning a language has emerged as one of the main objectives of people, giving rise to the need to seek ways and studies that facilitate the acquisition of a language.

It is here where The Modern Languages English and French Bachelor's Degree Program of Universidad del Cauca, Santander de Quilichao North Campus, term that will henceforth be referred to as "North Campus" (to refer to the place where this study was conducted), is key in the Cauca department northern community, because it gives the opportunity to learn two foreign languages and also includes schooling in pedagogy to teach them, becoming a great contribution to society and enriching mentioned context. It is necessary to say that this academic program is directed from the PEP, which offers a guide on how the teachers must carry out the teaching process and gives certain pedagogical strategies to show a way to help in the learning process of a foreign language.

Taking into account the above mentioned, the objective of this research is to know and describe all perspectives that students and English teachers have about the different pedagogical strategies proposed by the PEP in the undergraduate program in MLEFBDP. Later on, it was expected to describe and perform a contrast about the perspectives' results alongside the strategies.

This research arises from the concern of the students of this program who are constantly searching for the best option or strategy that allows them to learn English in the

simplest and most efficient way.

The target of this research is also to describe possible contributions that help to the language program, to produce ideas that can improve the learning and teaching conditions of students and teachers, making it a relevant and important study for the new generations.

Problem statement

According to the MLEFBDP, the pedagogical learning strategies proposed by the PEP are the center of the formation of students and the way teachers direct a foreign language teaching. This leads to the importance of reflecting on these strategies, and it motivates to carry out this research, because students are constantly searching to know which are the most adequate learning strategies for them in the process of learning English as a foreign language, due to this, having knowledge about these pedagogical strategies that belong to the PEP, the curiosity was born to know what were the perspectives of students and teachers about these strategies, thus seeking to generate information that allows contrast between the reality of the aforementioned population with the existing theories in this field.

The above was executed through a description about different perspectives on the pedagogical strategies used in the teaching and learning of foreign languages in MLEFBDP. In this way it is possible to know what kind of strategies the PEP offers, and how these are considered by English teachers and students when they want to learn or teach a language. It should be mentioned that pedagogical learning strategies are defined as specific actions, behaviors, steps or techniques that students use, often consciously, to improve their progress in understanding, internalizing and using L2 "(Oxford, 1993, p. 18)

Therefore, the research question was: What are the perspectives that teachers and students have about the pedagogical learning strategies in foreign languages introduced by the PEP of The Modern Languages English and French Bachelor's Degree Program of Universidad del Cauca, Santander de Quilichao?

Objectives

General Objective

To describe the perspectives of students and English teachers about the pedagogical learning strategies of foreign languages from the PEP, in The Modern Languages English and French Bachelor's Degree of Universidad del Cauca, Santander de Quilichao.

Specific objectives

- To determine strategies from the PEP
- To identify teachers' pedagogical strategies used in the foreign language teaching.
- To identify the students' perspectives regarding the teacher's pedagogical strategies used in the program.
- To contrast the teachers' pedagogical strategies and the students' perspectives with the learning strategies developed in the PEP.

Preliminary studies

The importance of this section comes from the compilation of articles about English pedagogical learning strategies as a second or foreign language. It should be noted that it was difficult to find these strategies pertaining to this research as the follow up behind this topic is limited. To add, the acquired information in these studies contributed to the methodology and subsequent analysis of results.

Blanco, Pino and Rodriguez (2010), in the document *Advantages Incorporating Learning Strategies in Language Teaching*, seeks to carry out a qualitative study on the advantages and disadvantages that may exist to use learning strategies as a method when learning a language, taking into account teachers as subjects of study. Due to this work's aspects, it was considered that this previous study helped as a great support for this research, because the study also considered teachers and their learning methodologies.

Another aspect is that this work also used the survey as a data collection instrument, another area that can serve as support and guidance. It is the same tool that was used in this research, thus providing a great contribution.

Mercedes (2013), in the research *Analysis of the use of strategies in foreign language learning*, looks for a way to conduct the analysis of the use of foreign language learning strategies by university students who have already obtained a degree. The students belonged to the "Luis Vives" University School of Teaching of the Pontifical University of Salamanca (Spain), specializing in Foreign Language-English, blended teaching. This research sought a way to analyze factors such as the frequency in which the strategies were used and how much they were used individually by the students.

This research allowed us to know which strategies are used by the students previously mentioned. Hence, it was thought that this research could contribute a lot to this study,

because when handling a theme similar about the analysis of pedagogical strategies when learning a foreign language, this was seen as a possible model or guide for our research, in addition to the fact that this work has also used a questionnaire or surveys as an instrument for collecting information, another point that served as support to the study's development.

Soscue (2020), in the research known as *Analysis of Methodological Strategies*, as a means to strengthening and conserving the maternal language, in the students of the transition degree, of the *Institución Educativa Quichaya Municipio de Silvia Cauca*, sought the development of gaps in strategies that allow the conservation of the Nasa Yuwé language, thus allowing them to not be delimited by the second language, which in this case is Spanish.

The study focused on preschool children who were in the transition stage of the *Quichaya Educational Institution in Silvia Cauca municipality*; it led to the results of the decrease in their mother tongue (Nasa Yuwé) due to various social issues. As a result, with the various pedagogical strategies, an awareness of the community is developed, both common and student, about the importance of the mother tongue as a means of daily communication.

This research was relevant to this study due to the methodology that was implemented for the collection of data and the introduction of strategic methods that allow the conservation of a mother tongue, providing different points of view that encourage and develop new strategies that help both the conservation and learning of another foreign language.

That research aided to carry out a qualitative study on the advantages and disadvantages that may exist when using learning strategies as a method when learning a language, considering the teacher as a subject of study with the idea of making their methodology known at the time of introducing these strategies in language classes.

Caicedo, Corrales, Biviana and Milena (2018) in the document *Estrategias pedagógicas para la enseñanza del inglés en Escuela Nueva* wanted to create a model of didactic guide, focusing on the development of a proposal of intervention from the point of view of English, which serve as input in the projects that teachers apply in the classroom of the new school model adapted to the students of primary basic education in the municipality of Briceño (Antioquia).

In addition, it is necessary to mention that with this model of didactic guide, it was intended to strengthen the process of teaching and learning of English in education, mainly in the rural area, relying on the different models of competence in the foreign language where the pedagogical strategies and the collection through surveys were considered.

This work was very useful to this research to learn about how to face the challenge of teaching a second language, in this case English. This work serves to reference, analyze, and deduct the guidelines with which the teaching of the second language is carried out, and for this reason it was a great contribution to this work.

Martínez (2019), in the local research *Prácticas pedagógicas de maestros de básica primaria en la enseñanza del inglés en la Institución Educativa Carmen de Quintana, Cajibío*, aimed to understand the pedagogical practices in the teaching of English. The educational institution is located in a rural area. In the development of this project, the idea was to interpret, describe and investigate these practices to encourage teachers to reflect upon them, based on a self-evaluation and thus transform the way English is taught as a second language in the educational environment.

Regarding the methodology used for this research, the historical and hermeneutic process was addressed as it facilitates the approach between teachers to observe their theoretical, didactic, and pedagogical presuppositions. This directed the daily activities with

the children, which was supported by the ethnographic method. To be able to collect this information, instruments such as; non-participatory observation, interviews and finally group discussion were used.

In the results of these surveys, it was found the lack of preparation of the teachers for teaching English in rural areas. The learning process was based on continuous feedback.

Bedoya, Bolaños and Mosquera (2014), In the document *Analysis of Methodological Strategies for Teaching and Learning English in the Eighth Grade* carried out in the municipality of Villa Rica (Cauca) to eighth grade students from the Institución Técnico Senon Fabio Villegas. Eduardo Espitia Romero de Necoclí (Antioquia), Colegio Adventista de Ibagué, CADI Institutions and Colegio Adventista de Quibdó “Bolívar Escandón” its purpose was to recognize what would be the most effective teaching-learning methodological strategies for the acquisition of the English language in the eighth grades of the aforementioned institutions.

These studies were executed through action research, which allowed researchers to provide recommendations for these institutions in their training in a foreign language and to put into practice a reference guide of teaching-learning methodological strategies designed for such purposes. Finally, the results of the observations were encouraging, by applying the observation guide that allowed to verify that in the face of the unattractive methodological strategies used by the teachers of the eighth grades of the institutions under study, the students responded with apathy, little interest, and indiscipline, factors that determine their low level of learning and that has a significant impact on academic training for higher levels.

This was relevant to this study due to the similarities they shared in certain aspects, which ranges from observing the different pedagogical strategies of those institutions, to the

few recommendations and perceptions obtained from them.

Conceptual framework

The conceptual framework is the compilation and exposition of fundamental concepts that, by supporting each other, serve as a support and provide a global understanding of a phenomenon as a guide for the realization of a research work. (Jabareen,2009).

Educational Pedagogical Program Project (PEP)

The PEP refers to the educational project of MLEFBDP, which is based on three approaches: the humanistic, the communicative and the intercultural, with the purpose of proposing a development of communicative competence with eloquent activities that include the linguistic part, considering the individual in a real and cultural context (PEP, 2018).

Perspectives

In humanities, when a reference is made to the word perspective, it reflects upon aspects such as the points of view that are brought into play on a given (Gómez, 2002). In other words, this concept is a narrator's attitudes or beliefs about an event, person or place based on their own personal experiences, which can be influenced by personal heritage, culture, race, gender, age, sexual orientation, religion, education, location and profession. Within perspectives one can find aspects mentioned by the narrator that can be of similar, different or opposite character to the other.

Learning English as a Second Language and acquiring English as a foreign language

There is a big difference between learning a language and acquiring a language. According to (Peng.S, 2009) English is considered as a second language in countries where it is used as a communication tool and is formally spoken on a daily basis (e.g., Hispanic English language learners are ESL students). Nevertheless, Rojas and Garduño (2002) define foreign language as the acquisition of a language with a learning process that takes place most of the time in an academic training environment, and that occurs in a place where the

language is not used. This means that the acquisition of a language occurs after the subject learns their mother language. Meanwhile, learning English as a foreign language is equivalent to being aware that you are learning a language and that it is used as a communication tool.

Learning

According to authors as (Skinner and Thorndike cited in learning theories, 2017)

Learning is a mechanical process that consists of establishing associations and understanding is required for collaboration to occur. Knowledge is built by accumulating data, or in other words, by a process of aggregation. So, learning could not be more than the fruit of a process of extrinsic motivation, in which the contents that are learned or the subject who learns them are not important. What is essential, is the creation of an associative link between the learning situation and the reinforcement that is applied.

The above gave the understanding that the most important thing when learning is the process with which humans try to acquire that knowledge. Showing how crucial it can be to know how a person learns better, what environment is the most suitable for that person when learning, which is the best time and the best way to learn, leading to the creation of what is known today as learning strategies. This is how others can see the great contribution that has the correct use of these when wanting to learn.

Learning strategies

According to Mariani (2022) learning strategies are seen as any action that is performed at the moment of solving a problem related to the learning process, with the purpose of helping to get the most out of it, thus accelerating and optimizing your cognitive, affective or social behavior. It was considered relevant to this research as it addresses one of its basic concepts, due to it being based on the learning strategies of foreign languages.

In addition, Michael Yip (2019) mentions that learning strategies capture certain behaviors of learners or students such as observing the process of how to put information in order, having good concentration capacity, self-motivation and memorizing information, taking notes, and having good time management. The above showed us a deeper point of view about this concept, providing the opportunity to understand more this term.

Theoretical framework

Learning strategies are seen as a set of actions or skills that a student or apprentice uses as an aid to help them make the most of their learning process, thus solving learning problems. It is necessary to mention that some examples of learning strategies are note taking, organization of information, time, the ability to concentrate, among others.

As mentioned above, these can be used for a learning process, including languages such as English. When acquiring knowledge of a language, there are people who prefer to learn from the verbal form (speaking), while others are based more on the visual form and listening, as mentioned in Oxford (2010) cited by Elizabeth Gamboa Porras (2004) these are, the direct (memorizing, cognitive, compensatory) and indirect (metacognitive, affective, social) learning strategies.

However, Elizabeth Gamboa Porras (2004) mentions that one of the most used strategies are the published ones by Oxford (2010), it is necessary to mention that a learning process of a second language such as English (ESL), according to Rojas and Garduño (2008) is seen as the process by which a language is acquired through learning normally in academic spaces, taking into account that this process takes place in a place where the language is not usually used, is different from a language acquisition process which is defined by Rojas and Garduño (2008) as the process that occurs after the subject or person learns their language.

It is here where the PEP which is defined as the educational project of the MLEFBDP, contains the parameters and the information for the development of the academic processes, the study plan, the goals of the program, the research, the evaluations of the PEP actions, social projections and all the internal processes committed to the academic improvement of the program, started to play an important role in this investigation, because within this guide

document, anyone can find the term pedagogical strategies which, according to the (PEP, 2018) "perform actions aimed at developing the learning process"

The aforementioned, presents several positions, theories and perspectives, which motivated the realization of this research project with the idea of investigating these already mentioned pedagogical strategies that help the learning of English, according to Vygotsky (n.d) the relationship between development (growth, rise, promotion) and learning is very important, because for him, learning precedes growth, differentiating these between actual and potential evolution.

Contextual framework

República de Colombia

The Republic of Colombia was born on December 17, 1819, which was formed between the union of Venezuela and Grenada. Already in 1816, an agreement was reached between Simon Bolivar and the Spanish Chief Pablo Morillo, an agreement that would be broken in 1821, thus leading to the separation of the territory of Venezuela from the great Colombia.

The current Republic of Colombia, an American country located in the northwest of South America, has an area of 2,070,408 km² (1,141,748 km² correspond to its continental territory and the remaining 928,660 km² to its maritime extension) and a population of 50,372,424.1

Colombia is also a country that is characterized by its great cultural, geographical, natural, gastronomic and other diversity, this is mainly due to the fact that this country is the result of the union of a great variety of cultures, which is represented through its different traditions, dialects, food, dances, among others.

Image 1

The Republic of Colombia



Note: Taking from <https://latam.historyplay.tv/hoy-en-la-historia/nace-la-republica-de-Colombia>

Department of Cauca

The department of Cauca is one of the 32 departments that make up the territory of the Republic of Colombia and belongs to the Andean and Pacific regions, its capital is the city of Popayan and is divided into 42 municipalities. Its limitations are to the north with the department of Valle, to the east with the departments of Tolima, Huila and Caquetá, to the south with Nariño

and Putumayo and to the west with the Pacific Ocean, its population is 1,391,836 and has a great diversity of natural tourist sites.

Image 2

Geographical Location Map Department of Cauca



Note: taking from <https://www.todaColombia.com/departamentos-de-Colombia/cauca/index.html>
Colombia

Popayan

Popayan or the White City as it is called, due to the color of the houses that adorn its architecture, is one of the most important and visited tourist sites in western Colombia. It is one of the oldest cities in Colombia and America, and was founded in 1537, making it one of the cities in Colombia that best preserves the history of its architecture of the XVII, XVIII and XIX centuries.

Image 3

The park of Caldas Popayan



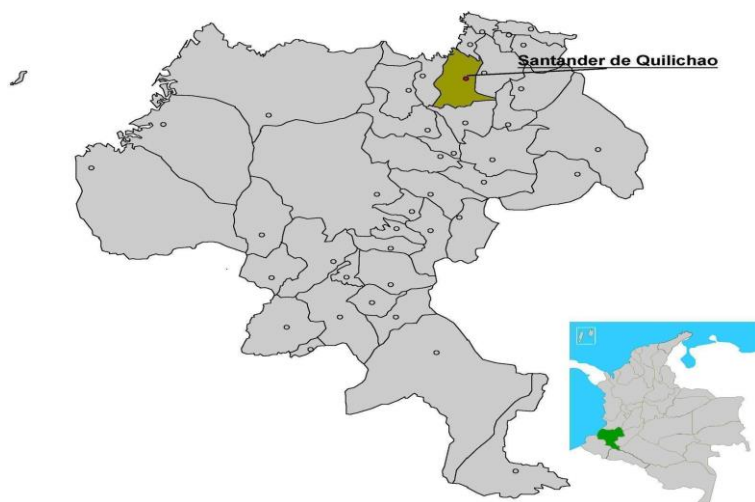
Note: Taking from: <https://colombia.travel/es/popayan>

Santander de Quilichao

The municipality of Santander de Quilichao was founded on July 16, 1755 by Sebastián de Belalcázar, it is a municipality well recognized for its diversity in economy, traditions and ecology. It is located in the Republic of Colombia, in the North sector from the Department of Cauca, 97 km north of Popayan and 45 km south of Santiago de Cali, Valle del Cauca.

Image 4

Localization Santander Quilichao in Colombia



Note: Taking from: https://es.wikipedia.org/wiki/Santander_de_Quilichao

University of Cauca

At the beginning of 1998 the headquarters of the University of Cauca was founded in Santander de Quilichao, in the town in the center of the region and with more than 200 years, that place with the name of “La Casona”, which would become the first main office of this University, and that later would see that it would need an expansion in its spaces for student training.

In 2013, it was decided to adopt a new concept of regionalization, thus leading to the option of opening Programs such as Law, and a Modern Languages English and French Bachelor’s Degree, the latter being the one on which is the focus of our project. Between 2014 and 2015, it was also decided to open the offer to agro-industrial engineering programs and degrees in civil engineering.

This process created the need to expand the infrastructure of the Casona headquarters, therefore the University chose to make a great effort, signing an institutional agreement with the Universidad del Valle where the place would be shared under the name of "Campus Carvajal".

It is necessary to mention that this is momentary owing to the fact that the University of Cauca is advancing the construction project of a new headquarters called "Ciudadela Universitaria". This place will have the necessary conditions of a higher education institution so that it is seen as a quality university.

In the space in which this research project was accomplished, it sought the approval of the teachers and students of the 8th and 9th semesters of MLEFBDP as the population or subject of this research. It is necessary to clarify that the data obtained through this survey was treated with reserve, was not disclosed publicly and was handled under a strict confidentiality agreement.

The Modern Languages English and French Bachelor's Degree Program

According to the PEP, MLEFBDP was enrolled in the Faculty of Human and Social Sciences based in Popayan, and was created by Resolution number 026 of February 6, 1991, issued by the Superior Council of the University of Cauca.

This program, through Resolution No. 10209 of November 2010, was able to carry out the Renewal of the Qualified Registry and later, High Quality Accreditation was possible through Resolution No. 27245 of 2017 for a term of four years.

On May 10th, 2010, after having fulfilled the objectives and missions of the University of Cauca in terms of coverage, quality and regional support, the North Campus was opened in the municipality of Santander de Quilichao.

Thanks to this process, in 2013, this program was offered at this campus at a

professional level, which was covered from a face-to-face modality and with a methodology exposed in its PEP, which makes it known that the program grants the title of MLEFBDP, developing in 10 semesters.

Image 5

Universidad Del Cauca-Sede Santander de Quilichao



Note: Taking from: <http://www.unicauca.edu.co/regionalizacion/sedes/santander-de-quilichao>

Methodology

The design of this document was based on a qualitative approach, defined by Hernandez, Fernandez and Baptista (2010) as research focused on carrying out the understanding and interpolation of people's thoughts, decisions, opinions and this is executed simultaneously at the time of performing the work.

Regarding the research technique, in this research work it was opted the use of the survey, which provided the opportunity to ask open and closed questions, making data collection more efficient and which according to Priscilia (2005) is used to describe and answer questions, providing solutions to problems that have been raised or observed, evaluating needs and determining whether or not the objectives set during the research have been met.

As mentioned during the text, everything has been with the purpose of describing what students and teachers think about the different pedagogical strategies mentioned in the PEP, when learning a foreign language. Thus, leaving substantial information to reinforce or rethink the matter of the strategies proposed by the PEP.

Data collection techniques instrument

Based on the objectives proposed in this research, two surveys were made as instruments to carry out the data collection, one survey was directed to the students, and the other, to the professors of MLEFBDP. These were based on the pedagogical learning strategies of the PEP and focused on obtaining detailed answers from the respondents, with the purpose of developing and completing this work in the most adequate and successful way.

The aim was to divide the data collection into 3 phases or stages, explained below:

Phase 1- English Pedagogical Strategies of Learning From the PEP

The first stage was to determine and show what were the pedagogical learning strategies mentioned in the PEP, for this it was important for the research to create the following scheme:

Table 1

English Pedagogical Strategies of learning from the PEP

English Pedagogical Strategies of learning from the PEP	Examples
Direct communication strategies:	Lectures, dialogue expositions and readings.
Individual learning strategies:	Readings, study guides, workshops and exercises.
Group(cooperative) learning strategies:	Field work, problem situations, bibliographic research, reports, degree work, artistic expression.
Strategies that develop the scientific attitude:	Cooperative work in which the student develops interpretation, analysis and critical skills through seminars, forums, case studies and projects.

Laboratories:	They allow the development of auditory and visual skills, as well as interaction; student-teacher, teacher-student, student-student.
---------------	--

Phase 2-Creation of the surveys

The second stage was the creation of the surveys, where 36 questions were filled out (See Appendix A), divided into 3 sections, Personal information (full name, age, semester if it is a student), questions relative to the PEP (PEP knowledge, strategy and pedagogy concepts, pedagogical learning strategies) and a section based on each one of the different pedagogical strategies (Direct communication strategies, laboratories, scientific attitude, individual learning strategies, cooperative learning strategies).

The first survey was directed to students of MLEFBDP with the objective of obtaining information about how well the students knew the PEP and what were their perspectives on the pedagogical strategies coming from them. The survey was made up of 3 sections: Personal information, questions relative to the PEP and a section based on each of the different pedagogical learning, with a total of 36 questions. (See Appendix A)

The second survey was directed to English teachers, with the purpose of learning about their perspective of the strategies from the PEP, similar to the student's survey, it was divided in 3 sections, Personal information, questions about the PEP and a section based on each of the different pedagogical learning, with a total of 36 questions. (See Appendix B)

The idea was to create questions to obtain information about what students and teachers think on these pedagogical learning strategies already mentioned above, and this

was done through the Google forms platform.

The pilot of the survey

After creating the surveys, a pilot test was implemented, because according to Bolderston (2012) “This will allow modification of any badly worded or confusing questions and improve the validity of the process” (p.70). In this, the participation of a teacher and two students belonging to the 9th and 10th semesters of MLEFBDP, who were chosen randomly, were selected.

This piloting was performed to verify the operation of the survey and any other aspect that needed a change, thus trying to avoid the least number of difficulties and possible unforeseen events when conducting the survey.

At the end of the pilot (See Appendix C) researchers were able to take care of the small errors found both in the surveys to be addressed to students and teachers, thanks to these comments the questions in the teacher survey directed to students were restructured, also it was able to give more freedom to some questions that did not give students the option to express their opinion freely and to modify the survey so that it was easier to understand when answering, allowing a better organization, giving the opportunity to move onto the next step of the investigation, which was to direct the surveys to the selected population.

The survey application

The survey was answered by 29 students of MLEFBDP who were in 9th and 10th semesters whose age ranged between 20 and 30 years old. Based on pedagogical learning strategies the surveys were both multiple choice and open answer options. This same process was conducted by the English teachers, whose age was between 25-54 years belonging to the MLEFBDP.

Phase 3- The results of the data of surveys and the contrast

The description of the results of the data of both surveys on the perspectives of

students and teachers was implemented. Thus, giving the opportunity to make a contrast where the similarities and differences between the perspectives of the population and the concepts from the PEP on pedagogical strategies.

Data Analysis

In this research, all the data analysis proposed in the methodology has been implemented to describe the perspectives of students and teachers of MLEFBDP, an investigation that can be seen as a support to improve or reinforce the pedagogical learning strategies proposed by the PEP.

This project was addressed as to make it more comprehensive and to have it more in context for regionalization's students and teachers. All data obtained in this research was contrasted and discussed within the guidelines of the concepts, theories, and authors that throughout the document were used as support.

As mentioned in the methodology, the use of descriptive analysis was necessary, since it allowed referencing the use of different pedagogical strategies, with the objective of describing the several similarities and differences of perspectives between teachers and students based on the PEP, which governs the guidelines in MLEFBDP at the time of carrying out the teaching of a foreign language.

Knowledge and management of the PEP

In the survey conducted with teachers and students, questions 1, 2 and 3 refer to the definition of the PEP in different ways; however, the purpose of the survey was to find out what both MLEFBDP English teachers and students know about those guidelines.

At the beginning of the analysis of results, the first thing that could be found was that there is a similar perspective among teachers and students, since both groups affirmed that they know the term and its definition. Nevertheless, in question 1, which referred to the PEP as "program guidelines", almost half of the students 41.4% did not know it. On the other hand, in

question 2, which referred to the program guidelines as PEP, the number dropped from 41.4% of the students who said they did not know them to 27.6%.

This was not the case for teachers who, when the term "program guidelines" was used, 12.5% reiterated that they did not know the program guidelines. 12.5% reiterated that they did not know the term, but 100% in the second question stated that they knew the guidelines when they were referred to by the acronym PEP.

Najeeb (2013) mentions that the problems that can be found in the formation of consolidation processes of the Academic Centers is that sometimes there is no real link between the LGAC (Lines of applied knowledge generation) of the Academic Centers and the formative lines of the academic programs of the institutions, which limits their productivity.

It is clear that there is some knowledge on the part of the students about the program guidelines, though, in this context, other terminologies could be used to broaden the knowledge base about the PEP, which leaves open the question: What would be the reasons for not recognizing the distinction between both terms, (model guidelines governing the program or PEP) if they are the same?

Perhaps the reason stated in question 3, focusing on the frequency with which PEP is mentioned, could provide an answer in this regard. When contrasting the results of the student and teacher survey, on the frequency with which teachers mention the PEP to them, there are large differences between them.

Fifty percent of the teachers chose the answer "sometimes" and 50% "almost always". Meanwhile, students do not represent it in the same way, with 44.8% saying "sometimes" and 34.5% saying "almost always"; the remaining percentage is divided among the other students, with 10.3% saying "never" and the other 10.3% saying "always".

For the following, if one took the percentages of students who mention between; sometimes, seldom and never, one would have a percentage of 89.7% students who feel that the PEP is not mentioned enough, and therefore do not know the information in this document.

Another important data is the percentage with which the PEP is shared with the students, highlighting that a large percentage of 44.8% stated that "sometimes", being this the most outstanding answer in this session of the survey. Perhaps there is a small importance of informing about this aspect of the program, which is very important, since it is the way in which it describes how the career is founded and developed.

In stage 2 of the analysis, responses 4,6,7,13 and 36 of students and teachers in relation to learning strategies were addressed.

First, students and teachers were given the opportunity to choose between two definitions of the term strategies, one from PEP "Strategies can be defined as actions taken by teachers aimed at developing learning processes PEP (2018) and another external source," Learning strategies are special thoughts or behaviors that individuals use to understand, learn or retain new information" "(Božinović¹, Joško Sindik² as cited in O'Malley and Chamot. Nikolina, 2012) pg 1, pretending to observe which one would be for them the most familiar or the most appropriate.

As a result, it was found that very few students related more to the definition of pedagogical strategies from an external source (Nkolina Božinović¹, Joško Sindik²). While most teachers opted for the definition of strategy coming from the PEP, which hints that although most of them associate with the concept of strategy coming from the PEP, a small percentage agreed with the definition of other authors.

This reveals that not all students and teachers are 100% associated with the definitions of the concepts coming from the PEP, or that even if they are 100% associated, they prefer or differ from the definition from another source to associate it with their strategy concept. Taking into account the above, researchers inquired about the strategy that would be most effective in

learning English as a second language, where the students mentioned that they consider as the first step to try to understand the language before speaking it, then to be able to write it, leaving the practice of reading as the last option.

On the other hand, teachers prioritize students first being able to speak the language, leaving the other skills as an equally named set, perhaps because teachers want students to be more motivated to speak, as students commonly feel self-conscious about speaking in public in another language.

Therefore, when contrasting the result of this question, it is interesting that the students select activities based on listening as the main learning strategy, while, on the part of the teachers, they agree that activities based on oral expression as the main teaching strategy are better. Thus, there exists a correlation between teacher and students, considering as a result that students are the ones who listen the most and teachers the ones who speak the most.

In addition, the PEP learning strategies, both for teachers and students, conducted through laboratories are the most practical in the teaching and learning of a foreign language. This supports the creation and improvement of languages labs in Santander de Quilichao, since these seem to be the most required spaces by both students and teachers, given that with the use of these spaces the practice of other skills such as speaking, listening, reading and writing can be implemented, which makes both students and teachers consider that this strategy, together with cooperative learning, are very useful for learning a foreign language.

As mentioned by Sue Steiner et al (2014), performing tasks together helps to enhance and maximize learning and that from peers by sharing ideas and different perspectives, innovating the approach of the traditional classroom model where students only have a role of passive receivers, which does not allow them to participate in their own learning process.

Next, one has the strategies that develop the scientific attitude, with a percentage similar to the cooperative strategies from the point of view between teachers and students. Those

mentioned above demonstrate equal usefulness, taking as a basis what is mentioned in Ezequiel Ander-egg (2012), who says that these are based on subjective and critical thinking that is developed together with the support of the teacher helping to visualize things in a better way. It should also be noted that the PEP mentions that these also encompass part of cooperative work, a strategy mentioned above.

The next strategy with the highest percentage between students and teacher is the direct communication strategy, based on a traditional model where the teacher plays the main role and the student plays a passive one, where they only receive the information considering activities such as dialogues, conferences, forums, among others.

Finally, the individual learning strategies, which had a certain significant percentage in the students' surveys. However, when one observes those of the teachers, it had a result of 0%, which shows that for teachers this strategy is not very useful in the learning process of a foreign language such as English, nevertheless, this does not mean that this type of activities are not used, although they are used as little as possible.

In Addition, one has what is known as a scientific attitude strategy, which helps to visualize things better, having a similar percentage to the individual learning strategies, considering them as the least effective. However, this does not mean that they are not used.

A point to highlight in the result is how, the option of learning strategies through languages labs, which is seen as one of the most useful and practical aid because it covers many fields when wanting to practice and improve all the skills of the English language, it is seen as the fourth most important, given that in the answers in the questionnaire about this strategy, its importance and usefulness when wanting to learn a foreign language can be reflected, it is not among the two most effective in this process of learning and teaching English.

One of the answers that is brought up is perhaps, as mentioned earlier in the text, the lack of good language labs at North Campus is a bit detrimental to the perspective of teachers and

especially of students regarding the use of these activities in these spaces. It is necessary to mention that when one talks about a good language lab, one refers to a space with good competent equipment, an adequate space with sufficient technological resources practice and improve of learning English as a second language, considering that at the main campus of the Universidad del Cauca (Popayan), there is a space considered as a language lab. As an example, it presents one of the experiences that participants went through when using the languages lab at the North Campus in this case the student number 4 “En la sede ubicada en Santander de Quilichao, Cauca, no existen laboratorios para la práctica de idiomas. Lo más parecido a distancia son las aulas de informática, que sólo se pueden utilizar de forma limitada dentro de un horario, y aun así no se puede considerar un laboratorio”.

In stage 3 of the analysis, student and teacher responses 5 were addressed in relation to the definition of pedagogy.

Regarding the term pedagogy, students and teachers had the option to choose between two definitions, the PEP's "science that deals with education and teaching, especially children" (Pep, 2014, p.11) and the Rae's "Science that deals with education and teaching, especially children, thus having a definition closer to the concept of MLEFBDP".

As a result, a similar perspective of the professors was observed in contrast to the students, since most of the students and professors chose the definition of pedagogy coming from the PEP, instead of the Rae, which implies that they are more in agreement and identified with the first than with the second, since as mentioned above this is the educational program of the pedagogical project through which the program has been governed.

In stage 4 of the analysis, responses 10,11,12,25,27 and 28 of students and teachers in relation to Activities and strategies for independent learning of English as a foreign language were addressed.

When mentioning autonomous learning, both students and teachers think that the use of independent exercises also contributes to their teaching, because these groups mostly choose to perform this type of exercise. Instead, there are 6.9% of students who choose not to use this strategy, which may be due to a lack of interest, that they need to be guided and accompanied by the teacher in their learning, or that they feel that this method is not as important as the others.

In any case, when making the contrast between students and teachers, it was observed that individual exercises provide more usefulness in learning a second language, exercises such as listening, reading, and speaking, allow students to develop a way to acquire language through important aspects such as sounds, intonations, etc.

According to Justlearn (2021) one of the best examples are reading exercises, as they reinforce individual learning of English, improving your grammar, vocabulary, writing and reading skills, considering the importance of spoken discourse, the enrichment of new vocabulary and that reading, grammar, and speaking are closely connected.

It is for this reason that most students and teachers indicated that this is one of the activities most used as support in the process of learning English as a foreign language, and all of them mentioned having done these exercises at some point, which confirms the good use and importance of this activity belonging to the PEP direct communication strategy.

Another activity is the practice of dialogues, perhaps because these exercises have better results in a cooperative way, either in groups or in pairs. However, there is also the possibility of practicing dialogues individually or with the use of some current applications such as Hellotalk, which were even suggested by some teachers, other options that could be provided in addition to those already mentioned directly from the direct communication strategy of the PEP.

On the contrary, the activities considered the least relevant for teachers and students individually are the study guides, notwithstanding, it was pointed out that the use of links belonging to this activity is well seen due to its easy use and management, so it is necessary to

mention that all the strategies have a more positive than negative balance, which shows that all the activities are seen as a good contribution to strengthen the teaching and learning process by teachers and students.

Briefly stated, the students' answers were based on translation exercises and on the practice of the international TOEFL exam. Furthermore, the teachers' responses were based more on the use of cultural exchange applications, workshops, and integrated skills, among others, which showed possible future contributions to the PEP.

Besides, it was possible to illustrate that the teachers constantly offer this type of exercises to the students as reinforcement in the process of learning English.

While only 31% of the students claimed to perform these exercises with constancy, indicating that most of them do not perform them very often, demonstrating that for the students this strategy is not so strong when they want to learn English, due to the high degree of self-responsibility that these exercises acquire. Sabitha (2013) states that this process is necessary since students must take responsibility for their own learning.

It is also important to mention that the majority of the selected population does feel that teachers give full autonomy to choose topics to present or activities that help to develop the learning of a foreign language in class. Though, there is a small percentage of students who feel that this is not the case, who feel that there is not enough autonomy in the activities proposed by the teachers.

The above is supported by the percentage of teachers who stated that they do not give this autonomy, that they prefer to guide the classes all the time, thus seeking a better result in the process of learning English as a foreign language. Instead, Sabitha (201) mentions that the role of autonomy plays an important role in the theory and practice of teaching a language because the students' time in the classroom is not enough and therefore that learning process should take place inside and outside the classroom. As a result, the activities where more autonomy is given

to students to choose topics according to the survey are the exhibitions, showing that it is an activity widely used when it comes to allowing freedom to students.

In stage 5 of the analysis, responses 9,14,15,31,32,33,34, and 35 of students and teachers in relation to Cooperative activities and strategies for learning English as a foreign language were addressed.

When one refers to cooperative, according to Sue Steiner et al. (2014), this learning strategy is based on group work, whereby students perform their tasks together to enhance their learning and that of their peers by sharing different ideas. This innovative educational approach seeks to change the traditional classroom model where students are only passive receivers of information. As opposed to including and making them participatory in their learning process, this type of method has received little relevance in the educational literature. However, the educational and learning benefits have been proven elsewhere.

The first point referred to the frequency with which group work is promoted in the classroom, which yielded a positive balance, since most students and teachers affirmed that there is a constant use of these activities in the English teaching and learning process, indicating that these activities are directly derived from a PEP learning strategy.

Meanwhile, regarding the importance of group activities in the learning process of students in a foreign language, it can be observed that the balance was also positive, since from 1 to 5 the students or teachers chose to give it a 4 or 5 in the importance scale, and the other small population decided to give it a 3.0, affirming that it is neither so good nor so bad.

It is also important to say that about 70% of both, teachers and students stated that almost always or always teachers do exercises in a guided way with students, which has led to a more successful practice of the English language. It was also observed that about 25% stated that they do it sometimes, i.e., not very constantly but enough to make this strategy functional.

Nevertheless, only 10% of the students mentioned that they rarely do it, a percentage that, although low, explains that there is a part of the population of students surveyed that considers that these exercises are not performed with the necessary frequency in these learning processes. Nevertheless, it can be reaffirmed that at least all teachers sometimes choose to perform this type of exercises, since in the survey results, none of them chose the option “never”.

Considering the above, it was mentioned about the participation and support of students in joint activities such as conversation clubs and it was observed that the response of the students was negative, since 62.2% of the students evidenced that they do not participate in any conversation club and 37.5% of the students said that they do. Another 36.5% of this population said that they only participate in conversation clubs outside university spaces.

The above shows that it is necessary to reinforce or build this type of spaces for the university community, due to the importance they have when students want to practice English skills such as speaking, reading and listening, since these activities give you the opportunity to improve your speaking and listening skills through formal and non-formal techniques, relevant aspects that facilitate the process of learning a foreign language. Kahrیمان (2022)

On the part of the teachers, it can be observed that most of them agree that they support the accompaniment of the students in these spaces, however, it is also necessary to highlight that 28.6% of them only do so in external spaces to the university, which reinforces the idea that there is a lack of this type of spaces within the university itself that lead to the improvement and reinforcement of learning in the area of English.

Regarding the frequency of the artistic expression activities such as role-playing games, plays, choreographies, etc, that promote cooperative work among students, it is observed that the most repeated answer was “sometimes”, which led to consider that the use of these activities has a balance between the positive and the negative, generating as a result that it is neither good nor bad.

Finally, most of the students and teachers indicated that the teacher almost always or sometimes uses debates or round tables as activities in language classes, another great cooperative activity. However, it is necessary to mention that the answer “sometimes” is the most voted, which means that teachers make little or no use of these activities.

In stage 6 of the analysis, responses ,14,15,26 and 30 of students and teachers in relation to learning were addressed.

When asked about learning English as a second language, most students and teachers agree that students should at least practice activities that have to do with learning a foreign language 2 hours per day. It is curious to note that the other part of the students opted that this time should be at least one hour, while the teachers mentioned 4 hours, tending to opposite perspectives, because the group of students tends to decrease the hours and the teachers tend to increase them, however as mentioned above, the balance point ends up being the answer of two hours.

On the contrary, it is also good to mention other fine answers referred by teachers and students, such as the study time depends on the student, their abilities and goals, and that another good strategy is to keep in touch with the language through spaces that allow you to listen to the English language, is good to mention that one of the most used activities in language learning are activities based on oral expression exercises, this was observed because all teachers and almost all students claimed to use this strategy, this is because most when learning a language give priority to communicative skills and if these do not improve, the interest to continue learning declines, which shows the relevance of this point (Huseynova 2017).

Nevertheless, a small percentage of the students stated that teachers do not perform this type of activities frequently, which implies that some students feel that the frequency with which these exercises are performed are not sufficient in the process of learning English as a foreign language.

However, there were some students who feel that the frequency in which teachers promote these exercises is low, what suggests that for them the practice so far was not enough considering that from both perspectives this is a great method when wanting to improve the learning of English as a second language and this is demonstrated by the fact that all of them mentioned having performed or promoted this type of exercises in class at some time.

Finally, as a curious fact, almost 100% of the students indicated that they feel totally responsible for their own process of English learning, which is reinforced by Sabitha S.R (2013) when mentioning that autonomy plays a relevant role in the practice and learning of a language, due to the fact that this process requires a considerable amount of time from the students both inside and outside the classroom for a better development of their linguistic skills while on the part of the teachers, half of them think that the students are the main responsible for their learning, and the other half think that the teachers are the ones who have the most important role in this procedure.

In stage 7 of the analysis, responses 14,15,26 and 30 of students and teachers in relation to relevance and uses of laboratories as a tool for learning English as a foreign language were addressed.

The use of laboratories was considered by both teachers and students as one of the most used and efficient English learning strategies, because as mentioned in PEP "laboratories allow the development of auditory and visual skills, as well as interaction; student-teacher, teacher-student, student-student". (2014 p.19).

Regarding the use of laboratories in the MLEFBDP, all teachers affirmed that if there is this space in which speaking, listening, reading, and writing skills can be practiced. 89.7% of the students confirmed this answer. The aforementioned shows a positive balance, illustrating why it is one of the most used PEP strategies for language learning in the classroom.

In spite of that, the curious fact is the 10.3% who affirm that there are no language labs

as such in MLEFBDP since although for them there is a space where they can practice these activities mentioned above, they do not have the necessary measures to be called a language lab.

According to Dexway communication (2020), a language lab allows the development of a large number of activities through the use of multimedia material, if possible, complemented by control software to help manage the equipment and guide the activities that are carried out at that time. It should also be a complete space with the necessary tools for the listening comprehension of languages using multimedia technology for the creation of virtual spaces with any tool that contributes to the learning of a language.

Considering the above, the students and teachers who affirmed that there is a language lab refer to the computer room where they have been able to carry out activities based on English learning. However, some of them mentioned that the teachers have managed to use a loudspeaker and a laptop to develop the laboratory exercises, which have helped them to direct the activities and continue the English language practices in one way or another, while a group of them also mentioned the use of video beam, slides and other tools by the teachers as a space that can contribute to the improvement of these listening, writing, speaking and reading skills as an alternative to not being able to use a language lab or any of the other spaces.

By contrast, it is also important to mention that both, teachers and students mentioned that they use these spaces often or almost always, nonetheless a small percentage of students indicated that they rarely use the laboratories, since they considered that the time, they spend in these spaces are not enough, and emphasized that these spaces are not yet sufficiently qualified to be considered language labs.

It is also necessary to mention that only 6.9% stated negatively that these language labs are rarely used, giving priority to the fact that some still consider that these spaces mentioned

above are not sufficient to be considered a language lab.

Regarding the perspective of the autonomous use of the language labs by students and teachers, more than 80% of teachers and students considered that using these spaces in an autonomous way would reinforce and help their learning process in a positive manner. In support is a comment from a teacher who stated that "los laboratorios virtuales dependen de la autonomía, el interés y la motivación de los alumnos"

However, the other percentage of teachers and students pointed out that students should never attend these spaces autonomously, taking into account adversities such as misuse and poor care of the tools, which result in a disadvantage for the sessions where they need these to be at 100% to perform their lessons in the most appropriate way possible. In addition, there are students who autonomously do not know how to take advantage of these spaces and end up doing other types of activities different from the case.

Furthermore, it is necessary to mention that another reason for not using the modern language labs to practice the English language autonomously is the little time students have due to their university studies, or the clash of schedules between their homework or academic classes and the hours in which these spaces are available for autonomous use, finally feeling that it is more favorable to study with the guidance of a teacher, this can be evidenced in one of the responses of the students interviewed, who mentioned that teachers "Son muy pocas las veces que podemos acceder a estas salas, por lo que considero que no se están utilizando adecuadamente"

In addition, other options were also mentioned as to why these spaces are not being used properly, such as the short time in the classrooms, the malfunctioning of some equipment or the lack of tools that make these spaces to be considered as a language lab. It is necessary to mention that according to half of the teachers, a better use of these spaces can be made.

Likewise, most of the teachers believe that the class time of the students is relevant, while most of the students believe that it is not, this is because they feel that the activities carried out do not have enough time, which leads to the fact that they do not end up having the necessary effectiveness, decreasing the efficacy of the learning process of a second language such as English, thus opening the possibility of having a freer use for this type of students who feel that they could take advantage of these spaces a little more. As support, some of the answers of the interviewed students are presented, for example: Student 6 “Yo creo que no porque a pesar de que se utilizan durante el proceso de enseñanza, las actividades y el tiempo que se pasa allí no es suficiente, ya que la mayoría de los ejercicios que nos dejan son cortos o a veces pueden ser algo básicos y no se aprovechan del todo los laboratorios”, student 16 “Las actividades son muy cortas con el tiempo que hay”, student 8 “Por qué deberían tener más acceso libre”

In stage 8 of the analysis, responses 22, 23, and 29 of students and teachers in relation to Use of investigative strategies and scientific attitude in learning foreign languages were addressed.

This section refers to the use of research strategies and scientific attitude in the learning of English as a second language. According to Ezequiel Ander-egg (2012), the scientific attitude is expressed as the eventuality of taking a pause to try to visualize things in a better way. That is, they base their analytical studies on observation to reach a conclusion, while, Rodríguez et al (2012) compare it with subjective and critical thinking that develops thanks to constant review by the teacher.

Given the above, upon inquiring whether teachers frequently promote this type of activities, 90% of the teachers affirmed that they do perform these activities, obtaining a positive balance, on the contrary, the balance of the students is negative since 62% indicated

that they do not feel that this is so, which implies that the frequency whose archers carry out these activities is minimal or not enough.

On the other hand, when asked about the use of some of these activities such as forums, seminars or projects during the class, most students and teachers indicated that these types of activities are carried out when teaching English, with a difference of 20% of students who disagreed, which presents a positive balance for the use of these types of activities in class.

Another consideration was that from the students' perspective, the activities most used are those based on forums, followed by activities based on projects. On the other hand, the teachers affirmed the opposite, that they give more importance to the practice of project-based activities and in second place to the forums, demonstrating a few differences in the perspectives of both sides.

However, the use of seminars ended up being the least mentioned, demonstrating that it is the least used activity when it comes to supporting the learning of English as a foreign language. It is necessary to mention that one teacher chose to add another activity, which is based on the staging of scenes from different literary works in foreign languages.

When asked about the frequency of the use of these activities mentioned above, the answer that had more strength from teachers and students was "sometimes" which indicates that the majority opts for the use of these activities is a regular 50/50 balance. Finally, we also chose to inquire about the use of literary readings and academic texts, where students and teachers affirmed that these are almost always or always used in the process of learning a foreign language.

Conclusions

The objective of this project was to describe the perspectives of students and teachers about the pedagogical learning strategies from the PEP, in MLEFBDP. It was focused on qualitative analysis, and 2 surveys were used as the main and unique research tool.

Considering the above, it was concluded that thanks to the good use of the research instrument, which consisted of multiple-choice questions and open answers, it was possible to obtain and describe the perspectives of teachers and students on the pedagogical learning strategies proposed by the PEP.

As a first step, those pedagogical strategies that came from the PEP were determined, as well as the knowledge that teachers and students had about it. At the same time, it was possible to see a lack of knowledge on the PEP on the part of the students, from variants in its terminology with which it was mentioned. However, the teachers did represent a clear knowledge of the program's guidelines.

Within the analysis, the question arose: What would be the cause of the lack of knowledge of the students about the PEP? given that the teachers indicated if they share this document with them, reaching the conclusion that it is due to the lack of interest and attention of the students in this type of topics and to the infrequency with which this document is illustrated during the MLEFBDP.

As a second step, observations were obtained indicating information such as the PEP pedagogical learning strategies most and least used by teachers and students, as well as the strategies that were relevant in the process of learning a foreign language. Taking into account positive and negative comments that can be seen as a contribution to the learning process of a

foreign language such as English.

In addition, this research was able to identify the strategies used by teachers in the process of teaching modern languages in relation to the PEP, where the surveys show that according to their perspectives, cooperative learning strategies are the most efficient, however, for the population the strategy based on language labs, although it was not the most efficient, is considered the most appropriate strategy and the most complete when teaching a language.

Another point to expose, was the students' perspectives regarding the pedagogical strategies used by the teachers of the program, where the results showed that for them the most efficient strategies are those of direct communication followed by the language labs, however, some of them expressed that the low efficiency is due to the fact that there is no adequate language lab at the North Campus, there are only similar spaces but without sufficient materials to be seen as a language lab, which affects these learning spaces.

At the end of this research, it was possible to contrast the perspectives of the strategies used by the teachers, and the perspectives of the students, in relation to the PEP strategies, where it could be observed that in terms of importance, the strategies based on laboratories and cooperatives are the ones that obtained the best acceptance. On the other hand, considering their efficiency, the best rated learning strategies were the cooperative and direct communication strategies.

With the above, it was concluded as a result that the strategy with the best balance of qualification among all the surveys is the cooperative strategies, which is referred to directly from the PEP. It is also necessary to mention that in general a more positive than negative perspective is observed regarding the use of these strategies, thus leaving open the possibility of considering the improvement of aspects that lead to a better balance between importance and

efficiency among the pedagogical learning strategies of the PEP of the MLEFBDP.

Limitations

From the beginning, as mentioned above, the purpose of this research was to know the different perspectives that students and teachers MLEFBDP have about the learning strategies from the PEP; however, the realization of this project was carried out during the confinement due to a pandemic started in 2020, which prevented working from the immersion-action methodology. Nevertheless, thanks to the use of technology and through tools such as emails and Google forms, it was possible to conduct surveys that provided the necessary information to initiate and also allow the completion of this research project.

In addition, this project was limited to making use of the information obtained through the mentioned means, and to respond only to what was proposed in the objectives. Still, it opens the possibility of being investigated by means of new methodologies that could not be taken into account due to the pandemic.

Recommendations

The idea in this paragraph is to recommend and invite to consider the use of other learning strategies mentioned by some teachers and students during this research, which can be seen as a contribution to the educational process of the MLEFBDP. This opens the possibility of further research on this topic, with a more analytical than descriptive approach.

Finally, since this is a project with great ambition, it is desired that there is the probability of its continuous improvement, recommending and motivating future students to complement this research with more explanatory and innovative objectives that contribute more to the MLEFBDP, keeping in mind that this research was conducted from a purely

descriptive point of view.

Bibliography

- Bedoya Álvarez, N. et al (2014). *Estrategias Metodológicas para la Enseñanza y Aprendizaje del Inglés en el Grado Octavo Corporación Universitaria Adventista*.
<http://repository.unac.edu.co/bitstream/handle/11254/331/Trabajo%20de%20grado.pdf?sequence=1&isAllowed=y>
- Blanco, M. T., Pino Juste, M. R., & Rodríguez, B. (2010, noviembre). *Ventajas en la incorporación de estrategias de aprendizaje en la enseñanza de idiomas, estudio cualitativo*.
<https://dspace.usc.es/xmlui/bitstream/handle/10347/4998/05.Blanco.pdf?sequence=1>
- <http://web.a.ebscohost.com/ehost/detail/detail?vid=0&sid=0709522d-608a-4fa6-94d0-d7b994c6a356%40sessionmgr4006&bdata=Jmxhbmc9ZXMmc2l0ZT1laG9zdC1saXZl#AN=55618717&db=fua>
- Bolderston, A. (2020, March). *Conducting a Research Interview*.
https://www.researchgate.net/publication/257735505_Conducting_a_Research_Interview
- Blanco Teresa, Pino Margarita, Rodríguez Beatriz (2010). *Ventajas en la incorporación de estrategias de aprendizaje en la enseñanza de idiomas. Estudio cualitativo*
- Caicedo Gonzales, D. C., et al (n.d.). *Estrategias pedagógicas para la enseñanza del inglés en escuela nueva*. Retrieved 2018, from
<https://repository.upb.edu.co/bitstream/handle/20.500.11912/4329/Estrategias%20pedag%C3%B3gicas%20para%20la%20ense%C3%B1anza%20del%20ingl%C3%A9s%20en%20escuela%20nueva.pdf?sequence=1&isAllowed=y>
- Caicedo Doris, Corrales Jenny, Londoño Leidy, Rendon Ana. (2018) *Estrategias pedagógicas para la enseñanza del inglés en Escuela Nueva*.
<https://repository.upb.edu.co/bitstream/handle/20.500.11912/4329/Estrategias%20pedag%C3%B3gicas%20para%20la%20ense%C3%B1anza%20del%20ingl%C3%A9s%20en%20escuela%20nueva.pdf>
- Fundación de la Universidad autónoma de Madrid. (n.d.). *La comunicación Principios y procesos. Manual de comunicación para investigadores*. <http://fuam.es/wp-content/uploads/2012/10/INTRODUCCION.-La-Comunicacion.-Principios-y->

procesos.pdf

Gamboa Elizabeth. (2004) *Estrategias para la enseñanza del inglés como lengua extranjera*. <http://tangara.uis.edu.co/biblioweb/tesis/2004/112230.pdf>

García Herrero, D. M. D. L. M. (2013, enero). *Análisis de la utilización de estrategias en el aprendizaje de la lengua extranjera*. Universidad Del Cauca.

<http://web.a.ebscohost.com/ehost/detail/detail?vid=5&sid=e9d75e25-9442-4d54-a047e34c8c533dd6%40sessionmgr4007&bdata=Jmxhbmc9ZXMmc2l0ZT1laG9zdC1saXZl#AN=84345304&db=fua>

Herrera (2018) *Problematización epistémica de la pedagogía: Algunas definiciones y aproximaciones*

<https://digibug.ugr.es/bitstream/handle/10481/57748/8-12.pdf?sequence=1&isAllowed=y>

Hernández Sampieri, R., Fernández Collado, C., & Baptista Lucio, P. (2010).

Metodología De La Investigación.

<https://drive.google.com/file/d/1bjjSwAS38Pz8R-CmSrF0Qs0w7g8xYKuw/view>

image 1. *The Republic of Colombia (2021)* <https://www.historylatam.com/hoy-en-la-historia/nace-la-republica-de-colombia>

Image 2. *Geographical Location Map Department of Cauca (n.d)*

<https://www.todacolombia.com/departamentos-de-Colombia/cauca/index.htmlColombia>

Image 3. *The park of Caldas Popayan (n.d).*

<https://colombia.travel/es/popayan>

Image 4. *Santander de Quilichao. (2016)*

https://es.wikipedia.org/wiki/Santander_de_Quilichao

Image 5. *Universidad del Cauca. (n.d).*

<http://www.radiosuperpopayan.com/2019/07/15/fiscalia-investiga-vergonzoso-fraude-con-notas-en-la-universidad-del-cauca/>

Jabareen, Y. (2009). *Building a Conceptual Framework: Philosophy, Definitions, and Procedure. International Journal of Qualitative Methods*.

<https://doi.org/10.1177/160940690900800406>

Kahrman Ayhan.(2022). *How To Implement Conversation*

Club.https://www.academia.edu/87323129/How_To_Implement_Conversation_Club

Club

- Mariani, Luciano. (2002). *Learning strategies, teaching strategies and new curricular demands: a critical view. Perspectives*,
https://www.researchgate.net/publication/263854179_Learning_strategies_teaching_strategies_and_new_curricular_demands_a_critical_view
- Martinez Murcia, F. G. (2019, octubre). *Prácticas pedagógicas de maestros de básica primaria en la enseñanza del inglés en la Institución Educativa Carmen de Quintana, Cajibío*. <http://repositorio.unicauca.edu.co>
- Merriam-webstar. (2020, diciembre 10). *Pedagogy*. Merriam-webstar.
<https://www.merriam-webster.com/dictionary/pedagogy>
- Najeeb, Sabitha. (2013). *Learner Autonomy in Language Learning. Procedia - Social and Behavioral Sciences*.
https://www.researchgate.net/publication/271889275_Learner_Autonomy_in_Language_Learning/citation/download
- Pérez Reyes, G. (2015). *La actitud científica como estilo de vida*. Retrieved 9 17, 2020,
<http://reencyt.ula.ve/storage/repo/ArchivoDocumento/enlacec/n12/art13.pdf> Pulido, Y. A. (2010).
<http://www.bdigital.unal.edu.co/2732/1/448167.2010.pdf>
- Ruiz Mitjana, L. (n.d.). *comunicación directa: ¿qué es y cuáles son las características?* psicología y mente.
- Rojas, F, Garduño, G. (2008) *Adquisición de una lengua segunda desde el punto de vista la lingüística formal*. <https://dialnet.unirioja.es/servlet/articulo?codigo=3053436>
<https://psicologiaymente.com/social/comunicacion-directa>
- Sanhueza, O. (2012). *El modelo de enseñanza directa, el aula taller y algunos problemas de la didáctica*.
https://fido.palermo.edu/servicios_dyc/publicacionesdc/vista/detalle_articulo.php?id_libro=443&id_articulo=9147
- School of Social Work, Arizona State University. (2014, march 20). *Using Cooperative Learning Strategies in Social Work Education*. Social Work Education.
<https://doi.org/10.1080/10437797.1999.10778964>
- Severo, A. (2012). *Teorías del aprendizaje*.
<https://profesorailianartiles.files.wordpress.com/2013/04/piaget-y-vigotsky.pdf>
- Suciu, L. (2014). *The Role of Communication in Building the Pedagogical Relationship*.

<https://www.sciencedirect.com/science/article/pii/S1877042814008970>

Universidad del Cauca. (n.d.). Universidad del Cauca

Yip, Michael. (2019). *Learning Strategies*.

https://www.researchgate.net/publication/263854179_Learning_strategies_teaching_strategies_and_new_curricular_demands_a_critical_view

Attachements

Appendix A.

Questions concept table Student questionnaire

PREGUNTA	TEMA DE LA PREGUNTA CATEGORÍA	ESTADO DEL ARTE O REFERENCIA ACADÉMICA
<p>1. ¿Conoce usted el modelo, o lineamientos por los que se rige el programa de Lic Lenguas Modernas de la Universidad del Cauca?</p> <p style="text-align: center;">si/no</p>	PEP	
<p>2. ¿Conoces este documento llamado (<i>PEP</i>) ?</p> <p style="text-align: center;">si/no</p>		
<p>3. ¿Con qué frecuencia los profesores mencionan el (<i>PEP</i>)?</p> <p style="text-align: center;">Nunca Casi Nunca A veces Usualmente Siempre</p>	<i>PEP</i>	
<p>4. Para usted. ¿Cuál de las siguientes opciones puede ser considerada, como la definición del término estrategias?</p> <p style="text-align: center;">A) Las acciones realizadas por los docentes, están encaminadas a desarrollar los</p>	Estrategias	<p>Las estrategias pueden ser definidas como las acciones que realizada por los docentes están encaminadas a desarrollar los procesos de aprendizaje. <i>PEP (2018)</i></p>
<p style="text-align: center;">procesos de aprendizaje</p> <p>B) Learning strategies are special thoughts or behaviours that individuals use to understand, learn or retain new information” O’Malley & Chamot. Cita de cita(Nikolina Božinović1, Joško Sindik2) pag 1</p>		

<p>5. ¿Para ti qué es pedagogía?</p> <p>1) Ciencia que se ocupa de la educación y la enseñanza, especialmente la infantil.(Rae)</p> <p>2) La Pedagogía aparece como una reflexión sobre el quehacer humano.(PEP)</p>	<p>PEDAGOGÍA</p>	<p>La Pedagogía aparece como una reflexión sobre el quehacer humano. Lo cierto es que la Pedagogía ha ido adquiriendo cualidades a través de la historia, y hoy en día es parte esencial para considerar en las diferentes actividades del ser humano. La educación específicamente no podría</p>
--	------------------	---

		<p>considerarse sin una reflexión pedagógica (Pep,2014,p.11)</p>
<p>6. ¿A través de cual habilidad considera usted que se le facilita más el aprendizaje de un segundo idioma ?</p> <p>Reading Listening Writing Speaking</p>	<p>PEDAGOGÍA</p>	
<p>7.Teniendo en cuenta que estudias para ser Profesor, ¿Cuál de estas estrategias sería la más adecuada, a la hora de enseñar una segunda lengua? (elegir máximo 2)</p> <p>- Direct communication strategies: (lectures,</p>	<p>Pedagogía</p>	

<p>dialogues and readings.)</p> <p>- Individual learning strategies: (readings, study guides, workshops and exercises.)</p> <p>- Cooperative learning strategies: (field work, problem situations, bibliographic research, reports, graduate work, artistic expression.)</p> <p>- Strategies that develop the scientific attitude: (Cooperative work in which the student develops interpretation,</p>		
--	--	--

<p>analysis and critical sense skills, through seminars, forums, case studies and projects.)</p> <p>- Laboratories: (They allow the development of hearing and visual ability, as well as interaction; student-teacher, teacher-student, student-student).</p>		
<p>8. ¿Con qué frecuencia los profesores realizan la presentación de un nuevo contenido?</p>	<p>Direct communication strategies</p>	<p>Eggen y Kauchak (1999) explican que: la comunicación directa "es un modelo centrado en el maestro que</p>

<ul style="list-style-type: none"> - Siempre - Casi siempre -Frecuentemente - Rara vez - Nunca 		<p>utiliza la explicación y el modelado, enseña conceptos y habilidades, combinando práctica y retroalimentación.</p> <p>Esto se centra en el maestro, ya que asume la responsabilidad de identificar el objetivo de la clase y luego desempeña un papel activo en la explicación del contenido, o las habilidades a los estudiantes. (Sanhueza, 2012, Prr. 2)</p>
<p>9.¿Con qué frecuencia los profesores realizan ejercicios de manera guiada, junto con los estudiantes a la hora de enseñar inglés</p>	<p>Direct communication strategies</p>	<p>Eggen y Kauchak (1999) plantean que el docente es quien tiene el rol principal en la comunicación directa, sin embargo, es necesario aclarar que el alumno también cumple un rol, que es recibir los conocimientos del docente y ponerlos en</p>

<ul style="list-style-type: none"> - Casi siempre -Frecuentemente - Rara vez Nunca 		<p>práctica. practicar de manera correcta y adecuada ((Sanhueza, 2012, Prr.2)</p>
<p>10)¿Realizas tu, ejercicios de manera independiente que permitan mejorar tu aprendizaje del inglés?</p> <p style="text-align: center;">sí/no</p> <p>Si tu respuesta fue sí, ¿qué tipos de ejercicios realizas?</p> <p>*Ejercicios de escucha</p> <p>*Diálogos</p> <p>*lecturas</p> <p>*Otro/escribir respuesta</p>		
<p>11). ¿Con qué frecuencia realizas ejercicios de manera independiente, a la hora de aprender inglés en clase?</p>	<p>Direct communication strategies</p>	

<p>Siempre Frecuentemem Rara vez Nunca</p>		
<p>12 ¿Con qué frecuencia los profesores utilizan lecturas como apoyo en el proceso de aprendizaje del inglés?</p> <ul style="list-style-type: none"> - Siempre - Casi siempre -Frecuentemente - Rara vez - Nunca 	<p>Direct communication strategies</p>	
<p>13.¿ Los profesores fomentan ejercicios de habla entre estudiantes para practicar el inglés en clase?</p>	<p>Direct communication strategies</p>	

si/no		
Si la respuesta es "sí". ¿ Con qué		

<p>¿Con qué frecuencia se realizan este tipo de ejercicios?</p> <ul style="list-style-type: none"> - Siempre - Casi siempre -Frecuentemente - Rara vez 		
<p>14¿Conoces tu si la Lic en lenguas Modernas, posee laboratorios donde puedas practicar habilidades como: el listening, o reading a la hora de aprender inglés?</p> <p style="text-align: center;">si/no</p> <p>Si tu respuesta es sí, cuál sería el tipo de laboratorio que conoces?</p> <p>a) Sala de computo</p> <p>b) El profesor utiliza un portátil, y</p>	Laboratorios	<p>“Los laboratorios 14 permiten el desarrollo de la capacidad auditiva y visual, así como la interacción; estudiante-profesor, profesor-estudiante, estudiante-estudiant e”. (Pep,2014,p.21)</p>

<p>un parlante para realizar la clase</p> <p>c) Otro/escibir respuesta</p>		
<p>15. ¿Con qué frecuencia los profesores utilizan los laboratorios de idiomas para las prácticas de idioma?</p> <ul style="list-style-type: none"> - Siempre - Casi siempre -Frecuentemente - Rara vez - Nunca 		
<p>16. ¿Utilizas los laboratorios de idiomas en tu tiempo libre ?</p> <p style="text-align: center;">Nunca</p> <p style="text-align: center;">Casi Nunca</p> <p style="text-align: center;">A veces</p> <p style="text-align: center;">Usualmente</p> <p style="text-align: center;">Siempre</p>	Laboratorios	

<ul style="list-style-type: none"> - Siempre - Casi siempre -Frecuentemente - Rara vez - Nunca 		
<p>17 ¿Consideras que a los laboratorios se les da un uso óptimo, a la hora de realizar actividades que aporten a tu práctica del inglés?</p> <p>si/no ¿ Por qué?</p>	Laboratorio	
<p>18.¿ Considera que el tiempo de clase que los estudiantes pasan en los laboratorios es pertinente?</p> <p>si/no</p>	Laboratorio	
<p>19. ¿Los docentes ofrecen con frecuencia a</p>	Actitud científica (PEP,2014,p 18)	According to "Ezequiel Ander-egg (2012)

<p>los estudiantes, nuevas estrategias de investigación que les permitan mejorar su aprendizaje?</p> <p>si/no</p> <p>Si la respuesta es sí, mencione una.</p>		defines the scientific attitude, as the predisposition to stop in front of things to try to unravel them. That is, they base their analytical studies on observation in order to reach a conclusion"
<p>20. ¿El docente realiza actividades como foros, seminarios o proyectos durante las clases?</p> <ul style="list-style-type: none"> - Siempre - Casi siempre -Frecuentemente - Rara vez - Nunca 	Actitud Científica	
<p>21. Por favor, califique el nivel de relevancia que tienen los siguientes ítems, en su proceso de aprendizaje del <u>otro idioma</u>, siendo 1 la menor calificación, y 5 la</p>	Individual Learning Strategies.	Nunan (1992) en Hernández y Vergara (2005), Breen y Candlin (1980) señalan que el estudiante es el dueño de su propio proceso de

<p>mayor calificación.</p> <p>Lectura</p> <p>guías de estudio</p> <p>Talleres</p> <p>Workshops</p>		<p>aprendizaje y por ende es quien lo lidera, teniendo en cuenta qué y cómo resolver problemas de aula, tomando la iniciativa para</p>
--	--	--

...		satisfacer sus intereses y Conveniencias (p.65).
22. ¿ Realizas actividades que tengan que ver con el aprendizaje del idioma inglés? Una hora al día Dos horas al día. Tres horas al día Cuatro horas al día.	Individual Learning Strategies.	
23. ¿Cuáles son las guías de estudio (LIBROS, COPIAS, LINKS) para fomentar el aprendizaje	Individual Learning Strategies.	

autónomo de inglés?		
24 ¿los profesores dan total autonomía para escoger temas a presentar y /o actividades a desarrollar en inglés en clase ? sí/no Si la respuesta es sí, ¿cuáles son estos tipos de actividades? a) exposiciones b) debates c) foros d) textos escritos	Individual Learning Strategies	
25 ¿Con qué frecuencia el profesor hace uso de las lecturas literarias y textos académicos ? -siempre	Individual Learning Strategies	

- Casi siempre -Frecuentemente - Rara vez - Nunca		
--	--	--

<p>26.¿Considera que usted es quien lidera su proceso de aprendizaje de inglés ?</p> <p>si/no ¿por qué?</p>	Individual Learning Strategies	
<p>27.¿Participas en algún club de conversación en inglés?</p> <p>si/no</p> <p>Si tu respuesta es sí, en qué espacios comúnmente participas?</p> <p>a) universidad</p> <p>b)fuera de la universidad</p> <p>c)ambas.</p>	Individual Learning Strategies	
<p>28.¿Con qué frecuencia los docentes promueven el trabajo cooperativo(los estudiantes</p>	Cooperative learning strategies	The use of cooperative learning strategies in social studies instruction represents a natural match of method

<p>trabajan en grupos para realizar tareas de manera colectiva o grupal) en el aula?</p> <p>Siempre</p> <p>Casi siempre</p> <p>-Frecuentemente</p> <p>Rara vez</p> <p>Nunca</p>		<p>and substance. That is, cooperative learning provides the perfect vehicle for helping children understand and experience many of the essential concepts and values embedded in the social studies curriculum</p> <p>https://www.tandfonline.com/doi/abs/10.1080/1057356970130104</p>
<p>29. ¿Que tan a menudo los profesores llevan a cabo actividades de expresión artística (juegos de rol, obras de teatro, coreografías) que promuevan el trabajo cooperativo de los estudiantes ?</p> <p>Siempre</p> <p>Casi siempre</p> <p>Frecuentemente</p> <p>Rara vez</p> <p>Nunca</p>	Cooperative learning strategies	

<p>del 1 al 5(teniendo en cuenta 1, calificación mínima y 5 calificación máxima) que tan importante crees que son estas actividades en tu proceso de aprendizaje del inglés?</p>		
<p>30;Qué tan frecuente los profesores usan</p> <p>debates o mesa</p> <p>redonda como</p> <p>actividad de clase,</p> <p>- Siempre</p> <p>- Casi siempre</p> <p>-Frecuentemente</p> <p>- Rara vez</p> <p>- Nunca</p>	Cooperative learning strategies	

Pedagogical strategies on communicative competence (Estudiantes)

Estimados estudiantes y profesores. Somos un grupo de estudiantes de noveno semestre del Programa de Licenciatura en Lenguas Modernas Inglés y Francés sede Santander, cuyo tema de investigación está enfocado en reflexionar sobre las estrategias pedagógicas utilizadas en la enseñanza y aprendizaje de lenguas extranjeras en el programa de licenciatura en lenguas modernas de la Universidad del Cauca sede norte en Santander de Quilichao, Cauca y aclaramos que los datos obtenidos mediante esta encuesta se tratarán con reserva, no serán divulgados públicamente y serán manejados dentro de un acuerdo estricto de confidencialidad. Gracias.

Este formulario recopila automáticamente las direcciones de correo electrónico de los usuarios de Universidad del Cauca. [Cambiar configuración](#)

Desea continuar?

- Sí
- No

Grupo etario (edad) *

- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28

3)¿Con qué frecuencia los profesores mencionan el PEP? *

- Nunca
- Rara Vez
- A veces
- Casi siempre
- Siempre

4)¿Para ti, cuál de las siguientes opciones puede ser considerada como la definición del término * estrategias?

- A) Estrategias son acciones que realizada por los docentes están encaminadas a desarrollar los procesos...
- B) Estrategias son pensamientos o comportamientos especiales que las personas utilizan para comprend...

Información Personal

Descripción (opcional)

Nombre y apellidos completos *

Texto de respuesta corta

Semestre *

- 8
- 9
- 10

Programa de proyecto pedagógico(pep)

Descripción (opcional)

1)¿Conoces tu el modelo o lineamientos por los que se rige el programa de lic de lenguas modernas de la universidad del cauca? *

- Sí
- No

2)¿Conoces tú a qué se le llama PEP? *

- Sí
- No

5)¿Para ti cual podría ser una definición de pedagogia? *

- Ciencia que se ocupa de la educación y la enseñanza, especialmente la infantil.
- La pedagogía aparece como una reflexión sobre el quehacer humano.

6)¿Cómo consideras tu que aprendes mejor? *

- Reading
- Listening
- Writing
- Speaking
- Otra...

7) Teniendo en cuenta que estudias para ser Profesor, ¿cuál de estas estrategias serían las más adecuadas para ti a la hora de enseñar una segunda lengua? *

- Estrategias de comunicación directa: (conferencias, diálogos y lecturas).
- Estrategias de aprendizaje individuales: (lecturas, guías de estudio, talleres y ejercicios).
- Estrategias de aprendizaje cooperativo: (trabajo de campo, situaciones problemáticas, investigación biblio...
- Estrategias que desarrollan la actitud científica: (Trabajo cooperativo en el que el alumno desarrolla habili...
- Laboratorios: (Permiten el desarrollo de la capacidad auditiva y visual, así como la interacción; alumno-pro...

9) ¿Con qué frecuencia los profesores realizan ejercicios de manera guiada junto con los estudiantes a la hora de enseñar inglés? *

- Nunca
- Rara Vez
- A veces
- Casi siempre
- Siempre

10) ¿Realizas tú, ejercicios de manera independiente que permitan mejorar tu aprendizaje del inglés? *

- Sí
- No

13) ¿Con qué frecuencia los profesores utilizan lecturas como apoyo en el proceso de aprendizaje del inglés? *

- Nunca
- Rara Vez
- A Veces
- Casi Siempre
- Siempre

14) ¿Los profesores fomentan ejercicios de habla entre estudiantes para practicar el inglés en clase? *

- Sí
- No

Estrategias de comunicación directa

Según y Kauchak (1999) explican que:
La comunicación directa "es un modelo centrado en el maestro que utiliza la explicación y el modelado, enseña conceptos y habilidades, combinando práctica y retroalimentación. Esto se centra en el maestro, ya que asume la responsabilidad de identificar el objetivo de la clase y luego desempeña un papel activo en la explicación del contenido o las habilidades a los estudiantes. (Sanhueza, 2012, Prr. 2)

8) ¿Con qué frecuencia los profesores realizan presentación de un nuevo contenido? *

- Nunca
- Rara vez
- A veces
- Casi siempre
- Siempre

11) Si tu respuesta fue sí, ¿Qué tipos de ejercicios realizas? *

- Ejercicios de escucha
- Diálogos
- Lecturas
- Otra...

12) ¿Con qué frecuencia realizas ejercicios de manera independiente a la hora de aprender inglés en clase? *

- Nunca
- Rara Vez
- A veces
- Casi Siempre

15) Si la respuesta es "sí", ¿con qué frecuencia se realizan este tipo de ejercicios? *

- Nunca
- Rara Vez
- A veces
- Casi siempre
- Siempre

Laboratorios

"Los laboratorios permiten el desarrollo de la capacidad auditiva y visual, así como la interacción; estudiante-profesor, profesor-estudiante, estudiante-estudiante". (Pep,2014.p.19)

16) ¿Conoces tu si la lic de lenguas Modernas posee laboratorios donde puedas practicar habilidades como: escucha, o lectura a la hora de aprender inglés? *

- Sí
- No

17) si tu respuesta es "sí", cuál sería el tipo de laboratorio que conoces?

- Sala de computo
- El profesor utiliza un portátil y un parlante para realizar la clase
- Otra...

20) ¿Consideras que a los laboratorios se les da un uso óptimo a la hora de realizar actividades que aporten a tu aprendizaje inglés? *

- Sí
- No

¿por que? *

Texto de respuesta larga

21) Considera que el tiempo de clase que los estudiantes pasan en los laboratorios es pertinente? *

- Sí
- No

23) ¿El docente realiza actividades como; foros, seminarios o proyectos durante las clases? *

- Sí
- No

Si la respuesta es sí, selecciona cuales son estas actividades

- Foros (Reunión para discutir públicamente asuntos de interés)
- Seminarios (Clase en que se reúne el profesor con discípulos para realizar trabajos de investigación)
- Proyectos (plan de cualquier trabajo que se hace como prueba antes de darle la forma definitiva)

18) ¿Con qué frecuencia los profesores utilizan los laboratorios para las prácticas de idioma? *

- Nunca
- Rara Vez
- A veces
- Casi Siempre
- Siempre

19) ¿Utilizas los laboratorios de idiomas en tu tiempo libre? *

- Nunca
- Rara Vez
- A Veces

Actitud científica

"Trabajo cooperativo en el cual el estudiante desarrolla competencias de interpretación, análisis y sentido crítico, a través de seminarios, foros, estudio de casos y proyectos"(Pep,2014.p.19)

22) ¿Los docentes ofrecen con frecuencia a los estudiantes nuevas estrategias de investigación que les permitan mejorar su aprendizaje? *

- Sí
- No

Si la respuesta es sí, mencione una.

Texto de respuesta larga

24) ¿Qué tan a menudo los docente realizan los tipos de actividades mencionadas anteriormente? *

- Nunca
- Rara Vez
- A Veces
- Casi Siempre
- Siempre

Guías de estudio *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Talleres *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

workshops *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Estrategias de aprendizaje individual. ✕ ⋮

Nunan (1992) en Hernández y Vergara (2005), Breen y Candlin (1980) señalan que el estudiante es el dueño de su propio proceso de aprendizaje y por ende es quien lo lidera, teniendo en cuenta qué y cómo resolver problemas de aula, tomando la iniciativa para satisfacer sus intereses y conveniencias (p.65).

25) Por favor califique el nivel de relevancia que tienen los siguientes items en su proceso de aprendizaje del inglés, siendo 1 la menor calificación y 5 la mayor calificación.

Descripción (opcional)

Lectura *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¿Por que? *

Texto de respuesta larga

31) ¿Participas en algún club de conversación en inglés? *

- Sí
- No

si tu respuesta es sí, ¿en qué espacios comúnmente participas? *

- Universidad
- Fuera de la universidad
- Ambas

28) ¿los profesores dan total autonomía para escoger temas a presentar y/o actividades a desarrollar en inglés en clase? *

- Sí
- No

Si la respuesta es sí, ¿Cuáles son estos tipos de actividades?

- Exposiciones
- Debates
- Foros
- Textos Escritos
- Otra...

26) ¿ Cada cuanto realizas actividades que tengan que ver con el aprendizaje del idioma inglés? *

- Una hora al día
- Dos horas al día
- Tres horas al día
- Cuatro horas al día
- Otra...

27) ¿Cuáles son las guías de estudio que tu utilizas para fomentar el aprendizaje autónomo de inglés? *

- Libros
- Copias
- Links

29) ¿Con qué frecuencia el profesor hace uso de las lecturas literarias y textos académicos? *

- Nunca
- Rara vez
- A veces
- Casi siempre
- Siempre

30) ¿Considera que usted es quien lidera su proceso de aprendizaje de inglés? *

- Sí
- No

Estrategias de aprendizaje cooperativo

Trabajos en grupos: trabajos de campo, situaciones problemáticas, investigaciones bibliográficas, informes, trabajos de grado, expresión artística. (Pep, 2014, p. 19)

32) ¿Con qué frecuencia los docentes promueven el trabajo en grupo en el aula? *

- Nunca
- Rara vez
- A veces
- Casi siempre
- Siempre

35) ¿Qué tan frecuente los profesores usan debates o mesa redonda como actividad de clase? *

- Nunca
- Rara Vez
- A Veces
- Casi siempre
- Siempre

33) ¿Qué tan a menudo los profesores llevan a cabo actividades de expresión artística (juegos de rol, obras de teatro, coreografías) que promuevan el trabajo cooperativo de los estudiantes? *

- Nunca
- Rara vez
- A veces
- Casi Siempre
- Siempre

34) Del 1 al 5 (teniendo en cuenta 1, calificación mínima y 5 calificación máxima) que tan importante crees que son las actividades en grupo en tu proceso de aprendizaje del inglés? *

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

36) Al finalizar esta encuesta acerca de la estrategia de aprendizaje ¿Cuál o cuáles estrategias utilizadas por los docentes consideras tú que han contribuido más en tu proceso de aprendizaje? *

- Estrategias de comunicación directa
- Laboratorios
- Actitud científica
- Estrategias de aprendizaje individual.
- Estrategias de aprendizaje cooperativo
- Ninguna

Appendix B

Question Concept Table Teacher Questionnaire

PREGUNTA	TEMA DE LA PREGUNTA CATEGORÍA	ESTADO DEL ARTE O REFERENCIA ACADÉMICA
<p>1. ¿Conoce usted el modelo o lineamientos por los que se rige el programa de lic de lenguas modernas de la universidad del cauca?</p> <p>si/no</p>	PEP	
<p>2. ¿Conoce usted qué es considerado como PEP?</p> <p>si/no</p>		
<p>3. ¿Con qué frecuencia usted como profesor menciona el PEP?</p> <p>Nunca Casi Nunca A veces Usualmente Siempre</p>	PEP	
<p>4. ¿Para usted cuál de las siguientes opciones puede ser considerada como la definición del término Estrategias</p> <p>A) acciones que realizada por los docentes están encaminadas a desarrollar los procesos de aprendizaje.</p> <p>B) Learning strategies are special thoughts or behaviours that individuals use to understand, learn or retain new information" O'Malley & Chamot. Cita de cita(Nikolina Božinović1, Joško Sindik2) pag 1</p>		<p>las estrategias pueden ser definidas como las acciones que realizada por los docentes están encaminadas a desarrollar los procesos de aprendizaje. PEP (2018)</p>
<p>5. ¿Para usted qué es el término pedagogía?</p> <p>1) Ciencia que se ocupa de la educación y la enseñanza, especialmente la infantil. (Rae)</p> <p>2) La Pedagogía aparece como una reflexión sobre el quehacer humano. (pep)</p>	PEDAGOGÍA	
<p>6. ¿A través de cual habilidad Considera usted que es mas factible la enseñanza del ingles?</p> <p>T1</p> <p>Reading Listening Writing Speaking</p> <p>Other</p>	PEDAGOGÍA	<p>La Pedagogía aparece como una reflexión sobre el quehacer humano. Lo cierto es que la Pedagogía ha ido adquiriendo cualidades a través de la historia y hoy en día, es parte esencial para considerar en las diferentes actividades del ser humano. La educación específicamente no podría considerarse sin una reflexión pedagógica (Pep, 2014, p.11)</p>

<p>7. Para usted como Profesor, ¿ cuál de estas estrategias sería la más adecuada a la hora de enseñar una segunda lengua? (elegir máximo 2)</p> <ul style="list-style-type: none"> - Direct communication strategies: (lectures, dialogues and readings.) - Individual learning strategies: (readings, study guides, workshops and exercises.) - - Cooperative learning strategies: (field work, problem situations, bibliographic research, reports, graduate work, artistic 		
--	--	--

<p>expression.)</p> <ul style="list-style-type: none"> - Strategies that develop the scientific attitude: (Cooperative work in which the student develops interpretation, analysis and critical sense skills, through seminars, forums, case studies and projects.) - Laboratories: (They allow the development of hearing and visual ability, as well as interaction; student-teacher, teacher-student, 		
---	--	--

<p>student-student).</p>		
<p>8. ¿Con qué frecuencia usted como profesor realiza la presentación de un nuevo contenido a la hora de enseñar inglés?</p> <ul style="list-style-type: none"> - Siempre - Casi siempre -Frecuentemente - Rara vez - Nunca 	<p>Direct communication strategies</p>	<p>Eggen y Kauchak (1999) explican que:</p> <p>la comunicación directa "es un modelo centrado en el maestro que utiliza la explicación y el modelado, enseña conceptos y habilidades, combinando práctica y retroalimentación.</p> <p>Esto se centra en el maestro, ya que asume la responsabilidad de identificar el objetivo de la clase y luego desempeña un papel activo en la explicación del contenido o las habilidades a los estudiantes. (Sanhueza, 2012, Prr. 2)</p>

<p>9.¿Con qué frecuencia usted como profesor realiza ejercicios de manera guiada junto con los estudiantes a la hora de enseñar inglés?</p> <ul style="list-style-type: none"> - Siempre - Casi siempre -Frecuentemente - Rara vez 	<p>Direct communication strategies</p>	<p>Eggen y Kauchak (1999) plantean que el docente es quien tiene el rol principal en la comunicación directa, sin embargo, es necesario aclarar que el alumno también cumple un rol, que es recibir los conocimientos del docente y ponerlos en práctica. practicar de manera correcta y adecuada ((Sanhueza, 2012, Prr.2)</p>
--	--	--

- Nunca		
<p>10) ¿Realiza usted, ejercicios de manera independiente que permitan mejorar la enseñanza del inglés?</p> <p>si/no</p> <p>Si tu respuesta fue sí, ¿qué tipos de ejercicios realizas?</p> <p>*Ejercicios de escucha</p> <p>*Diálogos</p> <p>*lecturas</p>		

*Otro/escribir respuesta		
<p>11) ¿Con qué frecuencia usted como profesor realiza ejercicios de manera independiente a la hora de enseñar inglés en clase?</p> <p>- Siempre</p> <p>- Casi siempre</p> <p>-Frecuentemente</p> <p>- Rara vez</p> <p>- Nunca</p>	Direct communication strategies	
<p>12) ¿Con qué frecuencia usted como profesor utiliza lecturas como apoyo en el proceso de enseñanza del inglés?</p> <p>- Siempre</p> <p>- Casi siempre</p> <p>-Frecuentemente</p> <p>- Rara vez</p> <p>- Nunca</p>		

<p>13. ¿usted como profesor fomenta ejercicios de speaking entre estudiantes para practicar el inglés en clase?</p> <p>si/no</p> <p>Si la respuesta es "sí", con qué frecuencia se realiza este tipo de ejercicios?</p> <p>- Siempre</p> <p>- Casi siempre</p> <p>-Frecuentemente</p> <p>- Rara vez</p>	Direct communication strategies	
---	---------------------------------	--

<p>14. ¿conoce usted si la lic de lenguas Modernas posee laboratorios donde los estudiantes puedan llevar a cabo la práctica de habilidades como: el listening,</p>		
<p>or reading a la hora de aprender inglés? si/no Si tu respuesta es sí, ¿cuáles son los tipos de laboratorio que conoces? a) sala de computo b) el profesor utiliza un portátil y un parlante para realizar la clase c) otro/escribir respuesta</p>		
<p>15. ¿Con qué frecuencia usted como profesor utiliza los laboratorios de idiomas para las prácticas de inglés? - Siempre - Casi siempre - Frecuentemente - Rara vez - Nunca</p>	<p>Labortorios</p>	<p>“Los laboratorios 14 permiten el desarrollo de la capacidad auditiva y visual, así como la interacción; estudiante-profesor, profesor-estudiante, estudiante-estudiant e”. (Pep,2014,p.21)</p>
<p>16. ¿Utiliza usted los laboratorios de idiomas en su tiempo libre ? Nunca Casi Nunca A veces Usualmente Siempre</p>		
<p>17 ¿Considera usted que a los laboratorios se les da un uso optimo a la hora de realizar actividades de practica del ingles con los estudiantes ¿Por qué?</p>		
<p>18.¿ Considera Usted que el tiempo de clase que los estudiantes pasan en los laboratorios es pertinente? si/no</p>		

<p>19. ¿ustedes Como docentes ofrecen con frecuencia a los estudiantes nuevas estrategias de investigación que les permitan mejorar su aprendizaje?</p> <p>si/no</p> <p>Si la respuesta es sí, mencione una.</p>	<p>Actitud científica (PEP,2014.p 18)</p>	<p>According to "Ezequiel Ander-egg (2012) defines the scientific attitude, as the predisposition to stop in front of things to try to unravel them. That is, they base their analytical studies on observation in order to reach a conclusion"</p>
<p>20. ¿usted como docente realiza actividades como; foros, seminarios o proyectos durante las clases?</p> <p>- Siempre</p> <p>- Casi siempre</p> <p>-Frecuentemente</p>		

<p>- Rara vez</p> <p>- Nunca</p>		
<p>21. Por favor, califique el nivel de relevancia que tienen los siguientes ítems en su proceso de enseñanza de otro idioma. siendo 1 la menor calificación y 5 la mayor calificación.</p> <p>Lectura</p> <p>Talleres</p> <p>Workshops</p>	<p>Individual Learning Strategies.</p>	<p>Nunan (1992) en Hernández y Vergara (2005), Breen y Candlin (1980) señalan que el estudiante es el dueño de su propio proceso de aprendizaje y por ende es quien lo lidera, teniendo en cuenta que y como resolver problemas de aula, teniendo la iniciativa para satisfacer sus intereses y convivencias (p.65)</p>
<p>22. ¿ Realiza usted como profesor actividades que tengan que ver con el aprendizaje del idioma inglés?</p> <p>Una hora al día Dos horas al día.</p>		

<p>Tres horas al día</p> <p>Cuatro horas al día.</p>		
<p>23. ¿Cuales son las guías de estudio(LIBROS, COPIAS,LINKS) que sugieres como profesor para fomentar el aprendizaje autónomo de los estudiantes de inglés?</p>		
<p>24 ¿usted como profesor da total autonomía para escoger temas a presentar y /o actividades a desarrollar en inglés en clase ?</p> <p>si/no</p>	<p>DUEÑO DE SU PROPIO PROCESO DE APRENDIZAJE</p> <p>PEP.</p>	

<p>Si la respuesta es sí, ¿cuáles son estos tipos de actividades?</p> <p>a)exposiciones</p> <p>b)debates</p>		
--	--	--

<p>c)foros</p> <p>d) textos escritos</p>		
<p>25.¿Con qué frecuencia usted como docente hace uso de las lecturas literarias y textos académicos ?</p> <ul style="list-style-type: none"> - Siempre - Casi siempre -Frecuentemente - Rara vez - Nunca 		
<p>26.¿Considera usted que el estudiantes es quien lidera su proceso de aprendizaje de inglés ?</p> <p>sí/no ¿por qué?</p>		

<p>27.¿Participas como docente en algún club de conversación en inglés?</p> <p>sí/no</p> <p>Si tu respuesta es sí, en qué espacios comúnmente participas?</p> <p>a) Universidad</p> <p>b)fuera de la universidad</p> <p>c)ambas.</p>	<p>PEP</p>	<p>ESTADO DEL ARTE</p>
<p>28.¿Con qué frecuencia usted como docente promueve el Trabajo cooperativo(los Estudiantes trabajan en grupos para realizar tareas</p>	<p>Cooperative Learning Strategies</p>	<p>The use of cooperative learning strategies in social studies instruction represents a natural match of method and substance. That is, cooperative</p>

<p>de manera</p> <p>colectiva o grupal)</p> <p>en el aula?</p> <p>siempr</p> <p>casi siempre</p> <p>rara vez</p> <p>nunca</p>		<p>learning provides</p> <p>the perfect vehicle</p> <p>understand and</p> <p>experience many of the essential</p> <p>concepts and values embedded in the</p> <p>social studies</p> <p>curriculum</p> <p>https://www.tandfonline.com/doi/abs/10.1080/1057356970130104</p>
---	--	---

<p>29. ¿Que tan a menudo usted como profesor lleva a cabo actividades de expresión artística que promuevan el trabajo cooperativo de los estudiantes ?nunca ocasionalmente casi siempre siempre del 1 al 5(teniendo en cuenta 1, calificación mínima y 5 calificación máxima) que tan importante crees que son estas actividades en tu proceso de aprendizaje del inglés?</p>		
---	--	--

<p>3¿Qué tan frecuente usted como profesor usa debates o mesa redonda como actividad de clase,</p> <ul style="list-style-type: none"> - Siempre - Casi siempre -Frecuentemente - Rara vez - Nunca 		
--	--	--

Sección 1 de 9

Pedagogical strategies on communicative competence (Profesores)

Estimados estudiantes y profesores. Somos un grupo de estudiantes de octavo semestre del Programa de Licenciatura en Lenguas Modernas Inglés y Francés sede Santander, cuyo tema de investigación está enfocado en describir su sobre las estrategias pedagógicas utilizadas en la enseñanza y aprendizaje de lenguas extranjeras en el programa de licenciatura en lenguas modernas de la Universidad del Cauca sede norte en Santander de Quilichao, Cauca y aclaramos que los datos obtenidos mediante esta encuesta se tratarán con reserva, no serán divulgados públicamente y serán manejados dentro de un acuerdo estricto de confidencialidad. Gracias.

Este formulario registra automáticamente los correos de los usuarios de Universidad del Cauca. [Cambiar configuración](#)

Desear continuar? Varias opciones

Sección 2 de 9

Información Personal

Descripción (opcional)

Nombre y apellidos completos *

Texto de respuesta corta

Grupo etario (edad) *

Texto de respuesta corta

Después de la sección 2 Ir a la siguiente sección

7) Para usted, ¿cuál de estas estrategias son las más adecuadas a la hora de enseñar una segunda lengua? (elegir máximo 2)

Estrategias de comunicación directa: (conferencias, diálogos y lecturas).

Estrategias de aprendizaje individuales: (lecturas, guías de estudio, talleres y ejercicios).

Estrategias de aprendizaje cooperativo: (trabajo de campo, situaciones problemáticas, investigación bibliográfica).

Estrategias que desarrollan la actitud científica: (Trabajo cooperativo en el que el alumno desarrolla habilidades).

Laboratorios: (Permiten el desarrollo de la capacidad auditiva y visual, así como la interacción; alumno-p...

Después de la sección 3 Ir a la siguiente sección

Sección 4 de 9

Estrategias de comunicación directa

Desear continuar? Varias opciones

Sí

No

Añadir opción o añadir respuesta "Otro"

obligatorio

Después de la sección 1 Ir a la siguiente sección

Sección 2 de 9

Información Personal

Sección 4 de 9

Estrategias de comunicación directa

Eggen y Kauchak (1999) explican que: "La comunicación directa es un modelo centrado en el maestro que utiliza la explicación y el modelado, enseña conceptos y habilidades, combinando práctica y retroalimentación. Esto se centra en el maestro, ya que asume la responsabilidad de identificar el objetivo de la clase y luego desempeña un papel activo en la explicación del contenido o las habilidades a los estudiantes. (Sanhueza, 2012, Prr. 2)

8) ¿Cómo docente, con qué frecuencia realiza la presentación de un nuevo contenido a la hora de enseñar inglés?

Nunca

Rara vez

A veces

Casi siempre

Siempre

Sección 3 de 9

Programa educativo del proyecto pedagógico(PEP)

Descripción (opcional)

1) ¿Cómo docente, conoce acerca del modelo o lineamientos por los que se rige el programa de Lic de Lenguas Modernas de la Universidad del cauca?

Yes

No

2) ¿Conoce la definición del PEP? *

Sí

No

Otra...

11) Si tu respuesta fue sí, ¿Qué tipos de ejercicios les ofrece?

Ejercicios de escucha

Diálogos

Lecturas

Otra...

12) ¿Con qué frecuencia ofrece ejercicios de manera independiente a los estudiantes a la hora de enseñar inglés en clase?

Nunca

Rara vez

A veces

Casi Siempre

Siempre

5) ¿Cuál de las dos opciones a continuación, considera que se acerca más a la definición de pedagogía?

Ciencia que se ocupa de la educación y la enseñanza, especialmente la infantil.

La pedagogía aparece como una reflexión sobre el quehacer humano.

6) ¿A través de cual de las siguientes habilidades considera que es más eficiente en la enseñanza del inglés?

Reading

Listening

Writing

Speaking

Otra...

9) ¿Con qué frecuencia usted como profesor realiza ejercicios de manera guiada junto con los estudiantes a la hora de enseñar ?

Nunca

Rara vez

A veces

Casi siempre

Siempre

10) ¿Ofrece a sus estudiantes ejercicios que de manera independiente permitan mejorar su nivel de inglés o francés?

Sí

No

13) ¿Con qué frecuencia usted como profesor realiza el uso de lecturas como apoyo en el proceso de enseñanza de un idioma extranjero?

Nunca

Rara vez

A veces

Casi Siempre

Siempre

14) ¿Usted como maestro promueve ejercicios de habla entre estudiantes para practicar el inglés en clase?

Sí

No

15) Si la respuesta es "sí", ¿con qué frecuencia se realizan este tipo de ejercicios?

Nunca

Rara Vez

A veces

Casi siempre

Siempre

Después de la sección 4 Ir a la siguiente sección

Sección 5 de 9

Actividad de aprendizaje

Sección 5 de 9

Laboratorios

Los laboratorios permiten el desarrollo de la capacidad auditiva y visual, así como la interacción, estudiante-profesor, profesor-estudiante, estudiante-estudiante. (Pep, 2014, p. 19)

16) ¿Conoce usted si el programa de Lic de Lenguas Modernas posee laboratorios donde puedas fomentar como profesor la práctica de habilidades como: escucha o lectura a la hora de aprender un idioma extranjero?

Sí

No

17) Si tu respuesta es "sí", ¿cuál sería el tipo de laboratorio que conoces?

Sala de computo

El profesor utiliza un portátil y un parlante para realizar la clase

Otra...

18) ¿Con qué frecuencia usted como profesor utiliza los laboratorios para las prácticas de idioma?

Nunca

Rara Vez

A veces

Casi Siempre

Siempre

19) ¿Cada cuanto considera que los estudiantes deben utilizar los laboratorios de idiomas en su tiempo libre?

Nunca

Rara Vez

A Veces

Casi siempre

Siempre

20) ¿Consideras que a los laboratorios se les da un uso óptimo a la hora de realizar actividades que aporten a la práctica de los estudiantes de un idioma extranjero?

Sí

No

¿Por que? *

Texto de respuesta larga

21) ¿Considera que el tiempo de clase que los estudiantes pasan en los laboratorios es pertinente?

Sí

No

Sección 6 de 9

Actitud científica

Trabajo cooperativo en el cual el estudiante desarrolla competencias de interpretación, análisis y sentido crítico, a través de seminarios, foros, estudio de casos y proyectos(Pep, 2014 p. 19)

22) ¿Usted como docente ofrece con frecuencia a los estudiantes nuevas estrategias de investigación que les permitan mejorar su aprendizaje?

Sugerencias: No

Sí

Añadir opción o añadir respuesta "Otro"

Si la respuesta es sí, mencione una.

Texto de respuesta larga

Obligatorio

23) ¿Usted como docente realiza actividades como: foros, seminarios o proyectos durante las clases?

Sí

No

Si la respuesta es sí, selecciona cuales son estas actividades

Foros

Seminarios

Proyectos

Otra...

24) ¿Qué tan a menudo usted como docente realiza los tipos de actividades mencionadas anteriormente?

Nunca

Rara Vez

A Veces

Casi Siempre

Siempre

Después de la sección 6 Ir a la siguiente sección

Actividad de aprendizaje

Sección 7 de 9

Estrategias de aprendizaje individual.

Nunan (1992) en Hernández y Vergara (2005), Breen y Candlin (1980) señalan que el estudiante es el dueño de su propio proceso de aprendizaje y por ende es quien lo lidera, teniendo en cuenta qué y cómo resolver problemas de aula, tomando la iniciativa para satisfacer sus intereses y conveniencias (p.65).

25) Por favor califique el nivel de relevancia que usted como docente considera que tienen los siguientes ítems en el proceso de enseñanza de otro idioma. Siendo 1 la menor calificación y 5 la mayor calificación.

Descripción (opcional)

Lectura *

1 2 3 4 5

26) ¿Cuánto tiempo sugiere que los estudiantes deberían realizar actividades que tengan que ver con el aprendizaje de un idioma extranjero?

Una hora al día

Dos horas al día

Tres horas al día

Cuatro horas al día

Otra...

27) ¿Cuáles son las guías de estudio que usted utiliza para fomentar el aprendizaje autónomo de un idioma extranjero?

Libros

Copias

Links

Otra...

28) ¿Usted como profesor da total autonomía para escoger temas a presentar y/o actividades a desarrollar en el aprendizaje de un idioma extranjero en clase?

Sí

No

Si la respuesta es sí, ¿Cuáles son estos tipos de actividades?

Exposiciones

Debates

Foros

Textos Escritos

Otra...

29) ¿Con qué frecuencia usted como profesor hace uso de las lecturas literarias y textos académicos en la enseñanza de un idioma extranjero?

Nunca

Rara vez

A veces

Casi siempre

Siempre

30) ¿Considera que el docente es quien lidera el proceso de aprendizaje del estudiante de un idioma extranjero?

Sí

No

¿Por qué? *

31) ¿Acompaña o has acompañado la participación de los estudiantes en algún club de conversación en inglés?

Sí

No

Si tu respuesta es sí, ¿en qué espacios comúnmente participas?

Universidad

Fuera de la universidad

Ambas

Después de la sección 7 Ir a la siguiente sección

Sección 8 de 9

Estrategias de aprendizaje cooperativo

Descripción (opcional)

32) ¿Con qué frecuencia usted como docente promueve el trabajo en grupo en el aula?

Nunca

Rara vez

A veces

Casi siempre

Siempre

33) ¿Qué tan a menudo usted como profesor lleva a cabo actividades de expresión artística (juegos de rol, obras de teatro, coreografías) que promuevan el trabajo cooperativo de los estudiantes?

Nunca

Rara vez

A veces

Casi Siempre

Siempre

34) Del 1 al 5 (teniendo en cuenta 1, calificación mínima y 5 calificación máxima) que tan importante crees que son las actividades en grupo en el proceso de aprendizaje de los estudiantes de un idioma extranjero?

1 2 3 4 5

Después de la sección 8 Ir a la siguiente sección

35) ¿Qué tan frecuente usted como docente utiliza debates o mesa redonda como actividad de clase?

Nunca

Rara Vez

A Veces

Casi siempre

Siempre

Sección 9 de 9

Opinión Reflexiva

Descripción (opcional)

36) Al finalizar esta encuesta acerca de la estrategia de aprendizaje ¿Casi o cuáles estrategias consideras usted que son eficientes en el proceso de enseñanza de los estudiantes de la Lic. de Lenguas Modernas?

Estrategias de comunicación directa

Laboratorios

Actitud científica

Estrategias de aprendizaje individual

Estrategias de aprendizaje cooperativo

Ninguna

Appendix C.

Survey Piloting

Following the opinions of a professor and two students of the ninth and tenth semester of bachelor degree in modern languages at the University of Cauca was made known. The idea

was to send them the survey carried out in the Emphasis class, to take into account their opinions and from these make changes required to obtain a satisfactory survey and an adequate data collection instrument that allows meeting the needs of this investigative work.

Teacher: About the survey I have some observations, in question number one there is no need to say that, in question number 6, I do not know if the rest of the direction of the survey follows, because only English is spoken, and the work of the degree is called and it has to do with pedagogical learning strategies in the foreign language, so from question number 6 onwards, everything has to say learning languages or foreign languages and not only speak English. Question number 19 is addressed to students, it has to be removed. Finally I can only say that the survey is excellent, and there you have a good input to start working and voila, I congratulate you, the survey was very good.

Student of 9 Semester: As for me, it is well done if you always answer what the degree work is needed, I think there was a section where one if you wanted answered no and in the other there was no need, but there is an option in the which forced you to answer, so I had to change my answer at that moment, because it seemed better to me, it was to change it and put something to not put anything, but the rest of all the questions seemed pertinent.

Student of 10 Semester: The interview was very specific and timely. There are questions in which the participant asks "In this item should I answer? Being so specific and complete, it may become long and tedious. Honestly, I think it is very specific, but hey. It uses terms that are sometimes not handled very well, but it does not mean that I do not know them, since these topics are from our university environments.

At the end of the piloting, we were able to account for small errors found both in the survey that was directed to the students and in the one that was directed to the teachers, thanks to this, the necessary adjustments were made so that this survey is taken into account as an

optimal data collection instrument for our work