

English soft skills development workshop for industrial engineering students in collaboration
with the School of Industrial Engineering

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Dedicatoria

Juan Se.

A todas las personas que me apoyaron y estuvieron a mi lado durante este proceso; a mi pareja, cuya ayuda fue incondicional y me ayudó a superar cada reto; a mi familia y, especialmente, a mis padres, porque gracias a ellos soy la persona que soy hoy. A mi compañero, por ser un gran colega.

Saúl

A todas y cada una de las personas que, de alguna manera, han cruzado mi camino: gracias por sus palabras, gestos, enseñanzas y silencios. Cada interacción, por pequeña que parezca, ha dejado una huella en mí y ha contribuido a formar la persona que soy hoy.

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Resumen

Título: Taller de desarrollo de habilidades blandas en inglés para estudiantes de Ingeniería Industrial en colaboración con la Escuela de Ingeniería Industrial*¹

Autor: Juan Sebastian Guerrero Leal, Saul Andrés Díaz Sánchez**²

Palabras Clave: Habilidades blandas, CLIL, aprendizaje basado en tareas, inglés con fines específicos, enseñanza del inglés, educación en ingeniería

Descripción: Este trabajo presenta el diseño, implementación y evaluación de un taller para el desarrollo de habilidades blandas a través del inglés, dirigido a estudiantes de Ingeniería Industrial con nivel A1–A2 de la Universidad Industrial de Santander. El proyecto se enmarcó en el enfoque de Aprendizaje Integrado de Contenidos y Lengua Extranjera (CLIL), utilizando metodologías colaborativas y basadas en tareas para promover competencias tanto lingüísticas como profesionales. El taller constó de diez sesiones centradas en habilidades blandas específicas como el trabajo en equipo, liderazgo, comunicación o manejo del estrés, integrando el inglés como medio de instrucción. La estructura del taller fue informada por un análisis de necesidades realizado previamente. Los resultados evidencian mejoras en la confianza y comunicación en inglés de los estudiantes, así como en su capacidad para aplicar habilidades blandas en contextos reales. Esta experiencia resalta la importancia de incluir la formación en habilidades blandas dentro de la enseñanza del inglés para preparar mejor a los estudiantes frente a los entornos laborales.

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Abstract

Title: English soft skills development workshop for industrial engineering students in collaboration with the School of Industrial Engineering*³

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Key Words: Soft skills, CLIL, task-based learning, ESP, English teaching, engineering education.

Description: This paper presents the design, implementation, and evaluation of an English soft skills development workshop aimed at A1–A2 Industrial Engineering students at Universidad Industrial de Santander. The project was framed within the Content and Language Integrated Learning (CLIL) approach, using collaborative and task-based methodologies to promote both linguistic and professional competencies. The workshop consisted of ten sessions, each focusing on a specific soft skill such as teamwork, leadership, communication, or stress management, integrating English as a medium of instruction. Data collected through a needs analysis survey informed the structure and content of the workshop. The results demonstrate improvements in students' confidence and communication in English, as well as in their ability to apply soft skills in real-life contexts. This experience highlights the importance of including soft skills training in language education to better prepare students for professional environments

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Introduction

Industrial engineering programs have been crucial in the development of the modern world. This development has a rich history, dating back to the Industrial Revolution. Over time, this revolution created the need for programs to evolve to meet the demands of global industries and companies. This evolution not only focuses on technological and scientific advancements but also on advances in human relations. This is where soft skills find an essential role in the development of the modern world.

We are well aware that technical expertise has traditionally been the foundation of engineering education; nevertheless, the changing landscape of professional practice needs a larger skill set that includes not only technical capability but also interpersonal competencies. Soft skills such as communication, teamwork, leadership, problem-solving, and adaptability are critical for engineers' success in the workplace. Employers are increasingly recognizing the value of soft skills in encouraging teamwork and innovation, among others, emphasizing their importance in the professional development of engineering students.

This modality was chosen to explore a different environment from the one we were already familiar with during our undergraduate studies. In this way, we aim to gain experience that will be useful for our future as teachers. This could be a challenge but also an opportunity to learn and enhance our profiles as educators. Developing a workshop of this kind helps pre-service teachers generate strategies and acquire knowledge on how to use different tools and teachings to improve the educational quality provided to students. In this case, soft skills are crucial for any type of profile, and conducting a workshop focused on them gives us the ability to improve our students' professional profiles. This approach may not only center our future classes

on the learning of a foreign language but also on skills that are used in everyday life and are essential for building an effective professional profile. Another reason for choosing this modality is that this project has been carried out for about three years, providing background information that could be useful for the development of our intervention..

This paper seeks to add to the continuing discussion about how to integrate soft skills development into engineering education by offering a complete overview of the workshop objectives, techniques and lessons. In higher education, there has historically been an emphasis on transmitting systematic abilities, often at the expense of interpersonal competencies, in the curricula of many educational institutions around the world, including the Universidad Industrial de Santander (UIS). Consequently, there is a growing understanding of the importance of soft skills in the current landscape, driven by employers' increased expectations for professionals to possess traits such as good communication, empathy, resilience, and teamwork. Furthermore, there is a distinct tendency toward appreciating those who display originality, inventiveness, and adaptability, as well as a proclivity for dedication, enthusiasm, and personal development. This workshop aims to provide industrial engineering students with the comprehensive skill set required for successful careers as future leaders, innovators, and change agents in the global engineering community.

1. Objectives

1.1. General Objective

To help Industrial Engineering students at Universidad Industrial de Santander to develop soft skills through English for Specific Purposes.

1.2. Specific Objectives

To explore students' needs in terms of soft skills and English language learning.

To implement a series of workshops that addresses students' needs in terms of both soft skills and English language learning.

To reflect on the experience in order to know students' learning and to contribute to preservice teachers' pedagogical knowledge improvement.

2. Theoretical Framework

To better understand the process of designing the workshops, this chapter aims to identify and clarify all those important concepts and the pedagogical choices that will be implemented in the soft skill workshops for industrial engineering students at the Industrial University of Santander (UIS). The series of workshops is focused on learning and enhancing soft skills through English, so it is crucial to define the concepts that go hand in hand with these skills and the importance they can have for students, both in their academic and professional lives, as well as in their daily lives. This is a requirement that companies generally look for in the profile of graduates in industrial engineering, so it is more than pertinent to have these skills. The chapter is organized as follows: first, we will address soft skills; then, we will discuss the use of English as an instructional medium (EMI), followed by English as a medium of instruction for soft skills, Content and Language Integrated Learning (CLIL) for soft skills, collaborative learning (CL), Task-based learning (TBL) which is one of the methods we want to implement due to the importance of collaborative work and learning, and finally English for Specific Purpose (ESP).

2.1. Soft Skills

The main objective of the workshop is to teach soft skills through English; therefore, it is important to define their concept as well as discuss the importance of these skills, considering that many employers, when hiring or seeking industrial engineers, expect them to have a high level of soft skills. "Soft skills are non-technical skills that allow people to manage themselves and positively interact with others. Colleges and universities are increasingly recognizing the importance of soft skills" (Sekhar, 2019, p. 110). Following this idea, these skills can be defined as those that allow us to perform better and are not necessarily linked, for example, to those technical skills learned in the industrial engineering program. Thus, examples of soft skills, such as teamwork, leadership, time management, critical and creative thinking, public speaking, and writing skills, among many others, could be given.

According to Vasanthakumari (2019), the importance of soft skills lies in their ability to handle interpersonal relations, make appropriate decisions, communicate effectively, and leave a good impression to foster professional development. Vasanthakumari (2019) also states that to improve these skills, individuals can consider taking online courses, seeking feedback from others, practicing with a friend, or even getting guidance from a coach. Therefore, it is crucial to design and implement efficient courses to enhance and teach how to better manage these skills within such an important area as industrial engineering.

Moreover, it is pertinent to discuss the importance of these skills when finding a job since companies and organizations expect engineers to demonstrate these skills in their professional performance. "In this twenty-first century, most of the organizations and industries seek employees who are excellent at skills. Employees with reliable, robust, and outstanding soft

skills are hired for their benefit." (Hyder et al., 2020, p. 7807). A study conducted by Hirudayaraj et al. in 2021 discussed the importance of soft skills required by the Accreditation Board of Engineering and Technology (ABET) criteria among entry-level engineers. The study aims to identify areas where entry-level engineers may need further development to meet industry expectations and succeed in their roles. The study's findings suggest that the importance of soft skills extends to all university engineering departments, especially for students aiming for entry-level engineering positions post-graduation (Hirudayaraj et al., 2021). It also concludes that these companies seek these skills in their employees, recognizing that individuals with strong, soft skills contribute significantly to the overall success and productivity of the organization.

2.2. English as an Instructional Medium

English as an Instructional Medium or English Medium Instruction (EMI) has become a crucial strategy in higher education to foster global competencies and enhance employability. According to Andrievskikh et al. (2021), higher education institutions must prioritize cultivating these skills, which are essential for employability. Teachers should explicitly address and assess soft skills development in foreign language courses to prepare graduates for managerial roles where effective communication and persuasive argumentation are vital (Andrievskikh et al., 2021, p. 5).

Research done in Bangladesh has shown that incorporating soft skills training into the English curriculum is essential for enhancing employability among graduates. English literature, in particular, can develop skills such as communication, critical thinking, and creativity, which

employers highly value. Integrating soft skills into the curriculum helps students appreciate diverse perspectives and cultures, improving their employability (Islam et al., 2023).

In the Colombian context, EMI research aligns with broader Iberian-American trends, focusing on educational policies that aim to internationalize higher education and enhance global competencies. Studies show that using authentic materials and contextualized activities in EMI courses nurtures language and content knowledge development. However, challenges such as resource availability and the need for comprehensive research on the relationship between interaction and learning in EMI settings remain. Addressing these challenges is crucial for creating compelling and inclusive EMI learning environments (Escobar et al., 2022). In conclusion, using English as an instructional medium in the workshop is crucial for enhancing the students' language proficiency while developing their soft skills. The dual focus on language and skills ensures that students can communicate effectively in professional contexts where English is often the first tongue. Integrating English into the workshop aligns with the Content and Language Integrated Learning (CLIL) principles, which will be discussed next.

2.3. Content and Language Integrated Learning (CLIL)

Coyle et al., (2010) define CLIL as "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (p. 1). Since this approach integrates acquiring a second or foreign language with learning subject matter content, it is an effective way to foster both linguistic and disciplinary competencies simultaneously.

Van de Craen et al. said, "CLIL is a powerful and empowering way to learn languages" (2007, p. 70). Additionally, The foundation of CLIL is the idea that language acquisition works

best when students interact with relevant material in real-world settings, which contextualizes language use within academic subject areas. CLIL aims to concurrently foster deep conceptual comprehension, language proficiency, and cognitive growth by integrating content and language training. Concerning the development of soft skills, CLIL offers a framework for integrating language learning exercises into real-world engineering settings. This allows students to interact with authentic engineering material while improving their communication, collaboration, leadership, and problem-solving skills.

Moreover, there are several benefits to incorporating CLIL principles into a workshop on soft skills for industrial engineering students. In the first place, considering that "the language is used as a tool to learn the contents of the subject, and those contents are used as a meaningful medium to learn and use the language communicatively" (Rodríguez, 2012, p. 180). Through integrating language instruction within authentic engineering activities and projects, students can utilize and improve their communication, negotiating, and presentation skills in real-world contexts. Second, the CLIL framework collaborative learning exercises foster the interpersonal, conflict-resolution, and teamwork abilities necessary for engineers to succeed in their careers. Furthermore, the multidisciplinary aspect of CLIL fosters flexibility, creativity, and invention by pushing students to investigate many viewpoints, engage in critical thinking, and work cooperatively to solve complex problems.

A holistic educational experience necessitates the integration of the four Cs of CLIL: Content, Communication, Cognition, and Culture. These elements are particularly essential in a workshop focused on soft skills. Content ensures the inclusion of critical soft skills such as problem-solving, teamwork, and leadership. Communication aims to facilitate effective collaboration with peers and the successful transmission of ideas through language. Cognition

develops critical thinking and decision-making skills, which are vital for engineering roles. Culture enhances intercultural awareness and adaptability, preparing students for diverse and international work environments. By incorporating the 4 Cs, the workshop can deliver a comprehensive and effective professional development experience, equipping students with technical knowledge and essential soft skills.

To sum up, CLIL methodology effectively improves students' communication, teamwork, leadership, and problem-solving abilities while preparing them for success in industrial engineering practice's academic and professional domains by integrating language and content instruction within real-world engineering contexts.

2.4. Collaborative Learning

Another key concept for developing this workshop is collaborative learning (CL). This learning component focuses on group collaboration, not just with the entire class but also in small teams. As Laal & Ghodsi (2012) explain, it is an educational methodology whereby cohorts of learners engage cooperatively to resolve challenges, accomplish objectives, or generate outcomes collectively.

A positive working setting encourages open communication, mutual respect, and group responsibilities, facilitating idea-sharing, helpful criticism, and cooperative problem-solving. CL increases student collaboration and classroom engagement (Norman, 2022). Consequently, a supportive setting fosters students' exploration of many viewpoints, critical thinking, and development of paramount interpersonal skills, including empathy, cooperation, and conflict resolution.

The importance of social contact, information exchange, and mutual support in promoting a better understanding among participants is emphasized by collaborative learning. Moreover, a learning community generates knowledge via discussion, negotiation, and shared experiences. Furthermore, such methodology facilitates the transition from a teacher-centered to a student-centered approach, offering additional support for the workshops' implementation.

2.5. Task-based learning

Willis (1996) defined Task-based Learning (TBL) as "a goal-oriented exercise where students utilize language to accomplish a real outcome, employing their available resources in the target language to complete tasks such as puzzles, games, problem-solving, experience sharing and comparison, among others." (p. 53). TBL is a pedagogical approach that emphasizes students completing meaningful assignments that mimic real-world tasks. This method prioritizes practical application over theoretical training, fostering student engagement through active learning, problem-solving, and critical thinking. TBL bridges the gap between theoretical knowledge and practical application by presenting students with challenges that require them to apply their skills and knowledge in authentic contexts. This approach enhances learning, retention, and the transferability of acquired skills.

Developing soft skills such as effective communication, cooperation, problem-solving, and leadership is crucial for industrial engineering students. TBL facilitates this by simulating classroom scenarios where students collaborate to manage projects, solve complex problems, or present solutions. Assignments may include leading a team meeting, negotiating project requirements, or developing a workflow strategy. These activities help students integrate soft skills with technical knowledge, preparing them for real-world industrial environments. As

AlGhamdi (2023) noted, task-based learning enables students to apply their knowledge and abilities in real-world situations, which is vital. Additionally, this strategy allows students to work on more complex and open-ended assignments, enhancing creativity and problem-solving abilities. Through an immersive, hands-on learning environment, TBL ensures that industrial engineering students acquire the soft skills necessary for workplace success.

2.6. English for specific purpose

Drozdovych (2016) emphasizes the growing need for soft skills in technical disciplines like computer science, stressing the importance of English for Specific Purposes (ESP) courses in bridging technical knowledge and interpersonal abilities. Through different activities such as resume writing and role-playing, ESP courses enhance students' capacity to operate in diverse and multilingual professional environments. The work of Drozdovych promotes a shift in approach, advocating that technical education should be paired with soft skills development to equip students for the global job market more effectively.

Moreover, Tikhonova et al. (2018) highlight the necessity for university curricular changes to enhance soft skills via ESP courses. Their study shows that, although some activities succeed in fostering professional communication, conventional teaching methods frequently need to effectively engage students in cultivating broader skills like leadership and critical thinking. They suggest transitioning to more dynamic and interactive teaching strategies to match educational results with market needs better.

Šulovská (2024) and Lavrysh (2017) support including soft skills training within ESP curricula. Both research endeavors emphasize the necessity of aligning soft skills activities with the professional areas of students to enhance their relevance and effectiveness. Approaches such

as task-based learning, collaborative projects, and discussions are especially effective for developing communication and leadership abilities. Additionally, Lavrysh distinguishes between "stand-alone" and "embedded" models for soft skills instruction, advocating for the latter due to its ability to seamlessly integrate soft skills with technical expertise.

In conclusion, incorporating soft skills into English language instruction has been established as a key approach to equipping students with the necessary skills for contemporary careers. Research consistently emphasizes the importance of curricular changes that focus on interactive and practical teaching methods, positioning ESP courses as a significant avenue for the comprehensive development of students. As educational institutions continue to evolve to meet the demands of the workforce, the promotion of soft skills within language education remains a promising and essential endeavor.

3. Activities implemented

3.1 First Meetings

At the beginning of the 2024-1 semester, an exploration was carried out on the different modalities of undergraduate graduation projects available. Among these, the option of carrying it out under the business internship modality in collaboration with the School of Industrial Engineering was especially attractive. On February 20th, in a meeting with the professor in charge of the course, Luis Fernando Arévalo Viveros, the availability for this modality was confirmed. Later that same day, contact was established with Professor Juan Felipe Reyes Rodríguez with the purpose of scheduling a meeting to obtain additional information and proceed with the corresponding steps.

During the first meeting with Professor Juan Felipe, important insights were obtained concerning the development and execution of the workshop. He recounted experiences from workshops held in previous semesters, giving an overview of the dynamics and structure that had proven effective. Moreover, the professor emphasized that the primary goal of the workshop was not language acquisition but rather the improvement of soft skills through the use of English. This strategy aligns with the improvement plan within the School of Industrial Engineering to foster critical interpersonal and professional skills.

The professor explained the workshop structure, highlighting the importance of this program, expressing his strong support for its continuation as a crucial element for students' professional growth. The English proficiency levels of participants were also addressed, with a significant change from previous workshops, which aimed at students with a B1+ level. It was determined to adjust this workshop to accommodate students with an A1/A2 level to ensure inclusiveness and decrease the necessity for prior language knowledge. This modification intended to make the workshop open to a wider range of students while preserving its emphasis on soft skill development within a foreign language environment.

On March 4th, a meeting was held with our director, Professor Olga Uribe, to discuss the theoretical framework and foundational aspects of the project. In this session, Professor Uribe shared valuable advice on organizing and enhancing the theoretical components, guaranteeing compliance with academic and research standards.

A subsequent meeting happened on May 14th to evaluate the advancements made in the theoretical framework. This session also featured a conversation regarding the needs analysis, an essential aspect of the project. Professor Olga provided comprehensive feedback to improve this analysis.

On August 9th, a third meeting with Professor Olga took place, the purpose was to work together elaborating a workshop on teamwork, which proved to be an extraordinary guidance for the development of the remaining plannings. Afterward, in a meeting with professor Juan Felipe, the application of needs analysis was defined, such an event took place from August 21st to August 23rd.

3.2 Needs Analysis

To ensure a comprehensive analysis for the effective implementation of the workshop, it was crucial to conduct a needs analysis that rigorously examined all pertinent information. For this purpose, a [survey](#) was employed as the data collection instrument. This survey was divided into four sections, each aimed at gathering different types of information that was crucial in designing each session of the workshop.

3.2.1. Demographic Section

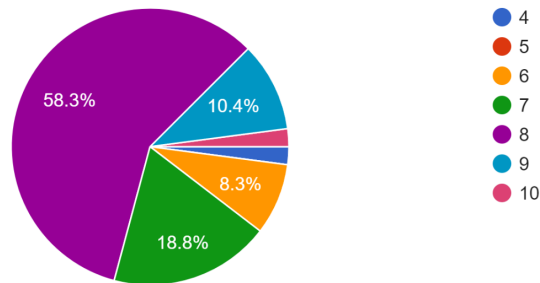
The survey began with a section focused on demographic information. This section was useful for understanding the background of the participants, which helped to guide the workshop in order to meet their specific needs. It included questions about the student's age, semester, the number of subjects taken, and the resources used for studying, among other relevant questions. This demographic data provided insight into the participants' academic environment and personal circumstances, ensuring that the workshop content was appropriately aligned with their needs and experiences.

Of the 48 survey participants, 28 were female, accounting for 58.3% of the sample, while 20 were male, representing 41.7%. Regarding their age, all respondents fell within the range of 18 to 25 years, creating favorable conditions for the workshop's implementation.

Figure 1*Academic Semester*

¿En qué semestre de tu programa académico estás actualmente?

48 respuestas

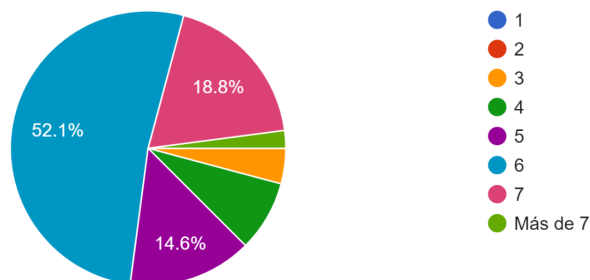


The majority of survey responses were provided by students in advanced semesters, with 42 participants (87.5%) enrolled in the seventh, eighth, or ninth semester. Although representation from students in other semesters was limited, a small proportion (12.5%) of responses came from students at the beginning or end of their degree.

Figure 2*Semester' Subjects*

¿Cuántas asignaturas estás cursando en este semestre?

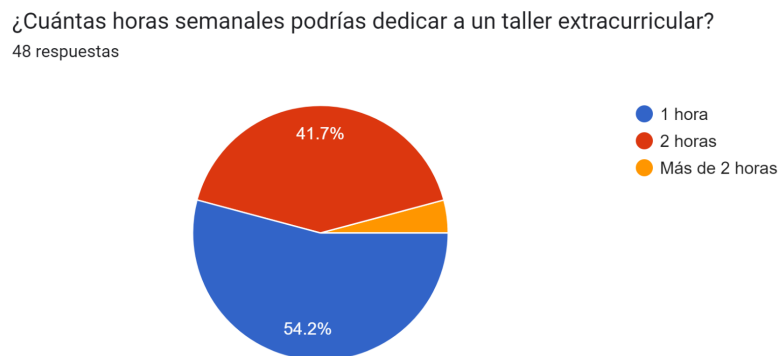
48 respuestas



The survey results reveal that a significant portion of respondents, accounting for 52.1%, were enrolled in six courses during the semester. This was followed by nine students (18.8%) who were taking seven courses, indicating a higher academic workload. Additionally, a third group of seven students (14.6%) reported being enrolled in five courses, reflecting a slightly lighter course load.

Figura 3

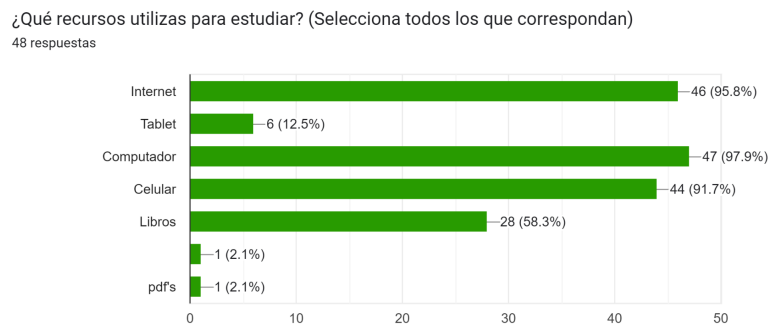
Availability



Concerning weekly hours for the workshop, the vast majority of students (42) chose between 1 and 2 hours, being the 95.9% of the respondents. Interestingly enough, the 4.1% of students chose over 2 hours for the workshop.

Figure 4

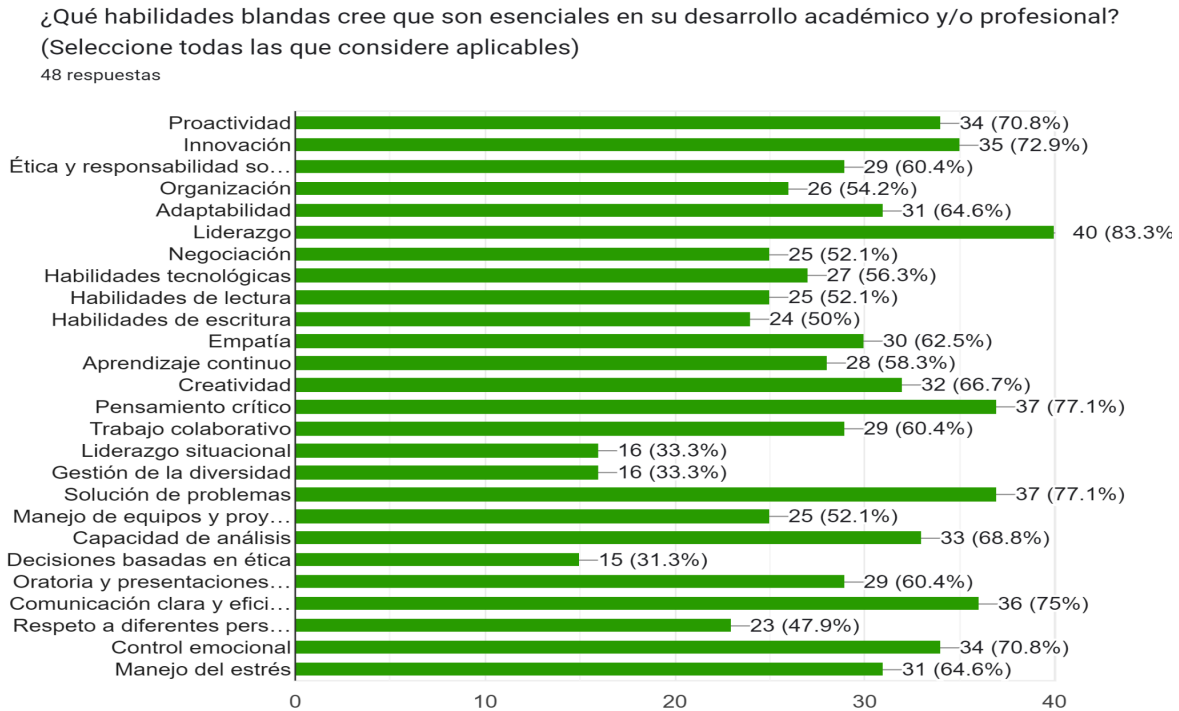
Resources



For the last question of the first section, students were asked to indicate the equipment they have to help organize their study environment. It is noticeable that almost all students are holders of computers, cell phones as well as internet connections. On the other hand, books and tablets are the least common equipment among the respondents.

3.2.2. Soft Skills Section

The second section focused on information related to soft skills. This section was useful for identifying the specific soft skills that students considered essential for their academic and professional development. It began with a brief description of the concept of soft skills to ensure that students have a clear understanding of the topic. The section included questions such as: "Which soft skills do you believe are essential for your academic and/or professional development?" and "Which soft skills do you think you currently need to improve in your personal and/or professional life?" Additionally, it addressed aspects related to the workshop content and its development, such as topics to be covered, duration, activities, and approaches. This information helped in designing a workshop that not only addresses the technical aspects of the curriculum but also enhances the participants' interpersonal and professional skills.

Figure 5*Essential Soft Skills*

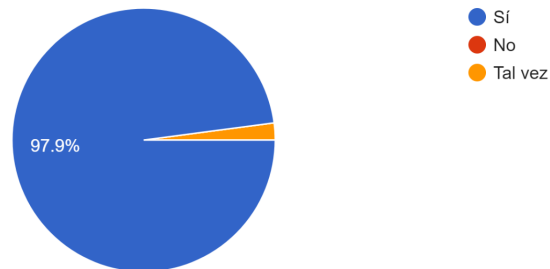
The first question regarding soft skills consisted of a list with 26 options for students to choose. The 4 skills considered most relevant were leadership with 83.3%. Followed by critical thinking and problem-solving skills, both with 77.1%. Finally, clear communication with 75%.

Figure 6*Soft Skills that Need Improvement*

The results revealed that oratory skills were the most frequently selected area of interest, with 54.2% of participants expressing a preference for this skill. This was closely followed by stress management, which garnered support from 52.1% of respondents, highlighting its importance for personal and professional development. Finally, clear reading skills were identified as a priority by 47.9% of participants, indicating a significant interest in enhancing comprehension and fluency.

Figure 7*Importance of a Foreign Language*

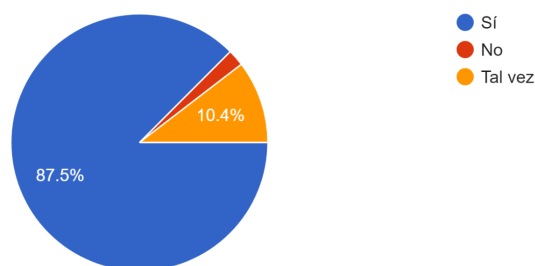
¿Considera relevante y beneficioso desarrollar, aprender y/o reforzar habilidades blandas a través de un idioma extranjero, como el inglés?
48 respuestas



Students were very interested in expanding their soft skills knowledge as well as their foreign language proficiency (97.9%). In contrast, 2.1% of people are still reluctant to practice their soft skills in English.

Figure 8*Interest on the Workshop*

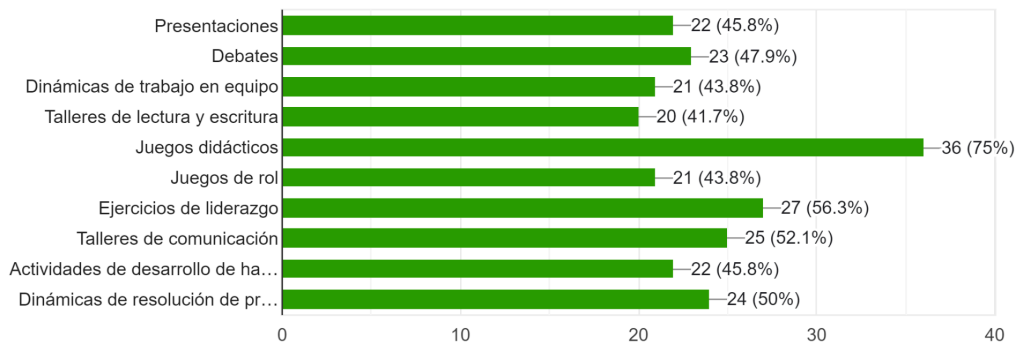
¿Tendría interés en inscribirse en un ciclo de talleres certificado por la UIS sobre habilidades blandas, mediado por una segunda lengua (inglés)?
48 respuestas



When asked about their interest in participating in the workshop, the majority of the students (87.5%) stated being interested. Another group (10.4%) was uncertain, and finally; a small group (2.1%) were not interested whatsoever.

Figure 9*Activities for the Workshop*

¿Qué tipo de actividades le interesaría realizar durante un taller sobre habilidades blandas, mediado en inglés? (Seleccione todas las que considere aplicables)
48 respuestas



More than 50% of the participants showed interest in developing leadership, communication and problem-solving activities, additionally, didactic games (75%) were the activity with the highest percentage, this provided apposite information for the construction of the sessions and activities to implement.

3.2.3. English Section

The third section was focused on questions to analyze the English proficiency levels of industrial engineering students. This section was useful for identifying the strengths and weaknesses of the students with the English language. It included questions that explore each person's past experiences and approaches to learning English, as well as questions focused on their proficiency in skills such as writing, speaking, listening, and reading. Additionally, it featured other questions that ensured we obtain the appropriate information regarding the language level of each respondent who wished to join the workshop. This information was essential for customizing the workshop to the students' language needs, improving their overall

educational experience, and guaranteeing clear communication due to the fact that the workshop will be conducted in English.

Figure 10

English Enjoyment

¿Disfruta del idioma inglés?
48 respuestas

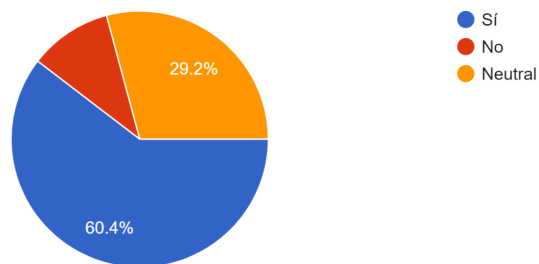


Figure 11

Relevance of English

¿Considera que el inglés actualmente es relevante en su vida laboral, académica y/o personal?
48 respuestas

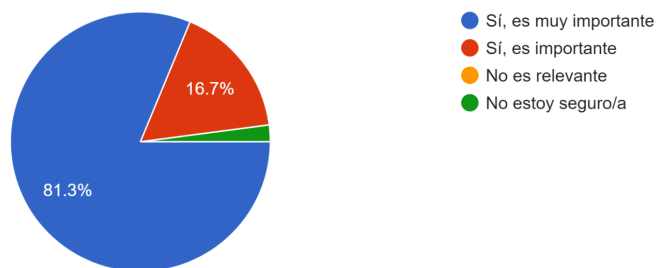


Figure 12*Benefits of English*

¿Cree que el dominio del inglés podría beneficiar su vida laboral, académica y/o personal en el futuro?
48 respuestas



Regarding students' liking towards English language, 60.4% of students stated that they do enjoy English, another 29.2% stated neutrality about the language. On the other hand, 10.4% of students stated not enjoying it at all. Even though there is an important percentage who admitted that English is not their fondness, the following results (Figure 11) establish that it is considered important for professional, academic and personal life. Furthermore, (Figure 12) all the participants recognized the possible benefits of mastering English for several life aspects. All this information allowed us to expect a positive attitude from students towards the workshop.

Figure 13*Application of English*

¿Ha podido aplicar el idioma inglés en las asignaturas relacionadas con la Ingeniería Industrial durante su formación académica?
48 respuestas

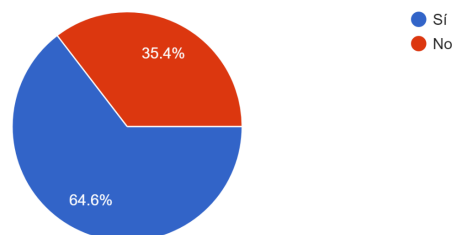
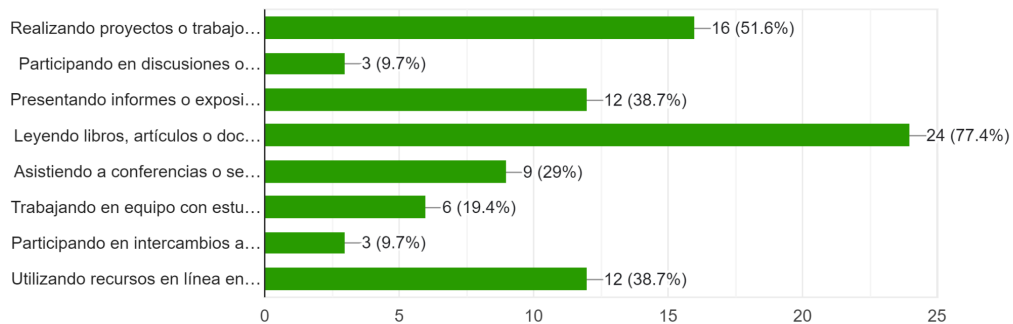


Figure 14*Application of English in the Academic Program*

Si su respuesta fue sí, por favor explíquenos cómo ha aplicado el inglés en las asignaturas de Ingeniería Industrial durante su carrera universitaria. (Seleccione todas las opciones que apliquen)
31 respuestas



The majority of participants, 64.6% had the occasion to use English in different subjects in their program, nevertheless, there was a considerable percentage of students, 35.4%, who did not. Moreover, regarding the different ways in which students had the opportunity to use English, (Figure 14) reading books, academic or technical papers, as well as making projects and presentations were common choices.

Figure 15*English Courses*

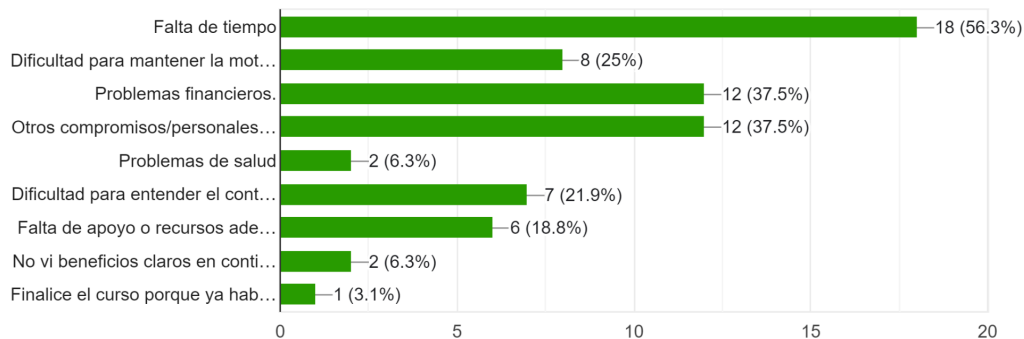
¿Ha tomado o está tomando actualmente cursos de idiomas enfocados en el idioma inglés?
48 respuestas



Figure 16*English Classes Desertion*

Si en algún punto de su vida usted tomó clases de inglés en un curso pero no lo finalizó o se retiró.
¿Cuáles fueron las razones? (Por favor, seleccione todas las que apliquen).

32 respuestas

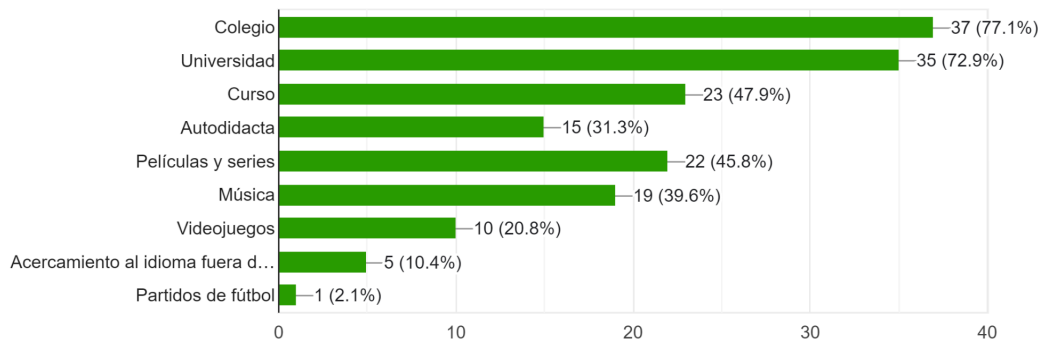


The results showed that 68.8% of the participants had some experience in English courses, regardless of whether they were successfully completed or not, while 31.3% had none. Among the different reasons for dropping out of the courses, (Figure 16) lack of time, economic or personal reasons were the most common.

Figure 17*Places Where English Was Learnt*

¿En qué lugares ha estudiado o adquirido conocimientos del inglés? (Seleccione todas las que apliquen)

48 respuestas

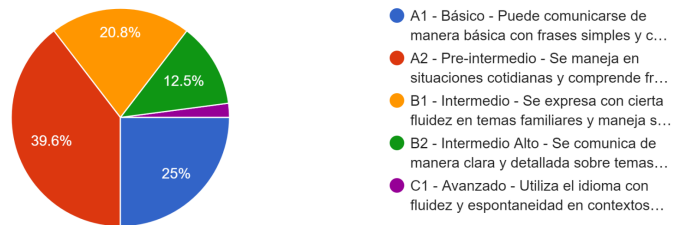


About their English learning experiences, most participants mentioned having acquired their English knowledge through school, university, private courses, and some mentioned using movies, series and music.

Figure 18

Level of English

¿En qué nivel de inglés del Marco Común Europeo de Referencia para las Lenguas cree que se encuentra?
48 respuestas

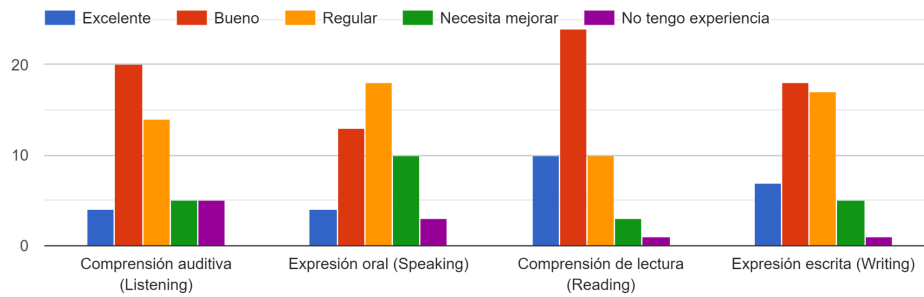


The findings indicated that the majority, 31 respondents (64.6%), identified their proficiency level as ranging from A1 to A2. These levels align directly with the target audience for the workshops, ensuring that the activities and content are appropriately tailored to meet the students' language development needs.

Figure 19

English Performance

¿Cómo percibe su desempeño en las siguientes habilidades del inglés? Marque según sea el caso.



Generally, students perceived their proficiency in ‘good’ and ‘regular’ categories. The activity with the best performance was reading. On the other hand, the skill with the biggest room for improvement was speaking.

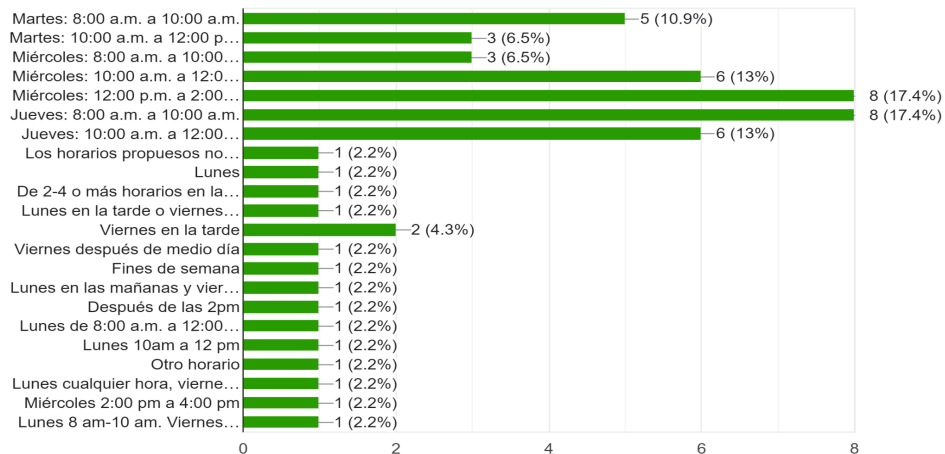
3.2.4. Schedule Section

Figure 20

Schedule for the Workshop

Si está interesado en tomar este taller, ¿cuál de los siguientes horarios cree que sería el más adecuado considerando su disponibilidad en el semestre actual?

46 respuestas



Participants were asked to indicate their preferred times and days to attend the workshop. The most popular choices were Wednesdays, with two time slots receiving significant votes: 10:00 a.m. to 12:00 p.m. and 12:00 p.m. to 2:00 p.m. Similarly, Thursdays emerged as a favored option, particularly for the time periods from 8:00 a.m. to 10:00 a.m. and 10:00 a.m. to 12:00 p.m.

3.3. Interventions

The interventions were planned to start on Thursday, September 5th, 2024. However, due to scheduling conflicts, the date was changed to Thursday, September 12th. On this day, no students attended the session. Therefore, the first session was rescheduled for Thursday, September 19th. Some participants who attended this session had issues with the schedule, so it was decided that as early as the second session, the schedule would change to Mondays from 8 am to 10 am to ensure attendance. The second session began on September 30th, with a fixed schedule, except for weeks with holidays on Monday, in which case sessions were held on Fridays from 10 am to 12 pm.

The participants of this workshop were students currently enrolled in the Industrial Engineering program at Universidad Industrial de Santander (UIS). Students with an English proficiency level of A1 to A2 were targeted for this workshop to create a new focus compared to previous workshops that targeted B1 level students, aiming to provide foundational support in both language and soft skills for those at the beginner levels. Although the workshop was intended for students from the engineering program, we had the opportunity to welcome participants from other programs, such as economics.

The workshop was structured into a series of sessions designed to progressively build students' soft skills while enhancing their English language proficiency. The initial survey was essential for developing these sessions because, based on its results, the workshop was tailored to meet the specific needs and preferences of the participants.

There were 10 two-hour sessions developed during 10 weeks. These sessions were conducted in a comfortable and well-equipped space that facilitates the planned activities. The space used for the sessions was the Galea laboratory, a spacious and specialized area located in the industrial engineering building. The sessions included various activities designed to develop eight specific soft skills during eight sessions; besides there were the welcome and closing sessions. They were selected according to the information gathered from the needs analysis: teamwork, leadership, critical thinking, problem-solving, clear communication, public speaking (oratory), stress management, and reading comprehension.

It is important to mention that, due to the participants' level, Spanish was used several times to help them better understand the activities in class. Spanish was necessary, as using only English would have caused difficulties during the sessions. Similarly, participants often used Spanish to participate and share ideas. However, they were encouraged to use English as much as possible. As a result, they alternated between the two languages. Later, we will emphasize how the use of English gradually increased despite the limitations.

Returning to the first session, held on Thursday, September 19th, the students became familiar with the workshop's purpose, topics, and structure while participating in interactive activities to introduce themselves and engage with one another. In this session, an overview of the upcoming 9 weeks was given, and students had the opportunity to get to know each other and

us through various activities. This session also allowed us to assess each student's English level, which was found to be a beginner (A1 or A2), helping us adjust future session requirements. Although there was no specific soft skill to focus on in this first session, we worked on building and reinforcing confidence, as activities encouraged active participation and sharing personal information.

The second session was the first to focus on a specific soft skill: teamwork. In this session, students learned the importance of teamwork by identifying key skills and strategies. They enhanced their ability to collaborate effectively in English and applied teamwork-related vocabulary and expressions in various interactive activities. This session included educational games to create a friendly and engaging atmosphere, moving away from monotonous methodologies. Students also gave their first workshop presentations, showcasing their English skills, teamwork, and public speaking abilities.

The third session focused on leadership, where participants explored the significance of this soft skill through different activities. They learned about famous leaders and their journeys, discussed what makes a good leader, and participated in simple group scenarios to share ideas and develop leadership skills. The fourth session focused on critical thinking. Students engaged in a film discussion to practice reasoning, group decision-making, and expressing ideas in English. The 2014 movie "Whiplash" was screened, allowing us to explore themes of ambition, perfectionism, and the impact of high-pressure environments. The film allowed students to discuss and analyze motivation, mentorship, and personal limits. After the screening, during the discussion, students shared their favorite moments and themes; despite their language level, participants tried to express themselves in English; however, the use of Spanish was necessary; nevertheless, this shows an improvement in their confidence to use English while expressing

their ideas. The teacher used questions to help students better organize their thoughts. These questions encouraged students to express their ideas, supporting their responses with real-life and film examples.

Problem-solving was the focus of the fifth session. One highlight of this session was the noticeable improvement in students' ability to express their ideas clearly. They felt comfortable in the space, and even participants with a very basic level of English dared to use the language to share their thoughts. The session included a debate to develop discussion and argumentation skills. Through explanations and a video, students learned strategies for solving problems more effectively, which they applied in situational tasks and a role-play requiring problem-solving under pressure. These activities are highly relevant to their academic and professional growth because problem-solving is critical in their field of study. In the future, they will face situations that will test them, and they will be responsible for managing and solving them. The participants demonstrated outstanding potential for tackling such challenges.

Students improved their problem-solving skills by examining real-world communication problems, developing teamwork through cooperative games, and communicating clearly during the sixth session. The focus was clear communication. In this session, students continued participating in playful activities and games like charades to enrich their confidence and social skills. They analyzed various videos showing clear communication and others that did not, giving the chance to hear their opinions in a discussion of the examples. They also did activities testing communication, like a tangram game where one student had to describe how to create a specific figure to their partner with words only. These activities made them reflect on the importance of sharing ideas clearly and effectively to get better results and avoid misunderstandings in the future.

Public Speaking was the main topic of the seventh session. In this session, students developed the ability to describe and present information about products or ideas using simple sentences. They also improved their public speaking skills by practicing improvisation, articulation, and structured presentation techniques. Something worth noting is that students demonstrated their public speaking skills through a product presentation. They took on a presenter's role, discussing a specific product to convince others to buy it. During this process, participants also answered questions that challenged them to keep convincing others, avoiding their disinterest. At this point, students had excellent public speaking skills that allowed them to answer questions quickly and effectively and be effective when offering something and convincing others.

The eighth and ninth sessions covered exciting and valuable topics for the profile of an industrial engineer. During the eighth session, stress management was offered to the students to help them manage stress, improve their ability to apply stress-relief techniques, and enhance their understanding of mindfulness. In this session, the participants learned how to manage stress through different activities. Stress management becomes a fundamental pillar in our lives, both at work and in our academic lives, considering the burdens we often carry. For this reason, this soft skill was included in the sessions, and the students even expressed gratitude for teaching this topic as they, like everyone else, have gone through stressful situations, even chronic ones. In this session, a TV show episode was also shown that highlighted what could go wrong if stress is not controlled, helping the students realize the importance of learning strategies to mitigate this common human reaction. Games like Jenga were also played, where students had to control emotions such as those addressed in the session while playing, as this game requires concentration and care, which can sometimes generate stress.

As for the ninth session, reading skills were worked on. It is important to highlight the students' commitment to activities that might be more tedious for them, such as reading. In this session, the students showed that their level of English was not a challenge in properly developing what was proposed in class. Through all the sessions, they had the opportunity to improve in various aspects, and this session demonstrated that. The students enhanced their reading comprehension while using activities related to improving reading skills.

The last session focused on socialization and a farewell after the 10-week workshop. In this session, students shared their insights and opinions about their experiences during the ten classes. This day was particularly memorable due to the gratitude expressed by the students, who showed satisfaction with the classes and how they were conducted. The session provided an open space for reflection, sharing positive feedback, and identifying areas for improvement. To conclude this rewarding process, activities like a mural where students wrote comments about their feelings were carried out, along with sharing food as a proper farewell.

Throughout the workshop, the participants experienced gradual progress in their English proficiency. The activities designed to foster interaction in English helped the participants develop their ability to communicate more clearly, overcoming initial barriers. Sessions focused on public speaking and comprehension allowed students to build confidence and use the language more naturally in their academic activities.

Throughout all sessions, we observed the commitment and willingness of the participants despite the challenges, date changes, and lack of advanced English skills. All sessions were carried out successfully, fulfilling the objectives outlined in the lesson plans. The students and the environment highlighted the importance of teaching soft skills often overlooked. Human

contact and engaging with others are essential in any field or profession. These spaces are valuable for enhancing professional and personal lives, which was achieved with the participants. We saw their confidence and use of the language grow until the end of the workshop. This workshop was an excellent opportunity for us as future teachers, allowing us to work with something beyond just language learning. We hope to apply everything we learned in our future classes and that the students who were part of this process will find use for everything we taught them.

4. Evaluation and Recommendations

It is crucial to evaluate the interventions of the workshop carried out in order to improve the process for the future. Likewise, it is important to give recommendations to those who wish or decide to continue this process so that the sessions can be carried out even more effectively. This section focuses on these two aspects in order to provide a more detailed analysis of what worked, what needs improvement, and our own opinion on the work done.

One of the aspects that worked best was the use of educational games. In fact, this was one of the most requested activities in the survey and the reason for its implementation. Through these games, the participants felt more confident during the sessions. It is also important to highlight the importance of creating a space where students can not only participate in activities but also share ideas and ask anything they feel is necessary. This was one of the focuses of our sessions, as we created a space where any opinion or question was welcome, without judgment or omitting students' concerns or proposals, especially in a space where the participants' English level was a beginner level. The students themselves clarified that it was a safe space to practice

English without being judged, and for this reason, students actively participated in all the sessions, despite their level.

Most of the activities developed throughout the workshop were designed to simulate real-world situations and tasks that reflect workplace challenges, helping them practice and apply their English and soft skills meaningfully. Additionally, such activities were designed to interact with the language in a practical and context-specific way, improving confidence in using English for professional communication. Furthermore, the content was adapted to students' academic and professional contexts, making the learning process more relevant and impactful. Also, a mutually supportive environment allowed the students to learn from each other and work effectively in teams. Improving interpersonal skills, encouraging active participation and communication in English.

We believe that our intervention was effective considering the outcomes that the students provided during the sessions, such as presentations and others. In these activities, we were able to recognize the hard work and dedication the students put into our workshop. Various activities, as evidenced in the plans we created, made the classes interesting and entertaining for them. It was gratifying to hear their expressions of gratitude. However, different situations must be considered as limitations and/or recommendations.

The combination of CLIL, collaborative learning, task-based learning, and English for Specific Purposes made a substantial contribution to the development of soft skills among participants. CLIL helped students improve their four main components: content, communication, cognition, and culture; while collaborative and task-based learning approaches helped students improve critical thinking, teamwork, and problem-solving skills. In addition, in

the context of ESP, these approaches gave students the chance to apply their knowledge in real-world professional settings, which strengthened their communication abilities and adaptability in their area of expertise.

One limitation we encountered was the number of students who attended. Many students from the program responded to the survey, which led us to plan for a large number of students. However, in the first sessions, we realized that attendance was low, so we had to modify the lesson plans to adjust everything to the proposed time. While this is not inherently negative, it's important to recognize that we cannot always expect a specific number of students and must be ready to make adjustments to both planning and the sessions themselves. Another limitation was the scheduling, as mentioned earlier; it might need to be modified to accommodate the students' availability, as well as university activities, holidays or specific situations that could cancel or reschedule the class.

Some recommendations we offer for future pre-service teachers interested in continuing processes like this include, first, considering the timing of the session development. It is important to start the sessions at the beginning of the semester so that, in case of any issues, there is enough time to make adjustments. To achieve this, it is recommended to start some processes in advance, such as the survey application and lesson planning, which would save time and allow focus on sessions and report writing in the next semester. Additionally, if sessions are too close to the end of the semester, students in industrial engineering programs may be busy with final exams and project submissions, meaning some might skip sessions to prioritize their academic work.

Secondly, the specific day and time of the session must be considered. It is important to find a time that works well for both participants and instructors, as sessions may conflict with other classes. This can be difficult, so proper survey processes are crucial. While it is impossible to satisfy everyone with a specific schedule for these two hours of class, an effort should be made to choose a time that accommodates a majority of participants. These two points are important because, as we saw, the number of participants was small, and it decreased even further towards the end of the workshop due to final exams and academic demands. This can significantly affect attendance.

Thirdly, it may be advisable to dedicate more time to the skills. We decided to work with 8 soft skills to explore more possibilities; however, more than 2 hours may be needed to explore each skill so that students have more time to reinforce and practice them. This is a recommendation, not a negative aspect, as the development of the sessions went well. However, we feel that for students to better develop their skills, more time should be dedicated to them, either during or outside of sessions. For this reason, the workshop could focus on fewer skills, such as 4 or 5, to give each one enough space.

It is also important that for those wanting to continue this workshop with students who are at a more advanced English level, they should conduct exams to assess the students' level. This will allow for better planning of the sessions, adjusted to the language needs of the participants. In our case, this was not done since we focused on students with beginner level English, but it would be very useful for future workshops focusing on advanced levels.

For us, as pre-service teachers, it was an extremely beneficial experience. We are very happy and grateful for the opportunity to have taught in this workshop. It was a challenge

because, as pre-service language teachers, we have been trained to teach mainly the language, which is one of the main focuses of our program. However, in this case, that was not the focus. We had to teach and reinforce students' soft skills through English. We used soft skills as a means, so it was a challenging but enriching experience that allowed us to improve our teaching practice. This experience changed our perspective on education. We recognized that more is needed to create excellent and outstanding professionals, as soft skills are essential for development. Moving forward, we understand the importance of integrating these types of teachings into the curriculum because, ultimately, these skills are the ones that will help people to achieve personal and professional goals.

5. Conclusions

A significant improvement was observed in the participants' soft skills in various key areas. These included strengthening effective communication, teamwork, leadership, problem-solving, among others. These skills, essential in both academic and work contexts, were developed and reinforced through the dynamics and methodologies used during the workshop. The development of soft skills in industrial engineering students was significantly supported by the integration of CLIL, Collaborative Learning, Task-based Learning, and ESP. CLIL encouraged learning language by integrating communication, culture, cognition and content. In the ESP framework, specific language skills were developed. In addition, teamwork skills were acquired. These approaches gave students exposure to real-world professional situations, which improved their critical thinking and communication abilities in situations related to their field.

Moreover, significant advancement was observed in the command of the English language, particularly focusing on verbal communication. This advancement enabled participants

to gain confidence when sharing their ideas in this language, which positively affects their readiness to tackle global challenges in their prospective career environments. The workshop helped students apply English and soft skills in real-world situations by giving them realistic assignments that mirrored working issues. Teamwork, communication, and interpersonal skills were strengthened in a collaborative setting, and confidence was increased through activities catered to their academic and professional contexts.

The feedback provided by participants on the impact of the workshop was found to be highly positive. These testimonies highlighted the value of the programme in their personal and professional development, confirming the effectiveness of the strategies implemented and underlining the importance of continuing to promote this type of training initiatives.

Finally, the findings from this workshop can inform future curriculum development at UIS and other educational institutions. The successful integration of soft skills and English language training can serve as a model for other programs seeking to enhance their graduates' employability for the global workforce. Additionally, the insights gained can contribute to the broader discourse on the importance of soft skills in engineering education.

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ANNEXES

Annex A. Lesson Plan 1

		UNIVERSIDAD INDUSTRIAL DE SANTANDER ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS ENGLISH SOFT SKILLS DEVELOPMENT WORKSHOP FOR INDUSTRIAL ENGINEERING STUDENTS IN COLLABORATION WITH THE SCHOOL OF INDUSTRIAL ENGINEERING			
LESSON PLAN FORM					
Pre-service teachers: Juan Sebastian Guerrero and Saúl Díaz.		Institution: Universidad Industrial de Santander - Industrial Engineering.		Date: 19/09/24 Week: 01	
		City: Bucaramanga		Industrial Engineering students	
		Lesson #01	Level: A1 - A2		
Objectives: Students will become familiar with the workshop's purpose, topics, and structure, while participating in interactive activities to introduce themselves and engage with each other.			Functions: Introducing oneself Expressing preferences and opinions Asking and answering questions		
LANGUAGE CONTENT					
Grammar: Simple present tense (e.g., "I am...", "I would rather...")					
Functions: Giving personal information Sharing opinions Discussing soft skills					
Vocabulary and Pronunciation: Common vocabulary related to personal details, hobbies, preferences, and soft skills. Focus on clear pronunciation and accurate intonation during speaking activities.					
Receptive Skills:	Listening:	Reading:	Productive Skills	Speaking: X	Writing: X

Stages and Interaction patterns	ACTIVITY	MATERIALS	TIME
Lesson opening T↔ Ss	Greet the Ss - Welcome to class! Ts greet the students and ask them how they are doing. Ts takes attendance and makes sure all the students are in class.	Group List	10:00- 10:05 5'


<p>Procedure</p> <p>Ss ↔ Ss</p>	<p>Workshop Presentation</p> <p>Ts will do a presentation about the workshop. Ts will include different information such as the names of the instructors/teachers, the objectives of the workshop, the schedule and location, the topics that will be covered during the 10 sessions, and contact information such as a QR code to join a WhatsApp group. At the end of the presentation, Ts will address Ss' questions.</p> <p>All About Me Activity</p> <p>Ts introduce the next activity and ask the Ss to take out a pencil or pen. Ts will give Ss a form they need to fill out with personal information. On the form, Ss must write their name, age, favorite things, hobbies, and a fun fact about themselves. The purpose of this activity is to assess the participants' English level and to allow them to introduce themselves to Ts and the other Ss in the class. Once the form is completed, Ss will be asked to stand up and form a circle. A stuffed animal will be randomly tossed, and the S who catches it will share the information they wrote. After the S finishes, they will toss the stuffed animal to another S, and this will continue until everyone has shared their information. Ts will ask questions to better analyze how the students handle their speaking and public speaking skills. At the end of the activity, Ts will ask the students to sit down.</p> <p>Would You Rather Activity</p> <p>Ts will ask Ss to stand up and organize themselves in the middle of the classroom. Ts will present slides with the title "Would you rather..." Each slide has the phrase "I would rather..." and two options. Example: I would rather... Option 1: Work in a team. Option 2: Work alone. One option will be on the right side of the screen, and the other option on the left side. If a S prefers the option on the right, they will move to the right side of the classroom; if a S prefers the option on the left, they will move to the left side of the classroom. After each slide, the results will be discussed, and Ss will share the reason for their choices.</p> <p>Question Roulette</p>	<p>Presentation: PRESENTATION</p> <p>Form: all about me - soft skills.pdf</p> <p>Would you rather: WOULD YOU RATHER</p>	<p>10:05- 10:25 20'</p> <p>10:25- 10:50 25'</p> <p>10:50 - 11:05 15'</p>
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	<p>By playing hot potato, some Ss will be selected. As Ss are selected, a spinning wheel will be turned. The wheel contains different questions related to soft skills. Example: What impact does leadership have on team dynamics? The selected S must answer the question with their opinion. Ts remind them that for these types of questions, there are no right or wrong answers. After the S responds, the hot potato game will be played again, and another S will answer the next question after the wheel is spun. This activity will continue until all the questions are answered. At the end, Ts will give candies to the Ss for their participation.</p> <p>Pair Discussion</p> <p>Ts will ask Ss to organize into pairs and then Ts will present a personal question. Ss will have 3 minutes to discuss the question and share their answers. After 3 minutes, Ts will ask Ss to find a new partner and present a new question. Ss will again have 3 minutes to discuss. This procedure will continue for up to 10 questions or fewer, depending on the number of Ss participating in the activity.</p>	<p>Roulette: ROULETTE</p> <p>Personal Questions: Personal Questions</p>	<p>11:05:- 11:20 15'</p> <p>11:20- 11:45 25'</p>
<p>Closure</p> <p>Ss ↔ T</p>	<p>Comments</p> <p>To end the session, Ts will show a QR code for Ss to join a Padlet. On the Padlet, Ts will ask the students to write comments about what they would like to learn during the sessions, what type of activities they would like to do, and what soft skills they would like to learn and strengthen. Some of the comments will then be read aloud to the class.</p>	<p>Padlet: PADLET</p>	<p>11:45- 12:00 15'</p>
<p>POTENTIAL PROBLEMS</p>		<p>POSSIBLE SOLUTIONS</p>	

<ol style="list-style-type: none"> 1. Problem: Some students may feel shy or hesitant to speak during the introduction activities. 2. Problem: Students may have difficulty understanding the instructions for the activities. 3. Problem: A few students dominate the discussions, limiting the participation of others. 	<ol style="list-style-type: none"> 1. Solution: Encourage participation by setting a positive example and starting with simple questions. Use icebreakers like tossing the stuffed animal to create a relaxed atmosphere. 2. Solution: Use clear, simple language and model the activity first. Repeat key instructions and check for understanding by asking a few students to explain what they need to do. 3. Solution: Set time limits for speaking and encourage everyone to contribute by directly asking quieter students for their opinions. Pair students during discussions to ensure everyone is involved.
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REFERENCES AND LINKS	
<p>Presentation: PRESENTATION Form: all about me - soft skills.pdf Would you rather: WOULD YOU RATHER Roulette: ROULETTE Padlet: PADLET Personal Questions: Personal Questions</p>	

Annex B. Lesson Plan 2

		UNIVERSIDAD INDUSTRIAL DE SANTANDER ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS ENGLISH SOFT SKILLS DEVELOPMENT WORKSHOP FOR INDUSTRIAL ENGINEERING STUDENTS IN COLLABORATION WITH THE SCHOOL OF INDUSTRIAL ENGINEERING			
LESSON PLAN FORM					
Pre-service teachers: Juan Sebastian Guerrero and Saúl Díaz.	Institution: Universidad Industrial de Santander - Industrial Engineering.		Date: 30/09/24 Week: 02		
	City: Bucaramanga			Industrial Engineering students	
	Lesson #02	Level: A2	Age: ---		

<p>Objectives:</p> <ul style="list-style-type: none"> ● Ss will understand the importance of teamwork by identifying key skills and strategies. ● Ss will enhance their ability to collaborate effectively in English. ● Ss will apply vocabulary and expressions related to teamwork in various interactive activities. 	<p>Functions:</p> <ul style="list-style-type: none"> ● Ss will describe and discuss concepts related to teamwork. ● Ss will negotiate and make group decisions. ● Ss will practice using teamwork-related vocabulary in meaningful contexts.
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LANGUAGE CONTENT

Grammar:

- Usage of modal verbs (e.g., must, should) to express obligation and advice in the context of teamwork.
- Conditional sentences (e.g., "If a student hits the target...") to discuss possible outcomes and actions.

Functions:

- Describing and defining teamwork-related concepts.
- Agreeing and disagreeing within a team context.
- Giving instructions and explaining processes during activities.

Vocabulary and Pronunciation:

- Key terms: collaboration, communication, active listening, leadership, decision-making, etc.
- Teamwork-related phrases: "work together," "reach a consensus," "share ideas," etc.
- Practice correct pronunciation of key vocabulary terms to ensure clarity in communication.

Receptive Skills:	Listening:	Reading:	Productive Skills	Speaking: X	Writing: X
Stages and Interaction patterns	ACTIVITY			MATERIALS	TIME
Lesson opening T ↔ Ss	<p>Greet the Ss - Welcome to class!</p> <p>Ts greet the students and ask them how they are doing. Ts takes attendance and makes sure all the students are in class.</p>			Group List	08:00-08:05 5'


Leading T ↔ Ss	“Teamwork” Mind Map Activity In the middle of the board, Ts puts the word "TEAMWORK." Ts invites the Ss to come up one by one and add a word in English related to teamwork on the board, creating a mind map. Ss should write the words using different color markers. After all the Ss have participated, the words on the board are shared and discussed to provide definitions and explanations, as well as to introduce the session’s topic.	Board Markers	08:05- 08:20 15’
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<p>Procedure T ↔ Ss</p>	<p>Video Activity</p> <p>Ts will present a video about teamwork Ss will watch the video and share ideas and thoughts about it highlighting what was done correctly and any changes that could have been made</p>	<p>VideoBeam Video: BAD TEAM WORK Madagascar Penguins Best and funniest Team work</p>	<p>08:20-08:30 10'</p>
<p>T ↔ Ss</p>	<p>Archery Game</p> <p>Ts will organize the class into 4 teams. Ts will put an archery target on the board for the activity. Each team, in turns, will come to the front of the board at a certain distance with a toy bow and arrows. Ss must aim and hit the target with the arrow.</p> <p>The target is divided into 4 circles, each circle with a specific number. Each number has a list of questions related to teamwork. If a S manages to hit one of the numbers with the arrow, they will be given a question.</p> <p>Example: The student hits the number 4. A question from the category is selected and given to them:</p> <p>Question: An essential component of teamwork is...</p> <p>Possible Answers:</p> <ul style="list-style-type: none"> ● Listening ● Ignoring <p>If the S answers correctly, a point is awarded to their group. Everyone must take turns participating. If the student answers incorrectly, the next group gets a turn.</p> <p>The S answers and the reason for the answer is briefly explained:</p> <p>Correct Answer is Listening: Active listening is key to understanding, collaborating, and making decisions as a team.</p> <p>The group with the most points wins a prize.</p>	<p>Board Toys: Bow and Arrows Target: TARGET Tape Questions: GAME QUESTIONS - WARM UP</p>	<p>08:30-08:50 20'</p>

<p>T ↔ Ss</p> <p>Ss ↔ T</p>	<p>Input</p> <p>Ts will present flashcards with vocabulary for Ss to use during the next activities Ts will explain the different expressions for teamwork providing real examples that Ss could face</p> <p>“Teamwork” Poster Presentations</p> <p>The Ss will be organized into different groups of no more than 4 people. After organizing the groups, the Ss will design a poster about the importance of teamwork. Ss should include the 4 most important teamwork skills on the poster, explain why they chose those 4, and why they consider them the most crucial. The Ss must agree on selecting, researching, and preparing the correct information to create an effective and informative poster; They should agree and make decisions together while using the vocabulary learned in class. The poster will be designed digitally, therefore students can use their devices, either cell phones or laptops, to create it; Ss can use apps like Canva to make the poster. Ts will monitor the activity to ensure that Ss are doing the activity correctly and to provide help. After the posters are designed, the groups will take turns presenting them in presentations of no more than 3 minutes.</p>	<p>VideoBeam Slides: teamwork.pdf</p> <p>Computer Digital Devices Slides: POSTER PRESENTATION .pdf</p>	<p>08:50-09:10 20’</p> <p>09:10-09:50 40’</p>
<p>Closure</p> <p>Ss ↔ T</p>	<p>Socialization</p> <p>After the presentations are finished, the Ss will engage in a socialization activity. Ss will reflect on what they did and learned, and together they will choose the 4 most important qualities for teamwork, taking into account those that were mentioned most frequently in the presentations. Ts will provide follow-up questions to make the socialization more engaging.</p>		<p>09:50-10:00 10’</p>
<p>POTENTIAL PROBLEMS</p>		<p>POSSIBLE SOLUTIONS</p>	

<ol style="list-style-type: none"> 1. Unequal Participation 2. Misunderstanding Instructions 3. Technical Difficulties 4. Conflict During Group Work 	<ol style="list-style-type: none"> 1. Ts encourage quieter Ss to participate and assign specific roles to ensure equal contribution. 2. Ts give clear instructions, check for understanding, and use visual aids to clarify tasks. 3. Ts provide alternatives, like manual posters, and offer quick tutorials on digital tools. 4. Ts mediate conflicts by encouraging compromise and focusing on common goals.
REFERENCES AND LINKS	
<p>Target Warm-Up: TARGET Questions Warm-Up: GAME QUESTIONS - WARM UP Poster Presentation Instructions: POSTER PRESENTATION .pdf Teamwork Slides: teamwork.pdf</p>	

Annex C. Lesson Plan 3

		UNIVERSIDAD INDUSTRIAL DE SANTANDER ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS ENGLISH SOFT SKILLS DEVELOPMENT WORKSHOP FOR INDUSTRIAL ENGINEERING STUDENTS IN COLLABORATION WITH THE SCHOOL OF INDUSTRIAL ENGINEERING	
LESSON PLAN FORM			
Pre-service teachers: Juan Sebastian Guerrero and Saúl Díaz.	Institution: Universidad Industrial de Santander - Industrial Engineering.		Date: 07/10/24 Week: 03
	City: Bucaramanga		
	Lesson #03	Level: A2	Age: ---

<p>Objectives:</p> <ul style="list-style-type: none"> ● Ss will understand the importance of leadership by identifying key skills and strategies. ● Ss will acquire basic leadership concepts in English ● Ss will use simple English to describe and discuss leadership qualities. 	<p>Functions:</p> <ul style="list-style-type: none"> ● Ss will understand and use basic leadership-related terms. ● Ss will use leadership vocabulary in a real-life context.
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LANGUAGE CONTENT

Grammar:

- Usage of present simple to describe qualities of a good leader
- Usage of modal verbs to express obligation and advice in the context of leadership.

Functions: Ss will identify and discuss key qualities of effective leaders.
 Ss will practice giving clear and constructive feedback as a leadership skill.

Vocabulary and Pronunciation: responsible, helpful, organized, confident, motivating, inspiring

Receptive Skills:	Listening: X	Reading:	Productive Skills	Speaking: X	Writing: X
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Stages and Interaction patterns	ACTIVITY	MATERIALS	TIME
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Lesson opening	<p>Greet the Ss - Welcome to class!</p> <p>Ts greet the students and ask them how they are doing. Ts takes attendance and makes sure all the students are in class.</p>	Group List	08:00 - 08:05 05'
T ↔ Ss			

<p>Leading</p> <p>T ↔ Ss</p>	<p>Famous Leaders Guessing Game</p> <p>T will present slides with different historical leaders, introducing each leader using a short, simple description</p> <ul style="list-style-type: none"> - “This leader fought for equality and civil rights.” - “This leader was the founder of a famous tech company.” <p>T will ask Ss to guess who the leader is. If they don’t know, T can provide clues using basic vocabulary</p> <ul style="list-style-type: none"> - “He helped end racial discrimination.” - “He created a famous phone and computer brand.” <p>After Ss guess correctly, T will ask if the character is a good leader and why, T will write on the board some common traits or phrases they mention (e.g., helps people, has good ideas, inspires others)</p>	<p>Slides, board and markers</p>	<p>08:05 - 08:30 25'</p>
<p>Procedure</p> <p>Ss ↔ Ss</p>	<p>Input: Vocabulary Building</p> <p>T will present flashcards with leadership-related words (responsible, helpful, organized, confident, motivates, inspires) and use them in simple sentences</p> <ul style="list-style-type: none"> - “A good leader is confident.” <p>Group Discussion: Role-Play: What Would a Leader Do?</p> <p>T will divide Ss into small groups (3-4 students).</p> <p>T will give each group a simple scenario card (e.g., “You are a team leader. One team member is not working well. What do you do?”).</p> <p>Ss will use basic English to discuss solutions and choose a “leader” to represent their group.</p> <p>Each group presents their solution.</p>	<p>Flashcards</p> <p>Role play scenarios</p>	<p>08:30 - 08:55 25'</p> <p>08:55 - 09:40 45'</p>

<p>Closure</p> <p>Ss ↔ T</p>	<p>Personal Leadership Quality</p> <p>T will ask Ss to complete a short sentence with their ideas: - "A leader should be ____ because ____."</p> <p>Ss will share their sentences with the group. T will end the session by summarising the key leadership traits discussed.</p>	<p>Board and markers</p>	<p>09:40 - 10:00 20'</p>
<p>POTENTIAL PROBLEMS</p>		<p>POSSIBLE SOLUTIONS</p>	
<ul style="list-style-type: none"> • Ss may have difficulties to understand technical situations or express leadership-related ideas in engineering • Ss might feel insecure when speaking in groups or presenting their answers in front of the class, especially with a topic like leadership that requires assertiveness and confidence 		<ul style="list-style-type: none"> • Simplify the language in the scenarios and provide examples using basic phrases they can use. • Use a visual glossary with key words (e.g., leader, motivate, problem, solution, work together) to support their understanding. • Implement pair practice activities before moving to group discussions, so they can first talk in a smaller, safer setting. • Provide positive reinforcement for every attempt to participate, even if there are grammar or pronunciation errors, so they feel their effort is valued. 	
<p>REFERENCES AND LINKS</p>			
<p>Slides Flashcards Role play scenarios</p>			

Annex D. Lesson Plan 4


	<p>UNIVERSIDAD INDUSTRIAL DE SANTANDER ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS ENGLISH SOFT SKILLS DEVELOPMENT WORKSHOP FOR INDUSTRIAL ENGINEERING STUDENTS IN COLLABORATION WITH THE SCHOOL OF INDUSTRIAL ENGINEERING</p>
<p>LESSON PLAN FORM</p>	

Pre-service teachers: Juan Sebastian Guerrero and Saúl Díaz.	Institution: Universidad Industrial de Santander - Industrial Engineering.			Date: 18/10/21 Week: 04		
	City: Bucaramanga			Industrial Engineering students		
	Lesson #04	Level: A2	Age: ---			
Objectives: Students will engage in a film discussion to practice critical thinking, reasoning, and group decision-making, while using English to express their ideas.			Functions: Expressing opinions, supporting arguments, analyzing information, engaging in debates, collaborating in groups, and reflecting on learning outcomes and real-life applications.			
LANGUAGE CONTENT						
Grammar: Use of conditional sentences, modals (e.g., "should," "could"), and past tense for discussing the film.						
Functions: Expressing opinions, giving reasons, and supporting arguments.						
Vocabulary and Pronunciation: Critical thinking, bias, decision-making, reasoning, logic, doubt, persuasion, argument, ethics. Focus on stress and intonation for expressing opinions.						
Receptive Skills:	Listening:	Reading:	Productive Skills	Speaking: X	Writing:	
Stages and Interaction patterns	ACTIVITY				MATERIALS	TIME
Lesson opening T ↔ Ss	1. Greet the Ss - Welcome to class! Ts greet the students and ask them how they are doing. Ts takes attendance and makes sure all the students are in class.				Group List	10:00-10:05 5'

<p>Procedure</p> <p>Ss ↔ Ss</p>	<p>Film Screening – <i>Whiplash</i></p> <p>Ts will play <i>Whiplash</i> for the class. Ts will instruct Ss to observe how each character approaches ambition, perfectionism, and the impact of high-pressure environments. After watching the film, Ss will prepare for a discussion to analyze the concepts of motivation, mentorship, and personal limits presented in the movie.</p> <p>Movie Discussion – <i>Whiplash</i></p> <p>Ts will organize the class into a single group for a movie discussion. Ts will ask questions to encourage Ss to share their thoughts on key themes and moments from the film. Ss will take turns answering questions, and Ts will prompt further discussion based on their responses. Ts will start by giving a brief summary of <i>Whiplash</i> and highlighting the main themes of ambition, perseverance, and pressure. Ts will then begin asking open-ended questions to guide the discussion. Ss must answer the questions based on their interpretation of the movie. Ts will ensure all Ss participate by prompting them to share their thoughts. Ss should support their answers with examples from the movie.</p> <p>Questions:</p> <ul style="list-style-type: none"> ● How does Fletcher's teaching style impact Andrew's mental state and performance? ● What drives Andrew to keep pursuing perfection despite the physical and emotional costs? ● How does the relationship between Andrew and Fletcher evolve throughout the film? ● Do you believe Fletcher's methods are justified? Why or why not? ● How does the movie explore the line between motivation and abuse? ● What role does competition play in Andrew's journey? ● In what ways does Andrew's personal ambition affect his relationships with others? ● How does the film portray the consequences of pursuing success at all costs? ● What were the key moments where Andrew's character was tested? ● What lessons about mentorship and ambition can be learned from the film? 	<p>Movie TV</p> <p>Slides: movie- whiplash.pdf</p>	<p>10:05- 11:35 90'</p> <p>11:35- 12:00 25'</p>
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Closure Ss ↔ T	Homework Ts tell Ss to prepare themselves for a debate that will be held next session. Ts advice Ss to reflect on the story of the movie and rewatch the movie if necessary.		
POTENTIAL PROBLEMS		POSSIBLE SOLUTIONS	
<ol style="list-style-type: none"> Students might struggle to express complex ideas in English. Some students may dominate the discussion while others stay quiet. Students might find it hard to connect the movie themes to real-life situations. 		<ol style="list-style-type: none"> Provide sentence starters and useful phrases to support their responses. Use a turn-taking system, ensuring everyone has an opportunity to speak. Relate the film's themes to familiar examples in their field (e.g., industrial engineering scenarios). 	
REFERENCES AND LINKS			
Slides: movie- whiplash.pdf			

Annex E. Lesson Plan 5

		UNIVERSIDAD INDUSTRIAL DE SANTANDER ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS ENGLISH SOFT SKILLS DEVELOPMENT WORKSHOP FOR INDUSTRIAL ENGINEERING STUDENTS IN COLLABORATION WITH THE SCHOOL OF INDUSTRIAL ENGINEERING	
LESSON PLAN FORM			
Pre-service teachers: Juan Sebastian Guerrero and Saúl Díaz.	Institution: Universidad Industrial de Santander - Industrial Engineering.		Date: 21/10/24 Week: 05
	City: Bucaramanga		Industrial Engineering students
	Lesson #05	Level: A2	
Objectives: Help students improve their critical thinking, debate, and problem-solving skills while practicing effective communication in English.		Functions: Facilitate structured discussions, propose solutions, and encourage collaboration using English as the medium of communication.	
LANGUAGE CONTENT			

Grammar: Using conditionals and modals to suggest solutions and express opinions.						
Functions: Expressing opinions, supporting arguments, and making suggestions.						
Vocabulary and Pronunciation: Problem-solving and debate-related terms. Stress and intonation to emphasize key points during discussions.						
Receptive Skills:	Listening:	Reading:	Productive Skills	Speaking: X	Writing:	
Stages and Interaction patterns	ACTIVITY				MATERIALS	TIME
Lesson opening T ↔ Ss	Greet the Ss - Welcome to class! Ts greet the students and ask them how they are doing. Ts takes attendance and makes sure all the students are in class.				Group List	08:00 - 08:05 05'


<p>Leading</p> <p>T ↔ Ss</p>	<p>Debate Activity</p> <p>Ts will organize the class into two groups for a debate. One group will defend the importance of pushing limits to achieve greatness, while the other group will argue the risks of destructive mentorship. Each group will take turns presenting their points, using examples from the movie. Ts will ask questions related to the film to encourage further discussion.</p> <p>Example Questions for Debate:</p> <ul style="list-style-type: none"> ● Is a strict or demanding approach to teaching more effective than a supportive and encouraging one? ● How do ambition and societal pressure influence people's career choices? ● What is the line between constructive criticism and emotional abuse in any type of mentorship or guidance? ● Do great achievements justify extreme methods of training, teaching, or mentorship? ● How should one balance natural talent with hard work in achieving success? <p>Ts will encourage Ss to support their answers with general examples, real-life situations, or experiences. After each point is made, the opposing group can respond and present a counterargument. The debate will continue until all points are discussed. The group with the strongest argument wins.</p>	<p>Slides: PROBLEM SOLVING SESSION - SLIDES (3).pdf</p>	<p>08:05 - 08:20 15'</p>
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<p>Procedure</p> <p>T ↔ Ss</p>	<p>Problem Solving Explanation</p> <p>Ts introduces the topic, problem-solving, with slides. Ts explains what problem-solving is and asks Ss what strategies they use to solve problems. Ts explains different steps for dealing with problems:</p> <ol style="list-style-type: none"> 1. Identifying the problem. 2. Understanding the problem. 3. Generating possible solutions. 4. Evaluating solutions. 5. Implementing the solution. 6. Reviewing the outcome. <p>Ts explains why problem-solving is essential and has a short discussion with Ss about what they just learned.</p>	<p>Slides: PROBLEM SOLVING SESSION - SLIDES (3).pdf</p>	<p>08:20 - 08:35 15'</p>
<p>T ↔ Ss</p>	<p>Video - "Find Problem, Solve Problem"</p> <p>Ts shows a video to Ss about problem-solving. The video is a TED Talk by Ariana Giantz, who talks about the importance of problem-solving and how to achieve it. Ts explains that this type of video is important because it helps us gain better insight into the topic and manage problems more effectively.</p>	<p>Video: Find Problem, Solve Problem Ariana Giantz TEDxMemphis</p>	<p>08:35 - 08:50 15'</p>
<p>Ss ↔ T</p>	<p>Activity - "What Would You Do?"</p> <p>Ts will show the Ss different situations and/or problems in which they will have to share their opinions about what they would do in each scenario.</p> <p>Example: You and your friend realize you're lost while hiking. It's getting dark. What would you do?</p> <p>Ss share what they would do in this type of situation and then share their answers with other students. Ts tells Ss that they will share their answers by turns.</p>	<p>Slides: PROBLEM SOLVING SESSION - SLIDES (3).pdf</p>	<p>08:50 - 09:15 25'</p>
<p>Ss ↔ T</p>	<p>Problem Solving Quiz</p>		

	<p>Ts will organize the class into three different groups. A S from each group will come to the board and memorize a pattern in a puzzle. The first S to replicate the puzzle on the board will have the opportunity to answer one of the questions from the problem-solving quiz.</p> <p>Example Question: Your project team is behind schedule due to miscommunication. What do you do?</p> <ul style="list-style-type: none"> A. Blame your teammates for not doing their part. B. Hold a quick meeting to discuss the issues and reassign tasks. C. Ignore the problem and hope it resolves itself. <p>If the S answers correctly, their group earns a point. More rounds are conducted with Ss, and the group with the most points wins the game.</p>		<p>09:15 - 09:40 25'</p>
<p>Closure</p> <p>Ss ↔ T</p>	<p>Problem Solving Role-Play</p> <p>Ts tells Ss that they are going to do a role-play. Ts explains that the role-play is about problem-solving. Ss will receive a situation representing a specific problem, and they must find a solution for the problem through the role-play. Ts first teaches the roles to the Ss, which will be done in groups of three. Ts teaches that the three roles are: Customer service representative, customer, and manager. Ss choose their roles.</p> <p>Ts shows the scenario for the role-play: A customer has not received a package they ordered online. The customer service representative must find a solution to help the customer and ensure they are satisfied.</p> <p>Ts shows the steps that the Ss have to follow during the role-play. Ts gives some tips and ideas to the Ss and helps them with the organization and pronunciation of the conversation. The group with the best recreation of the scenario and the best solution to the problem wins a small prize.</p>	<p>Slides: PROBLEM SOLVING SESSION - SLIDES (3).pdf</p>	<p>09:40 - 10:00 20'</p>
<p>POTENTIAL PROBLEMS</p>		<p>POSSIBLE SOLUTIONS</p>	

<ol style="list-style-type: none"> 1. Ss lack confidence to speak. 2. Ss struggle to understand complex terms. 3. Uneven participation in groups. 	<ol style="list-style-type: none"> 1. Provide sentence starters for guidance. 2. Pre-teach key vocabulary. 3. Assign clear roles to ensure everyone contributes.
REFERENCES AND LINKS	
Slides: PROBLEM SOLVING SESSION - SLIDES (3).pdf	

Annex F. Lesson Plan 6



		UNIVERSIDAD INDUSTRIAL DE SANTANDER ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS ENGLISH SOFT SKILLS DEVELOPMENT WORKSHOP FOR INDUSTRIAL ENGINEERING STUDENTS IN COLLABORATION WITH THE SCHOOL OF INDUSTRIAL ENGINEERING			
LESSON PLAN FORM					
Pre-service teachers: Juan Sebastian Guerrero and Saúl Díaz.	Institution: Universidad Industrial de Santander - Industrial Engineering.			Date: 28/10/24	
	City: Bucaramanga			Week: 06	
	Lesson #06	Level: A2	Age: ---	Industrial Engineering students	
Objectives: To improve students' ability to communicate clearly, foster teamwork through collaborative games, and enhance problem-solving abilities by analyzing real-world communication issues.			Functions: To practice describing various scenarios, analyzing communication breakdowns, and offering effective solutions in different situations.		
LANGUAGE CONTENT					
Grammar: Use of modal verbs to give advice or suggestions on improving communication.					
Functions: Describing a situation, analyzing causes of miscommunication, and proposing possible solutions.					
Vocabulary and Pronunciation: Focus on communication-related terms like "misunderstanding" and "clarification," with correct stress and pronunciation of technical terms.					

Receptive Skills:	Listening:	Reading:	Productive Skills	Speaking: X	Writing:	
Stages and Interaction patterns	ACTIVITY				MATERIALS	TIME
Lesson opening T ↔ Ss	Greet the Ss - Welcome to class! Ts greet the students and ask them how they are doing. Ts takes attendance and makes sure all the students are in class.				Group List	08:00 - 08:05 05'
Leading Ss ↔ Ss	Charades The Ts explains that a volunteer comes to the front and will be shown a card. The card contains an English word; the S at the front must act out the word using their body without speaking. The rest of the Ss will try to guess the word. The first S to guess correctly earns a point. Each S will take turns acting out different words. The S with the most points wins the game. Example word on the card: "Teacher." The S acts out the actions of a teacher for others to guess the word.				Cards: CLEAR COMMUNICATION - SESSION - SLIDES (1).pdf	08:05 - 08:20 15'

Procedure	Clear Communication - Explanation		
T ↔ Ss	<p>The Ts explains what clear communication is and why it is important, mentioning that clear communication enhances effective interaction, builds personal confidence, and simplifies technical information.</p> <p>The Ts provides tips for communicating clearly and improving overall communication skills.</p>	<p>Slides: CLEAR COMMUNICATION - SESSION - SLIDES (1).pdf</p>	08:20 - 08:35 15'
T ↔ Ss	<p>Modern Family Video</p> <p>The Ts shows a clip from the American series Modern Family, illustrating unclear communication and the misunderstandings it can lead to.</p> <p>After watching the video, Ss and Ts discuss questions, such as why the situation occurred or what strategies could avoid such misunderstandings.</p>	<p>Video: Modern Family Lily Goes to a Vietnamese Restaurant for the First Time</p>	08:35 - 08:50 15'
Ss ↔ Ss	<p>Video - How to Avoid Miscommunication</p> <p>The Ts shows Ss a video about avoiding miscommunication, demonstrating strategies and techniques to enhance clarity in communication.</p>	<p>Video: How miscommunication happens (and how to avoid it) - Katherine Hampsten</p>	08:50 - 09:05 15'
Ss ↔ T	<p>Tangram Game</p> <p>The Ts asks Ss to form teams of two.</p> <p>One S from each team comes to the front and receives a tangram figure.</p> <p>The other S sits at a table without seeing the figure; the first S must explain how to recreate the figure using only verbal instructions.</p> <p>The team that finishes first earns a point.</p> <p>Several rounds are played to allow all Ss to participate.</p> <p>The team with the most points wins a prize.</p>	<p>Slides: CLEAR COMMUNICATION - SESSION - SLIDES (1).pdf</p>	09:05 - 09:25 20' 09:25 - 09:45 20'
	<p>Communication Analysis Activity</p> <p>The Ts gives each S a case study to read carefully.</p> <p>Ss analyze the communication issue in the case study, discussing what went wrong and identifying the effects of miscommunication on the individuals involved.</p> <p>Ss propose specific solutions to improve communication in each case.</p> <p>All Ss participate by sharing their responses in turns.</p>		

<p>Closure</p> <p>Ss ↔ T</p>	<p>Hot Seat - Game</p> <p>An S goes to the front of the classroom and sits on a chair with their back to the board. The T writes a word on the board that the seated S cannot see. The other Ss describe the word using sentences to help the seated S guess it. If the S guesses the word in under a minute, they earn a point. Several rounds are played, and the S with the most points wins the game.</p>		<p>09:45 - 10:00 15'</p>
<p>POTENTIAL PROBLEMS</p>		<p>POSSIBLE SOLUTIONS</p>	
<ol style="list-style-type: none"> 1. Students may find it challenging to express ideas clearly. 2. Some students may lose focus or enthusiasm during group activities. 3. Misinterpretation of instructions could occur. 		<ol style="list-style-type: none"> 1. Provide structured phrases and practice sessions to boost confidence in speaking. 2. Use time limits and quick rounds to keep students engaged and motivated. 3. Reinforce instructions with visual aids and examples to ensure clarity. 	
<p>REFERENCES AND LINKS</p>			
<p>Slides: CLEAR COMMUNICATION - SESSION - SLIDES (1).pdf Modern Family Lily Goes to a Vietnamese Restaurant for the First Time How miscommunication happens (and how to avoid it) - Katherine Hampsten</p>			

Annex G. Lesson Plan 7

 		<p>UNIVERSIDAD INDUSTRIAL DE SANTANDER ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS ENGLISH SOFT SKILLS DEVELOPMENT WORKSHOP FOR INDUSTRIAL ENGINEERING STUDENTS IN COLLABORATION WITH THE SCHOOL OF INDUSTRIAL ENGINEERING</p>		
<p>LESSON PLAN FORM</p>				
<p>Pre-service teachers: Juan Sebastian Guerrero and Saúl Díaz.</p>	<p>Institution: Universidad Industrial de Santander - Industrial Engineering.</p>		<p>Date: 08/11/24 Week: 07</p>	
	<p>City: Bucaramanga</p>		<p>Industrial Engineering students</p>	
	<p>Lesson #07</p>	<p>Level: A2</p>		<p>Age: ---</p>

<p>Objectives:</p> <p>Ss will develop the ability to describe and present information about products or ideas using simple and clear sentences.</p> <p>Ss will enhance public speaking skills by practicing improvisation, articulation, and structured presentation techniques.</p>	<p>Functions:</p> <p>Ss will describe and discuss the uses and characteristics of different objects/products.</p> <p>Ss will compare examples of effective and ineffective public speaking techniques.</p>
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LANGUAGE CONTENT

Grammar: Present Simple for Descriptions:
 Examples: This product is made of plastic. / It is used for cutting materials.

Question Forms for Interaction:
 Examples: What is this product used for? / Why do you think this presentation was effective?

Functions: Ss will use vocabulary related to oratory and presentation in a meaningful context.

Vocabulary and Pronunciation: Key terms: audience, eye contact, confidence, characteristics, feedback.
Articulation in tongue twisters: Focus on clear and correct pronunciation of consonant clusters and sounds.
Stress and intonation: Practice varying intonation to emphasize key points during presentations.

Receptive Skills:	Listening: X	Reading:	Productive Skills	Speaking: X	Writing:
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Stages and Interaction patterns	ACTIVITY	MATERIALS	TIME
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Lesson opening T ↔ Ss	<p>1. Greet the Ss - Welcome to class!</p> <p>Ts greet the students and ask them how they are doing. Ts takes attendance and makes sure all the students are in class.</p>	Group List	10:00-10:05 5'
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<p>Leading</p> <p>T ↔ Ss</p>	<p><i>Mysterious object game</i></p> <p>T will chose one S randomly and shows a picture with an object, S has to describe it using short sentences</p> <p>The rest of the group has to guess the object, first S to do so gets a point</p> <p>S with the most points gets a prize</p>	<p>Slides</p> <p>Oratoria.pdf</p>	<p>10:05-10:15 10'</p>
<p>Procedure</p> <p>Ss ↔ Ss</p>	<p><i>Input (vocabulary)</i></p> <p>T will present slides with information related to the topic (Oratory) with relevant vocabulary for Ss</p> <p>Ss will take notes and ask questions when needed</p> <p><i>Video discussion</i></p> <p>T will present 2 videos with examples of good and bad public speaking</p> <p>Leading a discussion about the importance of Oratory and the examples given</p> <p><i>Role play</i></p> <p>T will assign roles to Ss, one presenter and public, T will do a first demonstration using sentences like "this product is made of..." "it is used for..." for guidance to the presenter, T will give a product to the presenter</p> <p>The presenter will do a speech about a product answering any question form the public</p> <p>When finished, T will assign a new presenter and do the process again</p> <p><i>Tongue twister</i></p> <p>Ss will be selected randomly to try a tongue twister, if Ss get it right, get a point</p> <p>Ss with the most points gets a price</p> <p><i>Improv</i></p> <p>T and Ss will do an alphabetical improvisation</p> <p>A situation will be given, all participants have to start their intervention in the improvisation with the correct letter, following the alphabet</p> <p>E.G:</p> <ul style="list-style-type: none"> - <i>Again we are fighting</i> - <i>But it is your fault</i> - <i>Change that attitude or I'm gone</i> - ... 	<p>Slides, board and markers</p> <p>Oratoria.pdf</p> <p>Video 1: Bad Speech Example</p> <p>Video 2: SPANISH BROTHERS - I have a dream speech by MARTIN LUTHER KING with Spanish Subtitles</p> <p>Role play products</p> <p>Tongue twisters</p> <p>Improv situation</p>	<p>10:15-10:25 10'</p> <p>10:25-10:35 10'</p> <p>10:35-11:05 30'</p> <p>11:05-11:20 15'</p> <p>11:20-11:50 30'</p>

<p>Closure</p> <p>Ss ↔ T</p>	<p>Final reflection</p> <p>T will lead a final chat about the class and what Ss learn, highlighting the importance of Oratory in professional life</p>		<p>11:50-12:00 10'</p>
<p>POTENTIAL PROBLEMS</p>		<p>POSSIBLE SOLUTIONS</p>	
<ul style="list-style-type: none"> - Some Ss might feel insecure or nervous when performing activities like role play or improvisation in front of the group. - Ss might struggle to recall or apply the technical vocabulary related to public speaking during the activities. 		<ul style="list-style-type: none"> - Start with low-pressure activities, such as practicing in pairs before presenting to the entire group. Reinforce a positive environment, assuring Ss that making mistakes is part of learning. - Provide a list of key terms and useful phrases on the board during the activities. Do a quick review of the vocabulary before each activity, emphasizing its pronunciation and contextual usage. 	
<p>REFERENCES AND LINKS</p>			
<p>Role play products Oratoria.pdf Tongue twisters Improv situations Bad Speech Example SPANISH BROTHERS - I have a dream speech by MARTIN LUTHER KING with Spanish Subtitles</p>			

Annex H. Lesson Plan 8


	<p>UNIVERSIDAD INDUSTRIAL DE SANTANDER ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS ENGLISH SOFT SKILLS DEVELOPMENT WORKSHOP FOR INDUSTRIAL ENGINEERING STUDENTS IN COLLABORATION WITH THE SCHOOL OF INDUSTRIAL ENGINEERING</p>
<p>LESSON PLAN FORM</p>	

Pre-service teachers: Juan Sebastian Guerrero and Saúl Díaz.	Institution: Universidad Industrial de Santander - Industrial Engineering.			Date: 15/11/24 Week: 08		
	City: Bucaramanga			Industrial Engineering students		
	Lesson #08	Level: A2	Age: ---			
Objectives: To help students manage stress, improve their ability to apply stress-relief techniques, and enhance their understanding of mindfulness.			Functions: To describe stress-related situations, analyze causes of stress, and discuss possible solutions for stress management.			
LANGUAGE CONTENT						
Grammar: Focus on using imperative forms for giving advice.						
Functions: Describing stress triggers, offering solutions, and discussing relaxation techniques.						
Vocabulary and Pronunciation: Terms like "relaxation," "meditation," and "mindfulness," emphasizing clear pronunciation of stress-related words.						
Receptive Skills:	Listening: X	Reading:	Productive Skills	Speaking: X	Writing:	
Stages and Interaction patterns	ACTIVITY				MATERIALS	TIME
Lesson opening T ↔ Ss	Greet the Ss - Welcome to class! Ts greet the students and ask them how they are doing. Ts takes attendance and makes sure all the students are in class.				Group List	10:00-10:05 5'
Leading Ss ↔ Ts	Stress Relief - Activity Ss approach the board and write things that usually stress them out. Ts analyzes what's written on the board and discusses with Ss strategies to manage stress related to each item. Ts uses this activity to begin the day's session focused on stress relief.				BOARD MARKERS	10:05-10:20 15'

<p>Procedure</p> <p>Ts ↔ Ss</p>	<p>Stress Management - Managing Stress for a Good Life</p> <p>Ts explains what stress is, its causes, types, and the difference between stress and anxiety. Ts shows a video on how stress can affect the body and cause illness. After the video, both Ss and Ts discuss the effects and consequences of stress. Ts teaches stress management techniques such as meditation, exercise, and time management. Ts asks SS to share other stress management strategies. Ts explains the concept of mindfulness and relaxation and how to achieve it through tips and steps. Ts concludes the explanation by addressing deeper topics like time management, building a support system, and making decisions for a healthier life.</p>	<p>SLIDES STRESS RELIEF - SESSION - SLIDES.pdf How stress affects your body - Sharon Horesh Bergquist</p>	<p>10:20-10:35 15'</p>
<p>Ts ↔ Ss</p>	<p>Stress Management - Quizizz</p> <p>Ts asks Ss to enter a link that will redirect them to a Quizizz. Ss must enter a code and their names to participate. Within the Quizizz, students will perform different activities, like drawing things that stress them, answering questions about stress management, completing charts on what stresses them, organizing stress causes and their solutions, and other tasks. During the Quizizz, Ts will ask specific questions, so Ss must be ready to answer. At the end of the Quizizz, Ss will give their opinions about the activity.</p>	<p>QUIZIZZ quizzis</p>	<p>10:35-11:00 25'</p>
<p>Ss ↔ Ss</p>	<p>The Bear - Screening</p> <p>Ss will watch an episode from The Bear, Season 1, titled "Review." This episode shows the intense stress of working in a chaotic kitchen during a crisis. While watching, Ss will focus on the emotions, actions, and communication (or lack of it) under pressure. After the episode, Ss will answer questions and discuss with their classmates. Example: How does the environment contribute to the stress in the scene?</p>	<p>TV SERIES: Disney+ TV</p>	<p>11:00-11:35 35'</p>
<p>Ts ↔ Ss</p>	<p>Breathing Exercise</p> <p>Ss will do a 10-minute breathing exercise to relax and calm the stress of the day. After the breathing exercise, Ss will share how they felt with the class.</p>		<p>11:35-11:45 10'</p>

Closure Ss ↔ T	Jenga Game To control situations that may cause stress, Ts will build a Jenga tower and play rounds with Ss. Each participant must take turns removing a block from the tower without making it fall. If it falls, the S loses the game.	JENGA	11:45-12:00 15'
POTENTIAL PROBLEMS		POSSIBLE SOLUTIONS	
1. Students may feel overwhelmed by the topic of stress. 2. Some students may struggle with pronunciation. 3. Students may not engage fully during activities.		1. Break the lesson into manageable sections and provide relatable examples. 2. Provide repeated pronunciation practice and visual aids. 3. Incorporate interactive and varied activities to maintain interest.	
REFERENCES AND LINKS			
QUIZZ: quizzis SLIDES: STRESS RELIEF - SESSION - SLIDES.pdf How stress affects your body - Sharon Horesh Bergquist			

Annex I. Lesson Plan 9

		UNIVERSIDAD INDUSTRIAL DE SANTANDER ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS ENGLISH SOFT SKILLS DEVELOPMENT WORKSHOP FOR INDUSTRIAL ENGINEERING STUDENTS IN COLLABORATION WITH THE SCHOOL OF INDUSTRIAL ENGINEERING	
LESSON PLAN FORM			
Pre-service teachers: Juan Sebastian Guerrero and Saúl Díaz.	Institution: Universidad Industrial de Santander - Industrial Engineering.		Date: 18/11/24 Week: 09
	City: Bucaramanga		Industrial Engineering students
	Lesson #09	Level: A2	

Objectives: To enhance students' reading comprehension by using sequencing activities, teach strategies to improve reading skills, and encourage collaboration through interactive games.		Functions: To practice organizing story parts, discussing reading strategies, and presenting simple manuals in a clear and engaging way.				
LANGUAGE CONTENT						
Grammar: Use of sequence-related phrases and vocabulary for clear expression.						
Functions: Sequencing events, discussing reading strategies, and explaining steps in a process.						
Vocabulary and Pronunciation: Focus on sequencing terms like "next," "afterward," and "finally," ensuring proper stress on key words.						
Receptive Skills:	Listening:	Reading: X	Productive Skills	Speaking: X	Writing:	
Stages and Interaction patterns	ACTIVITY				MATERIALS	TIME
Lesson opening T ↔ Ss	Greet the Ss - Welcome to class! Ts greet the students and ask them how they are doing. Ts takes attendance and makes sure all the students are in class.				Group List	08:00 - 08:05 5'
Leading T ↔ Ss	Story Sequencing Activity T will provide Ss with a story that has been cut into different parts. <ul style="list-style-type: none"> • Ss will work individually or in pairs to read the parts and organize them into the correct sequence. • The first student or pair to correctly arrange the story wins the activity. Afterwards, T will review the correct sequence with the class and discuss the events to reinforce reading comprehension and sequencing skills.				Materials: Strips of paper Scissors Stories: Story Sequencing Stories.docx	08:05 - 08:25 20'

<p>Procedure T ↔ Ss</p>	<p>Reading Comprehension Strategies</p> <p>Ts explain strategies for a better reading comprehension, these are: predict, connect, identifying main ideas , inference, evaluate, visualize, clarify, question, summarize At the end, both Ss and Ts will discuss the strategies and decide which ones are more useful and effective. Ss share more strategies that they use to have a better reading comprehension.</p>	<p>TV SLIDES: Reading Comprehension Strategies Presentation.pdf</p>	<p>08:25 - 09:10 45'</p>
<p>T ↔ Ss</p>	<p>Kahoot Game</p> <p>Ss will join a kahoot game in order to answer questions related to reading comprehension strategies. Example: What does "predicting" mean? <ul style="list-style-type: none"> A. Telling the whole story B. Drawing pictures about the story C. Guessing what might happen next D. Writing the ending The students with the most points wins a small prize.</p>	<p>kahoot: KAHOOT</p>	<p>09:10 - 09:25 15'</p>
<p>Ss ↔ T</p>	<p>Create Your Simple Manual</p> <p>T will organize Ss into pairs and provide materials (small pieces of cardboard, markers, and colors). Ss will select a simple process related to industrial engineering (e.g., "How to organize a workspace" or "Steps to assemble a product"). Ss will write 5–7 steps in clear, simple English on the cardboard. Each pair will present their manual, reading the steps aloud to the group. T will offer positive feedback and correct minor mistakes during presentations.</p>	<p>Cardboard Markers Colors</p>	<p>09:25 - 09:55 30'</p>

<p>Closure</p> <p>T ↔ Ss</p>	<p>Closure</p> <p>Ts will thank Ss for their participation and engagement throughout the class.</p> <p>Ts will also announce the details of the next session, explaining that it will be a farewell celebration where everyone can reflect on their experience, share thoughts, and enjoy some food together. Ss will bring snacks.</p>		<p>09:55 - 10:00 5'</p>
<p>POTENTIAL PROBLEMS</p>		<p>POSSIBLE SOLUTIONS</p>	
<ol style="list-style-type: none"> 1. Students may struggle with sequencing the story correctly. 2. Some students may find the comprehension strategies overwhelming. 3. Students might be hesitant during the manual presentations. 		<ol style="list-style-type: none"> 1. Provide a brief review of sequencing vocabulary before starting the activity. 2. Break down each strategy into smaller, manageable steps and provide examples. 3. Encourage peer feedback and create a supportive environment to build confidence. 	
<p>REFERENCES AND LINKS</p>			
<p>Stories: Story Sequencing Stories.docx SLIDES: Reading Comprehension Strategies Presentation.pdf kahoot: KAHOOT</p>			

Annex J. Lesson Plan 10

		<p>UNIVERSIDAD INDUSTRIAL DE SANTANDER ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS ENGLISH SOFT SKILLS DEVELOPMENT WORKSHOP FOR INDUSTRIAL ENGINEERING STUDENTS IN COLLABORATION WITH THE SCHOOL OF INDUSTRIAL ENGINEERING</p>	
<p>LESSON PLAN FORM</p>			
<p>Pre-service teachers: Juan Sebastian Guerrero and Saúl Díaz.</p>	<p>Institution: Universidad Industrial de Santander - Industrial Engineering.</p>	<p>Date: 25/11/24 Week: 10</p>	
<p>City: Bucaramanga</p>		<p>Industrial Engineering students</p>	

	Lesson #10	Level: A2	Age: ---		
Objectives: Ss will reflect on the learning process. Ss will review and discuss the skills they developed during the workshop.		Functions: Ss will share and discuss their favourite activities from the workshop. Ss will reflect on and describe how their soft skills have improved during the workshop.			
LANGUAGE CONTENT					
Grammar: Usage of past tenses (past simple) and structures for expressing opinions and gratitude to talk about past experiences and what was learned					
Functions: Ss will practice expressing gratitude for their peers' teamwork and support during the workshop.					
Vocabulary and Pronunciation: Key terms: Reflection, skills, progress, appreciation, goals Pronunciation Focus: Intonation for expressing gratitude: "I really enjoyed working with you." Linking words and natural rhythm in phrases: "Thank you for your help."					
Receptive Skills:	Listening: X	Reading:	Productive Skills	Speaking: X	Writing:
Stages and Interaction patterns	ACTIVITY			MATERIALS	TIME
Lesson opening T ↔ Ss	Greet the Ss - Welcome to class! Ts greet the students and ask them how they are doing. Ts takes attendance and makes sure all the students are in class.			Group List	08:00 - 08:10 10'

Closure Ss ↔ T	<i>"Farewell"</i> T will thank Ss for participating in the workshop and share some food	Food	09:40 - 10:00 20'
POTENTIAL PROBLEMS		POSSIBLE SOLUTIONS	
<ul style="list-style-type: none"> - Ss may feel shy or lack vocabulary for reflections. - Some Ss may struggle to express gratitude. 		Provide sentence starters or write examples on the board to guide them Example: "I liked the activity where we..." Pair students for brainstorming before the gratitude circle to boost confidence.	
REFERENCES AND LINKS			
Final Worksheet			