


Los intercambios virtuales: las cintas de correr en el aprendizaje de lenguas extranjeras

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INTERNACIONALIZACIÓN EN EL EXTRANJERO:

INTERCAMBIOS DE MOVILIDAD



INTERNACIONALIZACIÓN EN CASA:

INTERCAMBIOS VIRTUALES

Proyecto de telecolaboración: *Lengua Inglesa Aplicada a la Enseñanza III*
(3° Grado en Educación Primaria, ULE)
Estudiantes de español (*University of Central Missouri, EEUU*) – Prof. Julie Stephens de Jonge



Justificación de la experiencia docente

Análisis de necesidades

Encuesta:

- 48% de los estudiantes no había estado nunca en un país de habla inglesa
- del 52% restante, más de un tercio había estado en viajes de turismo breves, sin la posibilidad de una inmersión lingüística y cultural

Aplicación de principios didácticos

- Enfoque funcional y comunicativo
- Metodologías activas
- Aprendizaje basado en tareas
- Primacía del aprendizaje incidental
- Tareas de tipo abierto
- Zona de desarrollo próximo (Vygotsky)
- Hipótesis del input comprensible (Krashen)
- Aprendizaje experiencial ('Aprender haciendo')
- Andamiaje (Bruner)

Equilibrio entre forma y significado

- Instrucciones claras y detalladas
- Herramientas
- Rúbricas de evaluación
- Tarea (*significado*)
- Monitorización
- Revisión, corrección, feedback y explicaciones (*forma*)

Objetivos

MEJORA DE COMPETENCIAS

- Aprender a aprender
- Lingüística y cultural
- Social y de trabajo en equipo
- Digital
- Pensamiento crítico
- Pensamiento lateral
- Creatividad e iniciativa

FOMENTO

- Motivación
- Aprendizaje experiencial
- Reflexión
- Toma de decisiones
- Gestión del tiempo
- Gestión de las emociones
- Responsabilidad

Descripción: Fases, actividades y materiales

Vídeos en *Flipgrid* y grupos en *Google Docs*

Cuestionario previo elaborado por moderador en *Google Forms*.
Comunicación síncrona: Videollamadas en *Meet*

Presentación y agrupamientos

Resolución de un *escape room*

Conversaciones en grupo

Diseño de materiales didácticos

Narrativa en común

UCM en español; ULE en inglés.

Colaboración para conseguir códigos en:

canciones, vídeos, textos, TEDTalks, **entrevistas**, puzles, pictogramas...

para abrir candados de: **formas**, direcciones, números, colores, **letras**...

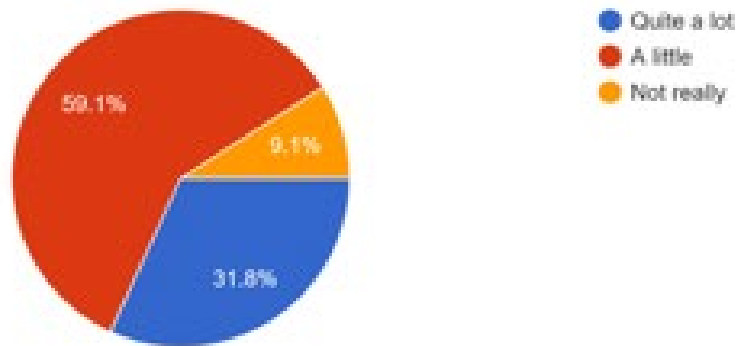
Diseño de un pequeño *escape room* en *BreakoutEdu* para alumnos de Primaria

CHECKLIST	DATES	✓
1. Complete an initial survey in Moodle.	Available until 25 th February	
2. Watch the American students' Flipgrid videos , reply to them, and post similar videos introducing yourselves (in Spanish).	Before 25 th February	
3. Sign up for the project to form groups of 4 students (2 UCM students and 2 ULE students) on a first-come-first-served basis and add your contact details.	Before 25 th February	
4. You will receive links to the escape room activities (in Moodle): read the instructions in each case, ask your American partners for help, and solve the enigmas together with your Spanish partner, but open the padlocks individually .	March and April	
5. Prepare a 10-question survey in Google Forms and pass it along to the other members of the group. Once everybody in the group has completed the questionnaire, schedule a video chat to talk about the answers. There will be one video chat for each questionnaire , led by a discussion leader (the one who prepared the questionnaire).	March and April	
6. Work with your Spanish partner to design an escape room aimed at Teaching English as a Foreign Language for Young Learners (Primary School) in <i>BreakoutEdu</i> (teamwork – one per group).	End of March and April	
7. Break out of your American partners' escape room .	End of March and April	
8. Learning evidence: Submit a report with the questions in your questionnaire, the link , and a summary of the answers and the conversation (individual – one per person).	Deadline: 13 th May	
9. Learning evidence: Submit a 5-minute recording of a video chat with your American partners (although it is a group conversation, each student will have to submit a recording of the conversation they led).	Deadline: 13 th May	
10. Ten-minute presentations of your experience.	B3: 16 th & 23 rd May (from 9:00 to 11:00)	
11. An essay about your experience and the use of escape rooms and virtual exchanges in Primary Education.	B3: 26 th May (from 13:00 to 14:00)	
12. Complete a final survey .	Available from 26 th May to 3 rd June	

Resultados – encuesta final curso 2021-22

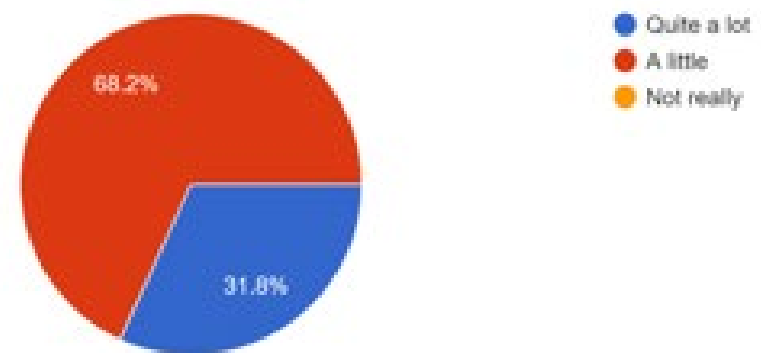
Have you noticed any progress in your LISTENING skills (e.g. after listening to your American partners, videos that were part of the escape room, etc.)?

22 responses



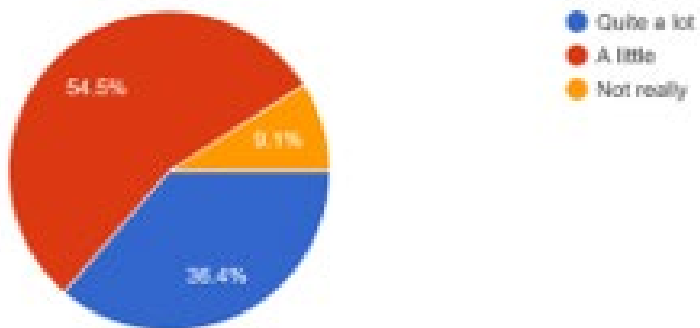
Have you noticed any progress in your SPEAKING skills (e.g. after talking to your American partners, recording your video, etc.)?

22 responses



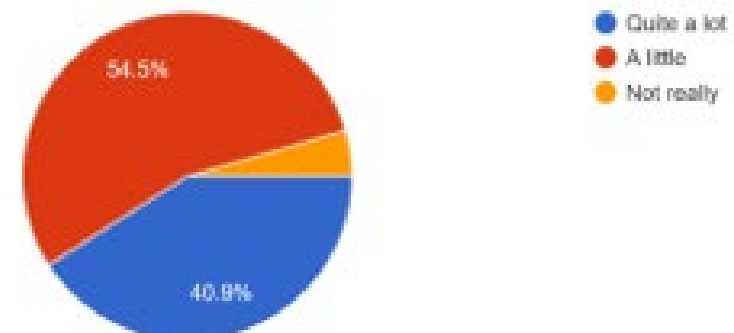
Have you noticed any progress in your READING skills (e.g. after reading the instructions and some clues and texts in the escape room, your partners' surveys, etc.)?

22 responses



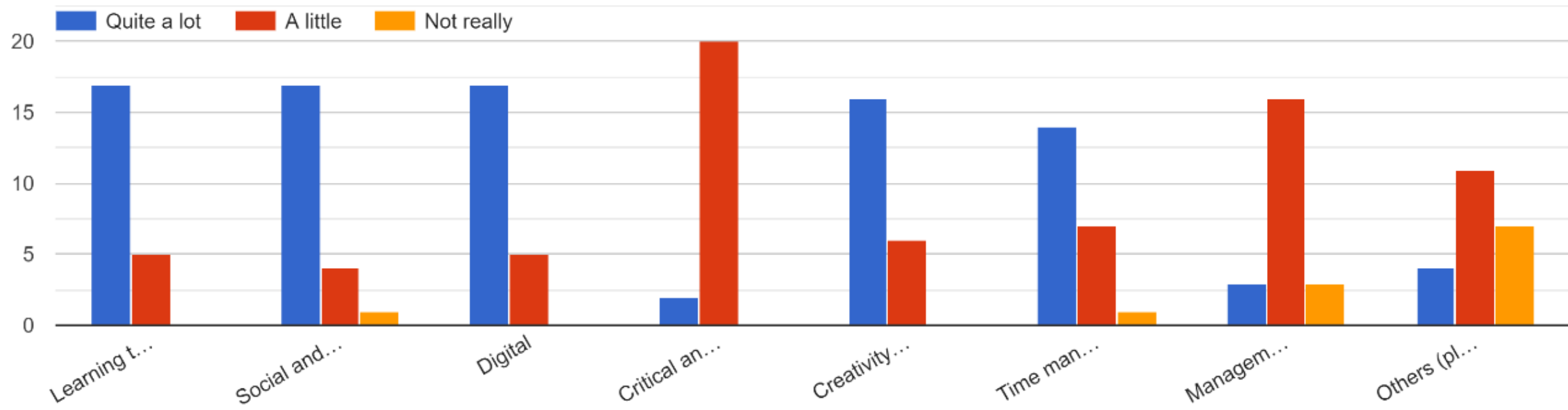
Have you noticed any progress in your WRITING skills (after writing your survey, your report, your essay, your escape room, etc.)?

22 responses



Resultados – encuesta final curso 2021-22

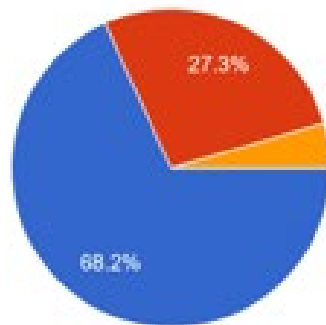
Have you noticed any progress in any of these competencies?



Resultados – encuesta final curso 2021-22

Did you find the exchange interesting from an intercultural point of view?

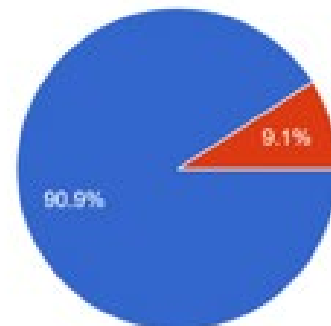
22 responses



- Yes, I enjoyed talking to these American students; they were very cooperative and most of the conversations were interesting. It was nice to exchange op...
- Some of the conversations were really interesting but some others were a bit dull! One of the partners was nice and communicative but the other was not...
- Not really. Our partners were not very talkative! They didn't reply to our messages or failed to take part in som...

Did you find the exchange interesting from a didactic point of view?

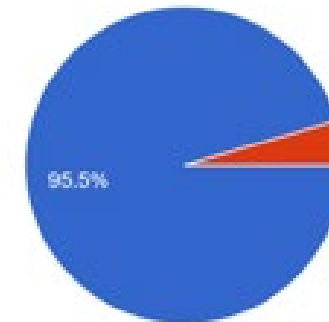
22 responses



- Yes, I have practiced explaining things to my American partners, I have seen activities, techniques or materials that can help me in my training as a teach...
- Maybe. I am not aware of learning anything in particular that I can apply to teaching English but I might see the relevance in the future.
- Not really. I can't see any usefulness in this project for my future career as a teacher.

Would you use virtual exchanges (adapted to Primary Education) in your teaching?

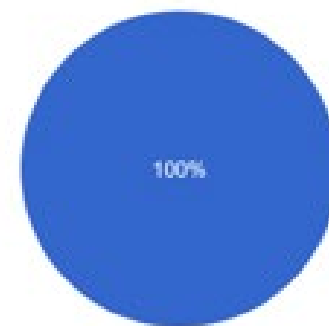
22 responses



- Yes
- No

Would you use escape rooms (adapted to Primary Education) in your teaching?

22 responses



- Yes
- No

Conclusiones

Resolución de
enigmas (ejercicio)

Intercambios virtuales
(*cintas de correr*)

Conversaciones
interculturales
(ejercicio)

Diseño de materiales
educativos (ejercicio)



*Dímelo y lo olvidaré, muéstrame y lo recordaré,
involúcrame y lo aprenderé (Confucio)*