PRACTICES FROM EXPERIENTIAL PEDAGOGY TO MOTIVATE STUDENTS IN THE ENGLISH SUBJECT

Case study: Students with academic lag at the Santo Tomás University

Jacquelin Velosa López
Claudia Bibiana Ruiz
José Andrés Toro González







EDITORIAL NAVEGANTE

PRACTICES FROM EXPERIENTIAL PEDAGOGY TO MOTIVATE STUDENTS IN THE ENGLISH SUBJECT

Case study: Students with academic lag at the Santo Tomás University

JACQUELIN VELOSA LÓPEZ
CLAUDIA BIBIANA RUIZ
JOSÉ ANDRÉS TORO GONZÁLEZ

EDITORIAL NAVEGANTE

Jacquelin Velosa López

Profile: Professor of English. She is a teacher with a degree in Modern Languages, a masters degree in education and specialized in pedagogies and research in the classroom. The results and environment of my students come first, with which I use learning techniques which I have been able to reinforce through my experience and creativity. With solid knowledge in research incubators, foreign language projects and inclusive education, review of book chapters and jury in different projects.

ORCID: https://orcid.org/0000-0001-8058-5907

Affiliation: Santo Tomas de Aquino University

Colombia

Claudia Bibiana Ruiz

ORCID: https://orcid.org/0000-0002-2587-9088

Affiliation: Santo Tomas de Aquino University

Colombia

José Andrés Toro González

Profile: Bachelors degree in Spanish, English, and French from La Salle University in Bogotá Colombia. Teacher in the fields of English and Spanish. Masters degree in Translation and very keen on research in language learning and teaching.

ORCID: https://orcid.org/0000-0002-2182-7133

Affiliation: Santo Tomas de Aquino University

Colombia

All our publications undergo double-blind academic peer review
(Double-Blind Peer Review).

This publication has a Creative license
Commons Attribution - NonCommercial –
No Derivative Work 3.0 Unported License



Practices from experiential pedagogy to motivate students in the english subject. Case study: Students with academic lag at the Santo Tomás University

ISBN 978-628-7623-38-5

© Jacquelin Velosa López
© Claudia Bibiana Ruiz
© José Andrés Toro González

DOI: https://doi.org/10.5281/zenodo.8407433
© Editorial Navegante
www.editorialnavegante.com

This book is the result of scientific research carried out by the authors at the Santo Tomás University of Colombia.

No part of this work may be reproduced in any form without the express permission of the copyright holder.

Cover design and layout: Editorial Navegante.
Electronic edition: Editorial Navegante
Published in Colombia

CONTENT

TABLE INDEX 8
INDEX OF FIGURES 10

CHAPTER I
INTRODUCTION 13

CHAPTER II
DEVELOPMENTS IN THE TEACHING AND LEARNING OF ENGLISH 17
2.1. Experiential learning theory 18
2.1.1. Dewey model 19
2.1.2. Itin model 21
2.1.3. Kolb model 24
2.2. Learning cycle 27
2.2.1. Concrete experience (EC) 27
2.2.2. Reflective observation (OR) 28
2.2.3. Abstract conceptualization (AC) 28
2.2.4. Active experimentation (EA) 29
2.2.5. Skills related to learning cycles 30
2.3. Perception and processing of experience 31
2.4. Learning syles 33

2.4.1. Divergent style 33
2.4.2. Assimilative style 34
2.4.3. Convergent style 35
2.4.4. Accomodating Style 36
2.5. Benefits of experiential learning 37
2.6. The value of learning outside the classroom 39
2.7. Experiential english language learning 41

CHAPTER III
FROM EXPERIENTIAL PEDAGOGY TO MOTIVATION 45
3.1. Constructivism as a facilitator of experiential learning 48
3.2. Self-regulated learning motivational 49
3.3. Motivational activation 51
3.3.1. Goals 52
3.3.2. Motivational beliefs 54
3.4. Motivation control and regulation 55
3.4.1. Sustaining commitment and learning intentions 57
3.4.2. Emotional reaction and reflection 58
3.5. Information management techniques 59
3.5.1. For the reduction of information density 60
3.5.2. For informative distinctiveness 61

CHAPTER IV
METHODS AND STRATEGIES FOR TEACHING AND LEARNING ENGLISH USING EXPERIENTIAL PEDAGOGY 63
4.1. English language teaching and learning strategies and methods 64

4.1.1. Cognitive strategies 68
4.1.2. Blended learning an innovative strategy 72
4.2. Taxonomy of language learning strategies 75
4.3. Poor performance in English language proficiency 78

CHAPTER V
DEVELOPING COMPETENCES FOR ENGLISH LANGUAGE TEACHING: TEACHER'S PEDAGOGICAL EXPERIENCES IN THE CLASSROOM 81
5.1. Experiential simulations 81
5.2. Active learning 83
5.3. Creative games 85
5.4. Use of emerging technologies 86
5.4.1. Storytelling 88
5.4.2. Mind maps (Coggle, Kanban) 89
5.4.3. Podcasts 91
5.4.4. Virtual and augmented reality (kahoot, toontastic, powtoon, padlet) 93
5.5. Teaching experience of the authors 98

CHAPTER VI
PRACTICES FROM EXPERIENTIAL PEDAGOGY TO MOTIVATE STUDENTS WHO ARE BEHIND IN THEIR LEARNING IN THE SUBJECT OF ENGLISH AT SANTO TOMAS UNIVERSITY 111
6.1. Context 111
6.2. Objectives 114
6.2.1. General objective 114
6.2.2. Specific objectives 114

6.3. Variables 115
6.4. Type and design of research 118
6.5. Population, sample and sampling 119
6.6. Data collection techniques and instruments 120
6.7. Data processing and analysis techniques 122
6.8. Results and discussion 123
6.8.1. Specific objective 1 124
6.8.2. Specific objective 2 130
6.9. Conclusions and recommendations 159

CONCLUDING REMARKS 161
BIBLIOGRAPHIC REFERENCES 163
ANNEXES 187
Appendix 1. Interview 187
Appendix 2. Questionnaire 189
Appendix 3. Instrument validation 195

TABLE INDEX

Table 1. Comparative table between traditional and experiential learning 77

Table 2. Operational matrix of variables 117

Table 3. Reliability analysis 122

Table 4. Frequency table of Domain pron., prep., adv., adj., sus. 125

Table 5. Mastery of verb tenses in context - pre-test 125

Table 6. Use of vocabulary in context - pre-test 126

Table 7. Frequency table of Domain pron., prep., adv., adj., sus. – post-test 127

Table 8. Mastery of verb tenses in context - post-test 128

Table 9. Vocabulary use in context - post-test 129

Table 10. Field diary 1 131

Table 11. Field diary 2 132

Table 12. Field diary 2 133

Table 13. Field diary 4 134

Table 14. Field diary 5 135

Table 15. Field diary 6 136

Table 16. Field diary 7 137

Table 17. Field diary 8 138

Table 18. Field diary 9 139

Table 19. Field diary 10 140

Table 20. Field diary 11 141

Table 21. Field diary 12 142

Table 22. Field diary 13 143

Table 23. Field diary 14 144

Table 24. Field diary 15 145

Table 25. Field diary 16 147

Table 26. Field diary 17 149

Table 27. Field diary 18 151

Table 28. Field diary 19 153

FIGURES INDEX

Figure 1. *Learning english with new technologies* 18

Figure 2. *Itin diamond model* 22

Figure 3. *Kolb model* 26

Figure 4. *Conversational english practice* 29

Figure 6. *Divergent learning style* 34

Figure 7. *Assimilative learning style* 35

Figure 8. *Convergent learning style* 36

Figura 9. *Accommodating learning style* 37

Figure 10. *Learning outside the classroom* 40

Figure 12. *Motivation for learning in young university students* 47

Figure 13. *Information management for motivation* 59

Figure 14. *Cognitive strategies* 71

Figure 15. *Blended learning* 73

Figure 16. *Experiential simulation for learning english in the work context* 82

Figure 17. *Active learning* 83

Figure 18. *Creative games for learning english* 85

Figure 19. *Storytelling* 89

Figure 20. *Mind map from Coogle* 90

Figure 21. *Kanban board* 91

Figure 22. *Podcasts* 92

Figure 23. *Virtual reality* 94

Figure 24. *English challenge in Kahoot* 95

Figure 25. *Toontastic* 96

Figure 26. *Outline of the sequential explanatory design* 119

Figure 27. *Age of students* 123

Figure 28. *Level taken by the students* 123

Figure 29. *Total score of the pre-test* 124

Figure 30. *Overall test results* 127

Figure 31. *Comparative pre- and pot-test of the dimension Pronoun, prep, adv, adj, sus.* 128

Figure 32. *Comparative pre- and post-test of the Verb Tenses in Context dimension* 129

Figure 33. *Comparative pre- and post-test of the Vocabulary Use in Context dimension* 130

CHAPTER I

INTRODUCTION

Learning a second language is a valuable skill that opens doors to a globalised world full of opportunities, as it has become an essential skill for global communication and personal and professional growth. In this context, English has established itself as an essential tool for academic and professional success. However, for some students, achieving the desired proficiency in English can present significant challenges, creating an academic lag that can affect their confidence and motivation.

On the other hand, the outbreak of the COVID-19 pandemic generated an accelerated transition to online education and the development of various technological-virtual tools, broadly exposing the digital gaps and deficiencies that many teachers faced. Lack of training and adequate access to technology emerged as significant barriers for a large number of educators. A considerable number of teachers lacked the digital skills necessary to conduct online classes effectively, and English language teachers at university level were no exception to this problem.

The disparity of technological deficiencies or lack of awareness emerged as a key concern. While some teachers had devices and reliable internet connection, others struggled to acquire the necessary resources to teach online or at least to have teaching tools that would overcome COVID-19 isolation and that, post-confinement, these tools could be coupled with blended (face-to-face - virtual) learning.

As the COVID-19 pandemic crisis evolved, solutions such as technology training and support programmes were implemented to ensure that educators were better prepared to meet the challenges of online education, and to ensure that all students had equal access to education during these difficult times. Today, there are many technological tools available on the internet and developed by various educational institutions to facilitate, promote and achieve their goals.

This book therefore focuses on exploring and proposing a powerful pedagogical tool for teachers and students which, in recent years, has proven effective in stimulating learning and motivation for those who have difficulties in English: Experiential Pedagogy. Through this innovative approach, we seek to transform the way in which academic lag is addressed in the classroom, offering practical and experience-based strategies to motivate and empower students, accompanied by technological tools that make education an active process that leaves traditional paradigms aside.

The following chapters explain the theory and practice supported by different scholars who seek to guide teachers, pedagogues and educators in the use of experiential pedagogy in the teaching and learning of English. It addresses various strategies that invite learners to discover language in a playful and meaningful way, connecting theoretical concepts with sensory and emotional experiences.

This book explores the theoretical foundations of experiential pedagogy, highlighting how this methodology focuses on active learning, dialogue, experimentation and reflection. Through emotional connection and a link to the student's reality, we seek to redefine the way we approach English language learning, overcoming the barriers of academic lag.

In this sense, concrete strategies and practices are addressed, such as the use of educational games, learning projects based on real experiences, cultural immersions and the incorporation of technology as an ally in the teaching-learning process. Through this holistic approach, the aim is to create a classroom environment that encourages curiosity, creativity, reflection and self-confidence in each student, eliminating the notion of failure and giving way to intrinsic motivation to learn and improve in English.

In order to give greater support to the above, a section of this manuscript is devoted to the scientific research carried out by the authors on experiential pedagogy to motivate students' learning, because it is considered essential to reflect on the didactic strategies that facilitate the teaching of a language and that this process goes beyond academic training with the help of constant practice. The aim is for students to be able to reinforce their skills and critical thinking in real problems so that they can solve them easily.

The research also shows how this need arises to support students with new methodologies that help them to gain experience and explore beyond the classroom, integrating ICT to make it a more dynamic and motivating scenario. Although different impressions can be found on the part of the students, since not all of them understand these new methodologies that are used with the help of certain technological programmes. However, the aim is to demonstrate the usefulness of this type of experiential pedagogical method on a theoretical and practical basis.

With the aim that educators will find in this book an invaluable toolbox that will allow them to open new doors of learning, rekindling the passion for learning English and opening up a world of possibilities for students, we seek a path towards a more inclusive and enriching education for all that unites the benefits of technology with teaching and learning.

CHAPTER II

DEVELOPMENTS IN THE TEACHING AND LEARNING OF ENGLISH

Nowadays, English has become an essential language for the professional profile. Because it provides an important competitive advantage as a means of establishing commercial and social relations that cross borders at a global level, making it indispensable. It is even a priority requirement in the business world. The study conducted by La Torre (2016) points out that more than 1.5 billion people speak English, 1 in 4 people communicate in English regardless of whether it is their native language or not. In addition, 70% of executives require English proficiency to function in the workplace, and it is important that at least 25% of employees are proficient in English. Therefore, in the educational sector it has also become relevant, which has led to different positions to determine what is the optimum level that students should reach in learning English and what are the most appropriate strategies to facilitate learning conditions. New educational and social models have been proposed for the acquisition of basic English language skills and abilities in students. Thus, it is proposed that the most appropriate teaching model is the opposite of the traditional one, that is, it is sought to use experiential learning, since this has been established since the 1960s and has become more important nowadays for teaching..

2.1. Experiential learning theory

Experiential learning is an empirical process. It means that learning takes place through experience, or practice, which is ideally seen as learning through reflection on an event. So, it has a philosophical sense, since, as it arises from one's own initiative, it is given a deep meaning. It involves a lot of individual input, but does not always find that self-reflection in the learner. However, it has gained importance over time, displacing the passive character in students that was seen in rote or didactic learning.

For, as we know, nowadays we are faced with constant innovations and this includes the different academic fields, due to the fact that society and communication are constantly being changed by technology. Consequently, teaching methodologies are also predisposed to experiment with new practices that help teachers and students.

Figure 1. *Learning english with new technologies*



Therefore, the study theories of the researchers Dewey, Itin and Kolb are proposed as the most important for understanding the experiential learning theory and its possible benefits. In addition to the comments of other authors who reinforce these positions.

2.1.1. Dewey model

The pedagogue, psychologist and philosopher John Dewey was one of the first to lay the foundations for the modern theory of experiential learning, along with Kurt Lewin and Jean Piaget. This scholar postulated that knowledge was experience and interaction, establishing in his work Democracy and Education (1995), a solid educational model with theoretical foundations, committed to society.

Proposing ideas that would form the basis of research for future researchers in the education sector that interrelates with other sectors of society.

As such, this model is related to the social, political, cultural and ethical spheres, which it reflects as factors influencing the art of educating. Because learning is a necessary human inheritance which, in turn, employs the current philosophy of pragmatism, it is the linking of practice and theory. Therefore, education acts as a mechanical regulator of man with the communication of his environment that changes through time worldwide in different social contexts.

> Society exists through a process of transmission as much as through biological life. This transmission takes place through the communication of habits of doing, thinking and feeling from the older to the younger. Without this communication of ideals, hopes, norms and opinions from those members

> of society who disappear from the life of the group to those who come into it, social life could not survive. [...]. It is now a work of necessity (Dewey, 1998, p. 15).

So, it can be said that Dewey proposes the experimental method as an active and passive resource of teaching that will constantly test ideas, which will be in the disposition to fail as well as to succeed, because it is an experiment that undergoes changes and constant adaptations. In addition, Cadrecha (1990) explains that Dewey finds this practical part important because the consequences can be analysed. In this way, the activity of teaching and learning, which comprises education, is based on a scheme that is in a constant reconstruction of experience, the idea of individual reflection for continuous personal development and growth is valid.

The researchers Gezuraga and García (2020) emphasise that part of Dewey's studies, in current methodological approaches to learning, focus on the present in order to prepare for a future situation. Because we live day by day, which is related to the principle of continuity. They state that the process of growth belongs to the present, in contextualised action. This makes us aware of how much importance we give to the present and the environment we perceive.

In this same line of practice, Díaz (2017) highlights the importance of the environment in conjunction with practice, as proposed by Dewey. Since students must use the theoretical knowledge learned through practice, which provides them with an active and rich experience. Practically, it is proposed that the place where teaching takes place (educational or work centre), becomes a community as in society, in order to assimilate both spaces and maintain their essence.

Dewey proposes that students should live and experience the environment in which they study, as they develop their normal life in society, but with the intention of improving their habits and moral judgements. It is desired that the place where learning takes place should be the source of transformation and improvement of the community. To be an example that consolidates society (Rodríguez, 2015).

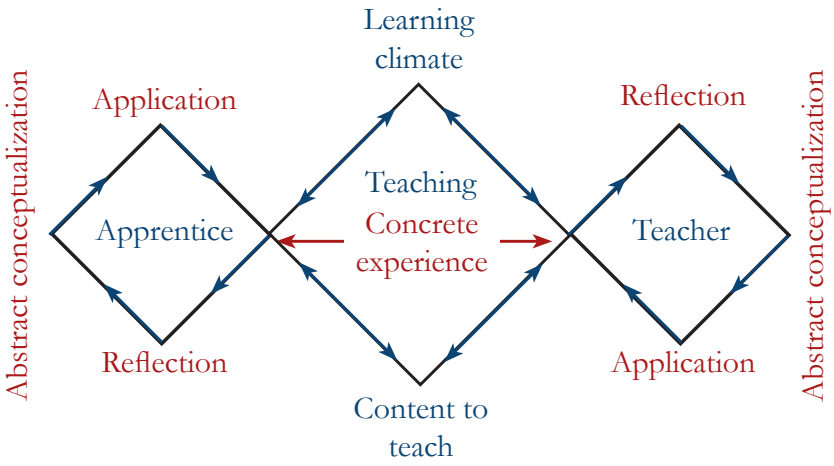
The new vision of Dewey's ideas for solving the didactic problems of student learning is convenient and beneficial. Even teachers are perceived as more efficient because they expand their knowledge by having the commitment and responsibility to help their students by means of learning methods that are as valid as Dewey's initial proposal. Therefore, much of the pedagogical innovations that were sought to be changed to facilitate the learning process can be attributed to this theorist.

2.1.2. Itin model

The doctor of philosophy Christian Itin (1999) proposed the diamond model, which not only explores experiential education as we saw in Dewey, since he takes it as a basis, but also shows the design of a graphic framework of multidirectional interrelationships "environment-educator-learner", concentrating on the teacher as a key piece, since he is in charge of guiding and being dynamic with his environment when teaching.

Therefore, the teacher must be perceptive and creative in providing a stimulating environment for student learning, so that students' curiosity is aroused, which benefits their ability to reflect and to put into practice the knowledge learnt through the intuition they develop, also by mixing the factors: learning climate and content to be taught.

Figure 2. *Itin diamond model*



Note. Adapted from Romero (2010).

In this way, Itin explains that experiential learning is like a formative, i.e., everyday process for the individual who perceives both in his environment and in himself (intelligence, cognitive abilities and emotions), through a concrete experience that is part of his training. The student assumes a learning process in which he poses a problem, formulates a hypothesis, experiments and applies his knowledge to solve it, thus developing a new judgement. These learning models are in contrast to traditional models that only required passive individuals, forcing them in a certain way to be active. Therefore, these new proposals are adapted to the present day, which requires effective individuals with continuous skills and development of competences that help personal and collective growth.

Romero (2010) complements the information by stating that the educator must ensure that the environment is conducive to enriching experiences, and must make sense of what he or she is trying to teach. In this way, it can give a realistic end to teaching. Itin seeks a balanced participation be-

tween teacher and student, with the teaching subject and the context, to make a connection between the different phases that experiential learning goes through.

The relationship that connects Itin with didactic strategies is centred on the awareness of learning in order for it to have meaning. Therefore, it goes through a process or series of steps that guide the knowledge learned to solve real problems that we would apply in everyday life and are valued, rather than traditional methods that are passive and monotonous (Arimany et al., 2011).

The idea that learning is not merely theoretical is reinforced. It is now considered important to have the ability to solve and analyse situations, which can only be achieved through the link between theory and practice. This is a development based on the theory of the early experiential learning researchers and is reinforced to give it validity.

Following Dewey's ideas, there is a need to rethink the cognitive system of individuals. Therefore, Itin's proposal is supported, which specifies that there is only experience when it is linked to previous knowledge and conceptual techniques are developed, allowing the individual to relearn information that will help him/her to act in new situations. He concludes that experience is not learning in itself if there is no reflection (González et al., 2015).

So, experiential learning, within the Itin model, is constituted through teamwork, simulating a real context. In order to create projects that demonstrate and promote the use of the integration of knowledge and practice. To witness how the student makes viable decisions and analyses to solve problems.

2.1.3. Kolb model

The psychologist David A. Kolb is recognised in the field of education for his cognitive and behavioural studies in relation to learning, becoming a fundamental theorist of experiential learning by developing his principles based on Dewey's ideas. The model he proposes for experimenting in the field of learning is similar to a cycle, in which conceptions are obtained from the same experiment to guide individuals in new scenarios; one learns from what is learned. Thus, it establishes and deepens a relationship between experience and the reflection of knowledge, in order to deduce new thoughts that guide behaviour in new situations. This teaching activates in the individual the knowledge that collects, stores, processes and analyses information, thus making learning concrete.

Kolb's (2008) model is therefore divided into four types that complete a cycle of actions to achieve basic types of learning: convergent, divergent, accommodative and assimilative or analytical. Depending on the modes of perception, method and processing of the information received by the learning subjects. There are constant redesigns accordingly by relating the main features of the proposed model in conjunction with the learning styles developed by Kolb. It focuses on experience guiding the individual's behaviour in new situations to achieve solutions. Practically, it considers it as the process by which knowledge is created through the transformation of experience. At the same time, this model is analytical in that it uses observations to help it orient itself in order to find the best working order.

In this way, a cycle is formed that works in a philosophical way by rethinking and questioning previous knowledge in order to find out more information on a subject. Therefore, the individual, whether teacher or

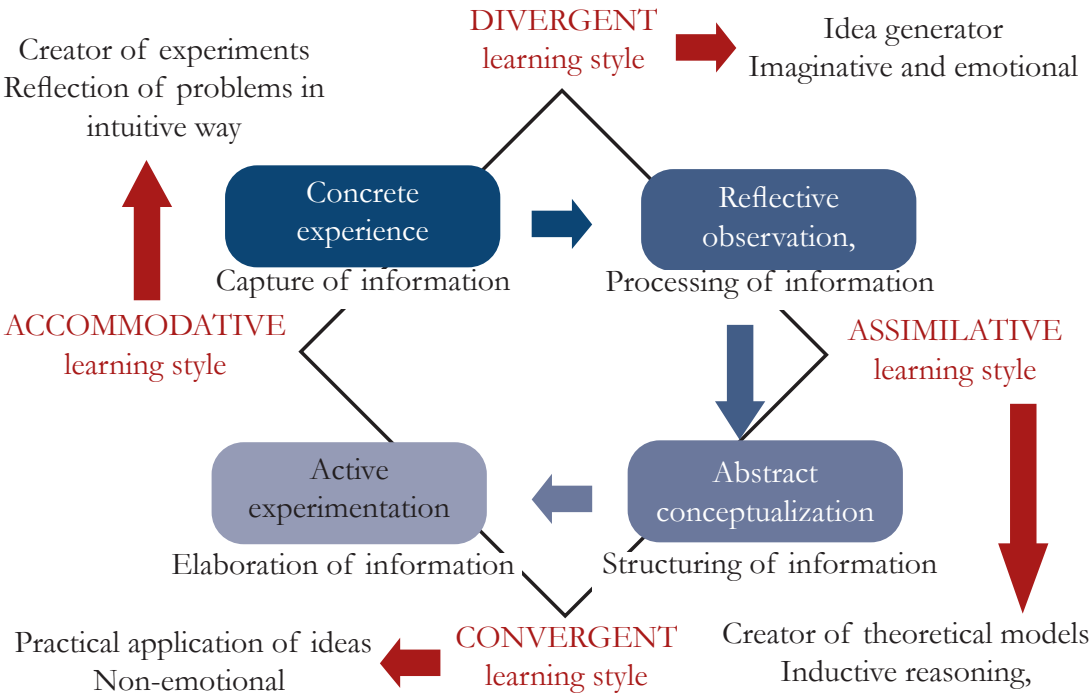
student, is forced to have an analytical and objective mindset, so as not to miss information. And he or she has independent judgement to proceed in the most convenient way.

Furthermore, González et al. (2015) mention that Kolb's experiential learning model is related to the learning styles of the processes of cognitive activity developed in a specific experience. Thus, knowledge is created through the transformation caused by the experience. So that concepts that matured as a result of knowledge and skills are then systematised; making contrasts that generate new learning. And, consequently, there are four basic types of learning styles.

However, Zapata et al. (2012) mention that in order to obtain an ideal learning process in which ideas and concepts are effectively remembered, according to Kolb, the learner must have four different kinds of capabilities: concrete experience, reflective observation, abstract conceptualisation and active experimentation.

As a result, it can be inferred that Kolb's proposal focuses on redesigning conventional learning methods and conceptualised stereotypes of learners through constant concrete experiments based on trial-and-error techniques, as they are conditioned by lived experience that break traditionalist schemes. As it has been previously presented with Dewey and Itin, they explore new learning methodologies to satisfy the didactic demands that seek to help the student, but also the teacher. This not only involves the professional aspect, but also the emotional aspect because it seeks to be positive.

Figure 3. *Kolb model*



Note. Adapted from Gonzáles et al. (2011).

Therefore, Kolb's method is considered to be so efficient that it has been used in different learning research, which proves its easy adaptation in the evolution of the educational system. Romero et al. (2010) even highlight the easy conditioning that this model gives us to investigate learning styles, adding technology and virtual environments as part of the pedagogy. Therefore, this model continues to be experimented with and adapted today, being applied in different fields of science and society. Such as distance education which developed more rapidly in the wake of the pandemic in 2020. According to Eduardo (2016) this is because Kolb created the inventory of learning styles. Which can be taken as conclusions to know how to choose the right learning style.

On the other hand, not all individuals have complete disposition to Kolb's model, because they do not accept the cycle of this method, they only show preference for some parts. So, we see that perception and information processing appear as dimensions of learning, so that learning will be completed according to what is observed and how it is processed (Rodriguez, 2018).

Kolb can be said to define the learning process in two dimensions. The first is perceptual, i.e., how individuals receive information (involving the sensory and verbal senses); and the second is how information is processed, involving personal and cognitive characteristics of the individual. However, Kolb's approach to teaching is still beneficial.

2.2. Learning cycle

Among the studies carried out on experiential learning is the modern theory that contains the model of David A. Kolb in collaboration with Ronald E. Fry, which follows the line of being a reflective and dynamic cycle so that students learn through experiential practice and, according to Bath (1995), can apply what they learn in future situations. This model is made up of four elements: concrete experience, reflective observation, abstract conceptualisation and active experimentation. But in this work we add as a fifth element the concept of skills related to learning cycles as part of reflection.

2.2.1. Concrete experience (EC)

This first phase of the cycle is when the learner experiences and objectively analyses something never experienced before or, alternatively, can reinterpret an old problem with new concepts. Thus, they present a new

approach or perspective to the situations they contemplate; they live in a world of ideas. Emphasis is placed on abstract conceptualisation and active experimentation.

It combines the learning modes of abstract conceptualisation and active experimentation. Because of this, people who prefer concrete experiences choose to handle technical situations or problems rather than personal issues (Tripodoro et al., 2015). It can be said that these individuals are practical and direct in their actions.

2.2.2. Reflective observation (OR)

Following this, the learner arranges his or her thoughts to reflect on the experience based on his or her pre-existing knowledge. They can even reflect on the incongruities that may be found between the experience and the understanding. According to Tripodoro et al. (2015), people who are most identified with this mode have patience as a virtue, analytical thinking and methodical judgement, but do not normally take any action. This means that they do not engage directly with the solution of the problem.

2.2.3. Abstract conceptualization (AC)

Then, in this part, there is the formation of new ideas or modifications of a concept that exists in the mind of the individual. Practically, there is a reflection of the self-learning that the student experienced and learnt. It can be said that the student learns to learn in order to grow.

For, learning involves the use of logic rather than feelings to understand the issues that arise. It aims at systematic planning and the development of theories and ideas to solve problems (Tripodoro et al., 2015). The individual becomes totally objective with the knowledge acquired.

2.2.4. Active experimentation (EA)

This last phase in Kolb's cycle is a test practice in totally new situations. So, the learner is going to apply his new skills as learnt, in the real world to see what happens and assimilate it. So, the knowledge gained is completely empirical. In addition, he/she will probably make a comparison between the learning space and society.

Tripodoro et al. (2015) propose that there is a practical approach and an interest in effectiveness. Thus, this position is in opposition to the pure observation of a situation, where there is no interest to act. So, this part is the result of all the previous steps, if they are applied. But this is not always the case, as not all students feel comfortable.

Figure 4. *Conversational english practice*



2.2.5. Skills related to learning cycles

To complement the cyclical model of experiential learning proposed in the previous points, basic skills are proposed as important capacities in the student. An example of these is observation, listening, fluent communication, control of the situation, planning, working memory, among others, because they are considered indispensable for learning. Therefore, learning is not only the acquisition of knowledge, but also of skills, so that they are revalued for the approach of Kolb's model by showing that the learner is a more complex variable to understand when creating learning techniques.

Each of the ways of perceiving and processing (feeling and thinking, observing and doing) is a different way of generating knowledge and contributing to learning. In itself, each of the four stages of Kolb's cycle can be seen as four skills necessary for learning:

- Ability to engage in concrete experiences, maintaining an open and non-judgemental attitude in doing so.
- Ability to observe and reflect, understand situations from different points of view and establish connections between actions and results.
- Ability to integrate observations and reflections into broader frameworks of knowledge, i.e., theories, generalisations and concepts.
- Skills to actively experiment with our theories, to actively apply concepts and ideas in practice (González, 2012).

Figure 5. *Skills related to learning cycles*



2.3. Perception and processing of experience

Within the cognitive field of human psychology, perception is an active process that locates and extracts information from its environment. Moreover, it is sensory, since it consists of organising the stimuli received by the senses of an individual in order to interpret the external experiences or knowledge that he or she experiences on the basis of objects or events. For this reason, the processing of experience is a consequence, because it is a continuous work that also occurs through observation or action.

Both aspects are related because they are provided internally, they are evaluated under one's own knowledge, and they are consistent. In addition, Vargas (1994) shares with us that one of the most important and cha-

racteristic basic aspects of perception is the elaboration of judgements. Therefore, these judgements are of an intellectual nature, which is why it is important for experiential learning and reflection.

However, it should be noted that the influence and application of perception acts as a commanding factor, due to its complexity involving the nervous system. Researchers Merchán and Henao (2011) focus on how vision is emphasised in perception to facilitate the selection and integration of information. But it is also important to have a perceptual organisation process. Therefore, the practice of experiential learning helps us to be able to evaluate how perception acts in relation to learning in order to process the knowledge that allows it to acquire the experience and make it meaningful.

Findings have been found, which indicate that the results show an average perception of meaningful learning in Blended Learning practice, which could be interpreted as a neutral point in the influence of acquiring knowledge on the part of the students. This would be due to a lack of support from the teacher or guide, who does not provide enough learning opportunities to help students. Such as seeking new information and working collaboratively with others to solve problems and make decisions (Carranza and Caldera, 2018). Thus, the environment provided by the teacher should seek to be dynamic in any context to stimulate student learning.

Castro (2006) proves the importance of space for the development of perception, in conjunction with the strategies that can be implemented in class. To stimulate the different channels of perception. In addition, use is made of different experiential techniques that include image, sound and movement, so that the individual concentrates. Although this concentration or focus will depend on the learning style that is part of the student's profile.

2.4. Learning syles

In this topic, learning style refers to the individual way in which each person assimilates the messages they receive, which facilitate the modification of attitudes. Therefore, within experiential learning, Kolb's proposal stands out with its four styles: divergent, assimilative, convergent and accommodating. Taking into account the contributions of Jung, Lewin and Piaget. However, these styles also vary according to a certain context that conditions the individual, since he or she will use a style according to his or her preference.

Furthermore, Escurra (1992) mentions that this cycle of learning styles is a complementary part of each phase of the learning cycle. To objectively study the scope and limitations of the theoretical and methodological foundations of the experiential learning construct. Each part designed by Kolb forms a large-scale cognitive model. Therefore, particular elements are found which function independently and not always in a certain order. They are adapted according to the needs of the learner. So, in turn, we can differentiate the types of learners. Thus, the importance of adapting teaching strategies to the learning style is demonstrated.

2.4.1. Divergent style

They excel in the imaginative, or creative, field because they have the ability to evaluate situations from different approaches and can therefore produce a variety of ideas. They usually provide general observations; they do not focus on specifying. Their strength is also in the ease of learning and they are emotional, as they may be able to create social bonds more easily.

Figure 6. *Divergent learning style*



2.4.2. Assimilative style

They are characterised by inductive and observational reasoning in order to be able to give a rational explanation and create theoretical models, but they are not interested in practice. People with this profile like to set goals and their interests are oriented towards the field of formal and factual sciences. Therefore, they prefer the analytical and systematic.

Figure 7. *Assimilative learning style*



2.4.3. Convergent style

They have a deductive and practical profile of fixed performance, but can only concentrate on a single answer, focusing on solving one problem at a time. They plan systematically and goal-oriented. Thus, the thinking of these individuals is abstract, but active, because they like experimentation. They establish their knowledge in a way that uses hypothetical deductive reasoning. They are interested in the practical application of ideas and their world, they are not very sociable and their interests are limited.

Figure 8. *Convergent learning style*



2.4.4. Accomodating Style

This style leans purely towards practice and social relations, because the individual tends to adapt and carry out activities together to gather information, carry out projects and risk new experiences. All based on their own experiences that guide them. So, they are quite intuitive and learn more by trial and error.

Figura 9. *Accommodating learning style*



2.5. Benefits of experiential learning

As already presented, experiential learning is based on self-reflection, and, according to scholars who have put it into practice, several have stated that it allows students to evaluate themselves in order to perform in their personal growth, while in a suitable space, because it not only helps them to connect their mind with their body, but also with the environment around them.

According to an experimental study conducted by Cardona and Trejos (2020), it is concluded that participants felt a positive impact on their personal and work life, they learned to connect as a team through their individual contributions, helping them to reduce their workload. Therefore, nowadays, it is necessary for work teams to function and cooperate in

order to grow, putting skills and intelligence to the test, both as a whole and individually; this is an aspect that many companies require among their collaborators, increasing the importance of education as a solid base.

Romero's study (2010) proposes that the brain is able to recognise different learning styles and see which ones it can adopt, so it would be interesting to stimulate and foster in individuals the ability to take advantage of their experiences as a means to learn. Although it is considered a more primitive form of learning, it has been re-evaluated because of the interest in using it in a conscious way. Thus, we see that the limitations imposed by formal teaching are broken down, and the need to seek meaning and explanation for the perceived experience is promoted in the student.

In universities, studies have focused on the importance of linking mind and action, and the experience within the study environment with the outside world, translating this relationship into learning. Therefore, the application of theory in practice helps the development of skills (Gleason and Rubio, 2020). For this reason, field trips are recommended because they stimulate the curiosity of individuals, not only experiencing interest in applying their own learning process, but also in the interpretation they make of what they perceive. Ruiz and Pérez (2012) add that, among the benefits of experiential learning, we can find that not only the environment becomes stimulating, but also pleasant and comfortable, because the teacher must transform it into a safe space for sharing. In addition, participants must be aware of their honesty and moral ethics. Learning is not only shaped by education and intelligence, but an important part lies in the values of individuals to establish a commitment.

2.6. The value of learning outside the classroom

Learning, in itself, is recognised as one of the vital values constituted by practice and theory. For, it is considered that the individual needs to be involved with his or her full attention to learning in order to facilitate the perception of a constantly changing and evolving world, which has generated some discussion between traditionalist and modernist scholars. But, after much debate about the application of learning outside the classroom, since it is unconventional, it is proposed that it is beneficial because of its various experiential contributions such as collective relationships, solidarity, contribution, quality of life, risk assessment and the learning itself has a value of its own. Of course, much will depend on the perspective of the individual and the meaning he or she gives to it. However, the experience is still taken as feedback for people because they learn again and expand their knowledge.

As a result, the researcher Romero (2014) claims this learning style to be employed by institutions, because it promotes the ability for one to continue learning. This reinforces the need to apply learning outside the classroom. The value placed on them by students and teachers shows us that it is enriching for the educational environment because they provide a support structure. But it is even more so if the individual value is commensurate with the subject or situation that demands the application of the learning gained.

Ruiz and Pérez (2012) mention that the operationalisation of learning is based on practices and reflection itself so that the application of knowledge takes place. Supporting the assessment of skills that are oriented towards working directly with the application of what is being learned.

So, it can be said that the value of learning outside the classroom lies in reflecting on the knowledge that has been learned and is intended to be used according to the situation at hand. By creating questions about what has been experienced, these questions generate knowledge, together with analysis and evaluation that make the individual think, in order to act accordingly.

However, it is necessary to take into account that this learning process involves the emotional part and the perception that refers to the interpretation given by the subject. In short, it not only gathers information from experience, but also introspection, giving individuals the opportunity to transform themselves and influence those around them.

Figure 10. *Learning outside the classroom*



2.7. Experiential english language learning

The experiential learning method, although it is commonly recommended because it values the particularities of each individual, changes its situation in the case of English language teaching because the use of the learning styles proposed by Kolb becomes compulsory. Students must necessarily interact with their environment in order to become familiar with the language, as constant practice makes them memorise it out of habit and it becomes a daily occurrence to associate the language with their environment.

On the other hand, in relation to the teacher, the teacher must be involved with the best teaching disposition to provide a positive experience that makes learning enjoyable and facilitates the assimilation of teaching techniques. In addition, the student will consequently show a better performance. Considering this method to be favourable to link the theoretical-practical in real day-to-day spaces, that is, both the classroom where you study and other everyday or entertainment spaces (home, shopping centre, park, among others).

Therefore, Marulanda et al. (2022) share that over the years, English language teaching has been collecting different strategies to teach foreign language learning. Due to the high demand of competences to stand out and differentiate in the work and social environment. Because of this, methods have been found that break with traditional ideas, such as involving corporeality in the dynamics of teaching. Before, it was not considered important to be able to perceive how a person felt when learning, only synthesised theory was dictated and memorisation was applied as the only method for learning and retaining information; it was a very mechanised method that did not always work.

A statistical study by researchers Juarez and Perales (2019) put theory into practice on this practical model of learning, collecting positive and negative experiences, recognising a variety of research methods; considering the experiential style as a support that helps the teacher to maximise the positivity of the experience they seek to provide when instructing. However, more research is needed to help improve English language teaching in order to accelerate student learning. However, the negative results of the study were not considered detrimental because they helped to question the problem in order to solve it, assuming that the difficulty of teaching would focus on individualism.

Each person has his or her own pace of learning and therefore learning styles are models that help to draw up an individual plan for each person. But these individual factors are not always taken into account. However, these particularities that differentiate students should be seen as advantages, from the teacher's perspective, to develop a strategy that leads to the academic goal. Therefore, teachers must constantly innovate in order to know how to differentiate certain qualities in the teaching process and be able to use them to improve their learning method (Espinar and Vigueras, 2020).

In addition, this information can be complemented and supported by the practice of the basic model of English teaching with which it is assessed (listening, writing, speaking and reading), which is constantly used to measure the student's knowledge. On the other hand, Cevallos and Alegría (2012) add that, in order to carry out these competence evaluations, observation sheets are made which are like surveys of teachers to find out about their performance from the students' perspective, which in turn reveals the motivation they feel.

Authors such as Toro, et al., (2023) in their research working paper designed a proposal for an experiential pedagogical strategy to improve the communicative competence of English, integrating the skills of reading, speaking, listening and writing, aimed at innovating the teaching-learning process in university students, thus giving importance to social projection, in response to the demands of human life and the needs of society and the country. The methodology applied was qualitative action-research, with the technique of participant observation and testing, using as instruments the observation sheet for the class, the test and the rubric.

The authors' proposal consisted of four phases: 1) Diagnosis of the state of competence of English language learners and its link with the theoretical foundations of experiential learning; 2) Planning of the class sessions by the teachers, attending to the knowledge and learning needs of the students individually and collectively; 3) Implementation of the strategy with the students in a period of 16 sessions with a total of 160 hours, addressing linguistic, pragmatic and sociolinguistic contents, for oral and written management in their own scenarios (experiential learning); and 4) Application of the evaluations to be able to report the results of the strategy applied to the students and determine the progress in the acquisition of English competence.

Likewise, these innovations in education have been greatly influenced by the pandemic, which made a radical change in people's lives, such as moving from face-to-face to virtual education, to teach at a distance. But this was already a reality that had been emerging for years. So much so that the foundations for teachers and students have been created. Calderón (2005) explains that it is first necessary to have a curriculum to diminish future inconveniences in the process of teaching and practice. Because the teacher must be aware that everyone's environment is not the same, there is a

need to deconstruct language and take into account the subjectivity of the learner. Thus, the experiential learning of English focuses on the dynamic relationship of the teacher.

Figure 11. *Simulation of an office environment for learning English*



So, in the case of English language teaching, it is seen that there is a clearer relationship of cooperation between educator and learner, in the sense of responsibility for making the teaching dynamic to speed up learning and the complete willingness to want to learn. For, the participation is fully active on both sides, because, otherwise, learning English would be easily forgotten without constant practice, to polish one's skill, and with a bad teaching environment.

CHAPTER III

FROM EXPERIENTIAL PEDAGOGY TO MOTIVATION

Learning a second language is a valuable skill that opens doors to a globalised world full of opportunities, as it has become an essential skill for global communication and personal and professional growth. In this context, English has established itself as an essential tool for academic and professional success. However, for some students, achieving the desired proficiency in English can present significant challenges, creating an academic lag that can affect their confidence and motivation

Motivation has been conceptualised as the determination of a goal-directed action, driven by a set of internal or external factors that partly determine a person's actions. Therefore, it is considered to be part of the behaviour of individuals and their environment, as it reveals the desire and effort to act towards an anticipated goal that keeps them committed to achieving it and improving their performance.

In addition, motivation is linked to emotions, i.e., it will depend on the affect experienced by the individual to increase or decrease motivation, which helps to fulfil the desired purposes. Professor McClelland (1989) mentions

that real or conscious purposes are a product of motivation, which give strength to individuals and generate associations. For this reason, it is important for the teacher to have the management skills to motivate at the beginning, development and closure of the activity to be carried out; and to be diligent with his or her dynamics to support the student.

Therefore, the figure of the teacher is essential in the formation and change of the academic and social self-concept of the students; he/she is the person with the highest authority in the classroom, therefore, the student values his/her opinions and the way he/she treats him/her (Herrera and Zamora, 2014). So, the motivation that drives the teacher in the student's learning will make him/her show a positive and dedicated attitude, and, according to Carrillo et al. (2009), the individual learns to be able to associate previous knowledge with new learning, stimulating it. Then, learning will be validated because it is meaningful and purposeful.

Because of this, within English language learning we can find that it is required as an important factor, at the moment of teaching, that the teacher reflects a good attitude at the moment of teaching his students so that they develop a positive feeling, to give them confidence and that they have a quick understanding of the knowledge and influence their motivation, or, otherwise, demotivation. Practically, the student is built on the teacher.

Hence, Imbernon (1994) considers experiential learning to be beneficial as an appropriate and modern pedagogy because the teacher succeeds in cultivating the students' interest in learning by relying on reflection, exchange of experiences and professional development in a productive environment. In this way, it is seen that experiential learning comprises of different individual experiential and psychological concepts in order to value differences so that they can be used.

Espinar and Vigueras (2020) the pedagogical approach is that, in the field of pedagogy, the differences that characterise people help them to interact and nurture their prior knowledge. This learning model works directly with the student to improve their training, which is why possible models for training teachers of languages such as English have been investigated. An example of this is proposed by Cevallos and Alegría (2012), who use Kolb's experiential learning approach to evaluate teachers and see how they improve in detecting problems to teach listening, writing, speaking and reading skills to their students; obtaining a beneficial percentage of development in teachers, they optimise teaching. Thus it is substantiated that there is an overall achievement when we apply the experiential learning method to the teaching of English, both for students and language teachers.

Figure 12. *Motivation for learning in young university students*



3.1. Constructivism as a facilitator of experiential learning

Based on psychological and educational theory, it is proposed that the fundamental basis of experiential learning is to be found in constructivism. It is a pedagogical current that postulates the need to build knowledge through the collection of lived experiences and reflect on them, feedback; as proposed by Dewey in his theoretical basis and we have been reiterated for its importance. Moreover, constructivism is now considered to be a paradigm in educational research.

Therefore, it is stipulated that there is a strong relationship between constructivism and experiential learning because an explanation of knowledge is offered. There is an inner approach of deeper understanding than the traditional method, because of this, we find an opposition to this mechanical system that does not help to develop the competences of the individual, either in the professional or personal sphere. The traditional method is pointed out as obsolete and rigid, as it is not adapted to the new needs of teaching.

Scholars Gleason and Rubio (2020) reinforce Dewey's idea of the processes of actual experience and education as part of a process of reflection and intimate thoughts that are derived as a product of learning. Thus, constructivism is understood to help experiential learning to be easier to assimilate and internalise, as explained in the theories of the psychologist Piaget who rescues constructivist concepts of learning as a self-construction and realisation experienced by the individual.

Because of this, Tünnerman (2011) mentions that the construction that is made based on knowledge is actually a construction of the human being that is schematized according to the relationships that he engages in the environment that surrounds him/her, together with the previous knowledge or reinterpretations that he has of the external or internal activities of the learning that he carries out.

Given this complexity, the creation of new learning theories has been encouraged, as well as changes in educational policies. The psychological interpretations that are given will depend on the context, which many ignore, a common mistake that is made when studying learning. Carreño (2009) even implies that constructivism is still an open theory because the fundamentals are still in an experimental phase of trial and error, as constant debates or criticisms are still being made. Therefore, it is assumed that this theory of constructivism is still in an initial stage, just like experiential learning, for breaking with previous paradigms with new beneficial contributions to the teaching of any subject of study.

3.2. Self-regulated learning motivational

In the studies carried out on self-regulated learning, we rely on the theorist and educational psychologist Barry Zimmerman, who postulates that self-regulation should not be considered a mental skill or taken as a synonym for academic performance. It should be seen as a process of introspection in which the student himself transforms his mental skills into academic skills. Thus, self-regulated learning implies the mastery of the mental ability related to self-awareness and self-motivation, the student drives himself through the habit that he develops, practically, it depends on the behaviour and attitude that he has. This is analysed from a metacognitive, behavioural and motivational point of view.

Self-regulated learning will depend on the planning and strategies used by the student to reach a proposed goal, which is realistic, accompanied by the motivation and valuation he/she gives it. Therefore, it is found that this method depends entirely on the commitment of the individual, which makes the result vary. However, it is considered important to encourage students to form and develop cognitive, metacognitive, personal self-regulation, motivational and other strategies (Lamas, 2008).

It means that self-regulation occurs in people who actively participate in learning, so it is normal to associate these individuals with characteristics of high performance and ability. However, this does not mean that this method is only for some people, nor by inheritance; on the contrary, everyone can reach this level of improving their self-control to learn if they have adequate training to face the difficulties that can be encountered in learning. Furthermore, Nuñez et al. (2006) mention that self-regulated learning tries to explain how people optimise and develop their academic results by means of a systematic learning method.

On the other hand, Torrano and González (2004) think that self-regulated learning is not associated with self-efficacy beliefs, because it varies according to the behaviour, that is, one could not have general self-concepts, but rather specific self-conceptions that individuals elaborate from their experiences. They are determined characteristics of situations and behaviours, which is why motivation is necessary as a factor that optimises the desire to learn.

Therefore, motivation is a process that is related to self-regulated learning, since both are part of the cognitive process because they seek to gain knowledge from an experience, preferably positive, so that learning is effective and satisfactory. Therefore, it is understood that the motivational mechanism, according to Valle et al. (2010), is composed of the motives,

purposes or reasons for engaging in an activity, since these aspects are directly related to the individual's plan and self-regulated learning takes place. Consequently, the self-regulated learner is active because he/she has the ability to regulate knowledge and, therefore, his/her character is constructive, characterised by his/her motivational state in his/her learning that he/she planned beforehand to reach that point.

3.3. Motivational activation

During the teaching and learning process, psychologically, motivation will depend both on the individual's disposition and the circumstances he or she faces. Therefore, motivational activation does not only depend on interest, but is constituted by something deeper, such as personal resources that will help the learner to act. Although it may vary according to the challenge and the commitment of the student, which depends on the goals he or she sets for him or herself and the motivational beliefs he or she has.

Valle et al. (2010) proposes that motivational activation goes hand in hand with planning, both adopting goals and motivational beliefs. These beliefs are based on self-efficacy, personal interest and the value given to the task. Therefore, there is a need for interest and curiosity to explore, so that there is a motivational activation, which in turn activates the individual's competences and self-determination. However, Martinez (2001) mentions that this will depend on the influences found in the context. In other words, the idea that motivation and interest are always related is not completely correct.

In the educational field we see more clearly this picture of how motivation is given in terms of learning and that the promotion of this depends a lot on the actions of the teacher, therefore, it is recommended to have a guide. Bono (2010) shares with us that within the classroom there is not

only the interaction between teacher and student with respect to teaching and learning, but also the social and cultural development that builds the human being. Thus, the classroom is a space of transactions and constant changes that vary according to the dynamics that are necessary. But all this is based on the teacher as the foundation, because the students give him/her control and fill him/her with expectations, in the sense of performance and valuation. Therefore, the work shown by the teacher in the classroom will be elementary for the perception of the students and, therefore, the activation of their motivation. It is therefore advisable for the teacher to have a teaching methodology that involves context-based guidelines for influencing the students.

3.3.1. Goals

Goals are part of the intentional character of man, they are part of his behaviour and depend on the variables that guide the student, or the individual in any field, who is about to carry out an activity, to reach a certain level. In addition, motivation is related to the planning of the goal which is normally placed in a higher order for the student to dedicate his effort to it, but they must be realistic and, preferably, in the educational context, under the help or supervision of a teacher who is available to them.

However, it is found that, within cognitive psychology, goals share the function of evaluating the subject's effort and behaviour (Barberá, 2002). Therefore, goals also activate motivation, and these factors are found in a reciprocal relationship to advance in the development of competencies and personal capacity of the individual. Therefore, González et al. (1996) shares that the cognitive theories that we see in the study of motivation, the ideas about goals that constitute important determinants for the academic environment are the aspects that best synthesise the motivational theory and research in education in recent years. Because there are diffe-

rent types of goals depending on the activity that is carried out and the social valuation that is given, mainly because the subject seeks recognition by improving.

In the area of learning and teaching, it is explained to us those goals are differentiated according to what students pursue. This is grouped into five categories: task-related goals, goals related to choose, goals related to self-esteem, goals related to social valuation and goals related to achieving external goals (Cattaneo et al., 2004). Thus, the importance of context is reinforced because it becomes a main variable in determining goals and motivation, but it should also be taken into account that these goals should be limited. It should also be taken into account and recognised that the context itself depends on the socio-economic status to favour or complicate the challenge taken on by the individual.

In addition, there are theories of Goal Orientation, according to Matos et al. (2006), because there are different goal orientations and it is sought to relate them, but this is given under the determined use of learning strategies and the academic performance of students, the intrinsic and personal meaning of the student is taken into account. This is because in the educational area, students pursue goals based on concerns about concentrating and demonstrating their aptitude to "win", because there is a degree of competitiveness among students when they are learning, in order to be recognised and to avoid bad judgements.

Together with this Goal Orientation theory, it is pointed out that teacher efficacy, although it is only taken as a factor involved in teaching and learning, has an important meaning in the background because it depends on the teacher's self-efficacy, his or her opinion about his or her ability to achieve desired goals, to transmit in the learning of all students and to motivate/help them, without exceptions (Fernandez-arata, 2008). Therefore,

self-efficacy beliefs are also involved in goals because they affect teachers' effort and dedication to teaching, goals and desire to aspire. Teachers who are more effective in their teaching exhibit high levels of planning, organisation and enthusiasm.

3.3.2. Motivational beliefs

To understand motivational beliefs, one must first take into account the image of, in this case, an ideal student in order to analyse the learning goals to be achieved and, therefore, the motivation that is involved because they form a cognitive process, as has already been explained. In the same way that the influence of the context surrounding the student, i.e., the external factors that make goals or motivational orientations unstable and modifiable (Chiecher, 2017), continues to be seen. In order to understand how the motivational beliefs in the individual's mind are related to their behaviour or performance, based on the confidence they have in themselves to undertake the tasks they face.

But they also depend on expectation because they are associated with the relationship of outcomes and consequences, either to motivate positively or to withdraw, by believing in an object or situation. For this reason, these beliefs can be seen as reinforcements of self-confidence, encouraging them in a positive way for the subject, which reduces negative feelings such as failure, and even helps in the process of learning a foreign language, in the case of languages (Martínez, 2001). Thus, motivational beliefs are determined by the positive disposition of the learners, but also by the disposition of the teacher who accompanies him/her in the learning process.

However, Leguizamon and Lopez (2010) add that, through their study on co-regulation, teamwork is more positive in learning because when students self-assess their shared motivational beliefs, they show results of

both personal and group efficacy in achieving learning goals. Individual academic improvement is present. So, students who self-regulate their learning are more likely to be successful in their motivational beliefs and this will be seen in their performance, impacting on their academic goals.

Therefore, Barca-Lozano (2012) highlights those academic goals can be seen as motivational models that are integrated by the subject's beliefs and inner behaviour, which have an intrinsic orientation. In this way, they continue to maintain a priority relationship with learning as a basis for the student's performance.

3.4. Motivation control and regulation

As already presented, motivation becomes a fundamental part of learning and therefore requires supervision in order to be controlled and regulated, either by the subject's own introspection or under the guidance of a tutor. Although this is normally done autonomously and individually through self-regulation. Because they start from goals that are self-imposed. However, it is considered positive to have control and regulation, in general, as it favours motivation in accordance with the student's performance.

In this way, the student self-evaluates consciously, as mentioned by Ugartetxea (2001), because it is a capacity called metacognition that focuses on reflecting, controlling and regulating one's own thinking and learning processes, thus evaluating one's own environment. This allows the student to improve his or her intelligence and possible success. However, it is recommended that they are under the tutelage of a teacher or tutor who can support and give stability to this process in the beginning, until they have experience.

Therefore, when the person is carrying out an activity, he/she should be aware of whether the process is easier or more complicated than planned, or if he/she loses concentration due to lack of interest, among other possible questions that can be asked. In addition, his or her mood or emotional state should be taken into account, in order to know if he or she is really willing to continue with the proposed task. Once the subject has been monitored and self-analysed in these aspects, they can begin to try to regulate them by selecting and adapting affective-emotional strategies that give them the confidence to continue carrying out the activity in a safe and calm manner. Therefore, these steps to evaluate oneself are called motivation regulation strategies, which provoke moods suitable for managing situations that are considered risky for the subject and make it easier for him/her to take control of him/herself based on the situation. Especially in situations of stress or anxiety.

Valle et al. (2010) propose that, within motivational regulation strategies, there is a division that stands out from the other types. The first is motivational strategies aimed at sustaining commitment and learning intentions, which focuses on sustaining efforts to maintain concentration; and the second, motivational strategies aimed at defending and protecting personal well-being, concentrates on the strategic behaviour of controlling emotions and negative affect as a measure of self-protection. Thus, we see that these strategies are adapted to the needs of the person and the attitude they have to select the resources that suit their situation. So, we see that, by controlling and regulating emotions, we can intervene in negative thoughts, emotions and affects.

3.4.1. Sustaining commitment and learning intentions

As already presented, sustaining engagement and learning intentions is a strategy of motivational orientation, which is part of controlling and regulating motivation. It enables learners to self-regulate and complement the task they found difficult by adapting their motivation according to their needs. According to Valle et al. (2010) they are based on activities to regulate efficacy, which are:

- Strategies to control self-efficacy thoughts through self-directed language based on positive self-affirmations (e.g., "If I keep trying, I will succeed").

- Strategies to increase extrinsic motivation by promising oneself rewards if the task is completed (e.g., "If I can't find a solution to the problem, I can ask for help or suggestions to finish it and then do something I like").

- Strategies to increase intrinsic motivation by trying to make the task more interesting (e.g., "If I find it difficult to do an activity, I change the dynamics so that I don't lose interest").

- Strategies to increase the value of the task, reflecting on and highlighting its value and usefulness for the future, for the career, etc. (Example: "If I feel that I cannot go on, I evoke the importance of understanding and completing that task for the future").

Therefore, sustaining engagement will depend on the intentions of the learning model that the student chooses, or the teacher wishes to impart. Therefore, it is an orientation that helps them to fulfil an objective, which leads to decision-making, which improves learning and nourishes the stu-

dent's experiences. Likewise, Valle et al. (2008) proposes that motivation is regulated according to their reasons for mastery and reasons for performance that generate interest. In this way, it is understood that the personal relevance that the student gives to learning strengthens their commitment to it, giving them more confidence to create an image of competence, highlighting their effort and concentration.

3.4.2. Emotional reaction and reflection

Emotional education is another inherent part that has a strong influence on experiential learning because it helps the learner's self-regulation through reflection when analysing the results obtained, which is the affective component of motivation. It is necessary to have control over emotional reactions in order to reflect on them. It helps to establish better control of emotions in various situations.

As García (2012) mentions in his study, emotional reactions and reflections are part of the characteristics that self-regulate students in their contexts. Therefore, they could be considered as passive variables, as they only process the information received. But they are equally important because they help the development of emotional intelligence, an aspect that has recently gained greater importance in psychology in order for people to be fully functional. They are also related to the valuation and the proposed goal, because there is a meaning or motive behind it. Because the reaction is associated with the domain of affectivity and makes the subject ask questions about possible causes to explain the results obtained because it influences their sensations, emotions, feelings and mood.

Furthermore, Valle et al. (2010) propose that, through reflection, motivation will increase; in the same way it will occur in a situation of failure because when a control is carried out, the subject will feel capable of

modifying the causes that led to such a result. Therefore, this part plays a fundamental role in motivational strategies and self-regulation, seeing that the results are not only based on criteria, but also on emotional responses.

3.5. Information management techniques

In the area of teaching and research, teachers must continually educate themselves in order to collect the right information to help them meet the needs of the students, or vice versa. It has already been seen that there are several factors that condition the possibility of successful teaching and learning. Therefore, thanks to the ease of social media and academic platforms offered by technology through the internet, which is available to almost everyone, there are different techniques to collect information without the need to share the same space and time.

Figure 13. *Information management for motivation*



Thus, information has different electronic means by which it can be collected and can endure over time, even if this implies less participation of the observer. Although it is a systematic approach, what matters is that the information supports the data collected (Gil, 2016).

However, there are so many techniques that must be learned to be managed according to the needs that arise, in a specific, self-regulating way. Since not all information management techniques are necessary, the most assertive ones should be chosen according to the field of work. An example of this is the technique of questionnaires or surveys that help to gather more data to evaluate, but it is a general study; another can be the observation, either qualitative or quantitative, at the time of research, and, through the internet, is to see the interaction of people with a product; even forums are still active to discuss a specific topic, among professionals or researchers. However, the most modern techniques for collecting data are social networks and recognised academic platforms, whether they are digital libraries, university repositories or journals, and even applications that help interaction in class can be added. Therefore, it is important to know how to reduce the amount of information required by focusing on a specific topic and distinguish it according to the field, phenomenon, fact, person or social group being studied. This facilitates the process of collecting, examining, analysing and presenting information.

3.5.1. For the reduction of information density

Because there is so much information in our social context on a global level, information can be easily collected. But, as it turns out, it is important to know that not all the data one finds is of a validated or reliable character when researching. Also, remember that it should be carefully analysed to know if it contributes to our work or task we are doing, it should be adapted to what we need.

For this reason, transparent sources have been established on pages recognised in the academic and working world, in which studies carried out by professionals are published, which, in turn, are reviewed by other academics who verify the work presented and create systems that help to facilitate the search using key words. This reduces the possibility of becoming saturated with information, reducing the complexity that we find in a dense world of information. All in all, to prevent risks so as not to fall prey to false media.

However, individuals are still at risk of not recognising the information they are looking for because they cannot easily discern the topic they are researching, becoming confused (Rodriguez, 2014). As there are so many sources of communication crowded with data, it is more difficult for the researcher to be able to understand the interrelationships and associations of the information they are seeking, as they may make mistakes when assuming one idea with another.

3.5.2. For informative distinctiveness

Following the research process, once the group of information that contains reliable sources and, in addition, comes from recognised academic spaces has been selected, a distinction is made between the works collected, according to the topic being worked on, by means of characteristics or particularities, the more specific, the better. For this reason, we must first start with the type of research technique, which can be quantitative, focusing on quantity in statistical terms, or qualitative, focusing on qualities, for the collection of specific information.

In the education sector, it is mentioned that we must learn to discriminate and determine the most accurate information, because the objectives are based on the observation and analysis of how reliability is unders-

tood, distinguished and calculated (Gil, 2011). Thus, it is implied that the teacher or student must plan in advance what type of work motivates them to carry out, to evaluate the techniques that can be used to obtain satisfactory results. Therefore, there should always be constant informative training on methods and strategies for collecting information, whether for learning or teaching.

CHAPTER IV

METHODS AND STRATEGIES FOR TEACHING AND LEARNING ENGLISH USING EXPERIENTIAL PEDAGOGY

This chapter is based on the study of methods and strategies that are constantly required in the educational area for research and application of teaching and learning, in this case, the study of English from experiential pedagogy to explain the functioning and use of strategies. Its importance in the student's educational competences to excel in the work and social environment is revalued. Therefore, we will focus especially on cognitive strategies, blended learning and Bloom's taxonomy.

However, the deficiencies in the teaching of English will also be exposed, as studies have been found that speak of the weaknesses in teaching English. This chapter therefore focuses on the performance of the teacher as the basis of the teaching-learning process, as he or she is a key player in guiding the development of students' skills and competences, based on studies of motivation which involve the attention students pay to participating in activities.

Knowledge-oriented acquisition strategies, although complex to determine because they involve motivation as an essential factor, can be divided into elaboration, organisation and rehearsal strategies, as they are distinguished by prioritising different tools to make learning more durable and easier to remember. Therefore, they are related to self-regulatory skills to transfer information to memory (Hernández et al. 2006).

So, it is shown how each chapter has been complementing up to this point the information required to understand how to teach and take advantage of the resources provided by the environment in order to avoid a negative experience for the student. Thus, the proposed strategies are analysed in detail to facilitate the teacher's use of these strategies when teaching, and the needs that drive motivation and interest that affect the learning process are also explored in this process.

4.1. English language teaching and learning strategies and methods

In order to develop good teaching and learning, it must first be defined those methods and strategies, in technical research terms, do not mean the same thing. Because methodology is a general and collectively applied set of social techniques, while strategies refer to particular approaches in pursuit of success, i.e., they depend on the context. Therefore, in the education sector, teachers and students must prioritise learning strategies that help them to improve their training based on conventional methods that are known to guide them and supported by motivational methods that encourage students to learn.

It is important to highlight the importance of teachers being the base that drives and promotes the use of strategies in students, under the teaching received so that they learn to self-regulate their own knowledge and deve-

lop their cognitive abilities (Guerrero, 2019). Therefore, it is necessary to consolidate exploratory and collaborative teaching environments and strategies, in which there are curricular components that focus on research, discovery and problem-solving skills, enriching the students' experience (Velosa, 2021).

Therefore, the strategies are based on the methodologies that implemented experiential learning in the beginning from a general perspective, which helps us to have a knowledge base for the new needs, but these must be changed and renewed according to the needs of the learner, along with motivational methods. In addition, it is important that teachers involve their students in their learning process in order to awaken their motivation. Velosa (2021) states that an external factor in the training of teachers with respect to teaching strategies and practices that are implemented within this, arise from the need for training and the subject's own criteria; which can change the paradigm of education.

Furthermore, Valle et al. (1999) state that students are able to act with awareness to achieve their set goals through the teaching of learning strategies; considering the characteristics involved in the task, the requirements of the circumstances and their own personal limits assessing their resources; knowledge of study methods and techniques are taken into consideration. Once the strategies are polished, meaningful and constructivist learning can be said to have taken place, which demonstrates a good orientation in the mind of the learner.

In this way, practical and motivational strategies improve the achievement of communicative competences, the learner's cognitive structure and learning skills. Lara (1997) states that, in this way, students realise that knowledge is the product of research and interactions between the conceptual

structure and methodologies. For his part, Biggs proposes the General Model of the study process, known as 3P (López and Silva, 2009), whose learning model contemplates three types of variables:

- Antecedents. These are personal and contextual variables that form the prior frame of reference with which the learner approaches a learning task. It includes the characteristics of the learner and the learning context.

- Process. In this construct Biggs includes the variables that determine the way in which the learner performs the act of learning. He defines process as the approach to the task.

- Product, defined as a learning outcome and determined by the performance of a specific task.

As in the case of English, languages, being interdisciplinary and having different qualities when connected to other cultural or social phenomena, require specific strategies. Because of this, most of the students present a spatial-kinaesthetic-interpersonal learning profile, which is developed mainly by the use of the didactic sequence's experiential-pedagogical-playful method, which is adequate to enhance the communicative competence of learning in English and is one of the most used. Thus, implementing experiential development strategies, adopting active methods and strategies, facilitates student-centred learning with their environment. However, lessons should be conducted under an intentional content that maximises teaching time and motivation to participate in class, as the teacher faces a constant challenge in this aspect.

Because of this, it is pointed out that, although English is a language that is developing like Spanish, it is still difficult to teach and it is something that needs to be studied in depth because teachers do not always do their part in researching strategies that facilitate teaching and learning (Hernández, 2012). There are even studies that value English as a privileged language because it is not taught with the same commitment and predisposition in all social contexts, as the motivation that drives interest varies according to social or affective reasons. Rojas et al. (2013) in their study analysed information on the performance of teachers taking into account the following factors: student participation, teaching quality, class management and development, student questioning and feedback at the end of the class; and they reached a result of inefficiency because there were many weaknesses in the work of teachers.

Therefore, the approach required for the teaching of English, although it is similar to Spanish, should not be guided along the same lines because it uses experiential learning, since it is totally active, participatory and practical, it cannot receive only mechanised or memorised instructions (the passive method) as conventionally practised. Therefore, it is necessary to implement strategies designed on the basis of learning experiences.

As Espinar and Vigueras (2020) state, the origin of all judgements that are made by means of the sense and perception that make up the internal world of each individual, experiences are generated. This became a principle within the learning mechanism, after the context of the individual was observed, analysing the formative systems and processes of the learner. But it must be taken into account that each individual has his or her own way of interpreting the world and, therefore, of proceeding on the basis of his or her knowledge, which explains why not everyone responds in the same way when learning.

Marulanda (2022) they study of the way in which people assimilate learning, because although it can take place as a whole, people understand it individually and this leads to the implementation of different strategies for teaching foreign languages, as in the case of English. Some models are the translation and grammar method, direct method, audio-lingual method, natural method, among others. Thus, the work of the teachers, or guides, is highlighted as being responsible for the learning to be, on their part, successful by evaluating which method approaches the student to make the experience that connects with the knowledge work.

This is usually based on everyday life situations involving mainly face-to-face education, but also includes virtual education. Given that, in the wake of the pandemic, the use of virtual platforms for teaching and working has increased, which has generated a drastic change in strategies by facilitating access and availability from different parts of the world, which has motivated the interest of individuals to get involved. This is a recent innovative strategy. There are two types of strategies in general.

4.1.1. Cognitive strategies

Cognitive strategies emerged as a success in the 1970s, as students who used them performed better and were able to teach others. They start from direct experience, which comes from the most common events, such as everyday situations that we face in real life and associate. This causes us to give it a meaning to make sense, to self-reflect and to assess whether it generates a motivational drive. Madej (2013) states that within cognitive strategies we find repetition (imitation of a linguistic model), resourcing (use of materials referential to the topic), translation (the use of the native language as a basis), grouping (ordering or classification of educational material), note-taking (noting down main ideas), deduction (awareness of information), recombination (construction of two sentences), imagery,

auditory representation, keyword, contextualisation, elaboration (relating new information to information already memorised), transfer (use of prior linguistic knowledge to facilitate new information) and Inference (use of stored information to guess the meaning of new information).

Therefore, each professional who seeks to find a solution to a problem, starting from the particularities found in unique experiences, because it is a question of rethinking. But, within this didactic, it is proposed to engage in a debate to discuss and share ideas on the subject in question, which further enriches the knowledge already acquired by the individual.

For this reason, groups are encouraged to be formed during teaching. One example is the proposal by Arias (2012) that establishes a conversation circle as a didactic strategy, in which different ways of approaching a topic are experienced on the basis of basic principles that make the context a safe place to discuss. In such a way that communication is facilitated for people, even across cultures, as they are pushed to try to relate to each other in order to acquire the knowledge they want, in a more direct way. Therefore, it involves a period of reflective observation in cognitive and emotional terms on the student, facilitating the teacher to activate cognitive thinking through the reflection of the group work and the contribution of each of the participants.

Educators can then induce, through strategies, learners to transform their thinking and expand their knowledge in order to readjust new ideas that lead to discovery (Beard and Wilson, 2006). This means that we live in a continuous quest, both to learn and to teach, the question is to do so with due process and analysis, through practice as part of continuous learning. Without forgetting the previous steps such as motivation, as it is a fundamental part of this process.

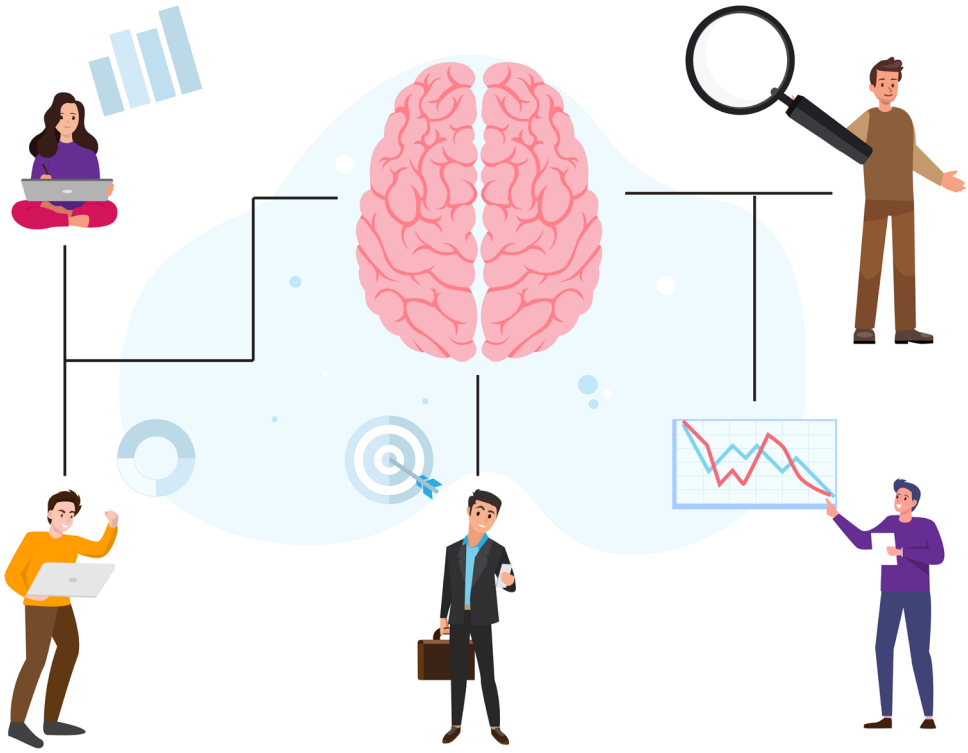
Furthermore, in addition to the above-mentioned information, Gutiérrez et al. (2021) consider strategies to be an established and technical series of mental processes used to plan, determine and evaluate learning activities. Considering them in this way as conscious processes at the moment of seeking knowledge to learn a subject. Strategies could even be considered as rules for research, since education in general is a subject that must be studied carefully in order to avoid complications in practice or the use of erroneous data, especially in higher education and language teaching.

Since, in the case of English, simpler strategies that do not complicate the learner's experience are required in order for the learner to be able to remember it. Cognitive strategies include, according to Gaskins and Elliot (1999):

- Strategies for sense-making and recall (processing information with the goal of making sense of it and memorising it).
- Strategies for knowledge production (problem solving and decision making).
- Composition (a series of steps).

This results in easy processing of information, in which learners can be monitored in the progress of their goals, along with their cognitive development and environment. Furthermore, Lopez (2018) that an important contribution in teaching English is social action to express ideas, thoughts and opinions. So, it arouses curiosity and interest, therefore, the structure of learning changes with society.

Figure 14. *Cognitive strategies*



In conclusion, the use of cognitive strategies helps to make learning English easier for the learner in the five skills described by the CEFR. Thanks to the wide variety of strategies that the Oxford researcher analyses, the learning unit (the object of research in this paper) can be worked on from all aspects of language learning. In addition, they invite the learner to share many ways of transforming and using the target language, which in any case is useful for adopting the most suitable strategies, depending on the learner's own factors or intentions.

4.1.2. Blended learning an innovative strategy

Learning strategies are intellectual, emotional and affective processes, which require cognitive skills. Therefore, in the teaching of languages such as English, the traditional pedagogical model that is taught in schools, the learner implements his or her own strategies which are characterised by actions. For, the learner seeks to contribute to the completion of his or her achievements through communicative competences, in a way that allows him or her to give self-direction to his or her learning; since, normally, these competences are problem-oriented and help the individual to develop. To this end, these foreign language learning strategies are classified into direct (memory, cognitive, compensatory) and indirect (metacognitive, affective, social) strategies (Oxford, 1990).

However, the skills must be seen in a harmonious way, both in structure and function, in order to understand the relationships between them and that the implementation of one of these strategies favours the functions of the others. In addition, the connection between these kinds of strategies makes positive learning possible for foreign language learners (Orrego and Díaz, 2010). Thus, the learner progresses autonomously and quickly with the help of different media.

Thanks to the progress of technology that has allowed us to learn foreign languages interactively and dynamically. Due to this, it can be assumed that a specific strategy that has been implemented through innovations, thanks to technological resources, is Blended Learning, which consists of blended learning, that is, it is a type of learning that is divided between virtual (remote) and face-to-face teaching. The aim is to be able to combine the best benefits of both modalities for education, since the aim is to achieve

more efficient learning (García, 2010). Incredibly, it has been found in Garcia's studies that the application of Blended Learning caused a significant increase in the development of language skills in the other language.

Figure 15. *Blended learning*



This is due to the benefits of the internet that facilitates and motivates virtual learning in a positive way by intercalating it with the face-to-face modality, since it would be seen as a balance in which they can experiment with two different environments to make the most of and enrich the experience while teaching the students. However, in this procedure, a challenge is created for the teacher because much of the responsibility, in the teaching process, falls on this educational authority. Therefore, he/she plays a decisive role in this new educational model. It requires creativity and mastery of technology, but also the commitment and collaboration of the student, which contributes to the personal development of both subjects.

Gomez and Figueroa (2019) the results of their studies on blended learning are positive, according to the experience of several academics, which helps to establish a solid basis for its practice, since its effectiveness, its evolution and its limitations are demonstrated, also on the basis of real experiments, verified with rigorous and methodological foundations. The fact that we can witness the whole process involved in blended learning and the results in favour of this method means that the different educational levels, and even business sectors, want to involve it in their training in order to differentiate themselves, taking on a new challenge that will provide participants with new skills.

But it should be borne in mind that within this strategy, dynamic tools oriented towards interaction and exchange of ideas should be used to motivate students and teachers. For example, they should have the use of lighted cameras for greater realism and engagement; others could be educational applications to play at the same time, even though they are distant, on a topic of study.

However, as the academics García-Ruiz et al. (2018) share with us, although the theories allow us to determine the importance of the use of blended learning, thanks to the experiences that were recorded as positive, giving way to this methodology to be considered in communities that previously could not have access to education, not only can these academic facilities be valued. But we must also highlight that a new academic responsibility is born in which each individual must be aware and responsible.

This factor of individual awareness is probably complicated for educators, but it must be understood that academic education does not have a fixed ceiling, but is constantly developing. Therefore, technology is not part of

a goal in education, it is only a means to help us in our education, to fulfil purposes. This can be considered innovative, both in the educational and employment sector, as both are related.

4.2. Taxonomy of language learning strategies

In 1948 Bloom's Taxonomy was created in order to classify the educational objectives (cognitive, affective and psychomotor) that would provide developed learning for a person or persons, so that these individuals have the capacity to optimise their abilities in all areas of the mind. So, there is a hierarchical structure from the simplest to the most complex; taking into account objectives, purpose and competences, as references. This is seen by the teachers through the different activities that the students perform and, with their support, guide them to reach the highest level of their ability.

In this way, for teachers, Bloom's Taxonomy is mainly used when writing and designing activities in a pedagogical sequence. Therefore, it is recommended that planning should take into account the levels and verbs of Bloom's taxonomy, and that through the activities designed, an attempt should be made to ensure that there is a gradual upward progression so that students advance in level slowly, prioritising reflection, until they reach the highest levels of self-realisation as learners. In addition, teachers must be punctual in the tasks they send their students (Guerrero, 2023).

Therefore, Bloom's taxonomy applies a structure based on cognitive and procedural processes, with the aim of processing information and learning it. This means that they are strategies that are responsible, in the educational field, for classifying and synthesising learning skills, so that students can obtain, construct and integrate new or pre-existing knowledge in order to learn. Thus, strategies are actions, techniques, purposes and habits to be followed by the learner.

Practically, the classification of learning strategy processes can be divided, according to Guerrero (2019), into three viable parts, which in turn are subdivided into different methods:

1. Rote learning: Aims to constantly review information and support this process in order for the learner to learn. It is divided into simple review and review support.

2. Meaningful learning: This is a strategy that is considered to be more elaborate and organised. Because it processes study methods that help the student to learn and order it according to the importance he/she gives it. It is divided into simple processing, complex processing, classification of information and hierarchisation and organisation of information.

3. Recall: Its purpose is to draw on memory, following direct cues that lead the learner to evoke what has been learned.

This is a general and brief way of ordering learning strategies. However, for language teaching, we will focus on meaningful learning. It is considered to be the best system for planning positive student outcomes and it also helps in the continuous training of the teacher. It is also supported by psychology, since, in information processing, as long as the learner is willing and committed to developing his or her abilities, striving to improve his or her learning, high performance can be achieved as well as positive results.

As Valle et al. (1999) argue, academic strategies favour only the academic goals pursued by students and influence their development, putting into practice more or less appropriate learning strategies, which is logical if one seeks to improve knowledge, skills and effort to improve the student's meaningful learning, enabling a deeper understanding of learning

the study material. Therefore, the following comparative table is proposed to understand the differences between traditional learning and experiential learning.

Table 1. Comparative table between traditional and experiential learning

Traditional learning	Experiential learning
It emerged in the XVII	It emerged in the XIX
The centre of education lies with the teacher	Its focus is on the learner
Knowledge and experience are purely theoretical	Its approach to knowledge and experience is based on practice and feedback
Only one generalised teaching method is applied	Teaching methods are based on students' attitudes and aptitudes
Hierarchical relationship between teacher and student	Trusting and direct relationship between teacher and student
Teaching methodology for a passive learner	Teaching methodology that seeks active learners
Does not make use of technologies	It relies on technological tools
The methods are authoritarian	The methods are dynamic and participatory
The teacher has an authoritarian, rigid and supervisory character	The teacher is flexible, creative and guiding
The classroom remains the only study space	Trying out teaching outside the classroom and testing different scenarios is encouraged
The only storehouse of information is books	Information is found in different media such as websites and applications for certain information
Information is absolute and unquestioned	Free thinking and different views of certain information are encouraged
Memorisation is the best method of learning new knowledge	Assimilation of information through practice is the best method

It is understood that improvement strategies and techniques are at the service of the individual's knowledge and capacity, together with commitment, so that the subjects react positively to possible situations (good or bad). Although the responsibility for employing the strategies lies mainly with the teacher to guide the teaching, by means of reflective and flexible guidelines that trace a path for the student to reach the knowledge.

Foreign language learning strategies are believed to be a set of steps, routines, plans that learners use with the intention of facilitating the acquisition, retrieval, storage and use of a foreign language. Foreign language learning strategies are considered to be divided, similar to Bloom's taxonomy, into cognitive, metacognitive and socio-affective strategies.

However, we must take into account all the tools and factors that we find nowadays, so that we rely on virtuality, since it is a known and accessible medium for a large part of society. Due to the fact that the population has mobile phones and internet to navigate and communicate, which contain applications that help to share more knowledge, in a didactic and entertaining way.

4.3. Poor performance in English language proficiency

As has already been presented, in teaching English, or any foreign language, an experiential learning methodology is required, as it is more enriching for the didactic and reflective benefits it brings. However, not all teachers are able, or willing, to engage in this practice and face the various challenges of teaching. For, various studies (qualitative and quantitative) have confirmed that there is a deficient performance in the use of English.

In the study by Díaz et al. (2016), poor results were obtained when assessing a group of people about their own knowledge and the teaching they provided, as they did not take into account motivational factors, goals and appropriate teaching strategies. Thus, it is concluded that teachers are still rooted in traditional mechanised and non-experimental methods that nurture English language learning. There is no culture of individual awareness that motivates teachers to look for more strategies and innovate with their environment to take advantage of different factors, leaving aside the multiple intelligences of the students.

On the other hand, a more worrying problem has been found. It happens that these people who have been prepared to teach English have problems with their own knowledge, as they have errors in grammar and oral skills, they make mistakes in various areas of English linguistics in practice. This is due to a number of factors that are a consequence of poor reception of information due to negligent teaching.

A descriptive study was carried out, in which the dissatisfaction of a group of teachers who wanted to learn English was analysed. Their dissatisfaction was due to receiving a purely theoretical teaching that was disconnected from practice in order to better develop their skills. It is considered essential for teachers to develop as reflective and critical professionals, with a range of skills and knowledge that enable them to transform situations through their practice. Therefore, conventional teacher training needs a modern change (Chacón, 2006).

Therefore, it is argued that teachers do not only require pedagogical theory and self-discipline to communicate in the classroom, but also the practice that creates relationships in a socio-political environment such as the school. Through personal interrelationships it is possible to promote communicative competences among teachers themselves in order to im-

prove their use of the English language so that they can successfully guide the process of teaching and learning English to their students. Since, they suffer the consequences of a bad practice.

Ortega and Auccahuallpa (2017) they postulate that poor teaching hampers language skills, especially listening comprehension, and the active participation of learners, whether in real-life situations or in their future intentions to communicate. The aim is therefore to ensure that these deficiencies do not prevent learners from interacting affectively and spontaneously with the target language, such as English. However, it is possible to take advantage of students' competences in some areas of English language teaching to strengthen the others, since, in some way, they stand out and can serve as a vehicle to reach the goal, developing in the other competences.

CHAPTER V

DEVELOPING COMPETENCES FOR ENGLISH LANGUAGE TEACHING: TEACHER'S PEDAGOGICAL EXPERIENCES IN THE CLASSROOM

The application of experiential learning methodology in the teaching of English, with all its implications and studies, has been innovative and beneficial today in the wake of the pandemic. Because in our context we share the advantages of technology that enables us to receive more didactic teaching and enhance student learning. For this reason, we mainly use a suitable educational environment and the complete disposition of the teacher, to provide an enriching experience that encourages the student's interest and curiosity to develop all their cognitive areas.

5.1. Experiential simulations

In experiential teaching-learning it is proposed that simulations are experiential tools, considered effective methods within immersive computer technology that think of students as active subjects in the development of

their knowledge, competences and professional attitudes through experience. This is because the ability to simulate real scenarios allows collaborators to be able to decide and evaluate the consequences that arise, giving them a significant meaning through interaction. Thus, there is a constant and objective repetition (feed back) of actions, solving conflicts that may arise in order to prevent unnecessary risks, according to researchers from various fields of study.

Mendoza (2015) analyses that this tool is an educational support for teachers, because it allows them to make decisions for the benefit of the students. This changes the perception of teachers with the use of this digital resource in the development of classes and the impact on its application and practices in the classroom. But it must be borne in mind that these simulations must be in accordance with the student's profile, so the methodology must be adapted according to the teaching that is to be applied, whether at a distance or face-to-face. Although these simulations are more commonly used in the virtual environment.

Figure 16. *Experiential simulation for learning english in the work context*

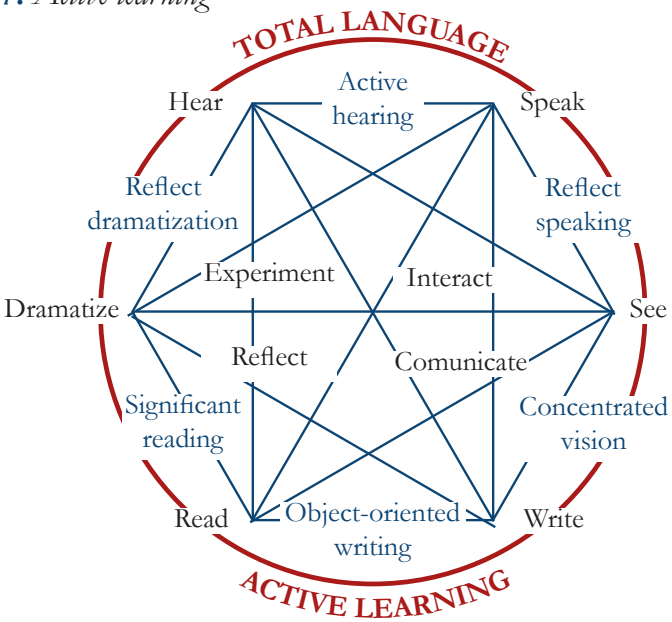


In the business sector, the use of the simulation provoked students' desire to learn business management notions and skills by putting their knowledge of the subject into practice. (Gutiérrez et al., 2011). In this way it facilitates students' learning because, according to Gómez (2017), it helps them to simulate complicated situations in order to improve decision-making processes. It helps them to act in a more insightful way and reduces time and training costs.

5.2. Active learning

Among the methods suitable for teaching is active learning, which is based on the experimentation and interaction of a group of people with their environment. Schwartz and Pollishuke (1995) assume that this method mainly nurtures linguistic and meaningful experiences. Because learners are participatory and activate their sensory senses to assimilate information, it aids reflection and promotes understanding.

Figure 17. *Active learning*



Therefore, this method is more easily adapted to the teaching of English linguistics because it prioritises language in conjunction with the dynamics of the environment as feedback of information through the interactions that put it into practice. This can be seen in Schwartz and Pollishuke's graph (Figure 17).

The teaching method aims to encourage learners to engage in discussions, brainstorming or simply share opinions, suggestions, etc. in order to deal with concrete circumstances under their own knowledge. So, according to Günter (2008) there is the common goal that active, developed and self-regulated learning involves both learners and teachers with the same difficulties pointing out preconditions that beginners should bring in the required situation. This means that if a teacher prepares a scenario in which active learning is applied and the learner does not have the required skills, the methodology will fail. Therefore, it should be taken into account that students who are used to receiving the prepared information should be guided individually in the activities until they reflect on their progress and difficulties. This method can be considered as collaborative work.

Active learning is proposed as a path that directs the student to collaborate with the people around them so that, through a team effort, a goal can be achieved or a problem can be solved. This joint work involves the competences and active participation of individuals with their skills (Aristizabal-Almanza et al., 2018). This maximises the teaching and learning strategy of all participating members, enriching the interaction through the activity that is carried out.

This method therefore proposes a different didactic approach to traditional teaching, when the teacher only dictated the classes and the student listened and took notes; it is thought to be a rusty method for today. On the other hand, active learning is considered more motivating even thou-

gh it faces different levels of difficulty, as it prioritises interaction (Zepeda-Hernández, 2016). This helps teachers and students find common ground to enjoy teaching and learning.

5.3. Creative games

Games are playful tools that have been an important part of our psychomotor development from infancy to adulthood, because they support didactic teaching and, in turn, make learning more articulate; giving them security and motivation. The stimulation that games create and boost creativity helps students' development. Although it can be considered as a traditional technique for its pedagogical value throughout history, it has evolved according to the educational needs for acquiring knowledge. Games are not only activities of distraction.

Figure 18. *Creative games for learning english*



Furthermore, Bonza and Gómez (2016) argue that creative games have a specific didactic objective, so that, in a way, the use of games is essential for teaching foreign languages because they optimise learning according to psychologists and educational psychologists. So, the fact that games are related to teaching methods in many cultures and societies, as if it were something innate, makes us see creative play as the basis on which it is proposed to carry out various tasks of any kind, because all activities are important for cognitive and affective development, benefiting social development from basic education.

In addition, there is information that supports the method of creative games for learning a second language. According to Castrillon (2017), teachers enjoy this tool in a playful learning space and constant motivation for students to adapt to their environment and improve professionally. In addition, it allows them to internalise English concepts in a more realistic way. So, it improves the study environment because we find that there is a rapprochement between teachers and students when they understand each other, we find a positive environment that helps to optimise teaching.

5.4. Use of emerging technologies

Since around the 1970s, society has been subjected to digital technology, which, through evolution, has also been acquiring an important role in learning, especially at the higher education level, focusing on improving human thinking and developing the educational process. Thus, nowadays, emerging technologies are tools that are characterised by constant progress and are characterised by their versatility. This has turned them into an educational trend due to their use as opposed to traditional teaching methods.

Lengua et al., (2020) researched and analysed that self-regulated students are more successful in learning and interacting with technology, transferring their own knowledge into human-computer interaction. In the same way that is presented in collaborative work, curiosity, interest in reading and creativity through practical activities, project development, among others. Emerging technologies offer a great opportunity to improve teaching, so that it can provide a suitable response to the interests of society and today's citizens.

For their part, Moreno et al. (2018) propose taking advantage of the surprising mechanisms offered by technology, seeing them as possibilities for instructing the next generation of professionals, which is why a didactic reformulation is necessary. This means that emerging technology has educational potential because it helps to generate more diverse experiences than can be found in reality and enriches the development of knowledge and skills.

But this does not mean that they are entirely new. Emerging technologies in education can be new developments of already known technologies or known applications in other areas, so they can be said to be the evolution of a base-idea. So, they can be characterised by various possibilities and the impact they can have in the short, medium and long term on processes (Adell and Castañeda, 2012). However, it is wrong to assume high expectations without having tested their impact and effects in context. Although recent studies have shown great effectiveness in its use, because of the practice that generates feedback.

Raposo-Rivas and Martinez-Figueira (2019) highlight that there has been greater productivity over the years since technology has been used as a resource because the constant evolution of platforms facilitates new media, leaving behind the audiovisual or forums, since, currently, e-learning pla-

tforms (computer application available to facilitate the development and website designed for online learning) are used more frequently for academic assessments. Thus, emerging technologies help to develop the professional quality of students by guiding, facilitating and supporting them with the practices or knowledge that they require according to their needs.

5.4.1. Storytelling

Throughout the ages, storytelling has conventionally been found as a tradition to transmit knowledge, considering them as structures that organise the information that gives meaning to our lives. It is also found that good storytelling creates interest in knowing something, according to psychology, which gives it value in the educational field for its use. It improves the ability to memorise concepts or definitions when studying, as it improves the flow of information in students.

Storytelling has been found to be beneficial as a familiar and accessible way of sharing information, facilitating student learning, and stories can even be told from experiences, providing feedback (Green, 2004). In addition, storytelling can be integrated with technology through interactive applications or teaching websites, depending on the area of learning. Also, Larrondo and Fernández (2016) agree that the multimedia (sounds, videos and images) that we find as a complement to digital storytelling can serve as a support for language, helping to improve the association of information. Digital storytelling is therefore more didactic and lends itself to different media, such as newspapers and magazines. Because they are accessible from different devices (mobile phones, tablets, laptops, etc.) they facilitate information access and permanence. In turn, this allows students to find a wealth of information to help them improve their learning, as long as they know how to narrow down what they need.

Figure 19. *Storytelling*



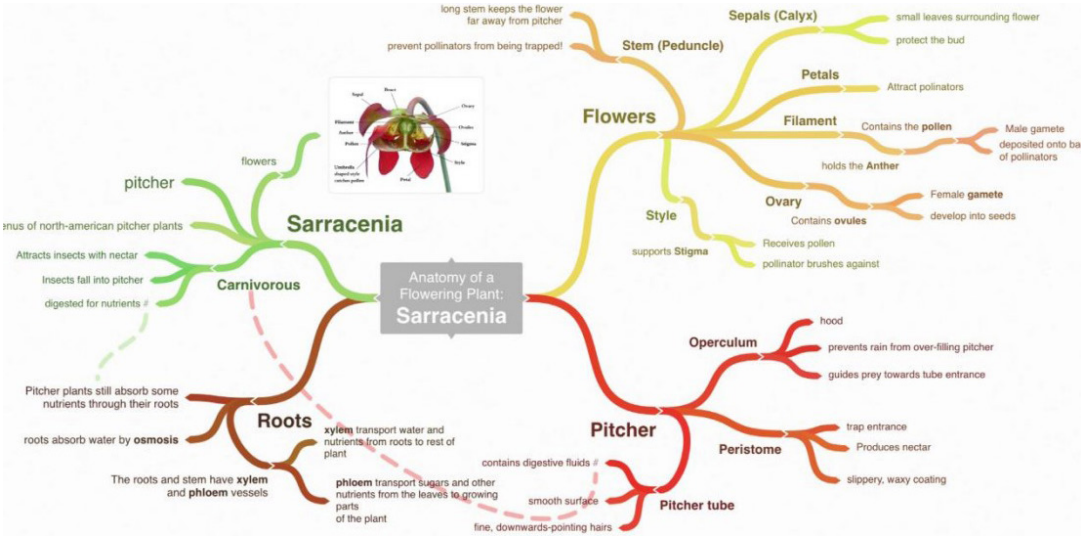
5.4.2. Mind maps (Coggle, Kanban)

In the education sector, there has always been a need to find practical and simple study methods to manage the storage and classification of information. For this reason, mind maps or organisational schemes help students to have a better study and learning habit, especially in group work that requires the active participation of all members to discuss or share ideas. Onofre (2020) mentions that collaboration is important for the planning of a methodology, because they help the teacher to measure the knowledge of their students.

Nowadays, thanks to the virtual world, applications such as Coggle and Kanban can be used to organise and manage the tasks that are taught in class, which helps to guide students in their studies. But it also helps teachers who want to make their classes more didactic to obtain a better performance, because they present more relevant data; these tools are usable for any social area.

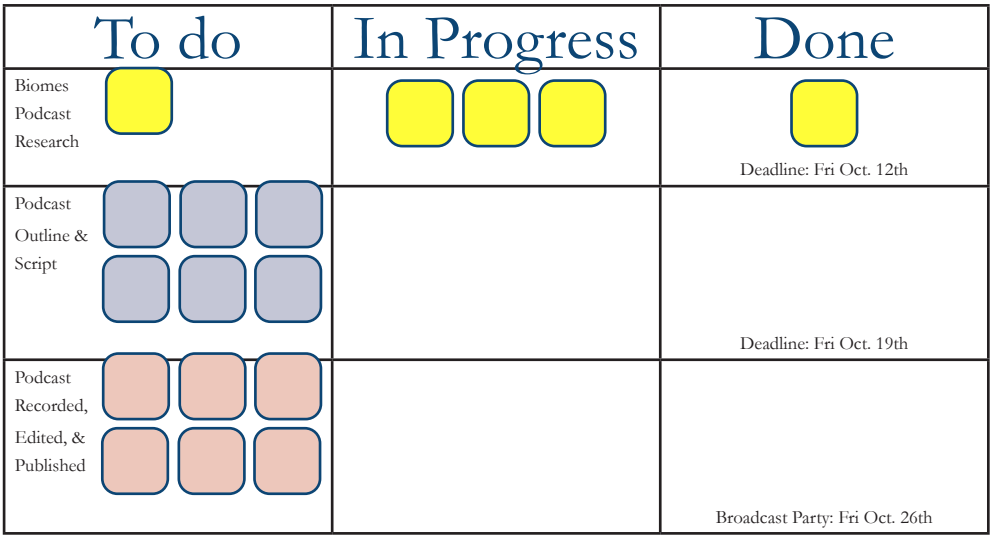
The Coggle application is the software most associated with the conventional mind maps we know, only in a digital format that makes it easier to use. Because it helps students in their understanding and allows them to have a meaningful learning. At the same time, Alvarez proposes (2018) that this tool helps to share the synthesised information with the rest of the people. This helps ideas to be understood more quickly, which makes the task didactic and interactive. Education has become an interactive communication experience. Therefore, teachers must not only educate, but also communicate and capture the attention of their students

Figure 20. *Mind map from Coogle*



Note. Taken from Coogle (2022)

Figure 21. *Kanban board*



Note. Adapted from Avantideas (2022)

5.4.3. Podcasts

Currently, podcasts (audio or video programmes that deal with a specific topic) have gained relevance in digital media, as they can be found on different internet and streaming platforms. It works as an archive of information that can be listened to at any time, regardless of space, providing flexibility to access information and learn. Therefore, it is considered very useful as a tool for teaching-learning processes. According to Trujillo (2011) the use of podcasts consequently promoted innovation. However, podcasts were not integrated into the learning processes in a decisive way, they are a part that reinforces learning in a passive way.

However, a number of benefits have been found to enhance education, such as the continuation and reinforcement of lessons, creating a link with machines and strengthening navigational interaction. In addition, Solano and Sanchez (2010) propose that, in the educational sector, podcasts allow

audio content to be easily propagated over the internet and can be done by a teacher, student or institution; the recorded information can be repeated at any time and free content (critiques, reflections, news, etc.) can be developed. It reinforces the idea that they function as information archives that can be used in different scenarios and function as book readings, lecture recordings, interview programmes, among others.

Figure 22. *Podcasts*



This timeless storage capacity can be used especially in virtual education situations such as blended learning. Laaser et al. (2010) consider the use of podcasting to be appropriate for this method which shares its importance in both face-to-face and virtual, or blended learning, as students can take advantage of the use of emerging technologies to explore beyond what

is provided by the teacher. As a result, it is understood that students can use the information only in practice, but manage a development of their self-regulation by being able to take on more knowledge by themselves.

5.4.4. Virtual and augmented reality (kahoot, toontastic, powtoon, padlet)

Because we live in an environment surrounded by different types of technologies and advances, the terms virtual reality and augmented reality are often confused, both have their different concepts. Virtual reality is a totally different dimension of the reality that users witness when they are protagonists and immerse themselves in it, it is an illusion; while augmented reality adds graphics or images that go in accordance with the real environment of the subject. It can be said that, in virtual reality, the user has total control, and in augmented reality, the user shares both spaces.

In terms of education, Prendes (2015) considers that they are an alternative option for reinforcing teaching and learning, but we should not depend on them because their use varies according to the objectives. However, he views technologies positively because they do not imply limitations on time and space in learning environments. So, it helps to have continuity outside the classroom, which is viable for further learning. The best thing is that it is done in a didactic way and interest is maintained.

Although Piscitelli (2017) conducted a study to evaluate the integration of virtual and augmented reality in society, especially for public use, it has not been able to expand due to various factors such as language. However, in educational systems there is a great proliferation to contribute to education and that everyone can have access. Some applications that function as tools and help in teaching-learning, for language study are kahoot!, toontastic, powtoon, padlet.

Figure 23. *Virtual reality*



Kahoot!

It is a free online platform that functions as a useful tool for teachers and students who want to learn or review study topics through an entertaining quiz, using tests or questionnaires. This educational web service, or application, functions as a game that rewards correct answers. In addition, Martínez (2017) perceives that this platform brings enthusiasm and encourages the level of student participation because it allows them to easily remember and retain information, among other successes. It is convenient for both the student and the teacher because it involves motivation and self-regulation, encouraging competitive goals.

On the other hand, Pastor (2019) in his study stated that the classroom environment improved with the use of Kahoot! by increasing participatory interest and attention, as a whole, the teacher-student relationship was further strengthened. It can be considered part of innovative review strategies for study, including in English language teaching, because it makes it easy to assimilate information in a positive and interactive environment that stimulates learning.

Figure 24. *English challenge in Kahoot*



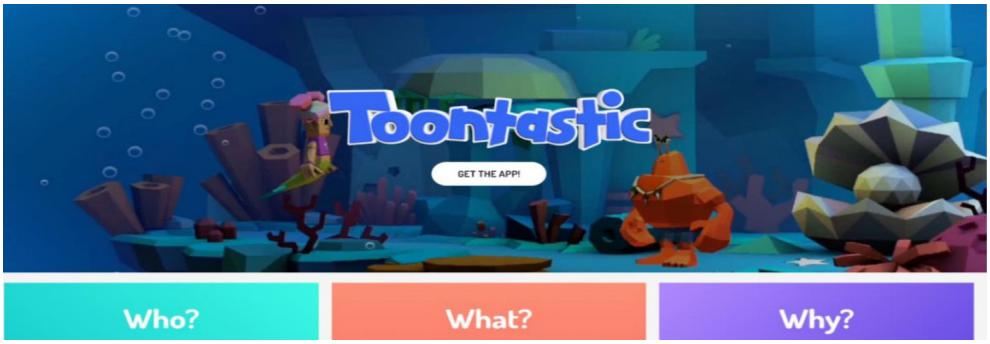
Note. Taken from Vlalatam (2021).

Toontastic

It is a mobile application that allows you to make drawings and create animated characters in three dimensions, giving them a voice and making short videos. It is related to storytelling, which creates animated stories using previously configured scenarios and characters, as well as being able to design and build them with your own models. Now, the stories can incorporate music or voice to enrich the work, thanks to Toontastic. So, it not only develops creativity, but also the imagination to create stories.

Gómez-García et al. (2022) supports the idea that Toontastic is an application that allows you to exploit your own creativity to tell your own stories in a dynamic way according to the author to continue with the story you make, as if it were feedback in which you create something with what you have learned. The design of interactive videos has taken up space in the field of teaching, as we see in Listening activities when teaching English.

Figure 25. *Toontastic*



Note. Taken from Toontastic (2023),

PowToon

It is an animation platform that allows the creation of interesting exhibitions that catch the attention of viewers and entertain them. This online computer programme has the function of interpreting what the user enters in its interface, similar to Toontastic, reproducing itself as a kind of cartoon, a talking doll showing clouds of dialogue that the user has written. It is widely used in the school sector when they want to communicate an idea in a didactic way to a certain selected audience.

However, according to the study by Espinoza-Pérez et al. (2020), it has been concluded that teachers who use this method are young women who are more familiar with didactic applications. This shows a lack of metho-

dological implementation among teachers. It is necessary to take advantage of the tools that technology offers us to make learning a positive experience, as we have been stressing its importance.

Padlet

It is a digital platform that offers the possibility of creating collaborative murals. In the school field, it works as a virtual collaborative whiteboard where teacher and students can work at the same time, within the same environment. Furthermore, Viñas et al. (2018) propose the padlet teaching tool as the most important in the field of collaboration, editing and presentation of exhibition works. Because it allows the incorporation of videos, images and text files. Therefore, its didactic level stands out, as it helps to synthesise the materials required to explain a subject to students. It can be used both to propose activities in the classroom and in any virtual environment.

Padlet is a simpler and more intuitive application to handle, it is like an extensive whiteboard of open interaction, in which both the teacher and the student can connect. It favours collaborative and participatory work. The researchers Méndez and Concheiro (2018) argue that, after research carried out, Padlet allows real and asynchronous collaboration between people who fulfil the role of educators and students, which renews socio-educational dynamics. Then, according to the characteristics they provide, they expose facilities for teaching and encourage deeper learning.

5.5. Teaching experience of the authors

This section summarises the experiences and conceptions of the teachers in this work, as a first-hand example of experiential learning, since there is feedback that not only benefits the student, but also enriches the teacher. Experiences are the sum of experiences in different scenarios called classrooms, it is the way of learning of a teacher who with the help of their students make their practices become successful from learning from mistakes.

Understanding practices as teachers sometimes leads to breaking with traditional paradigms, but it also leads to thinking that we are in a continuous reflective learning as Paul and Elder (2005) write, rethinking what we have learned makes sense in our lives and, as a result, makes us understand the world and take advantage of what it offers us, as well as becoming useful learning at different times in our lives.

Our own successes and failures help us to see the path to continue learning or to reflect on our practices in the classroom, with the diversity of places and students that have passed through my hands throughout my professional life. As a result, I am the protagonist of my own story and only with the help of my experience can I conclude what I need to change to be a better teacher in times of global, technological, social and environmental change. It is a combination of skills that make me a teacher of a new century, weighing adversities, situations and problems that help me to rethink how I should act in front of a classroom today.

It is a reality that technological advances play a leading role in this medium, as Russell Lowell (1819-1891) put it, a thorn of experience is worth a forest of warnings. I have been able to learn from technological advances, online platforms, social networks, artificial intelligence and, without any doubt, use them to make my students fall in love with them through real experiential practices, where work situations allow them to learn from mistakes and know that they can keep trying, where there is no room to make fun of each other, but where we are all a team. There will always be the option of taking advantage of the tools offered by technology to improve the teaching-learning process. With this I have learned and I transmit to my students that failure is and will be an essential part of our lives, and to be able to overcome and turn it into strength is a real learning challenge: to be brave, wise, humble in recognising that we must strengthen in order to move forward.

My experience as a teacher started 19 years ago as a preschool teacher, this beginning was hard because I did not imagine that these little ones would take so much energy. Each activity was short, as a result of this wonderful experience was to work with love, patience, but with a lot of dedication, the slightest carelessness would lead me to find small damages in the classroom. I developed this work for two years, then I started in primary school with a big change full of demands, challenges, but above all trying to teach reading and writing

in English, a hard process because the consolidation of these groups was beginning and here, I understood that only orality is consolidated, writing comes later.

I went from primary school to high school, another great challenge, where the adventures were more and more demanding and pedagogy played an important role. Many of the students I had at that time did not like English, did not understand it, and as a result were denied the opportunity to learn. It was here that as a teacher I thought about what I could do to help these children. It occurred to me that, with the help of play, concrete, experiential and real activities, they could make learning enjoyable. I managed with great effort to motivate them and little by little to bring them closer to being able to express their emotions in English, to write short but concrete sentences of the language. So, this was the first time I saw that they were motivated, this was a very important experience for me.

Time went by and I reached 11th grade. This was the biggest challenge of my career because they were no longer children, they were young people with more concrete thoughts, with more complex needs. Therefore, it was necessary to ask again the question: what can I do? At that time there was not much developed technology, simple activities on a platform that at the time became repetitive and it was when I read something about active pedagogy where from their own interests, they

developed what they wanted to learn and, for that, I took them to explore around them, learning by centres of interest emerged, what each group developed was investigative skills with the excuse of English. I was very happy because they started to work and show small but significant progress and with that, they got to love English.

This stage of my life was important because with it I entered higher education, more concrete challenges, it was a professional training environment with the experience at school. I understood that experiences are essential in any learning process, which is why since I entered higher education, research and pedagogy through experiences became a fundamental part of my professional life.

As a result of my different classroom experiences, the need to investigate how to help our young people learn a second language was born, so today I am in a research group where we work to help and improve the practices, learning and experiences of the language in a natural way from the experiences that every human being experiences.

Jacquelin Velosa López

In my experience, teaching is not only a profession that requires knowledge but also dedication and passion. It has always been my goal as a teacher to share knowledge and help students reach their full potential, along with the importance of learning a second language. In the following lines I reflect on my pedagogical practices during my teaching career, recalling what I have done as a teacher and, most importantly, how I have developed my teaching.

As a native Spanish speaker, I started teaching Spanish to teenagers in 2007, and since then I have been teaching English for over 15 years, from primary to university level.

Teaching spanish to teenagers:

To keep my students engaged and motivated, I had to carefully prepare my lessons and activities. My aim was not only to teach grammar and vocabulary, but also to use interactive activities such as games and dramatizations to teach literature and the meaning of books. My first experience as a teacher led me to use all kinds of resources in my classes. To make the classes more enjoyable and relevant to the students, I used audio-visual material, books, magazines and texts requested by the institution. My goal was to make learning Spanish enjoyable and accessible to all students, regardless of their abilities.

Teaching english in a school:

I spent two years teaching Spanish before I started teaching English in a public school. It was my first-time teaching English and, to be completely honest, I assumed it would be similar to teaching Spanish. I was in charge of educating elementary and middle school students because I was in charge of grades four through nine. I was destined to adjust my classes for various age groups and ability levels, among other additional difficulties. I insisted on using interactive exercises to encourage my students to use the language in class. They participated in role-plays that I directed and worked with them, giving them the opportunity to express themselves artistically through acting and singing, as well as practising their English. The use of project-based learning, where students collaborated on real-life projects, was another thing I introduced. This method improved the students' ability to communicate, think critically and solve problems.

Teaching english in a university:

After five years of teaching and studying as a teacher in schools for children and young people, I started teaching English at the Santo Tomás University in Bogotá in 2013, where I have been for the last 10 years. During this time I have had the honour of sharing my knowledge and passion for the English language with my students as an English teacher in a private university in Colombia. Throughout this

time, I have developed and refined my teaching practices to ensure that my students receive the best possible education and are equipped with the necessary skills to excel in their future careers.

Creating a good and inclusive learning environment is one of the most important parts of my teaching methods. I believe that students learn best when they feel safe and supported in the classroom, so I have strived to create a warm and friendly environment. This involves getting to know each of my students individually and adjusting my teaching style to their specific needs and interests. I also encourage cooperation and active engagement, which promotes a sense of community and a love of learning.

Another essential aspect of my approach is the use of technology to improve learning outcomes. In today's digital world, technology is essential in education and I have used a variety of digital tools and resources in my teaching. For example, I use the online platforms Kahoot and Quizlet to create interactive quizzes and activities that engage students and help them understand information more efficiently. To expose students to realistic language use and real-world situations, I also use multimedia materials such as films, podcasts and news articles.

Over the last ten years, one of the most significant changes I have made in my pedagogy has been an adjustment towards a more communicative and task-based approach. Traditional grammar-centred teaching approaches dominated the English classroom in the past, but research has revealed that they are not always helpful in developing students' communicative competence. As a result, I shifted my emphasis to more learner-centred communicative exercises that mimic real-world scenarios. This includes activities such as role-plays, debates and collaborative projects that require students to use English effectively.

Finally, I believe that assessment is a necessary component of effective pedagogy. Assessment provides feedback to both students and teachers and helps identify areas for growth. I use a variety of assessments.

José Andrés Toro González

Being a teacher-researcher in the area of English as a foreign language means having a strong commitment to the development of new strategies and methodologies to improve students' language skills. I understand that learning a foreign language goes beyond the mere acquisition of grammatical rules and vocabulary. It is about creating an immersive and dynamic environment that encourages students to use the language in real-life situations.

Specially, in our contemporary world, where empowering students in the digital age requires teachers to be digitally literate, as a passionate geek educator, I have embraced the use of digital tools and resources to enhance the learning experience. Artificial intelligence (AI) has become an essential component in language teaching. Using AI-powered applications such as chatbots, voice recognition and translation tools, I have been able to create interactive and personalised activities that are tailored to individual needs and preferences, while introducing an experiential approach to all my sessions. These tools also help students develop their digital literacy skills, which are essential in today's job market.

Learning through challenges has been an effective strategy that I have incorporated into my teaching practice. I believe that when students are challenged, they are more motivated and engaged. The use of gamification has been a great ally in this regard. By turning language learning into a game, students

are more likely to actively participate and collaborate with their peers. I have used game-based learning platforms such as Roblox, Minecraft, Quizalize and Google AI, among many others, to create fun, interactive activities that stimulate students' critical thinking, creativity and problem-solving skills.

In my experience, the use of experiential pedagogy, digital tools and game-based learning has proven to be effective in improving students' language skills. These approaches foster a student-centred learning environment that values students' diversity, interests and experiences. As a teacher-researcher, I am constantly looking for new ways to innovate and improve my practice. I research the impact of digital tools and gamification on language learning, and share my findings with colleagues through conferences, publications and workshops.

I would like to elaborate on the importance of the role of the four phases in the experiential approach to language learning, which are key factors in motivating learners to learn a foreign language. In the experiential phase, learners are exposed to real-life situations that require them to use the language in a meaningful way. This could be through role-plays, simulations or excursions. By immersing themselves in these experiences, students develop a deeper understanding and appreciation of the language and culture. In the reflection phase, students are encouraged to think critically about their experiences and identify what they have learned. This allows

them to connect their experiences to their own personal and academic goals. In the conceptualisation phase, students are introduced to new concepts and theories related to language learning. This helps them to understand the underlying principles of language and to apply them in different contexts. And finally, in the experimentation phase, students have the opportunity to practice and apply what they have learned in real-life situations. This helps to reinforce their learning and develop their confidence in using the language.

I have found that using experiential pedagogy has a positive impact on my more than 300 students at the Santo Tomás University Seccional Villavicencio in Colombia. By creating a student-centred learning environment that values diversity and interests, I have seen increased motivation, engagement and participation in my classes. My students have also reported improved language skills and a greater appreciation of English language and culture. However, there are challenges in implementing experiential pedagogy in the digital age. One of the most important challenges is the digital divide, which refers to the unequal distribution of access to technology and the Internet. This divide is particularly evident in developing countries such as Colombia, where many students do not have access to a reliable internet connection and the latest digital tools and resources.

To meet this challenge, I have integrated several ICT tools into my teaching practice. For example, I use online platforms such as Google Classroom and Moodle to deliver my lessons and share resources with my students. I also use social networking and instant messaging applications such as Slack or Flip to communicate with my students and provide feedback on their work. By using these tools, I am able to reach a wider audience and provide equal access to learning opportunities. We must recognise that by harnessing the power of artificial intelligence, we can provide personalised learning experiences that are tailored to the individual needs and interests of our students.

This can help promote greater engagement, motivation and achievement in the learning process. When combined with the 4 phases of experiential pedagogy, students can develop a deeper understanding and appreciation of the English language, and their learning experience goes beyond the classroom.

In this way, we can provide meaningful experiences, empowering students to succeed in a globalised world. In the end, it is our responsibility to embrace new technologies and methods and to continue to innovate and improve our teaching practice for the benefit of our students.

Claudia Bibiana Ruiz

CHAPTER VI

PRACTICES FROM EXPERIENTIAL PEDAGOGY TO MOTIVATE STUDENTS WHO ARE BEHIND IN THEIR LEARNING IN THE SUBJECT OF ENGLISH AT SANTO TOMAS UNIVERSITY

6.1. Context

Experiential pedagogy plays a key role in the educational process by providing students with the opportunity to learn through practical and meaningful experiences. There are several reasons why experiential pedagogy is important and is currently playing a key role in the learning process, even more so with the rise of technology. Among these reasons is the connection to the real world because it allows students to relate concepts and knowledge acquired in the classroom to real-world situations. By participating in practical activities, students can see how theoretical concepts are applied in everyday life, which helps them to better understand their relevance and usefulness. On the other hand, active participation in practical and meaningful experiences increases students' intrinsic motivation, because by being directly involved in the learning process, students feel more engaged and connected to the content, which increases their interest and desire to learn.

Experiential pedagogy also fosters the development of practical skills that are relevant in the world of work. Through hands-on activities, students acquire skills such as problem solving, teamwork, effective communication, critical thinking and decision making, which are essential to their future success. In addition, students build meaning and connection to concepts and knowledge. Practical experience allows them to see the relevance and applicability of what they are learning, which facilitates a deeper and more lasting understanding. Importantly, it also promotes the development of social-emotional competencies, such as empathy, collaboration, leadership and resilience. By interacting with others, facing challenges and reflecting on their experiences, students develop social and emotional skills that are fundamental to their personal and professional growth. In other words, experiential pedagogy prepares students to face real-world situations and challenges. It provides them with the opportunity to practice and apply skills in a controlled environment, allowing them to gain confidence and competence in dealing with real situations outside the classroom.

For their part, universities have a key role to play as they contribute to the production, transmission and use of new knowledge in a unique way: research and the exploitation of its results, thanks to the exploitation of technological advantages, education and training, and regional and local development (Gutiérrez, et al., 2011). In this context, experience-based instructional methods or experiential methods have the potential to overcome many of the limitations of the traditional paradigm. They contain different and more complex approaches to learning processes and outcomes; they allow for interactivity; they promote collaboration and mutual learning; they allow for addressing both cognitive and affective aspects of learning; and, most importantly, they foster active learning.

Some key strategies of experiential pedagogy in your educational environment are project-based learning (knowledge and skills are gained through research, design and implementation of projects), simulations and role-playing (allows you to experience different perspectives and develop problem-solving and decision-making skills), field visits and excursions (provide a direct and enriching experience where students can observe, interact and learn first-hand), service learning (through community engagement, students can apply their skills and knowledge to address real social problems) and reflection and metacognition (through community engagement, students can apply their skills and knowledge to address real social problems), where students can observe, interact and learn first-hand), service learning (through community engagement, students can apply their skills and knowledge to address real social problems) and reflection and metacognition (helps develop metacognitive skills, strengthening their ability to learn autonomously and consciously).

However, in education, as in any other activity, a tool alone is not enough to achieve the proposed objectives, especially if the aim is to develop skills and competences. It has to be accompanied by a proposal based on an appropriate teaching methodology that directs its use towards the proposed objectives. In this sense, it is relevant, and it is the reason for the research in this chapter, to carry out and apply a proposal based on experiential pedagogy to motivate student learning of English, specifically at level B1 at the Santo Tomás University of Colombia during the year 2023.

The researchers conducted experimental research using experiential pedagogy, drawing on both their own designed activities and those offered by the Centro Cultura Colombo Americano, which offers non-profit English language programmes, events, exhibitions and cultural activities that promote English language learning. Among the events offered by the Colom-

bo Americano are the film series, which initially consisted of the screening of a few films a year, but since the year 2000 there have been ten to eleven film series a year, each with three films a month, all of high quality and all of which have made history in the seventh art. The Lincoln Gallery has also been available to students as a cultural space for art exhibitions for 25 years, hosting poets, musicians, dance groups, plays, lectures, workshops, literary gatherings, gardening exhibitions, ecology, all focused on promoting culture and learning English. All this constituted a free facility for both teachers and students as a tool to practice and evidence experiential English pedagogy during the research.

6.2. Objectives

Due to the above, the following objectives were developed in this research:

6.2.1. General objective

To design a proposal based on experiential pedagogy to motivate student learning of English B1 at the Santo Tomás University.

6.2.2. Specific objectives

- To diagnose the level of English proficiency of two groups of level 5 students at the Santo Tomás University, according to the standards of the MCRE and their opinion by means of a questionnaire.

- Classify the professional, productive and cultural competences at B1 level of English from an experiential pedagogy point of view.

6.3. Variables

The research variables were experiential pedagogy (independent variable) and student English language learning.

Experiential pedagogy

Conceptual definition:

According to Smith (2001), cited by Romero (2010), this type of learning involves the individual in direct interaction with what is being studied, rather than mere "contemplation" or intellectual description. Experience is not enough to ensure learning, but the learner is intimately linked to a process of personal reflection, in which meaning is constructed from lived experience.

Operational definition:

The operational definition of the variable is made according to the theory put forward by Kolb, who proposes that for effective learning to take place, four stages must be fulfilled (Gómez, 2011), building what is called the Kolb Cycle or Learning Cycle as explained in the second chapter. The stages are as follows:

- Concrete experience: information is captured (perceived) by feeling, in other words, through the senses, from contact with concrete, tangible aspects of experiences.
- Reflective observation: you process your experience by observing; you make sense by observing your experience and reflecting on the connection between what you do and the results of your actions.

- Abstract conceptualisation: in this phase new information is obtained (perceived) thought; through thinking new concepts, ideas and theories are obtained that guide action.

- Active experimentation: at this stage, new information is understood (processed) by doing, engaging in new experiences and actively experimenting to understand.

Student english language learning

Conceptual definition:

According to Piaget, cited in Fernandez (2017), and his constructivist perspective, learning is the gradual result of the learner's active involvement in the construction of new meanings and that this construction occurs when learning is meaningful, responds to one's own motivation and is based on knowledge and experience. This happens in the same way in the appropriation of a language: activated by motivation, learning and communication strategies are set in motion which mobilise the personal baggage of knowledge and experience on which new knowledge is gradually built: knowing, doing and being.

Operational definition:

The operational definition of the variable is made according to the instrument developed and applied by the authors, in which three dimensions are condensed: 1) Command of pronouns, adverbs, adjectives, nouns and articles; 2) Command of verb tenses in context; and 3) Use of vocabulary in context.

Table 2. Operational matrix of variables

Variable	Dimensions	Indicators
Experiential pedagogy	Concrete experience	Contact with own activities Contact with tangible aspects of the experience
	Reflective observation	Observation of experience Reflection on what has been observed
	Abstract conceptualisation	Acquisition of new concepts, learning, ideas and others related to the action
	Active experiential	Understanding new information Engaging new experiences Active experiential
Student learning of the English language	Proficiency with pronouns, adverbs, adjectives, nouns and articles	*a/an* *at/in/on* *a/some/the* *Although/but/however* *Already/still/yet/ever* *Nobody/anybody/everybody* *Enough/longer/else* *Up/down/out/by/away/around* *With/to* *It/you/there*
	Mastering verb tenses in context	Mastery of the present and simple past tense Mastering present and past in gerund form Mastery of the present and past perfect Future-proofing
	Use of vocabulary in context	Use of -ER and -EST in comparatives. Use of *can/could/would/should/ will* *Do/does/have*

6.4. Type and design of research

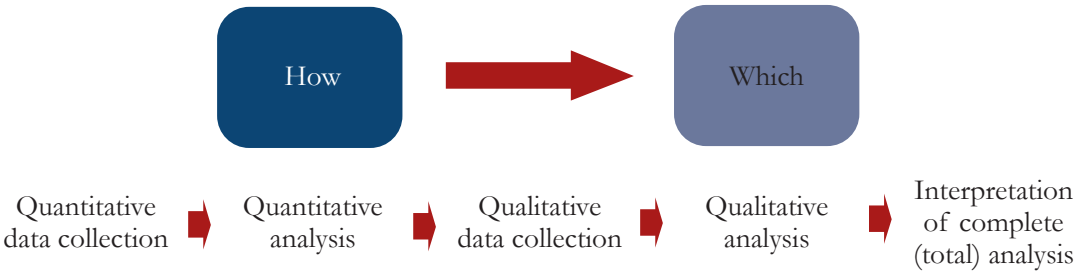
Research has various types of classification, depending on the perspective and the author. One of them is the classification according to the fundamental purpose (Hernández, et al., 2014), it can be basic if it is a study to produce knowledge and theories, or it can be applied if it is to solve problems, which is the case of the present research. Thanks to these two types of research, humanity has evolved. Research is the tool to know what surrounds us and its character is universal.

On the other hand, according to the approach, the present research is of a mixed type. This classification represents a set of systematic, empirical and critical research processes and involves the collection and analysis of quantitative and qualitative data, as well as their integration and joint discussion, in order to make inferences from all the information gathered (meta-inferences) and to achieve a better understanding of the phenomenon under study. In short, mixed methods use evidence from numerical, verbal, textual, visual, symbolic and other types of data to understand problems in science.

According to the authors Hernández, et al. (2014), research with a mixed approach has different designs to those that are purely qualitative or quantitative. The present study, according to the aforementioned authors, is a sequential explanatory design, which is characterised by a first stage in which quantitative data are collected and analysed, followed by a second stage in which qualitative data are collected and evaluated. Mixed mixing occurs when the initial quantitative results inform the qualitative data collection. It should be noted that the second phase builds on the results of the first phase. Finally, the findings from both stages are integrated into the interpretation and reporting of the study. In this case, priority is given

to the quantitative and qualitative results are used to assist in the interpretation and explanation of the initial quantitative findings, as well as to elaborate on them.

Figure 26. *Outline of the sequential explanatory design*



Note: Adapted from Hernandez and Fernandez (2014)

The experiential pedagogy proposal was carried out for 15 weeks at a rate of 4 hours per week, distributed in 2 days of class per week, of 2 hours each. The teachers applied experiential tools for language learning, using both new information and communication technologies and the activities offered by the Centro Cultural Colombo Americano.

6.5. Population, sample and sampling

The population studied in this section was made up of 36 students of English at levels 3, 4 and 5 of the Santo Tomás University of Bogotá and Villavicencio campuses, in the period 2023-I. In turn, the sample was made up of the entire population, i.e., the 36 students of the aforementioned university and period, therefore, it was a census sample.

6.6. Data collection techniques and instruments

In order to carry out the present research, several techniques and instruments were applied that go hand in hand with the type and design of the research developed. One of the techniques was the qualitative interview, which is more intimate, flexible and open than the quantitative one. It is defined as a meeting to discuss and exchange information between one person (the interviewer) and another (the interviewee) or others (interviewees). In the interview, through questions and answers, communication and the joint construction of meanings about a topic is achieved. Questions can be asked about experiences, opinions, values and beliefs, emotions, feelings, facts, life stories, perceptions, attributions, and so on. The instrument used for this technique was the interview guide, the design of which considers practical, ethical and theoretical aspects. The practical aspects are related to the fact that the interview should seek to capture and maintain the participant's attention. The ethical ones in the sense that the researcher should reflect on the possible consequences of the participant talking about certain topics. And the theoretical ones in that the purpose of the interview guide is to obtain the information necessary to respond to the question. It should also be clarified that the type of interview was semi-structured with 11 questions, which are based on a guide of issues or questions and the interviewer is free to introduce additional questions to clarify concepts or obtain more information. This instrument can be found in Annex 1.

On the other hand, the researcher writes down what he observes, hears and perceives through his senses, using two tools: annotations and a logbook or field diary. The latter is usually used to record the annotations. In this research, a field diary was used, which is a kind of personal diary, which also includes:

a. Descriptions of the environment (initial and subsequent) covering places, people, relationships and events.

b. Maps

c. Diagrams, charts and diagrams (sequences of events or chronology of events, linkages between concepts in the approach, networks of people, organisation charts, etc.).

d. List of objects or artefacts collected in the context, as well as photographs and videos that were taken (indicating date and time, and why they were collected or recorded and, of course, their significance and contribution to the approach).

e. Aspects of research development (how we are doing so far, what is missing, what we need to do).

Finally, the other technique applied in the research was the survey. This type of technique uses a set of standardised research procedures through which a series of data is collected and analysed from a sample of cases representative of a larger population or universe, of which the aim is to explore, describe, predict and/or explain a series of characteristics (Casas, et al., 2003). The instrument used in this technique was the English language proficiency test, developed by the authors, which consisted of 60 questions to assess the lessons learnt during the experimentation period, including the use of pronouns, adjectives, adverbs, articles and nouns; mastery of verb tenses in context; and use of vocabulary in context. The questions have between three and four options, of which only one option is correct, and one point is added to the total score if the correct answer is selected. This instrument can be found in Annex 2.

The validation of this instrument was carried out by expert judgement evaluation which is shown in Annex 3. On the other hand, according to Reidl-Martínez (2013) "the most common procedure for determining the internal consistency of instruments or tests made up of dichotomous responses is the one developed by Kudder and Richardson (KR-20), which is calculated from a single administration of a test", in that sense, values of 1 for correct responses and 0 for incorrect responses were considered. The same author considers that a coefficient of less than 0.65 is unacceptable, in this case the test measuring the level of English, made up of its 3 dimensions and 60 questions. Therefore, the KR-20 reliability test was applied and the result obtained is shown in table 3, in which a coefficient of 0.77 is observed, that is, an instrument of acceptable reliability.

Table 3. Reliability analysis

KR-20	N° Elements
0,77	60

6.7. Data processing and analysis techniques

Once the data had been collected through the application of the instruments, statistical tabulation was carried out, and the data were grouped according to the dimensions of the two study variables. The data were collected in a spreadsheet and statistically analysed with the Statistical Product Package for Social Science (SPSS), version 26 software. For the data obtained from interviews and field diaries, these were transcribed by the researchers and analysed using triangulation.

6.8. Results and discussion

Descriptive data

Figure 27 shows that 100 % of the study sample is 23 years old. Figure 28 shows the level of English the students are studying, 46 % are in level 3, 22 % in level 4 and 31 % in English level 5.

Figure 27. *Age of students*

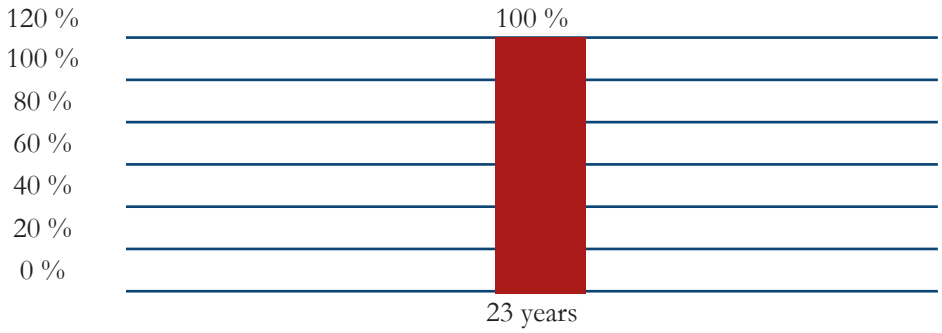
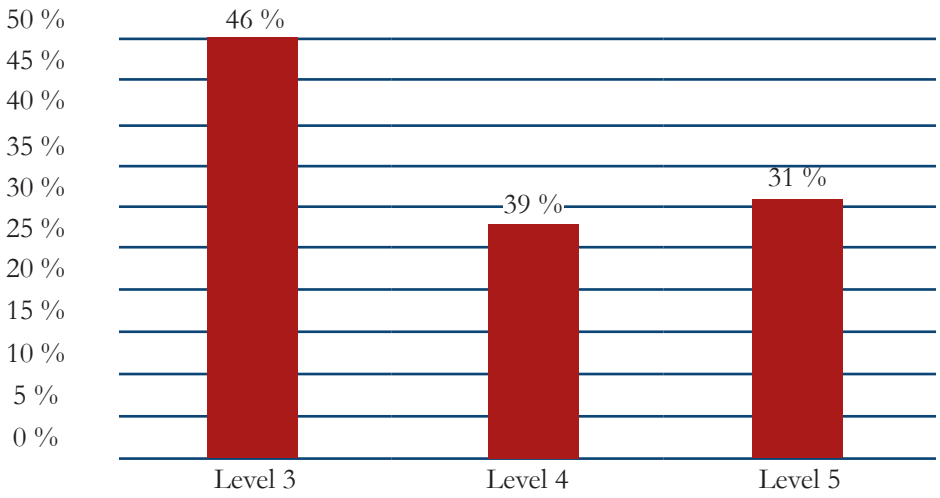


Figure 28. *Level taken by the students*



6.8.1. Specific objective 1

To diagnose the level of English proficiency of two groups of level 5 students at the Santo Tomás University, according to the standards of the MCRE and their opinion by means of a questionnaire.

In order to carry out this objective, the questionnaire developed by the researchers was applied using the Google Forms tool. The results of the pre-test and post-test are presented below.

Pre-test

Figure 29. *Total score of the pre-test*

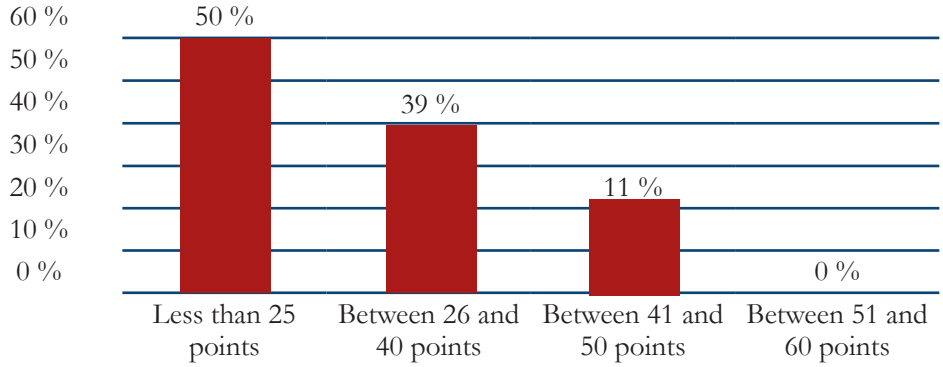


Figure 29 shows the results of the test before the experimental procedure of experiential pedagogy, 50 % scored less than 50 points, 39 % scored between 26 and 40 points and only 11 % scored between 41 and 50 points. No one scored a perfect score or more than 51 points.

Table 4. Frequency table of Domain pron., prep., adv., adj., sus.

	Level	Frequency	Percentage	Valid percentage	Acumulative percentage
Validity	Low	22	61,0 %	61,0 %	61,0 %
	Medium	10	28,0 %	28,0 %	89,0 %
	High	4	11,0 %	11,0 %	100,0 %
Total		36	100,0 %	100,0 %	

Table 4 shows the frequencies of the dimension Mastery of pronouns, adjectives, adverbs, articles and nouns, which was assigned 26 questions, each correct answer adding up to one point. A score of less than or equal to 13 corresponds to a low level, a score between 14 and 19 corresponds to a medium level, and a score of more than 20 points means a high level of English. The results indicate that in the pretest 61.0 % of the students obtained a low level of English, 28.0 % obtained a medium level and 11.0 % obtained a high level, which indicates that the level of English of the study sample, in relation to this dimension, is low, i.e., there is not an appropriate command of pronouns, prepositions, adverbs, adjectives and nouns.

Table 5. Mastery of verb tenses in context - pre-test

	Level	Frequency	Percentage	Valid percentage	Acumulative percentage
Validity	Low	18	50,0 %	50,0 %	50,0 %
	Medium	10	28,0 %	28,0 %	78,0 %
	High	8	22,0 %	22,0 %	100,0 %
	Total	36	100,0 %	100,0 %	
TOTAL		36	100,0 %		

Table 5 shows the frequencies of the dimension Mastery of verb tenses in context, which was assigned 25 questions, with each correct answer scoring one point. A score of less than or equal to 13 corresponds to a low level, a score between 14 and 19 corresponds to a medium level, and a

score of more than 20 points means a high level of English. It can be seen that in the pretest 50.0 % of the students obtained a low level of English, 28.0 % obtained a medium level, while 22.2 % obtained a high level.

Table 6. Use of vocabulary in context - pre-test

	Level	Frequency	Percentage	Valid percentage	Acumulative percentage
Validity	Low	20	55,5 %	55,5 %	55,5 %
	Medium	10	27,8 %	27,8 %	83,3 %
	High	6	16,7 %	16,7 %	100,0 %
	Total	36	100,0 %	100,0 %	
TOTAL		36	100,0 %		

Table 6 shows the frequencies of the dimension Use of vocabulary in context, which was assigned 9 questions, each correct answer adding up to one point. A score less than or equal to 4 corresponds to a low level, a score between 5 and 7 corresponds to a medium level, and a score of more than 8 points means a high level of English. It can be seen that in the pretest 55.5 % of the students obtained a low level, 27.8 % obtained a medium level and 16.7 % obtained a high level.

Post-test

Figure 30 shows the comparative results between the pre-test and the post-test. It can be seen that the percentage of students scoring less than 25 points decreased, while the percentage of students scoring between 26 and 40 points remained at 39 %. For students who scored between 41 and 50 points on the test, the percentage increased from 11 % to 14 %. However, the percentage of students with high scores of 51 to 60 points increased from 0 to 11 %. In other words, the application of the experiential pedagogy approach to English language learning has been favourable.

Figure 30. *Overall test results*

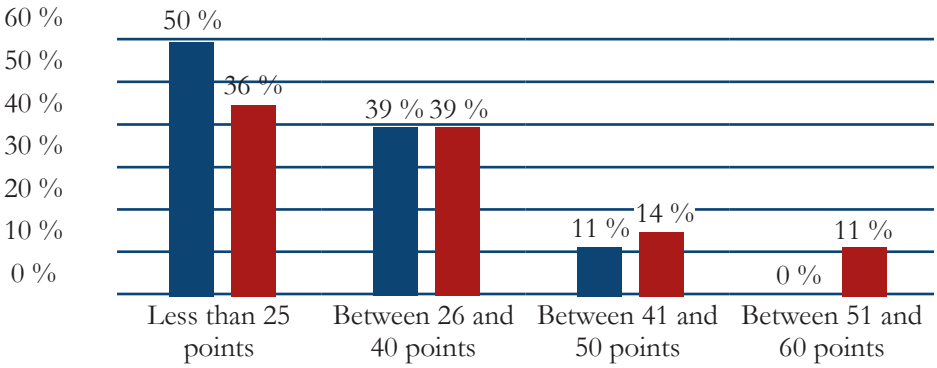


Table 7. Frequency table of Domain pron., prep., adv., adj., sus. – post-test

	Level	Frequency	Percentage	Valid percentage	Acumulative percentage
Validity	Low	14	39,0 %	39,0 %	39,0 %
	Medium	11	31,0 %	31,0 %	70,0 %
	High	11	31,0 %	31,0 %	100,0 %
Total		36	100,0 %	100,0 %	

Table 7 shows the frequencies of the dimension Mastery of pronouns, adjectives, adverbs, articles and nouns in the post-test, which was assigned 26 questions, each correct answer adding up to one point. A score of less than or equal to 13 corresponds to a low level, a score between 14 and 19 corresponds to a medium level, and a score of more than 20 points means a high level of English, as in the pre-test. The results indicate that in the post-test 39.0 % of the students obtained a low level of English, 31.0 % obtained a medium level and the remaining 31.0 % obtained a high level, which indicates an increase in the percentage of students with a high level and a decrease in the percentage with a low level, while the proportion with a medium level remained the same. Figure 31 shows these results graphically.

Figure 31. *Comparative pre- and pot-test of the dimension Pronoun, prep, adv, adj, sus.*

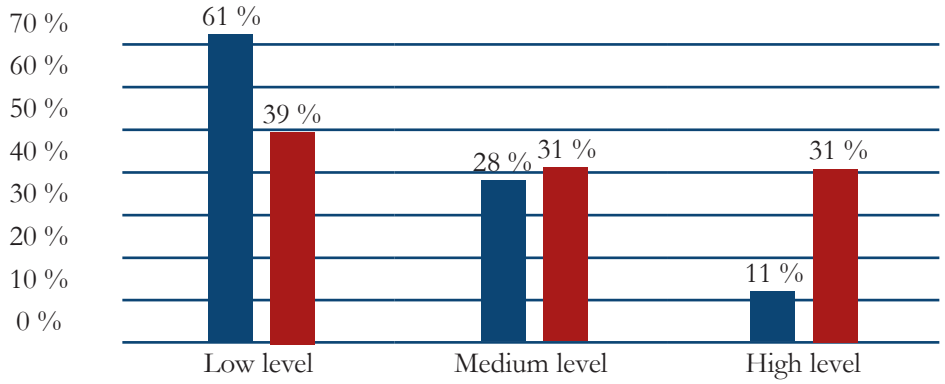


Table 8. Mastery of verb tenses in context - post-test

	Level	Frequency	Percentage	Valid percentage	Acumulative percentage
Validity	Low	12	33,0 %	33,0 %	33,0 %
	Medium	10	28,0 %	28,0 %	61,0 %
	High	14	39,0 %	39,0 %	100,0 %
	Total	36	100,0 %	100,0 %	
Total		36	100,0 %		

Table 8 shows the frequencies of the dimension Mastery of verb tenses in context in the post-test, which was assigned 25 questions, each correct answer adding up to one point. A score of less than or equal to 13 corresponds to a low level, a score between 14 and 19 corresponds to a medium level, and a score of more than 20 points means a high level of English. It can be seen that in the post-test 33.0% of the students obtained a low level of English, 28.0% obtained a medium level, while 39.0% obtained a high level. Figure 32 shows these results graphically.

Figure 32. *Comparative pre- and post-test of the Verb Tenses in Context dimension*

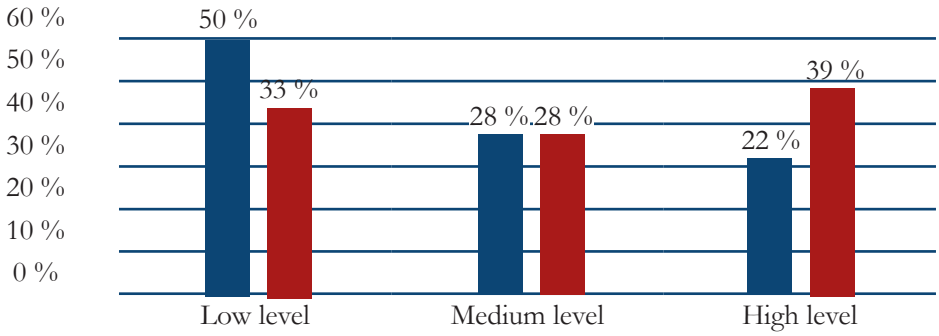
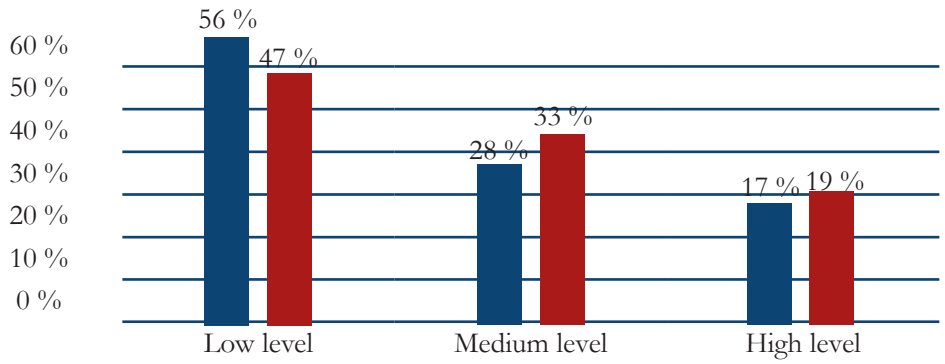


Table 9. Vocabulary use in context - post-test

	Level	Frequency	Percentage	Valid percentage	Acumulative percentage
Validity	Low	17	47,0 %	47,0 %	47,0 %
	Medium	12	33,0 %	33,0 %	80,0 %
	High	7	19,0 %	19,0 %	100,0 %
	Total	36	100,0 %	100,0 %	
Total		36	100,0 %		

Table 9 shows the frequencies of the dimension Vocabulary Use in Context in the post-test, which was assigned 9 questions, each correct answer adding up to one point. A score of 4 or less corresponds to a low level, a score between 5 and 7 corresponds to a medium level, and a score of more than 8 points means a high level of English. It can be seen that in the pretest 47.0% of the students obtained a low level, 33.0% obtained a medium level and 19.0% obtained a high level. Figure 33 shows these results graphically.

Figure 33. *Comparative pre- and post-test of the Vocabulary Use in Context dimension*



6.8.2. Specific objective 2

Classify the professional, productive and cultural competences at B1 level of English from an experiential pedagogy point of view.

Field diary results

The field diaries by researcher are presented below, in order to identify the competences related to the B1 level of English from the perspective of experiential pedagogy.

Table 10. Field diary 1

Diary of my experience		
	Formative research: Universidad Santo Tomas University Bogota Campus	
	Researcher: Jacqueline Velosa López	
CHARACTERIZATION	Date:	28.03.23
	Place:	Bogotá, Dr Angélico Building Campus, Room 505
TEACHING PRACTICES	Activity:	How is learning English conceived?
	Group or person observed:	Students level A2-English 4
	Observation time:	2pm to 4pm
	Observator:	Jacqueline Velosa López
OBSERVATION RECORD Description of what happens, as it happens, i.e., no appraisals, judgements or interpretations are made. In writing, objectivity, synthesis, clarity and order of exposition must be kept in mind.	In the classroom, today's agenda included the topic "How is the learning of English conceived?" and "How does the teacher implement the language in the classroom?", identifying some students' positions who, when describing their teachers' practices, presented exercises that were repetitive, either in copies or in books. Impossibilising oral expression, the teacher talks all the time and does not allow spaces for active communication.	
INTERPRETATION Analysis, interpretation and/or reflection of what has been observed.	It seems that it is necessary to reflect on the didactic strategies that enable the teaching of language in the classroom, which goes beyond filling out copies or books. It is necessary to generate readings, debates, to bring how to learn to teach topics to strengthen our students in this field necessary for the development of competences that aim at critical thinking, problem solving, context analysis and empathy product of the analysis of real problems and content.	

Table 11. Field diary 2

Diary of my experience		
	Formative research: Universidad Santo Tomas University Bogota Campus	
	Researcher: Jacqueline Velosa López	
CHARACTERIZATION	Date:	4.04.23
	Place:	Bogotá, Dr Angélico Building Campus, Room 505
TEACHING PRACTICES	Activity:	How is the acquisition of English conceived at the Santo Tomas University?
	Group or person observed:	Students level A2-English 4
	Observation time:	2pm to 4pm
	Observator:	Jacqueline Velosa López
OBSERVATION RECORD Description of what happens, as it happens, i.e., no appraisals, judgements or interpretations are made. In writing, objectivity, synthesis, clarity and order of exposition must be kept in mind.	During the section, the importance of identifying learning strategies that enable students to strengthen their language skills and solve really environmental, social or educational problems was discussed. Different practices implemented by teachers were discussed and it was agreed to review some others for the next section.	
INTERPRETATION Analysis, interpretation and/or reflection of what has been observed.	This section made it possible to identify the interest of several teachers in using the same didactic strategies to generate learning processes in students. We are looking forward to reviewing the teacher's proposals in the next section, which allows us to generate a diagnosis of their interests and needs in their teaching and learning practices.	

Table 12. Field diary 2

Diary of my experience		
	Formative research: Universidad Santo Tomas University Bogota Campus	
	Researcher: Jacqueline Velosa López	
CHARACTERIZATION	Date:	11.04.23
	Place:	Bogotá, Dr Angélico Building Campus, Room 505
TEACHING PRACTICES	Activity:	Pedagogical Session Debate to investigate new strategies after the pandemic How is the use of technology at the university conceived?
	Group or person observed:	Students level A2-English 4
	Observation time:	2pm to 4pm
	Observator:	Jacqueline Velosa López
OBSERVATION RECORD Description of what happens, as it happens, i.e., no appraisals, judgements or interpretations are made. In writing, objectivity, synthesis, clarity and order of exposition must be kept in mind.	Students presented what the concept of new technologies would mean for teachers' teaching practices. A debate was generated and conclusions were drawn in two scenarios of analysis: what is it and how is it taught? The exercise was initiated. It will be continued at the next meeting.	
INTERPRETATION Analysis, interpretation and/or reflection of what has been observed.	The teachers presented what for them could be research in school, but their analyses are brought from theory, many fail to concretise with teaching practices. so far, the exercise starts. I cannot anticipate the analysis.	

Table 13. Field diary 4

Diary of my experience		
	Formative research: Universidad Santo Tomas	
	University Bogota Campus	
	Researcher: Jacqueline Velosa López	
CHARACTERIZATION	Date:	18.04.23
	Place:	Bogotá, Dr Angélico Building Campus, Room 505
TEACHING PRACTICES	Activity:	Debate on experiential methodologies
	Group or person observed:	Students level A2-English 4
	Observation time:	2pm to 4pm
	Observator:	Jacqueline Velosa López
OBSERVATION RECORD Description of what happens, as it happens, i.e., no appraisals, judgements or interpretations are made. In writing, objectivity, synthesis, clarity and order of exposition must be kept in mind.	The debate among the students was taken up again on some methodologies that allow experiential processes. The debate focused on what does it mean to talk about the experiential and what teaching strategies should be implemented for this purpose.	
INTERPRETATION Analysis, interpretation and/or reflection of what has been observed.	A debate was generated that diverted the exercise focused on didactics. This was due to the number of students who find it difficult to learn English and the few personalised strategies that several of these experiences require. The issue was left for the next meeting.	

Table 14. Field diary 5

Diary of my experience		
	Formative research: Universidad Santo Tomas University Bogota Campus	
	Researcher: Jacqueline Velosa López	
CHARACTERIZATION	Date:	25.04.23
	Place:	Bogotá, Dr Angélico Building Campus, Room 505
TEACHING PRACTICES	Activity:	Debate on experiential methodologies
	Group or person observed:	Students level A2-English 4
	Observation time:	2pm to 4pm
	Observator:	Jacqueline Velosa López
OBSERVATION RECORD Description of what happens, as it happens, i.e., no appraisals, judgements or interpretations are made. In writing, objectivity, synthesis, clarity and order of exposition must be kept in mind.	After the students presented some of the methodologies that they believe are part of those that enable English language learning, it was agreed to generate a list of methodologies and experiences and begin to explore. To do this, we will use ICT as a search scenario and strategy to generate content and share it with our classmates. This will start in the next sessions.	
INTERPRETATION Analysis, interpretation and/or reflection of what has been observed.	Students are motivated to explore experiential didactics using ICT as well as to socialise using some of the web tools they are familiar with. A list will be made later.	

Table 15. Field diary 6

Diary of my experience		
	Formative research: Universidad Santo Tomas	
	University Bogota Campus	
	Researcher: Jacqueline Velosa López	
CHARACTERIZATION	Date:	18.04.23
	Place:	Bogotá, Dr Angélico Building Campus, Room 505
TEACHING PRACTICES	Activity:	Debate on experiential methodologies
	Group or person observed:	Students level A2-English 4
	Observation time:	2pm to 4pm
	Observator:	Jacqueline Velosa López
OBSERVATION RECORD Description of what happens, as it happens, i.e., no appraisals, judgements or interpretations are made. In writing, objectivity, synthesis, clarity and order of exposition must be kept in mind.	After the students presented some methodologies to learn English language, it was agreed to generate a list of methodologies and experiences to explore. Using ICT as a scenario and search strategies to generate content and share it with our colleagues in the next sessions. Experiential learning is structured in cycles according to different models to understand how the learning process works. Cycles who consider the subjective experience of each student and are based on the proposal of an interactive series of different phases (from 4 to 6) that favor the learning process. Exponential learning is based on the philosophical postulates of John Dewey, developed 1920-50. As with any other operational resource, the experiential learning model has limitations and insufficiencies, but it serves as a guide to experiment with a model. different and a more practical and concrete learning style.	
INTERPRETATION Analysis, interpretation and/or reflection of what has been observed.	Students are motivated to explore experiential didactics using ICT as well as to socialise using some of the web tools they are familiar with. A list will be made later.	

Table 16. Field diary 7

Diary of my experience		
	Formative research: Universidad Santo Tomas	
	University Villavicencio Sectional	
	Researcher: Claudia Bibiana Ruiz	
CHARACTERIZATION	Date:	20.02.23
	Place:	Villavicencio Sectional
TEACHING PRACTICES	Activity:	Learning English through practical experiences (First phase -1)
	Group or person observed:	English Students Group PS15A
	Observation time:	8am to 10am
	Observator:	Claudia Bibiana Ruiz
OBSERVATION RECORD Description of what happens, as it happens, i.e., no appraisals, judgements or interpretations are made. In writing, objectivity, synthesis, clarity and order of exposition must be kept in mind.	Today we started the class with the presentation of the research and teaching methodology. The students seem enthusiastic about the idea of learning English through practical experiences. During the class, I presented the first phase of experiential learning, the concrete experience, through a role-playing activity.	
INTERPRETATION Analysis, interpretation and/or reflection of what has been observed.	The students were participative and engaged in the activity.	

Table 17. Field diary 8

Diary of my experience		
	Formative research: Universidad Santo Tomas	
	University Villavicencio Sectional	
	Researcher: Claudia Bibiana Ruiz	
CHARACTERIZATION	Date:	20.02.23
	Place:	Villavicencio Sectional
TEACHING PRACTICES	Activity:	Learning English through practical experiences (First phase -2)
	Group or person observed:	English Students Group PS15A
	Observation time:	8am to 10am
	Observator:	Claudia Bibiana Ruiz
OBSERVATION RECORD Description of what happens, as it happens, i.e., no appraisals, judgements or interpretations are made. In writing, objectivity, synthesis, clarity and order of exposition must be kept in mind.	Today we started the class with the presentation of the research and teaching methodology. Of the 12 students described, 8 are female and 4 are male. The students seem enthusiastic about the idea of learning English through practical experiences. During the class, I presented the first phase of experiential learning, the concrete experience, through a role-playing activity.	
INTERPRETATION Analysis, interpretation and/or reflection of what has been observed.	The students were participative and engaged in the activity. The following characteristics were identified in the students: participative, motivated, some with shyness, extroversion, commitment, desire for constant improvement, sociability, dedication, responsibility, proactivity, interest, feedback.	

Table 18. Field diary 9

Diary of my experience		
	Formative research: Universidad Santo Tomas	
	University Villavicencio Sectional	
	Researcher: Claudia Bibiana Ruiz	
CHARACTERIZATION	Date:	2.03.23
	Place:	Villavicencio Sectional
TEACHING PRACTICES	Activity:	Learning English through practical experiences (Second phase)
	Group or person observed:	Students level A2-English PS15
	Observation time:	8am to 10am
	Observator:	Claudia Bibiana Ruiz
OBSERVATION RECORD Description of what happens, as it happens, i.e., no appraisals, judgements or interpretations are made. In writing, objectivity, synthesis, clarity and order of exposition must be kept in mind.	In the second lesson, I introduced the second phase of experiential learning, reflective observation. I asked the students to reflect on the role-playing activity from the previous class and to identify what they did well and where they could improve.	
INTERPRETATION Analysis, interpretation and/or reflection of what has been observed.	The students seem to have understood the aim of the activity and some expressed that they feel more confident speaking in English.	

Table 19. Field diary 10

Diary of my experience		
	Formative research: Universidad Santo Tomas University Villavicencio Sectional Researcher: Claudia Bibiana Ruiz	
CHARACTERIZATION	Date:	18.02.23
	Place:	Villavicencio Sectional
TEACHING PRACTICES	Activity:	Learning English through practical experiences (Third phase)
	Group or person observed:	English Students Group PS15A
	Observation time:	8am to 10am
	Observator:	Claudia Bibiana Ruiz
OBSERVATION RECORD Description of what happens, as it happens, i.e., no appraisals, judgements or interpretations are made. In writing, objectivity, synthesis, clarity and order of exposition must be kept in mind.	Today we worked on the third phase of experiential learning, abstract conceptualisation. I introduced the students to some theoretical concepts about communication in English and asked them to apply them in a group communication activity. The students seem to be enthusiastic about applying what they have learned in practice. We also worked on the fourth phase of experiential learning, active experimentation. I asked the students to apply the theoretical concepts learned in the group communication activity.	
INTERPRETATION Analysis, interpretation and/or reflection of what has been observed.	Some students were nervous at first, but over time they gained confidence and improved their communication skills.	

Table 20. Field diary 11

Diary of my experience		
	Formative research: Universidad Santo Tomas	
	University Villavicencio Sectional	
	Researcher: Claudia Bibiana Ruiz	
CHARACTERIZATION	Date:	23.03.23
	Place:	Villavicencio Sectional
TEACHING PRACTICES	Activity:	Self-assessment of their communication skills in English
	Group or person observed:	Students level A2-English PS15
	Observation time:	8am to 10am
	Observator:	Claudia Bibiana Ruiz
OBSERVATION RECORD Description of what happens, as it happens, i.e., no appraisals, judgements or interpretations are made. In writing, objectivity, synthesis, clarity and order of exposition must be kept in mind.	Today I asked the students to do a self-assessment of their communication skills in English. Most of them expressed that they feel more confident speaking English and that they have improved their pronunciation and vocabulary.	
INTERPRETATION Analysis, interpretation and/or reflection of what has been observed.	Some students expressed their desire to continue practising and improving their skills.	

Table 21. Field diary 12

Diary of my experience		
	Formative research: Universidad Santo Tomas University Villavicencio Sectional	
	Researcher: Claudia Bibiana Ruiz	
CHARACTERIZATION	Date:	29.02.23
	Place:	Villavicencio Sectional
TEACHING PRACTICES	Activity:	Group discussion activity
	Group or person observed:	English Students Group PS15A
	Observation time:	8am to 10am
	Observator:	Claudia Bibiana Ruiz
OBSERVATION RECORD Description of what happens, as it happens, i.e., no appraisals, judgements or interpretations are made. In writing, objectivity, synthesis, clarity and order of exposition must be kept in mind.	In today's lesson, we worked on a group discussion activity. The students were divided into teams and debated on a topic related to English-speaking culture.	
INTERPRETATION Analysis, interpretation and/or reflection of what has been observed.	During the activity, the students seemed to be more comfortable speaking in English and expressing their ideas more clearly.	

Table 22. Field diary 13

Diary of my experience		
	Formative research: Universidad Santo Tomas	
	University Villavicencio Sectional	
	Researcher: Claudia Bibiana Ruiz	
CHARACTERIZATION	Date:	5.04.23
	Place:	Villavicencio Sectional
TEACHING PRACTICES	Activity:	Assessment of previous sessions
	Group or person observed:	Students level A2-English PS15
	Observation time:	8am to 10am
	Observator:	Claudia Bibiana Ruiz
OBSERVATION RECORD Description of what happens, as it happens, i.e., no appraisals, judgements or interpretations are made. In writing, objectivity, synthesis, clarity and order of exposition must be kept in mind.	Today I asked the students to talk about what has happened so far. Most of them expressed that they like the teaching methodology and that they feel more motivated to learn English through practical experiences. Some students suggested additional activities to further practice their communication skills. I have the recordings of the sessions to transcribe them as soon as possible.	
INTERPRETATION Analysis, interpretation and/or reflection of what has been observed.	Overall, of the 12 students described, 8 are female and 4 are male. The students were participative and engaged in the activity. The following characteristics were identified in the students: participative, motivated, some with shyness, extroversion, commitment, desire for constant improvement, sociability, dedication, responsibility, proactivity, interest, feedback.	

Table 23. Field diary 14

Diary of my experience		
	Formative research: Universidad Santo Tomas	
	University Villavicencio Sectional	
	Researcher: Claudia Bibiana Ruiz	
CHARACTERIZATION	Date:	05.04.23
	Place:	Villavicencio Sectional
TEACHING PRACTICES	Activity:	Group discussion activity
	Group or person observed:	English Students Group PS15A
	Observation time:	8am to 10am
	Observator:	Claudia Bibiana Ruiz
OBSERVATION RECORD Description of what happens, as it happens, i.e., no appraisals, judgements or interpretations are made. In writing, objectivity, synthesis, clarity and order of exposition must be kept in mind.	Today I asked the students to talk about what has happened so far. Most of them expressed that they like the teaching methodology and that they feel more motivated to learn English through practical experiences. Some students suggested additional activities to further practice their communication skills. I have the recordings of the sessions to transcribe them as soon as possible.	
INTERPRETATION Analysis, interpretation and/or reflection of what has been observed.	Overall, of the 12 students described, 8 are female and 4 are male. The students were participative and engaged in the activity. The following characteristics were identified in the students: participative, motivated, some with shyness, extroversion, commitment, desire for constant improvement, sociability, dedication, responsibility, proactivity, interest, feedback.	

Table 24. Field diary 15

Diary of my experience		
	Formative research: Universidad Santo Tomas University Bogota Campuss	
	Researcher: Claudia Bibiana Ruiz	
CHARACTERIZATION	Date:	8.02.23
	Place:	Classroom 203, Luis J Torres building
TEACHING PRACTICES	Activity:	
	Group or person observed:	3L English students - level 3
	Observation time:	1:25 p.m. - 1:45 p.m.
	Observator:	Andrés Toro
OBSERVATION RECORD Description of what happens, as it happens, i.e., no appraisals, judgements or interpretations are made. In writing, objectivity, synthesis, clarity and order of exposition must be kept in mind.	The consent form, complete and in good condition, was handed out to all the students participating on 08/02/2023 of group 3L of English level 3 taught by teacher Andrés Toro, who attended class that day from 12 to 2 in the afternoon Once the consent form was handed out, it was read out, giving information and clarity to the students about the purpose of the consent and the topics that appear in the form. The consent form was read to the students, listing one by one the points that appear in it It was made clear to the students that they will be part of the research work entitled "practices from experiential pedagogy to motivate the learning of students who are behind academically in the subject of English at the Santo Tomás University".	

Diary of my experience	
	Once the consent form had been read by the students, none of them asked any questions about the issues raised in the form or the purpose of the research work. Professor Andrés Toro asked the students if they had any doubts about the consent form they had read and none of the students stated that they had any doubts about it. At the moment of handing in the signed consent form, a student approached me and asked if this research work could affect her grade in the English course she is currently taking, to which I replied that at no time would this work affect her performance or her results in the course she is currently taking, I replied that on the contrary, this work is done in order to improve the students' English level and in the process help them to graduate on time.
INTERPRETATION Analysis, interpretation and/or reflection of what has been observed.	The consent form requires signature and yes or no acceptance on the student's participation in the research work, to which out of a number of 23 students 22 agreed to participate in the research work and only one did not agree to participate in the research work.

Table 25. Field diary 16

Diary of my experience		
	Formative research: Universidad Santo Tomas University Bogota Campus	
	Researcher: Claudia Bibiana Ruiz	
CHARACTERIZATION	Date:	17.02.23
	Place:	Room 404, Santo Tomás building
TEACHING PRACTICES	Activity:	Taking the Entry Test in English
	Group or person observed:	3L English students - level 3
	Observation time:	1:00 p.m. to 1:50 p.m
	Observator:	Andrés Toro
OBSERVATION RECORD Description of what happens, as it happens, i.e., no appraisals, judgements or interpretations are made. In writing, objectivity, synthesis, clarity and order of exposition must be kept in mind.	The activity of the English entry tests begins by clarifying to the students that this test is not part of the English course that they are taking and that, in addition, it is a fundamental part of the research work in which they agreed to participate, being emphatic that the purpose of the test is simply to know the level of English that the students have at the moment (day and time) in which they take the test. The test was received by the students through a technological tool in the form of Google forms which the students accessed through their mobile devices (mobile phones). The test consists of 60 questions in English which allow us to have an approximate idea of the level of English of the students taking the test, the answers are multiple choice. On average, students took between 25 and 45 minutes to complete the test.	

Diary of my experience	
	None of the students asked questions at the time of the test
INTERPRETATION Analysis, interpretation and/or reflection of what has been observed.	At the end of the test some students asked if they could find out what level of English they were at once they had collected the information from the test, to which they were told that they could.

Table 26. Field diary 17

Diary of my experience		
	Formative research: Universidad Santo Tomas University Bogota Campus	
	Researcher: Claudia Bibiana Ruiz	
CHARACTERIZATION	Date:	24.03.23
	Place:	Room 404, Santo Tomás building
TEACHING PRACTICES	Activity:	Taking the Entry Test in English
	Group or person observed:	3L English students - level 3
	Observation time:	1:00 p.m. - 1:50 p.m
	Observator:	Andrés Toro
OBSERVATION RECORD Description of what happens, as it happens, i.e., no appraisals, judgements or interpretations are made. In writing, objectivity, synthesis, clarity and order of exposition must be kept in mind.	The activity of the English entry tests begins by clarifying to the students that this test is not part of the English course that they are taking and that, in addition, it is a fundamental part of the research work in which they agreed to participate, being emphatic that the purpose of the test is simply to know the level of English that the students have at the moment (day and time) in which they take the test. The test was received by the students through a technological tool in the form of Google forms which the students accessed through their mobile devices (mobile phones). The test consists of 60 questions in English which allow us to have an approximate idea of the level of English of the students taking the test, the answers are multiple choice. On average, students took between 25 and 45 minutes to complete the test.	

Diary of my experience	
	None of the students asked questions at the time of the test
INTERPRETATION Analysis, interpretation and/or reflection of what has been observed.	At the end of the test some students asked if they could find out what level of English they were at once they had collected the information from the test, to which they were told that they could.

Table 27. Field diary 18

Diary of my experience		
	Formative research: Universidad Santo Tomas University Bogota Campus	
	Researcher: Claudia Bibiana Ruiz	
CHARACTERIZATION	Date:	24.02.23
	Place:	Room 404, Santo Tomás building
TEACHING PRACTICES	Activity:	Class work using experiential learning with the use of comparatives
	Group or person observed:	3L English students - level 3
	Observation time:	12:15 p.m. - 1:15 p.m
	Observator:	Andrés Toro
OBSERVATION RECORD Description of what happens, as it happens, i.e., no appraisals, judgements or interpretations are made. In writing, objectivity, synthesis, clarity and order of exposition must be kept in mind.	Students mostly showed enthusiasm and participation in the practical activity on comparatives, which involved sentence creation and small group discussion. Most students naturally understood the use and function of comparatives in English, and there was an improvement in their ability to use them correctly Students who actively participated felt more confident and comfortable in the practical group activity, which allowed them to express themselves more freely and confidently in the use of comparatives in real-life situations	

Diary of my experience

INTERPRETATION Analysis, interpretation and/or reflection of what has been observed.	There is still a need for some students to demonstrate that they are able to apply their knowledge more effectively, which was reflected in their difficulty in creating more complex sentences and expressing themselves more accurately in English.

Table 28. Field diary 19

Diary of my experience		
	Formative research: Universidad Santo Tomas University Bogota Campusl	
	Researcher: Claudia Bibiana Ruiz	
CHARACTERIZATION	Date:	10.03.23
	Place:	Room 404, Santo Tomás building
TEACHING PRACTICES	Activity:	Class work using experiential learning with the use of comparatives
	Group or person observed:	3L English students - level 3
	Observation time:	1p.m. to 1:50 p.m
	Observator:	Andrés Toro
OBSERVATION RECORD Description of what happens, as it happens, i.e., no appraisals, judgements or interpretations are made. In writing, objectivity, synthesis, clarity and order of exposition must be kept in mind.	The hands-on superlatives activity was highly interactive and allowed students to work in groups to create sentences using pictures, which increased student collaboration and engagement. Some students showed a solid understanding of superlatives and were able to apply them in everyday situations, suggesting that the experiential learning strategy was effective in improving retention of the concepts Some students seemed confused by the superlatives and had difficulty understanding how to use them correctly. Further revision may be needed to improve understanding	
INTERPRETATION Analysis, interpretation and/or reflection of what has been observed.	Some students were reluctant to actively participate in the activity, suggesting that they may need further motivation and/or clear instructions to participate fully in the activity.	

Results of the interviews

Interviews were conducted with 28 students who were part of the study sample, according to the questions set out in the instrument divided by the phases of the experiential learning process. It is noteworthy that in all the interviews, the response to the objective of learning English is to increase job opportunities, professional growth that allows in some way or another to obtain better remuneration and, therefore, a better standard of living. In other words, in terms of career motivations, the participants indicated that their participation in experiential English language learning is based on their career expectations. They recognise the importance of English proficiency in today's world of work and see this experience as a way to improve their employment prospects. Participants seek to acquire strong language skills that will enable them to access better job opportunities, such as promotions, international relocations and the ability to communicate effectively with foreign clients or business partners.

Another response, although to a much lesser extent, was learning about other cultures, better communication with foreign people that would allow them to interact more and get to know another culture. Another response was greater ease of communication in environments that require it, e.g., travel.

In this sense, although the vast majority said that they would not change anything in their classes under the experiential learning methodology, another group suggested developing or staging environments similar to their work environment in order to better assimilate the learning, feel familiar and lose their fear when they actually have to experience such situations. One of the challenges mentioned by the interviewees was the difficulty in listening and the lack of time to devote to it.

The research results reveal that participants rate the experiential English language teaching experience as highly positive. The experiential methodology allows them to immerse themselves in real-life situations in which they have to use the language, which significantly improves their oral and written communication skills. Participants highlighted the acquisition of practical skills and the confidence they gained from facing real communicative challenges.

In addition, participants were found to enjoy experiential English language learning. The opportunity to learn through practice and direct interaction with native speakers or English-speaking environments was noted as an exciting and enriching experience. Participants valued the opportunity to explore the culture and customs associated with the English language, which gave them a better understanding of cultural dynamics in international work contexts.

Nowadays, the competences developed by professionals have become very important as, in some way, they suggest a measure of their capacities as a result of the learning and training processes and, consequently, reveal a better preparation to face the labour field. In this sense, the objective was to classify the competences developed by B1 level English learners from the point of view of experiential pedagogy, which are shown in Table 29.

Table 29. Students' competences from experiential pedagogy

Professional competence	Productive competence	Cultural competence
• Capacity for analysis and synthesis • Oral and written communication in English, as well as reinforcement of the mother tongue. • Autonomous learning • Information management • Ability to understand the language and proposals of other specialists.	• Teamwork • Adaptation to new situations • Self-assessment • Troubleshooting • Motivation • Leadership • Initiative • Application of theoretical knowledge to practice	• Ability to work in an international context • Knowledge of other cultures

It is also relevant to discuss the role played by new emerging technologies, many of which have appeared after the COVID-19 pandemic, a period in which the population was forced to continue their activities under other conditions such as isolation. These new technologies have become pedagogical tools that, when used well, can achieve learning objectives in various disciplines. Among these technologies are Kahoot, Coogle, Padlet, Toontastic, Powtoon, not to mention social networks, which are also a good tool for communication and learning.

Therefore, the researchers suggest incorporating activities adapted to the students' work activities, in addition to those they were already using:

- Business meeting simulations: Organise sessions in which participants role-play roles related to their field of work, such as business negotiations, presentations or strategic discussions. This will allow participants to practise the use of English in professional contexts and develop effective communication skills in specific work situations.

- Visits to international companies: Organise visits to international companies where participants can interact with professionals who use English in their daily work. This will give them the opportunity to observe and participate in real-life communication situations in the workplace, broadening their understanding of language use in real-life contexts.

- Collaborative projects with native speakers: Establish collaborative projects with native speakers of English working in areas related to the participants. This collaboration may include joint tasks, exchange of information and feedback in English, which will encourage active language practice and the improvement of each participant's specific language skills.

- Developing work-related presentations and written communication: Provide opportunities for participants to develop presentations in English on topics related to their field of work. In addition, written communication tasks, such as reports, emails or proposals, can be assigned that are linked to each participant's job responsibilities. This will help integrate language learning into their daily activities and promote greater internalisation of English.

Research such as that of Ceballos and Alegría (2012) proposed a teacher training model based on Kolb's experiential learning approach to strengthen methodological competences in English language teaching. As in the present research, it was experimental in nature, except that the study sample consisted of teachers, with an entry and exit test. Cases of real-life problems were used, emphasising the lived experience as a significant aspect of the work process. The final average score obtained by the group in their handling of the four competences was 15.7, which represented an increase of 24 % in comparison with the entry results of 10.9. This substan-

tial improvement suggests that there is a significant relationship between the action of the experiential method of the model and the development of the four methodological competences of English language learning.

As Del Pino (2020) explains, with this type of methodology, it is achieved directly from lived experiences, connecting with the real world, motivating through passions or hobbies, increasing confidence in students by eliminating stress, changing impressions, understanding other points of view and reflecting through lived experience.

Granados and Garcia (2016) in their research, they evaluate the predominance of learning in fourth grade students of an educational institution, whether or not they undergo modification, based on the application of Kolb's experiential learning model in the classroom. They developed a quantitative and descriptive research, also concluding that the experiential learning model proposed by Kolb is valid when determining that the learning preference of an individual is dependent on the stimulus or environment in which he/she is, results similar to those obtained in the present research.

Finally, Espigar and Vigueras (2020) in his desk research presents a theoretical study on the impact of experiential learning, based on David Kolb's learning cycle, the foundations of which focus on prior learning. The explanations of the phenomena and interactions that occur, centred on the learner's learning and experiences, were ratified. It was shown that the different learning styles applied in educational praxis favour the strengthening of learners' skills and teaching competences.

6.9. Conclusions and recommendations

- The general results of the English level of the English students of levels 3, 4 and 5 of the Santo Tomás University Bogotá and Villavicencio, in the period 2023-I, after applying experiential learning, showed improvements and contributions in the learning of the language. The group of students with lower scores in the pre-test decreased by 25 percentage points compared to the same group in the post-test. There was also an increase of students with scores between 41 and 50 points by 3 %. It is worth noting that with the application of this methodology the group of students with the highest range of scores increased in the post-test by 11 %.

- The application of interviews allows for better contact and understanding with the students, more trust and openness was developed from them, making it clear as a common response that the main reason for learning English is the increase of job opportunities, more professional development and, consequently, a better remuneration, which translates into a better standard of living.

- Another reason for their interest in learning English, although to a lesser extent, was to learn about other cultures, to communicate better with foreign people, to allow them to interact more and to get into another culture and other environments.

- Regarding their opinion on the experiential learning process, the majority felt that they would not change anything about their classes under this methodology, as they feel that they retain more and better knowledge due to the realistic environments in which the classes take place. However, a group of students recommended developing environments more similar to their work environment so that they feel

like they are in their work environment and know how to respond to such situations, thus losing their fear. Being immersed in a real environment in which the language or subject matter is used is highly positive and well assimilated by the participants, benefiting their professional and cultural competences.

- The combination of learning a language with the experiential methodology helps students to achieve competences that will make them stand out from the rest, including analytical and synthesis skills, oral and written communication, information management skills, teamwork, ability to work in an international context, autonomous learning, adaptation to new situations, creativity, knowledge of other cultures, motivation to achieve, self-evaluation, among others.

- Finally, in order to meet participants' expectations and reach an optimal level of English language achievement, and according to the results of the interviews, the authors recommend the incorporation of activities that simulate the students' work environment into experiential learning, such as simulations of business meetings, visits to international companies, collaborative projects with native speakers, and preparation of presentations and written communication related to the workplace.

CONCLUDING REMARKS

As different ideas related to experiential learning and its importance in the university context have already been presented throughout the text, the following aspects have been distinguished for consideration, such as the relevance of describing the findings, the methodological orientations, the challenges for teachers, the role of technology and its relation to experience, the approach to the professional world, the connection to work practices, the role of teachers in this approach and the applicability of experiential learning in the development of entrepreneurship within the classroom. Each of these points has been developed in the previous chapters.

1. Experiential learning is of great importance in the educational process because it allows students to learn through direct, hands-on experience, rather than simply acquiring theoretical knowledge, which leads to better results.

2. Methodological guidelines applicable in Colombian university contexts for this learning approach, such as practice in different environments and the reinforcement of the use of applications, are highlighted as helping to improve language association and comprehension.

3. With regard to the inclusion of technology in experiential education, some teachers have identified their lack of adaptability in handling the latest generation of programmes and equipment that help to make learning more dynamic, as possible challenges.

4. As seen in the methodology and strategy chapter, the potentiation of experiential learning through the incorporation of emerging technologies provides the opportunity to develop teaching in a way that makes it a didactic, reflective and practical process. It is in the interests of society.

5. Through the experiential approach, we can bring students closer to the professional environment and bridge intercultural and language gaps. The experience gained in the classroom through practice can be brought closer to the reality of work contexts.

6. In the chapter on developing competences for teaching English, university teachers can develop successful pedagogical practices through experiential learning by incorporating the real world of work, the use of technology and experience in their teaching methodologies.

7. Experiential learning is a highly effective strategy to apply to small business development within academia, as it provides students with a unique opportunity to create real classroom projects, such as workshops and consultancies, and to face business challenges in a practical way by working as collaborators.

BIBLIOGRAPHIC REFERENCES

Adell, J., Castañeda, L. (2012). Emerging technologies, emerging pedagogies? In J. Hernández, M. Pennesi, D. Sobrino and A. Vázquez (coord.). Emerging trends in education with ICT. 13-32. DOI: https://digitum.um.es/digitum/handle/10201/29916

Alvares, B. (2019). Virtual academic tutoring program using blackboard and coggle to improve the academic performance of students in the text comprehension and writing course at the technological university of Peru - Chiclayo branch, Lambayeque region, year 2018. [Master's Thesis, Universidad Nacional Pedro Ruiz Gallo]. DOI: https://repositorio.unprg.edu.pe/handle/20.500.12893/7321

Arias, M. (2012). The conversation circle as a didactic strategy: An experience to reflect on and apply in higher education. Educare Electronic Journal, Vol. 16, N°2, 9-24. DOI: https://www.revistas.una.ac.cr/index.php/EDUCARE/article/view/3928/15983

Arimany, N., Tarrats, E., Viladecans, C. (2015). Contribution of learning models to entrepreneurial competence and social efficiency: an empirical experience. UVIC Institutional Repository. DOI: http://dspace.uvic.cat/handle/10854/4482

Aristizabal-Almanza, J., Ramos-Monobe, A., Chirino-Barceló, V. (2018). Active learning for the development of psychomotor skills and teamwork. Educare Electronic Journal, Vol. 22, No. 1, 319-344. DOI: https://www.scielo.sa.cr/scielo.php?script=sci_arttext&pid=S1409-42582018000100319

Avantideas. (2022). The Kanban board as the ultimate tool for teamwork management. Retrieved from: https://avantideas.com/el-tablero-kanban-trabajo-en-equipo/

Barberá, E. (2002). Explanatory Models in Motivational Psychology. Revista Electrónica de Motivación y Emoción (REME), Vol. 5, N°10, 1-22. DOI: https://dialnet.unirioja.es/servlet/articulo?codigo=1024686

Barca-Lozano, A., Almeida, L., Porto-Rioboo, A., Peralbo-Uzquiano, M., Brenlla-Blanco, J. (2012). School motivation and achievement: impact of academic goals, learning strategies and self-efficacy. Annals of Psychology, Vol. 28, No. 3, 848-859. DOI: https://revistas.um.es/analesps/article/view/analesps.28.3.156101/150191

Beard, C. y Wilson, J. (2006). Experiential learning: A best practice handbook for educators and trainers. Editorial Kogan Page.

Bhat, V. (1995). Experiential learning, A guide for educators in Verónica Baena (Ed.). El Aprendizaje Experiencial como metodología docente. Editorial Narcea. DOI: Experiential Learning: a guide for educators (miclase.es)

Bono, A. (2010). Teachers as key players in promoting student motivation. Revista Iberoamericana De Educación, Vol. 54, N°2, 1-8. DOI: https://rieoei.org/RIE/article/view/1676/4536

Bonza, I., Gómez, B. (2016). Improvement of motor skills and attention through recreational games in English, in transition grade students of the Colegio El Butler in the municipality of Paz del Rio. [Specialty thesis]. Los Libertadores University Foundation. DOI: https://repository.libertadores.edu.co/handle/11371/1424?show=full

Cadrecha, M. (1990). John Dewey: Proposal for an educational model. I. Fundamentals. Revista Aula Abierta, N°55, 61-87. DOI: John Dewey: proposal of an educational model. I. Fundamentals - Dialnet (unirioja.es)

Calderón, R. (2005). The curricular foundations in English language teaching at a distance; an approach based on theory and reflection on educational practice. Education Journal, Vol. 29, N°2, 181-195. DOI: https://redalyc.org/pdf/440/44029211.pdf

Cardona, C., Trejos, J. (2020). A qualitative study of experiential learning for organisational work teams. Social Science Journal, Vol. 26, No. 3, 71-82. DOI: https://dialnet.unirioja.es/servlet/articulo?codigo=7565468

Carranza, M., Caldera, J. (2018). Students' Perception of Meaningful Learning and Teaching Strategies in Blended Learning. REICE. Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación, Vol. 16, N°1, 73-88. DOI: http://repositorio.cualtos.udg.mx:8080/jspui/bitstream/123456789/650/1/Percepci%c3%b3n%20de%20los%20Estudiantes%20sobre%20el%20Aprendizaje.pdf

Carreño, L. (2009). Constructivism and Education. Carretero, Mario, Constructivismo y Educación, N°32, 112-113. DOI: https://www.redalyc.org/articulo.oa?id=403041704015

Carrillo, M., Padilla, J., Rosero, T. Villagómez, M. (2009). Motivation and learning. Alterity, V. 4, No. 1, 20-32. DOI: https://www.learntechlib.org/p/195445/

Casas, J., Repullo, J., y Donado, J. (2003). The survey as a research technique. Elaboration of questionnaires and statistical treatment of data (I). Atención Primaria, 31(8), pp. 527-538. Retrieved from: https://www.elsevier.es/es-revista-atencion-primaria-27-pdf-13047738

Castrillón, L. (2017). Games and their role in language learning. La Tercera Orilla, N° 19, 86-93. DOI: https://revistas.unab.edu.co/index.php/laterceraorilla/article/view/2893/2389

Castro, S. (2005). Learning styles in teaching and learning: A proposal for implementation. Research Journal. Organ of dissemination of the Coordination of Research and Innovation, Vol. 29, No. 58, 83-102. DOI: https://www.revistas-historico.upel.edu.ve/index.php/revinvest/article/view/4099/2075

Cattaneo, M., Huertas, J., De la Cruz, M. (2004). What do middle school students and students from different social groups say about their learning goals? Estudios Pedagógicos, No. 30, 21-37. DOI: https://www.scielo.cl/scielo.php?pid=S0718-07052004000100002&script=sci_arttext&tlng=en#a1

Ceballos, A., y Alegría, A. (2012). Teacher training model based on experiential learning to strengthen competencies in English language teaching. Revista "Ciencia y Tecnología", Escuela de Postgrado -UNT, 8(22), 263-277. Retrieved from: https://revistas.unitru.edu.pe/index.php/PGM/article/view/206/211

Cevallos, L., Alegría, A. (2022). Teacher training model based on experiential learning to strengthen competencies in English language teaching. Science and Technology Journal, Vol. 8, No. 22, 263-277. DOI: https://revistas.unitru.edu.pe/index.php/PGM/article/view/206

Chacón, C. (2006). Initial training and communicative competence: perceptions of a group of English teachers. Educere, Vol. 10, No. 32, 121-130. DOI: http://ve.scielo.org/scielo.php?pid=S1316-49102006000100017&script=sci_arttext

Chiecher, A. (2017). Learning goals and contexts. A study with first year engineering students. Innova educativa (Mexico, DF), Vol. 17, N°74, 61-80. DOI: https://www.scielo.org.mx/scielo.php?pid=S1665-26732017000200061&script=sci_arttext

Coll, C., Martín, E., Mauri, T., Miras, M., Onrubia, J., Solé, I., Zabala, A. (2007). Constructivism in the classroom. Biblioteca de Aula. DOI: https://books.google.es/books?hl=es&lr=&id=BzOef9UlDb4C&oi=fnd&pg=PA8&dq=El+constructivismo+&ots=yQJBAhs3_v&sig=H3kH0emv--JfJPTGHYMSYXxR7eY#v=onepage&q=El%20constructivismo&f=false

Coogle. (2022). Create Mind Maps with Coggle. Recuperado de: https://coggle.help/article/70-create-mind-maps-with-coggle

Del Pino-Ordóñez, M. (2020). Experiential learning, internalising by doing. Revista digital de educación y formación del profesorado, 17(1), 1-7. Retrieved from: http://revistaeco.cepcordoba.es/wp-content/uploads/2020/04/Delpino.pdf

Dewey, J. (1998). *Democracia y educación*. Ediciones Morat. DOI: https://www.academia.edu/36396052/Dewey_John_Democracia_y_Educacion

Díaz, C., Ruiz-Tagle, D., Tagle, T., Alarcón, P. (2016). Teaching planning and teaching performance of student teachers of English: a preliminary x-ray in three Chilean universities. International Journal of Social Science Research, Vol. 12, No. 1, 15-28. DOI: http://scielo.iics.una.py/scielo.php?script=sci_arttext&pid=S2226-40002016000100003

Díaz, K. (2017). Service-learning as an experiential learning strategy in higher education. Journal for the Classroom - IDEA, No. 23, 13-15. DOI: https://www.usfq.edu.ec/sites/default/files/2020-07/pea_023_0007.pdf

Eduardo, J. (2016). Learning styles of postgraduate students in the B-Learning modality, based on Kolb's model. Redipe Bulletin, Vol. 5, N°6, 81-96. DOI: https://dialnet.unirioja.es/servlet/articulo?codigo=6064455

Escurra, L. (1992). Adaptation of Kolb's learning styles inventory. Revista De Psicología, Vol. 10, N°1-2, 125-142. DOI: https://revistas.pucp.edu.pe/index.php/psicologia/article/view/3816/3792

Espinar, E., Vigueras, J. (2020). Experiential learning and its impact on current education. Revista Cubana Educación Superior, Vol. 39, No. 3. DOI: http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S0257-43142020000300012

Espinoza-Pérez, R., Álvarez-Lozano, M., Erazo-Álvarez, J., García, D. (2020). Genially y Powtoon as didactic resources in elementary school. Revista Arbitrada Interdisciplinaria Koinonía, Vol. 5, N°5, 439-457. DOI: https://dialnet.unirioja.es/servlet/articulo?codigo=7696073

Fernández, S. (2017). Evaluation and learning. Revista didáctica ELE, (24). Retrieved from: https://marcoele.com/descargas/24/fernandez-evaluacion_aprendizaje.pdf

Fernández-Arata, J. (2008). Teaching performance and its relationship with goal orientation, learning strategies and self-efficacy: A study with primary school teachers in Lima, Peru. Universitas Psychologica, Vol. 7, No. 2, 385-401. DOI: http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-92672008000200007

García, J. (2010). Training in strategies for learning English as a foreign language in a blended learning context. Revista Nebrija de Lingüística Aplicada a la Enseñanza de las Lenguas, N°8. DOI: https://www.nebrija.com/revista-linguistica/entrenamiento-en-estrategias-de-aprendizaje-de-ingles-como-lengua-extranjera-en-un-contexto-de-aprendizaje-combinado.html

García, M. (2012). Academic self-regulation as an explanatory variable of university learning processes. Profesorado. Revista de currículum y formación del profesorado, Vol. 16, No. 1, 203-221. DOI: https://redined.educacion.gob.es/xmlui/bitstream/handle/11162/94567/00820123016012.pdf?sequence=1

García-Ruiz, R., Aguaded, I., Bartolomé-Pina, A. (2018). RIED: Ibero-American Journal of Distance Education, 21(1), 25-32. DOI: https://diposit.ub.edu/dspace/bitstream/2445/164925/1/674454.pdf#:~:text=Los%20avances%20tecnol%C3%B3gicos%20adaptados%20al%20%C3%A1mbito%20educativo%20han,educativas%20respuestas%20adecuadas%20a%20sus%20necesidades%20de%20formaci%C3%B3n.

Gaskins, I., Elliot, T. (1999). How to teach cognitive strategies at school: the Benchmark manual for teachers. Editorial Paidós. DOI: https://www.researchgate.net/profile/Irene-Gaskins/publication/268338549_Como_ensenar_estrategias_cognitivas_en_la_escuela/links/5728b46c08ae2efbfdb7e054/Como-ensenar-estrategias-cognitivas-en-la-escuela.pdf

Gezuraga, M., García, Á. (2020). Receptions of Dewey's experiential pedagogy in various methodological approaches: the added value of service-learning. Educatio Siglo XXI, Vol. 38, 295-316. DOI: https://revistas.um.es/educatio/article/view/452921/292431

Gil, J. (2011). Techniques and instruments for the collection of information. Editorial UNED - Universidad Nacional de Educación a Distancia. DOI: https://play.google.com/books/reader?id=ANrkDAAAQBAJ&hl=es

Gleason, M., Rubio, J. (2020). Implementation of experiential learning at university, its benefits for students and the teaching role. Revista Educación, 44 (2), 264-282. DOI: Implementation of experiential learning at the university, its benefits for students and the teaching role | Revista Educación (ucr.ac.cr)

Gómez, J. (2011). Experiential learning. University of Buenos Aires, Capacitación y Desarrollo en las Organización. Retrieved from: http://www.ecominga.uqam.ca/ECOMINGA_2011/PDF/BIBLIOGRAPHIE/GUIDE_LECTURE_5/1/3.Gomez_Pawelek.pdf

Gómez, M. (2017). Proposal of experiential pedagogical tools for teaching discrete simulation using the methodology applied by the GEIO Group. [Academic work, Universidad Tecnológica de Pereira]. Repository of the Universidad Tecnológica de Pereira. DOI: https://repositorio.utp.edu.co/items/fb5aed0d-b543-4f37-b893-fc1ddb36d874

Gómez, M., Lorena, L., & Figueroa, C. (2019). B-learning modality: a strategy to strengthen vocational training. Virtuality, Education and Science, 10(18), 37-51. Retrieved from https://revistas.unc.edu.ar/index.php/vesc/article/view/23041

Gómez-García, M., Ortega-Rodríguez, P., Ortiz-Padilla, M. Poyatos, C, (2022). Design of interactive educational videos in the university environment. In La tecnología educativa como eje vertebrador de la innovación. Ediciones Octaedro. DOI: La tecnología educativa como eje vertebrador de la innovación (octaedro.com).

González, C. (2012). Learning from experience and competences: Learning and service. Learning styles. Research and experiences: [V World Congress on Learning Styles]. Santander, 27, 28 and 29 June 2012. Retrieved from: https://dialnet.unirioja.es/servlet/articulo?codigo=4644809

González, M., Marchueta, J. Vilche, E. (2011). Kolb's experiential learning model applied to virtual laboratories in Electronic Engineering. Directorate of Distance Education, Classroom Innovation and ICT. DOI: http://sedici.unlp.edu.ar/bitstream/handle/10915/26533/Documento_completo.pdf?sequence=1&isAllowed=y

González, R., Valle, A., Núñez, J., González-Pienda, J. (1995). A theoretical approach to the concept of academic goals and their relation to school motivation. Psicothema, Vol.8, N°1, 45-61. DOI: https://digibuo.uniovi.es/dspace/bitstream/handle/10651/29565/Psicothema.1996.8.1.45-61.pdf?sequence=1&isAllowed=y

Granados López, Hedilberto y García Zuluaga, Claudia Lorena (diciembre, 2016). The experiential learning model as an alternative to improve the learning process in the classroom. Ánfora, 23(41), 37-54. https://publicaciones.autonoma.edu.co/index.php/anfora/article/view/140/124

Green, M. (1 de abril del 2004). Storytelling in Teaching. [Mensaje en un blog]. Association for psychological science. DOI: https://www.psychologicalscience.org/observer/storytelling-in-teaching?es=true&es=true

Guale, E. (2021). The learning cycle in the teaching-learning process. [Master's thesis, University of Guayaquil]. DOI: http://repositorio.ug.edu.ec/handle/redug/57612

Guerrero, J. (11 marzo del 2023). What is Bloom's taxonomy and what is it for? [Blog post]. Teachers up to date. DOI: https://docentesaldia.com/categoria/taxonomia-de-bloom/

Guerrero, J. (15 diciembre del 2019). What are learning strategies? Definition, types and examples. [Blog post]. Teachers up to date. DOI: https://docentesaldia.com/2019/12/15/que-son-las-estrategias-de-aprendizaje-definicion-tipos-y-ejemplos/

Günter, H. (2008). Active learning and educational methodologies. Revista de Educación, special issue, 59-81. DOI: https://redined.educacion.gob.es/xmlui/bitstream/handle/11162/72275/00820083000386.pdf?sequence=1&isAllowed=y

Gutiérrez, M., Romero, M., Solórzano, M. (2011). Experiential learning as a teaching methodology: application of the Macbeth method. Argos, Vol. 28, No. 54, 127-158. DOI: http://ve.scielo.org/scielo.php?script=sci_arttext&pid=S0254-16372011000100006

Gutiérrez, M., Romero, M., y Solórzano, M. (2011). Experiential learning as a teaching methodology: application of the Macbeth method. Argos, 28(54), pp. 127-158. Retrieved from: http://ve.scielo.org/scielo.php?script=sci_arttext&pid=S0254-16372011000100006

Gutiérrez, S., Ortega, G., Quio, R. (2021). Learning strategies in the area of English and their relationship with attitudes in students in the fifth grade of secondary school at the Jorge Basadre Educational Institution, Chaclacayo, 2017. [Bachelor's thesis. National University of Education]. URL: https://repositorio.une.edu.pe/handle/20.500.14039/6625

Hernández, M., Bueno, C., González, T., López, M. (2006). Learning-teaching strategies and multiple intelligences: Do we all learn the same? Medical Humanities, Vol. 6, No. 1, 1-17. DOI: http://scielo.sld.cu/pdf/hmc/v6n1/hmc020106.pdf

Hernández, R., Fernández, C. y Baptista, P. (2014). Research Methodology. 6th Ed., McGraw Hill: Mexico.

Herrera, J., Zamora, N. (2014). Do we really know what motivation is? Vol. 18, No. 1, 126-128. DOI: http://scielo.sld.cu/pdf/ccm/v18n1/ccm17114.pdf

Imbernón, F. (1994). *La formación y el desarrollo profesional del profesional del profesorado*. Editorial Graó.

Itin, C. (1999). Reasserting the Philosophy of Experiential Education As a Vehicle for Change In the 21st Century. *Journal of Experiential Education Magazine*, Vol. 22, N°2, 91-98. DOI: (99+) Reasserting the Philosophy of Experiential Education As a Vehicle for Change In the 21st Century | Christian Itin - Academia.edu

Juárez, C., Perales, M. (2019). Experiences in learning English in higher education. Language, 47(2), 358-378. DOI: http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0120-34792019000200358

Kolb, A., Kolb, D. (2008). Experiential Learning Theory:A Dynamic, Holistic Approachto Management Learning, Education and Development. Revista Learning Sustainability, 42-68. DOI: (PDF) Experiential Learning Theory: A Dynamic, Holistic Approach to Management Learning, Education and Development (researchgate.net)

La Torre, F. (2016). The importance of English in international trade. Revista Empresarial, 10 (4), 51-57. DOI: https://dialnet.unirioja.es/descarga/articulo/5924583.pdf

Laaser, W., Liliana, S., Rodríguez, L. (2010). Podcasting: A new medium for distance education? Revista de Educación a Distancia (RED), N° 23, 2-10. DOI: https://revistas.um.es/red/article/view/111681

Lamas, H. (2008). Self-regulated learning, motivation and academic performance. Liberabit, Vol. 14, N°14, 15-20. DOI: http://www.scielo.org.pe/scielo.php?pid=S1729-48272008000100003&script=sci_arttext

Lara, J. (1997). Strategies for meaningful-constructivist learning. Teaching, N°15, 29-50. DOI: file:///C:/Users/User/Downloads/Strategies_for_significant_learning.pdf

Larrondo, A., Fernandez, J. (2015). Narrative convergence in mobile journalism. An approach to the integration of audiovisual content in native iPad products. Journalistic Message Studies, Vol. 22, No. 2, 777-792. DOI: https://www.researchgate.net/profile/Ainara-Ureta/publication/313259661_La_convergencia_narrativa_en_el_periodismo_movil_Aproximacion_a_la_integracion_del_contenido_audiovisual_en_los_productos_nativos_para_iPad/links/59f1c1c9aca272cdc7ce3244/La-convergencia-narrativa-en-el-periodismo-movil-Aproximacion-a-la-integracion-del-contenido-audiovisual-en-los-productos-nativos-para-iPad.pdf

Leguizamón, M., López, O. (2010). Influence of goals in co-regulated learning with hypermedia environments. Pedagogy and Knowledge, No. 32, 99-110. DOI: https://www.redalyc.org/pdf/6140/614064887010.pdf

Lengua, C., Bernal, G., Flórez, W., Velandía, M. (2020). Emerging technologies in the teaching-learning process: towards the development of critical thinking. Revista Electrónica Interuniversitaria Interuniversitaria de Formación del Profesorado, Vol. 23, No. 3, 83-98. DOI: https://revistas.um.es/reifop/article/view/435611

Llanga, E., Murrillo, J., Panchi, K., Paucar, M.,Quintanilla, D. (2019). Motivation as a factor in learning. Journal ATLANTE: Cuadernos de Educación y Desarrollo (2nd Epoch). DOI: https://www.eumed.net/rev/atlante/2019/06/motivacion-aprendizaje.html

López, C. (2018). Rebecca L. Oxford's learning strategies: Analysis and Praxis through "Ways to express the future". [Master's Thesis, University of La Laguna]. DOI: https://riull.ull.es/xmlui/bitstream/handle/915/10993/las%20estrategias%20de%20aprendizaje%20de%20rebecca%20l.%20oxford%20analisis%20y%20praxis%20a%20traves%20de%20%c2%bfways%20to%20express%20the%20future%c2%bf.pdf?sequence=1

López, M. (2008). About games when they are didactic for teaching English in higher education [Master's thesis]. University of Antioquia. DOI: https://bibliotecadigital.udea.edu.co/handle/10495/7433

López, M., y Silva, E. (2009). Learning styles. Relationship with motivation and strategies. Learning Styles Journal, 4(4), 36-55. Retrieved from: https://redined.educacion.gob.es/xmlui/bitstream/handle/11162/79595/00820103010057.pdf?sequence=1&isAllowed=y

Madej, A. (2013). Vocabulary learning strategies according to contemporary methodological literature. Proceedings of the XLVII International Congress of the AEPE (European Association of Teachers of Spanish). DOI: https://cvc.cervantes.es/ensenanza/biblioteca_ele/aepe/pdf/congreso_47/congreso_47_12.pdf

Marsiglia-Fuentes, R., Llamas-Chávez, J, Torregrosa-Fuentes, E. (2020). Teaching strategies and learning styles: an approach to the case of the Bachelor's Degree in Education at the University of Cartagena (Colombia). Formación Universitaria, Vol. 13, No. 1, 27-34. DOI: 0718-5006-formuniv-13-01-27.pdf (scielo.cl)

Martínez, G. (2017). Technologies and new trends in education: learning by playing. The case of Kahoot. Opción: Revista de Ciencias Humanas y Sociales, No. 83, 252-277. DOI: https://dialnet.unirioja.es/servlet/articulo?codigo=6228338

Martínez, J. (2001). The activation and maintenance of motivation during the teaching-learning process of a foreign language. Didactics (Language and Literature), Vol. 13. DOI: file:///C:/Users/User/Downloads/ecob,+DIDA010101110237A.PDF.pdf

Marulanda, B., Miranda, P., Yañez, Z. (2022). Implementation of the experiential learning methodology through the foreign language English in a course of the master's degree in pedagogy and human development at the Catholic University of Pereira. Editorial Catholic University of Pereira. DOI: https://repositorio.ucp.edu.co/bitstream/10785/9623/1/DDEPDH134%20.pdf

Matos, L., Lens, W. (2006). The Goal-Orientation Theory, learning strategies and academic performance in secondary school students in Lima. Persona, N°9, 11-30. DOI: https://www.redalyc.org/pdf/1471/147112814001.pdf

McClelland, D. (1989). *Estudio de la motivación humana*. Narcea S.A. de Ediciones. DOI: https://books.google.es/books?id=3fKGr602DTcC&printsec=frontcover&hl=es#v=onepage&q&f=false

Méndez, M., Concheiro, M. (2018). Use of digital tools for online collaborative writing: the case of Padlet. Revista de Didáctica ELE, No. 27, 1-17. DOI: https://rua.ua.es/dspace/handle/10045/111891

Mendoza, F. (2015). Relationship between experiential attitude and the use of simulators as a pedagogical tool. [Master's thesis, Universidad de la Salle]. DOI: https://ciencia.lasalle.edu.co/maest_administracion/482/

Merchán, M., Henao, J. (2011). Influence of visual perception on learning. Science and Technology for Eye and Vision Health, Vol. 9, No. 1, 93-101. DOI: https://dialnet.unirioja.es/servlet/articulo?codigo=5599290

Moreno, N., López, E., Leiva, J. (2018). International studies on law and education. In MLA-Modern Language Associaton Database. The use of emerging technologies as teaching resources in educational settings, 131-146. DOI: http://www.hottopos.com/isle29_30/131-146Moreno.pdf

Nuñez, J. Solano, P., González-Pienda, J., Rosário, P. (2006). Self-regulated learning as a means and goal of education. Papeles del Psicólogo, Vol. 27, N°3, 139-146. DOI: https://repositorium.sdum.uminho.pt/bitstream/1822/11868/1/2006_el_aprendizaje_ar_medio_meta_educacion.pdf

Onofre, C. (2020). Propuesta unidad curricular para lengua y literatura décimo año EGB aplicando gamificación y metodológicas activas con el uso de las TIC. [Master's Thesis, Casa Grande University]. DOI: http://dspace.casagrande.edu.ec:8080/handle/ucasagrande/2640

Orrego, L., Díaz, A. (2010). Use of foreign language learning strategies: English and French. Íkala, Journal of Language and Culture, Vol. 15, No. 24, 105-142. DOI: http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0123-34322010000100005

Orteaga, D., Auccahuallpa, R. (2017). Ecuadorian Education in English: Level of Proficiency and Linguistic Competences of Rural Students. Revista Scientific, Vol. 2, No. 6, 52-73. DOI: http://indteca.com/ojs/index.php/Revista_Scientific/article/view/138

Ortiz, D. (2015). Constructivism as a theory and method of teaching. SOPHIA Journal 19, No. 19, 93-110. DOI: https://sophia.ups.edu.ec/index.php/sophia/article/view/19.2015.04

Oxford, R. (1990). Language Learning Strategies. What every Teacher should Know. Heinle ELT Publishers.

Parra, D. (2003). *Manuel de Estrategias de Enseñanza/Aprendizaje*. Servicio Nacional de Aprendizaje SENA. DOI: https://repositorio.minedu.gob.pe/bitstream/handle/20.500.12799/4855/Manual%20de%20estrategias%20de%20ense%c3%b1anza%20aprendizaje.pdf?sequence=1&isAllowed=y

Pastor, R. (2019). The implementation of the Kahoot tool in the university classroom. *Cuadernos de desarrollo aplicados a las TIC, Vol. 8, N°1,* 96-115. DOI: https://riunet.upv.es/handle/10251/129052

Paul, R. & Elder L. (2005). *Estándares de competencias para el pensamiento crítico*. Recuperado de http://www.criticalthinking.org/resources/PDF/SP-Comp_Standards.pdf.

Peralta, W. (9 de junio del 2016). Teaching strategies for learning English as a foreign language. Vinculando Journal. DOI: https://vinculando.org/educacion/estrategias-ensenanza-aprendizaje-del-ingles-lengua-extranjera.html?format=pdf&pdf=14802

Pérez, J. (2011). The muda plane: a tool to support the practical teaching--learning of lean manufacturing. Revista Facultad de Ingeniería Universidad de Antioquia, No. 58, 173-182. DOI: http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0120-62302011000200018

Piscitelli-Altomari (2017). Virtual and augmented reality in education, a national and international snapshot. Creative Economy, No. 7, 32-64. DOI: https://www.redalyc.org/journal/5475/547569102003/547569102003.pdf

Prado–Huarcaya, D., Escalante-López, M. (2020). Learning strategies and the comprehension of written English language texts. Valdizana Research, Vol. 14, No. 3, 140-147. DOI: https://www.redalyc.org/journal/5860/586064896003/586064896003.pdf

Prendes, C. (2015). Augmented reality and education: analysis of practical experiences. *Revista de Medios y Educación*, No. 46, 187-203. DOI: https://redined.educacion.gob.es/xmlui/handle/11162/125010

Raposo-Rivas, M., Martínez-Figueira, E. (2019). Emerging technologies or emerging technologies: a contextualised study in pre-professional practice. Educar, Vol. 55, N°2, 499-518. DOI: https://ddd.uab.cat/pub/educar/educar_a2019v55n2/educar_a2019v55n2p499.pdf

Reidl-Martínez, L. M. (2013). Confiabilidad en la medición. Inv Ed Med, 2(6), 107–

Rodríguez, G. (2014). Information complexity and deformation in multimedia language and interactive communication. In R. Mancinas and A. Nogales-Bocio (Eds.), Primer Congreso Internacional Infoxicación: mercado de la información y psique: Libro de Actas (152-171). Editorial Sevilla: Facultad de Comunicación. DOI: https://idus.us.es/bitstream/handle/11441/33011/Libro_de_actas_Infoxicacion_navegable10.pdf?sequence=1&isAllowed=y

Rodríguez, L. (2015). John Dewey and his contributions to education. Acta Educativa, Vol. 1, No. 2, s.p. DOI: https://revista.universidadabierta.edu.mx/2015/10/15/jhon-dewey-y-sus-aportaciones-a-la-educacion/

Rodríguez, M. (2017). The active learning model in the subject Physics B as a strategy to improve the academic performance of engineering students at ESPOL. A case study. [Master's thesis]. Casagrande University, Ecuador. DOI: http://dx.doi.org/10.13140/RG.2.2.19607.88485

Rodríguez, R, (2010). Kolb, Honey and Mumford's models of learning: implications for science education. Sophia, vol.14 no.1. DOI: http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1794-89322018000100051

Rojas, D., Zapata, Á., Herrada, M. (2013). English Language Teaching in Chile's Municipal Schools: Where Are We and Where Are We Going? Foro Educaacional, No. 22, 95-108. DOI: https://dialnet.unirioja.es/servlet/articulo?codigo=6429483

Romero, L., Salinas, V, Mortera, F. (2010). Learning styles based on Kolb's model in virtual education. Aperture, Vol. 2, No. 1, 1-21. https://www.researchgate.net/profile/Luz-Nelly/publication/237038875_Estilos_de_aprendizaje_basados_en_el_modelo_de_Kolb_en_la_educacion_virtual/links/55a92cbb08aea3d0868032c5/Estilos-de-aprendizaje-basados-en-el-modelo-de-Kolb-en-la-educacion-virtual.pdf

Romero, M. (2010). Experiential learning and the new training demands. Journal of Experimental Anthropology, N°10, 89-102. DOI: https://revistaselectronicas.ujaen.es/index.php/rae/article/view/1970

Romero, M. (2010). Experiential learning and the new training demands. Journal of Experimental Anthropology, 10(8), pp. 89-102. Retrieved from: http://revista.ujaen.es/huesped/rae/articulos2010/edu-1008pdf.pdf

Ruiz, D., Pérez, J. (2012). Experiential learning, a strategic tool in the development of organisational competencies. [Master's thesis, Universidad Militar Nueva Granada.] DOI: https://repository.unimilitar.edu.co/bitstream/handle/10654/9964/RuizPerillaDianaKarina2012.pdf?sequence=2&isAllowed=y

Schwartz, S., Pollishuke, M. (1995). *Aprendizaje active. Una organización de la clase centrada en el alumnado*. Editorial Narcea Ediciones. DOI: https://books.google.es/books? hl= es&lr= &id= 1fKiBLwAig4C&oi= fnd&pg= PA12&dq=Aprendizaje+activo&ots=QjZLnX8OEU&sig=wkku-JSDv_nWTfEoDs4re5mixo3I#v=onepage&q=Aprendizaje%20activo&f=false

Solano, I., Sanchez, M. (2010). Learning anywhere: the educational podcast. Journal of Media and Education, No. 36, 125-139. DOI: https://www.redalyc.org/pdf/368/36815128010.pdf

Toontastic. (2023). Home page. Retrieved from: https://toontastic.withgoogle.com/?ref=marketsplash.com

Torrano, F., Gonzales, M. (2004). Self-regulated learning: present and future research. DOI: Electronic Journal of Research in Educational Psychology, Vol. 2, N°1, 2004, pp.1-33. DOI: https://www.redalyc.org/pdf/2931/293152878002.pdf

Toro, A., Velosa, J., & Ruiz, C. Practices from experiential pedagogy to motivate student learning of English at Universidad Santo Tomás. Working Paper.

Tripodoro, V., De Simone, G. (2015). New paradigms in university education: David Kolb's learning styles. *Medicina* (Buenos Aires), Vol. 75, N°2, 109-112. DOI: http://www.scielo.org.ar/scielo.php?script=sci_arttext&pid=S0025-76802015000200010

Trujillo, J. (2011). The Use of Podcasts in Higher Education: Communication, Innovation, Education and Knowledge Management. *Revista de Universidad y Sociedad del Conocimiento* (RUSC). Vol. 8, No 2, 225-240. DOI: https://link.springer.com/article/10.7238/rusc.v8i2.1047

Tunnermann, C. (2011). Constructivism and student learning. Universities, No. 48, 21-32. DOI: https://www.redalyc.org/pdf/373/37319199005.pdf

Ugartetxea, J. (2001). Motivation and metacognition, more than a relationship. Relieve: Electronic Journal of Educational Research and Evaluation, Vol. 7, N°2, 51-71. DOI: https://redined.educacion.gob.es/xmlui/bitstream/handle/11162/94906/00820123017255.pdf?sequence=1&isAllowed=y

Valle, A., Barca, A., González, R., Núñez, J. (1999). Learning strategies: a theoretical and conceptual review. *Revista Latinoamericana de Psicología*, vol. 31, no. 3, 1999, 425-461. DOI: https://www.redalyc.org/pdf/805/80531302.pdf

Valle, A., Rodríguez, S., Cabanach, R., Gerpe, M., Piñeiro, I., Rosario, P. (2008). Learning and study strategies: Theoretical bases for intervention. Multiarea Journal, Models, Methods and Strategies of Learning, No. 3, 263-286. DOI: https://repositorium.sdum.uminho.pt/bitstream/1822/11915/4/Las%20Estrategias%20de%20Aprendizaje%20y%20Estudio_Bases%20Te%c3%b3ricas%20para%20la%20Intervenci%c3%b3n.pdf

Valle, A., Rodríguez, S., Núñez, J., Cabanach, R., Gónzalez-Pienda, J., Rosario, P. (2010). Motivación y Aprendizaje Autorregulado. *Interamerican Journal of Psychology*, Vol. 44, N°. 1, 86-97. DOI: Redalyc.Motivación y Aprendizaje Autorregulado (uniovi.es)

Vargas, L. (1994). On the concept of perception. Revista Alteridades, Vol. 4 (8), 47-53. DOI: Sobre el concepto de percepción: Vargas Melgarejo: Alteridades (uam.mx)

Velosa, J. (2021). Transformación de las prácticas de enseñanza del profesorado del colegio Santo Tomás de Aquino - sede Bogotá, a partir de la formación e implementación de didácticas de corte experiencial. Undergraduate thesis [Universidad de la Sabana]. DOI: https://intellectum.unisabana.edu.co/bitstream/handle/10818/48895/JACQUELIN%20VELOSA%20LOPEZ.pdf?sequence=1&isAllowed=y

Viñas, R., Secul, C., Viñas, M., López, Y. (2018). The padlet tool as an act of digital communication. In: Alejandro Héctor González and María Mercedes Martin. Beyond the virtual classroom. "Other horizons, other challenges. DOI: https://www.memoria.fahce.unlp.edu.ar/library?a=d&c=eventos&d=Jhttps://www.memoria.fahce.unlp.edu.ar/library?a=d&c=eventos&d=Jev10495

Vlalatam. [@vlalatam] (2021). *Reto de Inglés en Kahoot - Webinar VLA* [Video]. Youtube. https://www.youtube.com/watch?v=_YP_jTLJylo

Zapata, P., Oviedo, P., Cárdenas., Rendón M., Gómez, López, M., Figueroa, L. (2012). The learning styles of students at La Salle University according to Kolb's model and its implications for university didactics. Actualidades Pedagógicas, Vol. 1, N°60, 123-147. DOI: https://ciencia.lasalle.edu.co/cgi/viewcontent.cgi?article=1155&context=ap

Zepeda, S., Abascal, R., López, E. (2016). Integrating gamification and active learning in the classroom. Ra Ximhai: scientific journal of society, culture and sustainable development, Vol. 12, No. 6, 315-325. DOI: https://dialnet.unirioja.es/servlet/articulo?codigo=7933127

ANNEXES

Appendix 1. Interview



SEMI-STRUCTURED INTERVIEW Script

Based on the 4 phases of experiential learning according to Kolb:

From concrete experience:

1. What objectives do you have when learning English as a foreign language?
2. How have you learned English?
3. How would you like your learning experience to be?
4. Why is it important for you to learn English?

From reflection (presenting the concept of experiential pedagogy):

5. What specific skills do you hope to develop through experiential learning?

6. How do you think experiential learning can help you achieve your goals?

From the conceptualization:

7. What are your biggest challenges when learning English and how do you think the experiential learning methodology can help you overcome them?

8. What type of activities would you like to do in the classroom to learn English with this methodology?

9. Do you think experiential learning would be an appropriate way to learn English and why?

From the application:

10. What do you hope will change in the next classes?

11. What would motivate you to use the language more?

Appendix 2. Questionnaire

UNIVERSIDAD SANTO TOMÁS
SEDE PRINCIPAL

Questionnaire to measure the English level of B1 students at levels 3, 4 and 5 of the Santo Tomás University, Bogotá and Villavicencio campuses in the 2023-I period.

Email address:

Punctuation:

Name:

Level you are studying:

1. How old are you?
2. Let's _____ to the cinema. I want to watch the new Nolan movie.
3. Do you have ____ eraser I can borrow?
4. This is a _____.
5. Anne _____ for a multinational company.

6. Where _____ she live?

7. Tom studies _____ the morning.

8. I _____ in Madrid when I was a child.

9. She's very _____. She's only 18.

10. Sarah is my _____. She's my uncle's wife.

11. I ate _____ yesterday.

12. Paris is _____ than La Paz.

13. I _____ a shower when Simon called me.

14. _____ it rained a lot, we played the whole game.

15. Tomorrow, we _____ to buy the tickets to the concert

16. Yes, I have _____ finished the report.

17. I _____ her twice today.

18. We didn't see _____ from the office at the party.

19. She told me she _____ a higher salary than her husband.

20. Is he _____ to vote?

21. A: Have you seen Max? B: No, I _____ him right now.

22. Angela needs _____ to you as soon as possible.

23. I enjoy _____ coffee in a cold afternoon.

24. We're going to Málaga in June. We _____ a room in a hotel near the beach.

25. When I arrived at the airport, I realized I _____ my passport at home.

26. I used to play soccer, but I don't do it any _____.

27. Even though I have had this job for five years, I still haven't gotten used to _____ at night.

28. Many movies ___ at this moment.

29. I _____ see you later if you are free.

30. If I _____ some free time, I would play my guitar more.

31. He asked me where _____ a bike like mine.

32. That's the man ____ job is to call the patients to remind them of their appointments.

33. You have two guitars, _____ you?

34. I hate people who are ____ and only care about themselves.

35. We want a new car, but we can't ____ to get one at this moment.

36. We've run _____ of milk. There's none in the fridge.

37. If we hadn't bought that car, we _____ so much money repairing it.

38. Claire bought a _____ belt when she was in Rome.

39. By 2050, humans will ____ flying cars.

40. My flight leaves at 2 pm, and it will take 2 hours to reach Paris. Tomorrow at 3 pm, I will _____ to my destination.

41. If I _____ him two years ago, I would be much happier now.

42. Maria wishes she _____ more time to learn a new language.

43. Sam wishes he _____ the most expensive ticket because he couldn't see a thing from the place where he was sitting.

44. The lights are out and no one has opened the door. They _____ earlier.

45. The candidate is believed to_____ money from drug lords for his presidential campaign.

46. After two hours standing in that crowded room, she started to feel dizzy, and then she passed _____. Luckily, there was a paramedic there, so he helped her become conscious again.

47. I was _____ when I heard I had been admitted into Harvard.

48. He paid a fine to avoid_____ to jail.

49. Never _____ such a great movie.

50. ____ seems to be a problem with your invoice.

51. I know you're busy. Would you rather I _____ back later?

52. _____ I known you were in town, I would have phoned you.

53. People are not _____ to smoke in the subway.

54. The interviewer was quite ____ about the hard job environment in that company.

55. Ellie is currently on maternity _____ so I am in charge of doing her job at this moment.

56. Please stop making that noise! It really gets on my _____.

57. He was charged with _____ after the attorney proved he had entered several houses to steal money and electronic devices.

58. Due to the heavy storm, all the events on campus have been called ____.

59. Something I didn't like about Hong Kong is that it's _____. There are tons of people everywhere.

60. I am so hooked ___ the last Finnish series Netflix released.

Appendix 3. Instrument validation



INSTRUMENT VALIDATION SHEET

The purpose of this document is to request your collaboration to determine the content validity of the data collection instruments to be applied in the study called: "PRACTICES FROM EXPERIENTIAL PEDAGOGY TO MOTIVATE STUDENTS IN THE ENGLISH SUBJECT. Case study: Students with academic lag at the Santo Tomás University", whose objectives are the following:

General objective

To design a proposal based on experiential pedagogy to motivate student learning of English B1 at the Santo Tomás University.

Specific objectives

- To diagnose the level of English proficiency of two groups of level 5 students at the Santo Tomás University, according to the standards of the MCRE and their opinion by means of a questionnaire.

- Classify the professional, productive and cultural competences at B1 level of English from an experiential pedagogy point of view.

Your valuable help will consist of evaluating the relevance of each of the instruments to the research objectives.

Names and last name of the expert: Samuel Acevedo Torres

Academic degree: PhD in education

Authors of the instrument: J. Velosa, J. Toro y C. Ruiz.

Instrument name: Evaluation of the level of English in university students

	Indicators	Qualitative/ quantitative criteria	Poor 0-20%	Regular 21-40%	Good 41-60%	Very good 61-80%	Excellent 81-100%
1	Clarity	It is formulated with appropriate language					X
2	Objectivity	It is expressed in observable behaviors					X
3	News	Suitable for the scope of science and technology					X
4	Organization	There is a logical organization					X
5	Sufficiency	Understands the aspects of quantity and quality					X
6	Intentionality	Suitable for evaluating aspects of the study					X

	Indicators	Qualitative/ quantitative criteria	Poor 0-20%	Regular 21-40%	Good 41-60%	Very good 61-80%	Excellent 81-100%
7	Consistency	Based on theoretical-scientific aspects and the topic of study					X
8	Coherence	Between objectives and instruments					X
9	Methodology	The strategy responds to the purpose of the study					X
10	Convenience	Generates new guidelines in research and theory construction					X
	Subtotal:						100 %
	Total:						100 %

Quantitative assessment: 100%

Qualitative assessment: The instrument is precise and relevant, meets the quality standards of scientific research and the objectives of the study in question.

Place and date: Lima, January 2023

Signature of the expert: _____

Names and last name of the expert: José Pariona Martínez

Academic degree: PhD in education

Authors of the instrument: J. Velosa, J. Toro y C. Ruiz.

Instrument name: Evaluation of the level of English in university students

	Indicators	Qualitative/ quantitative criteria	Poor 0-20%	Regular 21-40%	Good 41-60%	Very good 61-80%	Excellent 81-100%
1	Clarity	It is formulated with appropriate language					X
2	Objectivity	It is expressed in observable behaviors					X
3	News	Suitable for the scope of science and technology					X
4	Organization	There is a logical organization					X
5	Sufficiency	Understands the aspects of quantity and quality					X
6	Intentionality	Suitable for evaluating aspects of the study					X

	Indicators	Qualitative/ quantitative criteria	Poor 0-20%	Regular 21-40%	Good 41-60%	Very good 61-80%	Excellent 81-100%
7	Consistency	Based on theoretical-scientific aspects and the topic of study					X
8	Coherence	Between objectives and instruments					X
9	Methodology	The strategy responds to the purpose of the study					X
10	Convenience	Generates new guidelines in research and theory construction					X
	Subtotal:						100 %
	Total:						100 %

Quantitative assessment: 100%

Qualitative assessment: The instrument is precise and relevant, meets the quality standards of scientific research and the objectives of the study in question.

Place and date: Lima, January 2023

Signature of the expert: _____

This work explores and proposes a powerful pedagogical tool for teachers and students that, in recent years, has demonstrated its effectiveness in stimulating learning and motivation for those who have difficulties in English: Experiential Pedagogy.

Through this innovative approach, we seek to transform the way academic lag is faced in the classroom, offering practical and experience-based strategies to motivate and empower students, accompanied by technological tools that make education a active process that leaves aside traditional paradigms.

EDITORIAL NAVEGANTE

ISBN: 978-628-7623-38-5