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TÍTULO COMPLETO DEL TRABAJO: Implementation of English Learning Devices for the Teaching of English with Specific Purposes in Four undergraduate Programs at Universidad Surcolombiana.

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Inglés: *Keywords: Virtual Learning Objects (VLO), English courses, linguistic competencies, Information and Communication Technologies (ICT).*

RESUMEN DEL CONTENIDO: (Máximo 250 palabras)

En esta investigación, los estudiantes del Programa de Licenciatura en Inglés de la Universidad Surcolombiana implementaron Objetos Virtuales de Aprendizaje (OVA) para atender las necesidades específicas de cuatro Cursos Institucionales de Inglés (CII). Para lograr tal objetivo, los estudiantes del programa de inglés hicieron uso de las Tecnologías de la Información y la Comunicación (TIC) creando Escenarios Virtuales de Aprendizaje (EVA), que brindaron a los estudiantes pertenecientes a diferentes programas, contenidos y materiales para aprender no solo el inglés como asignatura general, si no relacionándolos con temas específicos según cada programa.

En primer lugar, el estudio presentó la primera fase en la que se realizó el diseño de cuatro prototipos de Objetos Virtuales de Aprendizaje (OVA) que fueron probados con estudiantes de cuatro programas de pregrado. Cada EVA incorporó las seis competencias lingüísticas las cuales incluyeron dos

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actividades y cuatro tareas alineadas con los niveles A2 y B1 propuestos en el Marco Común Europeo de Referencia (MCER). La segunda fase evaluó la percepción de los primeros prototipos de los EVA por parte de los alumnos de cuatro CII diferentes, con el fin de introducir las modificaciones sugeridas. En la tercera fase probamos el prototipo modificado con estudiantes y medimos el impacto logrado con el trabajo realizado de los EVA utilizados con estudiantes de pregrado de la Universidad. Finalmente, presentamos las conclusiones y recomendaciones alcanzadas.

ABSTRACT: (Máximo 250 palabras)

In this research study, students in the English Language Teaching Program of Universidad Surcolombiana aimed to implement Virtual Learning Objects (VLO) for specific needs in four University Institutional English Courses (UIEC). To accomplish such a goal, English program students used Information and Communication Technologies (ICT) to conceive English Learning Device (ELD) that provided students who belong to different programs, contents, and materials to learn not just English as a general subject but related to specific needs according to each program.

First, the study presented the first phase in which the design of four Virtual Learning Objects (VLO) prototypes took place to test them with students from four undergraduate programs. Each ELD included the six linguistic competencies which in turn contained two activities and four tasks aligned to A2 and B1- levels proposed in the Common European Framework of Reference (CEFR, 2018). The second phase evaluated the perception of the first prototypes of the VLOs by the students of four different UIECs; thus, we introduced modifications suggested. In the third phase, we tested the modified prototype with students and measured the impact achieved by the VLOs used with undergraduate students of the University. Finally, we presented the conclusions and recommendations reached.

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Implementation of English Learning Devices for the Teaching of English with Specific Purposes in Four undergraduate Programs at Universidad Surcolombiana.

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January 18th, 2023

Table of contents

 AprenAp

Learning to Learn...

Surcolombiana University

TICyTAC

IRG

INCUBATOR RESEARCH GROUP

Table of figures

Table of graphs

Table of Annexes

Abstract

In this research study, students in the English Language Teaching Program of Universidad Surcolombiana aimed to implement Virtual Learning Objects (VLO) for specific needs in four University Institutional English Courses (UIEC). To accomplish such a goal, English program students used Information and Communication Technologies (ICT) to conceive English Learning Devices (ELD) that provided students who belong to different programs, contents, and materials to learn not just English as a general subject but related to specific needs according to each program. First, the study presented the first phase in which the design of four English Learning Devices (ELD) prototypes took place to test them with students from four undergraduate programs. Each ELD included the six linguistic competencies which in turn contained two activities and four tasks aligned to A2 and B1- levels proposed in the Common European Framework of Reference (CEFR, 2018). The second phase evaluated the perception of the first prototypes of the ELDs by the students of four different UIECs; thus, we introduced modifications suggested. In the third phase, we tested the modified prototype with students and measured the impact achieved by the ELD used with undergraduate students of the University. Finally, we presented the conclusions and recommendations reached.

Keywords: Virtual Learning Objects (VLO), English courses, linguistic competencies, Information and Communication Technologies (ICT).

Resumen

 En esta investigación, los estudiantes del Programa de Licenciatura en Inglés de la Universidad Surcolombiana tuvieron como objetivo implementar Objetos Virtuales de Aprendizaje (OVA) para las necesidades específicas de cuatro Cursos Institucionales de Inglés (CII). Para lograr tal objetivo, los estudiantes del programa de inglés hicieron uso de las Tecnologías de la Información y la Comunicación (TIC) creando Escenarios Virtuales de Aprendizaje (EVA), que brindaron a los estudiantes pertenecientes a diferentes programas, contenidos y materiales para aprender no solo el inglés como asignatura general, si no relacionándolos con temas específicos según cada programa. En primer lugar, el estudio presentó la primera fase en la que se realizó el diseño de cuatro prototipos de Objetos Virtuales de Aprendizaje (OVA) que fueron probados con estudiantes de cuatro programas de pregrado. Cada EVA incorporó las seis competencias lingüísticas las cuales incluyeron dos actividades y cuatro tareas alineadas con los niveles A2 y B1 propuestos en el Marco Común Europeo de Referencia (MCER). La segunda fase evaluó la percepción de los primeros prototipos de los EVA por parte de los alumnos de cuatro CII diferentes, con el fin de introducir las modificaciones sugeridas. En la tercera fase probamos el prototipo modificado con estudiantes y medimos el impacto logrado con el trabajo realizado de los EVA utilizados con estudiantes de pregrado de la Universidad. Finalmente, presentamos las conclusiones y recomendaciones alcanzadas.

Palabras clave: objetos virtuales de aprendizaje (ova), cursos institucionales de inglés (cii), competencias lingüísticas, tecnologías de la información y la comunicación (TIC).

Introduction

The process of globalization has positioned English as the official language of communication for different purposes. In the educational field, being proficient in the English language is necessary to be involved in the professional knowledge world. For that reason, students are bound to reach proficiency levels set by the Ministry of education to consolidate English language proficiency in higher education. Considering the professional and personal reasons why students need to learn English, it is necessary to create meaningful experiences to provide students with enjoyable learning experiences so that they link the English language as a means of communication and interaction.

The XXI century is considered the most important of all in terms of technological advance, everything is just a click away, and hundreds of thousands of files and sources of information can be easily reached from a computer in the comfort of home. Undoubtedly, in the education field, the use of technological devices contributes to the improvement of the learning process, especially regarding the acquisition of a second language.

For that reason, in this research, students of the English Bachelor Program at Surcolombiana University aim to implement Virtual Learning Objects (OVA) for the specific needs of four Institutional English Courses (IIC). To achieve this goal, students of the English program will use Information and Communication Technologies (ICT) to create virtual learning scenarios (VLS). In that sense, students of the English program provide the other selected courses of the different programs with content and materials to learn not only English as a general subject but also related to specific topics according to the syllabus of each one.

Problem Statement

This research project came up from a previous analysis of micro diagnosis carried out among Interlingua students of Surcolombiana University in the periods 2020-1 and 2020-2. The first survey was completed by 391 participants as follows:

78.3% confirmed that the teacher always implemented different strategies, 82.9% agreed that the teacher always encouraged active participation, and 81.3% considered that an appropriate methodology was always used. Regarding the support material, 81.1% stated that pedagogical material was always used for the class, and 36.8% had an excellent perception of the teaching of English through virtual means. As contrasted to the second survey in the 2020-2 period, which was responded by 544 participants, the results were, 72.2%, 80.5%, 77%, 81.3% and 39.2% respectively. This analysis allowed us to conclude that there is a lack of digital methodologies that help the acquisition of the English foreign language with specific purposes and needs of the different student communities at Surcolombiana University in remote settings; since, the comparison of the results of both studies showed a considerable decrease in key aspects of the methodology in the ELD previously mentioned, although there was an increase of 39.2% of the participants between the two periods mentioned previously.

In addition, taking into account the experiences that students had with remote settings at the local level, it may be mentioned some international research studies, such as "*What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction*" developed in Taiwan, written by Sun et al. (2008), in which they affirmed that virtual learning has had failures due to aspects such as the quality of the courses, and the diversity of perceptions hand in hand with the adaptation to this type of education. Furthermore, the article

"Impact of modern technology in education" written by Raja and Nagasubramani (2018), taking India as a context, showed that society increasingly demands the use of technological devices in education, but to achieve this, the authors presented two barriers to meeting the goal. The first is related to the various complications that society itself allows, such as lack of time, access, and resources. The second is related to the attitudes that people have towards this type of change, especially teachers since they "do not always have positive attitudes towards computers and their poor attitudes may lead to a failure of the computer-based projects" (p. 34). Finally, the research carried out in the country Ghana, called *"The role of e-learning, advantages, and disadvantages of its adoption in higher education"* written by Arkorful and Abaidoo (2015), in which showed that although there are some advantages to virtual education, such as flexibility of time and place, cost reduction and encourage self-pacing by the learners, it also exposed a great disadvantage concerning to the effectiveness of the e-learning in some specific educational fields. Thus, it demonstrated that the problems found at the local level have been also frequent in other contexts.

Besides, it reinforced the need for virtual methodologies that made language acquisition for specific purposes a simpler process because, on the one hand, students could acquire a high degree of motivation while enjoying alternative educational strategies to learn the language. Besides, they had as a central axis the specific contents of the curricula of their university programs. On the other hand, teachers could appropriate these didactic methodologies as part of their syllabus or as extracurricular activities to improve teaching and learning experiences in a world that is becoming a metaverse.

Research Question

To what extent does the application of English Learning Devices (ELD) contribute to the learning of a foreign language for specific purposes in the four selected programs at Universidad Surcolombiana (Agroindustrial Engineering, Bachelor of Arts Education, Law and Medicine)?

Research Objective

Main Objective

Implement English Learning Devices (ELD) with students from the faculties of education, engineering, health, and laws to incorporate English for Specific Purposes (ESP) strategies in the Institutional English Courses at Surcolombiana University.

Specific Objectives

- Implement English Learning Devices (ELD) with students from the faculties of education, engineering, health, and laws to incorporate English for Specific Purposes (ESP) strategies in the Institutional English Courses at Surcolombiana University.

- Test the English learning strategy with English Learning Devices (ELD) among institutional English students from four undergraduate degrees.

- Evaluate the perception of English Learning Devices (ELD) used by students of institutional English from four undergraduate degrees.

- Establish whether the ELD approach implemented with undergraduate students of the University was useful or not.

Rationale

Setting and Rationale

The main purpose of this incubator was to design and implement Virtual Learning Objects (VLO) that facilitated the process of development and acquisition of the English foreign language with specific purposes and needs of students from four undergraduate programs: Agroindustrial Engineering, Bachelor of Arts, Law, and Medicine of the Universidad Surcolombiana. In addition, the implementation of the VLO strategy allowed evaluation of the perception, and relevance of these modules among the university community of the targeted undergraduate degrees. Finally, it was possible to establish active learning and improved motivation, by giving the students the possibility to enjoy a variety of teaching resources that could favor the process of acquisition and development of learning English in the context of technology-mediated teaching that had shown enormous potential in the current health situation.

Theoretical Framework

The ICT in the Educational Context

With the arising of the Modern World, the quick development and implementation of technology have had an important impact on our lives. The role of technology could be seen as the basis of every country's economy and its progress in today's world. According to Raja and Nagasubramani (2018), "an economy which is poor in technology can never grow in today's scenario. This is because technology makes our work much easier and less time consuming" (p. 33).

In the field of education, the implementation of Information and Communications Technology *(ICT)* has facilitated access to knowledge and improved the relevance and quality of education. As Tinio (2002) states "ICT has a tremendous impact on education in terms of acquisition and absorption of knowledge to both teachers and students" (as cited in Raja & Nagasubramani, 2018, p. 34). Since ICT promotes *Active Learning,* students can choose what to learn at their own pace, and work on real-life situation problems; *Cooperative Learning* is where there is interaction and cooperation among students and teachers regardless of the distance between them. Moreover, ICT fosters *Creative Learning* and *Integrative Learning* in the manipulation of existing information for creating one's knowledge, and by focusing not only on theoretical work but also on practical; that is adopting an integrative approach (Raja & Nagasubramani, 2018, p. 34).

Implementing ICT in the educational sector has resulted in some great advantages that in agreement with Ghavifekr and Rosdy (2015):

Students will benefit from ICT integration where they are not bound to the limited curriculum and resources; instead, hands-on activities in a technology-based course are

designed to help them to stimulate their understanding of the subject. It also helps teachers to design their lesson plans in an effective, creative, and interesting approach that would result in students' active learning (p. 176).

Virtual Learning Environments

Virtual learning environments have been implemented in a lot of schools and universities because they make the learning process simpler, faster, and more entertaining.

The high levels of flexibility in terms of time, place, and space offered by Virtual Learning Environments (VLE) may be a further source of motivation for mature non-traditional students who have work or family constraints. VLEs require all participants to interact extensively with computers. In such a learning environment, individuals who are comfortable with technology and who have positive attitudes toward it should thrive due to low levels of anxiety and likely excitement with the learning environment. Previous experience with a VLE may also be an antecedent of success (Piccoli et al., 2001, p. 405).

Furthermore, according to Gradler (as cited in Piccoli et al., 2001) "technology may also help to increase teacher/student interaction, and to make learning more student-centered. It also allows course designers to break boundaries of the traditional classroom while maintaining a high level of connectivity and interaction among participants" (pp. 403-409).

Educational Strategies

Currently, there are many educational strategies implemented to promote the student's learning and to help the development of cognitive processes. Therefore, one of these educational strategies for teaching a foreign language for specific purposes is the application of a didactic sequence *(DS)* to achieve meaningful learning. According to Pardo et al. (2013):

A didactic sequence is a group of learning activities set in a specific order which takes into account the student's progress. The didactic sequence starts with an initial production; it is followed by a series of workshops and ends up with a final production (p. 2).

Consequently, a didactic sequence allows us to apply educational content to the objective we want to achieve. For this, the teacher takes into account the student's previous knowledge, integrates it, and evaluates it according to his/her purpose. In addition, a good way to design a DS can be in the technological field with the help of *ICT*. New technologies in education promote greater opportunities to acquire and generate basic knowledge where digital resources are used to expand learning. As reported by Cortés (2012):

Conceptual content has certain characteristics that encourage the development of specific skills and, in turn, technological resources also have certain characteristics that encourage the development of certain skills. Therefore, when thinking about ICT as a resource for learning, it is necessary to think about its relationship with the conceptual contents and skills proposed, in an articulated way. (p. 2)

In this sense, using ICT to develop didactic sequence as an innovative resource and authentic material will favor meaningful learning among students. For that reason, any authentic material brought into the classroom will be well received as long as it is adapted to the needs and interests of the learners.

English for Specific Purposes

The emergence of English for Specific Purposes in the late 1960s was a phenomenon that was growing out of several converging trends. Since English was seen as the language of technology and commerce after the Second World War, it created a new generation of learners

who knew why they were learning the language -English- (Hutchinson & Waters, 1987, p. 6). Some of them wanted to use the language for business, exchange products, keep up in contact with the new developments in their respective fields, study and communicate with other people, etc. Therefore, the term *ESP* started to become important as the teaching/learning of English was specialized in subjects adjusted to the learners' needs.

Wright (1992) defines ESP as the "type of language learning which has its focus on all aspects of language pertaining to a particular field of human activity" (as cited in Tahir, 2009, p. 97). According to Tahir (2009), learners may have different interests and needs; these would have a relevant influence on their motivation to learn a second language, and thus, on the effectiveness of their learning (p. 8). The learner-centered approach that handles ESP allows the better and faster acquisition of the language because it focuses on *what* the students learn rather than *how* they learn; that is, "all decisions as to content and method are based on the learner's reason for learning" (Hutchinson & Waters, 1987, pp. 2-19).

Moreover, the standard way of achieving this is to take information from the learners' specialist area. For instance, information about biology for biology students, business strategies for business students, etc. (Hutchinson & Waters, 1987, p. 8). In this way, ESP will serve as a basis for the development of this project owing to the *Virtual Learning Objects* designed to respond to the specific needs of four different UIEC.

Microteaching

Microteaching (MT) is one of the many strategies for improving the educational process with specific characteristics as mentioned (Campos, 2005):

Broadly speaking, it can be said that MT consists of simplifying the conditions of a classroom, allowing a teacher to instruct a small group of students for a short time, and

trying to practice a specific skill when teaching. At the same time, the "class" is recorded on a videotape. At the end of the class, the teacher can use the film as a source of feedback to analyze their behavior and the elements of attention at the time of the session can be: the students, the conditions, the resources used, the techniques, and the teacher's reflection on their performance (p.1).

This educational strategy aims to develop new ways to achieve content teaching not only to facilitate knowledge but also to evaluate the educational process. For this, the individual in charge of implementing this procedure is the teacher as the first mediator of knowledge. According to (Nieto & Ramón, 2014):

Higher education plays a decisive role in providing individuals with the elements that allow them to respond satisfactorily to the demands of the international productive concert. To achieve this, it is necessary that teachers reassess the forms of teaching they use, and that they are trained and updated so that they can contribute efficiently to the demands of globalized education. (p.1)

Thereby, MT is an innovative form where the educational process is researched and modified with the help of both teachers and students. All this is to improve education with the aid of new resources implemented in the classroom. This means it is an enriching procedure where the instructor achieves a good teaching practice and the learner becomes able to face real-life situations focusing only on a specific skill.

Microlearning

The educational field has recognized that the way people learn is changing; hence, educators are embracing emerging technologies to leverage learning opportunities for their

students that are focused on specific learning outcomes and offer ways for learners to be in control of what and when they learn.

One such innovative pedagogy is the practice of microlearning (ML) according to Hug (as cited in Shatte & Teague, 2001), "microlearning is the delivery of learning sessions or activities of shorter duration than traditional teaching delivery; its principles overlap with technology-assisted learning and ubiquitous learning through the use of short videos, context-awareness, mobile and distributed delivery" (p.3).

Moreover, recent educational studies have explored the positive impacts of microlearning, demonstrating its effectiveness in higher education that is reflected in students' outcomes on a cognitive and motivational level. According to Mohammed et al. (2018):

> Using Micro-learning can improve a student's learning ability by up to 18% compared to traditional methods. Also, students were excited about learning and motivated to gain more knowledge during the lessons. Furthermore, the study seems to prove that students can retain information effectively and microlearning aids their long-term memory (p.37).

Autonomous Learning

Recent trends in teaching/learning a foreign language emphasize that teachers' role should be that of a facilitator of knowledge, a guide, or even a friend rather than a lecturer that interacts orally with a group of students whose role is limited to be no more than *passive listeners* (Ahmed & Hasan, 2020, p. 607). Therefore, the term *Autonomous Learning (AL)* has gained importance during the last decades and has become the focus of many English Foreign Language *(EFL)* classrooms. Autonomy in learning is defined in the *Dictionary of Language Teaching & Applied Linguistics* as "the principle that learners should be encouraged to assume a maximum amount of responsibility for what they learn and how they learn it" (as cited in Kamberi, 2013, p. 408).

But how do promote learners' autonomy? To encourage AL, it is important that students, in their attempt to develop the English linguistic skills and assume responsibility for their learning, work extensively both inside and outside the classroom setting. Ahmed and Hasan (2020) assert that "classrooms are no longer viewed as the sole learning environments where teachers take much of the class time with the assumed aim to provide learners with the bulk of the knowledge and/or information they are supposed to acquire" (pp. 607-608). That is why learners should have the opportunity to engage in learning tasks on their own; which allows them to be more active, revise their learning process, and thus, find a way to make it more effective.

On the other hand, the idea of AL might be a little more difficult to apply than it sounds. Certainly, it is not an easy task but there are some strategies that teachers can implement to build learner autonomy in the EFL context. Rahman (2017) suggests that *setting contextual and clear goals for students* can help them to land on what they want to achieve during their learning path and how to do it: "Students must be involved in determining suitable learning activities and in selecting the most suitable materials that can maximize their learning outcomes" (p. 232). Another way to promote AL is by *searching for the best learning strategies* for students. Instead of focusing on how professors teach, they should pay attention to how their students learn. As Oxford (1990) stated: "Developing students' awareness of the learning strategies significantly increases their possibility to be successful not only in short-term goals but also in the long-term learning goals" (as cited in Rahman, 2017, p. 232).

Furthermore, Rahman, 2017 emphasizes the fact that learners' autonomy is intrinsically related to factors such as motivation, willingness to communicate, and self-efficacy; which means that autonomous learning only happens whether students have a strong desire to learn the language. Hence, it is the teacher's task to *lift his/her students' motivation* before providing them with many

activities to encourage autonomy in language learning (pp. 231-232). Last but not least, the *use of technology* is also important in the promotion of autonomous learners. Many times, teachers have a limitation on providing authentic material and limited hours of teaching; however, with technology students can access vast amounts of authentic material for self-directed learning. Additionally, it provides them with more learning opportunities to use the language outside the classroom (Rahman, 2017, p. 233).

Virtual Education

Currently, many people can learn through virtual education (VE). Considering the study made by the Commonwealth of Learning, Farrell (2001) states that there are two possible definitions of virtual education. The first one is "the application of Information and Communication Technologies (ICT) to core institutional functions such as administration, materials development and distribution, course delivery and tuition, and the provision of learner services such as advising, prior learning assessment, and program planning." The second one considers: "Virtual education as an organization that has been created through alliances and partnerships to facilitate teaching and learning to occur without itself being involved as a direct provider of instruction." (p.1)

Task

Everyone may be familiarized with what a task (T) is since we do all types of tasks in our day-to-day life. Painting a fence, dressing a child, filling out a form, or paying the bills; all are examples of common tasks. Long (1985) defines a task as "a piece of work undertaken for oneself or others, freely or for some reward" (as cited in Hismanoglu & Hismanoglu, 2011, p. 47). Yet, this definition is a non-technical, non-linguistic one. And this paper is more focused to see the concept of task from a more pedagogical -not letting aside- a real-world (*communicative*) perspective. For this reason, it is taken into account the definition provided by Nunan (1989) that

considers a task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form" (p. 10).

Nunan also highlights the different components of a task suggesting that it will contain some kind of input data which could be verbal (for instance a dialogue or reading passage) and non-verbal (for instance a picture sequence). Additionally, a task will contain an *activity* that is derived from the input and determines what the learners have to do considering the input. Finally, the task will also have a goal -this could be implicit or explicit- and roles for teachers and learners (pp. 10-11). On the other hand, Skehan (1998) gives the features of the task claiming that: "(1) meaning is primary; (2) there is some sort of relationship to comparable real-world activities; (3) task completion has some priority; (4) the assessment of tasks is in terms of outcome". To conclude, a classroom task is a "work plan" having a particular goal, and it contains communicative language use in the process. Due to a task that has a certain relationship with the extralinguistic world, it goes beyond the usual classroom exercise. And the type of discourse arising from the task is aimed to be similar to the one that arises naturally in the real world (Ellis, 2000, as cited in M. Hismanoglu & S. Hismanoglu, 2011, p. 48).

Activity

In the educational context, an activity is a procedure carried out to facilitate knowledge in students. (Cooper, 1999, as cited in Villalobos, 2003, p. 171)

Activity is the means by which students engage in learning in cognitive, affective, and behavioral spheres; some activities are more effective in stimulating cognitive learning while others seem to reach the affective level more successfully. There are other activities

that affect the behavioral sphere more strongly. Teachers will want to shape the activities appropriate to the domain of learning they seek to affect.

Skills

When reference is made to the word skill (S) there is no single definition of it. According to Green (2011) "skill is one of those social science words in common parlance with many meanings, numerous synonyms such as "ability", "competence", "knack", "aptitude" and "talent", and varied imprecise translations in other languages" (p.7). For that reason, one of these conceptions of skill can be given by Attewell (1990) "Skill is the ability to do something, but the word also connotes a dimension of increasing ability. Thus, while skill is synonymous with competence, it also evokes images of expertise, mastery, and excellence". (p.2) and another connotation of skill explained by (Portillo-Torres, 2017) "skills have their foundation in what people could do from their neurophysiological conditions; these can be specified when required in certain tasks, and integrative when performed in complex situations". (p.4)

In the field of education, the development of skills is fundamental for students. Even more so when education goes viral or makes use of ICTs. Therefore, these skills must be adapted to the current context or situation. As Portillo-Torres (2017) state:

The first task of ACT21s was to define the skills that were essential for an adequate response to changes in life, in learning and work, due to technology. These skills should make it possible to demonstrate new ways of thinking, new ways of working, and new tools for work and life in a world changed by technology. Specifically, the following skills were selected: creativity and innovation, critical thinking, problem-solving, learning to learn, life and career, personal and social responsibility, local and global citizenship, appropriation of

digital technologies, information management, communication, and collaboration. (Green, 2004, as cited in Griffin & Care, 2014, p. 5)

In this way, bear in mind all these types of skills, it could also be associated with a specific area of education such as learning a foreign language (English). Hence, the development of skills becomes specific so that it is essential to develop certain skills to achieve meaningful learning in the acquisition of English:

> The teaching of English as a foreign language in the modern context of higher education involves the development of communicative language skills efficiently to enable future graduates to satisfy the skills needed to face the world of work and society in a demanding context in professional and academic matters. These skills contemplate both receptive skills, such as comprehension of written texts, comprehension of auditory texts, and production skills such as oral expression and written expression. (Sandoval Rubilar & Chandía Cabas, 2015, p. 5)

Additionally, to accomplish the development of these skills, it is necessary to implement some strategies that fulfill the role of integrating the skills and generating basic knowledge. That is why taking into account the different strategies or educational methodologies is a useful and effective way of helping learners to cultivate their potential.

Motivation

Regarding the definition of motivation (McClelland, 1955, as cited in Ray, 1992, p.3) states that it is an essential condition of learning. "A motivating condition may be defined as a stimulating condition which initiates and directs action until it is removed". In other words, motivation is a force that drives someone to do some actions as long as there exists the desire to

perform them. Furthermore, in learning, there is a close relationship between motivation and success. In agreement with (Hamalik, 2002, as cited in Bakar, 2014, p.723), "motivation is very important in determining the activity of learning because a motivated group will be more successful than those who do not have the motivation". Students who have a high level of motivation can achieve their goals easier than those who are not engaging in achieving their objectives.

How to know if a student is motivated or not in the acquisition of a second language? According to (Gardner,1985):

> In the context of second language acquisition (if not all aspects of behavior). Three components seem necessary to adequately describe the motivated individual, and one of these involves attitudes toward the behavior in question, in this case learning the language. Thus, motivation involves an attitudinal component. It also involves goal-directed behavior, and it is proposed that different reasons for learning a second language (orientations) might be related to achievement in the second language to the extent that they reflect differences in motivation. One type of motivation that could be influential, and which relates a series of attitudes to motivation, is an integrative motive (p.60).

Methodology

The project focuses on collecting data from the results obtained through the perceptions, interests, opinions, and experiences of the students who test the ELD prototypes. These opinions and perspectives will be analyzed through a mixed-method approach.

> Qualitative research is research that is intended to help you better understand the meanings and perspectives of the people you study- seeing the world from their point of view, rather

than simply from your own; how these perspectives are shaped by, and shape, their physical, social, and cultural context; and the specific processes that are involved in maintaining or altering these phenomena and relationship. (Maxwell, 2013, p. 8).

On the other hand, (Pathak et al., 2013) affirms that "qualitative method is used to understand people's beliefs, experiences, attitudes, behavior, and interactions" (p.192). Furthermore, this approach has a great benefit because, with it, the researchers can use it to obtain in-depth information into the research question. Moreover, a qualitative approach is more flexible in understanding the different features of the phenomenon analyzed, in other words, this approach is subjective. Additionally, a quantitative approach stated by Apuke (2017)

…a quantitative research method deals with quantifying and analyzing variables to get results. It involves the utilization and analysis of numerical data using specific stat istical techniques to answer questions like who, how much, what, where, when, how many, and how. (p. 42)

In this way, researchers with this approach can more widely measure specific data through a sequential and probative process. In turn, this allows control over the phenomenon to be analyzed as well as a count and general understanding of the information. For these reasons, mixed methods give a broader view of the phenomenon studied by including both methods (quantitative and qualitative) because it integrates the procedures, characteristics, and benefits of both approaches.

Likewise, this study followed an interpretive perspective. According to Putnam et al., (2017)

"Interpretive approaches share a focus on two distinctive features: meanings and interpretations. *Meanings* refer to how actors make sense of their experiences or reach understandings of their everyday organizational lives" and "*Interpretations* refer to the process of making meanings or forming inferences about organizational phenomena. They function differently when researchers house them in actors' cognitions as opposed to social interactions" (pp. 2-3).

That is to say, this research was structured from an interpretive perspective to interpret and understand the particular points of view of individuals. Finally, we conducted the research towards a Sequential Explanatory Design (SED) as the type of research to use qualitative results to help explain and interpret the findings of a quantitative study. SED involves collecting and analyzing quantitative and then qualitative data in two consecutive phases within a study. A first stage in which quantitative data is analyzed, followed by another where qualitative data is collected and evaluated. Mixing occurs when the initial quantitative results are taken into account at the time of qualitative data collection (Hernández et al., 2014, p. 551)

Project Development

This project was developed in the following steps:

1) Drafting of the preliminary draft, diagnosis, and entry surveys:

As a first moment, a meeting was held to organize the roles within the research group and the assignment of products to be developed (the four ELD). Subsequently, a work plan was organized for data collection through the following 3 instruments:

- *Diagnostic survey:* to obtain preliminary data to analyze the perception of the UIEC offered to students in the university. (Annex 1)

- *Entry survey for students:* to determine students' digital resources, FL communicative competencies to foster, alternative strategies to learn English, and specific areas to deepen. (Annex 2)

- *Entry survey for teachers:* to determine teachers' digital resources, English focus taught alternative strategies to teach English and other suggestions to improve the learning and teaching experience. (Annex 3)

2) First phase: English Learning Device and ELD testing

The first prototypes of the ELD were made through the eXeLearning program, this program is a web-based authoring environment created for academic purposes. Its computer language is HTML5 & XHTMLM, which allows you to create from simple content to some complex ones. Additionally, the selection of the four academic programs was crucial in developing the ELD. Next, there will be a presentation of the 4 ELD and their contents in eXeLearning.

Agro-industrial Engineer ELD

The Agro-industrial engineering ELD was designed with two main colors. White color was chosen for the background because it was the best option to contrast with the green letters; these letters are green since this color represents nature, agriculture, and life.

Figure 1

ELD Agro-Industrial Engineering, Introduction

The activities and tasks include interactive exercises in which students can strengthen topics related to their professional careers while they develop English language skills. That is why we chose reading articles, videos, interactive images, posters, and audio recordings. The following image *(fig. 1)* is an example of a task from the activity related to the states of matter. The goal of this activity is to identify the state of the matter of some elements; we used the Genially platform since it allows us to create interactive images, conversations, presentations, and more interactive activities that are attractive for the students.

Figure 2

ELD Agro-Industrial Engineering. Task 1: States of the Matter, Characteristics

Bachelor in Arts ELD

The Arts ELD has a white background so that students with their art can fill it with colors as they develop the different activities. Usually, the ELD contains a navigation bar, a menu bar, and the main instruction; in other cases, a second instruction and striking interactive images that highlight from the white background as seen in *fig. 2*.

Figure 3

ELD Arts. Reading Comprehension, Activity 2
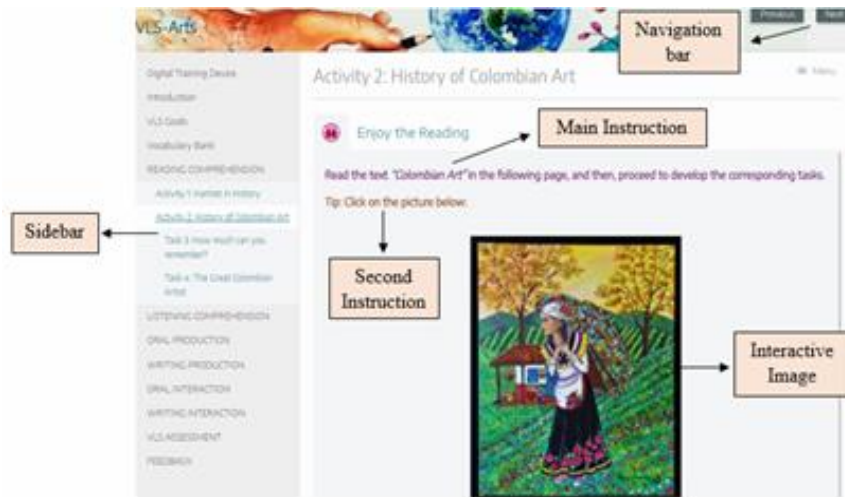
The activities and tasks are intended to involve the student with different exercises that develop the English language for a specific purpose. In addition, they motivate students to put the language into practice in their day-to-day life according to the subject of their relationship; in this case, art. That is why, it included news, articles, videos, audios, and presentations on different interactive platforms such as Canva and Genially. The image below *(fig. 3)* is an example of a task from an activity related to artistic drawing. This task aims to have students develop writing skills while creating an email for their favorite artist, and telling them about certain aspects of their artist's painting that they like the most. It is an activity that allows students to bring out their emotions and feelings about art. In turn, the ELD in certain tasks has tabs as an instruction to help students complete the activity.

Figure 4.

ELD Arts. Writing Interaction, Activity 1, Task 2

Laws ELD

The Law Digital Training Device was designed to offer a feeling of neutrality, balance, harmony, and freshness in the learning process. To give that feeling, it was necessary to group two colors: white and gray. In addition, a characteristic image of the field of study was placed on the ELD.

Figure 5

Law ELD; Writing Interaction, Activity 1

As you can see in the image above, the Law ELD has a navigation bar; with the navigation bar, the user can scroll forward or backward. In addition, if the student finds that option unsatisfactory, he can click on any of the micro-skills found in the sidebar *(picture n. Journalism ELD)*, and he can develop the activities with their respective tasks. Continuing with the previous image, each activity has instructions; in this case, to watch a video. All the activities are varied so that the learner does not find them boring. As there are a variety of activities, there are also a variety of tasks such as games, filling in the blanks, making a podcast, recording a video, and true and false games, among many others. For example, in the following image, we can see an interactive task in Genially in which the learner should answer some questions concerning the life of Jaime Garzón; the answers should be given orally.

Figure 6

Law ELD; Oral Production, Activity1-Task 1

Medicine ELD

The Medicine ELD has a sober style with a white background and some color in the titles. Sobriety is based on the idea of professional space for doctors that usually takes place in hospitals or clinics.

Figure 7

ELD Medicine; Introduction

The Medicine ELD used platforms that - mostly - were related to readings, audios, and videos focused on scenarios that simulate some professional environments in certain topics related to the medical field. Besides, its activities and tasks used not only formats of eXeLearning, but also platforms such as Genially, Canvas, Miro, Educaplay, Kahoot, Google docs, WorldWall, Vocaroo, Biodigital, IdeaBoardz, Padlet, Zygote, etc. where students would be able to produce and interact with medical terms and events.

Figure 8

ELD Medicine; Oral Interaction Activity 2, task 3

Exelearning also allows teachers or students to include interactive content created with other technological platforms. For instance, Mindmeister, Miro, Visme, Genially, Educaplay, and specialized apps are used to create images, presentations, catalogs, maps, and games (crossword puzzles, word search, riddles, and dictations, among others). Some of the content creations (virtual games and activities) are integrated with Exelearning, and others include the link address attached to images; that is to say, the user should click on the image to access the game, presentation, etc. On the other hand, in the virtual learning devices, students may find multiple-choice questionnaires and false or true questions that were designed with platforms such as Edpuzzle, Kahoot, Quizizz,

and Google forms. Each interactive content has easy access, and learners will not find it difficult to complete. Each prototype was posted online on the website "Interactive Interlingua". (Annex 4)

3) Second phase: second pilot of ELD and online publication of the devices

The design of the second part of the ELD was based on students' suggestions. For instance, we included the subjects and topics they mentioned in the survey to develop the second activities and their corresponding tasks. The Agro-industrial Engineering ELD added activities related to biotechnology, marketing, and quality assurance. The activities in the Medicine ELD included topics about physiology, morphology, and biology. Law ELD developed activities about civil code, human rights, and the Colombian constitution. Finally, Arts ELD included activities about the psychology of learning, history of art, and pictorial composition

4) Survey development and clinical testing surveys to students and teachers

- *ELD clinical survey for students:* to determine the degree of satisfaction in terms of contents, ergonomics, and scaffolding of the ELD tested by the students of the four undergraduate programs (Annex 5)

- *ELD clinical survey for teachers:* to determine the degree of satisfaction in terms of contents, ergonomics, and scaffolding of the ELD tested by the teachers of the four undergraduate programs (Annex 6)

- *Exit survey for students:* to determine the degree of usefulness in terms of participation, language focus in the programs, and recommendation for future applications within the four undergraduate programs according to the student's point of view (Annex 7)

● *Exit survey for teachers:* to determine the degree of usefulness in terms of participation, language focus in the programs, and recommendation for future applications within the four undergraduate programs according to the teachers' point of view ([Annex 8](#))

5) Structurization of the EBook + ELD Logbook

This part of the project is characterized by the creation of an E-book + ELD Logbook. This virtual book intends to provide the university community of the Surcolombiana University with an explanation of the project, its development, and its operation. The four ELD, their composition, and the results obtained in the implementation of the devices in the student community are also presented. ([Annex 9](#))

6) Set up a Journal paper

Once the data has been collected, the next step is to set up a journal paper with the purpose of communication and providing valuable information to the community. This paper will include the main findings from the data collected; moreover, it will show the impact that it had on the population in which the research took place.

Expected Results

Surveys

For the development of the prototypes, surveys were carried out to find out the opinions of students and teachers. These opinions were focused on the motivation, willingness, interests, and needs of the two groups for language acquisition. Throughout the project, six surveys were carried out, which will be shown below.

Entry Instrument for Interlingua Professors-[Instrumento de Entrada para Docentes Interlingua]

Number of participants: 8

Question 1: Gender

Graph 1.

Gender
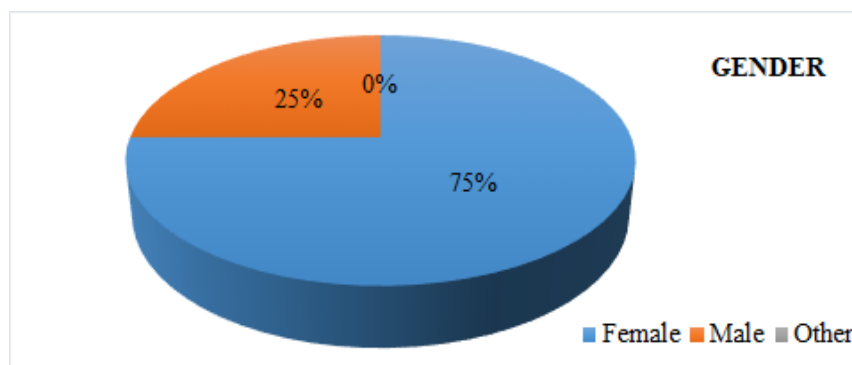
Analysis: The graph shows that the teachers in a high percentage with 75% are female and 25% are male.

Question 2: Age range

Graph 2.

Age Range
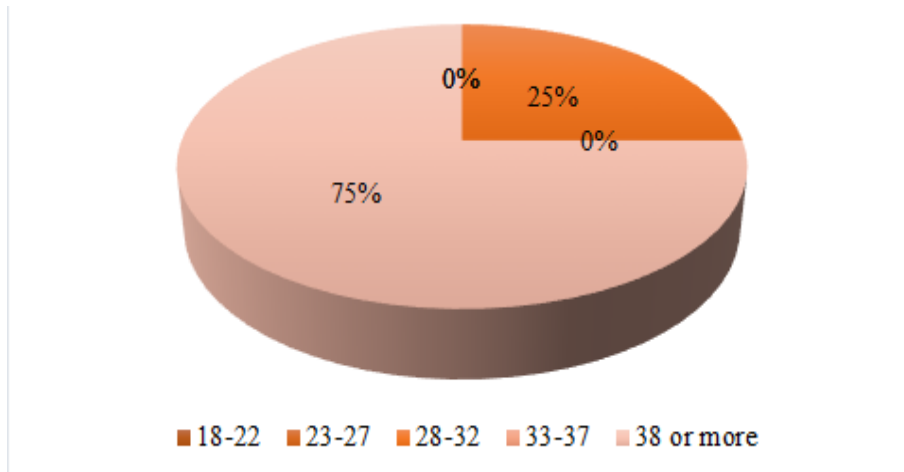
Analysis: In the circular graph, it is observed that the high percentage with 75% of teachers have an age range between 38 or more and a lower grade of them with 25% have an age range between 28 and 32.

Question 3: For institutional English courses, how do you prefer to work? If you choose the "other" option, define what it is.

Graph 3.

How do You Prefer to Work for Institutional Course

- Use of the guide text.
- Use of digital platforms.
- Use of the guide text and digital platforms
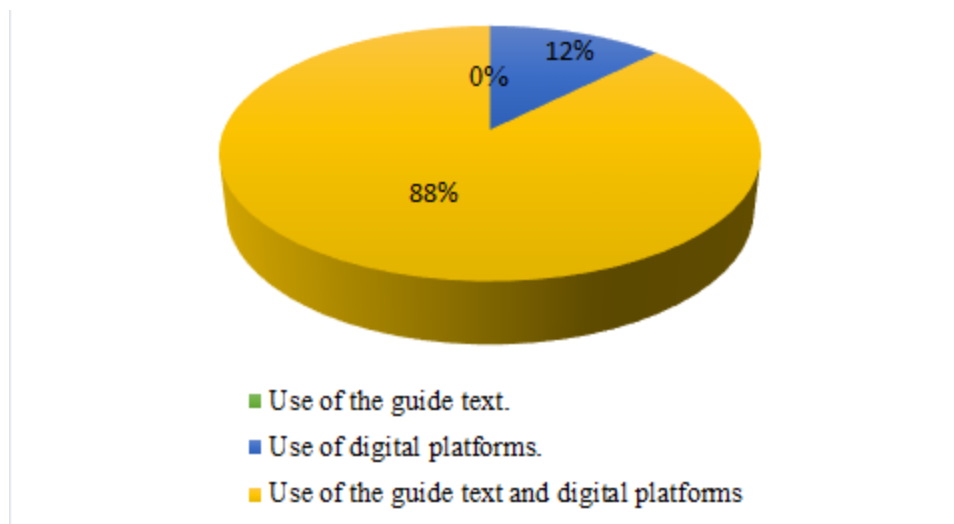
Analysis: In this circular graph it can be seen that most teachers (88%), prefer to work using guide text and digital platforms, while 12% prefer to work only using digital platforms.

Question 4: You believe that institutional English courses could be oriented in:

Graph 4.

Institutional English Courses Could Get By

- Virtual mode
- Face-to-face mode
- Hybrid mode
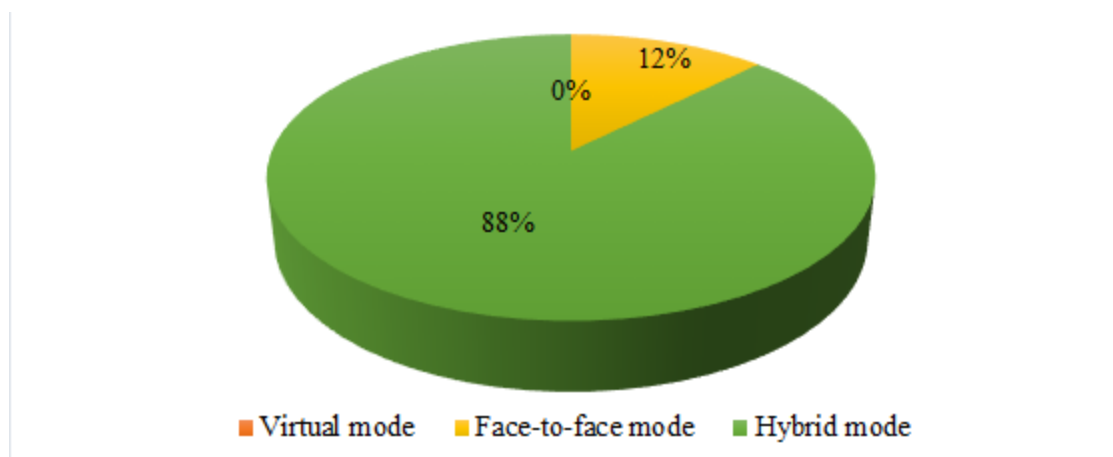
Analysis: In the circular graph it is easy to see that the majority of teachers (88%), prefer to orient institutional English courses with hybridized modality, and a smaller quantity (12%), prefer classroom modality.

Question 5: Have you designed virtual learning objects for teaching and learning English?

Graph 5.

Have you Designed Virtual Learning Objects for Teaching and Learning English
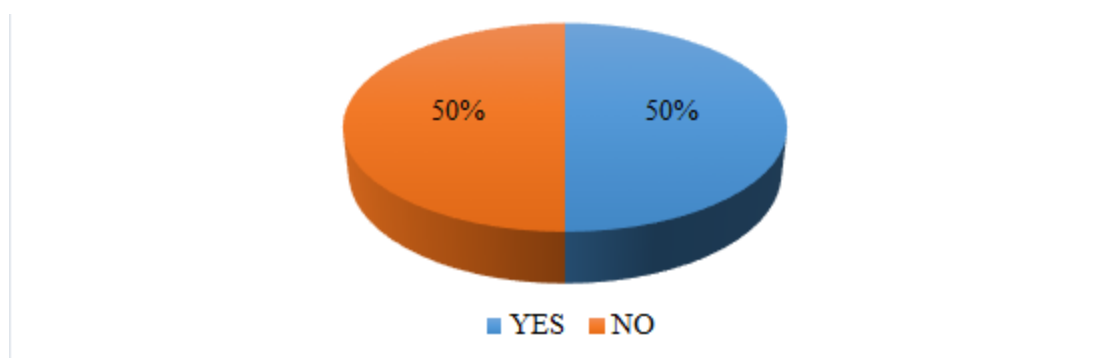
Analysis: In the circular graph, half of the teachers (50%) have designed virtual learning objects and the other half (50%) have not.

Question 6: Do you encourage your students to use digital resources in institutional English courses to reinforce their learning?

Graph 6.

Do you Encourage your Students to Use Digital Resources in Institutional English Courses to Reinforce their Learning?

- Yes, they are good learning strategies
- No, learning English should encourage face-to-face interactions
- Sometimes, I suggest my students use these media
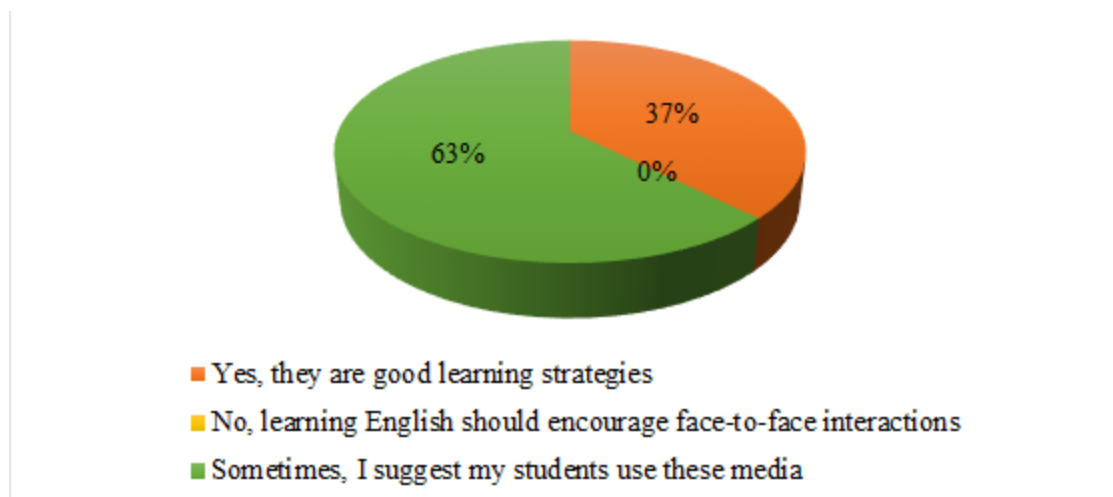
Analysis: The graph shows that with 63%, teachers sometimes suggest that students use digital resources in English courses to reinforce learning. On the other hand, 37% of the teachers suggest that digital resources are very good strategies for learning.

Question 7: Select the institutional English levels that a position has this semester, several options are possible

Graph 7.

Institutional English Level
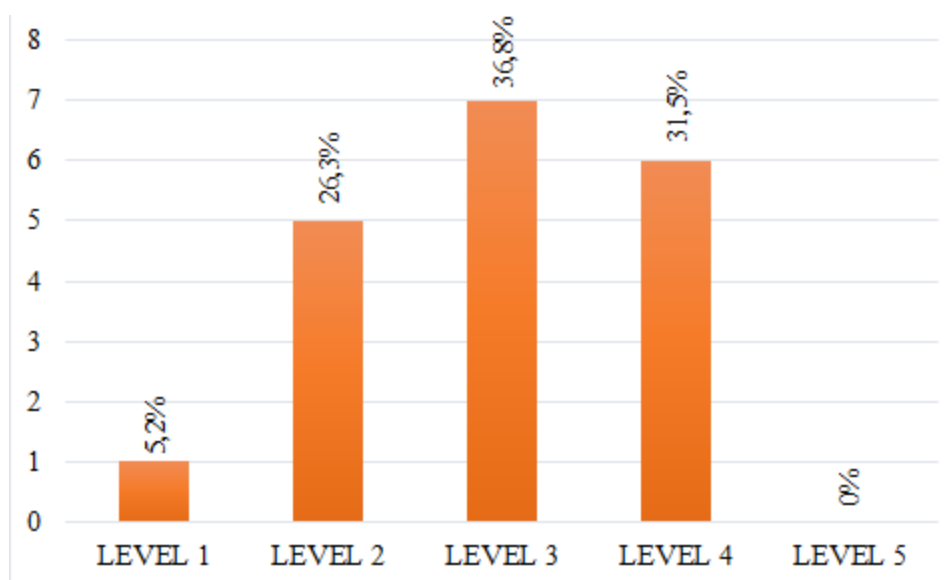
Analysis: In the graph it can be easily seen that 5.2% of teachers are in charge of level 1 of

institutional English; 26.3% of teachers are in charge of level 2; 36.8% of teachers are in charge of level 3; 31.5% of teachers are in charge of level 4, and there is no teacher in charge of level 5.

Question 8: Select the option(s) in which you consider that the teaching of institutional English focuses the most:

Graph 8.

The Teaching of Institutional English Focused
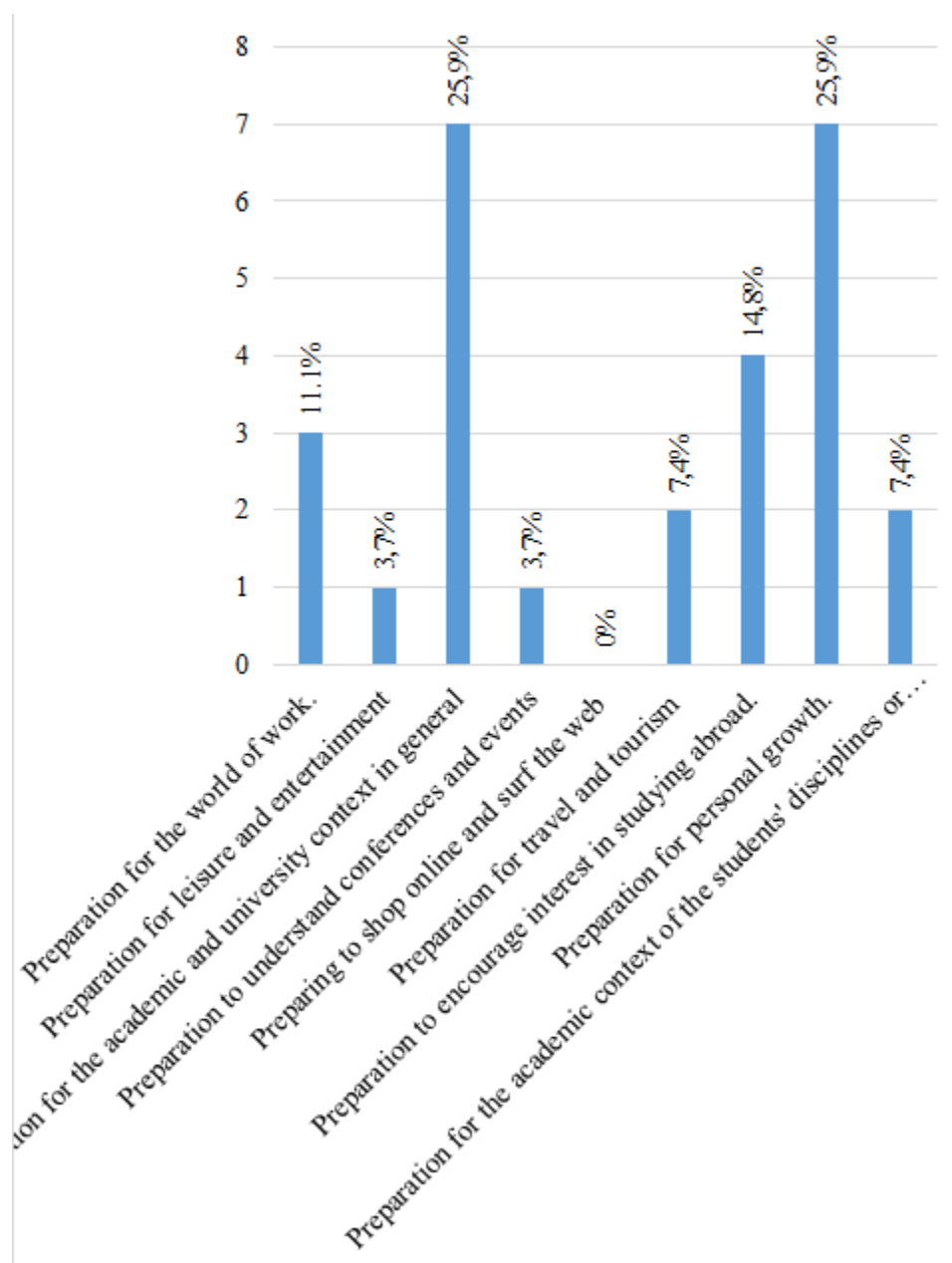
Analysis: In the graph, we can see that most of the teachers focus the teaching of English to prepare for the academic and university context in general with 25 9% and 25.9% prepare for personal growth. Other teachers (14.8) focus on teaching English for preparation to foster interest in studying abroad while 11.1% focus on teaching English to prepare for the world of work. On the other hand, to a lesser extent, some teachers (7.4%) focus the teaching of English for preparation for travel and tourism, and (7, 4%) for preparation for the academic context of disciplines or careers. Finally, with less voting, there are 3,7% of the teachers who focus on teaching English for preparation for leisure and entertainment, and 3,7% who focus on preparation for understanding conferences and events.

Question 9: What digital resources do you incorporate into your English classes? Several options are possible, if you choose the option "Other", define which one it is.

Graph 9.

What Digital Resources do you Incorporate into your English Classes?
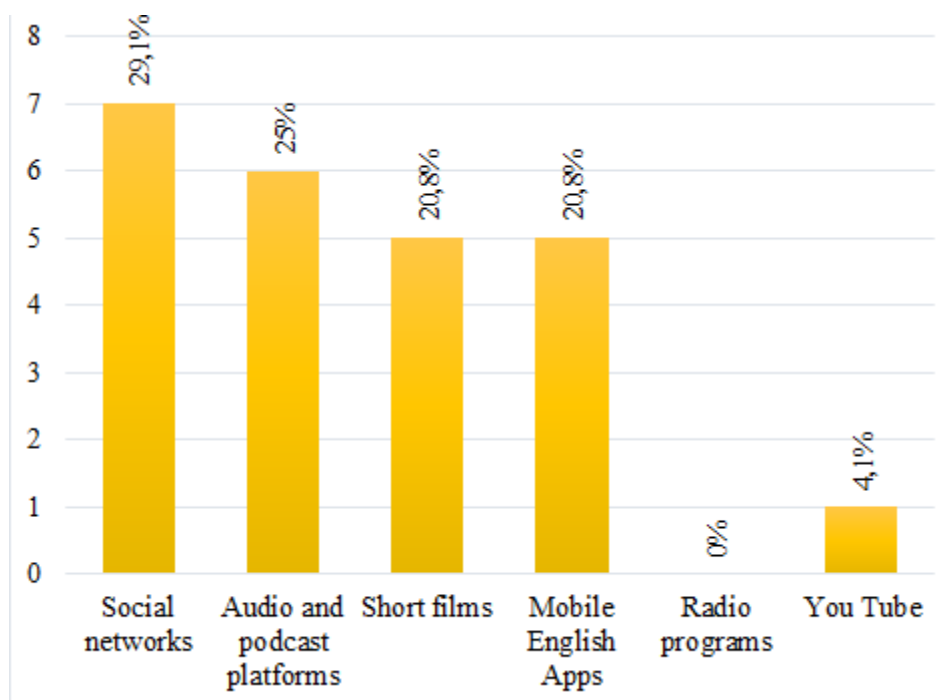
Analysis: It can be seen (in the graph) that most of the teachers (29, 1%), incorporate

social networks in their English classes. On the other hand, 25% of them use audio platforms and podcasts for their classes. Besides, 25% of the educators incorporate movie short films and the other 25% of them use mobile English apps. Finally, with less use, 4, 1% of teachers use YouTube in their English classes.

Question 10: Do you have experience in digital platforms for learning English? Several options are possible, if you choose the option "Other", define which one it is

Graph 10.

Experience in Digital Platforms for Learning English
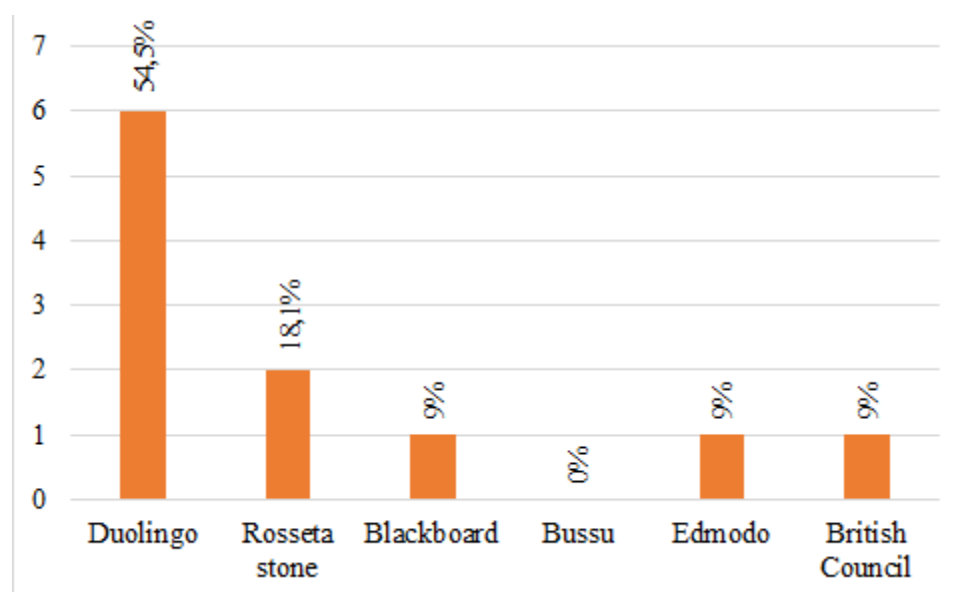
Analysis: In the graph, it can be clearly seen that a large part of the teachers (54, 5%) have experience handling digital platforms such as Duolingo; 18, 1% of the teachers have handle Rosseta stone, and 3 digital platforms that were less used by teachers: Blackboard with 9%, Edmodo with 9% and British Council with 9%.

Question 11: Do you include specific instructional content related to the students' areas of study? Several options are possible

Graph 11.

Do you Include Specific Institutional Content Related to the Students' Areas of Study
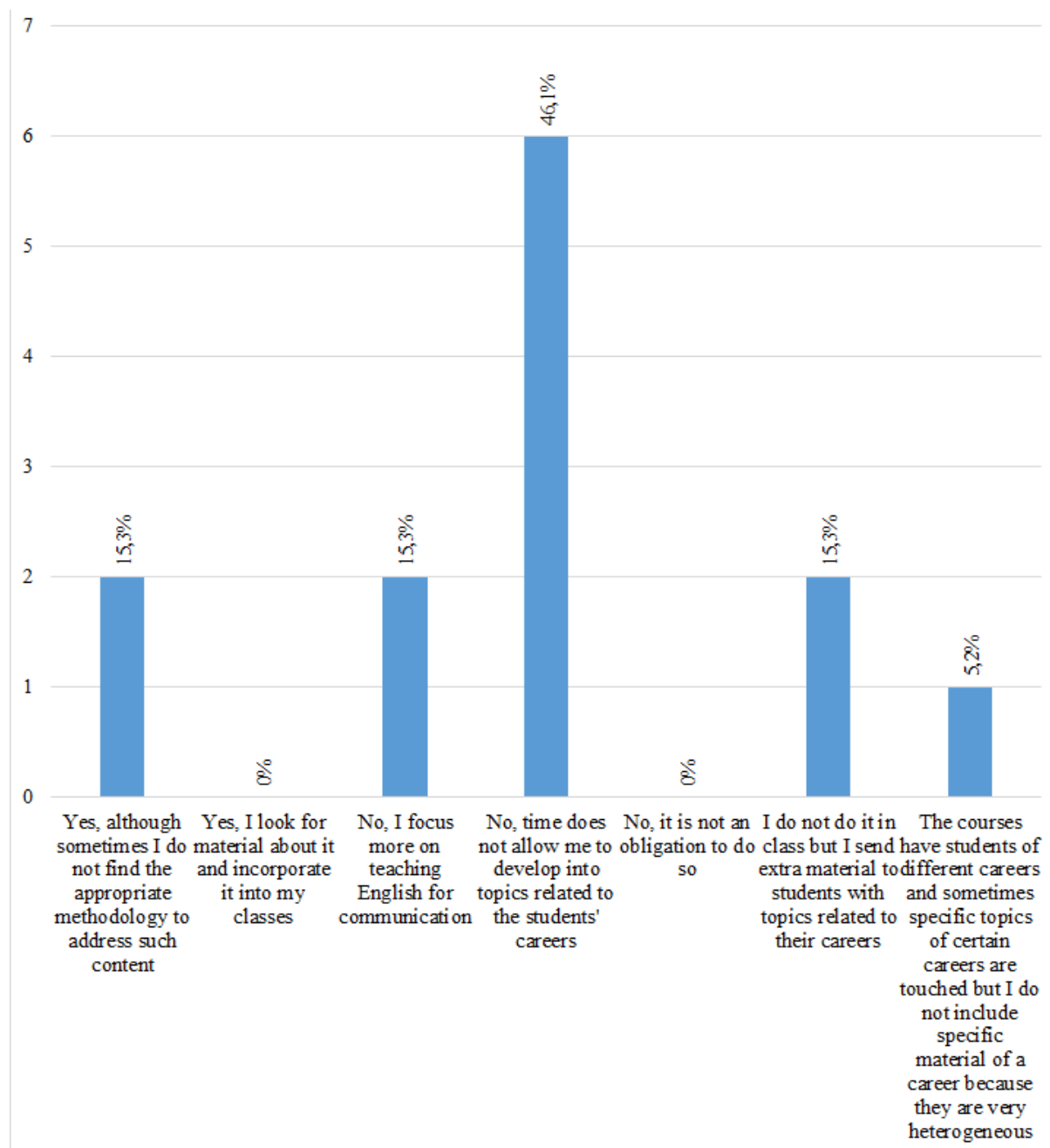
Analysis: In the vertical graph it can be seen that most teachers (46, 1%) do not include specific teaching content because time does not allow them to develop into topics related to the students' careers. On the other hand, teachers with 15, 3% do include the content, although

sometimes they do not find the appropriate methodology to address such content. Other teachers (15,3%) focus more on teaching English for communication, as well as some teachers (15,3%) do not do it in class but send extra material to students with topics related to their careers. Finally, 5, 2% of the professors are less inclined because the courses have students from different programs and sometimes specific topics of certain programs are touched but they do not include specific material of a major since they are very heterogeneous.

Question 12: Mention three recommendations to improve students' experience in institutional English courses

Graph 12.

Recommendations to Improve Students Experience in Institutions
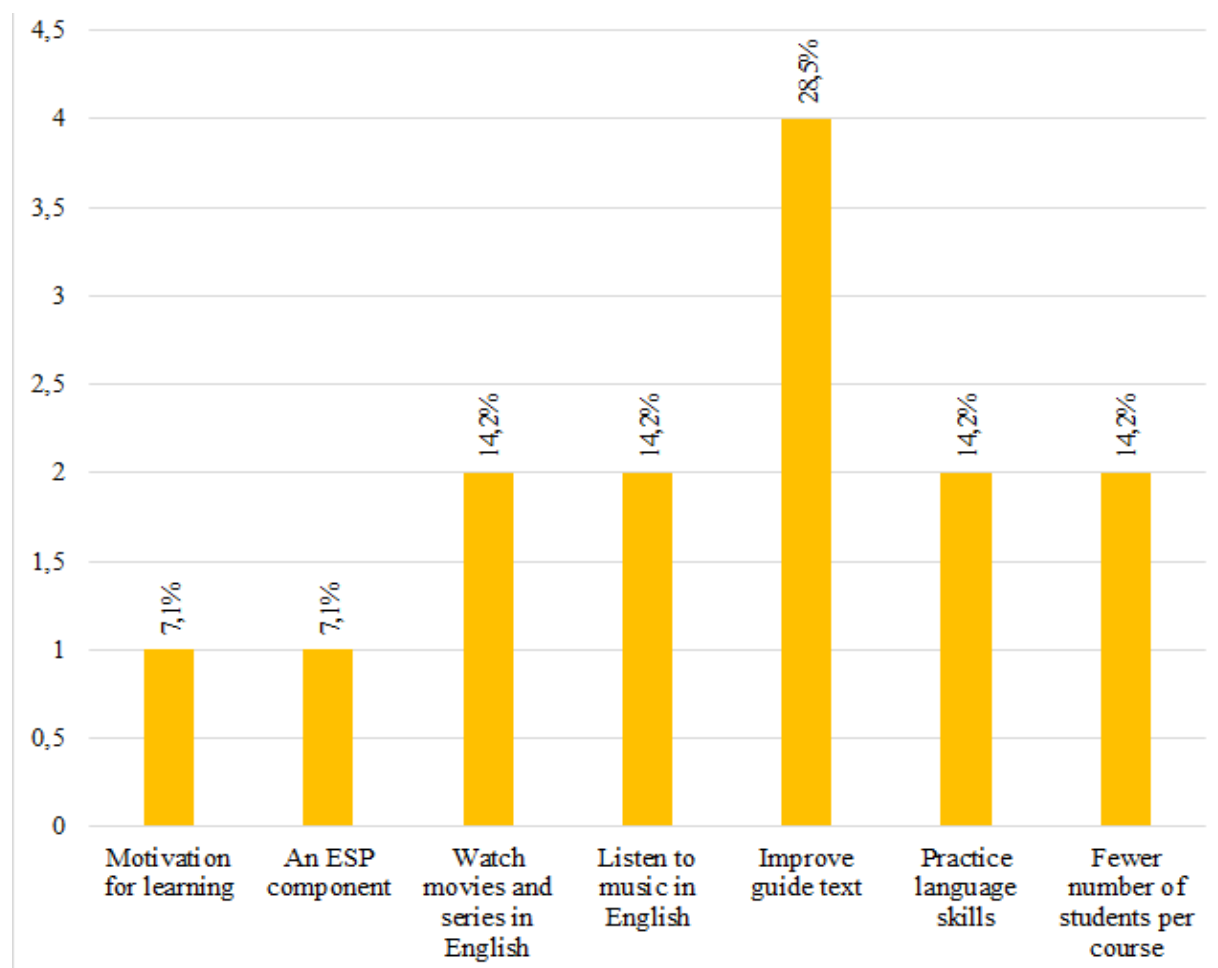
Analysis: In the vertical graph it can be seen that most teachers with 28, 5% recommend improving the guide text to improve the experience of institutional English courses. Other teachers with 14,2% recommend watching movies and series in English, listening to music in English with 14,2%, practicing language skills with 14,2% and having fewer students for each course 14,2%. Finally, teachers with 7.1% recommend less motivation for learning and an ESP component for the class with 7.1%.

Entry Instrument for Interlingua Students-[Instrumento de Entrada para Estudiantes Interlingua]

Number of participants: 62

Question 1: Gender

Graph 13

Gender
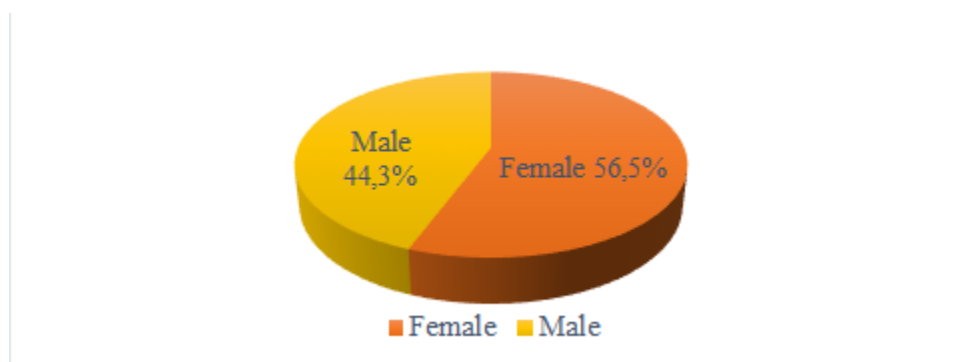
Analysis: This graph represents the gender of the students who answered the Interlingua students' entrance tool. The predominant gender is female 56.5% while men represents 44.3% of the participants.

Question 2: Age range

Graph 14

Age Range
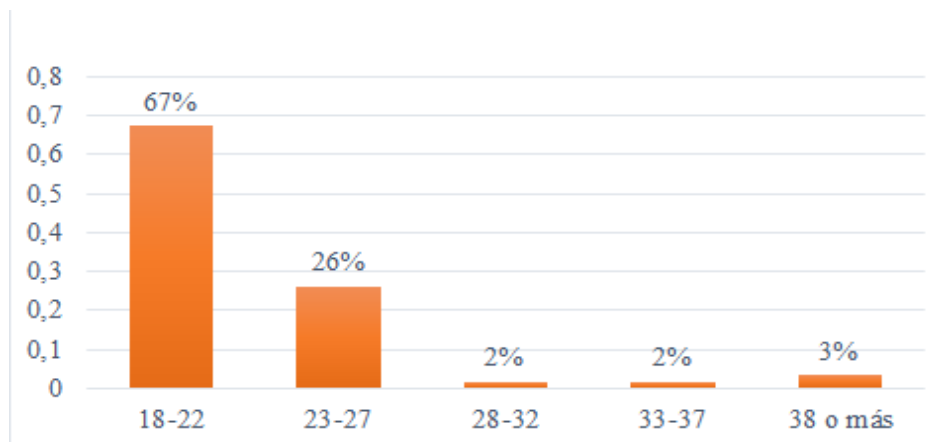
Analysis: This graph represents the range of age of the students that answered the Interlingua students' entrance tool. Most students are between the ages of 18 and 22.

Question 3: Write the name of the undergraduate program or programs you are currently studying in

Graph 15

Undergraduate Program or Programs That Respondents Are Currently Studying
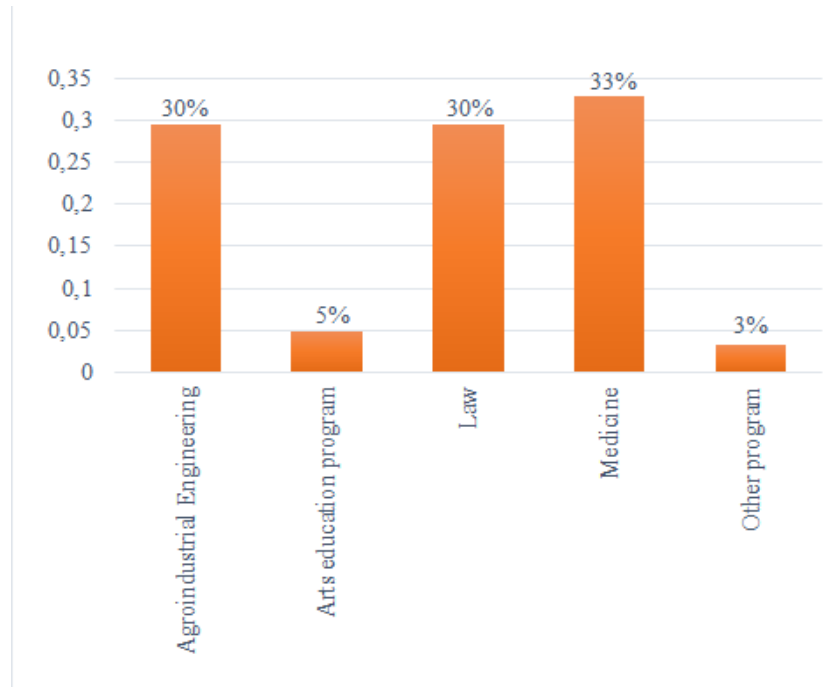
Analysis: This graph shows the undergraduate programs that the respondents are currently studying. In the first place, there are medical students; they represent 32, 8%, followed by Agroindustrial engineering and law students with 29, 5% each program and Arts education program only with 4, 9% of participants.

Question 4: Select the level of institutional English you are currently studying

Graph 16

Institutional Level of English that Students are Currently Taking
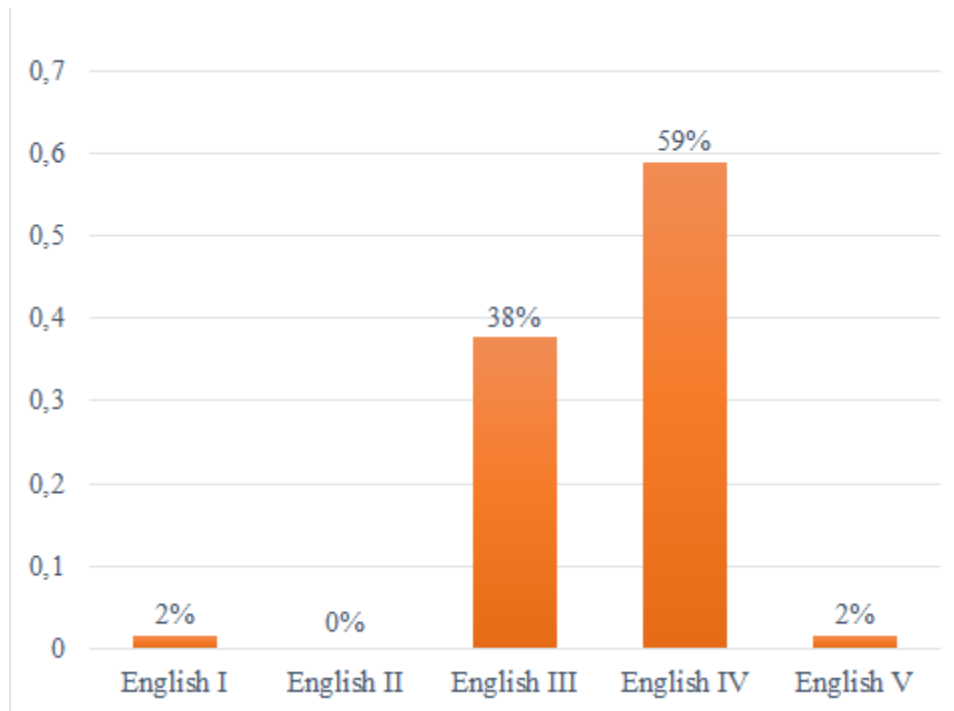
Analysis: This graph represents the institutional level that each student is currently studying. Most of the respondents are taking English IV level (59%) followed by English III (37.7%) then, English I and English V share the same percentage (1.6%) and none of the respondents are taking English II level (0%).

Question 5: What are the electronic devices that you use frequently? If you choose the option "other", define which is:

Graph 17

Electronic Devices that Students Use Frequently
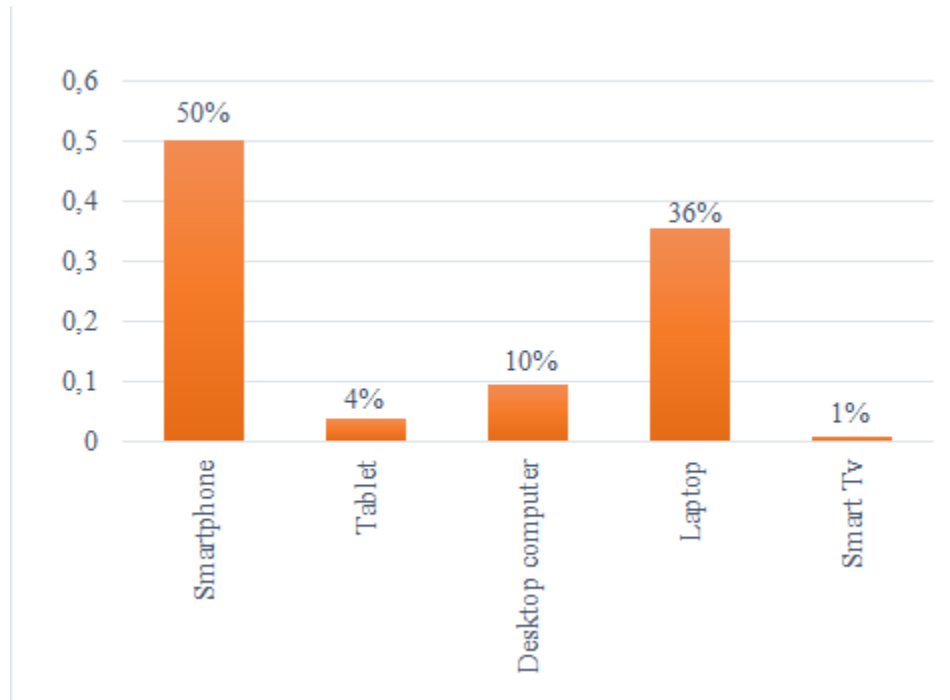
Analysis: This graphic represents the electronic devices that students use frequently. The most used device is the smartphone with 50%, followed by the laptop, with 35, 6%, then we find the desktop computer with 9, 6%, and finally, the least used devices are the tablet, with 3, 8%, and the Smart TV, with 1, 0%.

Question 6: What motivates you to learn English? If you choose the option "other",

define which is

Graph 18

Students' Motivation to Learn English
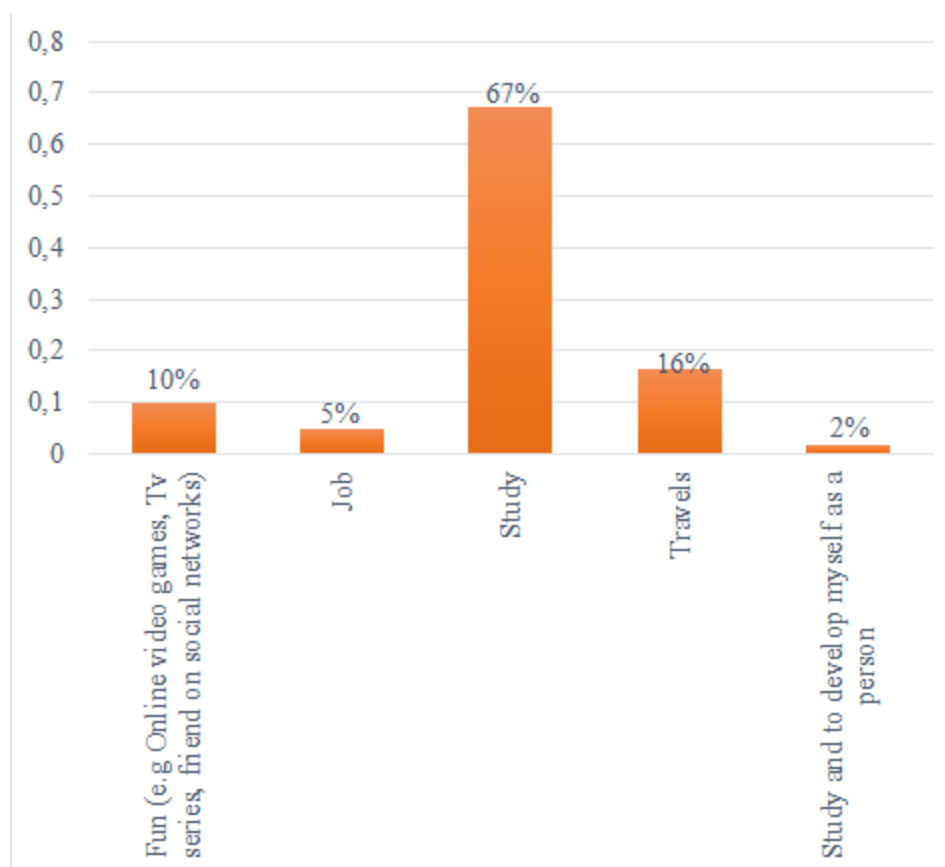
Analysis: This graph represents students' motivation to learn English. The biggest

motivation to learn English is for study purposes (67.2%), followed by traveling (16.4%). Fun

(online video games) received (9.8%), then jobs had (4.9%). Finally, the option to study and to

develop myself had (1.6%)

Question 7: On what occasions do you find learning English useful to you? Several options are possible

Graph 19

Situations In Which Students Find Useful to Learn English
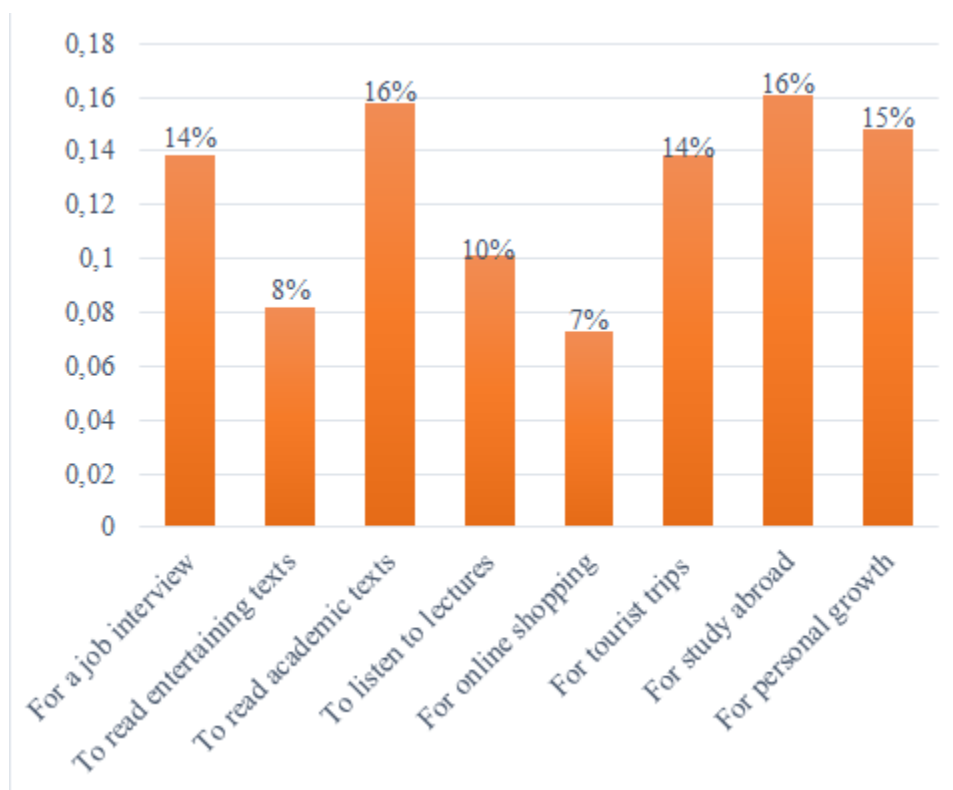
Analysis: This graph shows situations in which respondents find it useful to learn English. The most chosen option is to study abroad (16, 1%), followed by to read academic texts (15, 8%). In third place is the option for personal growth (14, 8%). Then we find the categories for job interviews and tourist trips, with 13, 9 % each category. Next, there is the option to listen to lectures (10, 1%), and finally, in the last two places, we find the options: to read entertaining texts (8, 2%) and to go online shopping (7, 3%).

Question 8: What English skills are most facilitated when learning this language?

Graph 20

The Easiest Skill for Respondents When They Learn English

4.9%   13.1%

100%   59%

23%

■ Speaking
■ Listening
■ Reading
■ Writing
■ Total
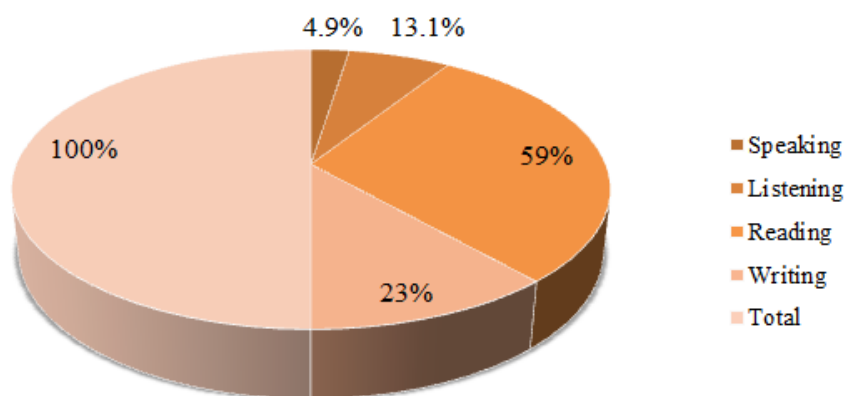
Analysis: This circular diagram represents the easiest skill that respondents find when they are learning English. 58% of the respondents find reading skills easier than the others, and only 5% of the students find speaking as the easiest skill.

Question 9: Which of the English skills would you like to strengthen in your learning process?

Graph 21

English Language Skills Students would like to Strengthen
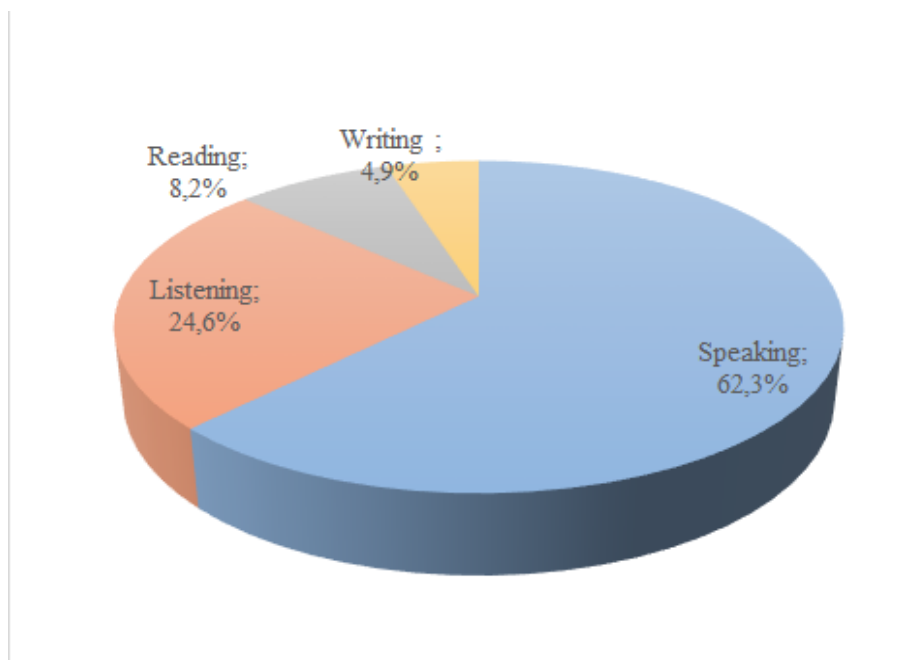
Analysis: This graph shows results in accordance with language skills that students would like to strengthen. The speaking skill option had 62.3% in favor; the listening skill option received 24.6%, the reading skill option had 8.2%, and the writing skill received a minority response of 4.9%.

Question 10: What educational platforms have you used for your learning process in your career? If you choose the option "other", define which is

Graph 22.

Educational Platform Students have used for the Learning Process in Their Careers
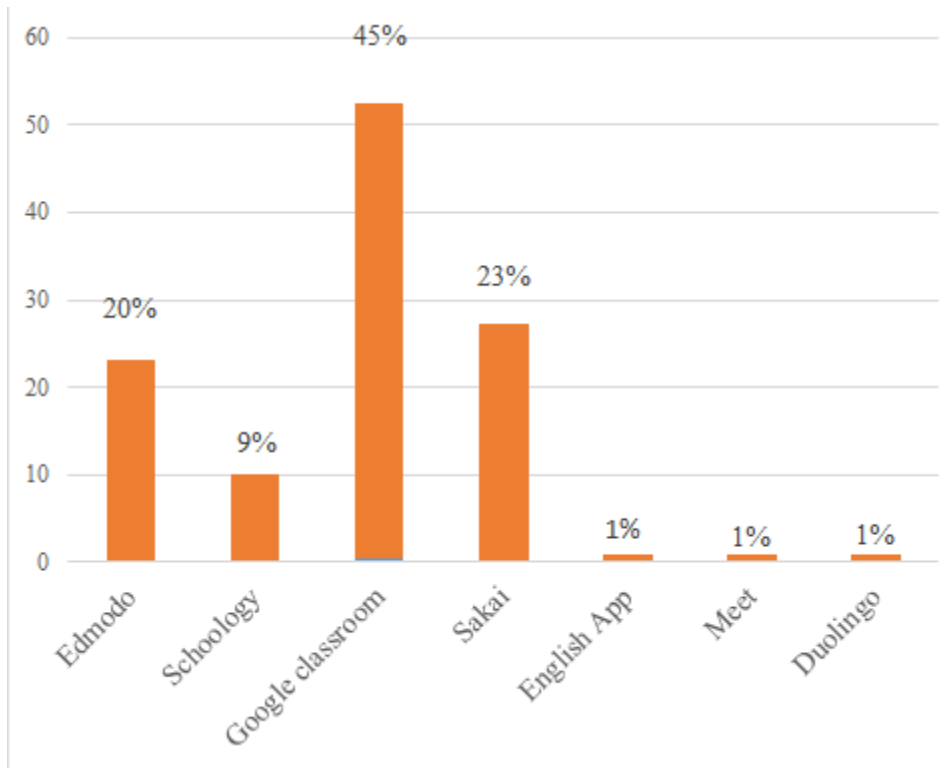
Analysis: This graph shows results in accordance with educational platforms that students have used in their learning process. The most chosen option was Google classroom (45.2%), followed by Sakai (23.5%). Then, Edmodo received (20%). Finally, Schoology had (8.7%). English App, Meet and Duolingo received (0.9%) each one.

Question 11: Which of the following educational platforms have you used for your English learning process in your career

Graph 23

Which of the Following Educational Platforms have you used for your English Learning Process
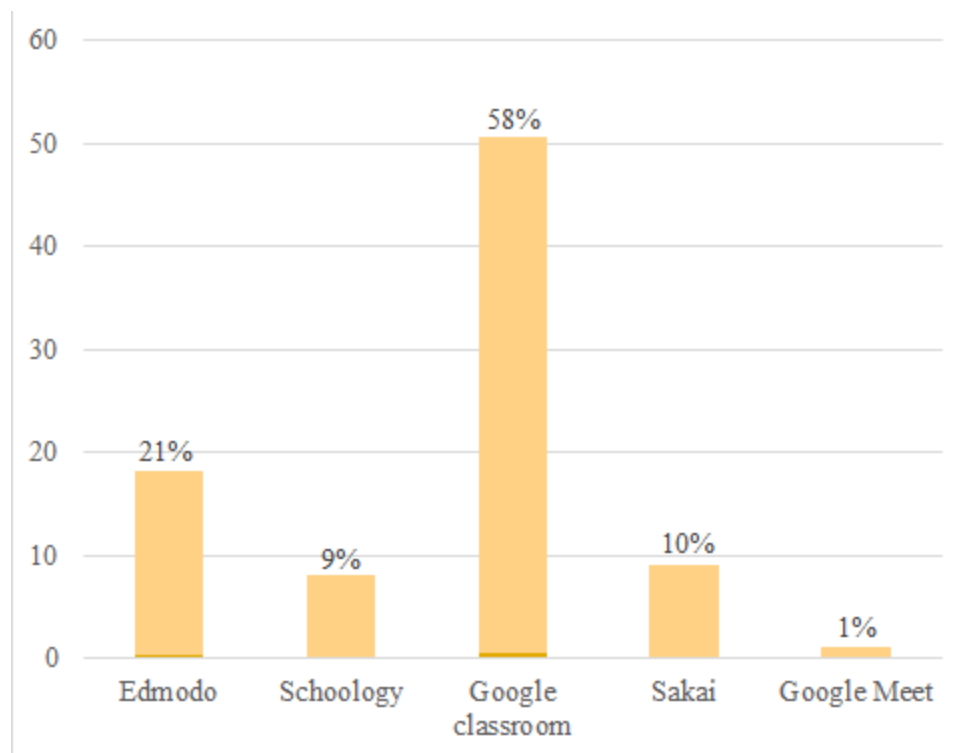
Analysis: This graph shows results in accordance with educational platforms that students have used in their English learning process. The most chosen option was Google classroom (58.1%), followed by Edmodo (20.9%). Then, Sakai received (10.5%). Finally, Schoology had (9.3%) and Google Meet received (1.2%)

Question 12: From 1 (bad) to 5 (excellent), how has your experience been with digital learning platforms or applications for learning English?

Graph 24

Students' Satisfaction Level Using Digital Platforms for Learning English

■1 ■2 ■3 ■4 ■5
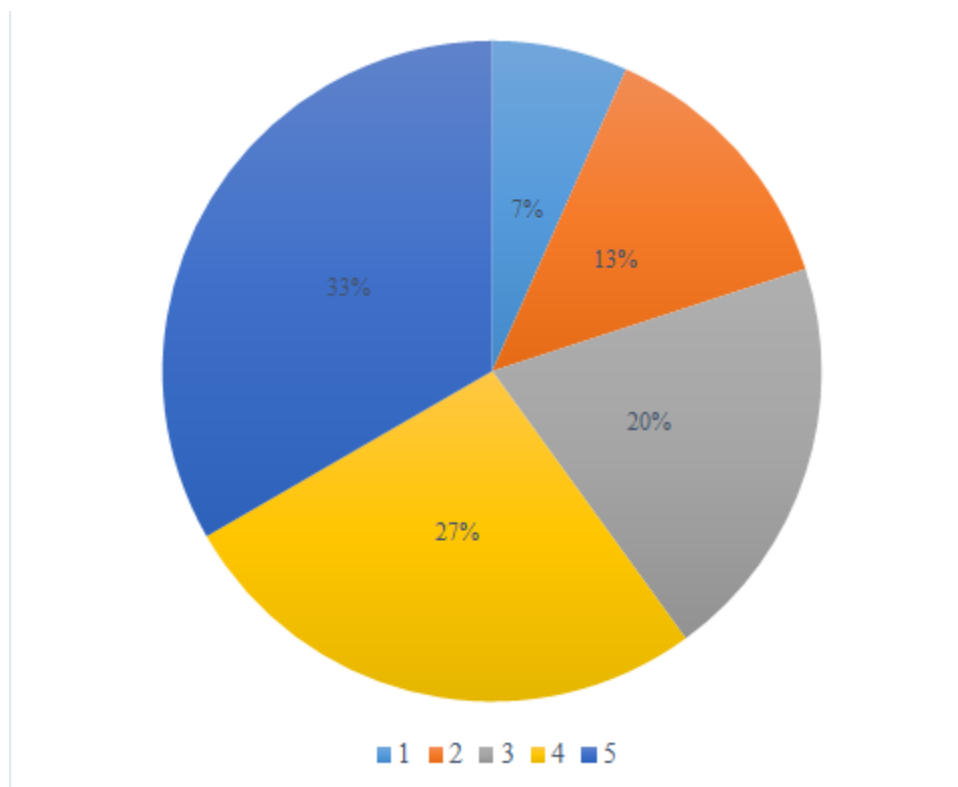
Analysis: The graph shows results in accordance with Students satisfaction level using digital platforms/applications in English. The most chosen option is satisfaction level 4 (44.3%), followed by satisfaction level 3 (32.8%), then satisfaction level 5 (18.0%). Finally level 1 had (4.9%) and level 2 had 0 responses.

Question 13: What would you expect to find on a platform for learning English?

Graph **25**

What Students Expect to Find on a Platform for Learning English
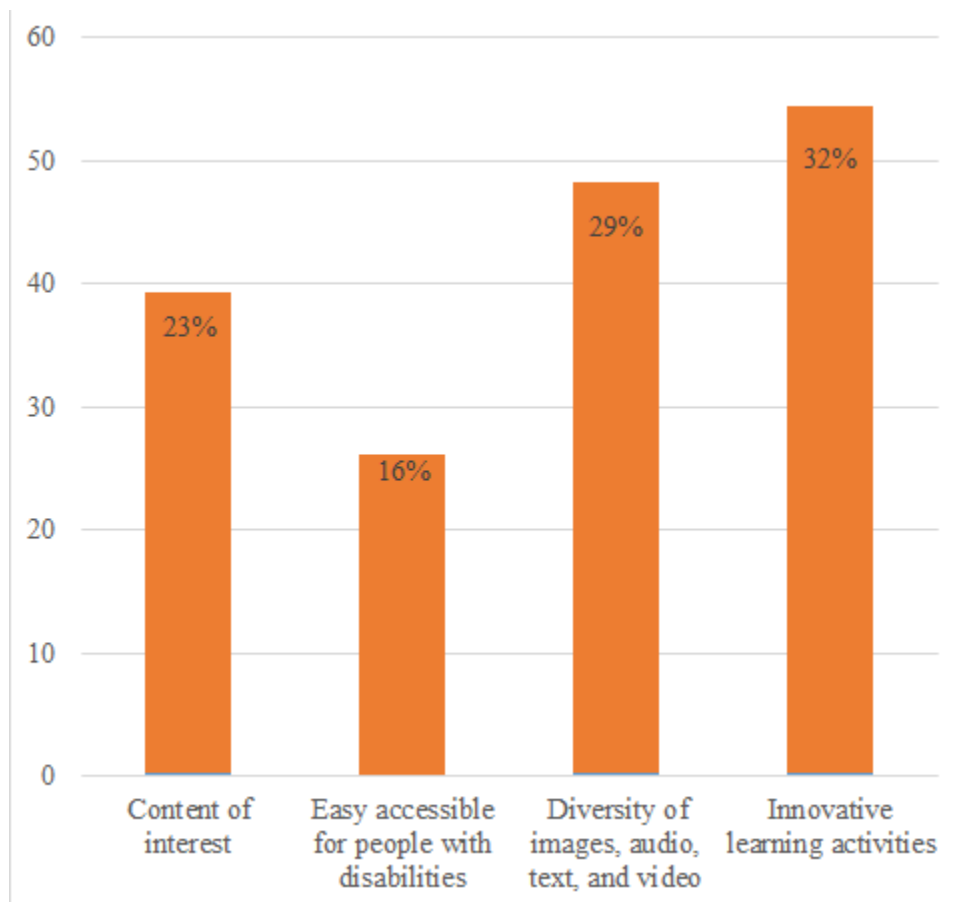
Analysis: The graph shows results in accordance with students´ expectations in a platform for learning English. The most chosen option is Innovative learning activities (32.3%), followed by Diversity of images, audio, text and images (28.7%), content of interest (23.4%). Finally, easy accessible for people with disabilities received (15.6%)

Question 14: For institutional English courses, what do you prefer? If you choose the option "other", define which is

Graph 26

Students' Methodology Preferences of Institutional English Courses
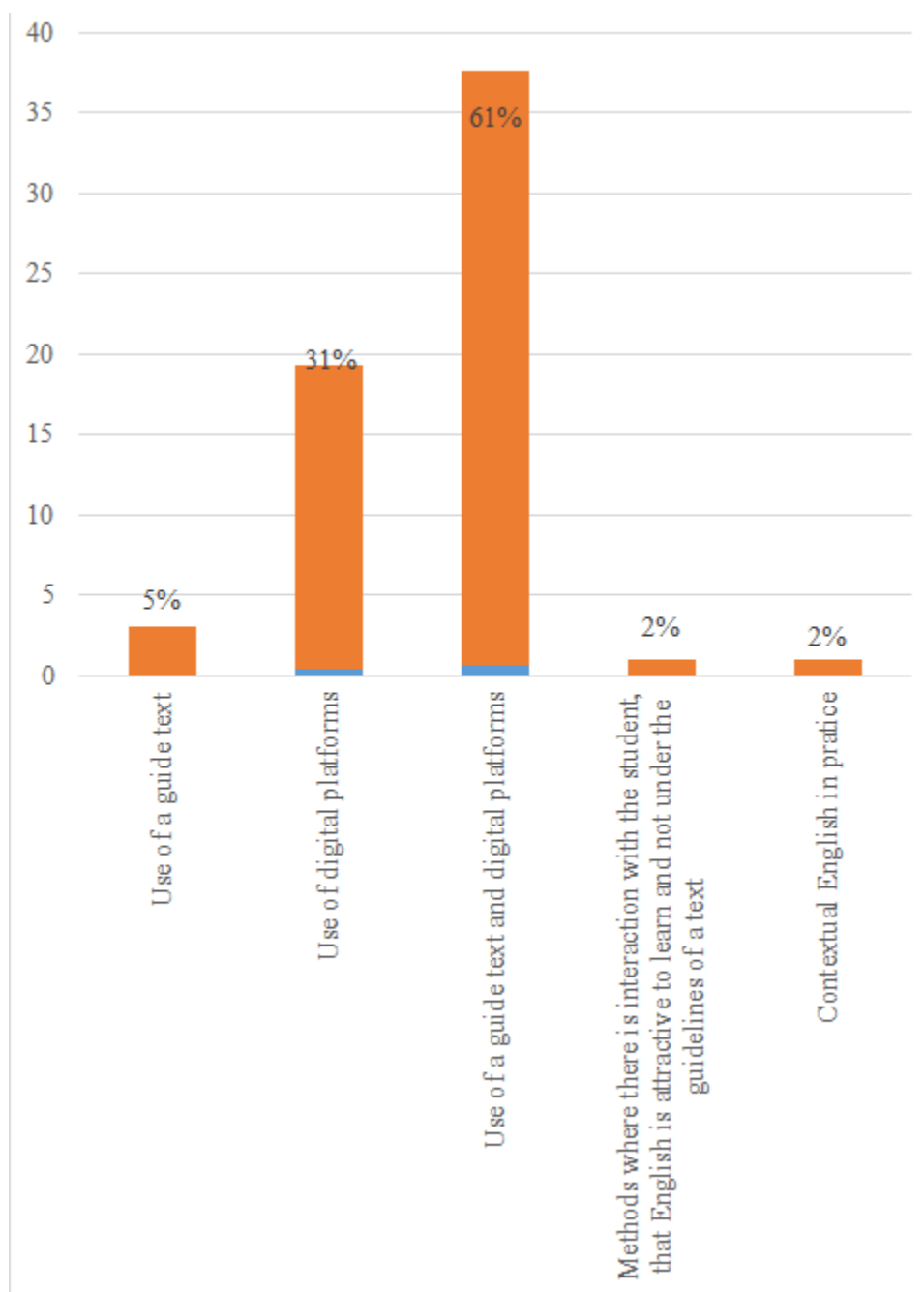
The graph above shows results in accordance with Students' methodology preferences of

institutional English courses. The outcomes show a significant figure with the preference of using a guide text and digital platforms 60.7%, while using digital platforms had 31.1%. The option of using a guide text had 4.9%. Finally, Methods where there is interaction with the student, that English is attractive to learn and not under the guidelines of a text and Contextual English in practice shared the same percentage 1.6%

Question 15: The institutional English course that you receive focuses more on (if you choose the "other" option, define which one it is):

Graph 27

Institutional English That Students Receive Are Focused On
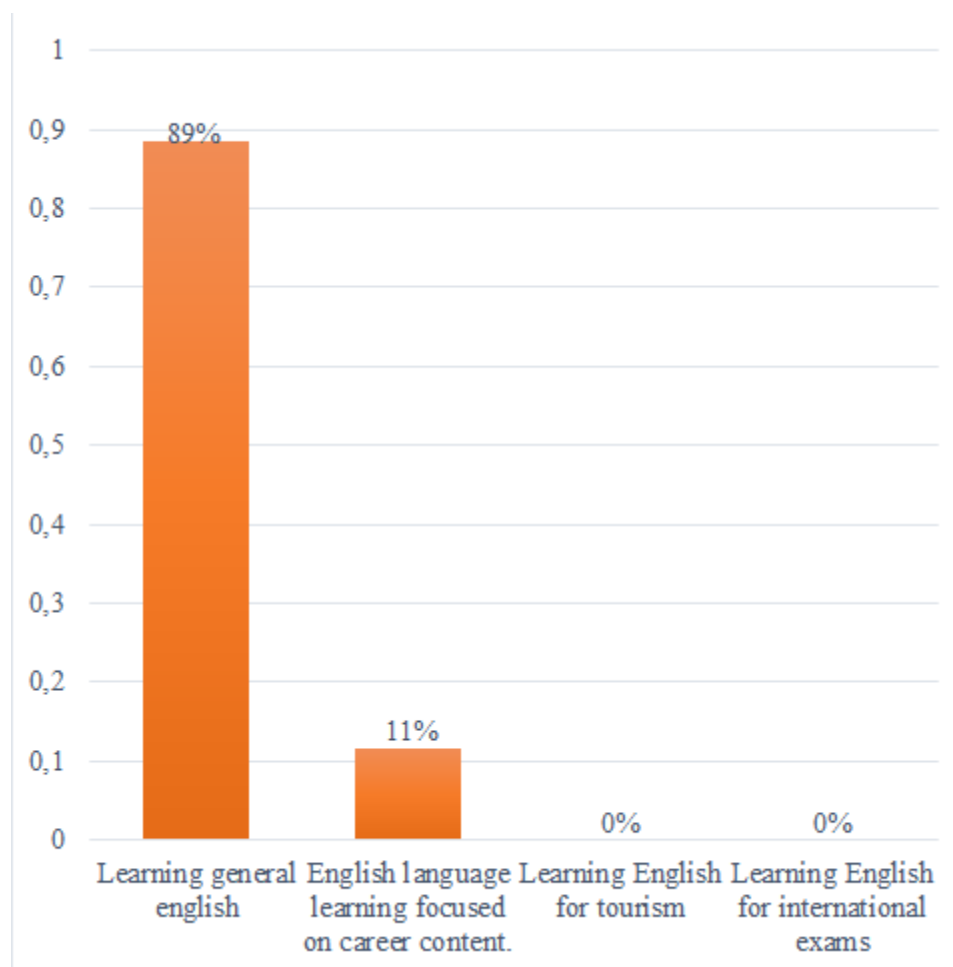
The graph about shows the outcomes in accordance with the focus of institutional English

courses. Learning general English shows a significant figure with 88.5%, while English language learning focused on career content had 11.5%. Finally, learning English for tourism and learning English for international exams got 0%

Question 16: What areas or subjects of your career would you like to see focused on in English?

In the following graphics are shown the preferences of subjects that students of each career want to focus on in English; they are separate in order to visualize the responses of the careers in an organized and clear way.

Law Students

Graph 28.

Subjects That Law Students Would Like to Focus on English
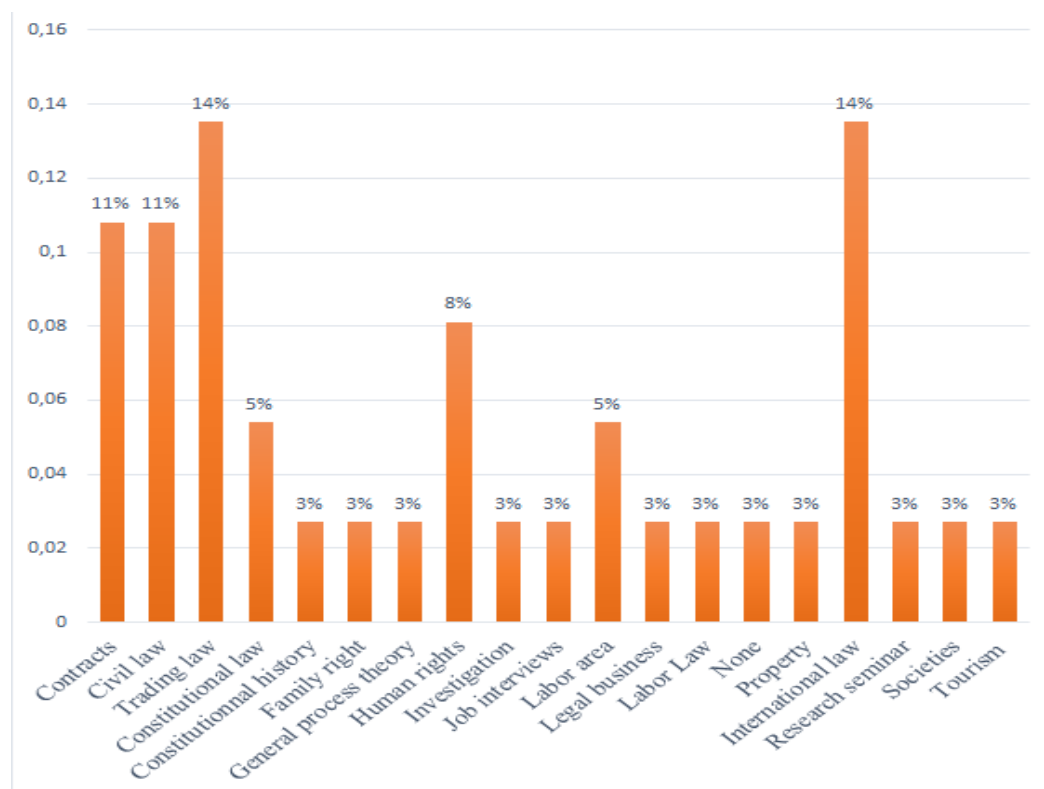
This graph represents the subjects that law students would like to focus on English. The

most chosen subjects were trading law and International law, reaching 13.5%, followed by civil law and contracts with 10,8% each of them, then found human rights with 8.1%. While the option constitutional law was registered with 5.4%, and finally, the rest of the subjects with 2.7% each of them.

Agroindustrial Students

Analysis: This graph represents the subjects that agro-industrial engineering students would like to focus on English. The most chosen subject was marketing with 11.4%, followed by biotechnology and agroindustry with 9.1% each one of them. Then, Biology, Industrial processes, International trade and Quality assurance with 6.8% each one. Chemistry, investigation, postharvest physiology, production, and raw materials reached 4, 5% each one. Finally, the nine others options only got 2, 3% each of them.

Medicine Students

Graph 29

Subjects That Medicine Students would like to Focus on In English
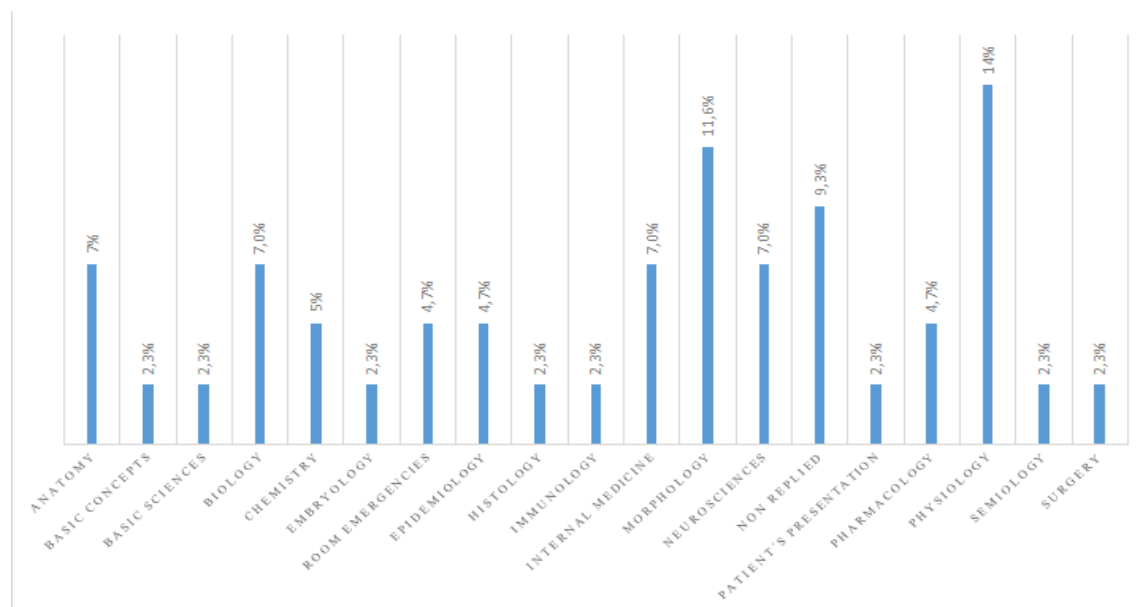
This graph shows results in accordance with the subjects that medical students would like to focus on in English. The outcomes show a preference in Physiology 14%, followed by the option not replied 13.6%, then Morphology received 11.4%, while Anatomy, biology, and internal medicine had 7. %. Then, Chemistry, room emergencies, epidemiology, neurosciences and Pharmacology had a result of 4.5%. Finally, basic concepts, basic sciences, embryology, Histology, Immunology, patient's presentation, semiology and surgery had 2.3% each one.

Bachelor in Arts Students

Graph 30

Subjects That Art Education Students Would Like To Focus On In English
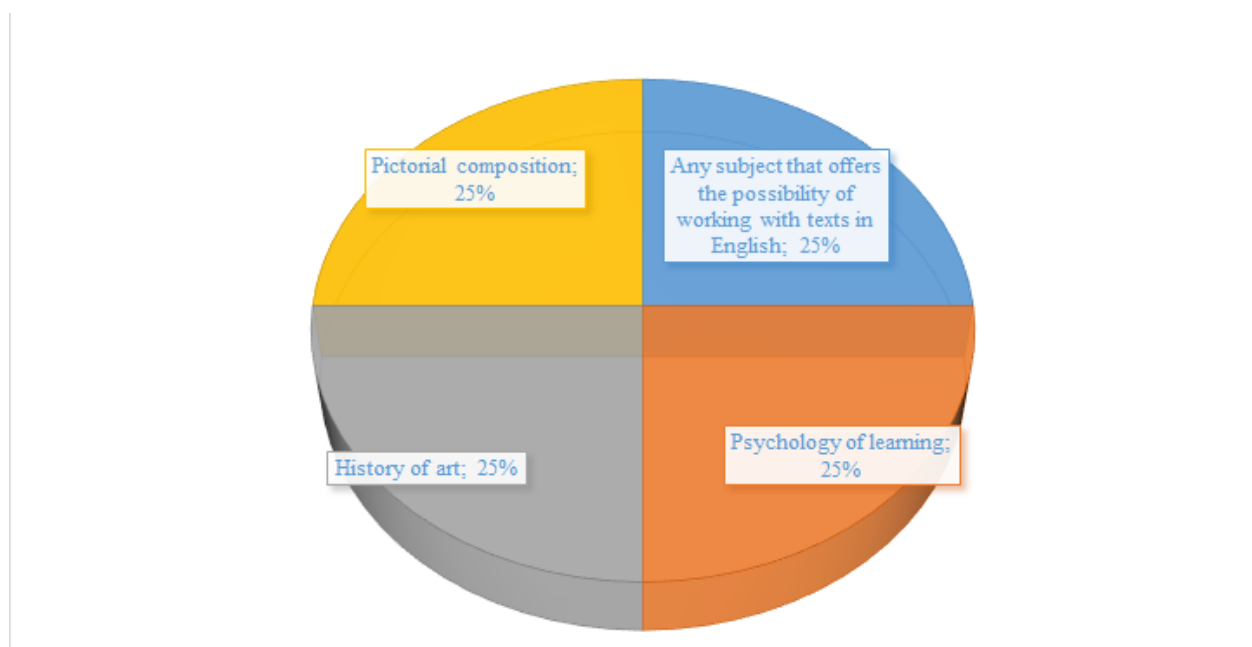
Analysis: This graph analysis shows results in accordance with subjects that Arts education students would like to focus in English. Students proposed three subjects: Psychology of learning, history of art, pictorial composition 25% each, and one student said any subject that offers the possibility of working with texts in English 25%.

Exit Instrument for Interlingua Professors-[Instrumento de Salida para Docentes Interlingua]

Number of participants: 7

Question 1: Participants' personal information

For reasons of anonymity, this question does not include a graph.

Question 2: English level course in charge of

Graph 31

English Level Courses
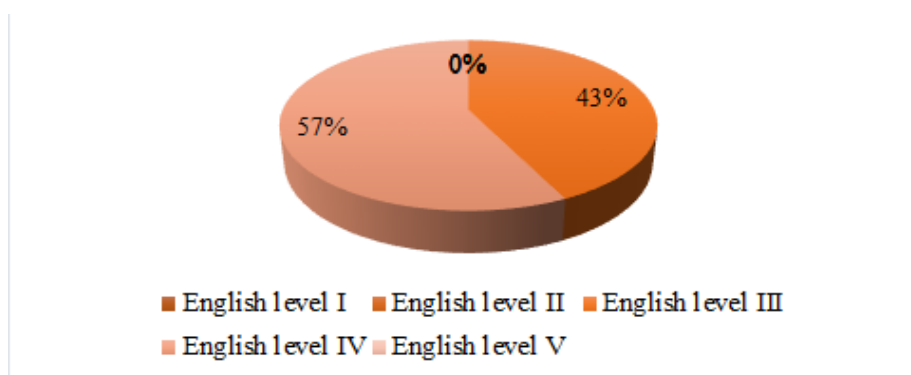
Analysis: In the pie chart, it can be observed the Interlingua levels in which professors teach their classes. Most of them (57%) belong to the four level and the rest (43%) teach in the third level.

Question 3: Use of the ICT

Graph 32

Description of the Uses of ICT
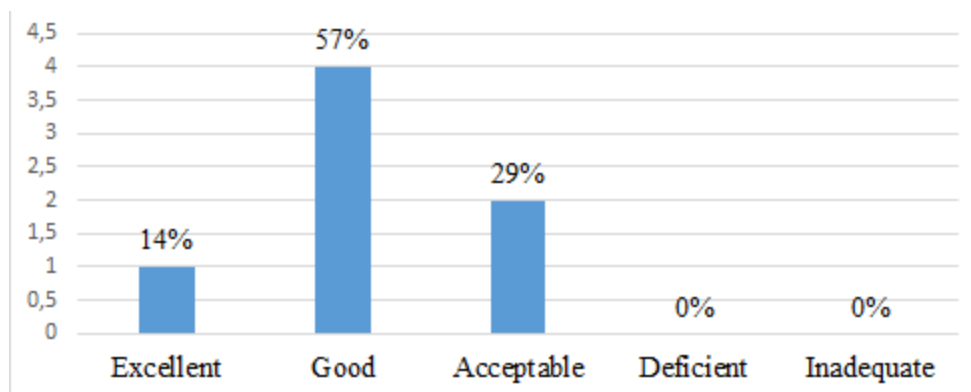
Analysis: The next bar graph shows us the use of the ICT in the virtual classroom. 57% of the participants said its use was good, 29% answered it was acceptable, and only 14% considered the use of the ICT was excellent.

Question 4: Knowledge of what a Didactic Sequence Path (DSP) is and how to use it

Graph 33

Professors' Familiarization with A DSP
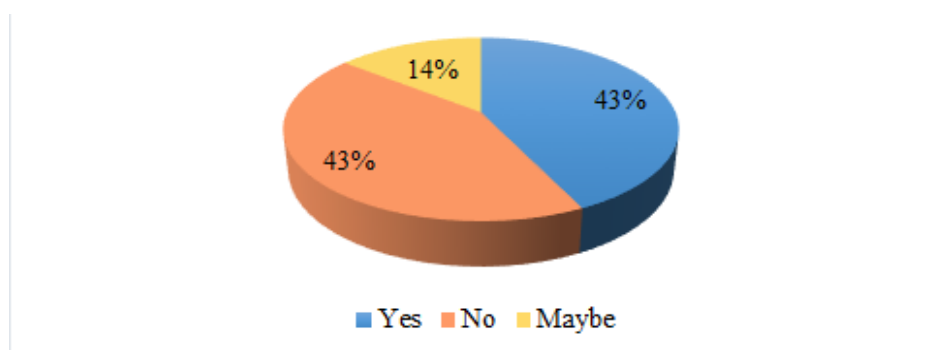
Analysis: In this pie chart, it represents the professors' knowledge regarding a Didactic Sequence Path (DSP) and how familiar they are with this tool. There is an equivalence between the ones who know what it is and how to use it (43%), and the ones who do not (also 43%).

Question 5: Do you think the Didactic Sequence Path (DSP) developed during your classes was useful for teaching a second language and focused on the main thematic of the Interlingua program

Graph 34.

Effectiveness of the DSP In the English Classes
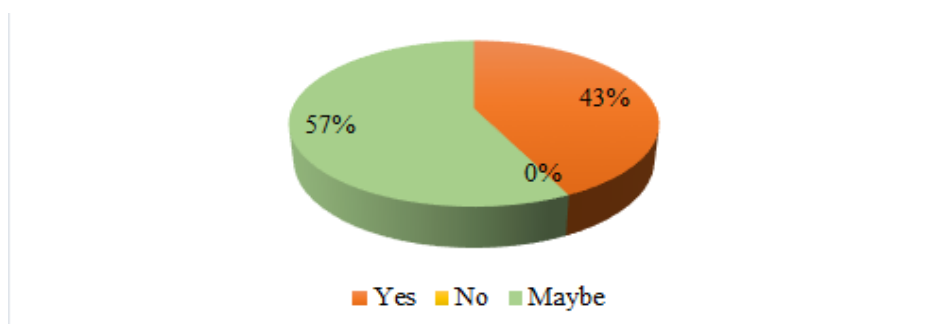
Analysis: Here, it can be seen the perceptions of the professors regarding the use of the different DSP in the teaching of a second language; if not only was it helpful but it was in accordance with course thematic. The majority (57%) were hesitant about its usefulness and the others (43%) considered it to be an effective tool.

Question 6: Do you think the students took the Interlingua course with the purpose of strengthening their skills in the program they are studying

Graph 35

Students Took Interlingual Courses as a Reinforcement of their Skills
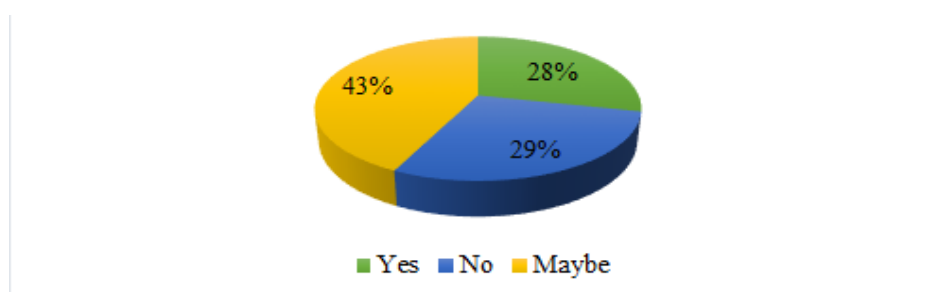
Analysis: Most of the professors (43%) thought it could be possible for students to take Interlingua courses to improve their skills in the program they are studying. On the other hand, of the same number of professors, 29% thought in fact the students did this, and the other 29% considered it had nothing to do.

Question 7: Do you think the English course was focused on the specific purposes of your students' respective programs

Graph 36

The English Course Encourages the Specific Purpose of Students' Programs
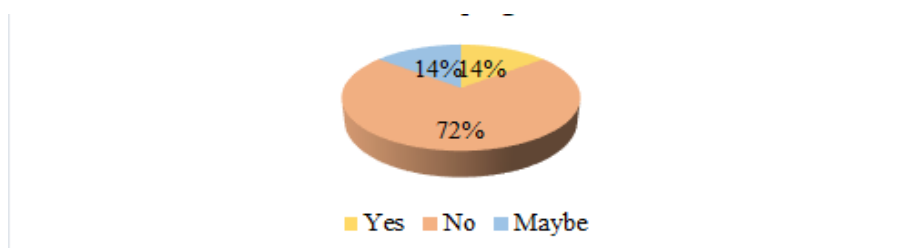
Analysis: In the pie chart, it can be seen that 71% of the participants do not think the Interlingua English course centers on specific topics related to the students' respective programs. While 14% said it does.

Question 8: Do you think it is necessary to create educational tools to improve the second language learning process

Graph 37.

Educational Tools are Important for the L2 Learning Process
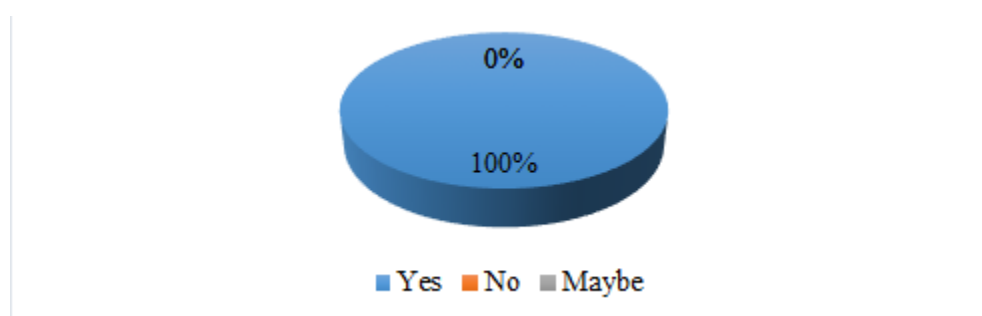
Analysis: For this question, all the participants (100%) agreed that it is essential to design technological educational tools like this in order to improve the learning of a second language.

Question 9: Would you recommend the Didactic Sequence Path (DSP) as an innovative educational tool in the second language learning process

Graph 38.

The DSP Would Be an Innovative Educational Tool for the L2 Learning Process.
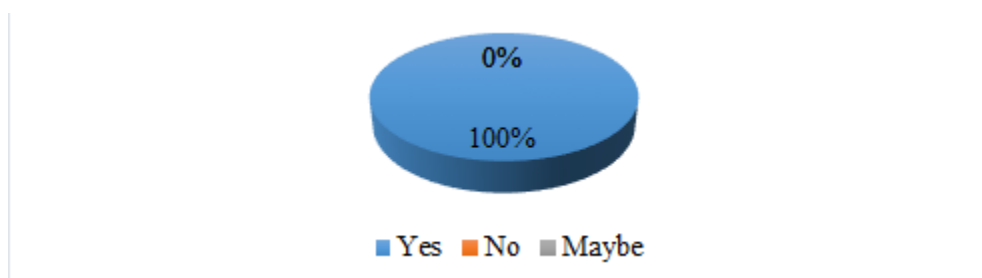
Analysis: As can be seen in the pie chart, all the professors (100%) said they would

recommend this innovative educational resource for second language learning.

Question 9.1: Explanation of the last answer selection.

Graph 39.

Reasons to Implement The DSP as an Educational Tool in the English Class
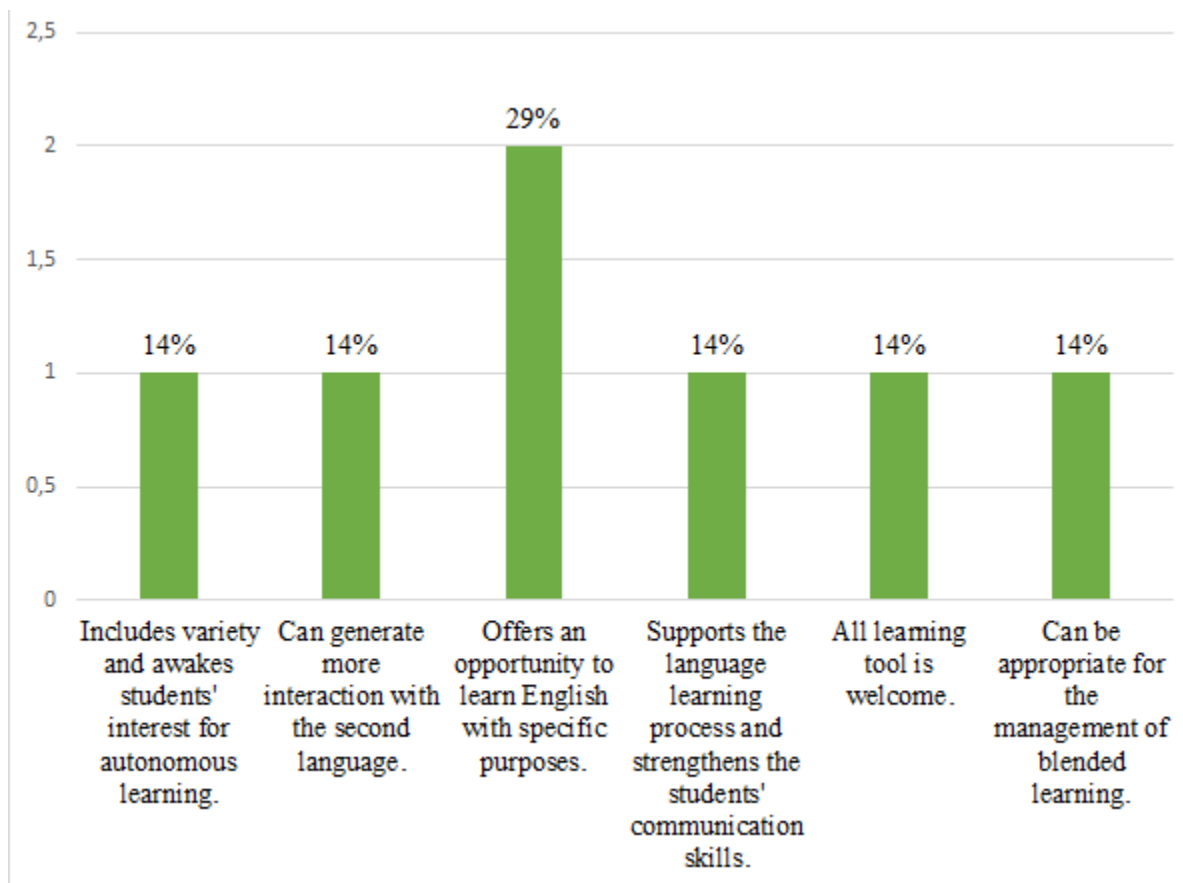
Analysis: Regarding the reasons the professors gave to recommend others the implementation of a DSP in the language learning process, 29% said it was an opportunity to learn English with specific purposes. On the other hand, 14% of the participants considered as it has variety in activities it can boost students' autonomous learning, it can generate more interaction with the language outside the English classes, it encourages the language learning process, enhance students' communication skills, can be appropriate for the management of blended classes, and in general, all learning tool is useful within the English classes.

Question 10: Rate from 1 to 5 the development and effectiveness of the Didactic

Sequence Path (DSP) as an educational tool for the second language learning

Graph 40

Scores on the Development and Effectiveness of The DSP in the L2 Learning
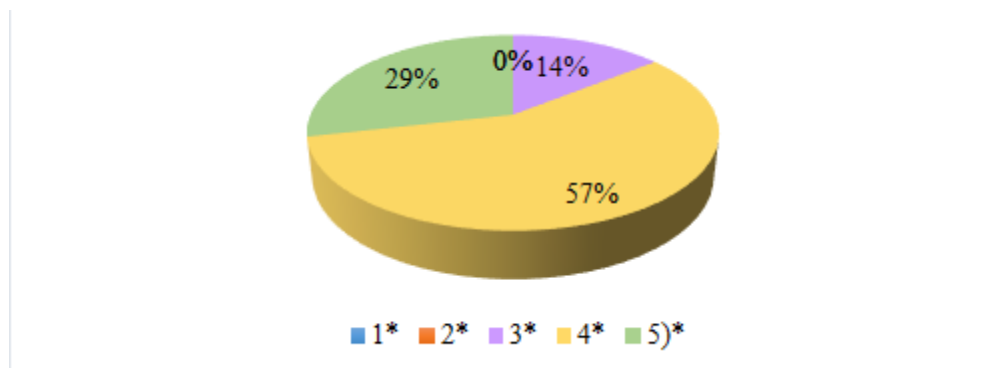
Analysis: In this pie chart, it can be appreciated that most of the professors (57%) scored

a four on the development and effectiveness of the virtual learning device, and only 14% gave a

low score of 3.

Question 11: How was the process of developing the English Learning Devices (ELD)

within the Interlingua Classes?

Graph 41.

Description of the Process of the VLS Development
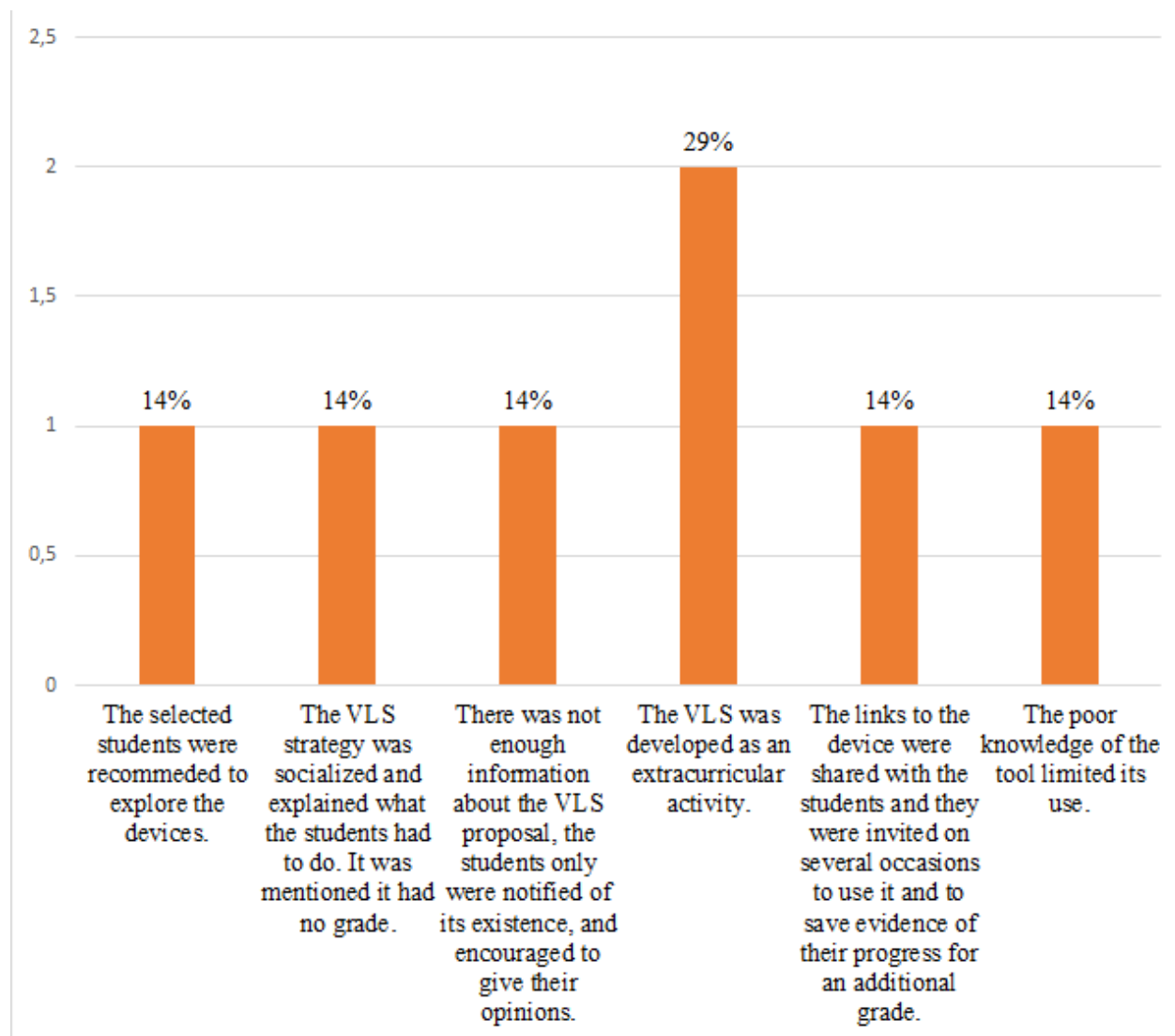
Analysis: In the chart, it can be observed the participants' responses about the process carried out for the development of the ELD in the Interlingua selected courses. Some of the guidelines to follow were that the ELD proposal was socialized and explained for students to do it, and it was also highlighted that the elaboration of the activities had no grade for the course (14%). 29% of the participants agreed in developing the ELD as an extracurricular activity. Another 14% shared the links with the students and reminded them on several occasions to go

through the virtual device; besides keeping evidence on their progress for an extra grade.

However, there were 14% who asserted that the poor knowledge and capacitance to use this educational tool prevented them and their students from taking full advantage of the device. Additionally, another 14% only recommended their students to explore the devices.

Question 12: Rate from 1 to 5 how the students' attitude towards this educational tool

Graph 42.

Score on Students' Attitudes Towards the Development of the VLS
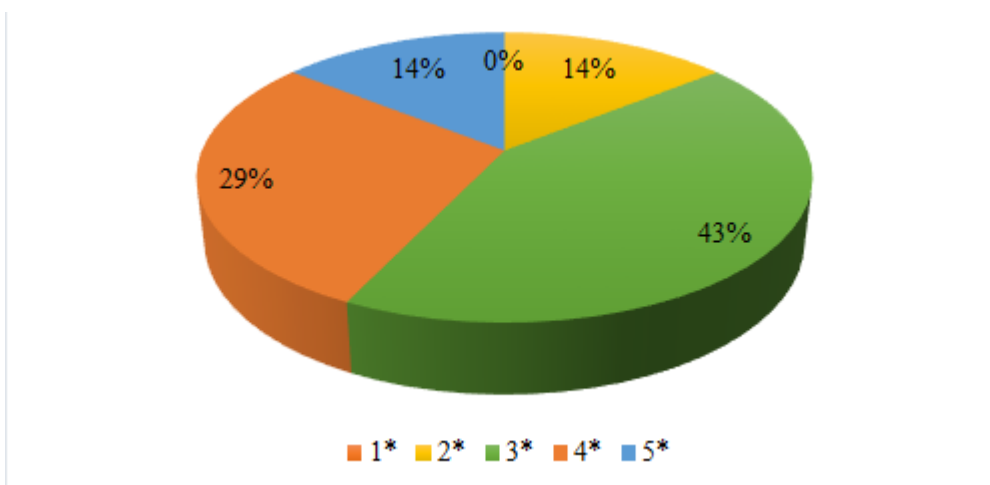
was in their English learning process

Analysis: It can be seen that the majority of the participants (43%) expressed that their students' attitude towards this new learning experience was neither good nor bad as they gave a score of 3. 14%, on the contrary, score with a 5% of her students' attitude. Yet another 14% gave a lower score of 2.

Exit Instrument for Interlingua Students-[Instrumento de Salida para Estudiantes

Interlingua]

Number of participants: 15

Question 1: Gender

Graph 43

Gender
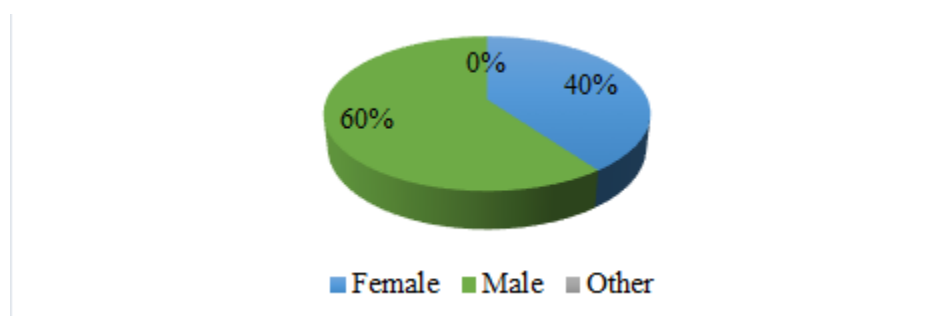
Analysis: The graph shows that students in a high percentage with 60% are male and

40% are female.

Question 2: Write the name of the program you are studying in

Graph 44

 University Programs
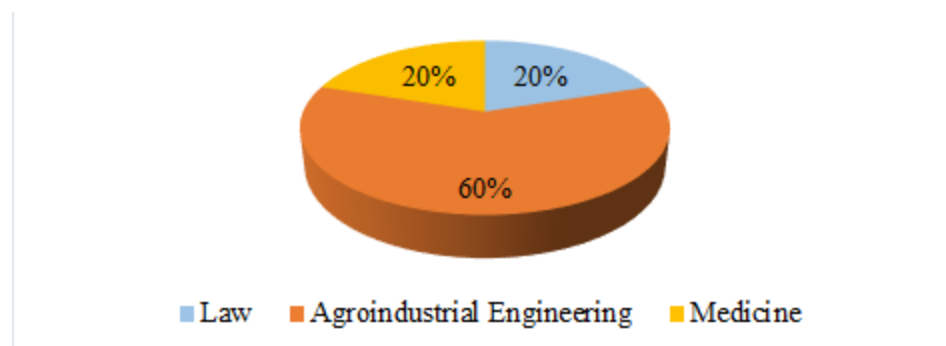
Analysis: The circular graph shows that the majority of students with 60% belong to the

Agroindustrial engineering program, 20% belong to the law program, and the other 20% belong

to the medicine program.

Question 3: Age range

Graph 45

 Age Range
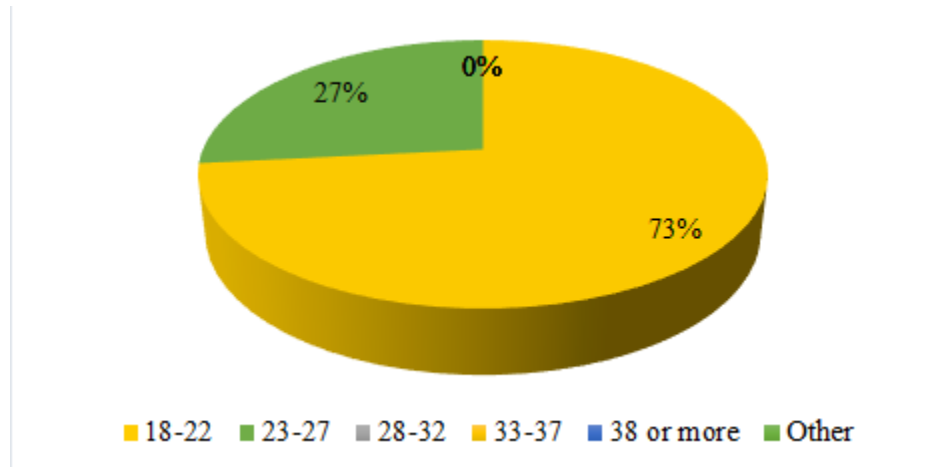
Analysis: The graph shows that the majority of students, with 73%, have an age range

between 18 and 22. On the other hand, 27% of them have an age range between 23 and 27 years.

Question 4: Select the level of English you took

Graph 46

English Levels
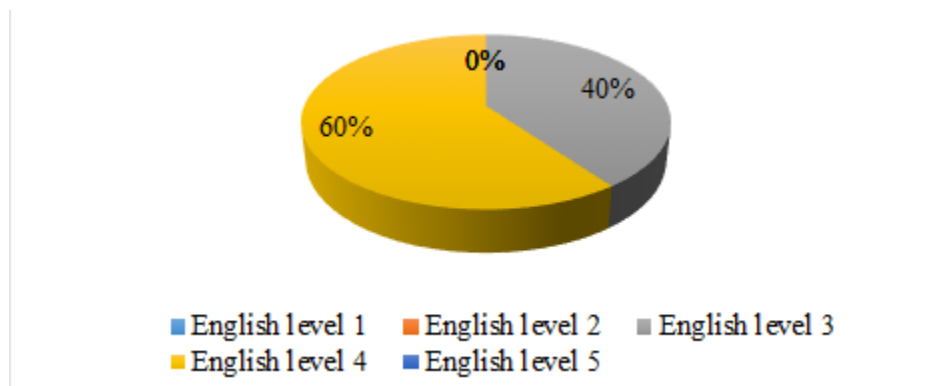
Analysis: The graph clearly shows that the majority of students, with 60%, took level 4

of English, and the other 40% of them took level 3 of English.

Question 5: Date of completion of the last level of English

Graph 47

Date of Completion of the Last Level of English
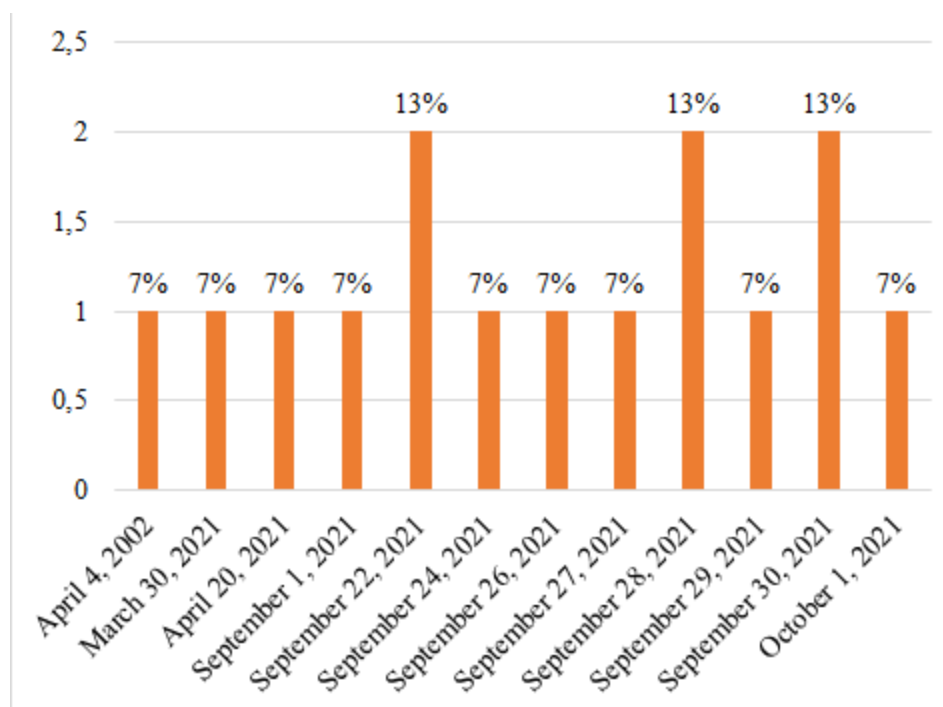
Analysis: The graph shows that 39% of students finished the last level of English on September 22 and September 30 of 2021. On the other hand, the other students (61%) had varied dates between the months of September and October.

Question 6: Do you think you have received and developed the English course aimed at your profession having the possibility to expand your work and/or personal opportunities

Graph 48

The English Course Was an Opportunity to Expand your Work and Personal Opportunities
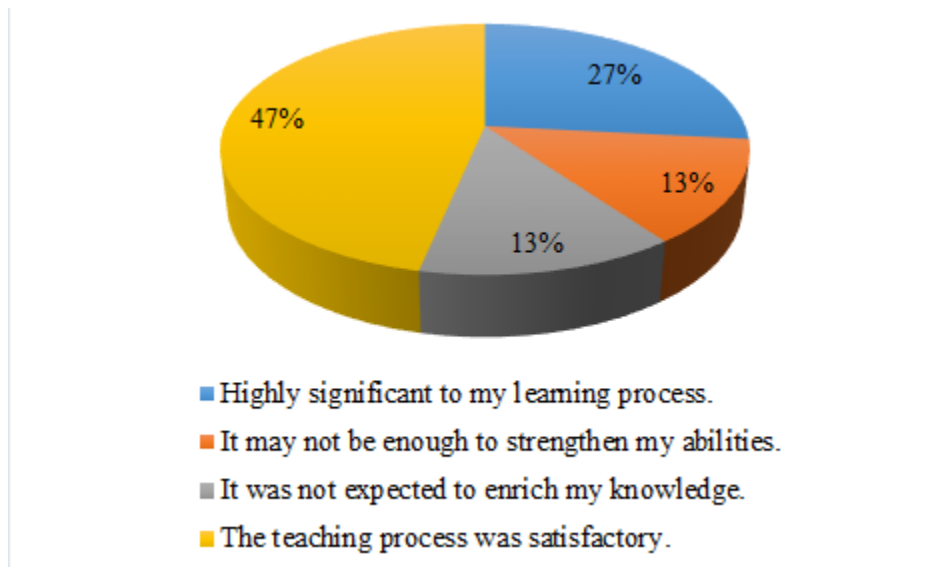
Analysis: In the pie chart, it can be observed that the majority of the students with 47% said that the teaching process was satisfactory. On the other hand, 27% of students stated that the learning process was highly significant. Finally, 13% of them said that maybe it was not enough to strengthen their skills, and the other 13% said that it was not expected to enrich their knowledge.

Question 7: What skill of the English learning process was given to you when using the virtual training device?

GRAPH 49. THE ENGLISH LEARNING SKILL GIVEN IN THE VIRTUAL TRAINING DEVICE
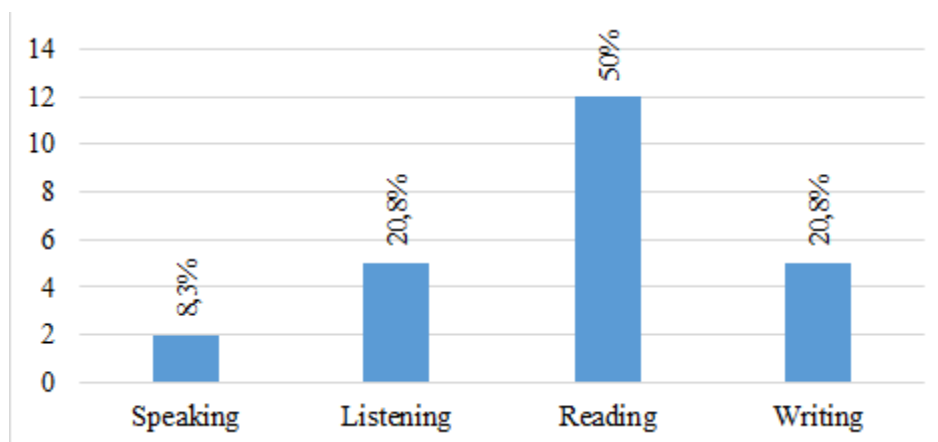
Analysis: The graph shows that students, with 50%, who stated that the reading skill was the most facilitated at the time of using the virtual training device. On the other hand, 20, 8% students stated that their skill was listening and another 20, 8% was writing skill. With less voting with 8, 3% students stated that the skill that was most facilitated was speaking.

Question 8: After using the English Learning Device (ELD), which of the English skills did you like to strengthen in your learning process through this educational resource?

Graph 50

English Skills to Strengthen in the Learning Process through this Educational Resource after Using the VLS
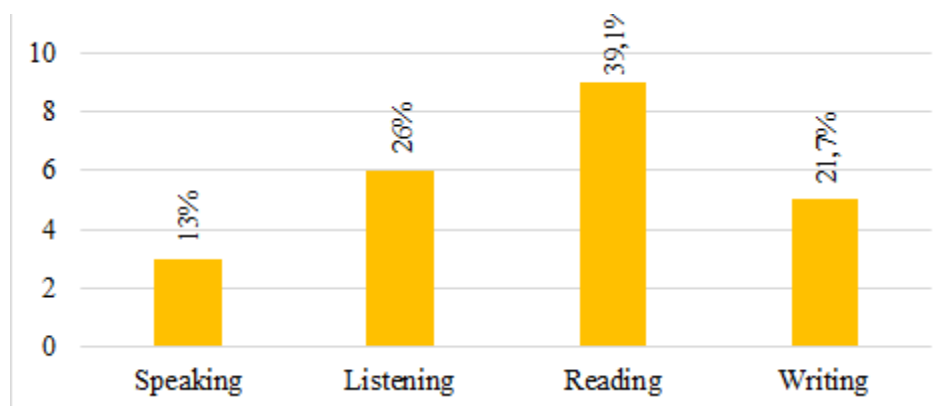
Analysis: In the graph it can be clearly observed that the majority of students who liked to strengthen in the learning process through educational resources (ELD) was reading, with 39,

1%. On the other hand, 26% of them liked the listening skill and with 21, 7% of them the writing skill. With the lowest vote (13%) was the students who liked the speaking skill.

Question 9: How was your experience with the digital platform (ELD?)

Graph 51

 Scores on the Students' Experience Using the VLS
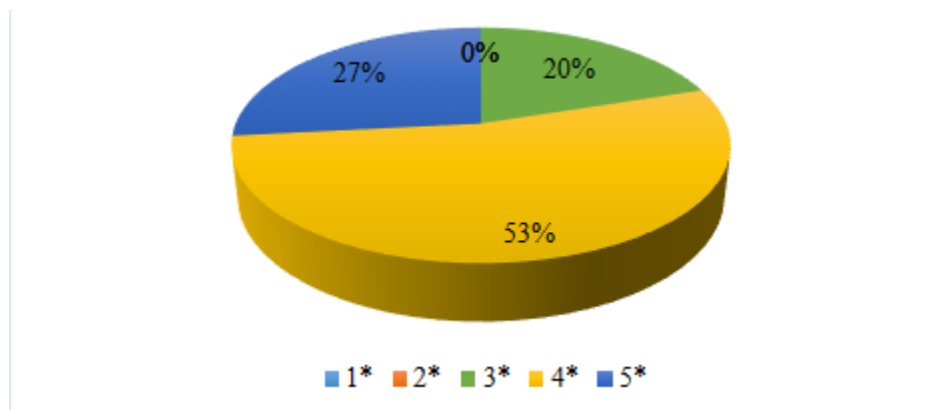
Analysis: In the pie chart, it can be seen that most students (53%) rated their experience using the English Learning Device (ELD) with a good score as 8 of 4. Whilst only 20% of students scored the learning experience with a 3.

Question 10: What could you find in the English Learning Device (ELD?)

Graph 52

What Students Found in the VLS
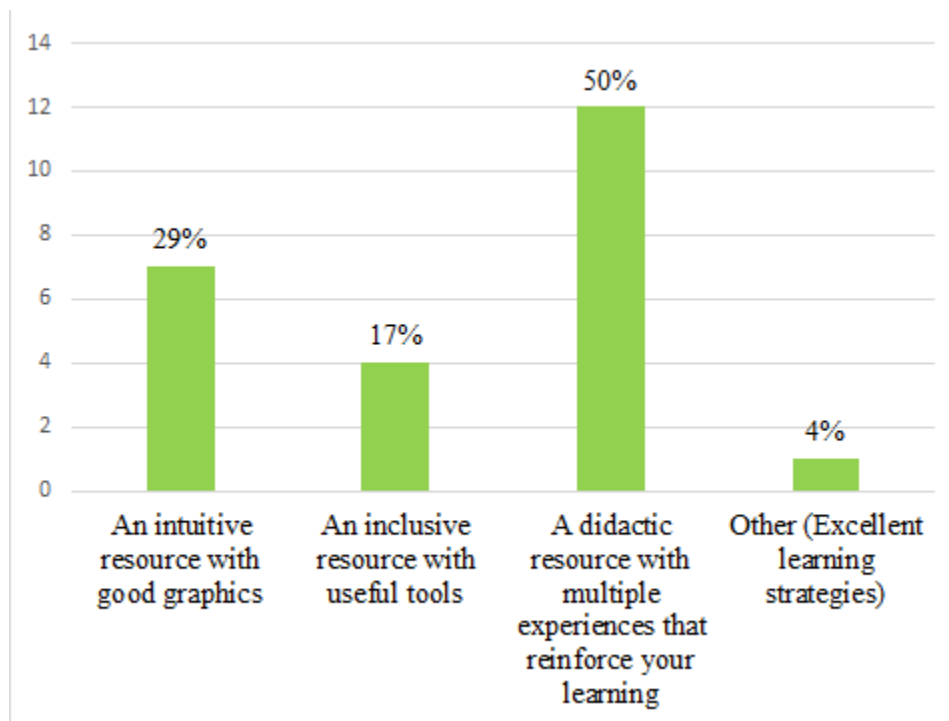
Analysis: It can be observed that the great majority of students (12) perceive the English Learning Device (ELD) as a didactic resource that offers multiple experiences to strengthen their knowledge not only in English but in content related to their programs. On the other hand, a minor number of students (4) asserted that the ELD was an inclusive resource with useful tools. And finally, another student also commented that the virtual device has excellent learning strategies.

Question 11: Did the English Learning Device (ELD) focus on the specific purposes of your program

Graph 53

The VLS Promoted the Specific Purposes of the Program
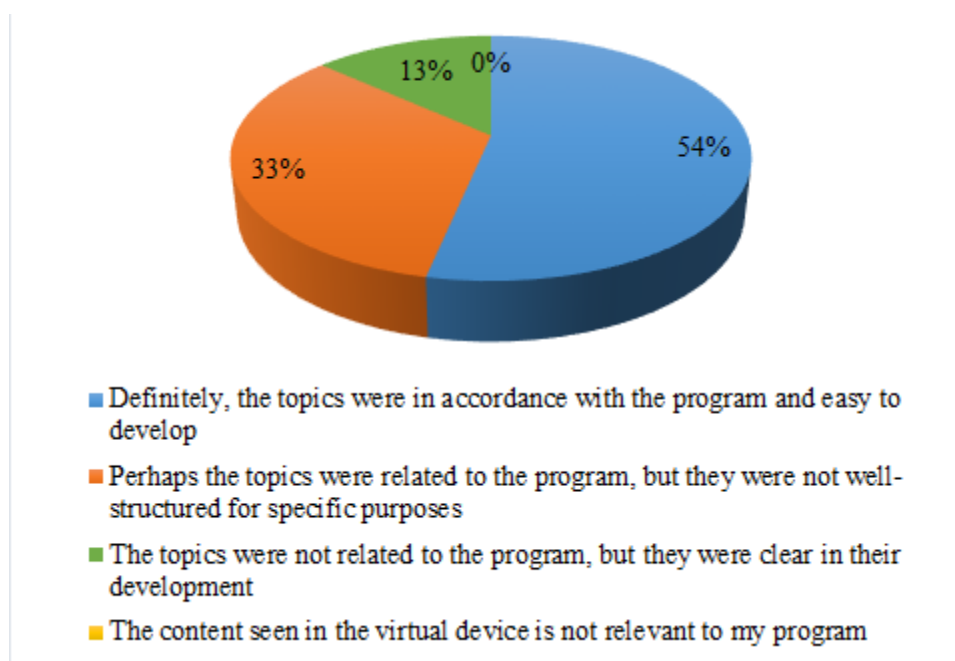
Analysis: The next pie chart shows us the students' opinion regarding the relevance of the English Learning Device (ELD) to their programs. Most students (53%) said that definitely the topics included in the device were in accordance with their programs and also were easy to complete. On the contrary, 13% of students said that the topics were not relevant but they had clarity in their development.

Question 12: Do you think the period of time given to develop the tasks or activities in the virtual device was sufficient?

Graph 54

Opinions Regarding the Time Given for Completing the VLS
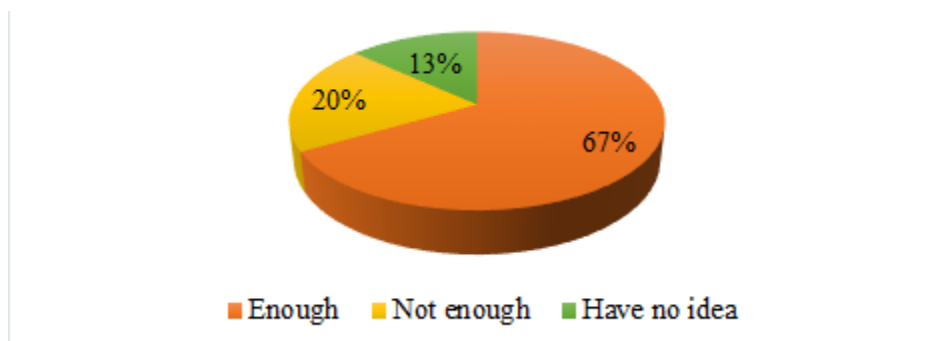
Analysis: Here, it can be seen that 67% of the students thought the time given to solve the activities and tasks presented in a virtual device was enough. While 20% of students considered it was not enough, and 13% of them had no idea of the time.

Question 13: Do you think the use of an interactive platform contributes more to your learning process? Explain your answer.

Graph 55

Contributions in the Use of Interactive Platforms for Students' Learning Process
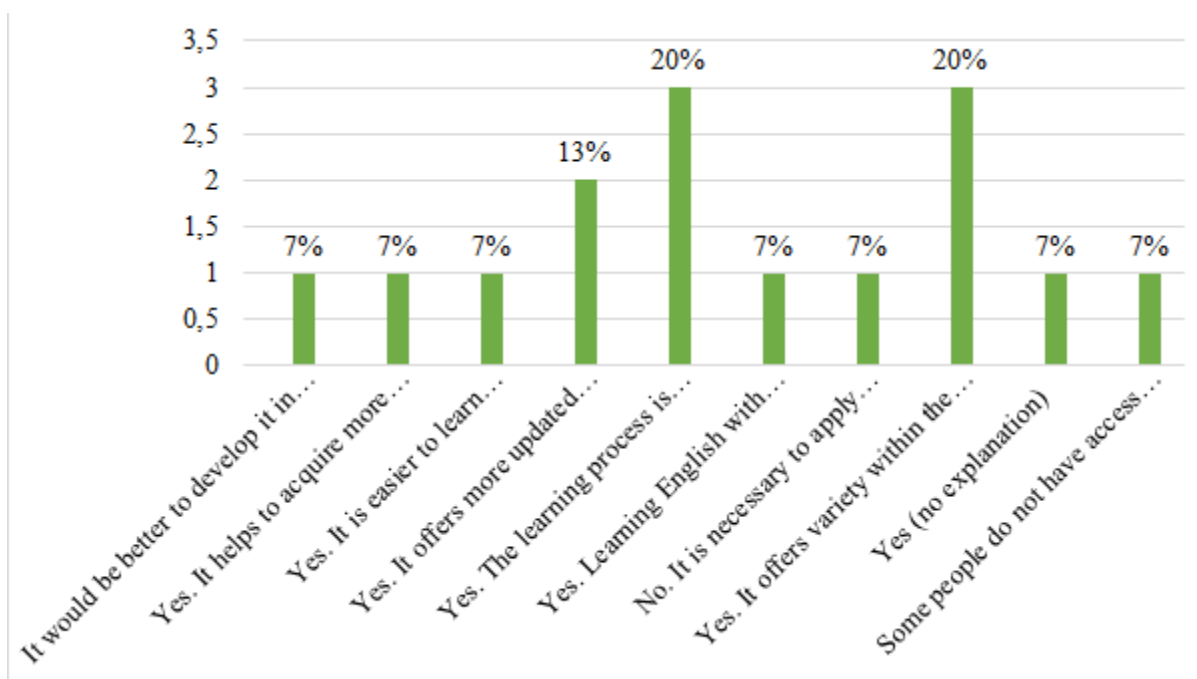
Analysis: In the next graphic, it could be observed that 20% of students agreed that an interactive platform offers a variety of tools and activities and interaction with it contributes to their learning process. While 7% of students said that it would be more effective to use these tools in face-to-face classes, it does not contribute to the learning process as it does not allow them to use knowledge in real life situations.

Question 14: Do you think the topics presented in the English Learning Device (ELD) will be useful for your personal and professional training

Graph 56

The VLS will Be Useful in Students' Personal and Professional Life
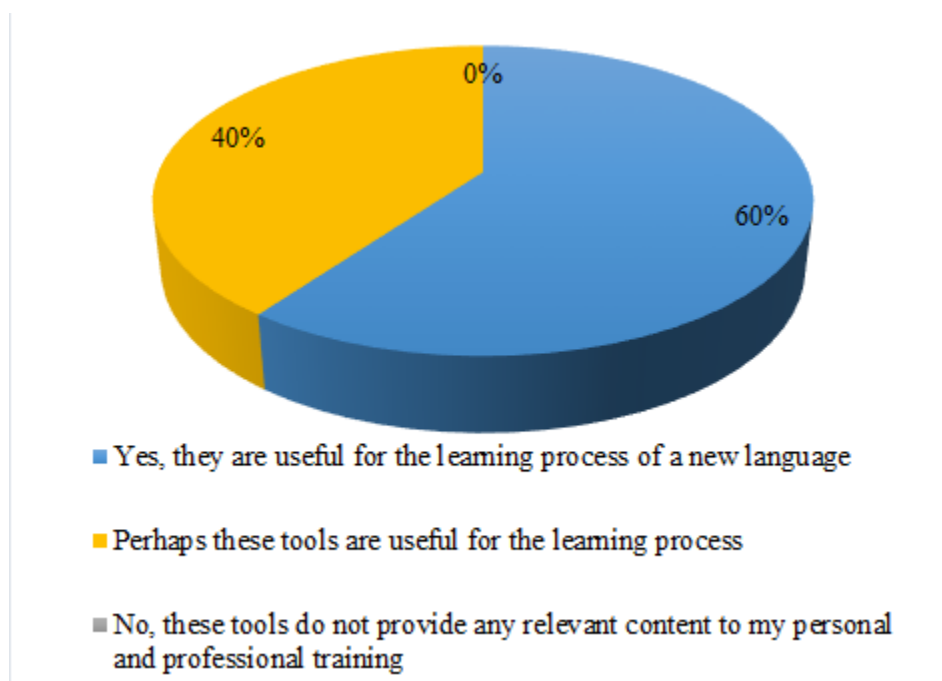
Analysis: The next pie chart shows us the students' perceptions regarding how relevant the English Learning Device (ELD) will be for their personal as well as professional training. 60% of students said that this tool is useful for their second language learning process; while 40% of them answered that maybe these kinds of tools will contribute to their learning process.

Question 15: What changes would you make to this device?

Graph 57

Students' Improvement to the Digital Devices
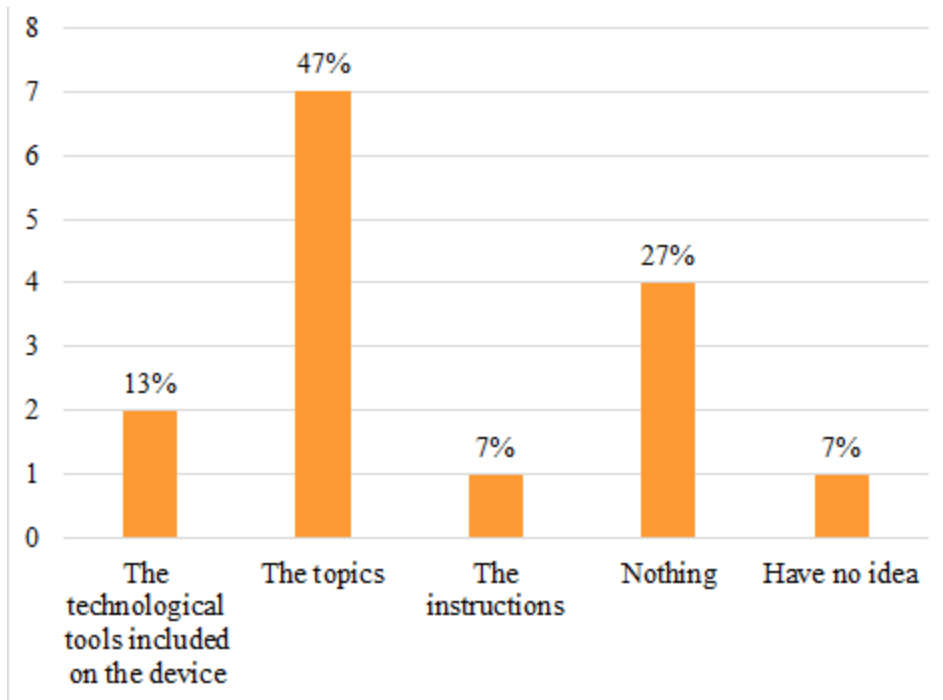
Analysis: Here, it can be clearly seen that 47% of students would make changes regarding the topic selection. Some of them claimed that it would be better to make a deeper analysis on the content selected for each program as well as include more variety in the topics. On the other hand, 27% of students said they would not make any changes, 7% commented to include instructions in Spanish, and another 7% said not to know what changes would be made.

Question 16: Would you recommend the English Learning Devices (ELD) as an innovative educational tool in the second language learning process?

Graph 58

Students Would Recommend the VLS as an Innovative for the L2 Process

- Yes, these tools are effective in the teaching process
- No, these tools are insufficient in the learning process of a new language
- These tools are likely to work in educational settings
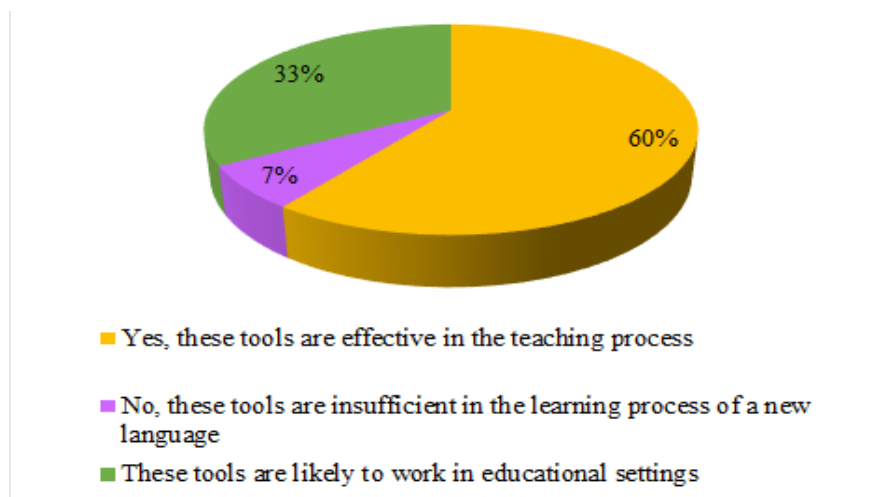
Analysis: It can be observed that 60% of the students would recommend the ELD as an innovative educational tool in the learning process. Whilst 33% of them said these tools would probably work in the educational environment, and just 7% said these tools seem to be insufficient in the learning process of a new language.

Clinical Assessment Instrument SVA-Professors - [Instrumento de Evaluación para Docentes Interlingua]
     Number of participants: 5

Section 1 - Basic Information

     Question 1: Gender

Graph 59

Gender
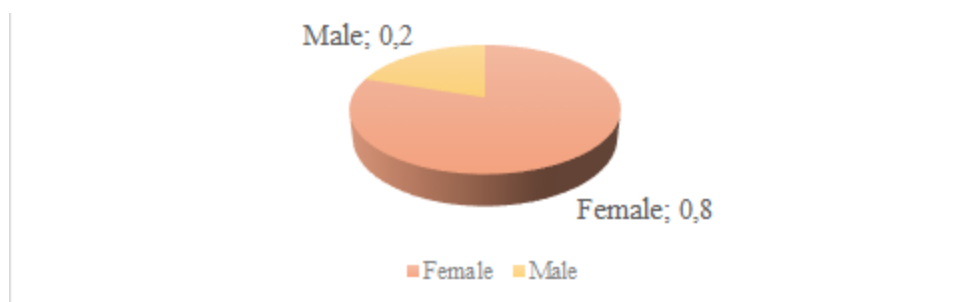
Analysis: This graph represents professors´ gender. The predominant gender is female with (80%) while Male is the minority gender (20%).

Question 2: Choose the digital resource that you explored

Graph 60

Digital Resources that Teachers Explore
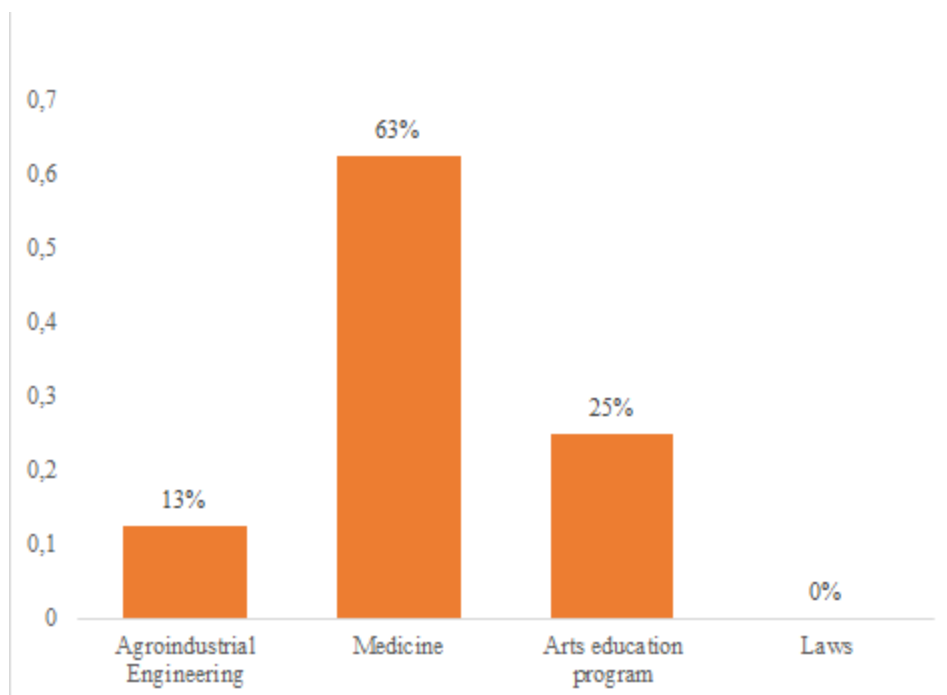
Analysis: The graph shows results in accordance with digital resources that teachers explored. The most chosen option is Medicine (62.5%), followed by Arts Education program (25%). Agroindustrial Engineering received (12.5%) and Laws had (0%).

Question 3: Choose the course or courses that you guided in 2020-2

Graph 61

English Level that Teachers Guide in 2020-2
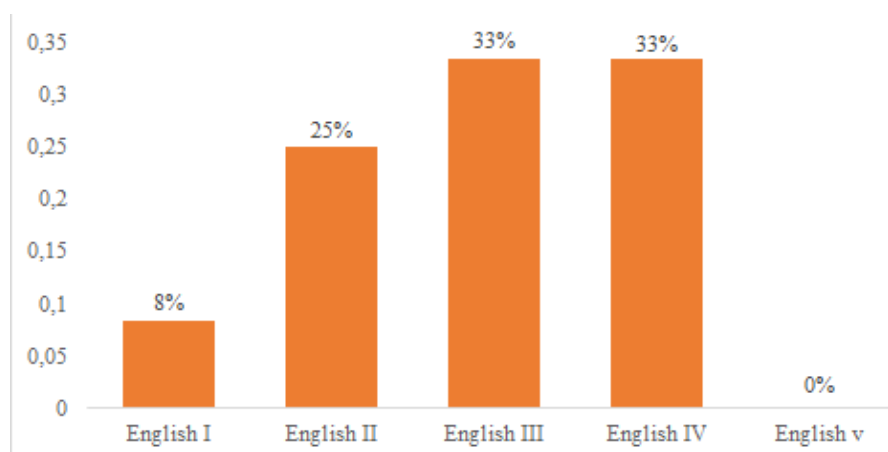
Analysis: The graph shows results in accordance with the English levels teachers guide in 2020-2. English III and English IV had the same results (33.3%), followed by English II (25%) and English I (8.3%). Finally English V received (0%).

Question 4: Which strategies did the teachers implement to incorporate digital resources with students from the 4 selected programs?

Graph 62

Strategies that Teachers Implement to Incorporate Digital Resources with Students from the 4 Selected Programs
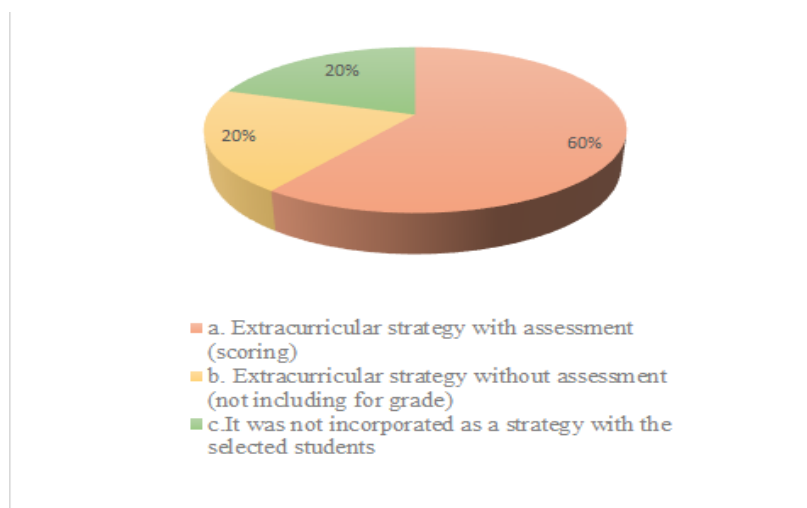
Analysis: In accordance with the strategies implemented to incorporate digital resources with the students. The outcomes were satisfactory to extracurricular strategy with assessment (60%) while extracurricular strategy without assessment and the option it was not incorporated as a strategy with the selected students receiving the same percentage (20%) each one.

Section 2 - Ergonomics of the digital resource

Question 1: Indicate which device you used to explore the activities of the digital resource.

Graph 63

Percentage
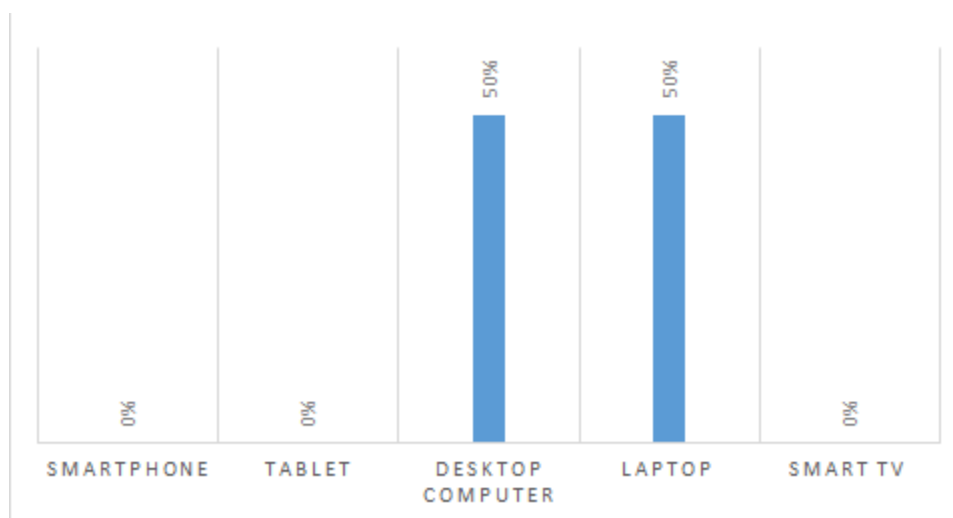
In accordance with the devices used by the professors to explore the activities of the digital resources. Desktop computer and laptop received (50%) of responses each one, while Smartphone, tablet and smart TV received (0%).

Question 2: Evaluate from 1 to 5 the degree of sobriety of the digital resource used (simplicity of navigation, availability of menu and ease of navigation between activities)

Graph 64

Degree of Sobriety of the Digital Resources Used by Teachers
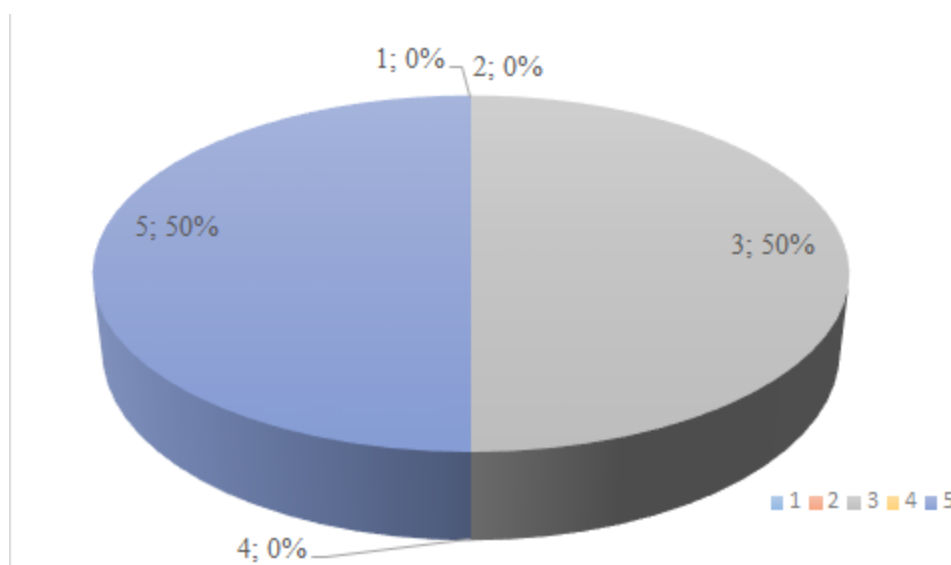
Analysis: The outcomes of the evaluation from 1 to 5 of the digital resources used were in favor of 3 and 5 punctuation, they both received (50%) each one, while 1, 2, 4 received (0%).

Question 3: Rate from 1 to 5 the degree of accessibility of the digital resource used (ease of access, clarity in instructions, interoperability: it works well on different devices and web browsers)

Graph 65

Degree Of Accessibility of the Digital Resource Used by Teachers
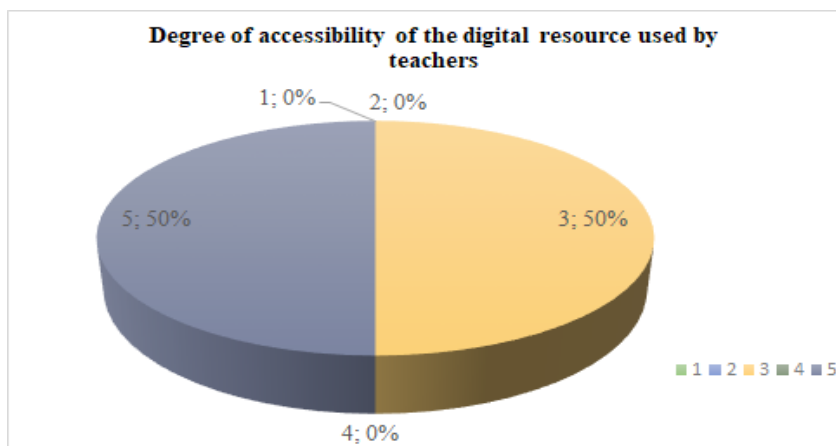
Analysis: The outcomes of the evaluation from 1 to 5 about the accessibility of the digital resource used by teachers were in favor of 3 and 5 punctuation, they both received (50%) each one, while 1,2,4 received (0%).

Question 4: Evaluate from 1 to 5 the degree of functionality of the digital resource used (ease of navigation and accessibility to content and links)

Graph 66

Degree of Function of the Digital Resource Used by Teachers
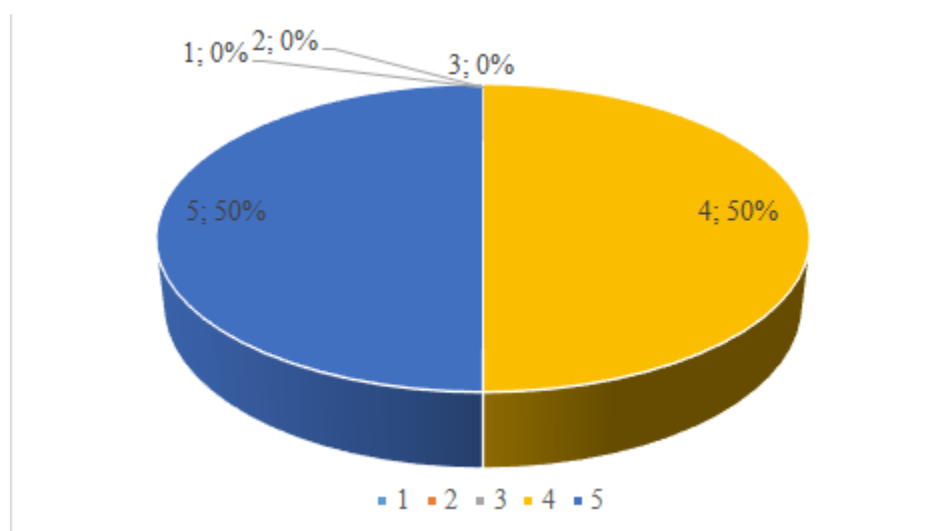
Analysis: The outcomes of the evaluation from 1 to 5 about functionality of the digital resource used by teachers were in favor of 4 and 5 punctuation (50%), while 1,2,3 obtained (0%)

Question 5: Evaluate from 1 to 5 the degree of speed of the digital resource used (fast content loading, graphic quality of the same

Graph 67

Degree of Speed of the Digital Resources Used by Teachers
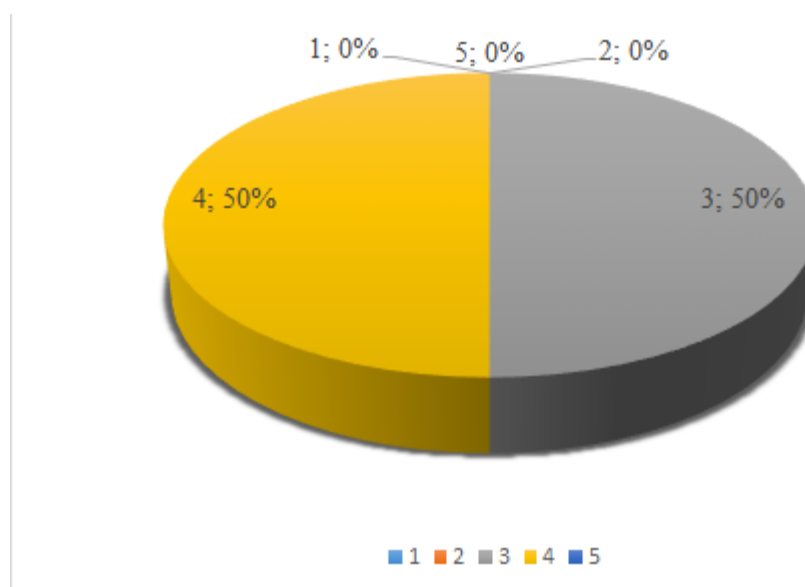
Analysis: The outcomes of the evaluation from 1 to 5 about the speed of the digital resource used by teachers were in favor of punctuation 3 and 4 (50%) while punctuation 1, 2, 5 had (0%).

Question 6: Evaluate from 1 to 5 the degree of interactivity of the digital resource used (variety of exercises, balance between text-image-audio and video content)

Graph 68

Evaluate from 1 To 5 the Degree of Interactivity of the Digital Resource Used by Teachers
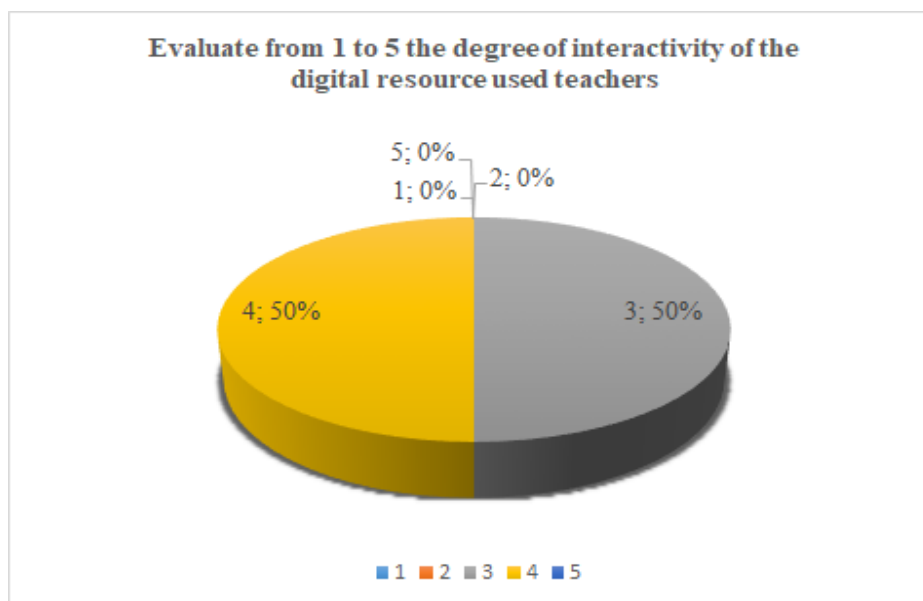
Analysis: The outcomes of the evaluation from 1 to 5 about the degree of interactivity of the digital resource used by teachers were in favor of punctuation 3 and 4, they received (50%) each one, while punctuation 1, 2, 5 had (0%).

Question 7: Evaluate from 1 to 5 the degree of readability of the digital resource used (organization, structure and clarity of all the contents presented in the resource)

Graph 69

Degree of Readability of the Digital Resource Used by Teachers
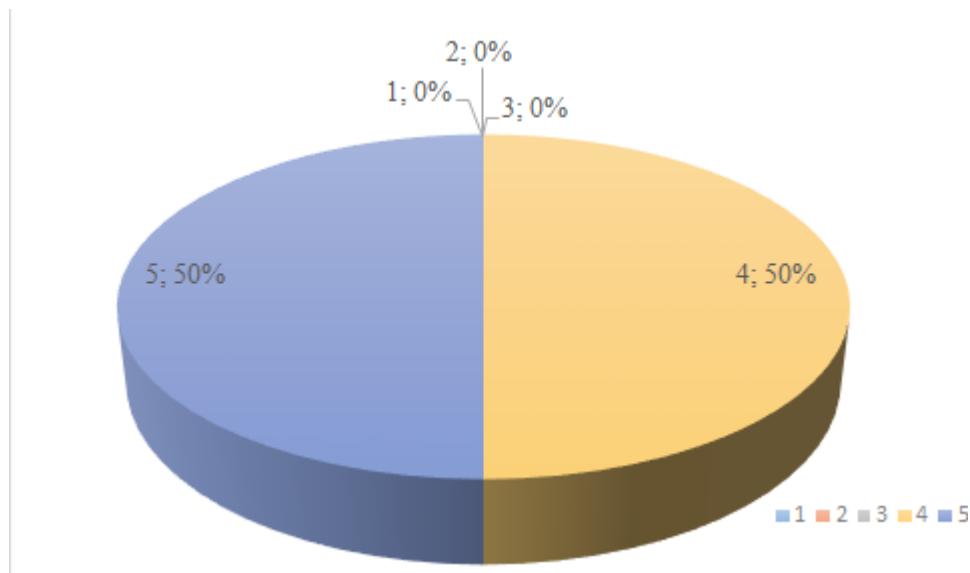
Analysis: The outcomes of the evaluation from 1 to 5 about the degree of readability of the digital resource used by teachers were in favor of punctuation 4 and 5, they received (50%) each one, while punctuation 1, 2, 3 had (0%)

Question 8: Include comments and or suggestions about the digital resource that you explored

Graph 70

Comments and Suggestions about the Digital Resource that Teachers Explored
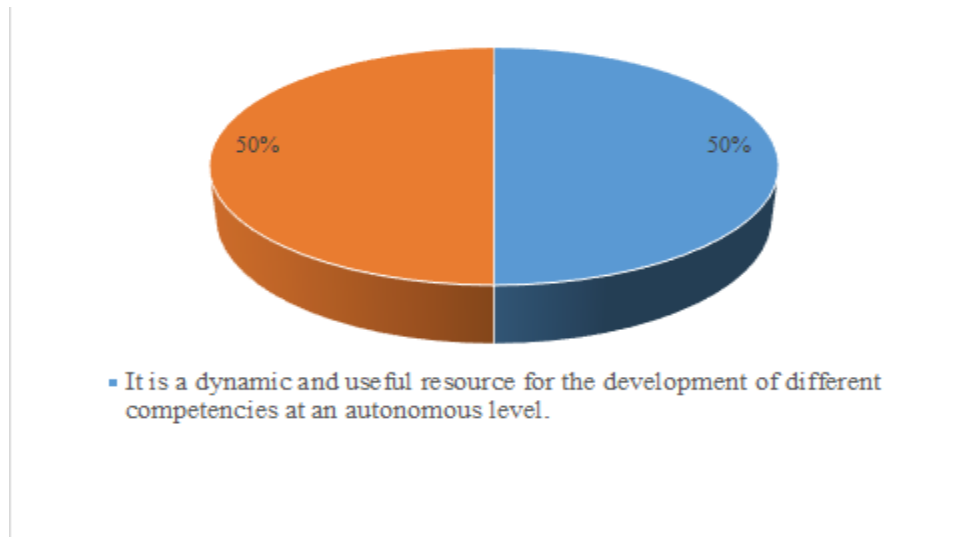
Analysis: According to the comments/suggestions given by the professors, the digital resources and its components are dynamic, useful, and interesting for the development of different competences at an autonomous level. However, some students expressed that there are many activities to be done and they have little time to explore the tools.

Section 3 - Contents presented

Question 1: In relation to the English courses you have guided, what is your perception of the digital resource that you explored? If you choose "other", briefly define your perception

Graph 71

Perception that Teachers Have Regarding of the Digital Resource that they have Explored In their English Classes
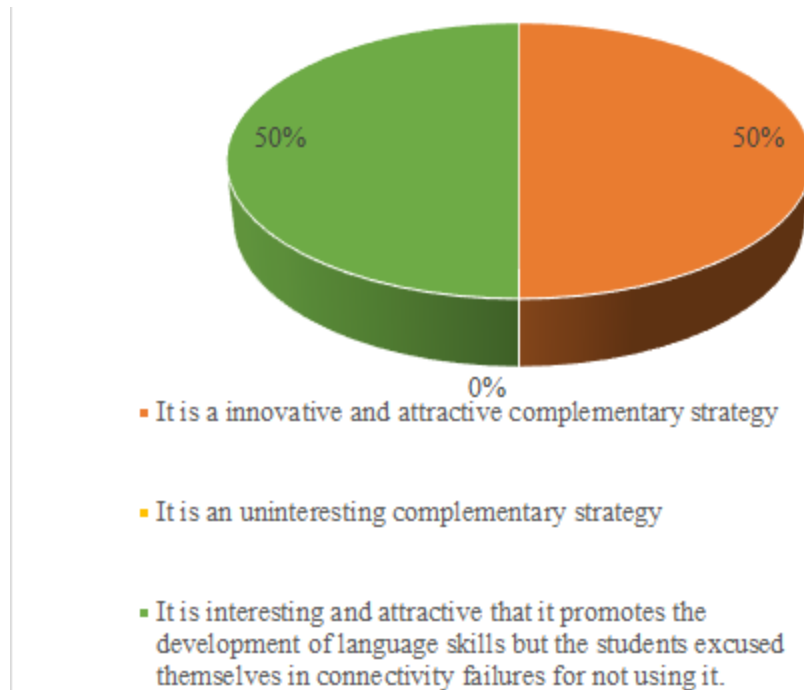
Analysis: Teachers ´perception regarding the digital resources they explored in their English classes was positive since the option it is an innovative and attractive complementary strategy received (50%) in favor, the same percentage (50%) received the option It is interesting and attractive that it promotes the development of language skills but the students excused themselves in connectivity failures for not using it, while It is an uninteresting complementary strategy received (0%).

Question 2: Do you consider that the English content of the digital resource was appropriate for the English level of the students selected in your course? If you choose "other", briefly define your perception

Graph 72

Perception About the Suitability of the Digital Resource for the English Level of the Students Selected in your Course
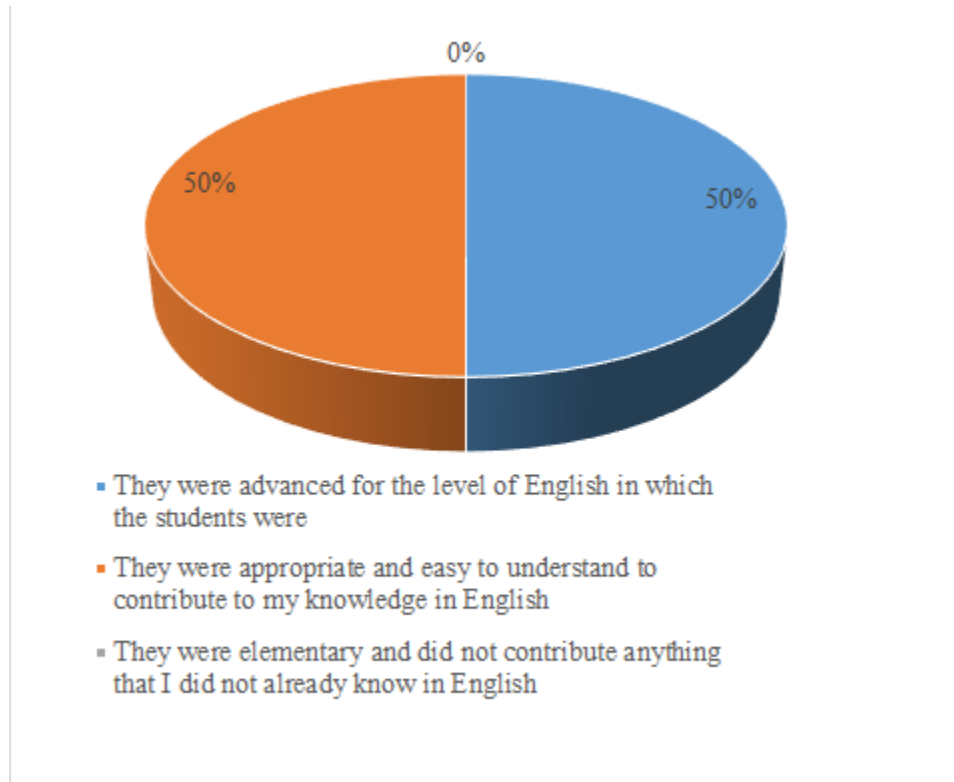
Analysis: In accordance with teachers´ perception regarding the suitability of the digital resource for the English level of the students selected in their course. The option: They were advanced for the level of English in which the students were received (50%) and the option: They were appropriate and easy to understand to contribute to my knowledge in English received (50%), while they were elementary and did not contribute anything that I did not already know in English had (0%).

Question 3: In the content presented in the digital resource, which of the 6 English skills did you like the most? [Reading comprehension -Listening comprehension - Oral production - Writing production - Oral interaction - Writing interaction] Briefly describe the reason

Graph 73

Skills Include in the Digital Resource that Teachers Like the Most
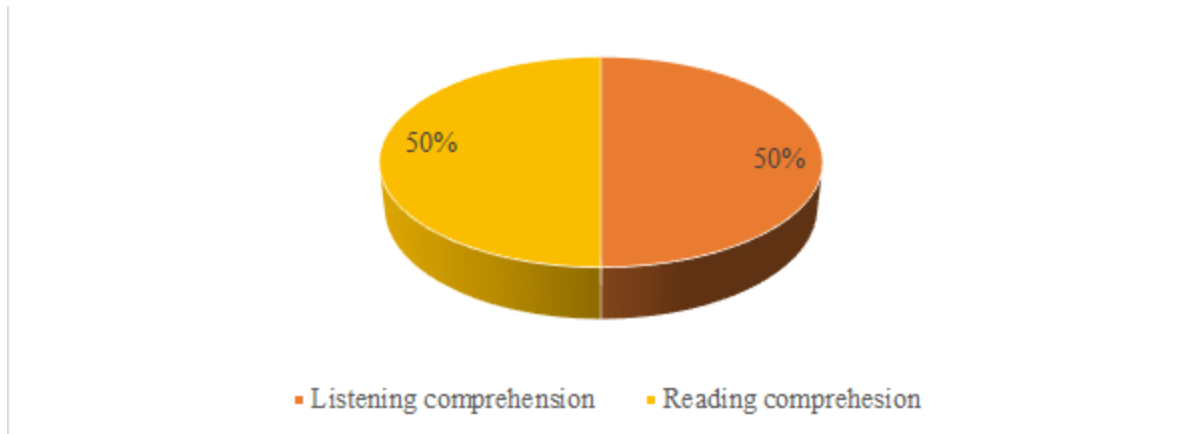
Analysis: Regarding the skill include in the digital resource that teachers like the most Listening comprehension and reading comprehension received the same percentage (50%).

Question 4: In the content presented in the digital resource, which of the 6 English skills did you like the least? [Reading comprehension -Listening comprehension - Oral production - Writing production - Oral interaction - Writing interaction] Briefly describe the reason

Graph 74

Skills Included in the Digital Resource that Teachers Liked the Least
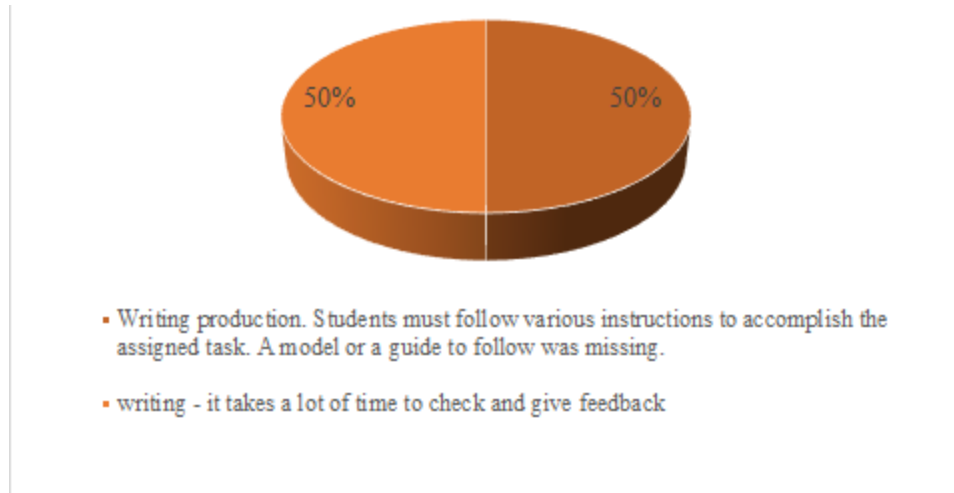
Analysis: Regarding the skills included in the digital resource that teachers liked the least, the options writing production. Students must follow various instructions to accomplish the assigned task. A model or a guide to follow was missing and writing since it takes a lot of time to check and give feedback received a percentage of (50%) each one.

Clinical Assessment Instrument SVA-Students - [Instrumento de Evaluación para Estudiantes Interlingua]

Number of participants: 6

Section 1 - Basic Information

Question 1: Gender

Graph 75

Gender
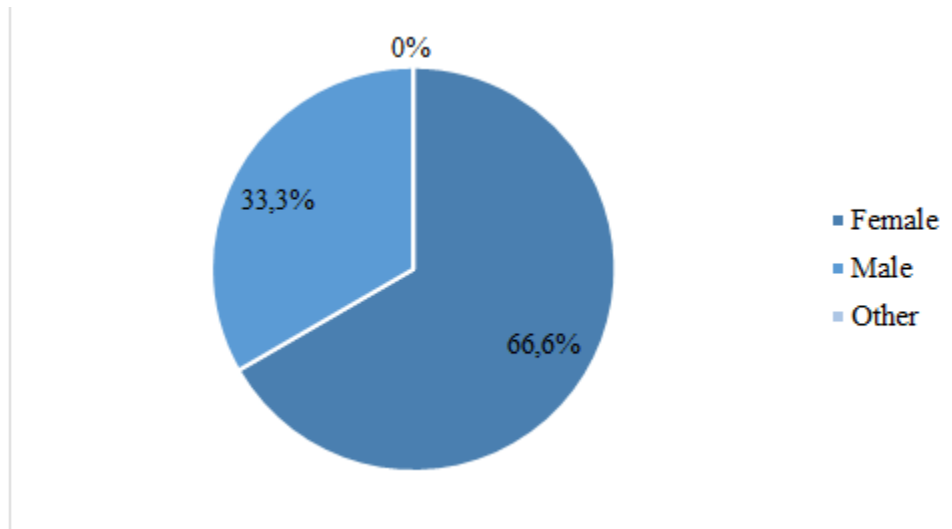
Analysis: In the graph it can be represented the gender of the students interviewed where 66, 6% of the interviewees were female and 33, 3% of them were male. Therefore, it could be said that female gender prevails in the participation of the ELD.

Question 2: Choose the digital resource that you explored

GRAPH 76. DIGITAL RESOURCE EXPLORED
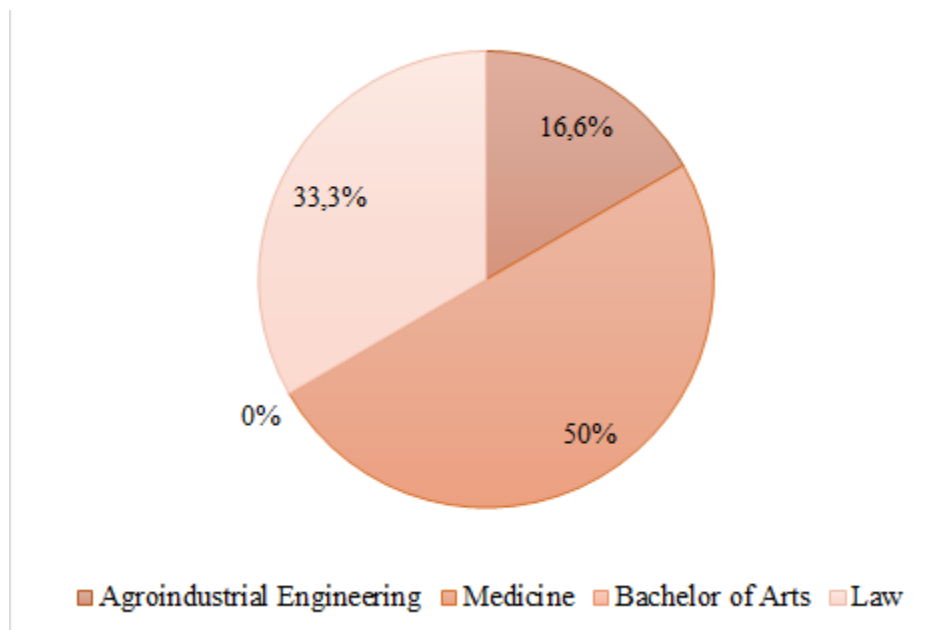
Analysis: In the graph it can be represented the number of students participation per some programs. In the Agroindustrial Engineering program 16, 6% of the group participated, in the medicine program 50% participated, in the law program 33, 3% participated, but in the Bachelor of Arts program nobody participated.

Question 3: Select the level of English you are studying

Graph 77

Course
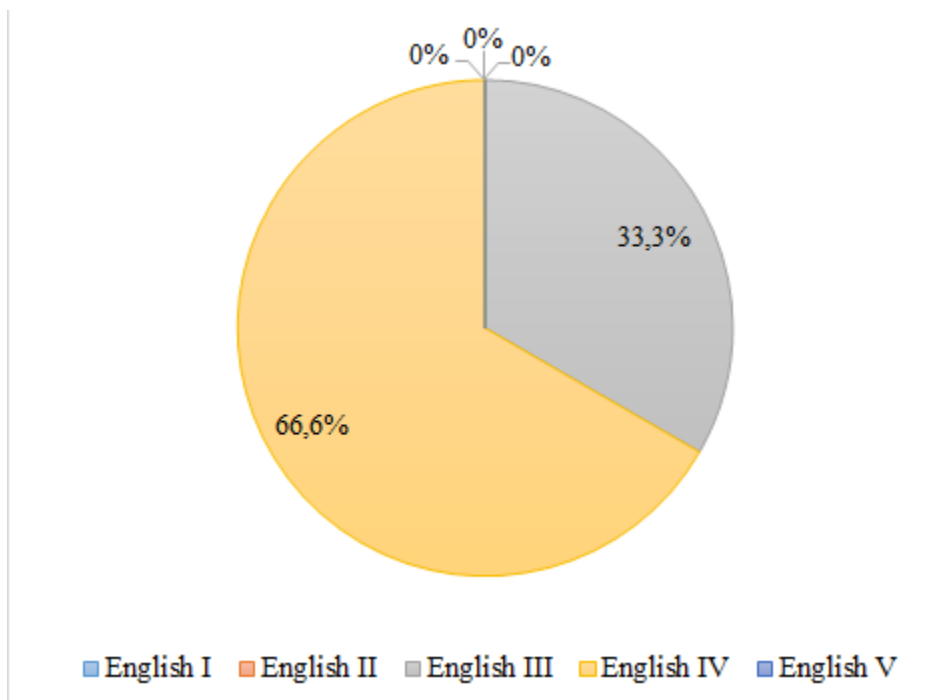
Analysis: In the graph it can be represented the level of the English students which participated in the interview. Nobody participated in English I, II and V. 33, 3% of the interviewed group participated in English III, and 66, 6% participated in English IV. Therefore, it could be said that the majority of interviewees were in English IV**.**

Section 2 - Ergonomics of the digital resource

Question 1: Please indicate which device you used to explore and perform the activities of the digital resource

Graph 78

Device Used to Explore and Perform the Activities of the Digital Resource
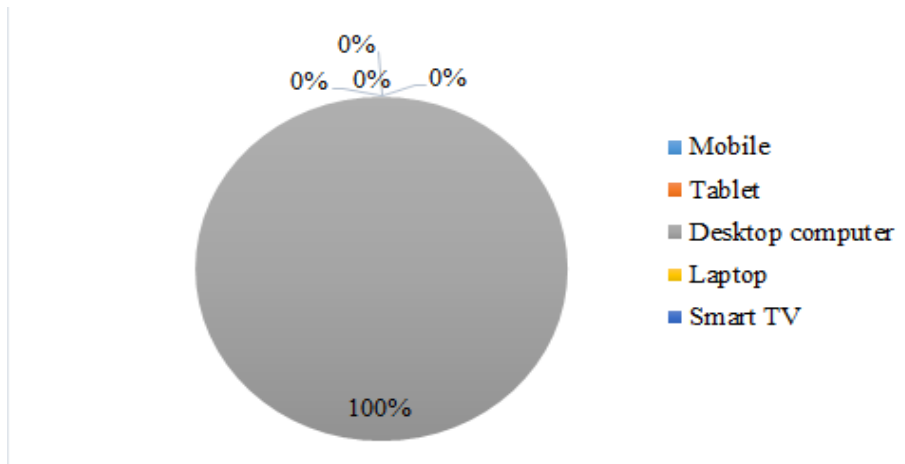
Analysis: In the graph it can be represented as the device used to explore and perform digital resource activities. Nobody used mobile, tablet, laptop and smart TV. However, 100% of the interviewees used a desktop computer.

Question 2: Evaluate from 1 to 5 the degree of sobriety of the digital resource used (simplicity of navigation, availability of menu and ease of navigation between activities)

Graph 79

Degree of Sobriety of the Digital Resources Used
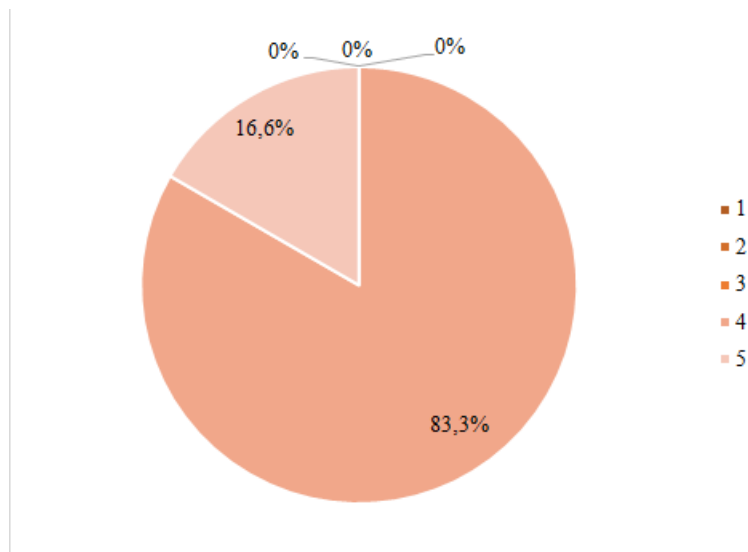
Analysis: In the graph it can be represented the degree of sobriety of the digital resource used, taking into account the simplicity of navigation, menu availability, and the ease of navigation between activities. Nobody voted 1, 2 and 3. However, 83, 3% of the interviewed group voted 4, and 16, 6% voted 5 to the degree of sobriety of the ELD. Therefore, the majority of interviewees has a good degree on the sobriety of the ELD.

Question 3: Rate from 1 to 5 the degree of accessibility of the digital resource used (ease of access, clarity in instructions, interoperability: it works well on different devices and web browsers)

Graph 80

Degree of Accessibility of the VLS
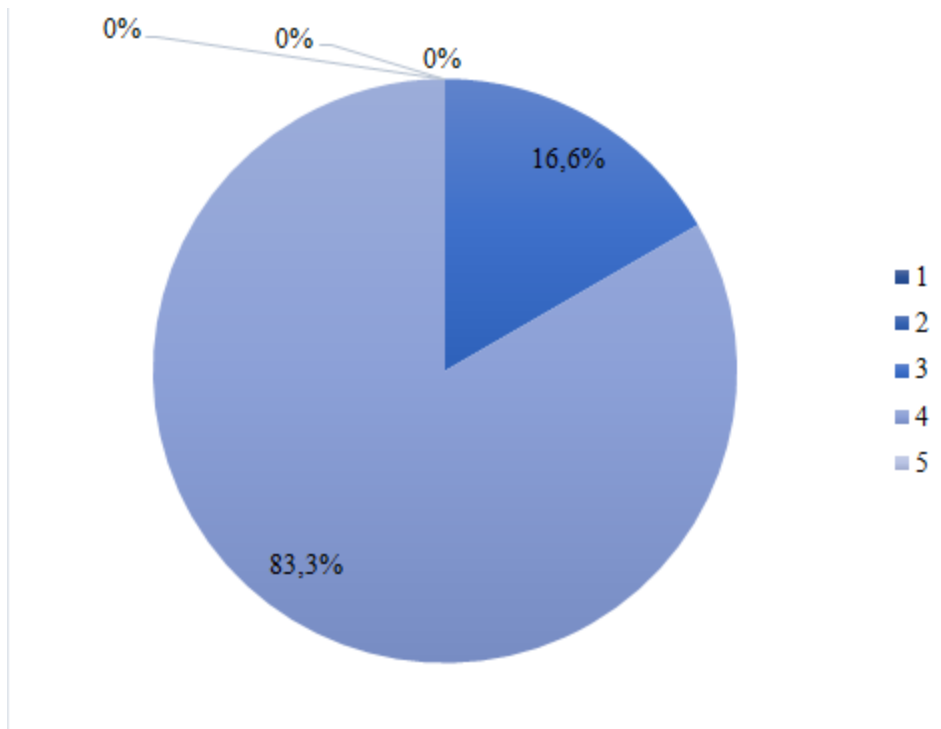
Analysis: In the graph it can be represented the degree of accessibility of the digital resource used, taking into account the ease of access, clarity in instructions, and interoperability which means working well on different devices and web browsers. Here, nobody voted for the

degree of 1, 2 and 5. However, 83, 3% of the interviewed group voted on degree 5 and 16, 6%

voted on degree 3. Therefore, the majority of the interviewees selected a good degree of

accessibility of the ELD.

Question 4: Evaluate from 1 to 5 the degree of functionality of the digital resource used

(ease of navigation and accessibility to content and links)

Graph 81

Degree of Functionality of the Digital Resource Used
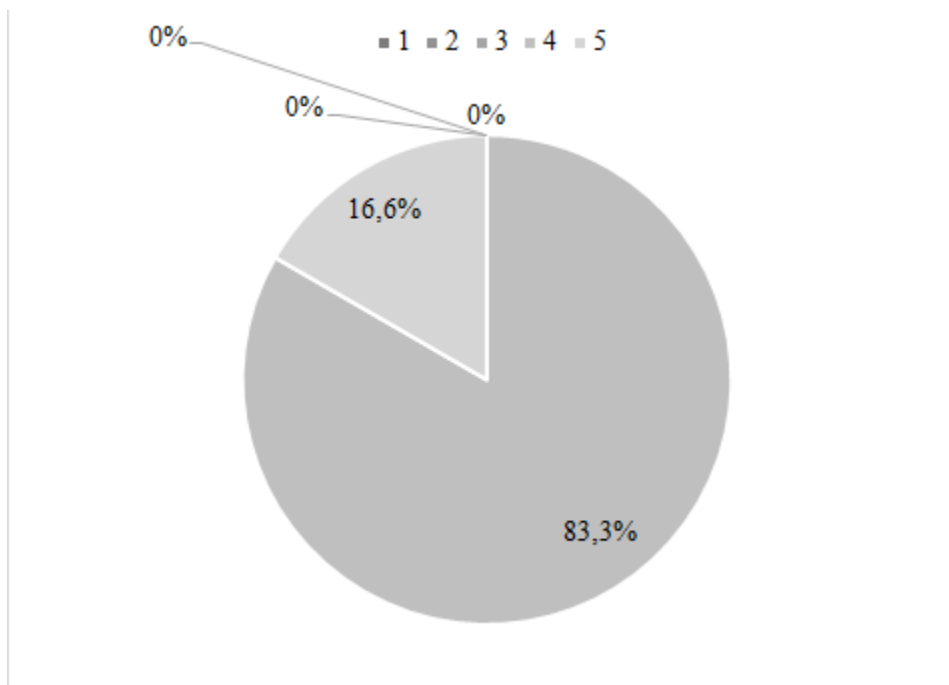
Analysis: In the graph it can be represented the degree of functionality of the digital

resource used, taking into account the ease of navigation and accessibility to content and links.

Here 0% of the interviewees voted on degrees 1, 2 and 3. Nonetheless, 83, 3% voted on degree 4

and 16, 6% of students voted on degree 5. Therefore, the majority of the interviewees chose a

good degree of functionality of the ELD.

Question 5: Evaluate from 1 to 5 the degree of speed of the digital resource used (fast

content loading, graphic quality of the same)

Graph 82

Degree of Speed of the Digital Resource Used
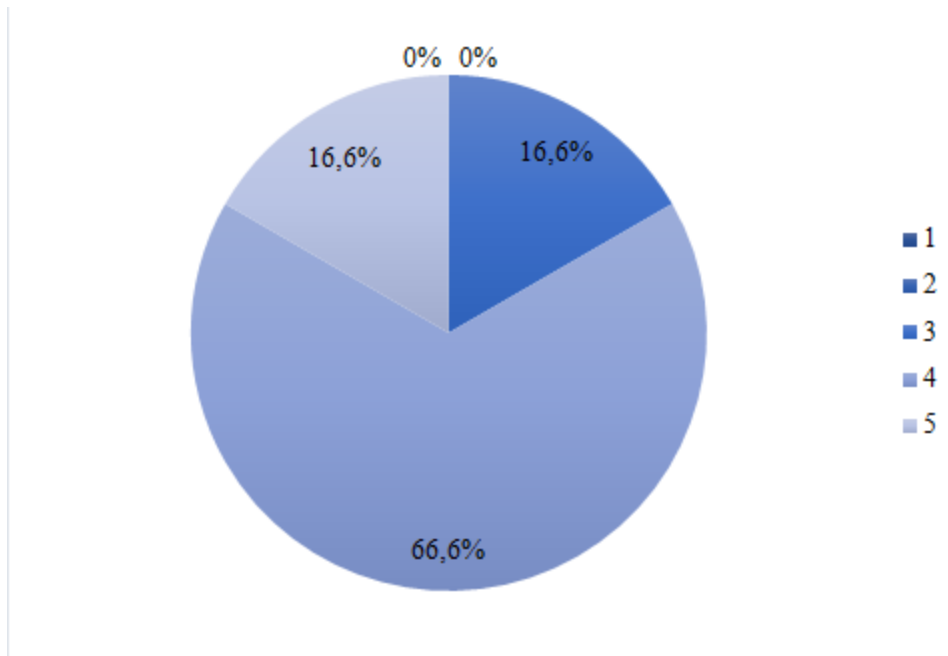
Analysis: In the graph it can be represented the degree of speed of the digital resource used, based on the characteristics of fast content loading, and graphic quality. Here, nobody voted on the degrees 1, and 2. However, 16, 6% voted 3; 16, 6% voted 5, and 66, 6% students voted 4. Therefore, the majority of interviewees selected a good degree of speed of the ELD.

Question 6: Evaluate from 1 to 5 the degree of interactivity of the digital resource used (variety of exercises, balance between text-image-audio and video content)

Graph 83

Degree of Interactivity of the Digital Resource Used
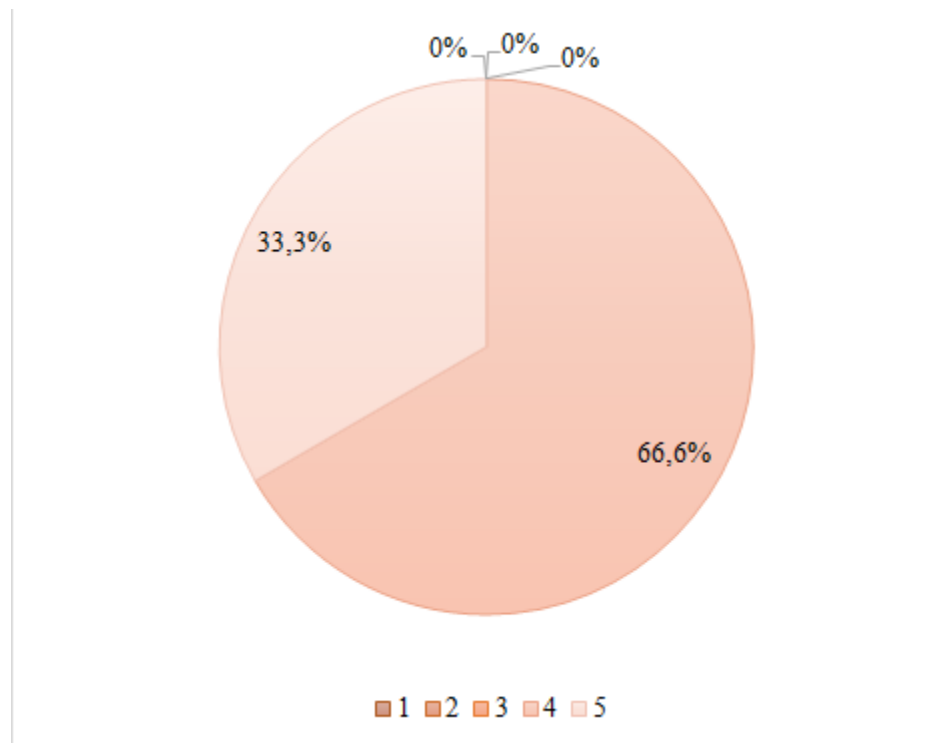
Analysis: In this graph it can be represented the degree of interactivity of the digital resource used, taking into account the variety of exercises, and the balance between text-image-audio and video content. Here 0% of the interviewed group selected the degrees 1, 2, and 3. Nevertheless, 66, 6% students selected degree 4 and 33, 3% students selected degree 5. Therefore, the majority of the interviewees selected a good degree of interactivity of the ELD.

Question 7: Evaluate from 1 to 5 the degree of readability of the digital resource used (organization, structure and clarity of all the contents presented in the resource)

Graph 84

Degree of Readability of the Digital Resource Used
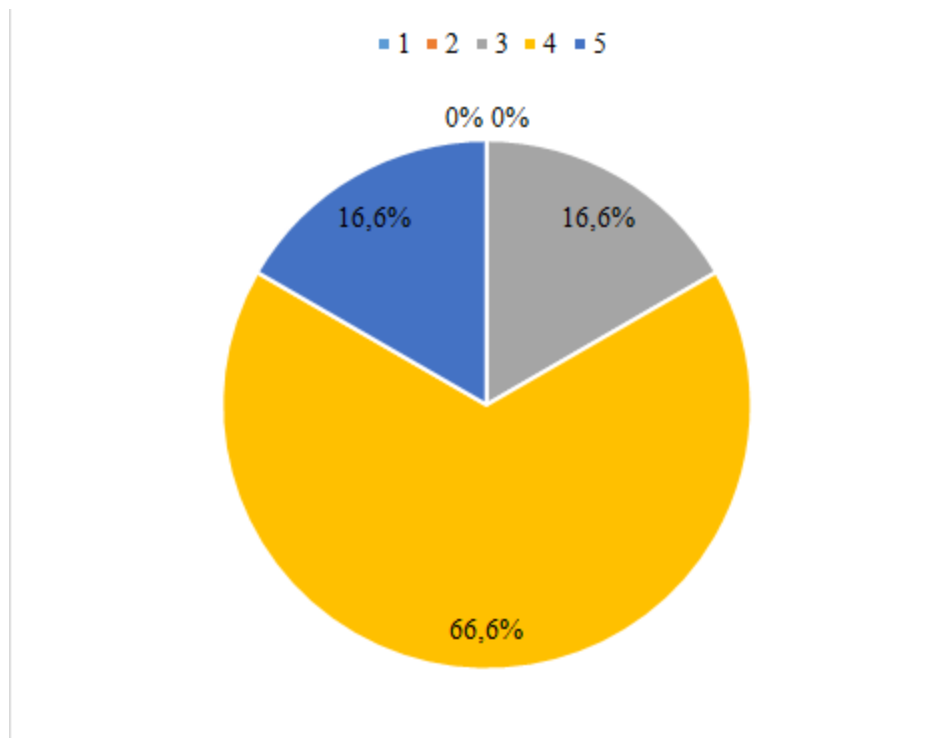
Analysis: In this graph it can be represented the degree of readability of the digital resource used, taking into account the organization, structuring and clarity of all the content placed on the resource. Here, nobody voted 1, and 2 degrees. However, 16, 6% of the interviewed group voted 3; 16, 6% voted 5, and 66, 6% voted 4 on the degree of readability of the ELD. Therefore, the majority of interviewees selected a good degree of readability of the ELD.

Question 8: Include comments and or suggestions about the digital resource that you explored

Graph 85

Comments and or Suggestions About the Digital Resource that Students Explore
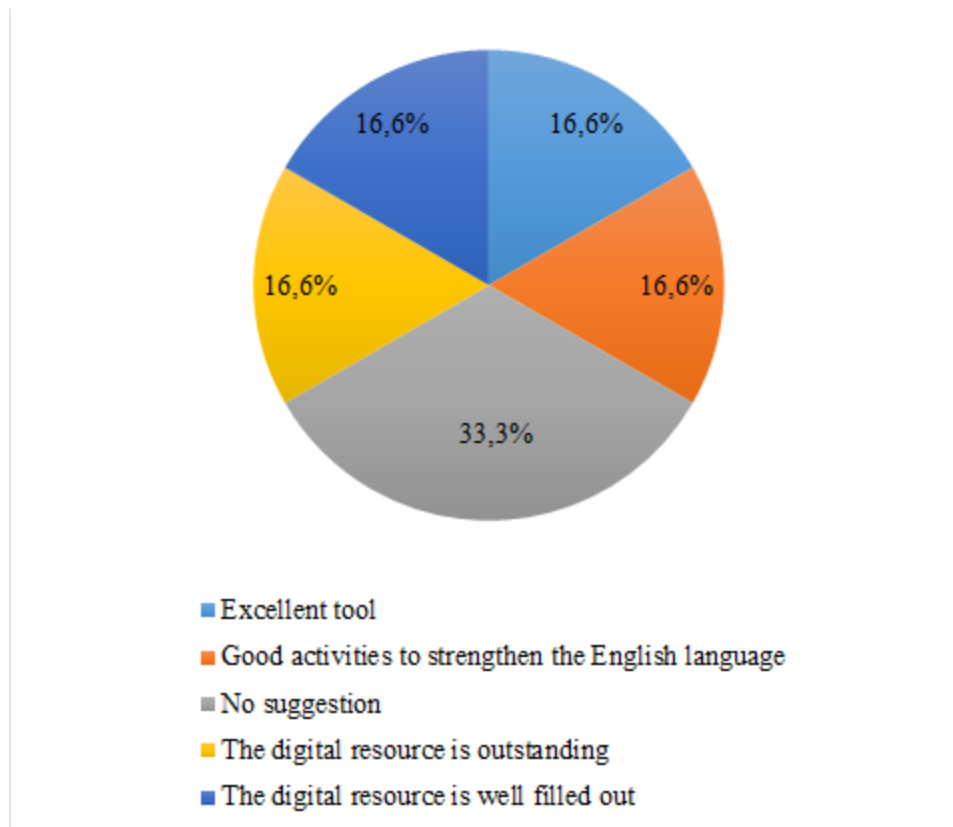
Analysis: In this graph it can represent some students' comments and suggestions about the digital resource that they explored. 16, 6% of the interviewees said that it was an excellent tool; 16, 6% affirmed that good activities strengthened the English language; 16, 6% said that the digital resource was outstanding; 16, 6% said that the digital resource was well filled out and 33, 3% did not have suggestions to make.

Section 3 - Contents presented

Question 1: Choose the strategy with which your English teacher incorporated the digital resource in the class? If you choose "other", define the strategy

Graph 86

Strategy with which Students' English Teacher Incorporated the Digital Resource In the Class
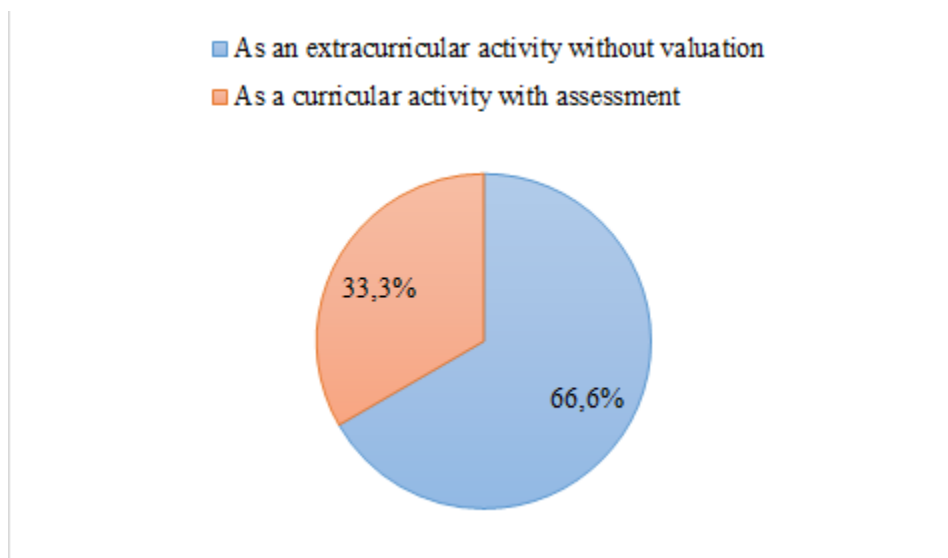
Analysis: In this graph it can be represented the strategy with which their English teacher incorporated the digital resource in the classes. 66, 6% of the interviewed group selected the digital resource as an extracurricular activity without evaluation, and 33, 3% selected it as a curricular activity with assessment.

Question 2: In relation to the English courses you have taken, what is your perception of the digital resource that you explored? If you choose "other", briefly define your perception

Graph 87

Students' Perception of the Digital Resource that they Explored
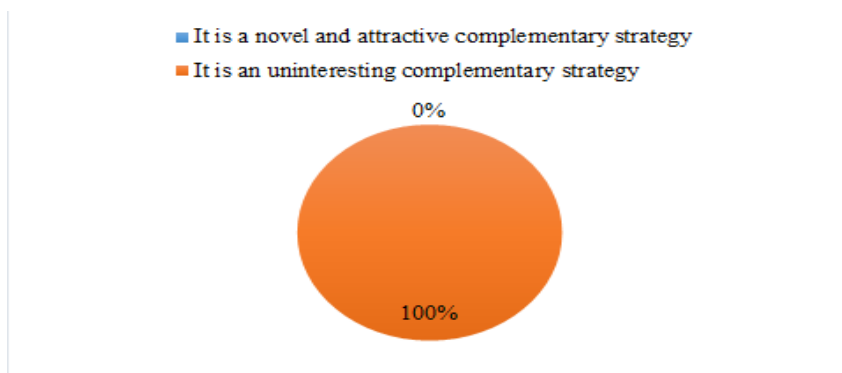
Analysis: In this graph it can represent students' perception of the digital resource that they explored, taking into account the relation to the English courses they have taken. Here, 100% of the interviewees voted that the digital resources was an uninteresting complementary strategy.

Question 3: Do you consider that the digital resource included general content related to your undergraduate studies?

Graph 88

Considerations about the Inclusion of The Digital Resource in the General Content Related to Students' Undergraduate Studies

- No, it did not contain topics related to my training area
- Yes, if it included topics related to my training area
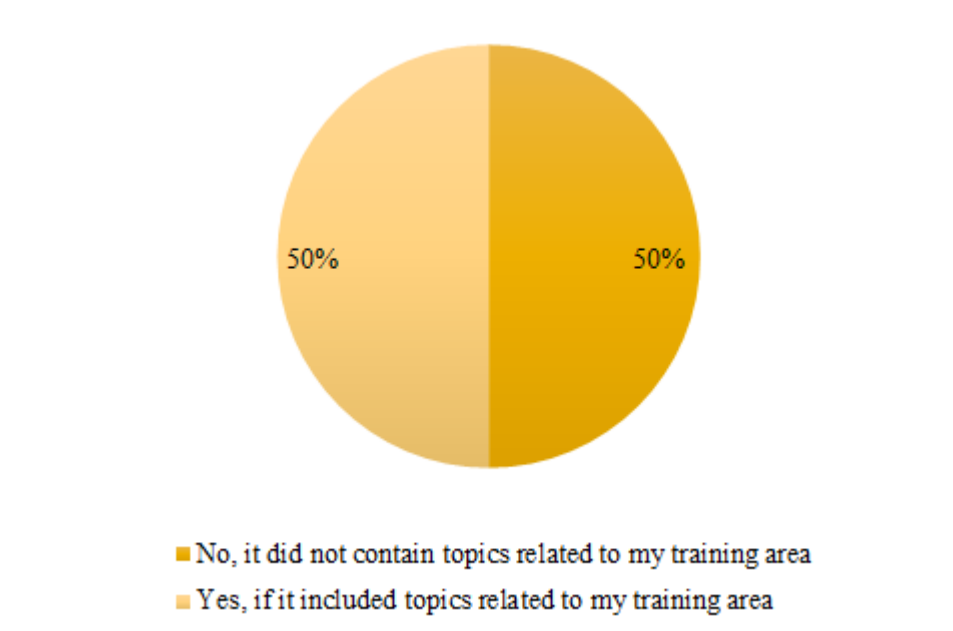
Analysis: In this graph it can represent the considerations about the inclusion of the digital resource in the general content related to their undergraduate studies. Here, 50% of the interviewees said that the digital resource did not contain topics related to their training area, and the other 50% affirmed that this resource included topics related to their training area.

Question 4: Do you consider that the English content of the digital resource was appropriate for the level of English you are studying? If you choose "other", briefly define your

perception

Graph 89

Considerations about the English Content of the Digital Resource
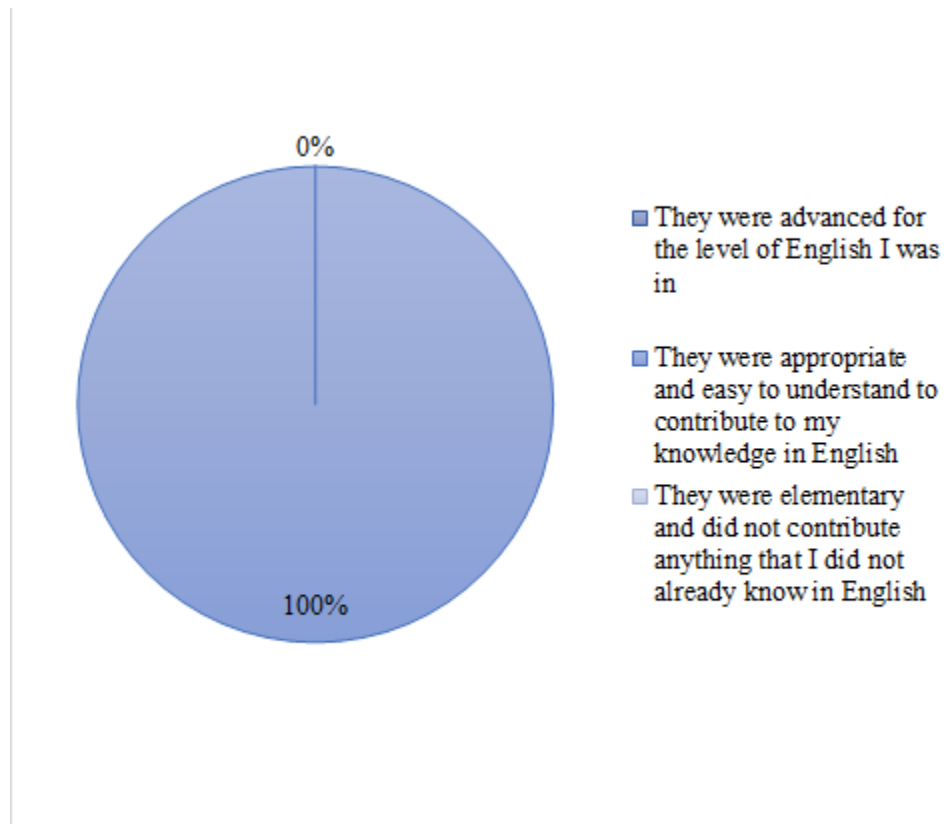
Analysis: In this graph it can represent the opinions about the English content of the digital resource, taking into account the necessity for the level of English that they are studying. 100% of the interviewed group voted that the digital resources were appropriate and easy to understand in order to contribute their knowledge in English.

Question 5: In the content presented in the digital resource, which of the 6 English skills did you like the most? [Reading comprehension -Listening comprehension - Oral production - Writing production - Oral interaction - Writing interaction] Briefly describe the reason

Graph 90

English Skills that Students Liked the most in the Content of the Digital Resource
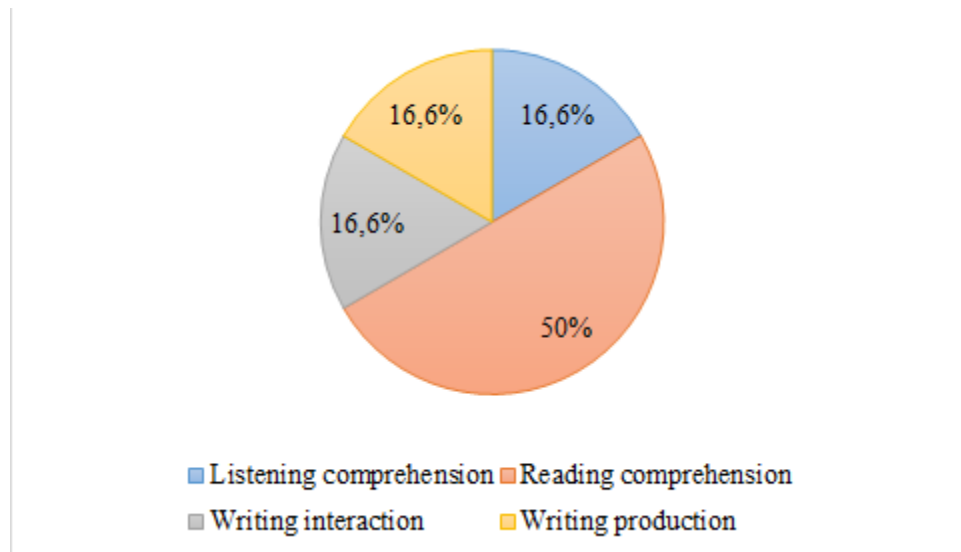
Analysis: In this graph it can represent the English skills that students like the most in the content of the digital resource. Here, 16, 6% of the interviewed group preferred listening comprehension, 50% selected reading comprehension, 16, 6% chose writing interaction, and 16, 6% liked writing production the most.

Question 6: In the content presented in the digital resource, which of the 6 English skills did you like the least? [Reading comprehension -Listening comprehension - Oral production - Writing production - Oral interaction - Writing interaction] Briefly describe the reason

Graph 91

English Skills that Students Like the Least In the Content of The Digital Resource
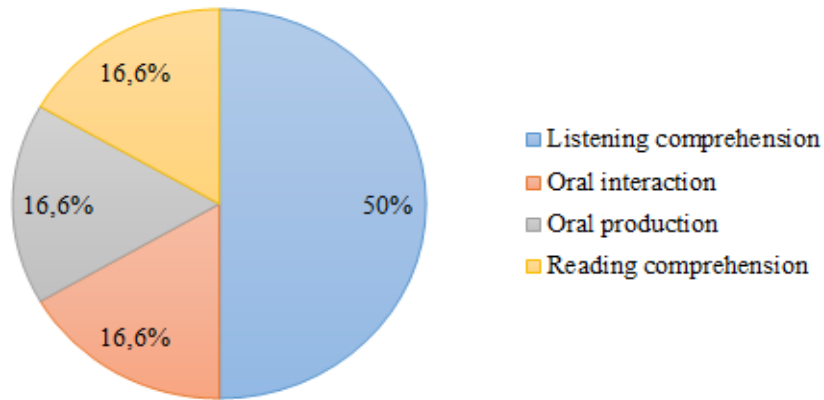
Analysis: In this graph it can be represented the English skills that students like the least in the content of the digital resource. Here, 50% of the interviewees selected listening comprehension, 16, 6% of them chose oral interaction, 16, 6% picked oral production, and 16, 6% selected reading comprehension.

Question 7: After exploring and doing the activities of the digital resource, what recommendations regarding content related to your undergraduate program do you suggest including to improve the learning experience with this digital resource?

Graph 92

Recommendations Regarding Content Related to Students' Undergraduate Program After Exploring and Doing the Activities of the Digital Resource
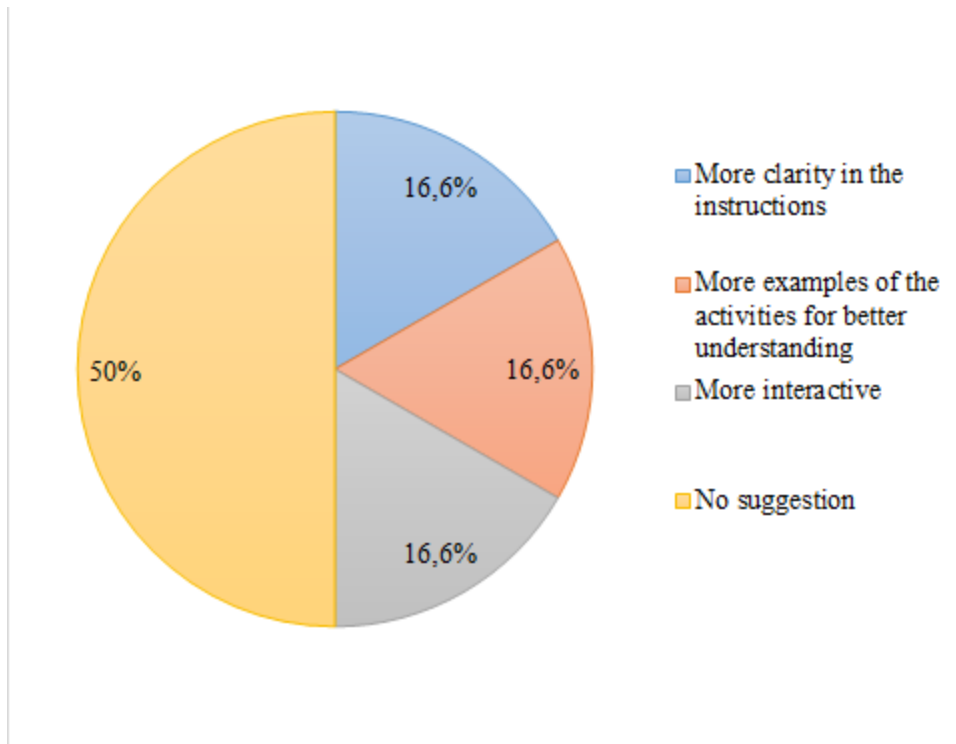
Analysis: In this graph, it can represent the recommendations regarding content related to students' undergraduate program after exploring and doing the activities of the digital resource in order to improve the learning experience with it. Here, 16,6% of the interviewees recommended more clarity in the instructions, 16,6% talked about providing more examples of the activities so as to have better understanding, 16,6% said that it should be more interactive, and 50% did not have any suggestions

Analysis Triangulation

Atlas.ti codes	
Information and Communication Technologies	ICT
Learning Technologies Knowledge	LTK
English Teaching through ICT	ET-ICT
English Learning Devices	ELD
English Courses	EC
English for Specific Purposes	ESP
Integration of Linguistic Competences	ILC
Practice of Linguistic Competence	PLC
Didactic Sequence	DS
Learning Model	LM
ELD Experience	ELD-EX
Student Learning Centered	SLC
Teacher's Role	TR
Littler Guidance by the Teacher	LGT
Autonomous Learning	AL

Didactic Innovation	DI
Microlearning	ML
Empowering Learners	EL
Exchange Ideas	EI
Critical Thinking	CT
Students Perception	SP
Useful tool	UT
Successful E-learning	SEL
Technology-based microlearning	TBM

Figure 9

Atlas.ti Tree Analysis
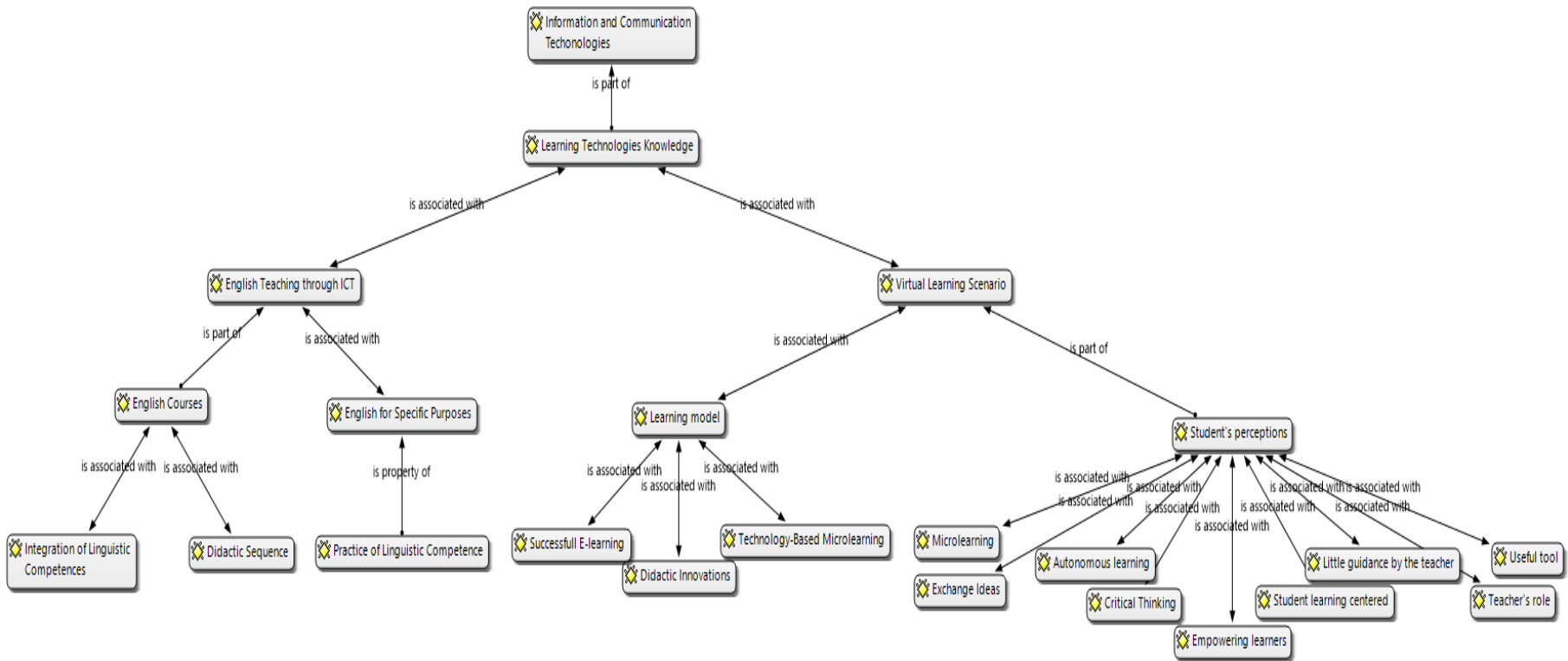
In the graphic above we displayed the triangulation's outcomes analysis made through the Atlas.ti software; it included as primary sources twenty-six bibliographic documents consulted in our study, the entry and exit surveys for Interlingua students, the entry and exit surveys for Interlingua teachers, and the clinical assessment instruments (SVA) for both students and teachers.

First, we find the macro category of the analysis from which the different family codes start, the Information and Communication Technologies (ICT). This macro category is directly associated with the category: Learning Technologies Knowledge (LTK) and from this branch comes off two subcategories: English teaching through ICT (ET-ICT) and English Learning Devices (ELD). Similarly, the former subcategory is divided into two minor categories "English courses" (EC) and "English for specific purposes" (ESP). The family codes of those are "Integration of linguistic competencies" (ILC), "Practice of linguistic competence" (PLC), and "Didactic Sequence" (DS).

Subsequently, the second subcategory, ELD splits into two minor categories "Learning model" (LM) and "Students' perceptions" (SP). These in turn have the codes "Student-learning centered" (SLC), "Teacher's role" (TR), "Littler guidance by the teacher" (LGT), "Autonomous learning" (AL), "Didactic innovation" (DI), "Microlearning" (ML), "Empowering learners" (EL), "Exchange ideas" (EI), "Critical Thinking" (CT), "Useful tool" (UT), "Successful E-learning" (SEL), "Technology-Based Microlearning" (TBM).

Discussion

Following the problem and objectives proposed at the beginning of this investigation, it is important to analyze various key aspects that occurred during the development of the project to have a clearer view of the outcomes achieved. First of all, and following our problem setting, the implementation of the English Learning Devices (ELDs) was fundamental for the project as we wanted to see how these potentiate the learning of English among the participants selected in four undergraduate programs: Agroindustrial Engineering, Bachelor of Arts, Law, and Medicine. Beyond that, we also expected to evaluate the relevance of these digital devices for students' language learning process, and how they responded to the specific purposes and needs of their programs.

To begin with, the design and implementation of those digital devices were a response to providing extracurricular material to the students and teachers during the university's remote teaching period. The context we were facing due to the Covid-19 Pandemic made it possible to direct our attention to creating and proposing new educational strategies that adapted to this new way of learning. As suggested by Parrish and Parrish (2000):

> [...] Not only do the new forms of education portend a change for student populations, but also they will force faculty to develop new modalities of teaching and administrators to provide a new infrastructure for support. As a result, the advent of distance education is forcing many institutions to review and amend their existing policies and procedures (as cited in Farrell, 2001, p. 3).

For many, this change from onsite classes to e-learning may have constituted a challenge in education in the beginning; nevertheless, in the field of foreign language teaching, we also could take advantage of the wide opportunities that the ICT offered for learning and teaching English. In other words, virtual education reinforced the idea of creating the ELD as a tool for helping students to

strengthen their skills in English related to their study programs. The ELD, is defined as "computer-based environments that are relatively open systems, allowing interactions and encounters with other participants and providing access to a wide range of resources" (Wilson, 1996, as cited in Piccoli et al., 2001, p. 402) seemed to be a different and innovative way to promote the learning of English.

According to the information collected through the *Entry Survey for Students* (Annex 2), we found that students may find the incorporation of these devices interesting for their learning as 60.7% of them claimed to prefer the use of digital platforms besides the text guide within their English classes (See question 14). On the other hand, 32.3% of students also expected to see innovative activities in platforms of this type that contributed not only to their learning but also to their needs; since 88.5% of them asserted that the foreign language (FL) classes focused on teaching general English (See questions 13 and 15; Annex 2). Thus, the design of the ELDs, beyond the inclusion and development of the six linguistic competencies in English: *Reading comprehension, Listening comprehension, Oral Production, Oral Interaction, Writing Production, and Writing Interaction*; was thought to involve students in a series of activities and tasks that might have resulted as interactive and relevant to their professional development. This ideal was supported by Clark (1994) and Collins (1995) since the ELD being an electronic teaching strategy "can generally be deployed in support of different philosophies, and the same technology can be used to support different learning models depending upon its implementation and use" (as cited in Piccoli et al., 2001, p. 407).

Likewise, taking into account the main objective and first specific objective of this project, we incorporated English for Specific Purposes (ESP) in the elaboration of the ELDs. The design of the digital devices was adjusted to the students' specific needs expressed in the *Entry Survey for Students* (Annex 2). The first ELD prototype (which was tried out from August to September 2021) included general subjects related to the four undergraduate programs; whilst the second prototype (which was

applied from September to October of 2021) focused on specific topics from each program suggested by students to reinforce in English (See question 16; Annex 2). Accordingly, students' requests were taken into account for the elaboration of the ELD contents and activities. On the one hand, in the *Exit Survey for Students* (Annex 7)*,* 53% of students claimed that the topics were under their programs and also easy to develop; on the other hand, it appears that some of them did not find the contents proposed relevant for their studies; only 13% of them expressed that the topics were not related to their programs although they were clear in their development (See question 11). Even though there was a small number of students in the *SES* who showed disapproval towards the topics suggested in the digital device, in the *ELD Clinical Survey for Students* (Annex 5), the data shows that half of the students reckoned that the ELD did not contain topics related to the field of study (See question 3; Section 3). This is important to highlight because not all students may have felt satisfied with the contents included in the ELD, and consequently, the device might have not responded to the students' needs as we expected. Besides, the user less satisfaction could provoke the student to feel less motivated to continue developing the activities on the ELD. Hutchinson and Waters (1987) made emphasis on this by claiming that "... the clear relevance of the English course to their [students'] needs would improve the learners' motivation and thereby make learning faster and better" (p. 8).

In addition, autonomous learning played an important role in the ELD process. It is defined in the Dictionary of Language Teaching & Applied Linguistics as "the principle that learners should be encouraged to assume a maximum amount of responsibility for what they learn and how they learn it" (as cited in Kamberi, 2013, p. 408). Therefore, the implementation of the first and second prototypes of the ELDs according to specific topics of the four undergraduate programs could encourage students to further develop their autonomous learning skills. On the contrary, due to the Covid-19 pandemic, most students complained about the lack of interest of some teachers in providing

support and guidance when working on the ELD mediated by remote education. In other words, autonomy was implemented but neglected by the professor. In the *Exit Survey for Students* (Annex 7)*,* some students mentioned that the learning process is better through teacher-student interaction because the process becomes significant (See question 13). That is why the exploration of the ELDs was poor as many students gave up when working on it for lack of guidance and clarification from the teacher. Only the students were part of the process; although some claimed that the content and activities were useful for learning a new language.

Following the third and fourth specific objectives of this study, the analysis of results was carried out by taking into account their students' perceptions about the ELDs, and the usefulness of them in the English classes. The third objective covers the perceptions of the students who explored the ELDs. This allowed us to know their suggestions, recommendations, or comments on the explored prototypes. On the one hand, after exploring and doing the activities of the digital resource some of the suggestions expressed in the *ELD Clinical Survey for Students* (Annex 5) were: More clarity in providing some instructions, more examples of activities to facilitate the understanding of tasks, and more interactive contents in some skills (See question 7; Section 3). On the other hand, there were positive comments about the design of the ELD such as the prototype was an excellent tool, the ELD incorporates good activities to strengthen the English language, and the digital resource is well filled out and outstanding (See question 8; Section 2; Annex 5). Moreover, even though each prototype contained the six linguistic competencies, the one that liked the most was the reading skill, and the one that liked the least was the listening skill for the variety of activities and tasks or the level of difficulty of each skill (See question 5 and 6; Section 3; Annex 5).

Besides, the fourth objective triggered the usefulness of the ELD. Firstly, how much implementation the device had in the classroom by teachers, and secondly, the use of technological

platforms for the development of the prototypes. In the first aspect, the *ELD Clinical Survey for Students* (Annex 5), revealed the undergraduate programs that implemented the ELD more as Medicine 50%, Law 33.3%, and Agro-industrial Engineering 16.6% (See question 2; Section 1). On the other hand, the bachelor's degree that used the device less was Arts (See question 2; Section 1). This led us to think that maybe the promotion of the four prototypes by the teachers was not enough. Since 66.6% of the students manifested that the ELD was implemented as an innovative extracurricular strategy without assessment within the English classes (See question 1; Section 3), it may have generated that students felt less interest in going through the devices; especially the Bachelor of Arts students. In this way, the Arts ELD was not explored properly and the analysis remained ambiguous.

Finally, the ELD used different platforms that became tedious when exploring and developing the activities. Most of those platforms were likely more suitable to work on computers; which might have caused trouble for students when trying to use the ELD on other electronic devices. According to the *Exit Survey for Students* (Annex 7), 13% of students claimed that among the changes they would make to the ELD were the technological tools included on the device (See question 15). In this sense, some students could be limited by the inflexibility of the technological resources used, but not the ELD per se since it does work across different electronic devices. Taking into account the *ELD Clinical Survey for Students* (Annex 5), 83.3% of students rated the interoperability of the device along with other aspects with a 4 on a scale from 1 to 5 (See question 3). This leads us to rethink the platforms included on the device, and perhaps explore other alternatives. In addition to this, the absence of navigation aids to describe and instruct the mode of use of the platforms and the ELD is another aspect that should be further addressed.

Conclusions

We consider relevant to remember the stages of the study which started with the design of the first prototype of four English Learning Devices (ELD) that some students from Agroindustrial Engineering, Bachelor of Arts Education, Laws, and Medicine programs at Universidad Surcolombiana's institutional English courses tested. Each scenario included six linguistic competencies with two activities and four tasks oriented to A2 and B1- levels. The second stage included the evaluation of the perception of the first prototypes by the students of the aforementioned programs. Finally, in the last stage, we tested the modified prototype considering the comments or suggestions of the students and teachers involved in the project, and we measured the impact achieved with the ELD.

We concluded that teachers do recommend it as an innovative educational tool in the second language learning process as the ELD "offers an opportunity to learn ESP". (See questions 5, 9, and 9, 1; Annex 8), even though the majority of them were doubtful about the usefulness of ELD from the beginning of its implementation.

The first specific objective was to design English Learning Devices (ELD), based on the specific needs of institutional English students from four undergraduate programs. We found that most of the students perceived positively the ELD as they had a good user experience as they perceived them as a "Didactic resource with multiple experiences that reinforce their learning" (See questions 9 and 10; Annex 7), and it included topics related to specific disciplinary knowledge of the programs (See question 1; Annex 7).

To continue with, for the second specific objective related to the testing of the English learning strategy with English Learning Devices (ELD) among institutional English students from four

undergraduate programs, we determine that these devices were valued by the students since most considered that the development of the activities contributed significantly to their learning processes (See question 6; Annex 7) and they were also satisfied with the implementation of this strategy (See question 9; Annex 7), even when we asked about the impact of these virtual platforms on their academic processes, some respondents indicated that they were interesting to be incorporated in face-to-face classes.

For the third specific objective, related to the evaluation of the perception of English Learning Devices (ELD) used by students of institutional English from four undergraduate programs, we determine that similarly to the teacher's answers, most of the participants considered the strategy as an effective tool in the teaching process (See question 16; Annex 7) even though few students suggested the need to have "more clarity in the instructions, (...) more examples of the activities to have a better understanding" (See question 7, Section 3; Annex 5) and more interaction within the virtual scenario.

Lastly, the four specific objective, to establish whether the ELD approach implemented with undergraduate students of the University was useful or not, we concluded that the opinions were divided. On the one hand, the interviewees marked that the digital resources were an uninteresting complementary strategy (see question 2, Section 3; Annex 5). On the other hand, the interviewed students affirmed that the digital resources were appropriate and easy to understand to contribute to their knowledge of English (see questions 2 and 4, Section 3; Annex 5). Therefore, we could conclude that the way of promoting the ELD prototypes among the students of the four undergraduate programs was probably not enough.

In this sense, to answer the research question: *To what extent does the application of English Learning Devices (ELD) contribute to the learning of a foreign language for specific purposes in the*

four selected programs at Universidad Surcolombiana (Agroindustrial Engineering, Bachelor of Arts Education, Law and Medicine)? The research team found that despite various weaknesses signaled with the ELD, and previously commented in the discussion, most of students affirmed that the four devices were useful for their English language learning because the digital contents explored were appropriate, easy to understand, and contributed to their knowledge in English (See question 14; Annex 7 & question 4; Section 3; Annex 5). Furthermore, the majority of participant teachers claimed the digital resources as an innovative and attractive complementary strategy for the English learning process of their IEC students (See question 1; Section 3; Annex 6).

Limitations

The process and development of this project were not exempt from constraints that were evident during the phase of application and testing of the ELD devices. In the following paragraphs, we will address the obstacles presented mainly because of logistic and instrument issues.

On the one hand, among the logistical limitations, we highlight the insufficient sample size for statistical measurements, some participants' lack of support for the investigation, and also several technical difficulties that delayed the implementation of the digital device strategy. To begin with, the project was conducted during the times of the global pandemic; which meant that the context made it difficult to access easily to participants other than remotely. This provoked that our sample size was limited, and the participant number decreased in the testing phase. It was notorious for the lack of support during the implementation and testing of the strategy as from the total number of participants in the BA in Arts program, only three students devoted time to exploring the ELD in the *Entry Survey for Students* (Annex 2) an none of them explored the corresponding ELD in either of the two testing phases of the project.

Furthermore, the technical difficulties revolved around the different tools or interactive platforms to be embedded in the ELD. In the first place, we realized and students also claimed on the *Exit Survey for Students* (Annex 7; see question 15) that these technological tools needed to be revised. This led us to think that students might have struggled accessing the digital devices from smartphones for example. Additionally, another logistical constraint presented was that English teachers from the *Institutional English Courses* did not have the appropriate training that would allow them to learn how to implement the ELDs within their remote classes properly.

Secondly, the instrumental limitations were related to the variation of the sample size since this change influenced the data collection and results obtained through the instruments applied. At the

beginning of the project, the sample of participants included 62 students (Entry Survey, Annex 2. Nevertheless, this sample diminished in the exit instruments (the Exit and ELD Clinical Survey for Students; Annex 7 and 5) collecting only 15 and 6 answers for each instrument respectively. Even though the participants' responses allowed us to make the necessary adjustments and improvements to three of the four ELD devices, the results obtained could be more robust if more committed participation from students had occurred.

Recommendations

The ELD resulted to be an innovative educational strategy that should be considered in the teaching of foreign languages to deepen into the realms of English for specific purposes in elementary intermediate or advanced levels. As the ELD approach implemented with undergraduate students of the University proved to be effective to promote the learning of English focused on the students' disciplinary fields and boosted the development of the linguistic competencies in English through an alternative and more interactive and personalized learning experience. It is critical to continue to strengthen various aspects of the ELD strategy to continually improve user experiences.

Moreover, evaluating the perception of English Learning Devices (ELD) used by students of institutional English was essential in this process. Firstly, the ELD is a functional resource that encourages students to develop autonomous work. Thus, teachers should provide students with more spaces within *the Institutional English Courses* where they can work, revise, and receive feedback on their ELD process development. Secondly, the students' preferences toward some linguistic skills such as reading may generate some of the activities or tasks proposed for those 'less likable' listening and speaking skills to be tedious for students. That is why each activity along with its tasks should be designed to be novel and appealing for students. Taking advantage of the wide opportunities that technology offers, the incorporation of more appropriate interactive resources should be considered to make those skills more appreciated by beginners.

Additionally, the importance of offering tailored training or video tutorials to students and teachers about the most effective use of the ELD is paramount. The experience demonstrated that some students and teachers signaled that different platforms included in the ELD were difficult to handle, or the poor knowledge of the device limited its effective use. Last but not least, it would be remarkable to keep improving the experience of using the ELD in other devices different from office

computers and laptops; cell phones and tablets sometimes need to be provided with more flexible access to benefit a larger variety of users.

New Knowledge Generation Delivery Charts

The following tables are attached by requirement of the Surcolombiana University

GENERACIÓN DE NUEVO CONOCIMIENTO						
#	Producto	SubProducto	Cantidad	Descripción	Indicador	Beneficiario
	Final Report	5 Digital Devices (English Learning Device) 1 Logbook	1	Final Report of the Incubator and 4 digital devices for ESP training		English Learners of Agroindustrial Engineering, Bachelor of Arts Education, Law and Medicine

DESARROLLO TECNOLÓGICO E INNOVACIÓN						
#	Producto	SubProducto	Cantidad	Descripción	Indicador	Beneficiario
	ELD - Agroindustrial Engineering https://sites.google.com/usco.edu.co		1	English Learning Device developed to teach English for Specific Purposes to Agroindustrial Engineering students through different activities created in various technological resources. Its main	Efficacy and Result	English Learners of Agroindustrial Engineering

/interactive-interlingua/home			objective is to strengthen the six linguistic competencies mentioned throughout the report.		
ELD - Bachelor of Arts Education https://sites.google.com/usco.edu.co/interactive-interlingua/home		1	English Learning Device developed to teach English for Specific Purposes to Bachelor of Arts students through different activities created in various technological resources. Its main objective is to strengthen the six linguistic competencies mentioned throughout the report.	Efficacy and Result	English Learners of Bachelor of Arts Education
ELD – Law https://sites.google.com/usco.edu.co/interactive-interlingua/home		1	English Learning Device developed to teach English for Specific Purposes to Law students through different activities created in various technological resources. Its main objective is to strengthen the six linguistic competencies mentioned throughout the report.	Efficacy and Result	English Learners of Law

	ELD – Medicine https://sites.google.com/usco.edu.co/interactive-interlingua/home		1	English Learning Device developed to teach English for Specific Purposes to Medicine students through different activities created in various technological resources. Its main objective is to strengthen the six linguistic competencies mentioned throughout the report.	Efficacy and Result	English Learners of Medicine
	ELD – Français https://sites.google.com/usco.edu.co/usco-fle/accueil		3	English Learning Device developed to teach French for as a Foreign Language to ELT students through different activities created in various technological resources. Its main objective is to strengthen the six linguistic.	Efficacy and Result	English Learners of Basic French

FORMACIÓN DE RECURSO HUMANO						
#	Producto	SubProducto	Cantidad	Descripción	Indicador	Beneficiario
1	Proyecto final en Inglés		1	Proyecto final en Inglés		Estudiantes de licenciatura en Inglés

2	Un artículo en inglés para revista indizada (categoría B o C)		1	Artículo sobre concepción de ELD		Comunidad académica
3	Un documento log-book (E-book)		1	Una publicación del *log-book*		Comunidad académica

IMPACTOS ESPERADOS			
Impacto	**Plazo (Años)**	**Indicador**	**Supuestos**
Proyecto final	1 año	Eficacia y Resultado	
4 ELD en inglés	Entre 1-3 años	Eficacia y Resultado	
3 ELD en francés		Eficacia y Resultado	
Artículo en inglés para revista indizada (categoría B)	Entre 1-3 años	Eficacia y Resultado	Redacción con co-asistente externo

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Annexes

NUMBER OF PARTICIPANTS: 626

1. Seleccione el nombre de su docente de inglés del periodo 2021-1 de la lista plegable

Las respuestas a esta pregunta son los nombres de los diferentes docentes de inglés de la universidad

2. Seleccione el nivel de inglés que usted tomó durante el periodo 2021-1 en la lista plegable

- Inglés I

- Inglés II

- Inglés III

- Inglés IV

- Inglés V

- Inglés VI

3. ¿Los objetivos del curso fueron presentados al inicio del mismo?

- (1) Nada

- (2) Rara Vez

- (3) Un poco

- (4) Con cierta frecuencia

- (5) Siempre

4. ¿El (la) profesor(a) preparaba sus clases virtuales? Otra respuesta, ¿Cuál?

- (1) Nada

- (2) Rara Vez

- (3) Un poco

- (4) Con cierta frecuencia

- (5) Siempre

5. ¿El (la) profesor(a) incentivó la participación activa de los estudiantes en clases virtuales)? Otra

respuesta, ¿Cuál?

- (1) Nada

- (2) Rara Vez

- (3) Un poco

- (4) Con cierta frecuencia

- (5) Siempre

6. ¿El (la) profesor(a) implementó diferentes estrategias para explicar los temas en clase virtuales)?

Otra respuesta, ¿Cuál?

- (1) Nada

- (2) Rara Vez

- (3) Un poco

- (4) Con cierta frecuencia

- (5) Siempre

7. ¿Considera que el profesor o la profesora es un buen modelo en el uso del idioma inglés? Otra

respuesta, ¿Cuál?

- Si

- No

- Tal vez

8. ¿El (la) profesor(a) corregía los errores de los estudiantes durante las clases?

- (1) Nada

- (2) Rara Vez

- (3) Un poco

- (4) Con cierta frecuencia

- (5) Siempre

9. ¿Las evaluaciones del (de la) profesor(a) reflejaban los temas dados y los objetivos del curso de

acuerdo a la estrategia de evaluación formativa implementada en la Universidad? Otra

respuesta, ¿Cuál?

- (1) Nada

- (2) Rara Vez

- (3) Un poco

- (4) Con cierta frecuencia

- (5) Siempre

10. ¿El (la) profesor(a) usaba el inglés durante las clases virtuales para dirigirse a los estudiantes?

- (1) Nada

- (2) Rara Vez

- (3) Un poco

- (4) Con cierta frecuencia

- (5) Siempre

11. ¿El (la) profesor(a) cumplió con los criterios de las evaluaciones y las fechas propuestas para la

evaluación virtual de los temas? Otra respuesta, ¿Cuál?

- (1) Nada

- (2) Rara Vez

- (3) Un poco

- (4) Con cierta frecuencia

- (5) Siempre

12. ¿El (la) profesor(a) informaba con tiempo lo resultados de las evaluaciones? Otra respuesta,

    ¿Cuál?

- (1) Nada

- (2) Rara Vez

- (3) Un poco

- (4) Con cierta frecuencia

- (5) Siempre

13. ¿El (la) profesor(a) desarrolló satisfactoriamente todos los temas del curso? Otra respuesta,

    ¿Cuál?

- (1) Nada

- (2) Rara Vez

- (3) Un poco

- (4) Con cierta frecuencia

- (5) Siempre

14. ¿El (la) profesor(a) implementó una metodología apropiada para desarrollar los temas durante el

    curso virtual? Otra respuesta, ¿Cuál?

- (1) Nada

- (2) Rara Vez

- (3) Un poco

- (4) Con cierta frecuencia

- (5) Siempre

15. ¿El (la) profesor(a) era cumplido y puntual para iniciar las clases? Otra respuesta, ¿Cuál?

- (1) Nada

- (2) Rara Vez

- (3) Un poco

- (4) Con cierta frecuencia

- (5) Siempre

16. ¿El (la) profesor(a) utilizaba material de apoyo para utilizar en sus clases? Otra respuesta,

    ¿Cuál?

- (1) Nada

- (2) Rara Vez

- (3) Un poco

- (4) Con cierta frecuencia

- (5) Siempre

17. ¿El (la) profesor(a) trataba con respeto y cordialidad a los estudiantes?

- (1) Nada

- (2) Rara Vez

- (3) Un poco

- (4) Con cierta frecuencia

- (5) Siempre

18. ¿Considera que el libro guía facilitó su aprendizaje de inglés durante el curso virtual tomado?

    Otra respuesta, ¿cuál?

- (1) Nada

- (2) Rara Vez

- (3) Un poco

- (4) Con cierta frecuencia

- (5) Siempre

19. ¿El (la) profesor(a) implementó actividades variadas en grupos y parejas? Otra respuesta, ¿Cuál?

- (1) Nada

- (2) Rara Vez

- (3) Un poco

- (4) Con cierta frecuencia

- (5) Siempre

20. ¿Cuál es su grado de satisfacción frente al desarrollo del curso que usted tomó teniendo en

     cuenta las particularidades excepcionales tomadas por la emergencia sanitaria?

- 1 (Poca satisfacción)

- 2

- 3

- 4

- 5 (Bastante satisfacción)

21. ¿Cómo percibe usted la labor desarrollada por el (la) profesor(a) del curso virtual de inglés que

     usted tomó? Otra respuesta, ¿Cuál?

- (1) Deficiente

- (2) Regular

- (3) Normal

- (4) Buena

- (5) Excelente

22. ¿Cuál fue su percepción sobre la enseñanza de inglés a través de medios virtuales? explique su

elección o escoja otra respuesta.

- (1) Deficiente

- (2) Regular

- (3) Normal

- (4) Buena

- (5) Excelente

23. ¿Su profesor de inglés incorporó el siguiente software de aprendizaje de Inglés de Propósitos

Específicos como actividad curricular o extracurricular de la clase? (como actividad de

refuerzo que incluía o no alguna nota)

Respuesta abierta

24. ¿Qué sugerencias tiene para mejorar el desarrollo de los cursos de inglés institucional y la

enseñanza mediada por la tecnología?

Respuesta abierta

Number of participants: 62

1. Correo

Respuesta abierta

2. Código universitario

Respuesta abierta

3. Género

- Femenino

- Masculino

- Otra

4. Rango de Edad

- 18 - 22

- 23 - 27

- 28 - 32

- 33 - 37

- 38 o más

5. Escriba el nombre del programa o programas de pregrado en los que estudia actualmente.

Respuesta Abierta

6. Seleccione el nivel de inglés que cursa:

- Inglés I

- Inglés II

- Inglés III

- Inglés IV

- Inglés V

7. ¿Cuáles son los dispositivos electrónicos que utiliza frecuentemente? si escoge la opción "otra",

definir cuál es.

- Celular

- Tableta

- Computador de escritorio

- Computador portátil

- Smart Tv

8. ¿Qué lo motiva a aprender inglés?, si escoge la opción "otra", definir cuál es.

- Diversión (ex. video juegos en línea, series TV, amigos en redes sociales)

- Trabajo

- Estudio

- Viajes

- Otra

9. ¿En qué ocasiones considera que el aprendizaje del inglés es útil para usted? Varias opciones son

posibles.

- Para una entrevista de trabajo.

- Para leer textos de entretenimiento.

- Para leer textos relacionados con mis estudios.

- Para escuchar conferencias.

- Para hacer compras por internet.

- Para realizar viajes de turismo.

- Para estudiar en el extranjero.

- Por crecimiento personal.

10. ¿Qué habilidades del inglés se le facilitan más al momento de aprender este idioma?

- Hablar

- Escuchar

- Leer

- Escribir

11. ¿Cuál de las habilidades del inglés a usted le gustaría fortalecer en su proceso de aprendizaje?

- Hablar

- Escuchar

- Leer

- Escribir

12. ¿Qué plataformas educativas ha utilizado para su proceso de aprendizaje en su carrera?, si escoge la opción "otra", definir cuál es.

- Edmodo

- Schoology

- Google Classroom

- Sakai

- Otra

13. ¿Cuáles de las siguientes plataformas educativas ha utilizado para su proceso de aprendizaje de inglés en su carrera?, si escoge la opción "otra", definir cuál es.

- Edmodo

- Schoology

- Google Classroom

- Sakai

- Otra

14. Del 1 (mala) al 5 (excelente) ¿Cómo ha sido su experiencia con las plataformas digitales o aplicaciones para el aprendizaje de inglés?

- 1 (Mala)

- 2

- 3

- 4

- 5 (Excelente)

15. ¿Qué esperaría encontrar en una plataforma para el aprendizaje de inglés? Varias opciones son posibles.

- Contenidos de interés.

- De fácil acceso para personas con limitaciones.

- Diversidad de imágenes, audio, texto y video.

- Actividades de aprendizaje innovadoras.

- Otra

16. Para los cursos de inglés institucional, ¿Qué prefiere usted?, si escoge la opción "otra", definir cuál es.

- Utilización del texto guía.

- Utilización de plataformas digitales.

- Utilización del texto guía y plataformas digitales.

- Otra

17. El curso de inglés institucional que usted recibe se enfoca más en (si escoge la opción "otra", definir cuál es):

- Aprendizaje de inglés general.

- Aprendizaje de inglés centrado en los contenidos de la carrera.

- Aprendizaje de inglés para hacer turismo.

- Aprendizaje de inglés para exámenes internacionales.

- Otra

18. ¿Qué áreas o materias de su carrera le gustaría que se enfocaran en inglés? Mencione 2 o 3.

Respuesta Abierta

ANNEX C.INSTRUMENTO DE ENTRADA PARA DOCENTES DE INTERLINGUA

Number of participants: 8

1. Correo

Respuesta abierta

2. Código universitario

Respuesta abierta

3. Género

- Femenino

- Masculino

- Otra

4. Rango de Edad

- 18 - 22

- 23 - 27

- 28 - 32

- 33 - 37

- 38 o más

5. Escriba el nombre del programa o programas de pregrado en los que estudia actualmente.

Respuesta Abierta

6. Seleccione el nivel de inglés que cursa:

- Inglés I

- Inglés II

- Inglés III

- Inglés IV

- Inglés V

7. Para los cursos de inglés institucional, ¿Cómo prefiere trabajar?, si escoge la opción "otra",

definir cuál es.

- Utilización del texto guía.

- Utilización de plataformas digitales.

- Utilización del texto guía y plataformas digitales.

- Otra

8. Seleccione la o las opciones en las que usted considera que enfoca más la enseñanza de inglés

institucional:

- Preparación para el mundo laboral.

- Preparación para el ocio y el entretenimiento

- Preparación para el contexto académico y universitario en general

- Preparación para entender conferencias y eventos

- Preparación para realizar compras en línea y navegar por la web

- Preparación para viajes y turismo

- Preparación para fomentar el interés por estudiar en el extranjero.

- Preparación para el crecimiento personal.

 - Preparación para el contexto académico de las disciplinares o carreras de los estudiantes.

9. Usted considera que los cursos de inglés institucional podrían orientarse en:

- Modalidad virtual

- Modalidad presencial

- Modalidad híbrida

10. ¿Qué recursos digitales incorpora usted en sus clases de inglés? Varias opciones son posibles, si escoge la opción "otra", definir cuál es.

- Redes sociales

- Plataformas de audio y Podcast

- Cortometrajes de películas

- Aplicaciones móviles de inglés

- Programas radiales

- Otra

11. ¿Usted tiene experiencia en plataformas digitales para el aprendizaje del inglés? Varias opciones son posibles, si escoge la opción "otra", definir cuál es.

- Duolingo

- Rosetta Stone

- Blackboard

- Bussu

- Otra

12. Menciones tres recomendaciones para mejorar la experiencia de los estudiantes en los cursos institucionales de inglés

Respuesta Abierta

13. ¿Ha diseñado Objetos Virtuales de Aprendizaje para la enseñanza y aprendizaje de inglés?

- Si

- No

14. ¿Anima usted a sus estudiantes para que utilicen recursos digitales en los cursos de inglés institucional para reforzar su aprendizaje?

- Si, son buenas estrategias de aprendizaje.

- No, el aprendizaje del inglés debe fomentar interacciones presenciales

- En ocasiones, sugiero a mis estudiantes que utilicen estos medios.

15. ¿Incluye usted contenidos específicos de enseñanza relacionados con las áreas de estudio de los estudiantes? Varias opciones son posibles

- Sí, aunque en ocasiones no encuentro la metodología adecuada para abordar tales contenidos

- Si, busco material al respecto y lo incorporo a mis clases

- No, me centro más en enseñar inglés para la comunicación

- No, el tiempo no me permite ahondar en temas afines a las carreras de los estudiantes

- No, no es obligación hacerlo

- No lo hago en clases pero envío material extra a los estudiantes con temas afines a sus carreras

- Otra

ANNEX D. **INSTRUMENTO EVALUACIÓN CLÍNICA SVA - ESTUDIANTES**

Number of participants: 6

Sección 1

1. Correo

Respuesta abierta

2. Código universitario

Respuesta abierta

3. Género

- Femenino

- Masculino

- Otra

4. Escoja el recurso digital que usted exploró

- Ingeniería Agroindustrial

- Medicina

- Licenciatura en Artes (u otras denominaciones)

- Derecho

5. Seleccione el nivel de inglés que cursa:

- Inglés I

- Inglés II

- Inglés III

- Inglés IV

- Inglés V

Sección 2

Ergonomía del recurso digital

1. Indique qué dispositivo utilizó para explorar y realizar las actividades del recurso digital

- Celular

- Tableta

- Computador de escritorio

- Computador portátil

- Smart Tv

2. Evalúe de 1 a 5 el grado de sobriedad del recurso digital utilizado (simplicidad de navegación, disponibilidad de menú y facilidad de navegación entre actividades)

- 1 (Deficiente)

- 2

- 3

- 4

- 5 (Sobresaliente)

3. Evalúe de 1 a 5 el grado de accesibilidad del recurso digital utilizado (facilidad de acceso, claridad en instrucciones, interoperabilidad: funciona bien en diferentes dispositivos y navegadores web)

- 1 (Deficiente)

- 2

- 3

- 4

- 5 (Sobresaliente)

4. Evalúe de 1 a 5 el grado de funcionalidad del recurso digital utilizado (facilidad de navegación y accesibilidad a los contenidos y a los enlaces)

- 1 (Deficiente)

- 2

- 3

- 4

- 5 (Sobresaliente)

5. Evalúe de 1 a 5 el grado de velocidad del recurso digital utilizado (carga rápida de contenidos, calidad gráfica de los mismos)

- 1 (Deficiente)

- 2

- 3

- 4

- 5 (Sobresaliente)

6. Evalúe de 1 a 5 el grado de interactividad del recurso digital utilizado (variedad de ejercicios, balance entre contenidos tipo texto-imagen-audio y video)

- 1 (Deficiente)

- 2

- 3

- 4

- 5 (Sobresaliente)

7. Evalúe de 1 a 5 el grado de legilibilidad del recurso digital utilizado (organización, estructuración y claridad de todos los contenidos presentados en el recurso)

- 1 (Deficiente)

- 2

- 3

- 4

- 5 (Sobresaliente)

8. Incluya comentarios y o sugerencias sobre el recurso digital que usted exploró

Respuesta Abierta

Sección 3

Contenidos presentados

1. ¿Escoja la estrategia con la que su profesor de Inglés incorporó el recurso digital en la clase? Si

escoge "otra", definir la estrategia

- Como actividad extracurricular sin valoración

- Como actividad extracurricular con valoración

- Otra

2. ¿Con relación a los cursos de inglés que usted ha tomado, cuál es su percepción sobre el recurso

digital que usted exploró? Si escoge "otra", definir brevemente su percepción

- Es una estrategia complementaria novedosa y atractiva

- Es una estrategia complementaria poco interesante

- Otra

3. ¿Considera que el recurso digital incluyó contenidos generales afines a sus estudios de pregrado?

- No, no contenía temas afines a mi área de formación.

- Si, si incluía temas afines a mi área de formación.

- Otro

4. ¿Considera usted que los contenidos en inglés del recurso digital eran apropiados para el nivel de inglés que usted cursa? Si escoge "otra", definir brevemente su percepción

- Eran avanzados para el nivel de inglés en el que estaba

- Eran apropiados y de fácil comprensión para aportar a mis conocimientos en inglés

- Eran elementales y no aportaban nada que ya no supiera en Inglés

- Otro

5. En los contenidos presentados en el recurso digital, ¿Cuál de las 6 habilidades en inglés le gustó más? [Reading comprehension -Listening comprehension - Oral production - Writing production - Oral interaction - Writing interaction] Describir brevemente la razón

Respuesta Abierta

6. En los contenidos presentados en el recurso digital, ¿Cuál de las 6 habilidades en inglés le gustó menos? [Reading comprehension -Listening comprehension - Oral production - Writing production - Oral interaction - Writing interaction] Describir brevemente la razón

Respuesta Abierta

7. Luego de explorar y hacer las actividades del recurso digital, ¿qué recomendaciones en cuanto a contenidos afines a su programa de pregrado sugiere incluir para mejorar la experiencia de aprendizaje con este recurso digital?

Respuesta Abierta

ANNEX E. INSTRUMENTO EVALUACIÓN CLÍNICA SVA - DOCENTES

Number of participants: 5

Sección 1

1. Correo

Respuesta abierta

2. Género

- Femenino

- Masculino

3. Escoja el o los recursos digitales que usted exploró

- Ingeniería Agroindustrial

- Medicina

- Licenciatura en Artes (u otras denominaciones)

- Derecho

4. Seleccione el o los niveles de inglés que orienta en 2020-2:

- Inglés I

- Inglés II

- Inglés III

- Inglés IV

- Inglés V

5. ¿Qué estrategia implementó para incorporar los recursos digitales con los estudiantes de los 4

programas seleccionados?

- a) Estrategia extracurricular con valoración (sacando nota)

- b) Estrategia extracurricular sin valoración (sin incluir para nota)

- c) No se incorporó como estrategia con los estudiantes seleccionados

Si en la pregunta anterior usted escogió las opciones (b) o (c), NO es necesario continuar

diligenciando la encuesta. Omite las preguntas siguientes y envía sus respuestas.

Sección 2

Ergonomía del recurso digital

1. Indique qué dispositivo utilizó para explorar y realizar las actividades del recurso digital

- Celular

- Tableta

- Computador de escritorio

- Computador portátil

- Smart TV

2. Evalúe de 1 a 5 el grado de sobriedad del recurso digital utilizado (simplicidad de navegación,

disponibilidad de menú y facilidad de navegación entre actividades)

- 1 (Deficiente)

- 2

- 3

- 4

- 5 (Sobresaliente)

3. Evalúe de 1 a 5 el grado de accesibilidad del recurso digital utilizado (facilidad de acceso,

claridad en instrucciones, interoperabilidad: funciona bien en diferentes dispositivos y navegadores

web)

- 1 (Deficiente)

- 2

- 3

- 4

- 5 (Sobresaliente)

4. Evalúe de 1 a 5 el grado de funcionalidad del recurso digital utilizado (facilidad de navegación y accesibilidad a los contenidos y a los enlaces)

- 1 (Deficiente)

- 2

- 3

- 4

- 5 (Sobresaliente)

5. Evalúe de 1 a 5 el grado de velocidad del recurso digital utilizado (carga rápida de contenidos, calidad gráfica de los mismos)

- 1 (Deficiente)

- 2

- 3

- 4

- 5 (Sobresaliente)

6. Evalúe de 1 a 5 el grado de interactividad del recurso digital utilizado (variedad de ejercicios, balance entre contenidos tipo texto-imagen-audio y video)

- 1 (Deficiente)

- 2

- 3

- 4

- 5 (Sobresaliente)

7. Evalúe de 1 a 5 el grado de legilibilidad del recurso digital utilizado (organización, estructuración y claridad de todos los contenidos presentados en el recurso)

- 1 (Deficiente)

- 2

- 3

- 4

- 5 (Sobresaliente)

8. Incluya comentarios y o sugerencias sobre el recurso digital que usted exploró

Respuesta Abierta

Sección 3

Contenidos presentados

1. ¿Con relación a los cursos de inglés que usted ha orientado, cuál es su percepción sobre el recurso digital que exploró? Si escoge "otra", definir brevemente su percepción

- Es una estrategia complementaria novedosa y atractiva

- Es una estrategia complementaria poco interesante

- Otra

2. ¿Considera usted que los contenidos en inglés del recurso digital eran apropiados para el nivel de inglés de los estudiantes seleccionados en su curso? Si escoge "otra", definir brevemente su percepción

- Eran avanzados para el nivel de inglés en el que estaba

- Eran apropiados y de fácil comprensión para aportar a mis conocimientos en inglés

- Eran elementales y no aportaban nada que ya no supiera en Inglés

- Otro

3. En los contenidos presentados en el recurso digital, ¿Cuál de las 6 habilidades en inglés le gustó más? [Reading comprehension -Listening comprehension - Oral production - Writing production - Oral interaction - Writing interaction] Describir brevemente la razón

Respuesta Abierta

4. En los contenidos presentados en el recurso digital, ¿Cuál de las 6 habilidades en inglés le gustó menos? [Reading comprehension -Listening comprehension - Oral production - Writing production - Oral interaction - Writing interaction] Describir brevemente la razón

Respuesta Abierta

ANNEX F.INSTRUMENTO DE SALIDA PARA ESTUDIANTES DE INTERLINGUA

Number of participants: 15

Sección 1

1. Correo

Respuesta abierta

2. Código universitario

Respuesta abierta

3. Género

- Femenino

- Masculino

- Otra

4. Escriba el nombre del programa en el que estudia.

Respuesta Abierta

5. Rango de Edad

- 18 - 22

- 23 - 27

- 28 - 32

- 33 - 37

- 38 o más

6. Seleccione el nivel de inglés que cursó

- Inglés I

- Inglés II

- Inglés III

- Inglés IV

- Inglés V

7. Fecha de terminación del último nivel de inglés cursado.

Respuesta Abierta

Sección 2

Preguntas Específicas

1. ¿Cree usted haber recibido y desarrollado el curso de inglés encaminado a su profesión teniendo

la posibilidad de ampliar sus oportunidades laborales y/o personales?

- Altamente significativo para mi proceso de aprendizaje.

- Quizás no sea lo suficiente para fortalecer mis habilidades.

- No fue lo esperado para enriquecer mis conocimientos.

- El proceso de enseñanza fue satisfactorio.

- Otro

2. ¿Qué habilidad del proceso de aprendizaje del inglés se le facilitó al momento de utilizar el dispositivo de formación virtual?

- Hablar

- Escuchar

- Leer

- Escribir

3. Después de utilizar el dispositivo de formación virtual (ELD), ¿Cuál de las habilidades del inglés a usted le gustó fortalecer en su proceso de aprendizaje a través de este recurso educativo?

- Hablar

- Escuchar

- Leer

- Escribir

4. ¿Cómo fue su experiencia con la plataforma digital (ELD)?

- 1 (Baja)

- 2

- 3

- 4

- 5 (Excelente)

5. ¿Qué pudo usted encontrar en el dispositivo de formación virtual?

- Un recurso intuitivo con buenos gráficos.

- Un recurso inclusivo con grandes herramientas.

- Un recurso didáctico con múltiples experiencias que fortalecen su aprendizaje.

- Otra

6. ¿El dispositivo de formación virtual (ELD) estuvo encaminado hacia los propósitos específicos de su carrera?

- Definitivamente los temas eran acordes a la carrera y de sencillos de desarrollar.

- Tal vez los temas eran relacionados a la carrera, pero no fueron bien estructurados a su propósito específico.

- Los temas no estaban correlacionados a la carrera, pero si fueron claros en su desarrollo.

- No tiene ningún significado el contenido visto en el dispositivo de aprendizaje para mi carrera.

7. Considera usted que el tiempo para el desarrollo de las tareas o actividades en el dispositivo virtual de formación fueron:

- Suficiente

- Insuficiente

- No sabe

8. ¿Considera usted que el uso de una plataforma interactiva ayuda más a su proceso de aprendizaje? ¿Por qué?

Respuesta Abierta

9. ¿Cree usted que los temas vistos en el dispositivo virtual (ELD) le serán útiles en su formación personal y profesional?

- Si, son útiles para el proceso de enseñanza de un nuevo idioma.

- Quizás, estos recursos sean útiles para el proceso aprendizaje.

- No, estos recursos no aportan ningún contenido importante a mi formación.

10. ¿Qué cambios le haría usted al dispositivo de formación virtual (ELD) para que fuera más apropiado a las temáticas que ven en su carrera?

Respuesta Abierta

11. ¿Usted recomendaría los dispositivos de formación virtual (ELD) como una herramienta educativa innovadora en el proceso de aprendizaje de una segunda lengua?

- Sí, estos recursos son eficientes en el proceso de enseñanza.

- No, estos recursos son deficientes en el proceso de aprendizaje de un nuevo idioma.

- Probablemente, estos recursos funcionen en los procesos educativos.

ANNEX G. INSTRUMENTO DE SALIDA PARA DOCENTES DE INTERLINGUA

Number of participants: 7

1. Nombre completo

Respuesta Abierta

2. Correo institucional

Respuesta Abierta

3. Seleccione el nivel de inglés que tiene a cargo

- Nivel I

- Nivel II

- Nivel III

- Nivel IV

- Nivel V

4. ¿Cómo fue el uso de las herramientas TIC?

- Excelente

- Bueno

- Aceptable

- Deficiente

- Insuficiente

5. ¿Ya conocía usted que es un dispositivo de formación virtual (DSP) y el manejo de esta

herramienta de aprendizaje?

- Si

- No

- Tal vez

6. ¿Considera usted que el dispositivo de formación virtual (DSP) desarrollado durante sus clases de

inglés fue útil para la enseñanza de una segunda lengua y enfocado a la temática central del

programa o curso de Interlingua?

- Si

- No

- Tal vez

7. ¿Considera usted que los estudiantes tomaron el curso de Interlingua con propósitos de

fortalecimiento de sus habilidades en la carrera o programa que estudian?

- Si

- No

- Tal vez

8. ¿Considera usted que su curso de inglés se enfocó a los propósitos específicos de las carreras de

sus estudiantes?

- Si

- No

- Tal vez

9. ¿Considera usted necesario crear herramientas educativas para mejorar los procesos de aprendizaje de una segunda lengua?

- Si

- No

- Tal vez

10. ¿Usted recomendaría los dispositivos de formación virtual (DSP) como una herramienta educativa innovadora en el proceso de aprendizaje de una segunda lengua?

- Si

- No

- Tal vez

10.1 Justifique la respuesta anterior.

Respuesta Abierta

11. Califique del 1 al 5, el desarrollo y la efectividad del dispositivo de formación virtual (DSP) como herramienta educativa para el aprendizaje de una segunda lengua.

- 1

- 2

- 3

- 4

- 5

12. ¿Cómo fue el proceso de desarrollo de los dispositivos de formación virtual (ELD) en sus clases de Interlingua?

Respuesta Abierta

13. Califique del 1 al 5, como los estudiantes tomaron esta herramienta educativa en su proceso de aprendizaje del inglés.

- 1

- 2

- 3

- 4

- 5

ANNEX H. LOG-BOOK

Virtual Learning Devices Log-book

TICyTAC 3.0

2021

Table of Contents

1. Introduction

Teaching's conditions have changed completely with the influence of technology. The new tools and resources are focused on improving and strengthening the channels where education takes place. Tools such as videos, websites, blogs, and social networks not only provide students with entertainment they can get at any time, but also, students get tools that keep them motivated and encourage them to do autonomous work. Furthermore, they can reach information beyond expected; this makes them able to improve their skills and social interaction along with their critical thinking.

There are many reasons why teachers should consider the implementation of technological tools, not only inside the classroom, but also as a complement for the classes. There is a widespread idea among professors that class-time is not enough for the students' learning process. It takes even more time outside the classroom to establish good bases for the pupils; this is what we would call autonomous work. Thus, we can consider this autonomous work even more important than class-sessions; therefore, teachers should rely on technology to help them in this task. Whether teachers create virtual activities or encourage their students to use them, the improvement in the class results will be remarkable.

Moreover, it would not be wise to underestimate the positive impact that technological tools can have on a students' critical thinking. Pupils are exposed to more information than ever; now they can get twice more information by themselves than inside the classroom. Teachers, instead of getting preoccupied with this, should take advantage of it because it involves the students more with the topic that is being taught, so the learning process becomes meaningful and valuable for them.

For this reason, it is time for students and professors to go straight on the technological transition and implementation of platforms. Logically, the role of the teachers must change significantly, but undoubtedly it is worth it, and the improvements will be notable in the learning process of our students.

Figure 10

VLS Arts
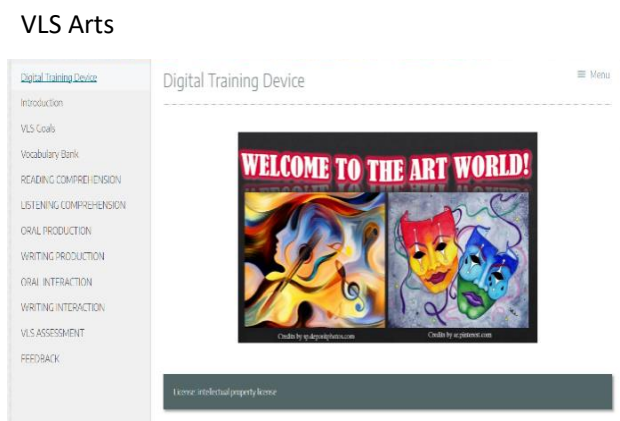
The ELD took into account six language skills divided into diverse activities and tasks. Also, the activities were created with different topics related to Arts. Different platforms were used such as Educaplay, Genially, YouTube, Vocaroo, Google forms, etc. to create the tasks that each student had to complete. After completing all the activities and tasks, students' *ELD Arts* interface could access the feedback *ELD Arts interface (fig .1).*

Figure 11

VLS Agro-Industrial

The ELD included six language skills divided into diverse activities and tasks. In this ELD, you will learn different topics about the Agro-industrial world, useful for your professional training while you improve your English level exploring and having fun. The activities will include listening, writing, speaking, and reading *ELD Agro-industrial* tasks.

Figure 12

VLS Medicine

This English Learning Device (ELD) includes environments for university specific purposes conceived to help you foster your English knowledge in the medicine field. Here, you may find interesting resources and activities to develop your skills in the English language and in your profession. The ELD includes six language skills divided in diverse activities and tasks. *ELD*

Medicine interface (fig .3.)

Figure 13
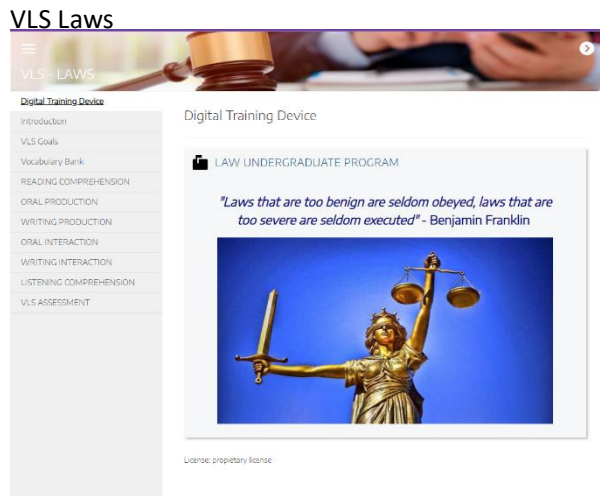
VLS Laws

The ELD took into account six language skills divided into diverse activities and tasks The Law Program of the Universidad Surcolombiana should be, in the first three decades of the XXI century, the main actor in the training of Lawyers who contribute to the construction of a democratic, deliberative, participatory and peaceful nation; supported by human development, social, and sustainable in the South Colombian region. *ELD Law interface (fig .4)*
.

2. Students' requirements

Our globalized world and its economic and political influences have positioned English as the official language of communication for different purposes. This fact has forced many people around the world to develop a communicative competence in this language. In Colombia, the Ministry of Education has issued some laws and proposed plans aimed at the development of bilingualism of students and teachers; they are required to acquire a high level of English in order to respond to the demands of the current world organization. However, according to Wilches (2009), it is important to consider the local knowledge to take part in the teaching models of a foreign language. Stakeholders need to be aware of the importance of their needs and their local environments when learning a second language.

Attending Universidad Surcolombiana policies, students of every faculty are prompted to take four English levels through their careers in order to develop English communicative abilities achieving the minimum of B1 level following the common European framework principles. It categorizes English language learners' proficiency in different skills.

The proposal of this project is to design, test, and evaluate English Learning Devices (ELD) for Specific Purposes in four different programs at Universidad Surcolombiana. We want to encourage students to develop communicative skills in the English language through listening, reading, writing and oral skills based on an interactive, autonomous, and innovative learning environment through technological resources that encourage their learning process in a second language.

3. Arborescence

Taking into account the design and creation of the ELD, it was fundamental to organize the information in an efficient way. Hence, getting an overview of the structures of these virtual scenarios it was established an arborescence structure. The ELD has as its main entry an introduction on the four careers and one additional language course that was worked on during the investigation. Then, it is followed by the ELD goals that include the Information and Communications Technology (ICT) Goals and the English Goals according to the level of English stated by the Common European Framework and established for each ELD; except the additional language course which the level analyzed is based on French. There is also a vocabulary bank that was divided in three sections (concepts, vocabulary list, and professional field vocabulary) according to each of the thematic addresses in the virtual device. In addition, these virtual resources present the six English skills that are fundamental for language learning: listening comprehension, oral interaction and oral production, reading comprehension, writing interaction and writing production. It is necessary to highlight that each skill has two activities and each activity has two tasks according to the main themes of each ELD. Finally, the ELD contains a final assessment of the topics that were worked on and the corresponding feedback to the activities developed throughout the virtual scenario.

Figure 14

ELD Components
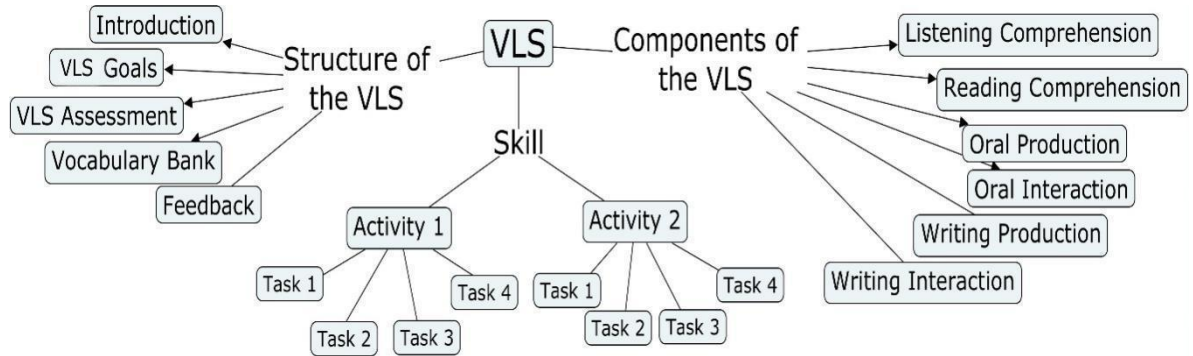
Figure 15

ELD Sections
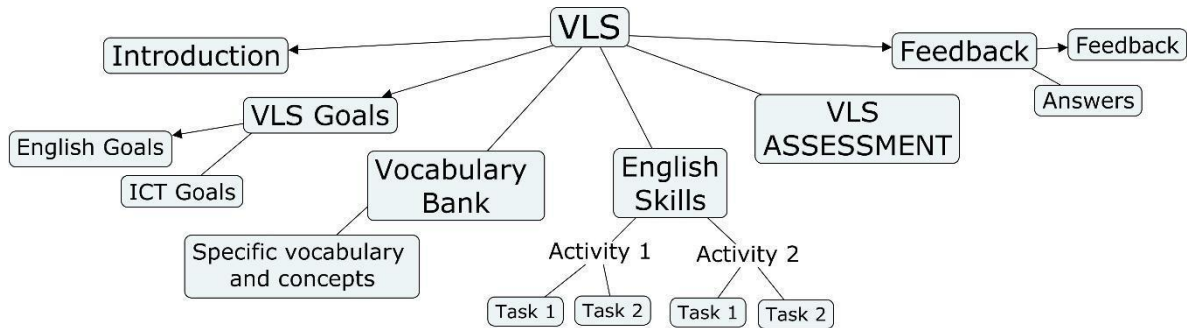
4. How are ELD designed?

The English Learning Device (ELD) is an innovative and technological tool that includes meaningful learning settings for undergraduate students of the Universidad Surcolombiana who are studying different majors and learning English. The ELD enhances students' linguistic competencies in the language through the variety of technological resources provided at the same time that encourages the learning of English with specific purposes.

4.1 How are ELD composed by?

Each ELD contains an introduction, a series of ELD goals, a vocabulary bank section, six linguistic competencies (including two activities per skill, and in each of these, two tasks), an ELD assessment, and at the end, the ELD feedback.

4.1.1 The introduction

In the first place, the ELD presents the introduction to the device, welcoming students to this new path of learning. Also, it explains what the technological device is about, what students may find in there, and what it is expected they achieve when completing this learning experience. In the following image, extracted from the Arts ELD, it can be seen the introduction to this device. It describes the inclusion of educational settings for developing English skills with content related; in this case, to the field of Arts. Additionally, students will find the six linguistic competencies; besides tools and activities that allows them to reinforce not only their English but professional skills.

Figure 16

ELD Arts Introduction

4.1.2 ELD Goals

This section is divided in two parts: The English Goals and the ICT Goals.

English Goals

According to Universidad Surcolombiana policies, and as it was mentioned previously, students of every faculty must take four levels of English through their college studies in order to develop and

improve their English language skills, and achieve the minimum B1 level stated in the Common European Framework of Reference for Languages (CEFR). The CEFR is an international guideline that is intended to provide a basis for curriculum and syllabuses elaboration. Besides, it describes in a comprehensive way the knowledge and skills language learners should acquire and develop across six broad levels -from A1 to C2- in order to use the language for communicating effectively.

In accordance with the previous statements, the ELDs have been adjusted to the policies stated at the university taking into account the English linguistic descriptors for each skill. Each ELD includes the six linguistic competencies (Reading Comprehension, Listening Comprehension, Oral Production, Oral Interaction, Writing Production, and Writing Interaction); additionally, each skill contains two activities and four tasks which are aligned with the A2 and B1 levels proposed by the Common European Framework (CEF) mentioned above. These linguistic descriptors may vary according to the thematic of the digital resources.

Figure 17.

ELD Laws English Goals B1 Level

ICT Goals
The ICT descriptors or ICT goals are those parameters, which were included in the ELDs, for students to know and be prepared with the technological abilities they will require for completing each one of the activities and tasks in the digital devices. Finding the ICT goals at the beginning of the ELDs will serve as a guide for students to know how to use the different technological resources presented in the

devices. In other words, they will give them an idea of what they need to accomplish, and what knowledge is required to carry out the activities and tasks without difficulty.

The ICT descriptors contained in each ELD are based on the categories 'Online Conversation and Discussion' and 'Goal-oriented online transactions and collaboration' provided by the CERF in the "COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT (2018)" (as cited in TICyTAC 2.0, 2021, p. 11). Each category describes the technological skills for students corresponding to different levels from A1 (lower level) to C2 (higher level). Students can guide by the level of difficulty of the descriptors; however, in most of the ELDs the level required is not higher than B1.

Figure 18

ELD Laws ICT Goals B1 Level

4.1.3 Vocabulary bank
This section is of vital importance in each ELD as its main purpose is to prepare students for the content and material that will be developed throughout the technological device. In this part, they will have the opportunity to find words and keywords that they probably do not know and that will be seen in the different activities and tasks. This will allow students to better understand the activities and carry out the future tasks. In the next image, a sample vocabulary bank corresponding to the Arts ELD can be appreciated. Each set of words have been categorized in three subsections: *Key vocabulary, concepts, and verbs related to the field* (Arts in this case).

Figure 19

ELD Art Vocabulary Bank
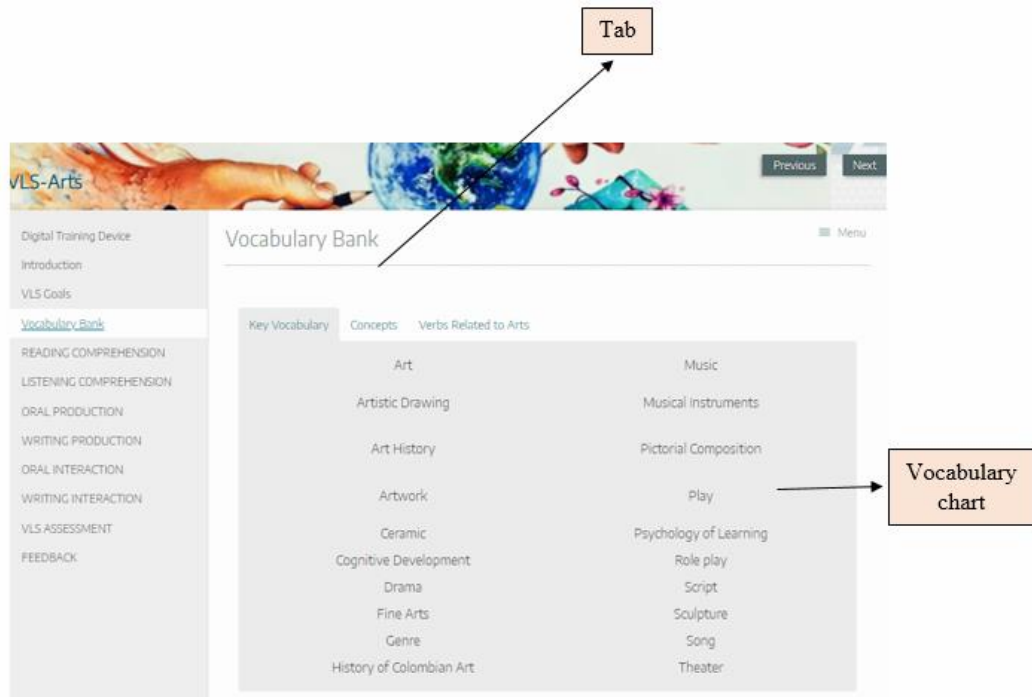
4.1.4 Six linguistic micro-competencies

The ELDs are essentially composed of six linguistic micro-competencies that will help students to develop and reinforce their English skills through the exploration of new learning experiences as well as meaningful practical environments offered by the different activities and tasks. The role of each micro-competency within the ELD is described below:

- ▪ Reading comprehension: Aim to enhance students' understanding of brief texts in English, which are relevant or interesting to them, through the practice and solution of reading comprehension questions, tests, or in some cases games.

- ▪ Listening comprehension: Foster students' exposition to the language through videos, podcasts, or audios in order to improve their listening comprehension skills.

- ▪ Oral production: Encourage students to use vocabulary and evidence of the topic for putting them into practice in their individual oral productions. It will also help them to develop confidence to express their ideas and enhance their speaking skills.

- ▪ Oral interaction: Offer students a great opportunity for simulating a real-life conversation in order to fully take advantage of their skills to discuss. Within a fictional scenario, the ELD proposes virtual interaction by simulating the person whom the student talks to.

- ▪ Writing production: Aim to strengthen students' writing skills by creating activities that encourage their creativity to produce written material related to their field of study.

▪ Writing interaction: Enable students to improve their writing by putting it in real-context situations; in other words, through real interaction in which they should use not only their writing but their professional skills to perform the tasks.

Activities and tasks

Each micro-competency contains two activities and within each of these, two tasks that are focused in the teaching of English in a specific field of study. On one hand, the activities are based on technological content as it offers a huge variety of resources for students to revise a determined topic. For instance, some activities in the ELD may be extracted from online articles, blogs, YouTube videos, online podcasts, and online newspapers, among others. It is also important to highlight that the activities are didactic and interactive which makes them attractive for students; they become interested and enjoy the process of learning English in a different way. On the other hand, tasks are the practical action of the activities. Here, students are aimed to reinforce what they have learned during the activities and put it into evidence. The tasks designed could go from fun game quizzes, interaction within virtual communities, to simple writing productions on the subject they are learning.

4.1.5 ELD Assessment

The assessment section can be found after the last micro-competency since it tests the knowledge acquired by the students throughout the whole ELD. The ELD assessment is a short test that gathers some topics from the different activities and tasks with the purpose of students to review what they have learned, and to maybe detect those gaps they have in their comprehension of the topics. Moreover, this could be a motivation for students to improve their mistakes, and revise the content again. As it can be seen in the following sample, the ELD assessment corresponding to Agro-industrial Engineering has been designed with Google support tools: Google Forms. Ç

Figure 20

Agro-Industrial Engineering ELD Assessment

4.1.6 Feedback

At the end of each ELD, students will find a section with the feedback. The feedback corresponds to the answers of the tasks they developed throughout the six micro-competencies. Each one of the ELD feedback is locked; therefore, students will need to ask for access to see the answers. This has been done with the purpose of avoiding students to skip the tasks and go directly to check the answers. The image below presents the feedback corresponding to the Medicine ELD.

Figure 21

ELD Medicine Feedback
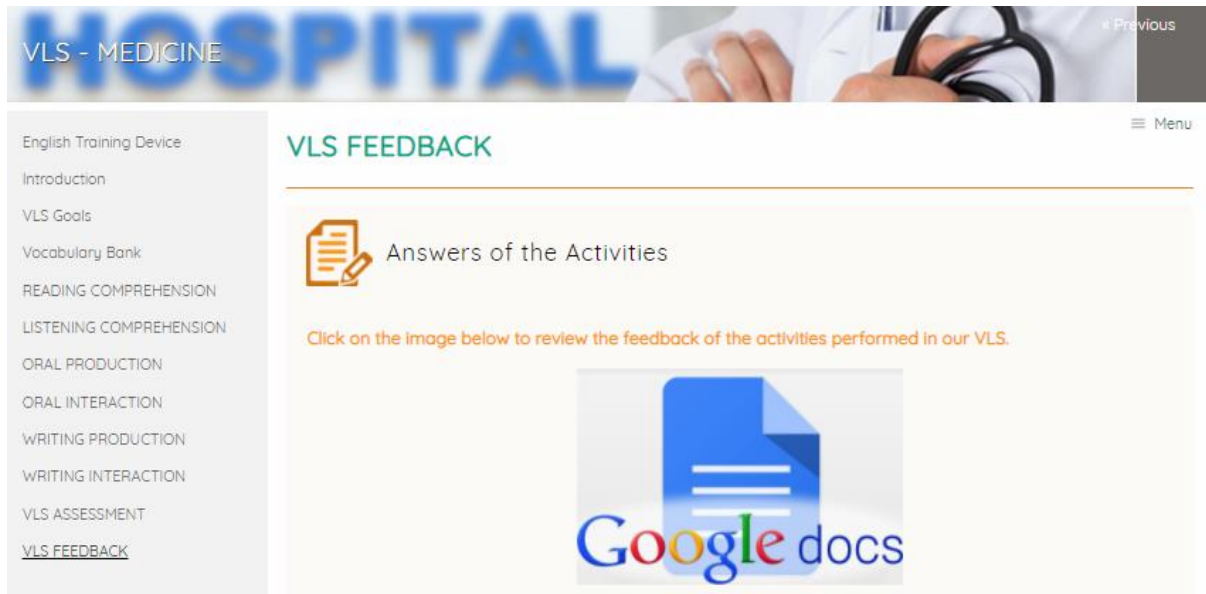
5. Activities and Tasks Chart

The following charts correspond to all the activities and tasks design content in each micro competence in Agro-industrial Engineering, Bachelor of Arts, Law, and Medicine ELDs.

5.1 Agro-industrial Engineering

Reading Comprehension			
	Type of Activity	Pursuit	Instructions

Activity 1: Cropping patterns characteristics	A Reading text	Identify different types of cropping patterns and its implications.	Read the text: https://docs.google.com/document/d/10qObkKd9zQGVgBnpPZnqS7fLJIw1QHFke1tPFdpZ9_w/edit?usp=sharing
Task 1: Cropping patterns quiz	Quizizz game	Reinforcement of the information given in the reading through a questionnaire in a Quizzis game.	https://quizizz.com/join/quiz/60c026a6d28d4c001b0f4e68/start?studentShare=true
Task 2: Associating cropping patterns	Educaplay	Relate the type of cropping pattern and its characteristics with the images.	Match the image and the title with the description: https://es.educaplay.com/recursos-educativos/9855677-matching_excercise.html
Activity 2: Bacterial culture media	A Reading text	Identify main facts about bacteria culture media: composition, classification, and preparation.	Read the text: https://docs.google.com/document/d/18QK36Ve4HFjkRZRDWOs6aGY9_1KIuA_lABiXfTdp7ms/edit?usp=sharing
Task 3: Game about bacterial culture media	Genially	Review and identify important facts about culture media: its characteristics and inventors.	Access to genially and answer the questions related to bacterial culture media: https://view.genial.ly/6070e4e7a9a8540d2388f288/interactive-content-quiz-about-bacterias

Task 4: Quiz about bacterial culture media	Worldwall	Strength knowledge about nutritional components and classification of culture media.	Access to worldwall and answer the questions related to the reading: https://wordwall.net/play/21493/911/403

Listening Comprehension

	Type of Activity	Pursuit	Instructions
Activity 1: The plant cell and their parts.	A YouTube video	Watch and listen about plant cells (importance, its parts, and characteristics).	Watch the video, activate English subtitles if needed: https://www.youtube.com/watch?v=XOdK3De8f60
Task 1: Cell parts and functions	Genially	To identify every component of a plant cell and its functions.	Match each part of the plant cell with its main function: https://es.educaplay.com/recursos-educativos/9426452-matching_activity.html
Task 2: Composites of plant cells.	Google forms	Listen and recognize main features of plant cells through an audible conversation.	Listen to the conversation and answer the questionnaire below: https://docs.google.com/forms/d/e/1FAIpQLScgynJ3ye4ELWUw-vyWnXSCWOVOqQjO8CoLBXOXqV2UR3pQiA/viewform?usp=sf_link
Activity 2: Making Yogurt	A YouTube video	Understand about microorganisms and the	Watch the video "Biotechnology - Yogurt production". Pay attention to the stages involved in yogurt production:

			process of making yogurt.	https://www.youtube.com/watch?v=ejyhTqAPVtI&t=100s
Task 3: Game about Yogurt production	Kahoot and Google docs	Test students' knowledge about yogurt production stages.	Answer the questions about *Biotechnology - Yogurt production* according to the information given in the video of the first activity. Take a screenshot of the results and paste it in the following document: https://docs.google.com/document/d/1FoEvTHr6FIdU24qKCdchitCDufv6kWR1dNm1n3me8iw/edit?usp=sharing
Task 4: Matching exercise about Yogurt	Worldwall	Associate stages of Yogurt production and its characteristics.	Match the stages of Yogurt production with its corresponding definition: https://wordwall.net/play/21405/176/963
Oral Production			
	Resource	**Pursuit**	**Instructions**
Activity 1: States of the matter	A YouTube video about states of matter	Determine the characteristics of each state of the matter.	Watch the video about the states of matter. Please, pay attention to the examples and the characteristics of each state. Activate English subtitles if needed: https://www.youtube.com/watch?v=21CR01rlmv4&t=3s
Task 1: States of the matter characteristics	A Genially presentation.	Identify the state of the matter of some elements.	Choose four different numbers or colors, click on them, look at the picture and tell what the state of matter is. Is it liquid, solid, or gas? https://view.genial.ly/60a2c4ed1becd50d1586e54d

Task 2: Discuss state of matter features	Vocaroo recorder	Recognize the characteristics of the states of the matter.	Record a podcast and discuss the characteristics of the states of the matter. Click on the icon to record your podcast, then copy the link of your audio, add your name, and paste it in Google docs. Vocaroo recorder link: https://vocaroo.com/ Google docs link: https://docs.google.com/document/d/1ZWsEAOhdqD27vXABOiMazSH_9cZaLcObRXVB2dOCQWM/edit
Activity 2: Lactic Acid Bacteria	Article about Lactic Acid Bacteria	Read the article about Lactic Acid Bacteria.	Read the three paragraphs of the text and the information provided in the mid map.
Task 3: Benefits of LAB	Webcam video recorder	Determine the benefits of the Lactic Acid Bacteria in food and health.	Based on the previous information, mention lactic Acid bacteria in terms of food and health benefits through a brief video, please report and paste your link in Google docs. To record the video: https://www.cam-recorder.com/ Google doc link: https://docs.google.com/document/d/1GOQaKpWylGs01_nrSKVbp9S9QR05UmdlOxhmxEqFI_g/edit
Task 4: The importance of LAB	SpeakPipe recorder	Recognize the importance of LAB to improve soils.	Record an audio file describing the importance of LAB in order to improve soils, control disease, and promote plant growth. Paste the link in Google docs. Click below to record your podcast. SpeakPipe link: https://www.speakpipe.com/voice-recorder

			Google docs link: https://docs.google.com/document/d/1GOQaKpWylGs01_nrSKVbp9S9QR05UmdlOxhmxEqFI_g/edit
Writing Production			
	Resource	**Pursuit**	**Instructions**
Activity 1: Grains	Poster about quality characteristics of grains	To understand the quality characteristics of the grains.	Read the poster´s information about quality characteristics of the grains. Link of the poster: https://my.visme.co/view/8re46z9v-quality-characteristics-of-grains
Task 1: Grains quality characteristics.	Educaplay game	Test students' knowledge about grain characteristics.	Taking into account the information given in the poster, fill in the blanks with the correct word. Educaplay game link: https://es.educaplay.com/juego/9421162-characteristics_of_grains.html
Task 2: Write about grain characteristics.	Google docs	Describe the quality characteristics of the grains.	Write two paragraphs based on the previous poster information. The first paragraph should be written about intrinsic quality and the second paragraph about induced quality. Each paragraph should include four lines. Google docs link: https://docs.google.com/document/d/1nFx5gZSNA4r59bLZCE0GXJvoa5n469EXRBuAHIxpwqY/edit
Activity 2: Winemaking	YouTube video about the process of winemaking	To know the process of winemaking.	Click on the video: https://www.youtube.com/watch?v=7gquYRxLMFI

Task 3: Forum winemaking	Dotstorming platform	Test students' knowledge about winemaking.	Answer the following questions in Dotstorming: -Why does sparkling wine need extra work? -What kind of wine has been well recognized lately? Dotstorming link: https://dotstorming.com/w/613c1e071 448d91dd6a48074
Task 4: Winemaking mental map	MindMeister platform	Create a mental map in which explains the winemaking process.	Access Mindmeister to create a mental map explaining the winemaking process from start to ending including details. Take a screenshot and put the image in Google docs. MindMeister platform link: https://www.mindmeister.com/es Google docs link: https://docs.google.com/document/d/ 1ivb5xVUGqkjn7I_KtfO0qfRISKJFa pq7BMsDQONHB4Q/edit
Oral Interaction			
	Type of Activity	**Pursuit**	**Instructions**
Activity 1: Agro-industrial safety and hygiene	A YouTube video	Identify safe industrial practices given in the video.	Watch the video, and then read the text in order to learn the characteristics of good hygiene practices. Video: https://www.youtube.com/watch?v=1 g7BBmGhGnE
Task 1: Conversation about hygiene practices	Genially	Interpret and follow the conversation about facts of	Watch and listen the audio transcription: https://view.genial.ly/610dea15ea268

		some hygiene practices.	30d1c13baad/presentation-oral-interaction
Task 2: Agrofactory	Genially, Vocaroo, and Google docs	Create a conversational and interactive virtual environment regarding their own experiences with hygiene practices.	According to the previous video and your knowledge, record the answers to the questions your friend asks you. Record the audios through Vocaroo and paste the links in Google docs. Link to Vocaroo: https://vocaroo.com/ Link to the Google doc: https://docs.google.com/document/d/1wPfqCUCh1DZ3w9J2hPNLbCGoGBT6WOVZfZmCHJleQNU/edit?usp=sharing
Activity 2: Exporting fruits presentation	Google presentation	Comprehend some fruit quality requirements to export some local fruits.	Listen and read the presentation about exporting tropical fruits from Colombia to Europe: https://docs.google.com/presentation/d/1e8nCzR5W7CVfRuh5R6AQp7qlzH9jw8mlpbr2KZPIoV8/edit?usp=sharing
Task 3: Interview about exporting fruits	Padlet and Google docs	Create a conversational and interactive virtual environment about sanitary requirements about fruit export.	Listen to the interview questions of the Padlet presentation, record your answers and paste the link of your answers in Google docs. Padlet presentation link: https://padlet.com/u20181167509/xhphhtt8fszcq54t Google docs link: https://docs.google.com/document/d/1u_OKPHneU8YQMqr1tQpkNOlQLk94hjRpPIQIvf_fYwA/edit?usp=sharing
Task 4: Quiz on	Padlet and Google docs	Describe and specify orally the information	Listen to the show quiz questions of the Padlet presentation, record your

requirements to export fruits		given about fruit exporting.	answers and paste the link of your answers in Google docs. Padlet presentation link: https://padlet.com/u20181167509/3pcdub44hvnfnh0e Google docs link: https://docs.google.com/document/d/1lvAfSMX3XQ3j0rpBj4mww1oe_t8snOmo/edit?usp=sharing&ouid=105194812939246187186&rtpof=true&sd=true
Writing Interaction			
	Type of Activity	**Pursuit**	**Instructions**
Activity 1: Environmental impact of food production.	A Genially presentation	To be aware of the environmental impacts of food production.	Read and take some notes of the presentation about the environmental impacts of food production. Genially presentation link: https://view.genial.ly/60b65d87f7e7df0d7731e94d
Task 1: Food waste forum	Quora platform and Google docs	Give your opinion about what can be done to reduce food waste.	Participate in the Quora forum: What can be done to reduce food waste? Give your opinion in a paragraph of 8 lines. Quora forum link: https://www.quora.com/What-can-be-done-to-reduce-food-waste Google docs link: https://docs.google.com/document/d/1y2G38SnMtA21-JQ6_KWSsRHZgcxJyPP-qc9zfFvtbWs/edit
Task 2: Food production categories	Jamboard	Identify and understand food	Choose one category about the environmental impacts of food

		production categories.	production and write a paragraph of five lines. Jamboard link: https://jamboard.google.com/d/1v_sAbob9KnpbXVm6-t70Wbw5dQ3y47DGyrSTU0BGy1I/viewer
Activity 2: Making beer	Venngage - infographic about the brewing process	Analyze the infographic about the brewing process.	Read the infographic about the brewing process. Pay attention to each stage in beer making. Venngage infographic: https://venngage.net/ps/AGT0EO6wQfg/the-brewing-process
Task 3: Forum about the brewing process	Blogger platform	Explain the brewing process and comment others' opinions when available.	Taking into account the infographic about "The brewing process", write an 8-line paragraph to explain how beer is made and comment others' opinions when available. Do not forget to write your name. Blogger link: https://mile33.blogspot.com/2021/09/the-brewing-process.html
Task 4: Collaborative board	Padlet platform	Associate the processes used in beer making with the processes to make other products.	Write a short paragraph to talk about a product including some of the processes used in beer making. For example, talk about wine because wine fabrication includes fermentation and packaging. Padlet link: https://es.padlet.com/u20181167509/no5und2zk1m79237

5.2 Bachelor of Arts

Reading Comprehension			
	Resource	**Goal/Objective**	**Instructions**
Activity 1: Hamlet in History	Read an article	Read the version of the play "Hamlet"	Read this version of the play "Hamlet" told

		told by The 60 Second Times newspaper from the BBC.	by *The 60 Second Times newspaper* from the BBC. Then, proceed to develop the following tasks. https://www.bbc.co.uk /print/drama/shakespea re/60secondshakespear e/themes_hamlet.shtml
Task 1: What is true or false?	True or False questions in Genially	Choose the correct option (True or False) in the Genially platform.	Go to the website "Genially" where there is an interactive game and according to it choose the correct option (True or False) based on the play "Hamlet." https://view.genial.ly/6 0d7c549e084ee0d1bcf b5e7/interactive-content-hamlet-true-or-false
Task 2: Quotes from Hamlet masterpiece	Quote & Unquote	Read some of the most relevant quotations from Hamlet.	Go to the web site "Lino" where there are quotes. Read some of the most relevant quotations from Hamlet. Choose your favorite one, and write next to it a short paragraph with all your ideas and the possible meaning of the quote. http://linoit.com/users/ chriis_guzman/canvas es/Hamlet%3A%20Qu

			[ote%20%26%20Unquote](#)
Activity 2: History of Colombian Art	Read a text	Read the text "Colombian Art".	Read the text "Colombian Art" in the following page, then proceed to develop the corresponding tasks. https://www.donquijote.org/colombian-culture/art/
Task 3: How much can you remember?	Read and complete	Taking into account the text "Colombian Art" fills in the blanks.	Fill in the blanks with a word or group of words according to what you remember from the reading. "Colombian Art".
Task 4: The Great Colombian Artist	Read and organize	Read the text about the famous Colombian artist Fernando Botero.	Read the text about the famous Colombian artist Fernando Botero. Then, organize the timeline with the main events of Botero's life adding comments with the dates in which they happened. https://my.visme.co/view/y4npng64-g8n5opzegr4y2qvz
Listening Comprehension			
	Resource	**Goal/Objective**	**Instructions**
Activity 1: Music is Positive	Watch a video	Watch the "7 Interesting Psychological Facts About Music" video.	Watch the "7 Interesting Psychological Facts About Music" video and do the following tasks.

			https://www.youtube.com/watch?v=HcFFwK4ot1k
Task 1: Music and Psychological Facts	Listen & Retell	Watch the video about "7 Interesting Psychological Facts About Music".	Watch again the video about "7 Interesting Psychological Facts About Music". Then, click on Google Doc and explain in your own words all the 7 psychological facts about music. https://docs.google.com/document/d/1lcF9ndfcu2OSbeboRAOySHOf9EKRH0c-DVEM1B6nIr0/edit
Task 2: My Favorite Songs	Listen & Talk	Answer the question What do you think your favorite song says about you? At the end of the video "7 interesting psychological facts about music".	Answer the question *What do you think your favorite song says about you?* At the end of the video "7 interesting psychological facts about music". Then, Record your answer in a two minutes podcast. Use Vocaroo or SpeakPipe and then put your link in a document. Link to Vocaroo: https://vocaroo.com/ Link to SpeakPipe:

			https://www.speakpipe.com/voice-recorder
			Link to Google docs: https://docs.google.com/document/d/13eIoAffy5JkZxSx3C-dwtAJG3636NIuYVmBYF-KLHeM/edit
Activity 2: The Arts and The Brain	Watch a video	Watch "New Studies Link the Arts to Crucial Cognitive Skills" video.	Watch "New Studies Link the Arts to Crucial Cognitive Skills" video and do the following tasks. https://www.youtube.com/watch?v=1D69mKyndEY
Task 3: Art Cognitive Functions	Listen & Discuss	Taking into account the video "New Studies Link the Arts to Crucial Cognitive Skills" answer some questions.	Taking into account the previous video, answer the following questions in the Google doc. *1. According to the video, how do you think art influences our brain? 2. Which cerebral cortices responded the most to the stimulus of art? 3. What are the benefits of art?* https://docs.google.com/document/d/1ZlmLuezHypD_WNvAB6q0elU6Uu-03hCk6gNRTh0XY-I/edit

Task 4: Reflective Time	Reflect & Speak	Reflect about the following question based on the video "New Studies Link the Arts to Crucial Cognitive Skills "you saw.	Reflect about the following question based on the video you saw, and record your answer in a three minutes' podcast. Use SpeakPipe and paste the link here. *In your personal experience, which of the four cognitive and social functions mentioned at the beginning of the video were stimulated correctly?* Explain your reasons. https://www.speakpipe.com/voice-recorder
Oral Production			
	Resource	**Goal/Objective**	**Instructions**
Activity 1: Famous Artists in History	Watch a video	Watch the video about: "Some of the most famous paintings in the world."	Watch the video about: "Some of the most famous paintings in the world", and pay careful attention to the most famous art drawings. https://www.youtube.com/watch?v=Y3cMzzZOU2Y
Task 1: Appreciating Artwork	Listen & Speak	Record a video answer to the questions taking into account the artwork provided.	After watching the video "Some of the most famous paintings in the world", record a

| | | | video answer to the questions taking into account the artwork provided. Please observe the image.

1. What details of the artwork can you observe?
2. How does the artwork make you feel when you see it?
3. Why do you think the artwork was recreated?

Use Webcamera to record and copy the video link on the document: https://webcamera.io/es/

Google docs link: https://docs.google.com/document/d/1e_fJFCqAuiCVwI5n8ETMMv1vjC2kaArh8TokMsxPBZQ/edit |
|---|---|---|---|
| **Task 2:** Your Artwork Online | Record a video | Record a video recreating the artwork, and then explain your creation. | Taking into account the famous artworks in the video "Some of the most famous paintings in the world" record a video recreating the artwork, and then explain your creation. Put into practice your artistic |

			skills. You can use YouTube. Then add your YouTube link in a document. YouTube platform: https://www.youtube.com/ Google docs link: https://docs.google.com/document/d/1pq4ZJxuah2vieIj6wGOs0LKs3MemW1HrQXBUBx3SaIg/edit
Activity 2: Themes of Colombian Art	Watch a video	Watch the video "Rear Window - Colombian Art: From Myth to Earth."	Watch the video "Rear Window - Colombian Art: From Myth to Earth" to grasp important aspects. https://youtu.be/lIPR_xp2DEc
Task 3: About Colombian Art	Create & Record	Based on the video, record your video "Rear Window - Colombian Art: From Myth to Earth" discussing some questions.	Based on the video "Rear Window - Colombian Art: From Myth to Earth", record your video discussing the following questions. Be creative! *1. Do you think that art in Colombia is only linked to factors such as violence, politics? Explain your answer* *2. In your opinion, do you think that works*

			of art should reflect only the positive side of a country? *3. As a future Colombian artist, how would your idea of art be to represent your country?* Record the video in your cellphone and use YouTube platform to upload it. Then, paste the link in a document. YouTube platform link: https://www.youtube.com/ Google docs link: https://docs.google.com/document/d/1lyIq4TPE1w0N73UAHMT0oBSP4btwwbjusBeEKgJKig0/edit
Task 4: This is what represents Colombia	Imagine, Create & Talk	Make a painting or drawing that could represent art in Colombia and record a podcast with the explanation.	Think of an object or place that could represent art in Colombia. Make a painting or drawing of that idea, and record a two minutes podcast explaining why you chose that representation and why do you consider it important.

			Record your podcast using SpeakPipe and put the link in a document. SpeakPipe link: https://www.speakpipe.com/voice-recorder Google docs link: https://docs.google.com/document/d/1aSIFKzlpcv_t0DmSQ5o_Agm3DaAM2FYDd7AMSDq78PY/edit
Writing Production			
	Resource	**Goal/Objective**	**Instructions**
Activity 1: Reading the Great Ones	Read a script in Genially	Read a scene from the Hamlet play.	Read carefully the next scene from the Hamlet play in Genially to be able to perform the oncoming tasks. https://view.genial.ly/60ecf251d84c080d883c041b/presentation-hamlet
Task 1: Hamlet and the Shadow dialogue	Reflect & Write	Write what you think about some questions. Explain them clearly.	After reading the Hamlet play, write what you think about the next questions. Explain them clearly. *1. What do you think of this dialogue between Hamlet and The Shadow?*

			2. Do you think revenge is the best way to take justice? *3. Would you change the way the characters think or act?* Write your contributions in the blogger: https://melanyb2707.blogspot.com/2021/06/hamlet.html
Task 2: A new script for Hamlet	Create & Write	Create your own script taking Hamlet play as your reference.	Create your own script taking Hamlet play as your reference. Write 3 scenes where you include 4 characters. Choose one of these themes: love, fear, sadness, loyalty, or justice. Read the following text to get an idea of how to write a script: https://boords.com/how-to-write-a-script To write your script use Celtx platform. Watch the video with the explanation of the Celtx platform: https://www.youtube.com/watch?v=gJlm8Ua5Uyk
Activity 2: Pictorial Composition	Read a text.	Read the text about Pictorial Composition.	Read carefully the text about Pictorial

			Composition in the Nearpod platform in order to develop the following tasks. https://app.nearpod.com/?pin=73X4Q&_branch_match_id=986719929772583480&_branch_referrer=H4sIAAAAAAAA8soKSkottLXL85ILErVy0tNLCrIT9FLzs%2FVd%2FY3DMnOSA2pyEoCAATfRIslAAAA
Task 3: Composition Elements	Read & Write	Write your insights on some questions.	After reading the text, write your insights on the questions using in the Nearpod platform. Explain them clearly. https://app.nearpod.com/?pin=73X4Q&_branch_match_id=986719929772583480&_branch_referrer=H4sIAAAAAAAA8soKSkottLXL85ILErVy0tNLCrIT9FLzs%2FVd%2FY3DMnOSA2pyEoCAATfRIslAAAA
Task 4: Importance of pictorial composition	Reflect & Write	Write a short paragraph in which you reflect on the importance of Pictorial Composition.	Write a short paragraph in which you reflect on the importance of Pictorial Composition. Give advice to someone who does not know

			anything about the topic. Include personal artworks, if you want, to have visual support. Use the Writeurl platform. https://www.writeurl.com/text/d5lvswlgjsn8d86w17ny/hi48u7uy45fi173g10r6/wobl3q6uqsokzptg6cxm
Oral Interaction			
	Resource	**Goal/Objective**	**Instructions**
Activity 1: Enjoy Music Genres	Listen to the audios	Listen to the audios of Genre of Music.	Listen to the audios and try to guess what genre of music each one corresponds to. Then, continue the activity in the "Genres of Music" section. Before You Start Working! Read the following article to become more familiar with the different genres of music. "Genres of Music/Defining Different Types of Genres." https://www.openmicuk.co.uk/advice/types-genres-of-music/
Task 1: Talking About Music	Talk & Share	Complete the dialogue recording with your comments/answers to follow the thread of the conversation.	Listen again to some specific genres, and complete the dialogue recording with your comments/answers to

			follow the thread of the conversation. Use Vocaroo, and add each link audio in a document. Vocaroo link: https://vocaroo.com/ Google docs link: https://docs.google.com/document/d/1cwADYnaoe3_cYtolycJTuYOs5W4oUq2Q9ohbKUMC-rE/edit
Task 2: Tips for an Artist Interview	Conversation with a Peer	Giving Advice to a Friend to stay calm and develop well during the interview.	Imagine that you are a famous and talented artist and your best friend starts her musical career. Your friend got an important interview with a music producer, but she is really nervous. Listen to what your best friend says, and give her some tips and advice to stay calm and develop well during the interview. Follow the dialog and record your answer using SpeakPipe and add the links in a document. SpeakPipe link:

			https://www.speakpipe.com/voice-recorder Google docs link: https://docs.google.com/document/d/1ulMr_VGXo91FjiHfU_8ErimDsaS_7KlRkH1aTA5liIo/edit
Activity 2: Teaching Art	Watch a video	Watch the next TEDTalk video "Teaching art or teaching to think like an artist?"	Watch a TEDTalk video about the way people usually teach art; then, do the following tasks. https://youtu.be/ZcFRfJb2ONk
Task 3: Retelling Key Points	Listen & Speak	Complete the missing parts of the phrases, then record your answers.	Play again the video and pay attention to some parts that are missing. Try to complete the phrases that the lecturer said during the video, then record your answers. Use Edpuzzle to record. https://edpuzzle.com/assignments/6141059ef675be415da59731/watch
Task 4: Think as Artists	Match & Discuss	Label the pictures with the element and say why it is important. Record your answers.	Observe the pictures in Thinglink. Each one represents an element that should be considered in art education. Label the pictures with the element and say why it is important.

			Record your answers in Vocaroo and paste the links in a document. Link to Thinglink: https://www.thinglink.com/scene/1494438887928365058 Vocaroo link: https://vocaroo.com/ Google docs link: https://docs.google.com/document/d/1XsRApMHQZZgsaOdJ_LQGkYNQZP_IPFAWmUGK4otkUdw/edit
Writing Interaction			
	Resource	**Goal/Objective**	**Instructions**
Activity 1: Tips to Draw Well.	Read an article	Read the article "The Elements and Principles of Art."	Read the article "The Elements and Principles of Art" where you will learn the essential aspects every artist should take into account for making artistic drawings. After that, go to the section "Creating an Artwork", and watch Nancy Reyner's explanation video. Link to the article: https://www.artistsnetwork.com/art-

			techniques/compositi on/15-elements-and- principles-of-art/ Link to the video: https://www.youtube. com/watch?v=11Kx U81mDz8
Task 1: Interacting with Art Communities	Explore, Write & Share	Explore the different artworks and choose one you like. Write a brief review in the comments section of the artwork.	Go to the next Art Community and create an account to access. Explore the different artworks and choose one you like. Write a brief review in the comments section of the artwork; take into account the principles of art you saw in the article and in Rayner's explanation video. Link to the online Art community: https://www.devianta rt.com/ Take a screenshot of your comment and upload the picture in the Drive folder: https://drive.google.c om/drive/folders/1lr VY1oJM1z4NMnBE X5qjK6ekztkqhlFc Click on the Deviant Art icon and see the

			"Review Example" section. In the following picture you can see the beginning of an artwork review sample. Make sure to write only one paragraph with all your insights, post your comment, and take a screenshot of it.
Task 2: E-mail to my Favorite Artist	Email an Artist	Write an email of an artistic drawing made by your favorite artist.	Look for an artistic drawing made by your favorite artist. Then, write an email incorporating a picture of the artwork, and telling the artist why you loved the drawing, why you admire all his/her work, and why he/she is an inspiration for you. Write and send your email to: vlsarts.usco@gmail.com Go to the next web site to learn how to write a formal email in English in case you need it: https://sparkmailapp.com/formal-email-template
Activity 2: Reading about Composition Rules	Read a presentation in Canva.	Read about the composition rules in art.	Go to the following presentation and read about the

			composition rules in art. After that, develop the oncoming tasks. https://www.canva.com/design/DAEp_y-9JU8/FEVgzYmjB3wqdbJFBjI7Iw/view?utm_content=DAEp_y-9JU8&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton#1
Task 3: Understanding Composition	Watch, Analyze & Write	Analyze two groups of artworks according to the rules you reviewed. Write and say why you think so according to the criteria.	Analyze two groups of artworks according to the rules you reviewed. Write under the pictures "Pleasant to see" or "Not pleasant to see". Say why you think so according to the criteria seen before. Go to the Learning.app platform. https://learningapps.org/21231582
Task 4: Analyzing Composition in Sketches	Watch a video	Play the next video and identify the principles of composition.	Play the next video and identify the principles of composition you learned before in some of the images presented. Write the name of the principle in the given space when the video stops; you can check your

			answer after typing it. https://edpuzzle.com/ assignments/6140ed2 aebf7e3414f568e72/ watch

5.3 Law

Reading Comprehension			
	Type of activity	**Pursuit**	**Instructions**
Activity 1: History of constitutional law	Read a text	Read and learn about the text.	Read the text below about constitutional law.
Task 1: What happened in the past?	True or false statements	Answer true or false according to the material the student has read.	According with the previous reading, select if the statement is true or false.
Task 2: Simon Bolivar and its contributions	Fill in the blanks	Choose a word from the list to fill in the blanks.	Fill in the blanks with the accurate word.
Activity 2: Environmental laws	Read a text	Read and learn about the text.	Read the text below about the article 328.
Task 3: Environmental articles	Select the correct answer	Read and select the correct answer	Click on the image, read, and select the correct answer. You will find a description of an article and you should find the correct article. https://interacty.me/pr ojects/f98ad3e9da52e5 f5
Task 4: Match pairs	Match pairs	Match and select the correct answer	Click on the image below, match, and select the correct answer. You will find a concept to associate

			with the corresponding image. https://interacty.me/projects/cf6d102c759bdb9e
Oral Production			
Activity 1: Life of Jaime Garzón	Read & Speak	Learn a little about the life of Jaime Garzón.	Read Jaime Garzón's short biography and talk briefly about his life.
Task 1: Retell Garzón's life	Write & Talk	Make a verbal reflection.	Mind your reflection about Jaime Garzón's life. Click on the web camera, record your own video and upload on Google docs. Take into account these points: https://drive.google.com/drive/folders/12VgoTBxFiSw5dY32wOKwIWW-mtc1J7I_?usp=sharing
Task 2: Political and social justice	Talk to Take action	Answer questions.	Answer the following questions about Jaime Garzon's life and death. Click on the image to access the questions. https://view.genial.ly/610af8bdec85c00d81b1e37b/presentation-oral-production
Activity 2: Orality	Watch a video	Watch and learn.	Watch the video about public speaking skills: https://youtu.be/tShavGuo0_E

Task 3: Speech human dignity	Record an audio	Get the student to talk.	Prepare a brief speech about human dignity. Click on the image to record your audio and send it to: lawsdsp.email@gmail.com Bear record link: https://voice-recorder-online.com/sp
Task 4: Discrimination	Watch a video	Watch and tell your reflection.	Watch the video and tell us your reflection about it. Click on the image to record your reflection and send it to: lawsdsp.email@gmail.com Link to the video: https://youtu.be/83-UGQDn2Vs Audio recorder link: https://grabadoradevoz.org/
Writing Production			
Activity 1: The republic of Colombia	Watch a video	Watch and learn.	Watch the video about the History of Colombia. Use the information given in the video to carry on the next tasks. https://youtu.be/prhRNVWQrKo

Task 1: Relevant aspects in Colombian history	Create & Share	The student should remember what he has learned and with it create a presentation.	Based on the previous video, use Canva to make a presentation about the aspects you consider more relevant from the "History of Colombia". Write more than 200 words in your presentation. Send the presentation to this email: lawsdsp.email@gmail.com Link to Canva: https://www.canva.com/
Task 2: Assess your knowledge in Colombian history	Play a game	Create and write.	Based on the video, complete the activity below. Click on the image to access Educaplay and complete the task.
Activity 2: Penal code	Read the articles	Read and learn.	Read the three articles carefully.
Task 3: Fly imagination	Think & Write	Imagine situations that can be solved with the help of the articles you have read.	Choose one of the three previous articles and think of possible situations in which it may be applied. Click on the image below to write the situations. https://lqctgncr4lmrwhd7qu2i5w-on.drv.tw/Interlingua_VLS/VLS-LWS/img0.4.png

Task 4: Tell us why?	Think & Write	Support your arguments.	Tell us why you think these articles are important. Click on the image below to access the Google form, then add your name and your answers. https://lqctgncr4lmrwhd7qu2i5w-on.drv.tw/Interlingua_VLS/VLS-LWS/img0.5.png
Oral Interaction			
Activity 1: Human rights principles	Read & Learn to Share	Read and learn about the text.	Read 30 articles about human rights.
Task 1: Deepen on one principle	Read & Comment	Record an audio.	Record a brief report in which you give your opinion about one of the 30 principles mentioned in the text. Record your audio file and send it to: lawsdps.email@gmail.com Your report may last 3 or 5 minutes. Click on the link: https://vocaroo.com/

Task 2: What if HR did not exist?	Record & Share	Record a video.	Record a 4-5 minute video answering the 2 questions below and then share it. *-What if principle 10 of the Universal Declaration of Human Rights did not exist? -If you had the chance to add a principle to the Universal Declaration of Human Rights, what would it be?* Webcam video recorder link: https://www.cam-recorder.com/
Activity 2: An introduction to Human Rights	Watch & learn	Watch a video.	Watch the following video: https://youtu.be/M_Hs XzPpYCg
Task 3: If you could...	Record & Share	Record and audio.	Record an audio or video in which you answer the following question. If you could add two rights to the basic human rights, what would they be and why? Click on the image and paste the link to your video or audio. Record your audio or video using Vocaroo or Webcam.

Task 4: Basic rights	Talk & explain	Explain your choice.	Choose one of the 12 basic rights from the video, then record an audio file to explain what rights mean, their importance to people, and a brief summary of their history. Click on the link below to record: https://audioboom.com/
Writing Interaction			
Activity 1: Branches of civil law	Watch & learn	Watch the video about civil law.	Watch the video below and then read the information: https://youtu.be/NEKdVaz9RiI
Task 1: Summarize what you learn	Write & summarize	Summarize the previous reading on "Branches of civil law."	Summarize the reading individually. In a Google docs write your summary. Share the summary to the following email: lawsdps.email@gmail.com
Task 2: Your own civil law case or experience	Write & Share	Make up a little civil law case or write down an experience you have been through that you think involves civil law.	Click on the image below to access. Write your answer along with your name. https://padlet.com/gutierrezmayra1003/ijhq3z7jf3bq0u4
Activity 2: The Civil Code	Read & Learn	Read the articles.	Read the articles and understand features of the civil code.
Task 3: Example of natural persons	Write & Share	Write examples of natural people.	Click the image below to write examples of

			natural people. https://jamboard.google.com/d/1yNFu7-0wC6KoTJf9Xl3e8pCfqeOEMwp7wqf7kS88FmA/viewer
Task 4: Causes of divorce	Write & Share	Write examples of the reasons why people get divorced according to the Colombian civil code.	Click the image below to share your answers. https://app.mural.co/t/law5589/m/law5589/1631547799373/e88e7619fa2c1a3dd3ed99df76fad153ea5060b4?sender=u3d4c5c2871994bb103936882
Listen Comprehension			
Activity 1: Dimensions of HR	Listen & Produce	Listen to the audio about "Three dimensions of human rights."	Click on the link below to listen to the audio. https://drive.google.com/file/d/1ZWfS1mJUccppdN7TLoJqj04hhRjrXnyl/view
Task 1: Provide your answers	Listen to the Audio	Answer the questions about "Dimensions of Human Rights" according to the information of the previous audio.	Click on the image below to answer the questions. https://quizizz.com/admin/quiz/60b42647de2a37001c730449/dimensions-of-human-rights
Task 2: Listen and answer	Listen & Answer	Answer the questions.	Click on the image below to answer the questions about "Human rights" according to the information from the audios.

			https://es.educaplay.com/juego/9992500-human_rights.html
Activity 2: Humanitarian principles & standards	Listen to the audios	Listen to the audio files.	The humanitarian principles: https://drive.google.com/file/d/1zJExNJPL_0-WfJM1uLicTjl2v2_xekQA/view What are humanitarian standards? https://drive.google.com/file/d/1aH2xphosmVWrMta5z4wP4Od5De0cD5tn/view
Task 3: Humanitarian principles	Join & Complete	Listen to the audio of the humanitarian principles and complete the activity.	Humanitarian principles. Click the image link to join the sentence with the missing word: https://app.nearpod.com/?pin=252A3457A1C213472D6D2348AE5EE085-1&_branch_match_id=98963137788820248&_branch_referrer=H4sIAAAAAAAA8soKSkottLXL85ILErVy0tNLCrIT9FLzs%2FVd3H0cXdKNC4pz0oCAJEXeS4lAAAA

Task 4: Humanitarian standards	Listen & Answer	Listen to the audio.	Listen to the audio about humanitarian standards and complete the activity. Click on the image below to solve the quiz. https://kahoot.it/challenge/629e465f-2d25-457d-af48-827eb50273e1_1631559612988

5.4 Medicine

Listening Comprehension			
	Type of the activity	**Pursuit**	**Instruction**
Activity 1: Stages in Pediatrics	Listen an audio and take notes	Listen to audio about the stage of development.	Click on the play button, listen to the audio, and take notes about the stage of development because the student will need them for the following two tasks. If the student has doubts, he/she can click on the tab "Audio transcript" to see the transcript of the audio.
Task 1: Stages of Development	Play a game	Answer the questions on Genially platform.	Click on "Start", and the question will appear. The questions are not written but orally; the

			student should select the correct option. https://view.genial.ly /60ae66f9142ab60d0 a0e398d
Task 2: Cognitive Development	Watch a video and complete a timeline	Watch a video about Piaget's theory of Cognitive Development.	Click on the picture below, watch the video presentation named "Piaget's Theory of Cognitive Development" (https://www.youtub e.com/watch?v=Ihcg Ygx7aAA) the student should take notes because it will be needed to complete the timeline. To complete the timeline, the student should click in the "Timeline about Piaget's Theory" tab, then click on the image and move the words according to what was said in the video. https://learningapps. org/watch?v=p05vd9 o4a21
Activity 2: Morphology	Read the concept	Read the concept of morphology	Read the concept of morphology.
Task 3: Histology	Watch the videos and make a mind map	Read the infographic about histology and watch the videos	Click on the image below; then, read and watch the

		attached. Then, make a mind map about what you have learned.	information about the different types of tissue (https://view.genial.ly/613cebea3e432e0d1f93b35f/presentation-histology). After that, click in the "Mind map" tab; here you click on the image and access with the user "dspmedicina07@gmail.com", the website is https://www.mindmeister.com/es. By doing this, the student is able to make the task.
Task 4: Embryology	Listen a podcast	Choose a podcast about embryology.	Click on the image below, then choose a podcast of the website (https://podcasts.apple.com/us/podcast/biology-3130-embryology-with-doc-c/id290947867) After this, the student should click on the "Medical Summary" tab, then click in the image below and complete the task; that is, to write a report about what they learned in

	Type of the activity	Pursuit	Instruction
			the podcast. https://docs.google.com/document/d/1lur7GEA97kzq5VkMt_ib_pnwiyfCqC8hhM2N1z78pN0/edit
Reading Comprehension			
	Type of the activity	**Pursuit**	**Instruction**
Activity 1: Evolution of Pediatrics	Read the Infographic	Read the infographic about the History of Pediatrics.	Click on the image below, read the infographic about some aspects of the History of Pediatrics and take some notes because you will need them for the following two tasks. https://www.canva.com/design/DAEfnhaXiyU/view
Task 1: History of Pediatrics	Read and Match	Match the columns based on the information provided in the previous infographic.	Click start on the Educaplay game. Based on the information given in the infographic about the history of pediatrics, do the matching game. For the game, you will have only two tries. https://es.educaplay.com/recursos-educativos/9454026-history_of_pediatrics.html

Task 2: Summary of Pediatrics History	Play a game	Answer the questions on Kahoot platform.	Click on the picture below and continue as a guest. Then, Click on Classic. In your smartphone, enter Kahoot or write the following link: www.kahoot.it to add the pin shown on the screen. When your name appears on the screen, click on start. The questions will be based on the infographic about History of Pediatrics. https://play.kahoot.it/ v2/?quizId=eeadb9a3 -608e-4334-8af7- eaecaf56675f
Activity 2: Deoxyribonucleic Acid (DNA)	Read and Understand	Read about some common uses for DNA Extraction in the Medicine field.	Click on the picture below, you will find an article about common uses for DNA Extraction in the Medicine field. Pay close attention to each use because they will be needed in the next two tasks. https://www.revsci.c om/blogs/biotechnol ogy/common-uses- for-dna-extraction
Task 3: Common Uses of DNA Extraction	Play a game	Play the multiple-choice game about some common uses	Click on start. Answer the multiple-choice game based

			for DNA Extraction in the Medicine field.	on the information about Common Uses for DNA Extraction. There are six questions; when you answer it, you can click on next. If you want to check again your previous answers, click on the "previous" button. https://es.educaplay.com/juego/10258326-common_uses_for_dna_extraction.html
Task 4: Extraction of DNA	Read and Complete	Fill in the blanks about the information provided.	Click on the picture below. Read slides 5 to 7 to understand the process of DNA extraction because that is a piece of extra information about DNA; then fill in the blanks about the information provided. https://slideplayer.com/slide/12021947/
Oral Production			
	Type of the activity	**Pursuit**	**Instruction**
Activity 1: Mental Illnesses	Read an Infographic	Read an infographic about common mental illness.	Click on the image below, read, and watch the videos attached to the infographic; the

			student should take notes because they will be useful in the following tasks. https://view.genial.ly/60ee198b046f030d670cd709/presentation-10-cmi
Task 1: Mental Illness in Pediatrics	Make a short oral presentation	Make a short oral presentation about how a mental illness of your choice affects children or adolescents.	Click on the link https://www.cam-recorder.com/ to record your video about the topic. Then, the student should post their video in Google Classroom. https://classroom.google.com/u/0/c/MzAzOTk3NTE1NDA2?cjc=77ufmef
Task 2: Future Mental Illness	Watch a video	Watch a video about the future of mental illness.	Click on the video to play. Watch it to learn about the future of mental illness (https://www.youtube.com/watch?v=2GVA-K8oJes). Then, click in the "answer the questions" tab; here you must record an audio talking about the questions posted in Exelearning. The platform to record is https://us.ivoox.com/es/ and the user is

			dspmedicina07@gmail.com to post your audio. You are going to click in the image below and be redirect to: https://docs.google.com/document/d/17nDJLePk9ISQDgQgM_JQ02hBCWh5PL4o7dfNCAgG2p4/edit
Activity 2: Epidemiology	Read the definition of "Epidemiology"	Read the information.	Read the information about this field of medicine. If the student wants further information, she/he should click on the link attached. https://www.cdc.gov/csels/dsepd/ss1978/lesson1/section1.html
Task 3: Thanks to the radio!	Research about a topic	Research about a topic of epidemiology; then record an audio.	Choose a topic of the first tab; then conduct research about the topic in the different databases. Finally, the student must record an audio using the SpeakPipe platform (https://www.speakpipe.com/voice-recorder) as a user will use the following email: dspmedicina07@gmail.com

Task 4: What do you say it's called?	Report a new disease	Report a new disease (invented by the student) taking into account the questions posted.	Report a new disease (invented by the student) taking into account the questions posted. Then, you have to record a video talking about your disease (to make this you have click in the image https://www.cam-recorder.com/); after this, publish the video in the following Google Doc: https://drive.google.com/drive/folders/1Vz6-ZRVh5tk3-xRtKJaNCZTdYqPQm3w3
Oral Interaction			
	Type of the activity	**Pursuit**	**Instruction**
Activity 1: Covid-19 and Management in Children	Watch a Video	Watch the video presentation about COVID-19 and its management with children.	Click on the picture below. Watch the video presentation named *What's New in Pediatrics about COVID-19 and its management with children*. Do not forget to take notes because you will need them for the next two tasks.

			https://view.genial.ly/60b05f28f42d920d778dfcf5/video-presentation-whats-new-in-pediatrics
Task 1: Sickness Case About Covid-19	Answer and Interact	Spin the wheel to get one of the topics of the previous presentation and talk about it.	On the tab named *Spin the Wheel*, click on "Iniciar". Then, click on "Girala" which will help you to spin the wheel in order to get one of the topics about COVID-19 and its management with children. https://wordwall.net/es/resource/16945702. Then, go to the tab named *Participate on a Dialogue*. There, read about the situation you selected while doing the spin the wheel game. Then, you will be in a scenario where you will be the doctor and you will have to talk to a patient about that previous topic. Check the dialogue below and record your turns on Vocaroo: https://vocaroo.com/

			Share your answers in the following Google doc: https://docs.google.com/document/d/1FydXhyRU3uDPdIMdj0eX8r72RqaKhcUxypsdvTUS7gs/edit
Task 2: Respiratory Track Affection	Read and Interact	Check the body image and participate in a medical scenario.	Go to the tab named *Learn More About Covid 19* and click on the picture below. Access to the page with the user: dspmedicina07@gmail.com and the password: Medicinausco2021. In the page, you should check the body image to learn how Covid-19 affects the respiratory tract and infected patients. https://human.biodigital.com/login?returnUrl=/view%3Fid%3Dproduction/maleAdult/coronavirus_attacks_airway_cell_labeled%26lang%3Den Then, on the tab named *Participate in a Medical Consultation,* there you will have a

			photo, so click on the photo, simulate a medical consultation, listen to the audios, record your answers, and upload the links of your audio files in the following Google doc. https://docs.google.com/document/d/1TXjmvgI2TOTdIWZVjmexSe2FH3O_QMcPLf7kzyVPAm0/edit
Activity 2: Internal Medicine	Read and Take notes	Read the definition of Internal Medicine.	Click on the image below. Read the following definition of Internal Medicine on an article page. Take notes about the given information for the next two tasks. https://comprehensiveprimarycare.com/everything-you-need-to-know-about-internal-medicine/
Task 3: Doubts about Internal Medicine	Conversation	Interact in a medical conversation.	Click on the picture below. You will find a conversation between a patient and an internist. You are an internist, so you will answer the given questions about doubts of Internal Medicine.

			https://docs.google.com/forms/d/e/1FAIpQLSdIZb1cw1f2VVVa5WN1hHvawypKEFmXiE1zXee7G0qKLRM_kA/viewform
Task 4: Clinical Case	Simulation	Watch a video and do a clinical case.	On the tab *Clinical Case Example,* you will watch the video below about a Clinical Case example. https://www.youtube.com/watch?v=iJAR9sWfdm4&t=3s You should pay close attention because in the next tab named *Clinical Case Simulation* you need to click on the picture below and you should interact in similar clinical case scenarios. https://docs.google.com/presentation/d/1fR-jEV8Jm9v1XJq2accpqQM1zkRxetk9SIbtH8XtYFg/edit#slide=id.p
Writing Production			
	Type of activity	**Pursuit**	**Instruction**

Activity 1: Most Common Diseases	Read slides	Read the presentation about most common diseases in children.	Click on the picture below. Read the presentation about most common diseases in children and take notes because you will need them for the next two tasks. https://www.canva.com/design/DAEfnOoieGE/view?embed#5
Task 1: Disease's Treatment	Write an Email	Write down an email simulation about a kid's disease and its treatment.	Click on the tab *Instructions,* choose one of the previous diseases, and then read the situation to write down your text. Click on the tab "*An urgent email"*, and read the situation: One of your best friends writes to you by mail telling you that his/her kid has a disease. Your friend is very distressed and asks you to please write to him/her what treatment his/her kid should follow to get better. Click on the picture below and write down your email about your medical recommendation.

			https://padlet.com/embed/6g3m7sqtc8ql9v01
Task 2: Experience with a Disease	Interactive Writing	Write an experience that you had with a disease when you were a kid or a real case that you may have heard of.	Click on the tab *Instruction*, write an experience that you had with a disease when you were a kid or a real case that you may have heard of. Then, click on the tab *Tell your Experience*. Click on the image below and include the following user: tictac07 and password: 944928b7. Follow the instructions published in the sticky. https://linoit.com/session/login?redirect=http%3A%2F%2Flinoit.com%2Fusers%2Ftictac07%2Fcanvases%2Finbox
Activity 2: Physiology	Read the Concept	Read the concept about Physiology.	Read the brief description about Physiology because it will be needed for the next two tasks.
Task 3: The Brain	Write an Experience	Write an experience about the physiology of the brain.	Click on the tab *The Brain is a Nutshell*. Watch the video that is shown there in

			order to appreciate a well-crafted summary of the physiology of the brain. https://www.youtube.com/watch?v=pRFXSjkpKWA Then, click on the tab *Amazing things about the brain.* Click on the picture below and write a short experience that has amazed you about the physiology of the brain. It may be something that you read or have seen in a patient. https://jamboard.google.com/d/1cViEuosYKQb_up53aI483GojpQIq-1xLHChkT-rAoAc/viewer
Task 4: Physiology of Brains and Traumas	Write About a Video	Write about physiology of brains videos.	Click on the tab *What Affects the Brain*. Click on the picture below and observe the infographics to understand what affects the physiology of brains. Click on each image to access the videos.

			https://www.canva.com/design/DAEp0N7yTOQ/lbDw0OeYb8f3QdziNYEN6A/view?utm_content=DAEp0N7yTOQ&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink Then, click on the tab *Write your Opinion* after you watch the videos. Choose the video that catches more your attention and write a short opinion. Your opinion can be positive or negative. You can also include personal stories. Click on the image below to access. Use the email: dspmedicina07@gmail.com and the password: Medicinausco2021. Steps to upload your opinion: 1) Click on "+ Nueva entrada" 2) Write your opinion 3) Click on "Publicar"

			https://www.blogger.com/about/
Writing Interaction			
	Type of activity	**Pursuit**	**Instruction**
Activity 1: Treatments of Common Diseases	Read	Read the poster and take notes.	Click on the picture below; then, look at the poster on Canva about the treatments of some diseases. Take notes because you will use them in the next two tasks. https://www.canva.com/design/DAEf0XrCpx8/view?utm_content=DAEf0XrCpx8&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink
Task 1: Common Children's Illnesses	Forum	Participate in a forum about treatments for some children's illnesses.	Based on the previous information about treatments for some children's illnesses, participate in the Daycare forum. To do so you should go to the forum, click on the tab named *Daycare.com Forum,* and click on the picture below: https://www.daycare.com/forum/showthread.php?t=71946

			Then, go to the bottom of the page and click on the post reply. Read the rules of the forum as well. Finally, read some answers of the forum and write your opinion about the article posted on the forum.
Task 2: Disease Possible Treatment	Interactive Writing	Write about a general idea of Disease Possible Treatment.	Based on comments taken from the Pediatrics Forum Archive, click on the following picture and write about the general idea from those opinions below. https://miro.com/login/ Provide possible treatments for each given disease based on the previous information. Write your name on your writings, and go to the platform with the user: dspmedicina07@gmail.com and password: Medicinausco2021.
Activity 2: Anatomy	Read	Read about Anatomy.	Read the given information to perform the

			oncoming task about Anatomy. If you want more information click on: https://www.medical newstoday.com/articl es/248743#gross_ana tomy
Task 3: Anatomical Terms	Interactive Writing	Write an experience using anatomical terms.	On the tab *Watching Anatomical Terms,* watch the video about Anatomical Terms. https://www.youtube .com/watch?v=kvH WnJwBkmo And take notes about known and unknown terms. Then, click on the picture below and participate with your ideas of future possible experience with uses of anatomical terms. You are welcome to vote if you like other ideas as well. https://ideaboardz.co m/for/Anatomical%2 0terms/4093463
Task 4: Human Body Analysis	Chat Simulation	Guess the human body that your friend is talking about on the "chat".	On the tab *Analysis of Human Body Anatomy,* click on the picture below and analyze the human body's

			muscles and bones. Pay close attention to the names of some parts for the following step of this task. https://www.zygotebody.com/#nav=4.78,101.09,300,0,0,0,0&sel=p:;h:;s:;c:0;o:0&layers=1,1,10000 Then, on the next tab named *Helping a Friend with Their Body Pain* click on the picture below: https://padlet.com/dspmedicina07/gdrc6dwa6uwsdxey. You will have a simulation of 3 different friends telling you about different body pains they feel. Guess the human body that your friend is talking about. Use the concepts you have learned from anatomy. You may give likes on other answers as well.

6. Choice of techniques

For the creation of educational tools (ELD), the software *"EXeLearning"* was used. The software is practical and easy to use. When creating templates, we can include texts, YouTube videos, images, tasks, activities such as quizzes, filling in the blanks, true or false, among others.

Exelearning also allows teachers or students to include interactive content created with other technological platforms. For instance, Mindmeister, Miro, Visme, Genially, Educaplay and specialized apps used to create images, presentations, catalogs, and maps, games (crossword puzzles, word search, riddles, and dictations, among others). Some of the content creations (virtual games and activities) are integrated with Exelearning, and others include the link address attached to images; that is to say, the user should click on the image to access the game, presentation, etc. On the other hand, in the virtual learning devices students may find multiple choice questionnaires and false or true questions that were designed with platforms such as Edpuzzle, Kahoot, Quizizz, and Google forms. Each interactive content has easy access, and learners will not find it difficult to complete.

In addition, it was necessary to work with other applications in some micro-skills. Firstly, students should write their opinions on stickers to share them with their classmates in online tools like Jamboard, Lino, and Padlet; or just create brainstorms in IdeaBoardz for the writing interaction and writing production sections, for instance. Conversely, for micro-skills such as oral production and oral interaction, there were tasks for students to record their voices or record a video. In an attempt to accomplish these tasks, students must use online pages like Ivoox, Vocaroo, and SpeakPipe. Vocaroo and SpeakPipe require no registration, but platforms like Ivoox require the user to register via Google or Facebook. In each application, students can record their voice messages and share the recordings with whoever they want. For the task that requires recording a video, students were asked to work with platforms like YouTube and Cam-recorder.com. In some tasks, students should send the video or the audio recording to an email address (this email changes depending on the field of study). However, in other tasks students just need to copy the link of their audio or video and paste it documents created in Google Docs. Each activity and task have proper instructions for learners to follow, but in the case, students do not understand they can write an email asking for help and clarification.

Activities and tasks were designed to help students to learn, and much effort was put into the content of tasks as well as activities to ensure they were not challenging. Despite that the most well-known platforms were used so that learners would feel familiar with them, lesser-known applications were also included in order that students can realize that there are more technological resources to choose from to learn.

In the following image *(fig. 13)* we can see an example extracted from the Law (Political and legal science) ELD presenting the instructions to record an audio.

Figure 22

ELD Laws. Oral Interaction, Activity 1, Task 1

6.1 The structure (Lateral bar)

English Learning Devices (ELD) are composed of an introduction, ELD goals, a vocabulary bank, six micro-skills (each micro-competency has two integrated activities and each activity has two tasks), an assessment, and a section for feedback. The following image shows an example of the lateral bar.

Figure 23

Eld Journalism. Micro Skills

6.2 The links

As formerly mentioned, some of the activities and assignments are included directly in *Exelearning*; while others are linked to images in order to not saturate the software. The fact that they are not directly integrated does not mean that they are not easily accessible; students only should click on the image and it will take them to the activity to be developed.

6.3 The typeface, font size, and color of the text

Each ELD has a distinctive color to set a theme; likewise, the text in the activities and tasks has a particular style. This, with the purpose of being visually attractive and differentiating the introduction from the micro-competencies, the main instructions from the activities and tasks, and the minor instructions of those. In the image we can see that the title of this task -extracted from the Law ELD-

is in blue, the main instruction of the task in green, and followed by a second instruction that is in orange color.

Figure 24

ELD Law. Task 3 Typeface
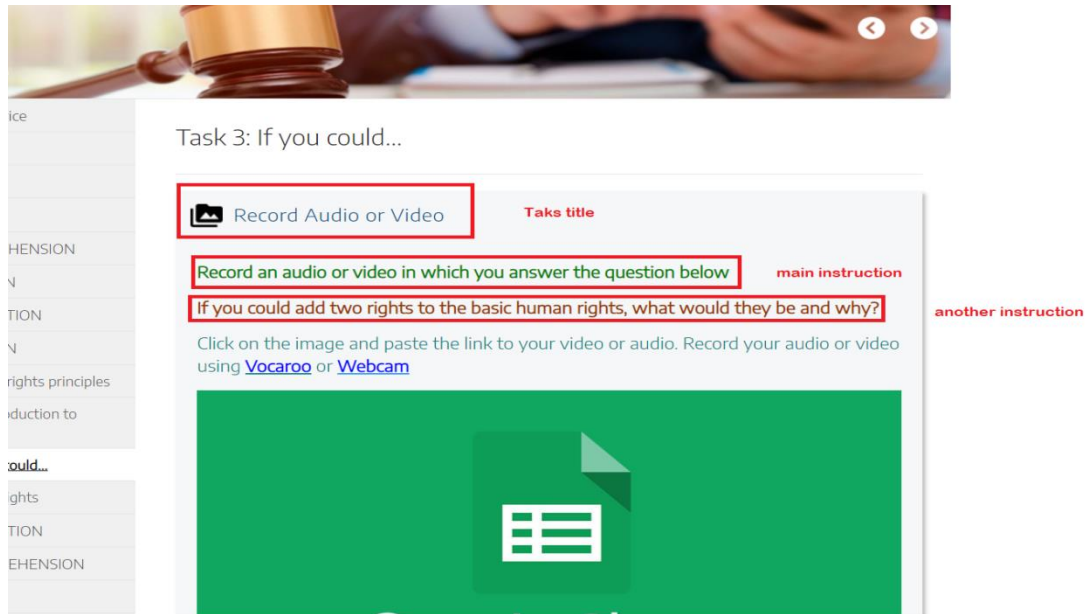
All the introductions to the micro-competencies and instructions in each ELD are in bold letters since the typeface (mostly "Encode Sans") shows them in a clearer and bigger way to students. On the other hand, the size is bigger in the introduction than in the activities and tasks so that students can distinguish the instructions, and to mark the beginning of a new micro-competence. In *fig. 10*, we can observe the size, color, and typeface of the introduction to a micro-competence complemented by an image related to the skill.

Figure 25

ELD LAW. LISTENING ACTIVITY TYPEFACE

License: propietary license

6.4 Tabs

The option "Tabs" in Exelearning allows for placing different tags horizontally; it opens new blocks of information. For some ELD, such as the Law virtual device, some sources are embedded in the section of introduction; instead of forcing students to scroll with the sidebar, we found it more practical to organize the window working space, and give students a complete view of the contents using the navigation throughout the tabs.

Figure 26

ELD Laws. Introduction Typeface
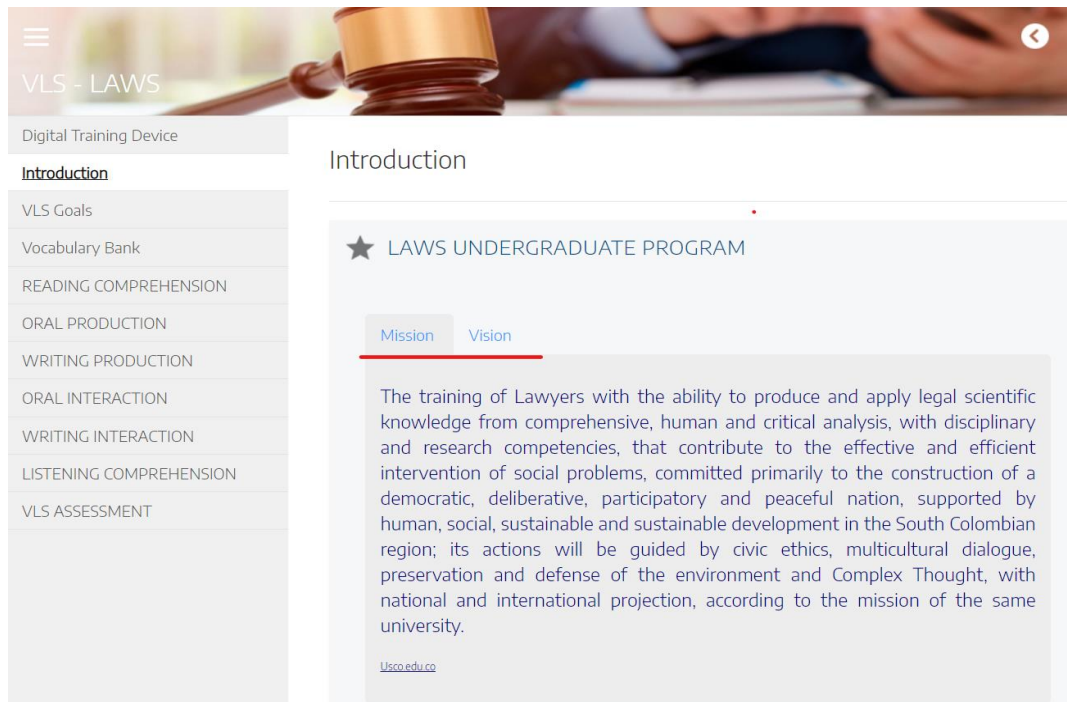
6.5 The ELD characteristics and contents

6.5.1 Agro-industrial Engineer ELD

The Agro-industrial engineering ELD was designed with two main colors. White color was chosen for the background because it was the best option to contrast with the green letters; these letters are green since this color represents nature, agriculture, and life.

Figure 27

ELD Agro-Industrial Engineering, Introduction

The activities and tasks include interactive exercises in which students can strengthen topics related to their professional career while they develop English language skills. That is why we chose reading articles, videos, interactive images, posters, and audio recordings. The following image *(fig. 19)* is an example of a task from the activity related with the states of matter. The goal of this activity is to identify the state of the matter of some elements; we used the Genially platform since it allows us to create interactive images, conversations, presentations, and more interactive activities that are attractive for the students.

Figure 28

ELD Agro-Industrial Engineering. TASK 1: States of the Matter Characteristics
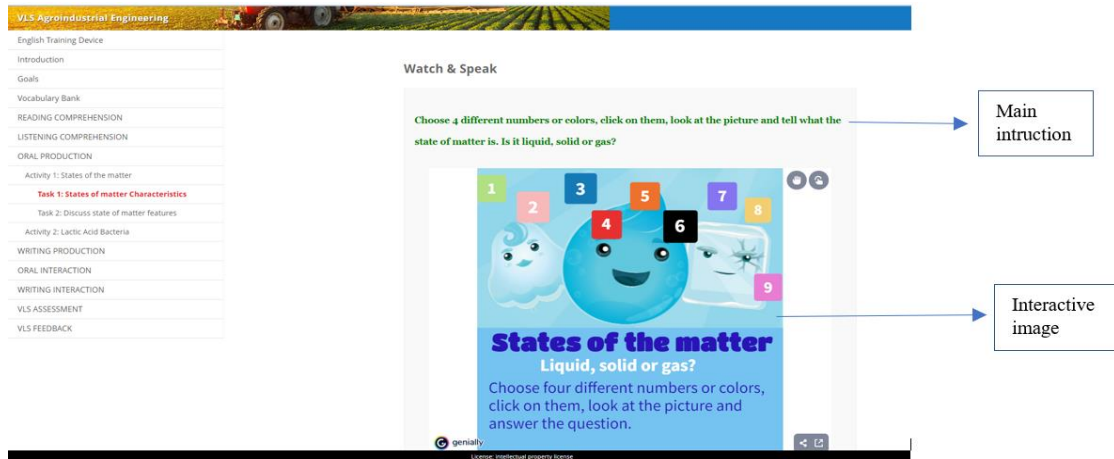
6.5.2 Bachelor in Arts ELD

The Arts ELD has a white background so that students fill it with colors as they develop the different activities. Usually, the ELD contains a navigation bar, a menu bar, the main instruction; in other cases, a second instruction and striking interactive images that highlight from the white background as seen in *fig. 20*.

Figure 29.

ELD Arts. Reading Comprehension, Activity 2
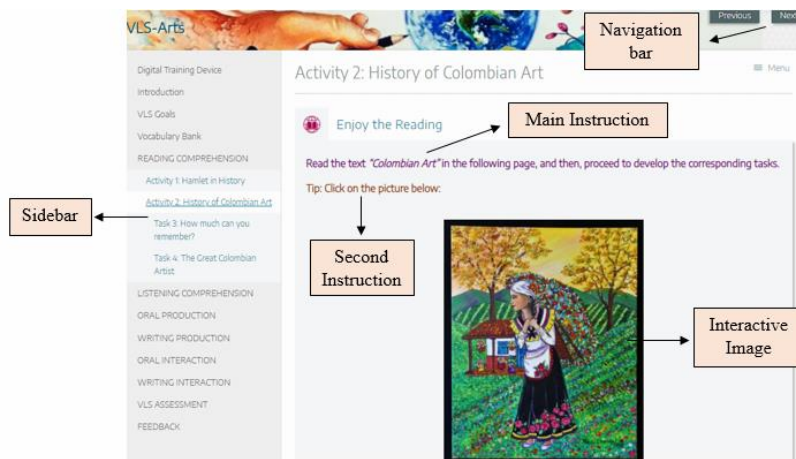
The activities and tasks are intended to involve the student with different exercises that develop the English language for a specific purpose. In addition, they motivate students to put the language into practice in their day-to-day life according to the subject of their relationship; in this case, art. That is why, it included news, articles, videos, audios, presentations in different interactive platforms such as Canva and Genially. The image below *(fig. 21)* is an example of a task from the activity related to artistic drawing. This task aims to have students develop writing skills while creating an email for their favorite artist, and telling them about certain aspects of their artist's painting that they like the most. It is an activity that allows students to bring out their emotions and feelings about art. In turn, the ELD in certain tasks has tabs as instruction to help students complete the activity.

Figure 30

ELD Arts. Writing Interaction, Activity 1, Task 2

6.5.3 Laws ELD

The Law Digital Training Device was designed to offer a feeling of neutrality, balance, harmony, and freshness in the learning process. To give that feeling, it was necessary to group two colors: white and grey. In addition, a characteristic image of the field of study was placed on the ELD.

Figure 31

Law ELD; Writing Interaction, Activity 1

As you can see in the image above, the Law ELD has a navigation bar; with the navigation bar the user can scroll forward or backward. In addition, if the student finds that option unsatisfactory, he can click on any of the micro-skills found in the sidebar *(picture n. Journalism ELD)*, and he can develop the activities with their respective tasks. Continuing with the previous image, each activity has instructions; in this case, to watch a video. All the activities are varied so that the learner does not find them boring. As there are a variety of activities, there are also a variety of tasks such as games, filling in the blanks, making a podcast, recording a video, true and false games, among many others. For example, in the following image we can see an interactive task in Genially in which the learner should answer some questions concerning the life of Jaime Garzón; the answers should be given in an oral way.

Figure 32

Law ELD; Oral Production, Activity1-Task 1

6.5.4 Medicine ELD

The Medicine ELD has a sober style with a white background, and some color in the titles. Sobriety is based on the idea of a professional space for doctors that usually takes place in hospitals or clinics.

Figure 33

ELD Medicine; Introduction

The Medicine ELD used platforms that - mostly - were related to readings, audios, and videos focused on scenarios that simulate some professional environments in certain topics related to the medical field. Besides, its activities and tasks used not only formats of EXeLearning, but also platforms such as Genially, Canvas, Miro, Educaplay, Kahoot, Google docs, WorldWall, Vocaroo, Biodigital, IdeaBoardz, Padlet, Zygote, etc. where students would be able to produce and interact with medical terms and events.

Figure 34

ELD Medicine; Oral Interaction Activity 2, Task 3

7. Whole ELD feedback by students

Students' opinions were relevant to improve the design and development of each ELD. For that reason, through a questionnaire, we collected feedback from students of four different programs; these students tested the ELD (English Learning Devices) for specific purposes *(see annex 1)*.

The design of the second part of the ELD was based on students' suggestions. For instance, we included the subjects and topics they mentioned in the survey to develop the second activities and their corresponding tasks. The Agro-industrial Engineering ELD added activities related to biotechnology, marketing, and quality assurance. The activities in the Medicine ELD included topics about physiology, morphology, and biology. Law ELD developed activities about civil code, human

rights, and the Colombian constitution. Finally, Arts ELD included activities about psychology of learning, history of art, and pictorial composition *(see annex 1)*.
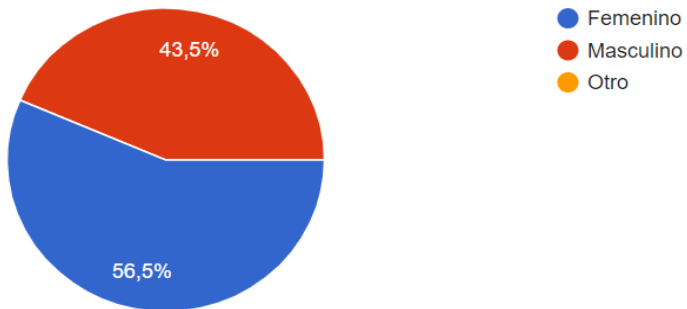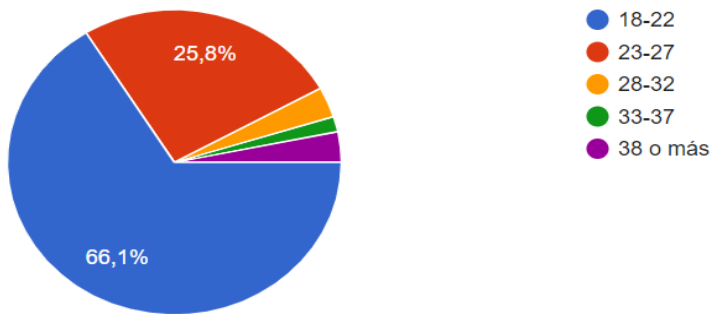
8. Annex I

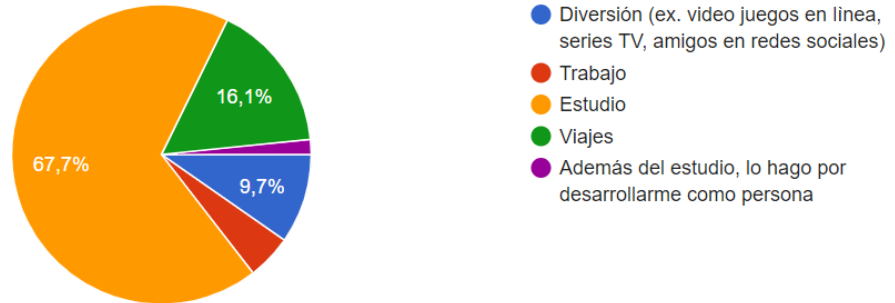Feedback by Students

Graph 93

Género

62 respuestas

Graph 94

Rango de edad

62 respuestas

Graph 95

Motivación para Aprender Inglés

- Diversión (ex. video juegos en línea, series TV, amigos en redes sociales)
- Trabajo
- Estudio
- Viajes
- Además del estudio, lo hago por desarrollarme como persona

67,7%   16,1%   9,7%

Graph 96

Utilidad del Inglés

62 respuestas

Para una entrevista de trabajo.	44 (71 %)
Para leer textos de entretenimi…	26 (41,9 %)
Para leer textos relacionados c…	50 (80,6 %)
Para escuchar conferencias.	32 (51,6 %)
Para hacer compras por internet.	23 (37,1 %)
Para realizar viajes de turismo.	44 (71 %)
Para estudiar en el extranjero.	51 (82,3 %)
Por crecimiento personal.	47 (75,8 %)
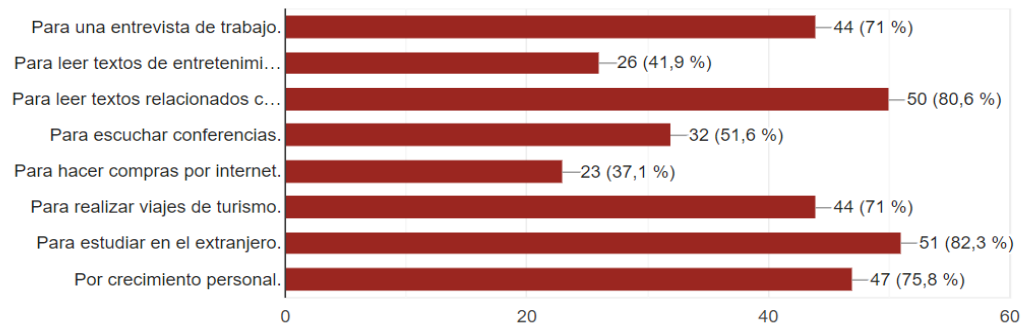
Graph 97

Habilidades que se le Faciliten en Inglés

62 respuestas

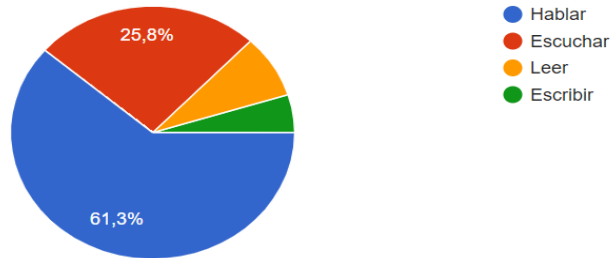- Hablar
- Escuchar
- Leer
- Escribir

58,1%   12,9%   24,2%
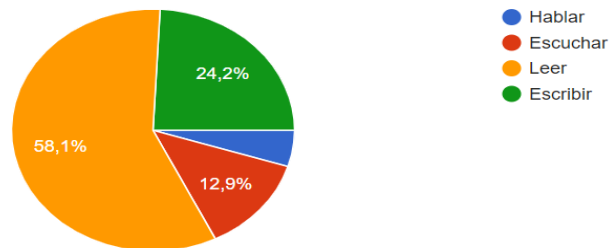
Graph 98

Habilidades para Fortalecer

62 respuestas

Graph 99

Plataformas Educativas Usadas en el Proceso de Aprendizaje En la Carrera

6. ¿Qué plataformas educativas ha utilizado para su proceso de aprendizaje en su carrera?, si escoge la opción "otra", definir cuál es.
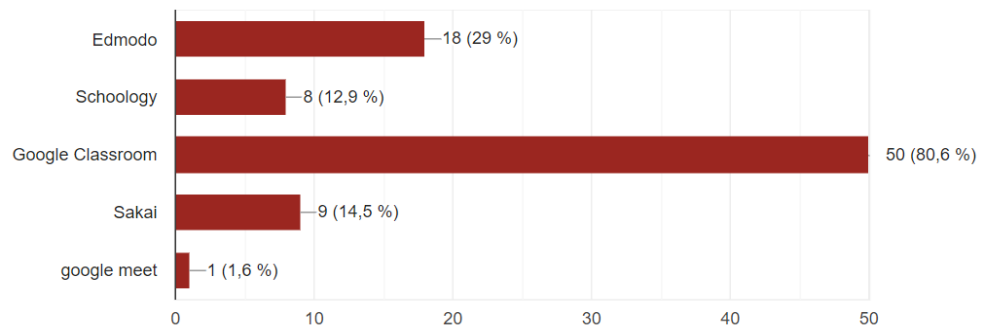
62 respuestas
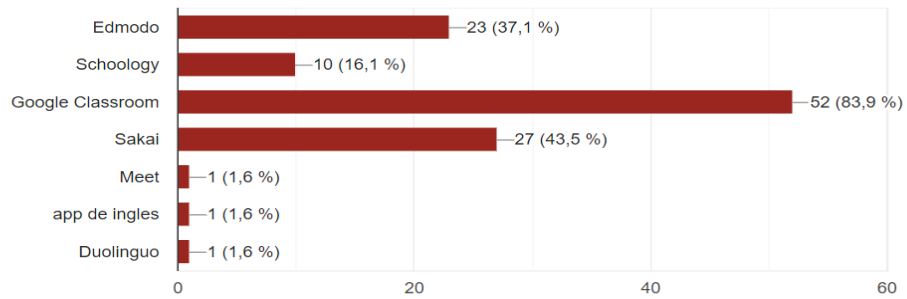
Graph 100

Plataformas Educativas Usadas en el Proceso de Aprendizaje de Inglés

7. ¿Cuáles de las siguientes plataformas educativas ha utilizado para su proceso de aprendizaje de inglés en su carrera?, si escoge la opción "otra", definir cuál es.

62 respuestas

Graph 101
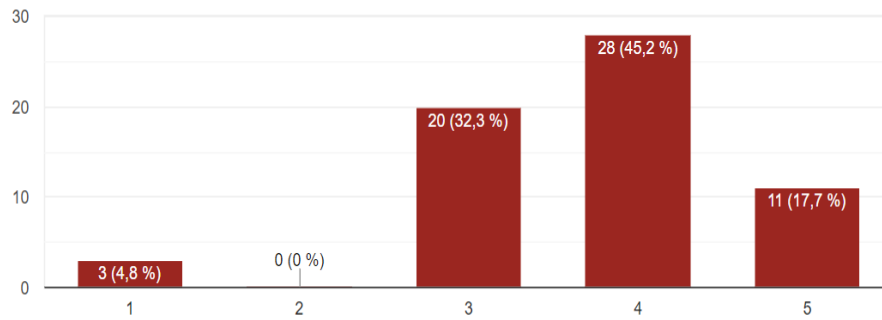
Experiencia con Plataformas Digitales

8. Del 1 (mala) al 5 (excelente) ¿Cómo ha sido su experiencia con las plataformas digitales o aplicaciones para el aprendizaje de inglés?
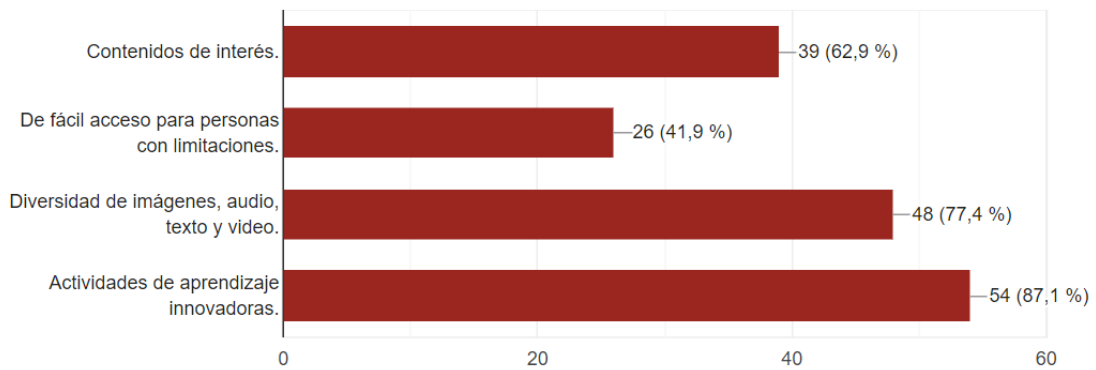
62 respuestas

Graph 102

Que Aspectos Esperaría Encontrar en una Plataforma en Inglés

9. ¿Qué esperaría encontrar en una plataforma para el aprendizaje de inglés? Varias opciones son posibles.
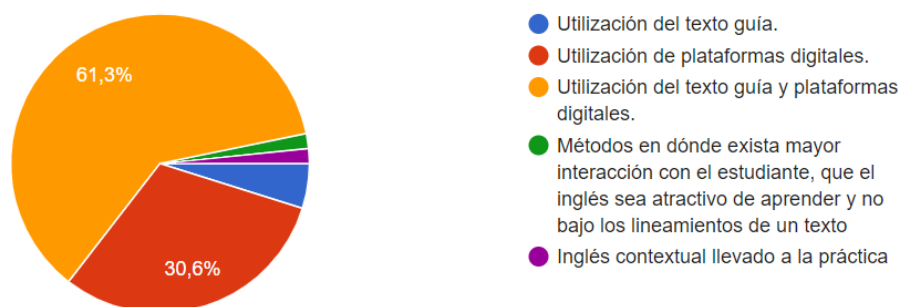
62 respuestas

Graph 103

Preferencias en la Metodología en la Enseñanza de Inglés

10. Para los cursos de inglés institucional, ¿Qué prefiere usted?, si escoge la opción "otra", definir cuál es.

62 respuestas

- Utilización del texto guía.
- Utilización de plataformas digitales.
- Utilización del texto guía y plataformas digitales.
- Métodos en dónde exista mayor interacción con el estudiante, que el inglés sea atractivo de aprender y no bajo los lineamientos de un texto
- Inglés contextual llevado a la práctica

Graph 104

Preferencias de Temas en Estudiantes de Derecho

Estudiantes de Derecho	
Temas en los que los estudiantes de Derecho quisieran enfocarse en inglés	Número de estudiantes
Contratos	4
Derecho Civil	4
Derecho Comercial	5
Derecho Constitucional	2
Historia Constitucional	1
Derechos de la familia	1
Teoría general del proceso	1
Derechos humanos	3
Investigación	1
Entrevistas de trabajo	1
Áreas laborales	2
Negocio jurídico	1
Derecho Laboral	1
Ninguna	1
Propiedad	1

Ley Internacional	5
Seminario de Investigación	1
Sociedades	1
Turismo	1
Total	37

Graph 105

Preferencias de Temas en Estudiantes de Ingeniería Agroindustrial

Estudiantes de Ingeniería Agroindustrial	
Temas en los que los estudiantes de Ingeniería Agroindustrial quisieran enfocarse en inglés	**Número de estudiantes**
Agroindustria	4
Ciencias	1
Bioquímica	1
Biología	3
Biotecnología	4
Química	2
Diseño y Dibujo	1
Diseño de Plantas Agroindustriales	1
Alimentos	1
Formulación y Evaluación de Proyectos Agroindustriales	1
Procesos Industriales	3
Comercio Internacional	3
Investigación	2
Marketing	5
Matemáticas	1
Fisiología poscosecha	2
Producción	2
Aseguramiento de la calidad	3
Materias Primas	2
Seminario de Investigación	1
Todos los cursos del plan de estudios	1
Total	44

Graph 106

Preferencias de Temas en Estudiantes de Medicina

Estudiantes de Medicina	
Temas en los que los estudiantes de Medicina quisieran enfocarse en inglés	**Número de estudiantes**
Anatomía	3
Conceptos Básicos	1
Ciencias Básicas	1
Biología	3
Química	2
Embriología	1
Urgencias	2
Epidemiología	2
Histología	1
Inmunología	1
Medicina Interna	3
Morfología	5
Neurociencias	2
No responde	6
Presentación del Paciente	1
Farmacología	2
Fisiología	6
Semiología	1
Cirugía	1
Total	44

Graph 107

Preferencias de Temas en Estudiantes de Licenciatura en Artes

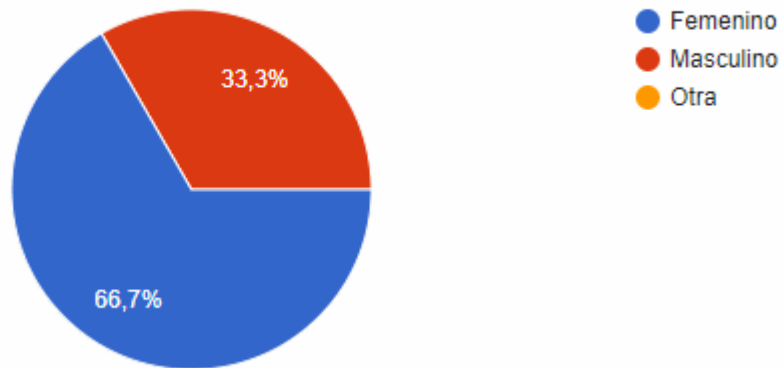| Estudiantes de Licenciatura en Artes	
Temas en los que los estudiantes de Licenciatura en Artes quisieran enfocarse en inglés	**Número de estudiantes**
Cualquier asignatura que ofrezca la posibilidad de trabajar con textos en inglés	1
Psicología del Aprendizaje	1
Historia del Arte	1
Composición Pictórica	1
Total	4

Annex J.

Students Survey Result

Students' survey results (ELD feedback).
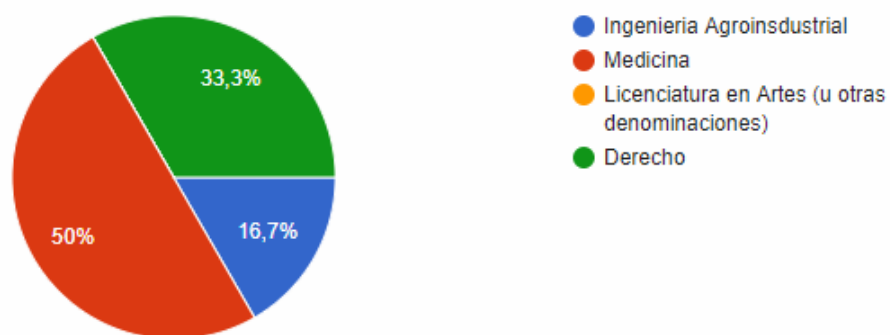
Graph 108

Género

6 respuestas

- Femenino
- Masculino
- Otra

33,3%

66,7%

Graph 109

Recursos Digitales Explorados

Escoga el recurso digital que usted exploró

6 respuestas

- Ingenieria Agroinsdustrial
- Medicina
- Licenciatura en Artes (u otras denominaciones)
- Derecho

33,3%

50%

16,7%

Graph 110

Nivel del Curso

Seleccione el nivel de inglés que cursa:

6 respuestas

- Inglés I
- Inglés II
- Inglés III
- Inglés IV
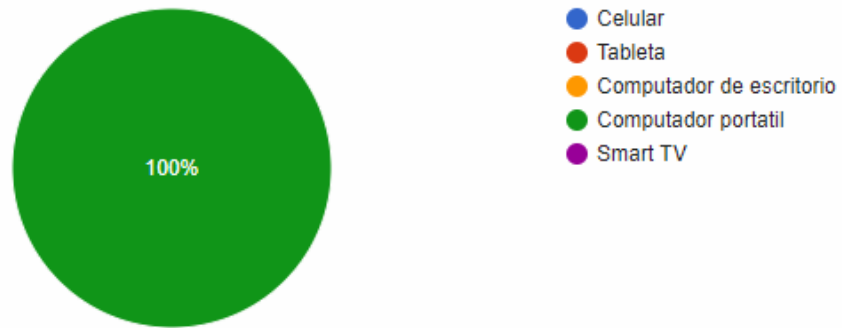- Inglés V

66,7%

33,3%
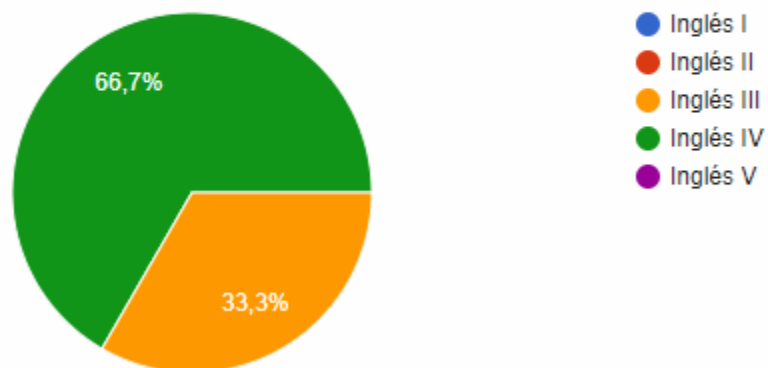
(Graphic N. 17)

Graph 111

Dispositivos Usados

Ergonomía del recurso digital

1) Indique qué dispositivo utilizó para explorar y realizar las actividades del recurso digital
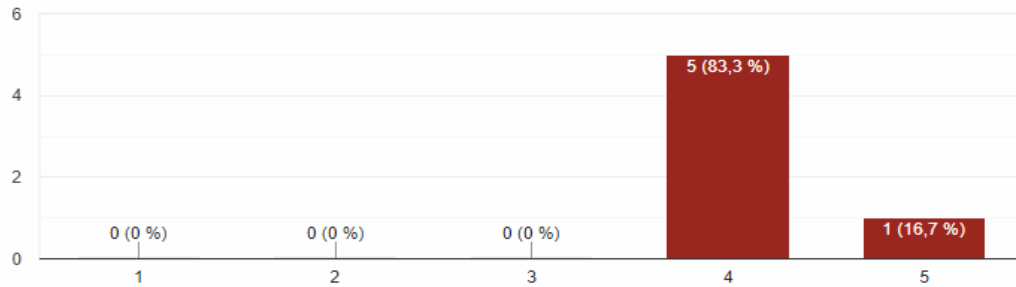
6 respuestas

- Celular
- Tableta
- Computador de escritorio
- Computador portatil
- Smart TV

Graph 112

Sobriedad del Recurso Digital

2) Evalúe de 1 a 5 el grado de sobriedad del recurso digital utilizado (simplicidad de navegación, disponibilidad de menú y facilidad de navegación entre actividades)
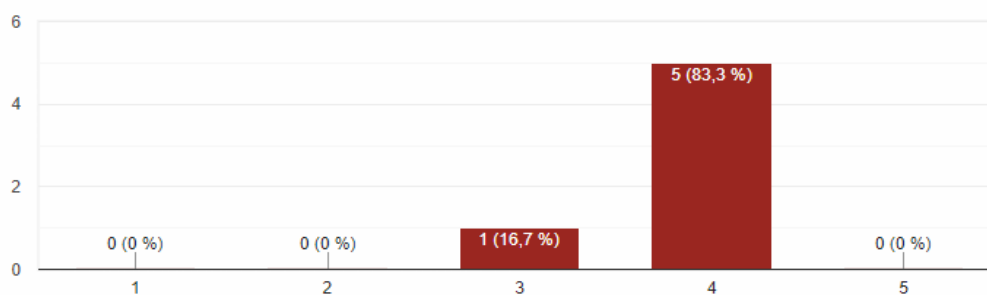
6 respuestas

Graph 113

Accesibilidad al Recurso Digital

3) Evalúe de 1 a 5 el grado de accesibilidad del recurso digital utilizado (facilidad de acceso, claridad en instrucciones, interoperabilidad: funciona bien en diferentes dispositivos y navegadores web)
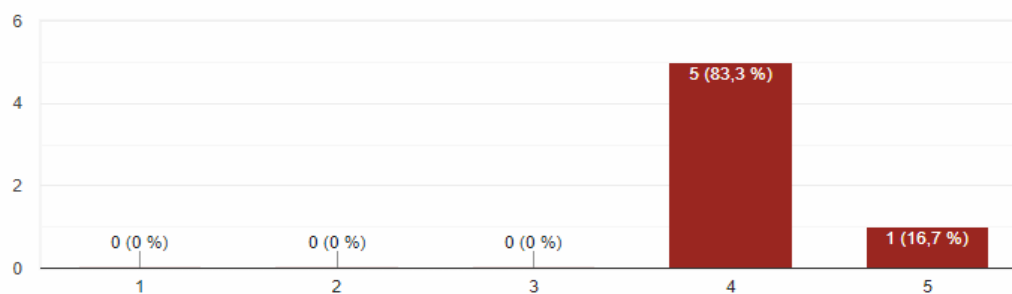
6 respuestas

Graph 114

Funcionalidad del Recurso

4) Evalúe de 1 a 5 el grado de funcionalidad del recurso digital utilizado (facilidad de navegación y accesibilidad a los contenidos y a los enlaces)

6 respuestas

Graph 115

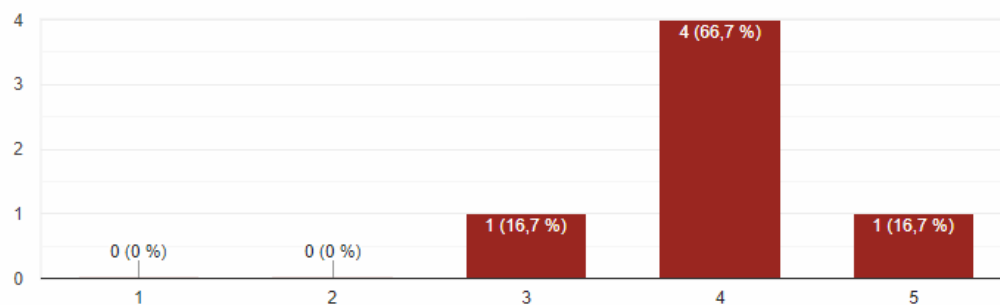Velocidad del Recurso Digital

5) Evalúe de 1 a 5 el grado de velocidad del recurso digital utilizado (carga rápida de contenidos, calidad gráfica de los mismos)
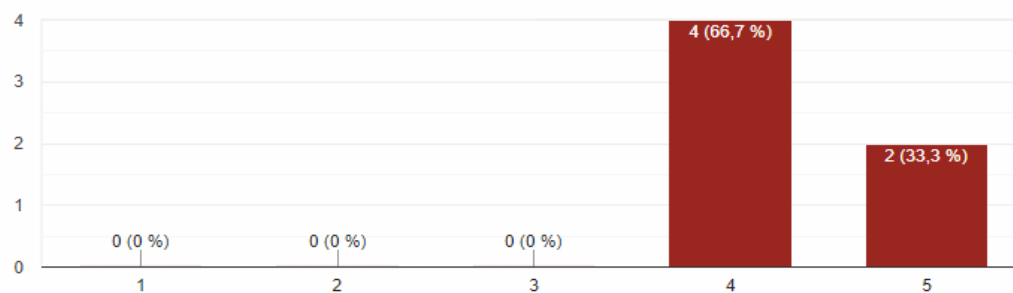
6 respuestas

Graph 116

Interactividad del Recurso Digital

6) Evalúe de 1 a 5 el grado de interactividad del recurso digital utilizado (variedad de ejercicios, balance entre contenidos tipo texto-imagen-audio y video)
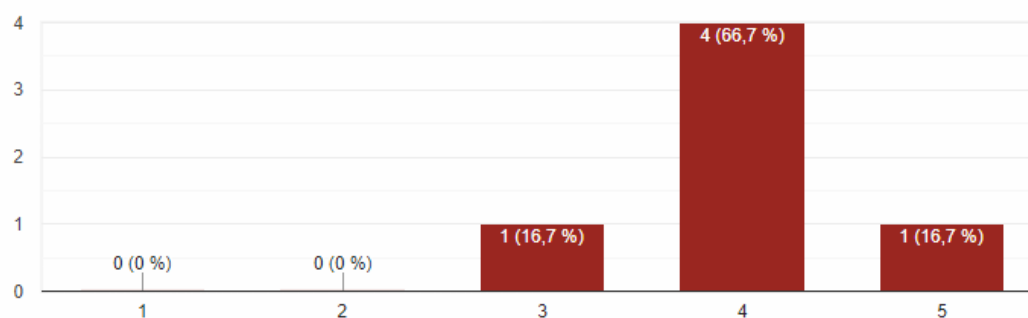
6 respuestas

Graph 117

Legilibilidad del Recurso Digital

7) Evalúe de 1 a 5 el grado de legilibilidad del recurso digital utilizado (organización, estructuración y claridad de todos los contenidos presentados en el recurso)

6 respuestas

8) Incluya comentarios y/o sugerencias sobre el recurso digital que usted exploró.

GRAPH 118. COMENTARIOS Y/O SUGERENCIAS SOBRE EL RECURSO DIGITAL

COMENTARIOS	NÚMERO
Ninguno	2
Muy buenos las actividades, para poder afianzar más el lenguaje de inglés	1
Me pareció sobresaliente	1
Me pareció una excelente herramienta, interesante y pedagógica	1
Está bien diligenciado	1

Graph 119

Estrategias Usadas por el Profesor

Contenidos presentados

9) ¿Escoja la estrategia con la que su profesor de Inglés incorporó el recurso digital en la clase? Si escoge "otra", definir la estrategia
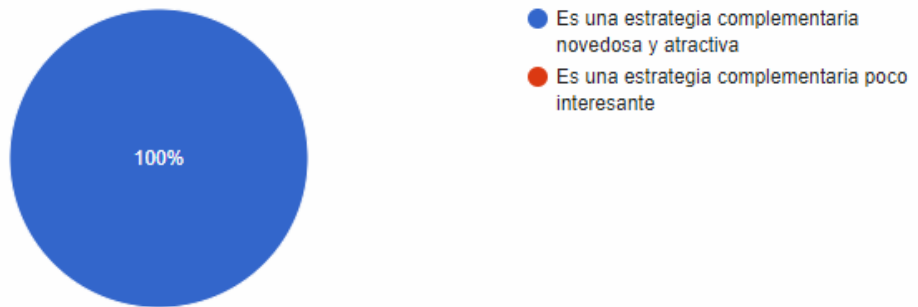
6 respuestas

- Como actividad extracurricular sin valoración
- Como actividad curricular con valoración

Graph 120

Percepción del Recurso Digital

10) ¿Con relación a los cursos de inglés que usted ha tomado, cual es su percepción sobre el recurso digital que usted exploró? Si escoge "otra", definir brevemente su percepción

6 respuestas

- Es una estrategia complementaria novedosa y atractiva
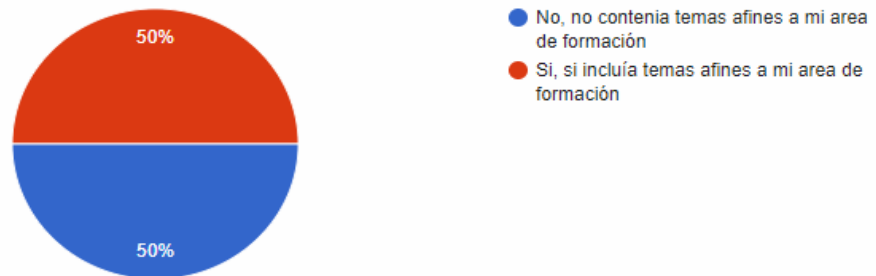- Es una estrategia complementaria poco interesante

Graph 121

Uso de Recursos Digitales con Contenidos Generales de Afinidad al Pregrado

11) ¿Considera que el recurso digital incluyó contenidos generales afines a sus estudios de pregrado?
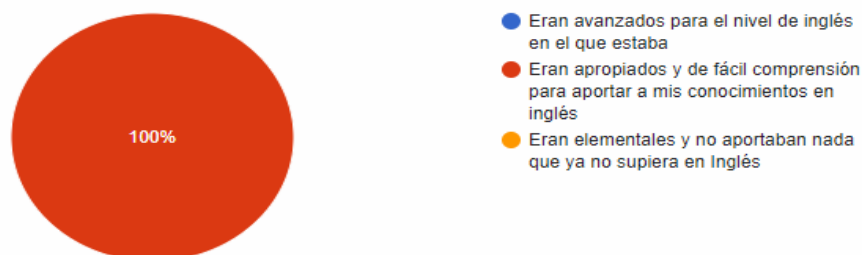
6 respuestas

- No, no contenia temas afines a mi area de formación
- Si, si incluía temas afines a mi area de formación

Graph 122

Considera los Recursos Apropiados a su Nivel de Inglés

13) En los contenidos presentados en el recurso digital, ¿cuál de las 6 habilidades en inglés le gustó más? [Reading comprehension -Listening comprehension - Oral production - Writing production - Oral interaction - Writing interaction]. Describir brevemente la razón.

Graph 123

Habilidades de Preferencia

MICRO-COMPETENCIA	RESPUESTAS
Writing production	1
Reading comprehension	3
Listening comprehension; ya que incluía vídeo y actividades comprensibles e interesantes para mi área de estudio.	1
Writing interaction	1

14) En los contenidos presentados en el recurso digital, ¿cuál de las 6 habilidades en inglés le gustó menos? [Reading comprehension -Listening comprehension - Oral production - Writing production - Oral interaction - Writing interaction]. Describir brevemente la razón.

Graph 124

Habilidades con Menos Preferencia

MICRO-COMPETENCIA	RESPUESTAS
Listening comprehension	3
Reading comprehension	1
Oral production, ya que no desarrolle las actividades.	1
Oral interaction.	1

15) Luego de explorar y hacer las actividades del recurso digital, ¿qué recomendaciones en cuanto a contenidos afines a su programa de pregrado sugiere incluir para mejorar la experiencia de aprendizaje con este recurso digital?

Graph 125

Recomendaciones sobre el Contenido Digital

COMENTARIOS	RESPUESTAS
Ninguna sugerencia	3
La verdad me gustaría que fueran más interactivas las clases 4 horas son agotadoras y más si el profesor se dedica a hablar y hablar en inglés, queda uno perdido y aburrido.	1
Recomiendo, que en algunas actividades como la de producción oral se dé ejemplos como guía.	1
Me parece que está bien, algo de claridad al momento de exponer	1

10. Conclusions

The designing process of the ELDs was based initially on general topics of each program (Agro-industrial Engineering, Arts, Laws, and Medicine). However, the data collected through interviews helped to determine students' necessities and preferences in the reinforcement of specific topics. Despite the different implementations and final changes on the learning devices, there are still aspects to be improved in order that students feel more motivated to use the ELDs, and the difficulties in the management of those decrease.

In Agro-industrial Engineering ELD some information was corrected in order to present clear instructions for the students. Besides, we tried to implement interactive games, images, and videos to make the learning experience more engaging and meaningful. The topics suggested by the majority of students were set in the activities and tasks (biotechnology, international trade, and quality assurance).

Besides, the Arts ELD second phase design as well took into account the students' suggestions for improvement of the educational platform. First, the new topics incorporated (Art History, Psychology of Learning, and Pictorial Composition -*see Annex 1*) were set in accordance to the interest of students, and tried to include relevant content not only focused on their context, but that will contribute to their formation as future teachers. Second, more variety of technological resources were also integrated within the activities such as new platforms, interactive videos, illustrative images and presentations,

TED Talks, among others. Additionally, the activities and tasks intended to be more practical and easier to follow for those who did not know how to handle an online platform like this.

Similarly, in the Law ELD we used resources such as texts, videos, and presentations so that the information given was clear and concise. Some of the topics presented were the civil code, human rights, and the constitution, among others. For the development of the assignments the students were given a lot of practical and easy to handle applications along with interactive activities to strengthen their learning process.

Finally, in the Medicine ELD, the topic at the beginning was based on Pediatric themes, but after the interview that was answered by the students of Interlingua, it was proposed by the majority of them to take into account medical fields such as Morphology, Anatomy, and Biology *(see Annex 1)*. Similarly, we included platforms like Zygote and Biodigital where students could have more close contact with the human body and its internal structures. It is important to mention that all the activities and tasks were based on the medical field and familiar scenarios in order to help them reinforce knowledge and practice with some of these events.

On the other hand, there were some aspects that could not be changed. However, we tried to find solutions to improve the experience using the virtual learning devices. Among these aspects, it could be highlighted the misunderstanding from the professors when exploring the ELDs; also, students' opinions regarding their experiences using the devices such as the extension and the insufficient time for completion of them, and their consideration as an uninteresting complementary strategy. Nevertheless, there were also positive comments from the students such as the appropriateness, innovation, and interaction of the ELDs; as well as a meaningful tool for their learning process.