

SOCIAL CYBERNETIC STRATEGIES TO IMPROVE
STUDENTS' SPEAKING SKILLS IN LEVEL 3
AT COLOMBO AMERICANO
PEREIRA- CARTAGO

A Research Project

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ABSTRACT

The aim of this research is to observe the results obtained after the application of three strategies, under the light of the Social Cybernetic Theory, in the speaking production of students in level three at the Colombo Americano Pereira-Cartago from June to November 2018. By applying these strategies and video recording of their implementation, a mix method research was conducted to analyze the progress students reached; this information is also supported by a test they took to see the predominant brain students work with, as well as videos and a blog developed for this purpose. After having gone through four moments, the conclusion is that the application of strategies that stimulated the left, right and central brain, lead students towards a better performance and a much better retention of the information they needed to communicate, using present tenses, there is and there are in a friendly atmosphere without feeling embarrassed.

Keywords: Social Cybernetics Theory (SCT), Speaking Skills, Strategies, Interaction, Tribrain.

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TABLE OF CONTENTS

ABSTRACT.....	ii
ACKNOWLEDGMENTS	iii
LIST OF TABLES	vii
LIST OF FIGURES	viii
INTRODUCTION	1
Significance of the Study	3
Statement of the Problem.....	3
Objectives	4
General Objective	4
Specific Objectives	4
LITERATURE REVIEW	6
English Context Breakdown	7
Colombia Bilingual Program	7
The Common European Framework of Reference (CEFR)	8
Communicative Approach	9
Suggestopedia	10
Oral Skills	11
Understanding Our Brain.....	13
Social Cybernetic Theory (SCT)	13

Tribrain or Unitriadic Brain Theory	14
Skill Mastery Development in Our Brains.....	16
Intelligences	19
Brain Association.....	22
The Senses and the Memory	22
METHODOLOGY	24
Research Approach	24
Tools	25
Consent Form to Participate in the Research Project.....	26
Test Revelador del Cociente Triádico (RCMT).....	26
Observation Protocol Form (OPF).....	26
Setting	26
Target Population.....	27
Procedure	27
First Moment.....	28
Second Moment	28
Third Moment	29
Fourth Moment	29
RESULTS AND DISCUSSION	31
Getting to Know Their Brains.....	31
Diagnosis of the Speaking Level	32
Stimulation of the Brain in the Learning of English Process Based on Cybernetic Social Theory	33

CONCLUSIONS AND SUGGESTIONS.....	38
REFERENCES	40
APPENDIX A: CONSENT FORM TO PARTICIPATE IN THE RESEARCH PROJECT	47
APPENDIX B: CONSENT FORM FOR STUDENTS - TEMPLATE.....	48
APPENDIX C: CONSENT FORM FOR STUDENTS – SAMPLE 1	49
APPENDIX D: TEST REVELADOR DEL COCIENTE TRIÁDICO (RCMT) – TEMPLATE .	50
APPENDIX E: TEST REVELADOR DEL COCIENTE TRIÁDICO (RCMT) TAKEN BY A STUDENT	51
APPENDIX F: LESSON PLAN TEMPLATE	52
APPENDIX G: LESSON PLAN – JULY 28TH, 2018	53
APPENDIX H: LESSON PLAN – AUGUST 25TH, 2018.....	54
APPENDIX I: LESSON PLAN – SEPTEMBER 29TH, 2018	55
APPENDIX J: IMAGES GIVEN TO STUDENTS TO COME UP WITH THE ROLE PLAY IN THE DIAGNOSIS TEST.....	56
APPENDIX K: SAMPLE AUDIO GIVEN TO STUDENTS FOR INSTRUCTIONS	57
APPENDIX L: VIDEO RECORDER FOR A DIAGNOSIS 1	58
APPENDIX M: READING TITLED “MEET RYAN BROWN”	59
APPENDIX N: VIDEO RECORDING – TO ACTIVATE STUDENTS’ RETAINING THE INFORMATION.....	60
APPENDIX O: VIDEO RECORDING – THE MEMORY ACTIVATION WITH THE SENSE OF SMELL	61
APPENDIX P: THE LINK OF THE BLOG CREATED FOR THE OLFACTORY ACTIVITY ..	62
APPENDIX Q: OBSERVATION PROTOCOL FORM	63

LIST OF TABLES

Table 1. Comparison Between Second and Third Moments	35
Table 2. Comparison Between Second and Fourth Moments.....	36

LIST OF FIGURES

Figure 1. CEFR Guidelines. A Perspective of the Implications of the Common European Framework Implementation in the Colombian Socio-cultural Context.	8
Figure 2. Conceptual Framework for CLT application in grammar teaching by Pham Ho	10
Figure 3. The Three-Parted Brain by Andrew Cain.....	18
Figure 4. Multiple Intelligences, Pedagogy and Scholarship by Shari Wejsa.	20
Figure 5. Test Revelador del Cociente Triádico	31
Figure 6. Analysis of the Video One July 28th, 2018.....	33
Figure 7. Analysis of the Video Two – August 26th, 2018	34
Figure 8. Analysis of the Video Three – September 29th, 2018.....	36

CHAPTER 1

INTRODUCTION

This study emerges from our teaching experience instructing children, teens, young adult and adults in English as a Foreign Language. Something that has been very challenging and motivating for us, has also been the experience of giving classes in a virtual environment, to other students who are in lower semesters, as UNAD tutor-students in the last semester. We have had the opportunity to be in contact with students of the same career who have also taken subjects in English, such as Pedagogical Experience I and II, which are disciplinary subjects in the program of B.A in English as a Foreign Language, offered by UNAD. These students are from different parts of Colombia, and most of them have taken these subjects despite of the fact that they do not know the language, nor have the competencies in the use of English. Although, we don't have the urge of using the four skills (reading, writing, listening and speaking) at the same time while taking assorted disciplinary and elective subjects, we do need to interact and use the receptive and productive skills at the moment of taking Pedagogical Experience II, in which it is necessary to have a fluent level of English in order to participate actively in the encounters and get the required grades to pass the subject.

Bearing this information in mind and taking into account our experience as teachers, for more than fifteen years, we have seen the weaknesses our pupils are exposed to at the moment of learning English. We could realize that there is a common ground in the groups we handle in

both parts, the Colombo Americano Pereira- Cartago and the UNAD. Furthermore, it has also been a common factor in the private and public schools we have worked for. The learners, who are exposed to this fascinating language, have evidenced their struggling when using the vocabulary and grammar effectively from the very beginning. It is rather important to emphasize that this basic structures and vocabulary are the bricks to start scaffolding and acquiring the language in all its dimensions.

Based on both experiences, working at Colombo Americano Pereira-Cartago and having had the opportunity to be in contact with some UNAD's students through the Pedagogical Experience classes, we decided to address this research to the problem we are facing as teachers of English as a Foreign Language to students of different levels; and in the observation process it is evident that our students lack speaking skills such as fluency, vocabulary recognition, pronunciation, pace, accuracy. The theory we will use is the Social Cybernetic Theory developed by Waldemar de Gregori in 2002, in which the brain has three mental processes, the central or reptilian brain, which is responsible of the operative intelligence; the right or limbic brain, in charge of the emotional intelligence and finally the left or neo cortex brain, in charge of the logic intelligence.

The speaking skill, out of the other skills proper of a foreign language learning process, is the most relevant for students because they want to transmit ideas and demonstrate certain knowledge of the language when speaking. Nevertheless, for many it is their Achilles heel that leads them to quit the process. The Social Cybernetic Theory (SC) proposed by Waldemar de Gregori (2002) in this case aims for helping students overcome the difficulties they have at the moment of producing complete utterances through the use of three different mental gymnastics strategies and the observation of the target group during their respective stages.

Significance of the Study

Speaking is so far the most relevant skill to develop ever since it is the easiest and most common way to express our thoughts and address to people. Nevertheless, it is difficult to find the adequate lexis and way to express something in order to avoid misunderstandings. Let's picture then, the frustration a beginner student feels when he or she is asked to talk about a particular situation in a language that is not the native one. According to the Colombo Americano Pereira-Cartago's statistics in the last ten years (2017), many students have decided to because they claim not to be able to produce orally the way they would like to. They feel discouraged when trying to convey an idea and being totally understood other things.

The majority of students claim to have memorized a lot of information but not to know what to do with all that information. Additionally, they say that they learn new things but do not know how to join the information they have with the previous one, in other words they are using just one part of their brain. This project pretends to use the Social Cybernetic Theory to activate students' Tribrain by applying three strategies during three stages of a role play conversation that is going to be means to observe students' progress and their comfort using the strategies to stimulate their metacognition as well.

Statement of the Problem

The Colombo Americano Pereira- Cartago is an institute that promotes the learning of English as a foreign language and offers courses for adults, teens and kids and its main core is based on the Communicative Approach, reason why students have to work on the four skills proper of a language, being speaking the most difficult for students in the adult program, especially in course three, due to the fact that in that level they are introduced to the use of basic but fundamental grammar structures such as the Simple Present and the Present Continuous, as

well as the description of places using there is / there are to express existence for plural and singular nouns.

Through the experience we have had, it has been observed that students tend to fail most of the times in these topics and forget the use and rules of each topic. Fact that makes students feel discouraged and keen on quitting because for many of them, English is the language they are going to use to interact with native speakers in different context such as academic, business and labor contexts. Furthermore, producing natural and accurate utterances is their major aim and the reason why they need to learn it.

In response to this affecting event for student's learning process, three strategies, based on the Social Cybernetic Theory, are going to be applied through three stages which are going to be recorded and documented along this research to help students overcome this frustrating situation for them. Having this background information, will the Social Cybernetic Strategies application help students produce in a more natural way?

Objectives

General Objective

To observe the effect of the use of three strategies of the Social Cybernetic Theory in speaking skills in EFL students in course three at Colombo Americano Pereira – Cartago through a mixed- research approach from June to November 2018.

Specific Objectives

To apply the Test Revelador del Cociente Triádico (RCMT) by De Gregori as a method of identification of students' predominant brain in a twenty-seven question test.

To diagnose the speaking level of students in course three through a role play video recording.

To stimulate the brain in the learning of English process based on Cybernetic Social Theory by applying two practices.

To contrast the impact of the strategies applied in course three based on the initial, middle and final stage of the research by analyzing the videos.

CHAPTER 2

LITERATURE REVIEW

There are different sources of information to carry out this research that are a great help to understand the importance the speaking skills have for people, in general when they want to communicate in another language, in this case English as a foreign language. Furthermore, to comprehend the magnitude the cognition and the meta –cognition processes imply when producing orally in L2, it is compulsory to analyze some components and principles of the language, especially in the last years when the Ministry of Education (MEN) has sought for making Colombian students reach the B2 level according to the Common European Framework of Reference, due to the fact that we live in a globalized world in which communication has broaden its horizons and demands from users of the language at least an independent level of English.

Yet, the learning of another language does not lay only on the principles, drilling, translation or excellent management of the grammatical rules. The brain´s stimulation plays a crucial role in the scope a person has when learning and acquiring a second language. Through the use of the Social Cybernetic Theory (SCT), it is evidenced how each hemisphere (Left, Right and Central brain) is connected to the learning process, reason why our target research group took the Test Revelador del Cociente Triádico (TRCT). Based on the results, three strategies were applied to activate the hemispheres to have students produce better oral utterances as well

as the function of the brain and how it develops competences to have students use and nest L2. Since this research is based on how some strategies can stimulate the brain, it is also meaningful to mention the intelligence and the multiple intelligence theory and its implication when learning a second language.

English Context Breakdown

Colombia Bilingual Program

According to our national context and having in mind the needs our society faces nowadays regards to the globalization growth and the strategic position Colombia has related to international trading, cultural industry and acquisition of new knowledge, the Government has sought for the betterment of the communicative competencies in a foreign language, in this case English. There are several sectors involved in this project such as the educative, cultural, communication and commerce.

The educative sector is so far the leader of this project. Furthermore, for achieving this goal, the Ministry of National Education (MEN) pretends, as a goal, to have students that manage basic levels of English in and oral and written way, as well as the comprehension of listening and reading skills through the implementation of standards (CEFR); which aim to evaluate the levels achieved by students in the formal and non –formal institutes, as well as the alumni of bilingual programs and teachers of this field. (Ministry of National Education, 2005)

But in contrast to what the MEN proposed, we can see that the level of English in our country hasn't improved so much, according to the results obtained in the Education First (EF) in 2015 that analyzed 70 countries placing Colombia in the fifty-seventh place. In the classification, our country got 46,54 which is a very low result (Granja, 2016).

The Common European Framework of Reference (CEFR)

According to Ayala and Álvarez (2005) English language teaching around the world is taking new routes at an accelerated rhythm, thus Colombia is not isolated from this fact.

Therefore, it is important to remark that now our formal and non-formal schools and institutes where English as a foreign language is taught, are adopting and adapting international standards set by the National Ministry of Education (MEN) the with the aim of giving transparency in the criteria for teachers and students in regards to the competencies they have to learn and in the usage of the knowledge acquired.

For UNESCO (2004) (cited by Ayala and Álvarez, 2005), standards are theoretical constructs used as a criterion or set of criteria to take any action. They are recognized as valid, valuable, and reliable by a community. Thus, in education, it is the academic community, which has to validate those parameters or criteria that measure how, qualified or proficient a person (teacher or learner) is in a language.

Level	Listening	Reading	Speaking	Writing
C2	Has no difficulty in understanding any kind of spoken language, delivered at fast native speed	Can understand a wide range of long and complex texts	Has a good command of idiomatic expressions	Can write clear, smoothly flowing, complex texts in a logical structure
C1	Can understand enough to follow complex topics, though he/she may need to confirm details	Can understand in detail lengthy, complex texts, provided he/she can reread difficult sections	Can express him/herself fluently and spontaneously	Can express him/herself with clarity and precision
B2	Idiomatic usage influences the ability to understand	Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms	Can interact with a degree of fluency and spontaneity that makes regular interaction	Can express news and views effectively in writing
B1	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure	Can read straightforward factual texts on subjects related to his/her field and interest	Can exploit a wide range of simple language to deal with most situations	Can write personal letters and notes asking for or conveying simple information of immediate relevance,
A2	Can understand enough provided speech is clearly and slowly articulated	Can understand short, simple texts containing the highest frequency vocabulary	Can communicate in simple and routine tasks requiring a simple and direct exchange of information	Can write short, simple formulaic notes relating to matters in areas of immediate need
A1	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech	Can ask for or pass on personal details in written form

Figure 1. CEFR Guidelines. A Perspective of the Implications of the Common European Framework Implementation in the Colombian Socio-cultural Context.

Communicative Approach

The communicative approach or communicative language teaching (CLT) is based on communication rather than a set of structures, due to the fast-growing need of interacting in another language and being competitive in different fields. For Jack C. Richards and Theodore S. Rodgers, (1986) the origins of the CLT took place in the late 60's when the British teachers had to change the Situational Language Teaching in which English was taught just by practicing structures in determined situations (Richards J., Rodgers T., 1986 pg. 64). This method was criticized by Chomsky in his book *Syntactic Structures* (1957) who demonstrated that the standard theories of language were not capable to reach the fundamental features of language (Chomsky, 1957).

Due to this fact, British linguists agreed with Richards and Rogers, (2001) regarding the need of having students produce in a more communicative and functional way (Cited by Richards J., and Rogers T. 1986 pag.64). As a contribution to this new approach, Wilkins (1972), proposed two kinds of meanings that any learner of a language needs to know, notional categories and categories of functional language. The first one refers to the time, sequence, frequency, quantity and location. The second one refers to the functions such as requesting, offering, denials offers complaining; they served as the basis for shaping up syllabuses for the English teaching. Then, in 1976, Wilkins wrote his book *Notional Syllabuses* (Wilkins, 1976) which had a great influence in the Communicative Language Teaching. There was also an important participation of the Council of Europe and other British linguists, Wilkins, Widdowson, Candlin, Christopher Brum, Keith Johnson, among others. (Jack C. Richards, Theodore S. Rodgers, 1986)

The CLT is a merely communicative and student-centered approach, therefore, both

teachers and students have special roles as well as an active participation. Teachers are in charge of the mechanical component of the language such as the presentation of the grammar in an inductive way, so students have the chance to discover the rules and the structures proper of the language through different practices held in groups or individually, for instance, spoken texts, written texts, examples and real situations.

Students are responsible for the meaningful practice and communicative production, developing accuracy, fluency and confidence at the moment of practicing role-plays, working on information gap, discussing, carrying out surveys and parallel writing as well as immediate correction.

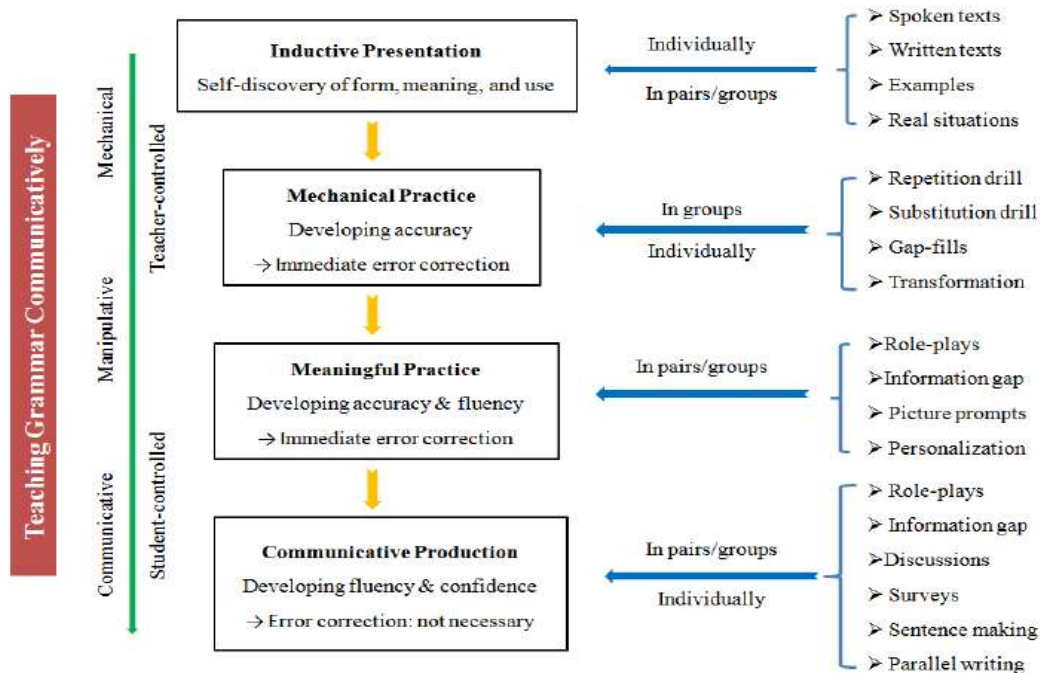


Figure 2. Conceptual Framework for CLT application in grammar teaching by Pham Ho

Suggestopedia

Learning a second language has been a frustrating experience for many people because it is a process in which psychological factors take place in. The Suggestopedia was an approach

created to target that situation. The Bulgarian psychiatrist and educator Georgi Lozanov created this method in 1970, he used both the art, the exercise, the theater and the communicative psychotherapy and the normal skills (reading, listening, speaking and writing) proper of a foreign language. According to Richards and Rogers (1986) “Suggestopedia is a [...] set of learning recommendations derived from Suggestology, which Lozanov describes as a “science... concerned with the systematic study of the nonrational and /or nonconscious influences” (Richards J., Rodgers T., 1986 pg. 142).

In this approach the environment of the classroom is a crucial agent that makes students feel comfortable and unwind at the moment of acquiring the new topics. The illumination and the comfort of the classrooms influence greatly in the aim of this method. Relaxing music is the best alternative to make pupils feel attached to the class. Gaston (1968), (cited by Richards J., and Rogers T. (1986 pag.143) defines three functions of music in therapy: to facilitate the establishment and maintenance of personal relations; to bring about increased self-esteem through increased self-satisfaction in musical performance; and to use the unique potential of rhythm to energize and bring order. This last function seems to be the one that Lozanov calls upon in his use of music to relax learners as well as to structure, pace, and punctuate the presentation of linguistic material.

Oral Skills

For most learners and users of a foreign language, the oral skill is the main core of “using the language”, therefore it is the skill that totally demands more from learners and users. Being able to produce without hesitation or filling- words such as so, errr, umm, requires an unconscious process of gathering background information with the socio –cultural context in which the conversation is being held. Cited by Sami –Al wossabi in his research paper SLA

Classroom Research and EFL Teaching Practices of Oral Skills (2016), Golebiowska (1990) (cited by Al Wossabi 2016)) claimed that speaking is, "...the major and one of the most difficult task confronting any teacher of languages".

Furthermore, the oral skills are the ones that make a language interactive and it cannot be taught as a drilling or repetition process in which students come up with mechanic utterances that lack of meaningful ideas they want to communicate in certain situations of everyday life. As much as the humans need to communicate their emotions, opinions, believes and reasons in an interactive form, they need to develop their skills and learn or acquire the language to comprehend, convince, discuss, seduce and share; which means that current education is based on linguistic-communicative competences (Trujillo, 2002)

Role Playing as an Engaging Tool. The process of learning a second language is very similar to the process of learning the native language in terms of identifying the kind of functions needed to communicate the message in a correct way. Role playing is an activity that demands a situational context in which the students can create, act, transmit, report and receive feedback. In other words, it is a student-centered activity that allows pupils use authenticity (Erturk, 2015). Under a pedagogical point of view, role playing becomes an important strategy for teaching due to the fact that students should develop linguistic and sociolinguistic competences through context and decide what lexis they must use according to the cultural background and audience they are addressing to (Mizne 1997).

Mindfulness. In the EFL learning, it is a need to work on the anxiety students may face when producing utterances and speaking in front of their peers. They struggle and most of them feel like quitting or even worse, they feel they are not going to be able to make it. There are different definitions for mindfulness in ESL, Kabat-Zinn (1994) (cited by Fletcher, L., & Hayes,

S. C. (2005), pag. 11) defines mindfulness as “paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally”. While this definition focus more on being in the present moment nonjudgmentally, Langer (2000) (cited by Fletcher, L., & Hayes, S. C. (2005), pag. 11) describes mindfulness as “a flexible state of mind in which we are actively engaged in the present, noticing new things and sensitive to context” One of the main characteristics an EFL class has, is the level of anxiety and stress learners’ experiment when they have to face two situations, first, having to communicate an idea and deal with the fact that they could be put on the spot by their classmates; and second expect a grade for their performance. The role of the teacher is crucial to lower the anxiety and the stress of students because the higher learners’ anxiety, the lower their production. Nevertheless, stress is not always a downside for the classes. Instead, it can be used in advantage for the class, and make teachable moments out of the inaccuracy students may have. Mistakes are a natural part of the learning process and how the teacher approaches them, would make the difference between feeling embarrassed and feeling well corrected. For Stöckli –Rains (2005 p.16), errors should not be looked at as exhibiting failure, but showing partial success!

Understanding Our Brain

Social Cybernetic Theory (SCT)

Our research has been influenced by a Brazilian Psychologist Waldemar de Gregori, creator of the Social Cybernetic Theory. This theory claims for the interaction and the control of all the components of an institution, society or all the applied social and human science. Cybernetics is a discipline intimately linked to the general theory of systems, which seeks to find the common properties of entities called systems, which are presented at all levels of reality, but which are traditionally the objectives of different academic disciplines. Its commissioning is

attributed to the Austrian Biologist Ludwing Von Bertalanfly. From this perspective, the Social Cybernetics proposed by Waldemar De Gregori, integrates a systemic, cybernetic, holistic, interdisciplinary, triadic, tribrain and social transformation perspective, based on historical processes of the thought's evolution and technology.

Social Cybernetics, "means - information and social inter-control, redirect or mutual social adaptation, all practiced by the human groups themselves within the co-creator context of natural selection (without regulatory human intervention) or the increased natural selection of regulatory interference by legislation, by ethical principles etc ". De Gregori (2002). In sum, Social Cybernetics can be defined as "a theory that integrates and condenses the essential of all social or behavioral sciences in a single body of knowledge" or as a theoretical/ideological body so that humanity perceives itself in a new way in the process of globalization or transition for a new political, economic and spiritual ordering as part of the global ecosystem "(Gregrori, 2005).

For Velandia (2005), Social Cybernetics is a systemic and triadic discipline, a transdisciplinary method that offers a renewed vision, from a new perspective, of the human being, of knowledge, of groups, of institutions and of the society. Therefore approaching English learning strategies from this approach, implies to lay out a proposal from a "systemic, cybernetic, holistic, interdisciplinary, triadic, tribrain and social transformation" perspective.

Tribrain or Unitriadic Brain Theory

As a systemic and triadic theory, Social Cybernetic is based on the tribrain principle, a concept "taken from quantum physics which proved that energy exists and moves as a tri-membrane" Gregrori (2005). According to this principle, "all beings are systemic compositions of a minimum of three or more elements / positions / forces of energy in continuous movement or

inter-relations game in contradiction / competition and one that cooperates with one of the other two"

De Gregori (2002), supported in the theoretical neurobiological model and in his knowledge and professional and personal experiences, he proposed the unitriadic theory of the brain, according to which the three differentiable physical parts of the brain (right hemisphere, left hemisphere and reptilian brain) have their equivalent in the schemata and mental processes of human beings.

The brain as a system is unitriadic, and integrates its functions in a single cycle of information, creativity and realization. Therefore, when trying to plan strategies for learning English, "the starting point is the brain, the potential to have and produce more knowledge, creativity and action" (Gregori, 2002).

Nevertheless, it is important to bear in mind that the brain is also stimulated by outer factors such as the environment we grow up in, the social and cultural influences as well as the political and religious beliefs that is the way to perceive the world (Olga Lucía Castro Traslaviña, 2016) . Gregori (2002, 20) cited by (Castro, 2016, pag. 29)

...if it was designed as a whole block it is said that it has a monadic vision, as two blocks, a dyadic vision and as three blocks, a triadic vision, but the latest thing that it is known is that the brain is a system composed by three sides. They are three different mental processes but interconnected, synergetic. Sometimes they work better separately, but when it happens, pathologies are created for each side of the brain. (Olga Lucía Castro Traslaviña, 2016)

Exploring the brain has become really meaningful for teachers and educators. Brain behavior has especially been associated with learning styles and personality traits (Saleh, 2001).

Each hemisphere has an especial function that makes a person have a brain predominance and special features at the moment of learning. For example, people who have left brain or neocortex predominance are people who are good for developing critical thinking, working with logic, spoken and written language, scientific skills and numeric skills. On the other hand, the right brain or the limbic brain is in charge of the imagination, the emotions, the creativeness, the sensibility and the spirituality. The central portion of the brain also called the reptilian brain is the most ancient brain. It is the brain all the species have during their evolution. It is composed by the corpus callosum, it is instinctive, and it is also the brain that does not depend on any voluntary action.

Skill Mastery Development in Our Brains

The author raises the triadic brain, from the following mental functions:

Central, Reptilian, Psychomotor Brain: corresponding to the operative, factual process - it is the oldest brain we have inherited in the evolutionary process - and it is instinctive, unconscious. It is the genetic-physiological-neurological basis for our whole being; its first identification is with the motor, with the most muscular part, or with the body, according to popular culture. Its operation is automatic, does not depend on an act of will, when it comes to sexuality and food or actions for survival.

Right Brain, Limbic and Emotional: it is the inheritance of mammals and also known as the limbic part of the brain; it is the emotional, creative side, the sensitive side or the privileged side of the seer, the esoteric and the spiritualist. It is nonverbal, subconscious. Many identify their functions with the soul, religion, the supernatural and magic. In this brain we find two fundamental structures: the thalamus that processes most of the information that reaches the neocortex and the hypothalamus that regulates the autonomous functions of hormones and

viscera, is the center of motivations and impulsiveness, which sometimes makes us to make mistakes that we later regret and acts as a filter of the pleasant and the unpleasant, the captivating and the indifferent.

Left Brain, Neocortex, Rational: it is also called neocortex and is considered the analytical, critical, logical, semiconscious, and most recent, is the inheritance of higher mammals. Only this one is verbal, logical, and intentional. The most modern is to say that the brain is a system composed of three parts, or three sides, with three different mental processes, but interlinked and synergistic.

Velandia (2006), another of the theorists who has worked on the subject, states that creative or emotional processes, there is an interrelation, inter affectation and interdependence, which indicates that a good strategy for the teaching of English must involve each one of its mental processes (logical, operative and creative), in such a way that it can affect the tribrain formation of its students so that they develop the capacity to dream, think and act proportionally, while they learn.

De Gregori (1999), proposes an inventory of the three basic processes of the teacher's brain:

Left Brain: considered the side of analysis, reasoning: verbal-numerical, analytical-logical, decomposing, rational, abstract, chronological, alert, observation, articulator, critic, researcher, visual and linear.

Central Brain: it is hereditary, instinctive, inconsistent, archetypal, instinctual-vegetative-motor-concrete, aggressiveness for survival and reproduction, work, profession, business, appropriation, economic-political planning, market, administration and regulation of the entire ecosystem.

Right Brain: it is pre-verbal, image-based, intuitive-synthetic, reintegrating-holistic, emotional, creative, sensory, spatial, spontaneous, relaxed, free, associative, artistic, contemplative, sound and non-linear. It is the seer, confused with religion, with the supernatural and with magic.

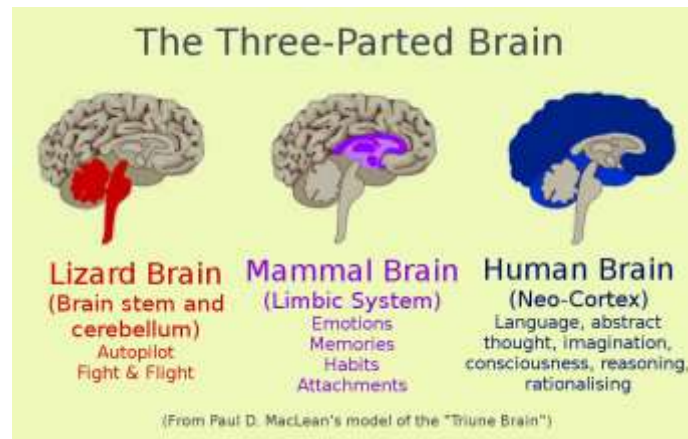


Figure 3. *The Three-Parted Brain* by Andrew Cain.

Yet, it is necessary to know that our brain acquires knowledge by observing, practicing and experiencing and that is what the brain best does (Chase, 2015). Since our early ages, our brains develop many skill patterns that are called “behavior episode schemata” (Donald Ford, 2014). The schema is the conceptual knowledge we gain about the world through the social and cultural information our brain gets. Our brain, by repeating an activity it feels comfortable with, keeps the information it needs and that requires different processes such as problem solving, reading, cooking and of course, speaking. These abilities were “self-constructed” (Chase, 2015) due to factors such as practice, observation and the time spent to do something over and over up to the point to shape up mastery.

Intelligences

To begin talking about intelligences, it is convenient to define the word intelligence. According to Cambridge Dictionary, it is defined as “the ability to learn, understand, and make judgments or have opinions that are based on reason.” For Howard Gardner, intelligence had another definition. For him, it was not only the ability to learn or understand a matter or just an intellectual capacity, but the possibility to have different ranges of abilities and skills, in fact eight as he presented them in his Theory of the Multiple Intelligences (1983). Each person has strengths in some fields as well as weaknesses in other ones, which does not mean that one person is not intelligent, truth that must be considered by educators due to the fact that there are many different students in a class who cannot be standardized in one single style.

The intelligences are classified in eight intelligences and they have special characteristics.

Visual –Spatial Intelligence: people that have this kind of intelligence are good at visualizing different things. They are very good at interpreting graphic information for instance maps, mind-maps, videos and images in general.

Linguistic- Verbal Intelligence: it is very easy to speak and write. Their strength is to write and tell stories as well as reading any kind of information.

Logical- Mathematical Intelligence: This kind of intelligence is the special one for people who like reasoning, recognizing patterns and solve problems. Additionally, they love to have scientific experiments

Bodily-Kinesthetic Intelligence: Moving and performing are the best way for these people to learn. They enjoy carrying out activities that involve movement, dexterity and coordination.

Musical Intelligence: This intelligence make of people who have this characteristic good at thinking in patterns, rhythms and sounds. They are talented for musical compositions and performances.

Interpersonal Intelligence: People with this intelligence have very good understanding and interaction with others. They have excellent abilities to assess emotions, intentions among other things people have.

Intrapersonal Intelligence: Those with this kind of intelligence are very good at reflecting upon their own emotions, feelings, motivation and assessing their own personal strengths.

Naturalistic Intelligence: people who have a good relationship with nature, besides are interested in exploring the environment and learning about other species have this kind of intelligence.

Despite of describing each kind of intelligence, this theory has been criticized not only by psychologists but also by educators who have claimed that there is no support of empirical research and that the different intelligences simply represent talents, personality traits and abilities (Cherry, 2018). [...]



Figure 4. Multiple Intelligences, Pedagogy and Scholarship by Shari Wejsa.

Gardner, author of the multiple intelligences theory, wanted to mention the scientific perspective of the brain function and talks about Franz Joseph Gall, creator of the phrenology. Gall after all, was among the first modern scientists to stress that different parts of the brain mediate different functions; the fact that we are not yet able to pinpoint specifically the relationship between size, shape and function should by no means be taken as proof that we will never be able to do so. Moreover, Gall proposed other pregnant ideas, among them this fascinating claim: there do not exist general mental powers, such as perception, memory, and attention; but, rather, there exist different forms of perception, memory, and the like for each of the several intellectual faculties, such as language, music, or vision. Though seldom taken seriously throughout most of the history of psychology, this idea proves to be highly suggestive and may well be correct (Gardner, 2011).

Emotional Intelligence. The emotional factor also interferes with the learning process and the way a person acquires the new topics and nests them with the previous ones (Fernández, 2012). This is a fact we cannot deny, a brain that finds it meaningful what it is receiving, processes the information and the cognitive and metacognitive process involved in the learning of a second language. The brain does not limit its abilities only to solve mathematic problems or memorize large amounts of information. The brain is also able to solve other kind of problems we have in our real lives and that is called Emotional Intelligence. Mayer and Salovey (1990) describe the EI as a part that includes the skills to access and generate feelings when they facilitate thoughts; the skills to comprehend the emotions and the emotional knowledge; and the skills to regulate emotions and to promote emotional and intellectual growth. It means, it is the skill to manage and discriminate emotions and use this emotional knowledge to lead thoughts

Brain Association

It is well known that our brain receives a lot of stimulation when we listen to music and activate one of the most important brain functions which is as recalling memories (Brewer 1995). When students are exposed to music while working in the classroom, they have a better performance regards retaining information, indeed it creates a soundtrack that helps a person develop more interest as well as a mental and physical connection which guarantees an internalization of the topics seen and studied previously due to the fact that rhythm and rhyme hook and nest the information in our brains.

As a learning experience activator, music creates emotional connection with the information received because of the learning state it creates; it is easier to understand the new material and to comprehend what its purpose is when there is background music. The level of concentration improves, and memorization becomes much better due to the change in the classroom's atmosphere. Students love to have music as an accomplice to achieve the goal of the lesson and to provide a more relaxing space in which students' motivation and attention raise in a meaningful way.

The Senses and the Memory

Let's begin by understanding what the role of the senses in our lives is. They are the way we perceive the world when we see, smell, touch, hear and taste different things. Senses are the windows to what we learn, and they are part of the learning process and the experiences in which learners contextualize the new input (Fingermann 2015). Senses make people remember experiences from the past or simply enhance the experience of learning something new; for instance, taking students out to smell the flowers, touch the plants or hear the birds singing will

make students participate actively when learning new content related to nature. Additionally, knowledge is not going to be an abstraction, but a concrete practice.

Researchers affirm that our memories go to the hippocampus, and then when one of the senses is stimulated, most likely others will be triggered as well (Hopkin, 2004). Gottfried cited by Hopkin said "That's the beauty of our memory system," he says. "Imagine a nice day on the beach. The smell of sun lotion, the friends you were with, the beer you were drinking; any of these could trigger memories of the whole thing." (Hopkin, 2004) Indeed, according to Gottfried's words, the olfactory sense lasts for more time than the other ones because at the moment of figuring out the whole scenario, it is necessary to recall the smell of the people and objects mentioned in the example. Information that doubtless was not learned recently.

CHAPTER 3

METHODOLOGY

In this section, the authors have included the methodological design used in the research, which includes the approach, the instruments used to collect information, the setting, the target population, and the procedure.

Research Approach

The methodology used for the development of this research is of a qualitative descriptive nature and a mixed approach. The process of data collection, analysis, observing and structuring the final report (Cresswell, 2009) makes the mixed research method the most appropriate and accurate one to conduct this research.

In this kind of research, different resources were collected to measure the impact of the SCT in order to help students improve their production in a more fluent way. The collection of this data includes a diagnose test in order to determine which brain side predominates in each student therefore a video per stage was recorded; students were working under the strategies applied and designed for this purpose, as well as their final oral production in which they could use the simple present and the present continuous with little hesitation.

As Gregori (2013) claims in his book, in chapter two, Theory and Brain use (p. 39), the brain is like a machine that is not perfect “that’s why it is claimed that the human brain seems to

be imperfect, deficient, unable to perceive the triadic game and, as a consequence inefficient as the human kind pilot of the planetarium ecosystem, and the global co-evolution.”

Furthermore, it is important to find out if the Social Cybernetic Strategies application will help students produce in a more natural way. In order to carry out this research, it was necessary to follow the Article 24 of the UNAD Research Statute, which are the ones that order the researching activities, with a theme axe and common problems that facilitate the integration and continuity of the efforts in a systematic and organized way, with the purpose of approaching in a cooperative and interdisciplinary manner, a knowledge field in which researchers, projects, problems, methodologies and researching activities that make intellectual production possible in a knowledge field (ECEDU UNAD, 2018 p1.). The transversal research line this paper work was based on, corresponds to the pedagogy, didactics and curriculum. This kind of research line is an epistemic implementation aimed to solve problems in order to produce more knowledge. In this case, because this project research targets one of the most difficult skills of the language to develop in a natural way. The SCT is aimed to help students to link background knowledge with the one been acquired and learned to come up with strategies to have a better performance in L2.

Tools

To conduct this research, it was necessary to comply with some formats that made of this paper a formal one and obtain the authorizations in the Institution we worked for and the students' consent to make part of this project.

There was also a test to evidence which side of the brain is more likely to be predominant in the target group. Also, an observation protocol was developed to carry out this study and measure students' performance during the presentations they came up with.

Consent Form to Participate in the Research Project

On April 2nd 2018, the staff of Academic Director and Coordinator agreed and gave the consent to carry out the present research (See Appendix A). The same way, students were informed about the project and were invited to participate in it. Once students accepted, they were asked to sign an Informed Consent Form (See Appendix B) bearing in mind that students under 18 needed to have consent form signed out by their parents.

Test Revelador del Cociente Triádico (RCMT)

To diagnose which is the predominant side of the brain students have, students were asked to solve the RCMT test by analyzing the situations presented and giving them an answer that varies from one to five, one being the minimum, two, three and four being in the middle and five being the maximum score. (See Appendixes D and E).

Observation Protocol Form (OPF)

The observation protocol form was a very helpful tool to grade students' process because it considered different items according to the stage:

Stage 1: To create a conversation without applying any strategy.

Stage 2: To adapt a piece of reading to the rhythm of a given song.

Stage 3: To produce a dialogue upon different smells and some activities selected.

(See Appendix Q)

Setting

The Centro Colombo Americano de Pereira is a non- profit cultural institution, which main objective is to promote the cultural and academic between The United States, Colombia and other countries, its main branch is located downtown Pereira City and it is extended to the branch in Cartago Valle del Cauca. It was founded on February 26th, 1968 by a group of citizens

who saw the need to offer the community the learning of English. It obtained its legal status on June 11th, 1968 by the expedition of the Resolution 1377 issued by Gobernación de Risaralda. The activities it has are very diverse; they include the teaching of English and cultural activities such as art exhibitions, concerts, seminars, conferences as well as student counselor service for exchange programs for students, professionals and teachers who want to study in the United States. (Colombo Americano Pereira- Cartago, 2019)

Target Population

This project research has been developed at the Colombo Americano Pereira- Cartago, in course three which has very punctual features in terms of grammar usage under the communicative approach. In this level, not only do students have to bear in mind the accuracy in their production, but they also have to begin having in mind the fluency and the proper pace of the oral performance. Course three has ten students who come from different municipalities of the North of the Valley: La Victoria, La Unión, Toro, Holguin and Cartago. The majority of them study at school and one of them is already a professional nurse. They are between fourteen and twenty-seven years old. All of them are literate and have had contact with English before. To protect the identity of the participating trainees, it was decided to denominate them by using the letters of the alphabet, without causing any damage or embarrassment, for instance student A, B, C, etc.

Procedure

The method carried out in the project was the mixed method which involves both qualitative and quantitative research and the duration of the project was held from July 28th to September 28th. Lesson planners were done in advance, keeping in mind time activities and all

the necessary preparation to be able to have the results and the evidence of brain side that was predominant on students. (See Appendixes F, G, H and I).

The teaching method to accomplish the purpose with these students was communicative approach (Krashen 1982) since different moments were done, always having in mind the student's confidence and their engaging in each moment. Langer (2000). During each moment a video was recorded in order to analyze the students' performance. There were three main videos to recognize students' prevailing memory (De Gregori 2002):

- Left brain: memory and retention of the information, vocabulary usage, structure building and accuracy.
- Right brain: creativity and emotion involved in the conversation.
- Central brain: Suitability to put together the information in oral performance.

The procedure monitored during the research had basically four moments related as follow:

First Moment

The research officially began at the moment when the Test Revelador del Cociente Triádico, developed by Waldemar De Gregori, was applied in order to analyze the predominant brain students had. (De Gregori, 2002). (See Appendix E).

Second Moment

A diagnosis test was done on July 28th being this, the first moment where it was used a video recording and some images given to students in order to come up with a conversation that should include the use of: simple present, present continuous and there is /are, being these topics in the curriculum for course three. Course three students were supplied with five different images, (See Appendix J) which content was related to everyday activities; and an audio (See Appendix K) where students paired up and were explained what it was expected as their oral

production. Students had ten minutes to come up with a similar conversation to the one they heard as the example. Ten minutes after the instruction had been given, students were asked to role play their production based on the image provided to each couple. A video was recorded (See Video 1 on Appendix L) in order to analyze and measure students' oral skills and subskills including: use of the vocabulary, accuracy, grammar in context, pace and fluidity the information obtained was studied and put in an excel chart to see further progress.

Third Moment

An exercise to reduce the anxiety students may face when producing utterances in front of their peers was done; it consisted in the activation of the brain using some rhythms songs and a reading titled "Meet Ryan Brown" (See Appendix M). A song's rhythm was used to activate students' retaining the information applying a reading piece provided by teacher. (See Video 2 on Appendix N). In this moment it was used one of the strategies as well. Students were divided into pairs and were given a piece of the reading and a song's name. The aim was to transmit to their classmates the part of the reading each couple had using the rhythm of the corresponding song they got. At the end of the activity, the complete students in the class should know the entire content of the reading "Meet Ryan Brown" given by their fellows through their final partner's productions.

Fourth Moment

This moment was with the objective to activate memory (left brain) with the smelling of some products (right brain), to make them produce a story in a conversation they orally had to present to the rest of the group (central brain). "The brain is always working, just as your lungs breathe and do not stop unless there is a major interference. (Wortman, 1988)".

In this moment the last strategy was used; it consisted on working with different smells and activities related to leisure time and household chores. Students had to associate the smell with one activity, for instance the smell of coffee with the activity of visit friends. As apprentices identified the smells, they had to come up with a conversation using that vocabulary.

Student's brain was stimulated by activating their olfactory sense in order to experience something new in their learning process. (See Video 3 on Appendix N)

The complete process can be seen in the blog created for this purpose. (See Appendix P)

CHAPTER 4

RESULTS AND DISCUSSION

In the chapter that follows, the analysis and results obtained during the development of the research will be given by analyzing the data collected during the process as well as the theory that supports the steps taken to come with the results. That information corresponds to the Test Revelador del Cociente Triádico taken by students, the diagnosis of their speaking level and the video-recording findings.

Getting to Know Their Brains

The first strategy was applied when the Test Revelador del Cociente Triádico was given to the group to be studied. The test gave as a result the following information. (See Figure 5)

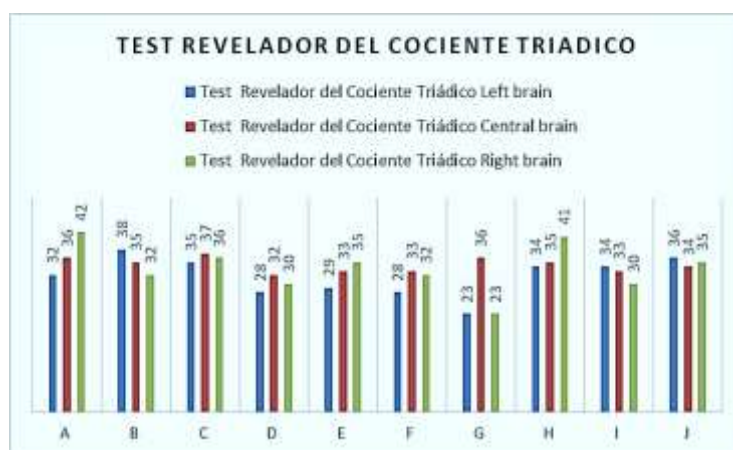


Figure 5. Test Revelador del Cociente Triádico

According to Figure 5, it can be observed that out of ten students being nominated by

letters, students B, I and J obtained the highest score in the left brain. Students C, D, F and G, obtained the highest score on the central brain and finally students A, E and H, obtained the highest score in the right brain. As a general result, since three of them are left brained, they are more logical and rational than the others, while four of them are central brained, which means that they are to associate logical sequences and cause and effect processes; and finally the last three are right brained, thence, they are more likely to listen to their emotions and be creative in any situation, we can conclude that the predominant brain was the central brain.

Diagnosis of the Speaking Level

Role playing was the best means to assess students' production because not only does it allow students to be authentic, but it is also a student center activity according to Erturk (2015). The first video was carried out on July 28th and it consisted on a diagnose activity. Students were given some images to create a story using the main topics of the course, Simple Present vs. Present Continuous. They took ten minutes to prepare the activity and come up with the conversation. During this first stage, students did not seem to be comfortable producing since they do not recall much of the vocabulary they needed to have complete utterances. Indeed, there were three students (students A, B and I) who found support in their hands and body language to come up with just one idea. Their struggling was noticeable as well as their lack of fluency as it was analyzed in Figure 6.

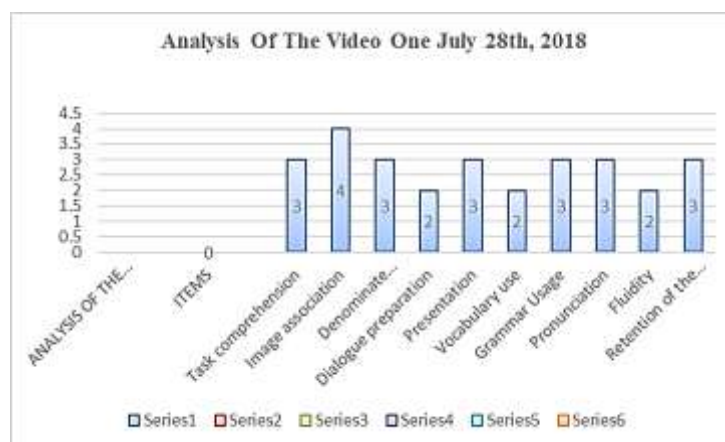


Figure 6. Analysis of the Video One July 28th, 2018

The item with the highest grade was the image association, in other words they easily identified the situation given in the image. On the other hand, the lowest grade was obtained by three items: dialogue preparation, vocabulary use and fluidity.

After having observed students' performance, as well as a clear information of what brain was their predominant one, it can be said that in general students were not able to comply with what it was expected from them. Additionally, it is meaningful to mention that among ten students, students A, B and I, hesitated and struggled most to come up with his production.

It is necessary to clarify that their brains had not been stimulated by the time these students had to perform their conversation for the diagnosis speaking practice.

Stimulation of the Brain in the Learning of English Process Based on Cybernetic Social Theory

First Stimulus: Reading, singing and having fun.

For this part, the dynamic of work changed during moment three. The students received a piece of reading containing routines and actions of the moment (See Appendix I)

Additionally, students were given a song to adapt the reading part, and activate their

creativity, to the song which relays on their memory. This exercise was challenging for the students and they had fun carrying out the activity which lowered their anxiety level as it was demonstrated in the analysis of the results for this moment. (See Figure 7)

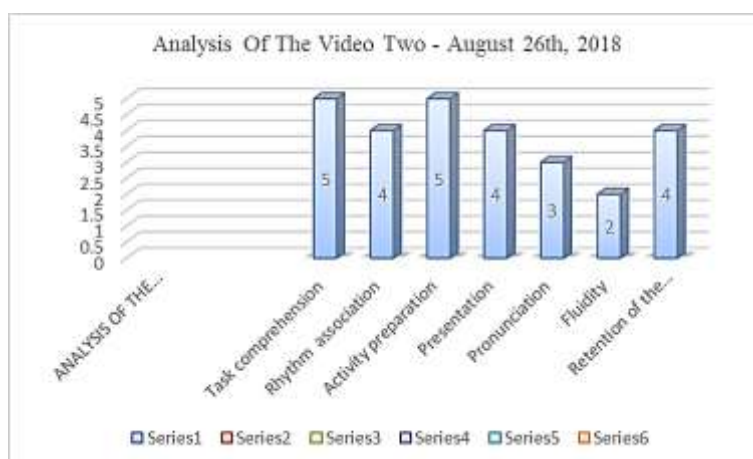


Figure 7. Analysis of the Video Two – August 26th, 2018

The items with a score five in their grading was the preparation of the task comprehension and the preparation of the activity. The lowest score was again the fluidity and for some of them the pronunciation.

In order to stimulate students' brain, it was essential to create some strategies that allow them work in a friendly and nice environment which lower their level of anxiety. The strategies applied were developed in groups with the aim of promoting a good rapport and enhance students to participate in a creative way and have fun, regardless their mistakes and where English was a means of communication rather than a subject to be studied in a squared method.

In the EFL learning, mindfulness is a need to work on the anxiety students may face when producing utterances and speaking in front of their peers. They struggle and most of them feel like quitting or even worse, they feel they are not going to be able to make it. There are different definitions for mindfulness in ESL, Kabat-Zinn (1994) defines mindfulness as “paying

attention in a particular way: on purpose, in the present moment, and nonjudgmentally” (p.5).

Suggestopedia was also an approach applied in this research. In this approach the environment of the classroom is a crucial agent that makes students feel comfortable and unwind at the moment of acquiring the new topics. The illumination and the comfort of the classrooms influence greatly in the aim of this method. Relaxing music is the best alternative to make pupils feel attached to the class. Gaston (1968), (cited by Richards J., and Rogers T. (1986 pag.143) defines three functions of music in therapy: to facilitate the establishment and maintenance of personal relations; to bring about increased self-esteem through increased self-satisfaction in musical performance; and to use the unique potential of rhythm to energize and bring order. This last function seems to be the one that Lozanov calls upon in his use of music to relax learners as well as to structure, pace, and punctuate the presentation of linguistic material.

An important fact to mention at this point is the improvement the group had between moments two and three in terms of the comprehension of the activity, preparation of the activity and retention of the information.

Table 1

Comparison Between Second and Third Moments

<i>Comparison</i>			
<u>Items</u>	<u>Second Moment</u>	<u>Items</u>	<u>Third Moment</u>
Task Comprehension	3	Task Comprehension	5
Dialogue Preparation	2	Activity Preparation	5
Retention of the Information	3	Retention of the Information	4

Second Stimulus: Story telling using the sense of smell

The fourth moment was developed on September 29th, 2018. During this activity,

students evidenced improvement in all the aspects. They projected more self-confidence at the moment of producing oral utterances based on the vocabulary they had seen previously, as it can be seen in figure 8.

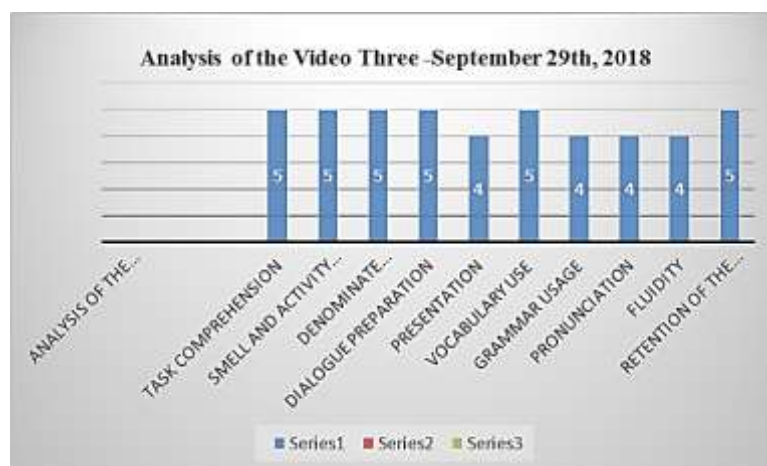


Figure 8. Analysis of the Video Three – September 29th, 2018

It is important to rescue the fact that students A, B and I, who had struggled in the second moment and used body language to support their idea, did much better this time and retained the information and improved their performance.

Finally, in order to compare and contrast the information collected during the second and fourth moment for evidencing progress, there is a chart where results can be proved. It is necessary to mention that the criteria taken into account for measuring the progress has indicators that target student's comprehension of the activity, usage of grammar, fluency and usage of vocabulary among others. (See Table 2)

Table 2

Comparison Between Second and Fourth Moments

<i>Comparison</i>		
<u>Items</u>	<u>Second Moment</u>	<u>Fourth Moment</u>
Comprehension of the Task	3	5
Denomination of Vocabulary	3	5
Dialogue Preparation	2	5
Presentation	3	4
Vocabulary Usage	2	5
Grammar Usage	3	4
Pronunciation	3	4
Fluidity	2	4
Retention of Information	3	5

When learning a second language, in this case English, senses are the windows to the information one gains, and they are part of the learning process and the experiences in which pupils contextualize the new input (Fingermann 2015). Senses make people remember experiences from the past or simply enhance the exposure of learning something new; for instance, taking students out to smell the flowers, touch the plants or hear the birds singing will make students participate actively when learning new content related to nature. Additionally, knowledge is not going to be an abstraction, but a concrete practice.

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

Throughout the development of these four chapters and the research done in class that was held in four different moments it can be said that working under the light of the Social Cybernetic Theory in course three at Colombo Americano helped students improve their speaking skills by the implementation of some strategies that stimulated their left, right and central brain to enhance students' oral production.

It was very important to have known what brain was the predominant one in the whole group because it helped the researchers to decide what strategies were going to be applied to make students improve their oral skills. Therefore, stimulating their brain with music and smells was an interesting activity that allowed students explore their creativity and recall information without making them feel force to do it. On the contrary, those practices let them enjoy the teachable moment they were facing, as well as being conscious of the improvement they had at the moment of producing orally and link the background knowledge with the new one they were acquiring on account of the stimulation their brains received during the whole process.

Regarding the method chosen for the research, the mixed method approached was a very helpful tool to have a follow up on the process students had. The qualitative research and observation let the researchers study the progress shown in the different moments because it could be seen from the very beginning the poor use of the language they had.

In contrast to the results in the speaking level diagnose analyzed, quantitative method, students were not only able to use what it was expected from them, but they also used other set of vocabulary learned in previous levels or some new vocabulary they wanted to incorporate.

It is recommended for further research, to know the theory and its implications in the students' brain and the bridge built between the skills students had and the new skills that are mastering now because, doubtless, among a group of students, maybe one or some of them would work under the predominance of certain hemisphere of their brain, hence, the stimulation is going to be different. .

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APPENDIX A: CONSENT FORM TO PARTICIPATE IN THE RESEARCH PROJECT


 Universidad Nacional Abierta y a Distancia UNAD
 Escuela de Ciencias de la Educación
 Licenciatura en Inglés como Lengua Extranjera

Consentimiento informado para participar en proyecto de investigación

Título de la investigación *„Social cybernetic strategies to improve students 'speaking skills in level 3 at Colombo Americano Pereira- Cartago.*

Ciudad y Fecha *Cartago, 2 de abril de 2018*

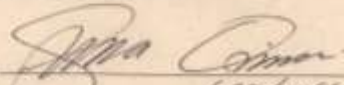
Yo, Gina Rebeca Orsini una vez informado sobre los propósitos, objetivos y procedimientos de diagnóstico y evaluación que se llevarán a cabo en esta investigación, autorizo a Ángela Guióvanna Gordon, Neicy Sánchez Arciniegas, estudiantes de la Universidad Nacional Abierta y a Distancia UNAD para realizar los siguientes procedimientos:

1. Realizar test Revelador del Cociente Tricerebral
2. Participar en actividades aplicadas por las docentes basadas en la teoría del cerebro triádico.
3. Responder cuestionarios.

Adicionalmente se me informó que:

- Algunas sesiones pueden ser grabadas o fotografiadas.
- Mi participación en esta investigación es completamente libre y voluntaria, estoy en libertad de retirarme de ella en cualquier momento.
- No recibiré beneficio personal de ninguna clase por la participación en este proyecto de investigación. Sin embargo, se espera que los resultados obtenidos permitan mejorar las habilidades de "speaking" de todos los estudiantes de curso 3.
- Toda la información obtenida y los resultados de la investigación serán tratados confidencialmente. Esta información será archivada en papel y medio electrónico.
- El archivo del estudio se guardará en la Universidad Nacional Abierta y a Distancia bajo la responsabilidad de las investigadoras.
- Puesto que toda la información en este proyecto de investigación es llevada al anonimato, los resultados personales no pueden estar disponibles para terceras personas como empleadores, organizaciones gubernamentales, compañías de seguros u otras instituciones educativas.

Hago constar que el presente documento ha sido leído y entendido por mí en su integridad de manera libre y espontánea.

Firma 

Documento de identidad No. *1048646601* de *B. Orsini*

APPENDIX B: CONSENT FORM FOR STUDENTS - TEMPLATE



Universidad Nacional Abierta y a Distancia UNAD

Escuela de Ciencias de la Educación

Licenciatura en Inglés como Lengua Extranjera

Consentimiento informado para estudiantes, con el objetivo de participar en proyecto de investigación

TÍTULO DE LA INVESTIGACIÓN

SOCIAL CYBERNETIC STRATEGIES TO HELP STUDENTS IN THEIR SPEAKING
SKILLS IMPROVEMENT IN LEVEL 3 AT COLOMBO AMERICANO PEREIRA -
CARTAGO

Ciudad y Fecha: _____

Yo, _____ una vez informado sobre los propósitos, objetivos y procedimientos de diagnóstico y evaluación que se llevarán a cabo en este proyecto de investigación, autorizo a **Angela Guiovana Gordon Naranjo** identificada con CC # 42.015.289 y **Nelcy Sánchez Arciniegas** identificada con CC # 31.415.492, estudiantes de la Licenciatura en Inglés como Lengua Extranjera de la Universidad Nacional Abierta y a Distancia (UNAD) realizar los siguientes procedimientos:

1. Llevar a cabo un test de diagnóstico denominado "Test Revelador del Cociente Tricerebral".
2. Participar en tres actividades aplicadas por las docentes, basadas en la teoría del cerebro triádico.
3. Hacer parte de las actividades elaboradas para este fin.

APPENDIX C: CONSENT FORM FOR STUDENTS – SAMPLE 1



Universidad Nacional Abierta y a Distancia UNAD
 Escuela de Ciencias de la Educación
 Licenciatura en Inglés como Lengua Extranjera

Consentimiento informado para estudiantes, con el objetivo de participar en proyecto de investigación

TÍTULO DE LA INVESTIGACIÓN

SOCIAL CYBERNETIC STRATEGIES TO HELP STUDENTS IN THEIR SPEAKING SKILLS IMPROVEMENT IN LEVEL 3 AT CAP-C

Ciudad y Fecha: Sábado Mayo 5 de 2018

Yo, [REDACTED] una vez informado sobre los propósitos, objetivos y procedimientos de diagnóstico y evaluación que se llevarán a cabo en este proyecto de investigación, autorizo a Angela Gulovana Gordon Naranjo identificada con CC # 42.015.289 y Neley Sánchez Arciniegas identificada con CC # 31.415.492, estudiantes de la Licenciatura en Inglés como Lengua Extranjera de la Universidad Nacional Abierta y a Distancia (UNAD) realizar los siguientes procedimientos:

1. Llevar a cabo un test de diagnóstico denominado "Test Revelador del Cociente Tricerebral".
2. Participar en tres actividades aplicadas por las docentes, basadas en la teoría del cerebro triádico.
3. Hacer parte de las actividades elaboradas para este fin.
4. Presentar un test final evaluativo para determinar mi avance en la habilidad de Speaking.

APPENDIX D: TEST REVELADOR DEL COCIENTE TRIÁDICO (RCMT) – TEMPLATE

Nombre: Date:

RCMT. REVELADOR DEL COCIENTE MENTAL TRIÁDICO PARA ADULTOS

EVALÚESE CON NOTAS DE 1 (MÍNIMO) HASTA 5 (MÁXIMO) Y ESCRIBALAS DENTRO DE LA FIGURA QUE LE CORRESPONDE. MARCA 1 SI TU RESPUESTA ES NUNCA O NADA Y 5 SI TU RESPUESTA ES SIEMPRE O MUCHO.		
1.	Al fin del día, de la semana, o de una actividad, ¿haces revisión, evaluación?	<input type="checkbox"/>
2.	En tu casa, en tu habitación, en tu lugar de trabajo, ¿hay orden, organización?	<input type="checkbox"/>
3.	¿Crees que tu cuerpo, tu energía son parte de un todo mayor, de alguna fuerza superior, invisible, espiritual y eterno?	<input type="checkbox"/>
4.	¿Sabes contar chistes? ¿Vives alegre, optimista y disfrutando a pesar de todo?	<input type="checkbox"/>
5.	Dialogando o discutiendo ¿Tienes buenas discusiones, argumentos, sabes rebatir?	<input type="checkbox"/>
6.	¿Tienes presentimientos, premoniciones, sueños nocturnos que se realizan?	<input type="checkbox"/>
7.	En la relación afectiva, ¿te comprometes a fondo, con romanticismo, con pasión?	<input type="checkbox"/>
8.	¿Sabes hablar frente a un grupo, dominas las palabras con fluidez y corrección?	<input type="checkbox"/>
9.	Cuando hablas, ¿gesticulas, mueves el cuerpo, miras a todas las personas?	<input type="checkbox"/>
10.	¿Te puedes imaginar en la ropa de otra persona y sentir como ella se siente?	<input type="checkbox"/>
11.	¿Sabes alinear los pro y los contra de un problema, logras discernirlos y emitir juicios correctos?	<input type="checkbox"/>
12.	Cuando narras un hecho ¿Le pones muchos detalles, le gusta dar todos los pormenores?	<input type="checkbox"/>
13.	Al comprar o vender ¿le sale bien, sacas ventaja, ganas plata?	<input type="checkbox"/>
14.	Te gusta innovar, cambiar la rutina de la vida, el ambiente, serás soluciones creativas, originales?	<input type="checkbox"/>
15.	¿Controlas tus ímpetus y te detienes a tiempo para pensar en las consecuencias antes de actuar?	<input type="checkbox"/>
16.	Antes de aceptar cualquier información como cierta, ¿Te dedicas a recoger más datos y a averiguar las fuentes?	<input type="checkbox"/>
17.	¿Qué habilidades manuales serás con agujas, serrucho, martillo, jardinería o para arreglar cosas dañadas?	<input type="checkbox"/>
18.	Frente a una tarea difícil, ¿tienes capacidad de concentración, de continuidad, de equante?	<input type="checkbox"/>
19.	En la posición de jefe, ¿sabes dividir tareas, calcular tiempo para cada una, dar órdenes claras, exigir la ejecución?	<input type="checkbox"/>
20.	¿Te detienes a ponerle atención a una puesta del sol, a un pájaro, a un paisaje?	<input type="checkbox"/>
21.	¿Tienes atracción por aventuras, tareas desconocidas, iniciar algo que nadie hizo antes?	<input type="checkbox"/>
22.	¿Te autorizas a dudar de las informaciones de la TV, de personas de la política, de la religión de la ciencia?	<input type="checkbox"/>
23.	¿Logras transformar tus sueños e ideales en cosas concretas, realizaciones que	<input type="checkbox"/>

APPENDIX E: TEST REVELADOR DEL COCIENTE TRIÁDICO (RCMT) TAKEN BY A STUDENT

Nombre: [REDACTED] Date: July 28, 2018

RCMT. REVELADOR DEL COCIENTE MENTAL TRIÁDICO PARA ADULTOS

EVALÚESE CON NOTAS DE 1 (MÍNIMO) HASTA 5 (MÁXIMO) Y ESCRIBALAS DENTRO DE LA FIGURA QUE LE CORRESPONDE. MARCA 1 SI TU RESPUESTA ES NUNCA O NADA Y 5 SI TU RESPUESTA ES SIEMPRE O MUCHO.

1.	Al fin del día, de la semana, o de una actividad, ¿haces revisión, evaluación?	2
2.	En tu casa, en tu habitación, en tu lugar de trabajo, ¿hay orden, organización?	4
3.	¿Crees que tu cuerpo, tu energía son parte de un todo mayor, de alguna fuerza superior, invisible, espiritual y eterno?	2
4.	¿Sabes contar historias? ¿Vives alegre, optimista y disfrutando a pesar de todo?	4
5.	Dialogando o discutiendo ¿Tienes buenas discusiones, argumentos, sabes rebatir?	4
6.	¿Tienes presentimientos, premoniciones, sueños nocturnos que se realizan?	3
7.	En la relación afectiva, ¿te comprometes a fondo, con romanticismo, con pasión?	4
8.	¿Sabes hablar frente a un grupo, dominas las palabras con fuerza y corrección?	4
9.	Cuando hablas, ¿gesticulas, mueves el cuerpo, miras a todas las personas?	5
10.	¿Te puedes imaginar en la ropa de otra persona y sentir como ella se siente?	3
11.	¿Sabes alinear los pro y los contra de un problema, logras diagnósticos y emitir juicios correctos?	2
12.	Cuando narro un hecho ¿Lo pones muchos detalles, te gusta dar todos los pormenores?	2
13.	Al comprar o vender ¿te sale bien, sacas ventaja, ganas plata?	4
14.	Te gusta innovar, cambiar la rutina de la vida, el ambiente, tienes soluciones creativas, originales?	4
15.	¿Controlas tus impulsos y te detienes a tiempo para pensar en las consecuencias antes de actuar?	4
16.	Antes de aceptar cualquier información como cierta, ¿Te dedicas a recoger más datos y a averiguar las fuentes?	2
17.	¿Qué habilidades manuales tienes con agujas, sermuche, mantillo, jardinería o para arreglar cosas dañadas?	4
18.	Frente a una tarea difícil, ¿tienes capacidad de concentración, de continuidad, de aguantar?	4
19.	En la posición de jefe, ¿sabes dividir tareas, calcular tiempo para cada una, dar órdenes claras, exigir la ejecución?	4
20.	¿Te debesos a ponerte atención a una puesta del sol, a un pájaro, a un paisaje?	2
21.	¿Tienes atracción por aventuras, lugares desconocidos, iniciar algo que nadie hizo antes?	4
22.	¿Te autorizas a dudar de las informaciones de la TV, de personas de la política, de la religión de la ciencia?	4
23.	¿Logras transformar tus sueños e ideas en cosas concretas, realizaciones que progresan y duran?	4
24.	¿Tienes el hábito de pensar en el día de mañana, en el año próximo, en los próximos diez años?	5
25.	¿Tienes facilidad con máquinas y aparatos como calculadoras, calculadores, lavadoras, computadoras, auto?	4
26.	¿Eres rápido en lo que haces, tu tiempo rinde más que el de tus colegas, terminas bien y a tiempo lo que empiezas?	4
27.	Cuando trabajes o te comuniquas, ¿usas los números, usas estadísticas, porcentajes, matemáticas?	2

ESCALA: MÍNIMO (1) MEDIO (2.5 A 3.5) MÁXIMO (5)

Ley de proporcionalidad: todos iguales se anulan; diferencia mayor que 7 es desproporcionalidad

Thanks for your time and help.

APPENDIX F: LESSON PLAN TEMPLATE



COLOMBO
AMERICANO
PEREIRA - CARTAGO

LESSON PLAN FORM

CODIGO
F-GA-33
VERSION
3
FECHA
04-05-2018

TEACHER: _____ DATE: _____

COURSE: _____ NUMBER OF STUDENTS: _____

UNIT: _____ LESSON: _____ SCHEDULE: _____

LESSON AIMS:

Learning Strategy:

WARM UP:

New vocabulary for this lesson

TIMING	PROCEDURE	INTERACTION PATTERN	TEACHING AIDS
	<u>Homework checking:</u>		
	<u>Presentation:</u>		
	<u>Introduction:</u>		
	<u>Grammar:</u>		
	<u>Interaction:</u>		

Wrap up stage:

Further Practice:

Notes:

APPENDIX G: LESSON PLAN – JULY 28TH, 2018



LESSON PLAN FORM

CODIGO
F-GA-33
VERSION
3
FECHA
04-05-2018

TEACHER: Nelcy Sánchez A. DATE: July 28th 2018
 COURSE: 3 - session 3 NUMBER OF STUDENTS: 10
 UNIT: 7 LESSON: 2&3 SCHEDULE: 8:30 - 12:20 p.m.

LESSON AIMS: Discuss household chores Simple present with: When, What time, who, How often Learning Strategy: Personalizing.			
WARM UP: "Practice the conversation using the pictures" Ss will role play a conversation using the pictures given, and following the example T will play, so they have the idea what it is expected from them. Time 15 min.			
TIMING	PROCEDURE	INTERACTION PATTERN	TEACHING AIDS
20 Min	Review Ss will be divided into pairs, each pair will get a picture card in order to come up with a story using those activities observed into the images, using the simple present and present continuous by following a sample giving before their performance in a role play.	Ss – Ss	Picture cards Audio Cd Ss performance
10 Min	Homework: T will ask for homework ss have to had done on their workbook and check it together with them.	Group work	Ss workbook
15 Min	Presentation: T will present the new vocabulary. (Household chores) T will ask ss to open their book on page 66 and will play the audio, so ss listen and repeat the new vocabulary. Household and leisure activities.ppt	Individual work Group work	Audio CD Speakers Lap top Ss books
10 Min	Interaction: Ss will write sentences using household activities with - when and what time and how often.	Ss ss	Target vocabulary Ss books
10 Min	Introduction: T will say: I take out the garbage three times a week.	T – S S – T	Ss production Board Markers
20 min	Grammar: T will review the use of frequency adverbs Frequency Adverbs 1.jpg Adverbs frequency - How to use it.png	T ss Ss T	White Board T.V
10 Min	Interaction: Ss will get in couples and will tell their partners about their Free time activities. e.g. <i>I clean the house once a week</i>	Peer work	S's book

APPENDIX H: LESSON PLAN – AUGUST 25TH, 2018



LESSON PLAN FORM

CODIGO
F-GA-33
VERSION
3
FECHA
04-05-2018

TEACHER: Nelcy Sánchez A.DATE: August 25th 2018COURSE: 3 - session 4NUMBER OF STUDENTS: 10UNIT: 9 LESSON: 1SCHEDULE: 8:30 - 12:20 p.m.**LESSON AIM / LEARNING OBJECTIVE:**

Describe today's weather.

Learning Strategy: Follow up questions**CONTEXT**(Children Program Only):**WARM UP / LEAD IN:**

Sts will be divided into pairs. Each pair will receive a piece of reading paper and a strip of paper with a song's name. Each pair will have 20 min to read and practice the song's rhythm in order to present the piece of reading with the rhythm in front of their classmates, so their partners will guess the song and understand the information giving when they sing.

TIMING	PROCEDURE	INTERACTION PATTERN	TEACHING AIDS
10'	Homework Checking T will check the homework sts should have done in their workbooks.	T – S – T	Ss workbooks Board
7'	Introduction T will introduce the new target vocabulary using weather expressions.	S - S	Sts description books
15'	Grammar Presentation T will explain the present continuous with future time expressions.	T S – S T	board T.V Laptop
10'	Controlled Practice Sts will be asked to work on their books in order to complete exercise 3 on page 74, using target vocabulary and grammar.	Individual activity S – S	Sts books
10'	Semi controlled practice Sts will use their cell phones to call a friend and ask plan an activity.	Individual activity S - S	Sts notebooks
15'	A: What beautiful weather! It's so sunny and warm! B: It really is!... So Kate, are you doing anything special this weekend? A: Well, on Saturday I'm meeting Pam in the park.	T - S – T S – S	Laptop T.V Speakers

APPENDIX I: LESSON PLAN – SEPTEMBER 29TH, 2018



COLOMBO
AMERICANO
PEREIRA - CARTAGO

LESSON PLAN FORM

COIIGO
F-GA-33
VERSION
3
FECHA
04-05-2018

TEACHER: Giovanna Gordon

DATE: Sept. 29th, 2018

COURSE: Fourteen

NUMBER OF STUDENTS: 10

UNIT: Seven

LESSON: 1

SCHEDULE: Saturday 8:30-12:20p.m.

LESSON AIM / LEARNING OBJECTIVE: classify count and non-count nouns and use how much , is there any...?

LEARNING STRATEGY: Classifying

CONTEXT (Children program only):

WARM UP: Sts will identify smells of different foods. **Timing: 15 min.**
Sts will have ten different foods to smell and guess what it each on is; and complete a chart for that purpose.
Pair revision and group revision.

TIMING	PROCEDURE	INTERACTION PATTERN	TEACHING AIDS
20 min.	<p>Review: Sts will associate smells in step one with activities that have to be with routines, leisure activities and household chores. Sts will match the different smells with activities. For instance:</p> <ol style="list-style-type: none"> 1. Coriander.....cook lunch/dinner 2. Coffee.....visit friends 3. Chocolate bar..... steal a kiss 4. Passion fruit.....call my friend 5. Orange..... go swimming 6. Cinammon.....put on make up 7. Mango.....clean the house 8. Beerdance in the club 9. Lollipop.....open presents 10. Garlic.....wash the dishes <p>Sts will pair up (five pairs in total) to smell five different foods and remember the activities they were associated with. Teacher will give them five minutes to come up with a story using the activities, using the simple present and present continuous. Sts will receive feedback about their utterances.</p>	Sts-sts	Text Book and Whatsapp G.
10 min	<p>Homework checking: Sts will chek the homework they have on photocopiable material Word power pag. 81</p>		
10 min.	<p>Sts will see some slides with count and non-count nouns and places such as the counter, the fridge, the cabinet and the shelf. Sts will practice vocabulary saying what they have at home in these parts.</p>		
15 min	<p>Listening exercise pag. 82 Sts will listen to some words related to food vocabulary. Task one: sts will listen to the list and memorize as many as they can Task two. Sts will make a lsit of the ones they remember Task three: sts will make the list of what they have at home and compare with their partners.</p>		
10 min	<p>Grammar Presentation Students will be introduced to the use of non-count nouns</p>		
	Practice		

APPENDIX J: IMAGES GIVEN TO STUDENTS TO COME UP WITH THE ROLE PLAY IN
THE DIAGNOSIS TEST.



APPENDIX K: SAMPLE AUDIO GIVEN TO STUDENTS FOR INSTRUCTIONS

Producer: Angela Giovana Gordon Naranjo and Nelcy Sánchez A.

Year: 2018

Video's name: Sample Conversation by Giovanna Gordon and Nelcy Sánchez

Link: <https://www.youtube.com/watch?v=XmVYVQCwWyg&t=18s>



Sample Conversation By Giovanna Gordon and Nelcy Sánchez

5 views

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APPENDIX L: VIDEO RECORDER FOR A DIAGNOSIS 1

Producer: Nelcy Sánchez A.

Year: 2018

Video's name: Stage One – Video One – Diagnosis test - Images

Link: <https://youtu.be/DevKJxirycI>



Stage One – Video One – Diagnosis test - Images

APPENDIX M: READING TITLED “MEET RYAN BROWN”

MEET RYAN BROWN - The singing reading

Ryan Brown is ten years old. He doesn't live in an apartment. He lives in a big house in London with his father, Mr. Brown, his mother, Laura and his little sister, Claire. His father is a bank clerk and his mother is a travel agent. Claire is a baby.
Every morning they get up early, but on weekends they get up at half past nine. At 7:20 Ryan has a quick shower. Then he goes to the dining room where they have an enormous breakfast because he doesn't eat lunch at home with his family.
The Browns go to work by car, Mr. Brown drives it. They never take the bus or the train. Ryan goes to school on foot with his best friend. Claire stays at home with the baby-sitter. She doesn't go to school because she is only two years old.
At noon Ryan has lunch in the school canteen with his friends. The Browns go back home after the tea. Ryan does his homework and Laura works in the garden. Mr. Brown goes to the library. They have dinner at 7:30 p.m. They talk a lot during dinner. Then, they watch their favorite TV program and they go to bed.
They live in a two-floor house. It is downtown, near the Chinese Restaurant on Oak Street. There are four bedrooms and two bathrooms on the second floor. It has a big balcony but there isn't an attic. There's also a large garage and a big yard where he plays with his dog.

APPENDIX N: VIDEO RECORDING – TO ACTIVATE STUDENTS' RETAINING THE INFORMATION

Producer: Nelcy Sánchez A.

Year: 2018

Video's name: Video One – Reading singing – Meet Ryan

Link: <https://youtu.be/flGqivj7zG8>



Video One – Reading singing – Meet Ryan

APPENDIX O: VIDEO RECORDING – THE MEMORY ACTIVATION WITH THE SENSE OF SMELL

Producer: Nelcy Sánchez A.

Year: 2018

Video's name: Step 8 - Activity - Smell

Link: <https://www.youtube.com/watch?v=GBD8YUV9Umc>



Step II - Activity - Smell

APPENDIX P: THE LINK OF THE BLOG CREATED FOR THE OLFACTORY ACTIVITY

Producer: Nelcy Sánchez Arciniegas & Angela Giovanna Gordon Naranjo

Year: 2019

Blog's name: The Memory Activation with the Sense of Smell

Link: <https://nelcysanchezar.wixsite.com/nelgio>



APPENDIX Q: OBSERVATION PROTOCOL FORM

ANALYSIS OF THE VIDEOS										
Moment: <u>One</u>						Date: <u>July 28th</u>				
VIDEO ONE		Grade student's performance from 1 through 5. 1 is the lowest and 5 the highest.								
No.	ITEM	1	2	3	4	5	COMMENTS			
1	Task comprehension									
2.	Image association									
3.	Denominate vocabulary									
4.	Dialogue preparation									
5.	Presentation									
5a.	Vocabulary use									
5b.	Grammar Usage									
5c.	Pronunciation									
5d.	Fluidity									
6.	Retention of the information									

