

Creation and implementation of a Soft Skills Workshop focused on assertive communication and teamwork for A2 EFL Industrial Engineering students

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**Dedication**

To Diana, Carlos, and Daniela, for always believing in me.

**Andrea Juliana Pineda**

To my family, Luz, Henry and Karla, who have always shown me their love in many different ways. Throughout these five years, they have supported me, given me the strength to continue and believed in my abilities.

To my dogs, Rocky, Coqui, and Milo, who accompanied me and lifted me up in the moments I needed the most.

To my peer, Andrea, for always being by my side.

**Daniela Hernández**

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### Abstract

**Title:** Creation and implementation of a Soft Skills Workshop focused on assertive communication and teamwork for Industrial Engineering students with an A2 English level\*

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**Key Words:** soft skills, industrial engineering, workshop, English as a foreign language, PBL.

**Description:** Given the importance of Soft Skills for an Industrial Engineer, an A2-level workshop focused on assertive communication and teamwork was developed at Universidad Industrial de Santander. In order to create a workshop that would meet the students' needs, a review of the literature was undertaken to form a needs analysis which would set the foundations to create a twenty-hour workshop with a PBL approach. This workshop aims to improve students' communicative and interpersonal abilities. The classes focus on verbal and non-verbal communication, searching for a job, challenging conversations, and how to overcome language barriers. This experience contributed to an improvement in students' soft skills in an English as a second language context. Industrial Engineering students could benefit from having soft skills training as these abilities are desired by employers. The soft skills developed in the workshop give students an advantage over those who do not have this training as they have the appropriate tools to make themselves understood and understand their co-workers from different parts of the world. This project has the potential to be continued by the School of Industrial and Business Studies.

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\* Degree Work

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## Resumen

**Título:** Creación y puesta en marcha de un Taller de Soft Skills centrado en la comunicación asertiva y el trabajo en equipo para estudiantes de Ingeniería Industrial con un nivel de inglés A2\*

**Autor:** Andrea Juliana Pineda Anaya y Daniela Hernández Balleja\*\*

**Palabras Clave:** habilidades blandas, ingeniería industrial, taller, inglés como lengua extranjera, ABP.

**Descripción:** Dada la importancia de las Habilidades Blandas para un Ingeniero Industrial, se desarrolló un taller de nivel A2 enfocado en la comunicación asertiva y el trabajo en equipo en la Universidad Industrial de Santander. Con el fin de crear un taller que respondiera a las necesidades de los estudiantes, se realizó una revisión de la literatura para formar un análisis de necesidades que sentaría las bases para crear un taller de veinte horas con un enfoque de PBL. Este taller pretende mejorar las habilidades comunicativas e interpersonales de los alumnos. Las clases se centran en la comunicación verbal y no verbal, la búsqueda de empleo, las conversaciones desafiantes y cómo superar las barreras lingüísticas. Esta experiencia contribuyó a mejorar las habilidades blandas de los estudiantes en un contexto de inglés como segunda lengua. Los estudiantes de Ingeniería Industrial pudieron beneficiarse de la formación en habilidades blandas, ya que éstas son las que buscan los empleadores. Las habilidades blandas desarrolladas en el taller dan a los estudiantes una ventaja sobre aquellos que no tienen esta formación, ya que disponen de las herramientas adecuadas para hacerse entender y comprender a sus compañeros de trabajo de diferentes partes del mundo. Este proyecto tiene potencial para ser continuado por la Escuela de Estudios Industriales y Empresariales.

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\* Trabajo de Grado

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## Introduction

As part of our Graduate work subjects, I and II, we chose the modality of *Práctica Empresarial*, which would allow us to meet the graduation requirements of our program and would provide us with essential experiences for our professional future. For this reason, and according to the Acuerdo Superior 004 (2007), thanks to this modality the student comes into contact and interacts through specific projects, with the reality of business contexts at local, national or international level in areas of their profession, in which they apply and strengthen personal and professional skills. Therefore, the School of Languages and the School of Industrial and Business Studies, or EEIE (*Escuela de Estudios Industriales y Empresariales*) by its Spanish acronym, decided to work together to create a project that would satisfy the needs of both.

To talk about the context under which this project is developed, we must start talking about the university that it takes place in. Universidad Industrial de Santander (UIS) is a higher-education institution located in Colombia, specifically in the city of Bucaramanga, capital of Santander. This university offers 45 undergraduate programs, 37 specializations, 50 master's degrees, and 12 PhDs (Unidad de Información y Análisis Estadístico [UIAE], n.d.). It is an institution with a trajectory of 74 years and is highly appraised in the region for the educational levels and scores obtained in national exams (UIS, 2022). Its mission is to promote research, innovation and knowledge management to contribute to high levels of development achieved with equity, responsibility and social justice (UIS, 2018). For sixty-four years, UIS has had an undergraduate program on Industrial Engineering under the School of Industrial and Business Studies. According to the *Dirección de Comunicaciones* at UIS, this is one of the programs that has been offered the longest, taking into account that the university itself is almost 75 years old (2020). The main goal of this School is to contribute to the development of society through the

integral formation of professional citizens capable of designing, undertaking, directing, managing and improving systems that generate goods and services, in undergraduate and graduate programs (Escuela de Estudios Industriales y Empresariales [EEIE], 2022).

On the opposite side of the spectrum, there is the Foreign Languages career, part of the School of languages. It is a relatively new career as the students from the 2018-1 semester were the first to enroll. The Foreign Languages career is the successor of the English Teaching program, offered until 2017. This project is, then, a collaboration between the School of Industrial and Business Studies and the School of languages to provide a new approach to teaching a necessary ability for Industrial Engineers with the help of preservice teachers from the Foreign Language teaching career.

Both schools came to the agreement to create a workshop under the WeSpeak program, a free bilingual space for students, graduates and professors offered by the *Escuela de Estudios Industriales y Empresariales*. This workshop would permit Industrial Engineering students to benefit from the instruction of students from the Foreign Languages career in their area of expertise, English, specifically focused on the area of Soft Skills learning. Two workshops were created: the first one, which this paper will focus on, centers around teamwork and assertiveness in verbal and non-verbal contexts for an A2 level. The second workshop, which was developed by another pair of students of the same program, centers on oral communication for a B1+ level.

The key components to justify making this workshop come from the student and the professional profile of the Industrial Engineering program provided by UIS (n.d.). It states as necessary both “the ability [of the student] to communicate and relate to others” and “a proactive [ professional] ... who is enthusiastic about working in interdisciplinary teams.”. If these two are at the core of what an Industrial Engineer should be, they must have training in the topic. As the



program is mainly in Spanish (except for the compulsory English levels), students' formation in this field is also taught in Spanish. This is good when the graduate decides to work in a Spanish-speaking country, but it is important to think also about the effects that this could have on a globalized world for the graduate.

Thanks to many different branches of technology like telecommunications and transport, it is easier than ever to be connected to people around the world in an instant. Besides serving families and friends to stay connected, it has also been used by companies to be in places where they have never been before and to employ highly-skilled individuals who used to be out of reach because of their location (Riemer, 2007). If the world is to be connected and people in different countries have to communicate, the need for a language that most people can communicate with arises. These days that language is English since it is “used for intercultural communication at the global level today” (Sharifian, 2019, p.4). Taking the globalized world that we live in, and the necessity for UIS’ Industrial Engineers to be able to work in English-speaking contexts and/or with teams composed of people from all around the world, students’ need for training in the language outside of the mandatory A2 level at university becomes imperative. If they are going to use English as means of communication in a team, these students would not only need to know the language but also how to effectively communicate with it by employing their soft skills as it is such a desirable trait for an Engineer to have.

Thankfully, this was something that we, being part of the School of Languages, could help with by creating a workshop focused on a section of things most important to an Engineer mentioned by the university itself (n.d.): communication and teamwork. Both of these are considered to be soft skills which focus on helping employees to be successful in their workplace or, as Schulz defines it, “soft skills are playing an important role in shaping a person’s

personality, they enable social competence, and they complement the hard skills, which are the technical requirements of a job” (2008).

We decided to make this workshop specifically for students who had achieved an A2 level as they already have pre-existing knowledge of English and it is important that they have the tools necessary to not only make themselves understood but also to communicate their intentions, desires and needs to whoever they are working with, especially in an English-Speaking context.

This report is divided into four main sections. In the first part, the project as well as the general and specific objectives are introduced. In the second section the ideas, concepts, and authors that serve as a foundation to develop this project are presented. In the third part, all of the activities carried out throughout the planning, designing, and implementation of the workshop are recounted in chronological order. Finally, our reflections on the practice, the conclusions, and the usefulness of this work are presented.

## **1. Objectives**

In order to carry out this project successfully, the following objectives are stated:

### **1.1 General Objective**

- To carry out a Soft Skills workshop focused on students of the Industrial Engineer program who have an A2 level of English.

### **1.2 Specific Objectives**

- To implement a needs analysis with a large sample of Industrial Engineering students to know the possible participants of the workshop, their thoughts on the subject of soft skills, and their disposition to participate in the project.
- To design a suitable pedagogical intervention that helps Industrial Engineers students to develop soft skills through the English language in an effective, pedagogical and enjoyable way.

## **2. Chapter 1: Theoretical Framework**

In the present chapter, we will discuss the principal ideas and concepts that helped develop and gave support to this project. Hence, in the first place, soft skills and hard skills are defined, according to the investigation of authors such as Alles (2008) and Al Asefer and Zainal's (2021). In the same way, types of soft skills are listed and divided into categories. In second place, the importance of soft skills in engineering is highlighted. Then, due to globalization, literature remarks on the necessity to teach soft skills in a foreign language. Finally, the significance in employing innovative methods to teach soft skills such as the PBL is outlined, which has proven to be useful.

### **2.1 What are Soft Skills?**

One of the most important concepts for this project is that of soft skills. It assisted in building the foundation for the design of this workshop due to the considerable implications it carries in the field of engineering. Skills can be classified into two, soft skills and hard skills. Even though they are not broad concepts, it is important to make a distinction between them. On the one hand, hard skills are defined by Wats and Kumar as “the academic skills, experience and level of expertise as generally described in a resume and indicate the knowledge of concepts, principles, methods, procedures and techniques needed for performing jobs” (2009, p. 1). In simple terms, hard skills are the mastery of varied technical abilities which are frequently involved within a specific field of work.

On the other hand, different authors have tried to define soft skills throughout the literature as, for instance, it is possible to appreciate in Al Asefer and Zainal's work, who characterize these skills as the character traits that improve how well a person interacts and

performs at work. It also includes varied degrees of personal habits, social grace, language competences, friendliness, and optimism (2021).

Furthermore, soft skills are sometimes confused with abilities, thus, to have a clear idea of this, Alles (2008, as cited in, Tito and Serrano, 2016), presents the differences between competencies and skills or abilities. Skills are easier to discover and improve and, more importantly, they are not alone associated with superior job performance, while competencies would be those actions that are visible, quantifiable, and associated with higher performance in a certain circumstance. In that sense, Alles also claims that hard skills are the technical proficiency and knowledge required to do a task. This information is shown in Table 1, which highlights these differences by providing specific examples of those.

**Table 1**

*Examples and Differences Between Technical Knowledge, Skills and Competencies*

<b>Technical knowledge = Hard skills</b>	<b>Skills or Abilities</b>	<b>Competencies = Soft Skills</b>
Applied mathematics	Vehicle management	Adaptability
Statistics	Computer operation	Continuous Learning
General accounting	Food preparation	Self-control
Costs	Repairing objects	Autonomy
Languages	Resistance to fatigue	Self-direction

*Note.* Adapted from “Desarrollo de *soft skills* una alternativa a la escasez de talento humano,” by M.Tito, and B. Serrano, 2016, *INNOVA Research Journal*, 1(12), p. 63. Copyright 2016 by CC-BY-NC.

While defining soft skills, authors have also tried to compile a list of the most important and company-requested soft skills in this globalized era, especially those related to the engineering profession. For instance, a study conducted by Zuo et al. (2018) on determining the soft skills present in the field of construction project management, found that earlier research identified the following skills as the most important: “teamwork, leadership, communication, conflict management, achievement motivation, and cognitive” (p. 428). Another similar investigation, in analyzing the way soft skills are being taught in 5 countries of Europe, carried out a process to discover the 18 most important abilities in engineering across the literature. The authors also divided these abilities into 5 subcategories, which are, technical skills, metacognitive skills, intrapersonal skills, interpersonal skills, and problem-solving skills. Caeiro-Rodriguez et al. (2021), some of them are listed as such:

- Formal, basic knowledge in their field.
- Ability to integrate of *[sic]* knowledge from diverse thematic areas.
- Collaboration, sometimes in multidisciplinary teams.
- Open-mindedness.
- High-level thinking.
- Critical, analytical, and innovative thinking.
- Independent and autonomous learning.
- Problem-solving.
- Ability to prioritize (pp. 29223-29224)

From this analysis, we could argue that not all soft skills fit into the same category, they are also divided because of their functionality. This idea is also maintained by Hecklau et al., (2016, as cited in Jelonek et al., 2020) who executed a thorough literature review concerning soft skills along with a model to classify them in 4 groups. The first category was technical skills, which included abilities such as coding, media management, knowledge of new technologies, etc. For the second group, methodological skills were added, including creative thinking, decision-making, problem-solving, among others. In the third category, it was possible to find social skills such as those related to the appropriate use of language, communication, teamwork, leadership, etc. Finally, the fourth category dealt with personal skills as flexibility, learning drive, pressure tolerance, and cooperation.

From this necessary research, we could easily appreciate that various authors have defined soft skills from different perspectives and fields. They have also given this term enough characteristics in order to create exhaustive lists containing them. That is why it is not possible to deny their importance, especially in this post-industrial era, where human quality is needed to stand out from the performance of a machine.

## **2.2 Why are Soft Skills Important for Engineers?**

As hard skills have always been extremely important in order to obtain a job, many universities are focusing on preparing their students for their professional life by strengthening these skills. However, as we live in a postindustrial era, employers are increasingly valuing soft skills. By conducting a search in Computrabajo, we discovered that companies offering job opportunities in a close context, which is Colombia, have listed in their requisites a combination of both technical and soft skills. For instance, one Colombian company asked for “ (...) *disponibilidad de tiempo, con habilidades en manejo de herramientas ofimaticas, realizacion de*

*informes, liderazgo, planeacion, orientacion a resultados, y trabajo en equipo*” [time availability, handling office tools, reporting, leadership, planning, results orientation, and teamwork] (Computrabajo, n.d.). Tito and Serrano support this perception as they state that the greatest method for preparing the workforce of the future is focused not only on the advancement of technical skills but also on the improvement of interpersonal and intrapersonal abilities (2016). Soft skills and hard skills are complementary to each other, an Engineer without one of them will be discarded as according to Lions (2006):

In today's job market, employers want engineers with the right skills set, who can communicate effectively, and who possess good interpersonal skills. Most company cultures demand that engineers display these traits, and will pick the top candidates who display good social skills during the job interview. Engineering is no longer seen as a solo career, but instead one built upon teamwork and ingenuity (p.1).

In addition, not only do employers search for employees who have soft skills, they also do not want to hire and train them in this area in case they do not count with the necessary abilities. They are increasingly choosing to leave unfilled positions rather than hiring freshly graduated students if they are unable to discover applicants with the necessary soft skills (McCarthy, 2013). Due to the ever-growing and changing demand for employees with soft skills, it is necessary that universities rethink their strategies. Munir (2021) reinforces this idea by asserting that engineering educators must face this reality and modify their curriculum to meet the needs of the industry; otherwise, they run the danger of creating graduates who will struggle to find employment.



### **2.3 Teaching Soft Skills in a Foreign Language**

Due to the aforementioned necessities that have arisen thanks to soft skills, researchers have talked about the importance of adding them as subjects into the curriculum of the different Engineering programs. According to Bush (2012, as cited in Munir, 2021), despite previous research remarking that soft skills cannot be learned, and therefore, taught, as when someone is trained a new technical skill, it is simpler to gather demonstrable evidence of learning than it is to evaluate their leadership abilities. However, Bush also counters that these ideas are evolving. Soft skills are useful for teaching and learning, according to research.

Another component to add to soft skills is that of globalization, in a company context the use of English is becoming increasingly important to communicate and use specific vocabulary in a language different from the mother tongue. This is further developed by Wiwczarowski and Richter, who mentioned that “within any multinational company, employees not only require a strong command of the sector-specific and company-specific jargon in their mother tongues, but equally need to demonstrate competency in the usage of such jargon in one or more foreign languages” (2017, p. 60).

### **2.4 PBL as a Pedagogical Strategy**

Project-Based Learning or best known by its acronym, PBL, is based on independent reflection, investigation, and problem-solving practice, in which the student applies prior knowledge to new situations in a learner-centered in a learner-centered instructional approach (Khairiyah et al., 2007). Because of these characteristics, researchers have undertaken in-depth studies regarding the usefulness of PBL in engineering, for instance, Idru’s and Abdull’s work pointed out that “PBL was adopted by many engineering programs as an approach to help students learn the skills required by the employers and to address the concerns that engineering

graduates are lacking soft skills” (2018, p.2). In this same study, the researchers administered a survey to 90 lecturers of four engineering programs, who confirmed that during their lectures they use this approach that has the potential to close the theory-practice divide (2018). Another research conducted by Deep et. al (2019) showed that the engineering profession is indeed enthusiastic in the utilization of PBL techniques with e-learning technologies. The student-centered and participatory techniques could improve the graduates' general skills.

### **3. Chapter 2: Activities carried out**

In order to develop the project more efficiently, three stages were proposed and subsequently, followed. This activities report is organized in the same way, as it is divided into three categories per each stage. In the early step of the work, the necessary planning to construct a solid and well-founded syllabus for the workshop that would fit students' needs was undertaken. In this part, meetings were held and research on the topic was conducted. After this process, the second stage was started, which pointed out the design of the syllabus and materials to be used. For the final part, following the lesson plans created, a detailed account of the respective workshop sessions executed is provided. This chapter would help to create a thorough summary of all the activities carried out to implement this project, including the classes of the workshop.

### **3.1 Stage 1: Planning the Workshop**

The first stage of the project was to establish communication between the School of Language and the School of Industrial and Business Studies to discuss the possibility of developing a project that would make an impact on the Industrial Engineering population. As such, the contact was initiated by Professor Carolina Romero, academic coordinator of the School of Languages. After proposing a collaboration between the schools, Director Martha Liliana Torres agreed to the partnership and proposed to have a first meeting on September 19, 2022. On this day, a short meeting was held with Professor Juan Felipe Reyes, Professor Romero, and our classmates responsible for the B1+ workshop to discuss possible areas of action for us in their school. Multiple ideas were considered but we ended up narrowing these to start planning a workshop. Professor Reyes reported back to Director Torres who approved the general topic, allowing us to start planning what our next step would be. That same day,

Professor Juan Reyes established a follow-up meeting with the EEIE director on September 22, 2022, at the Industrial Engineering building.

As our degree work supervisor could not attend this first meeting, we decided to have a virtual one with her on September 21, 2022. This was to tell her what the discussion was about and talk about our ideas concerning the project. After going through the meeting, she guided us in the creation of some questions regarding the generalities of the workshop, such as: How many hours should it be? What type of workshop (a specific focus)? What are the school's needs? and What topics should it address? We also planned what stages the workshop should have for its creation and design. Firstly, a syllabus with the number of hours, content, dates, scope, and sequence. Secondly, the planning of the lesson with its respective activities and materials. Thirdly, the implementation and finally, the feedback of the course.

After being given time to gather our ideas, a second meeting was held with both the school Director Martha Liliana Torres and Professor Juan Felipe Reyes, our director Luz Prada, and our classmates on September 22. The Director talked about the importance of developing soft skills in the Industrial Engineering field and how future Engineers could benefit from these as companies are requiring their workers to have them. Therefore, we combined the idea of creating a workshop due to the increasing significance of soft skills.

We focused on making a Soft Skills workshop, what the steps would be, and where we would get the information to construct the seminar. Ultimately it was decided that the first step would be to revise the literature available about Soft Skills directly related to Industrial Engineering to narrow the list of possible topics for the workshop. The literature review would also help us to make a needs analysis to learn more about our target population, Industrial

Engineering students. The possibility of making this project into a subject was discussed and will be explored further in the future.

### ***3.1.1 Creation of the Needs Analysis***

After a thorough search of the literature was made, we had a clearer understanding of Soft Skills and how they are relevant to the Industrial Engineering program. We narrowed the list to a number of Soft Skills that we considered were appropriate for the level of English of the prospective students. These were as follows: proactivity, teamwork, problem-solving, organization, adaptability, innovation, ethics and social responsibility, efficiency, leadership, negotiation, technological skills, people/project management, analytical skills, writing skills, public speaking and presentation, collaboration, empathy, emotion and stress management, delegating, communicating effectively, tolerating opposing points of view, and sharing information.

After having read about the subject, on October 7, 2022, we shared our ideas with our director via the platform Meet. She gave us the necessary feedback to route our work to make a good, useful, and interesting workshop. We also did some brainstorming and concluded that we could start designing the needs analysis.

For the next week and a half after the meeting, we teamed up with our classmates and focused on creating the needs analysis (see Appendix A) that we were going to distribute among the Industrial Engineering students. This needs analysis was done in order to know the population better and to take their opinions into account when designing the workshop contents and approach. This analysis was done through Google forms so that students could answer from their phones and all of the answers would be automatically recorded and organized into diagrams.

The first thing that participants would encounter was information about who we were and the reason for making the analysis. We made it clear that it was for our degree work, and that there were no right or wrong questions, we just wanted to know their opinions. We stated that all of their answers were strictly confidential and would only be shared between the people concerned with the project like teachers, directors, and project evaluators. The questionnaire was divided into four parts to separate the different types of questions.

The first section was concerned with demographic information with questions about age, gender, the semester that the student was in, how many subjects they were taking, how many hours could be dedicated to a workshop per week, and which tools they had to access education. The second section centered around soft skills, their thoughts, preferences, and difficulties with them. The third section concerned the experiences of students with the English language. The fourth and final section consisted of questions about learning preferences. This last section was very important to us as we wanted students to like the workshop and enjoy learning as it would be challenging to learn a topic in a language they do not have mastered yet.

### ***3.1.2 Application of the Needs Analysis***

Before applying the Google forms, we sent it to Professor Luz Prada so she could examine it and give us the proper feedback to edit the document. We decided that, in order to have as many answers as possible, we were going to go classroom by classroom asking students to fill in the form. For this, Professor Juan Reyes shared a spreadsheet containing the subjects taken only by students of the Industrial Engineering program, the schedule, the room, and the professor in charge. The secretary of the EEIE also sent an email to their professors so that they knew beforehand about the collaboration of the School of Languages with theirs and that we would be coming to their classrooms. We divided the responsibilities and went to different

classrooms according to our schedule availability. This was done on October 13, 14, and 18, 2022. Once we were outside the classroom, we asked professors for permission to enter, gave students a little bit of information about our project, told them that we needed them to fill out a quick questionnaire, and shared the link through a QR so students could scan it and access the questionnaire easily on Google Forms. We stayed for a few minutes, in case the students had any questions, had issues with the code, or did not bring a cell phone to fill out the form.

Apart from going to the classrooms, we posted the link to the survey in different groups of the university on Facebook and WhatsApp, mentioning the purpose of the project and to whom it was directed. We reached out to some people that we knew were students of Industrial Engineering and kindly asked them if they could fill in the form and share it with their peers. By doing this, we were making sure to cover all possibilities in case the visits to the classroom were not as successful as we thought they would be.

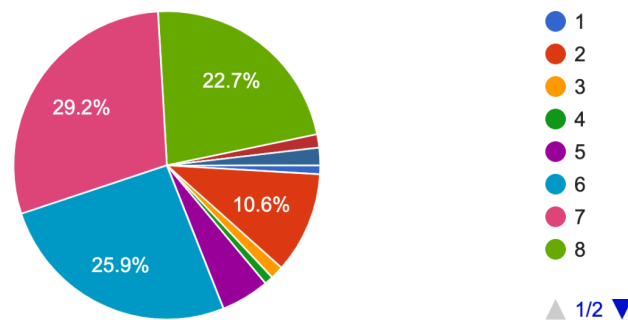
### ***3.1.3 Analysis of the Questionnaire***

The responses to the needs analysis were restricted on October 19, 2022, as we had obtained 216 answers that would allow us to continue with the project by analyzing the data gathered.

**3.1.3.1 Demographic Information.** The demographic section of the questionnaire showed that we were working with a varied population, of which 53.2% identified with the female gender and 46.3% with the male gender. The participants' ages can be roughly divided into two groups: 119 are between the ages of 21 and 29 and 85 are between the ages of 18 and 20. However, only 12 of the students are minors, ranging in age from 15 to 17. As shown in Figure 1 all respondents are classified into different semesters from the first to the tenth, even though the majority are in their seventh (29.2%), sixth (25.9%), and eighth semester (22.7%).

**Figure 1**

*Semester that Participants are Currently In*

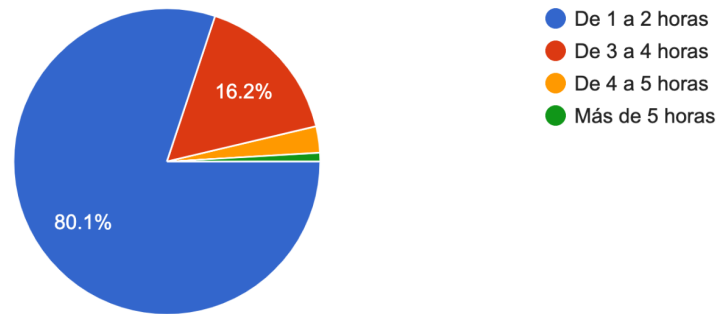


In terms of academic load, more than half of the students claimed they were taking 6 subjects in the academic year, followed by 20.4% who are taking 7 subjects and 19.9% who are taking 5 subjects. Therefore, it can be deduced that the academic load of most of these students was heavy. Due to the significant responsibilities that respondents have during the academic semester, the vast majority (80.1%), as shown in Figure 2, stated that the most time they could devote to an extracurricular workshop on a weekly basis would be approximately 1 to 2 hours. While 16.2% have 3 to 4 hours available per week.



**Figure 2**

*Time Participants Could Spend on an Extracurricular Workshop*

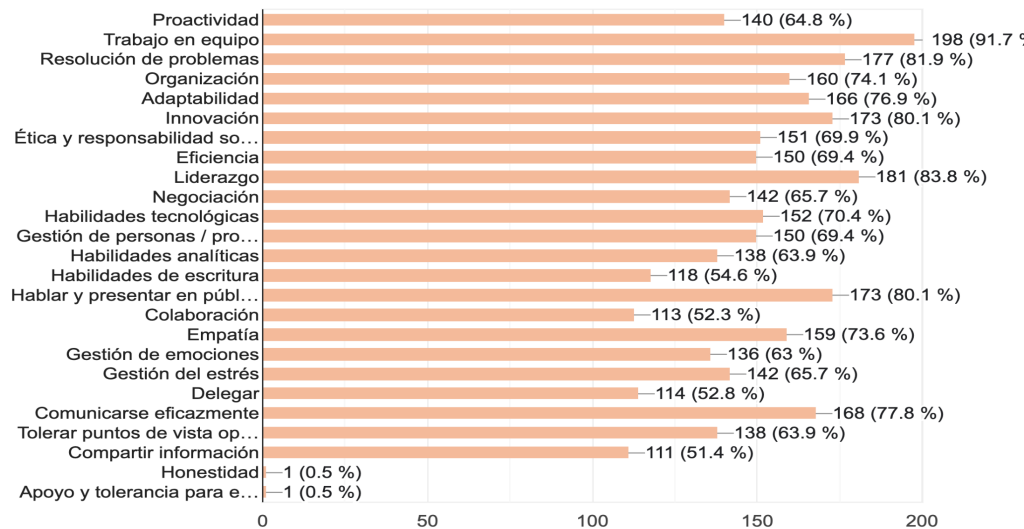


We also inquired about the resources and/or tools that students have when carrying out study-related activities; on the one hand, we have 2 of the 216 students without an Internet connection, 1 without a cell phone, and 10 without a personal computer. However, the disparity in these figures is more pronounced with tools such as mobile data, which 78 students do not have, and headphones, which 54 students do not use.

**3.1.3.2 Soft Skills.** Students were then questioned regarding the significance they attributed to certain soft skills for their future professional success. From a list of 25 skills, they were asked to choose the ones they felt were most crucial for this. This is clearly indicated in Figure 3 as Teamwork (91.7%), leadership (83.8%), problem-solving (81.9%), innovation, and public speaking and presentation (both 80.1%), as well as effective communication (77.8%), adaptability (76.9%), organization (74.1%), empathy (73.6%), and technology skills (70.4%) were the 10 attributes they valued most highly. In comparison, only 0.5% of the students think that honesty, assistance, and tolerance for teaching talents that another person has not yet developed are soft skills essential for their future careers.

**Figure 3**

*Soft Skills that Participants Attributed More Importance To Professional Life*

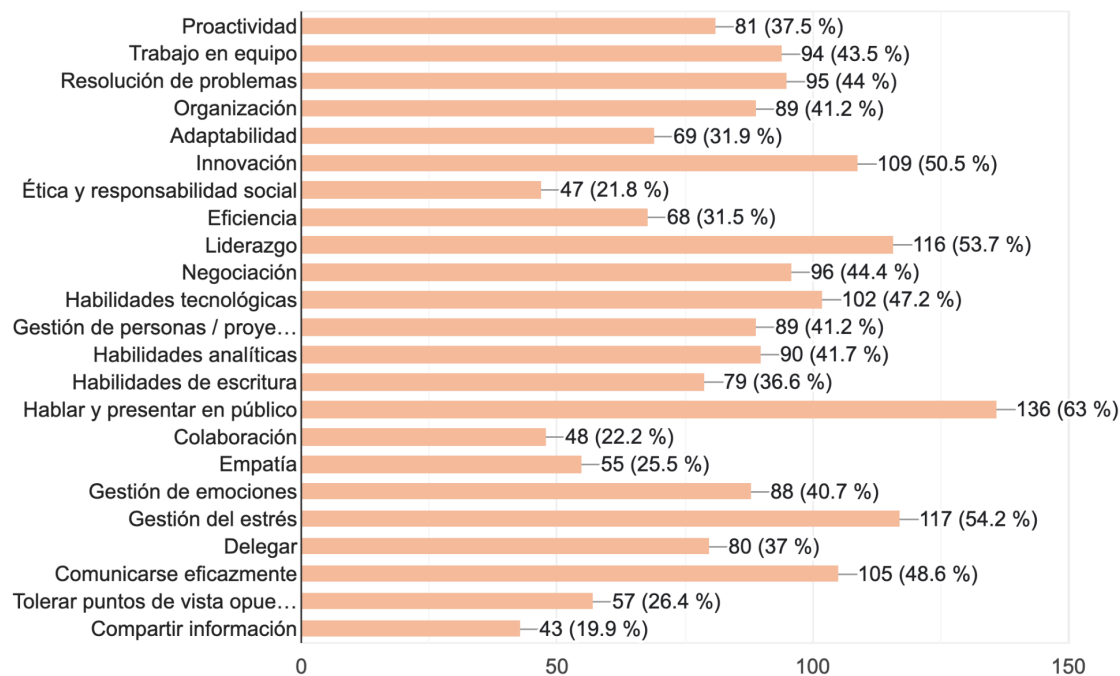


We inquired about those competencies that require more effort and practice in both personal areas, for a better social relationship, and professional areas, for the labor and socioemotional growth of the future industrial engineer. Multiple responses were obtained, allowing it to be studied that there are 5 soft skills with a very high percentage, being the most

fundamental to work on. As illustrated in Figure 4, these are public speaking and presentation (63%), stress management (54.2%), leadership (53.7%), innovation (50.5%), and effective communication (48.6%). It can be deduced that having a good communicative background is critical for students to be able to carry out presentations in formal settings as well as to convey their ideas coherently to people in order to conduct fruitful negotiations. It is worth noting that students consider leadership skills to be an additional factor in order to better manage not only the projects at their disposal, but also to delegate the tasks of the personnel in charge.

**Figure 4**

*Soft Skill Students Consider They Should Work on for their Personal or Professional Growth*

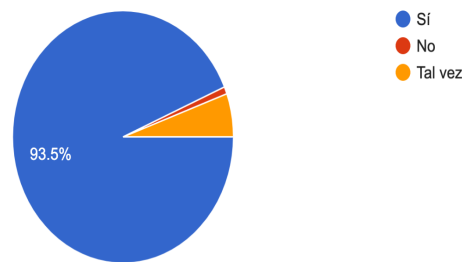


Regarding the English component, for the majority of them in the Industrial Engineering program, as indicated in Figure # 5 developing soft skills in English is crucial (93.5%) since it not only enables them to broaden their knowledge on a global scale but also helps them to

expose their ideas or projects to other businesses that support their ideas. 5.6% of people are still unwilling to use their English-language soft skills.

**Figure 5**

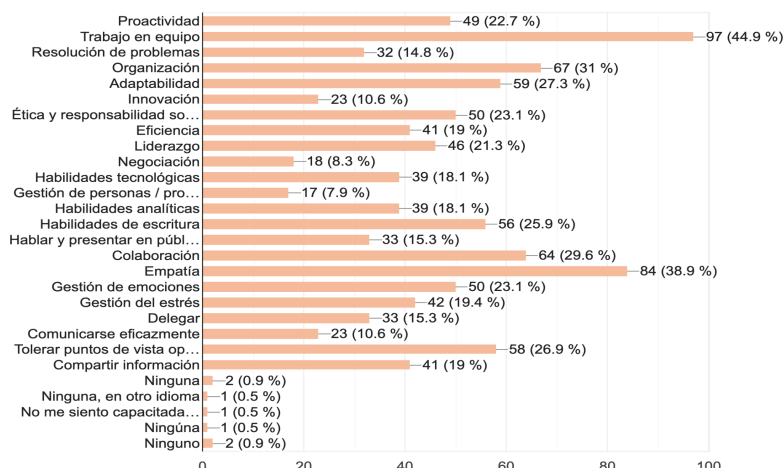
*Importance Given to Develop Soft Skills in English*



In order to know the acceptance of the workshop, we ask the participants whether they would be interested in taking a workshop, the vast majority (68.1%) answered “yes”, while 28.2% responded “maybe”. Only 3.7% of them said that they would not be interested in taking the workshop. To conclude with the section on soft skills, the students of the program were asked about those soft skills that they feel sufficiently capable of developing in English as a foreign language (see in Figure 6). As a result, it was discovered that teamwork skills (44.9%), empathy (38.9%), and organization (31%) are those socioemotional competencies that they can easily demonstrate with the use of the English language.

**Figure 6**

*Soft Skills that Participants Consider they can Easily Perform in English*

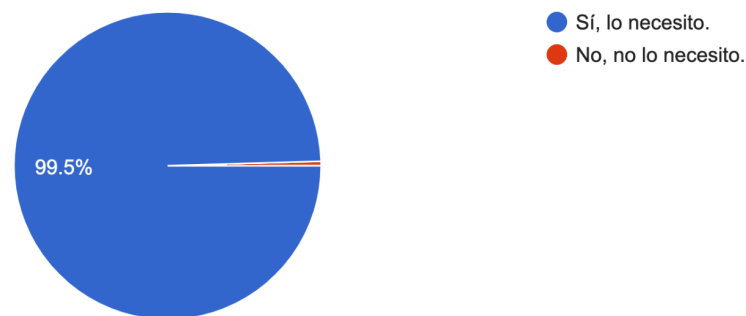


As the majority of them were willing to take the course, we had initially proposed a tentative schedule for the workshop sessions, which was Friday either from 1:00 p.m. to 3:00 p.m. or 3:00 p.m. to 5:00 p.m. A significant percentage of students, 40,7% and 42,6%, respectively, chose these options. Nonetheless, because of an issue with our Teaching Practicum schedule it was not possible to maintain this proposal.

**3.1.3.3 Previous Experiences with the English Language.** The willingness to participate in a soft skills workshop could be related to the fact that, as shown in Figure 7 the vast majority of participants said that English is vital in their personal lives, professional lives, or both. These findings, along with the earlier ones, indicate that it would be extremely beneficial for this demographic to enhance their English skills in relation to their professional careers or personal lives.

**Figure 7**

*Importance Given to English for their Personal and Professional Lives*



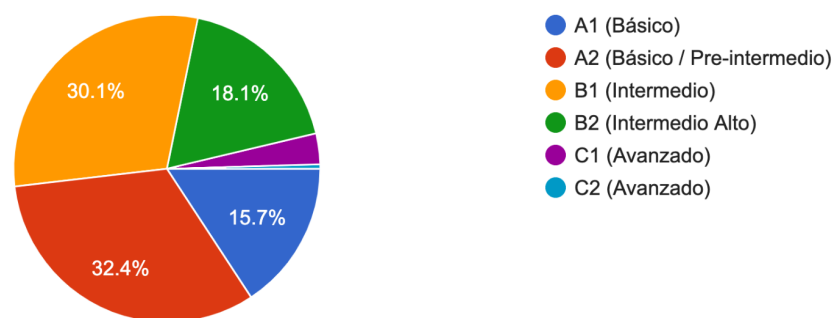
Students were also surveyed about their past and current experiences with English courses to which the majority of students (38%) said "no," while only 24.5% claimed to have taken and completed a course. A similar proportion of interviewees said they had enrolled in a

course but failed it. The smallest group (15.3%) disclosed that they were enrolled in a course right now.

When considering the implementation of a soft skills course in English, it is necessary to know the participants' level. Even though students manifest having no experience in English courses, the majority of the population (62.5%) is classified between levels A2 and B1, with approximately 20% classified at level B2, 15.7% classified at level A1, and 18.9% classified at higher levels C1 and C2 (see Figure 8).

**Figure 8**

*Level of English that Students Consider They Have*



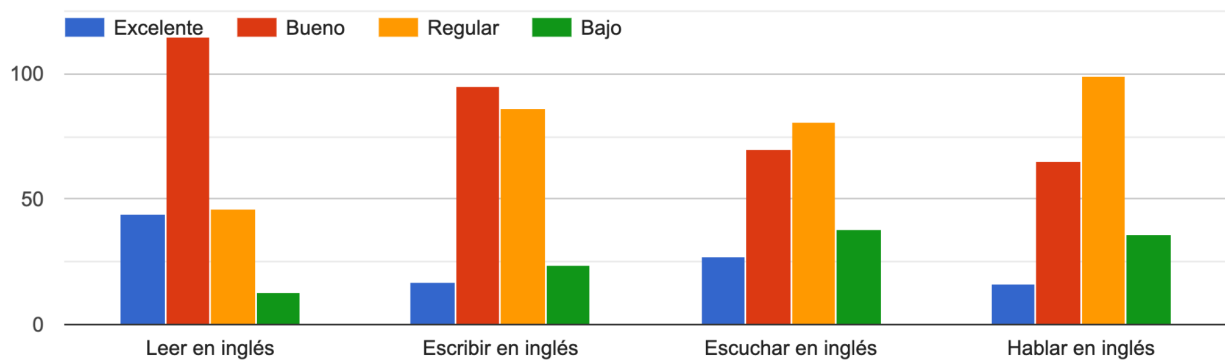
After the self-assessment of knowledge, we wanted to know if the survey participants had any kind of English level accreditation, such as TOEFL, IELTS, Cambridge, or another. A small percentage of the population said yes, while the vast majority said no.

Returning to self-evaluation questions, participants were asked about their performance in four areas of English (see Figure 9). In reading, more than half of the population said the performance was good, followed nearly evenly by “regular” and “excellent” (46 and 44 participants, respectively). When asked about writing, the responses are more divided, with 45% of students rating it as good and 41% rating it as regular. This trend continues towards listening,

in which the most selected response is “regular”, followed by “good”. Finally, in terms of oral production, nearly half of those polled chose “regular,” followed by “good,” chosen by less than a quarter of the population.

**Figure 9**

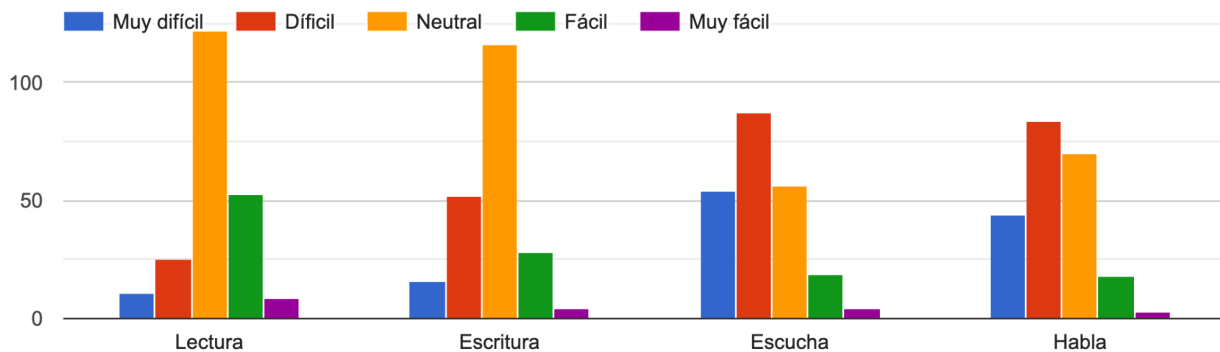
*How Students Perceive their Four English Skills*



In terms of difficulty, we can see in Figure 10 that students assigned a neutral level to reading and writing skills, but this tendency was interrupted in the listening and speaking activities, where a higher level of difficulty was assigned.

**Figure 10**

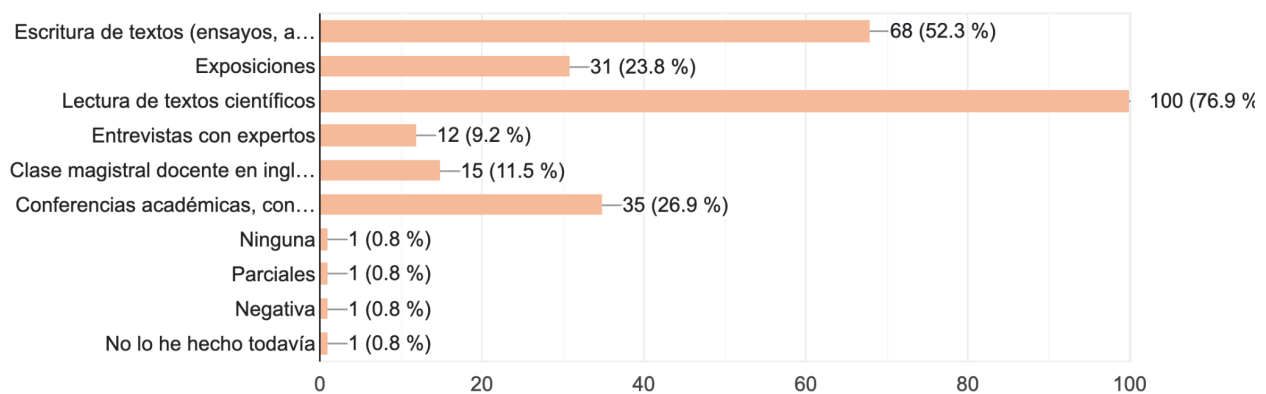
*Level of Difficult that Students Assign to Each*



56% of students confirmed that they have had the opportunity to use the English language in their undergraduate subjects in Industrial Engineering, while 44% of them respond that they have not. It is also a favorable factor that the majority of the participants affirmed that they have had to use English in various tasks of their program, as shown in Figure 11, reading scientific texts being chosen by 100 students, followed by writing different types of texts with 68 people and attending academic lectures selected by 35 students.

**Figure 11**

*Tasks in Which Students Have Applied English in their Program*



184 of the 216 students who participated in the questionnaire said that they intended to use the foreign language English in their work context, and 31 say that it might be possible. Only one of them affirmed that they had not considered it.

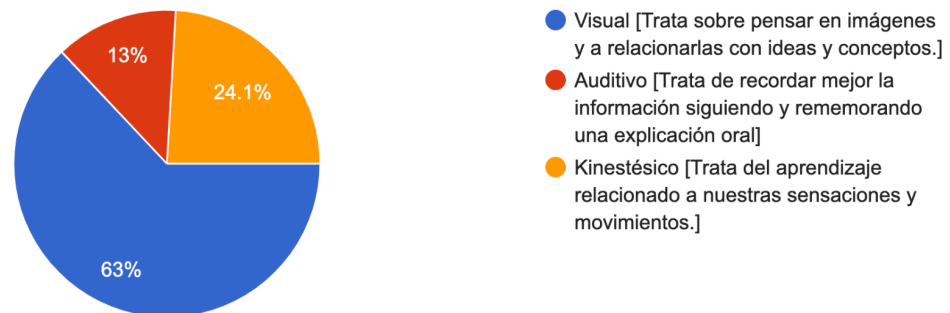
**3.1.3.4 Learning Preferences.** The needs analysis also helped to get insights about students' type and preferences of learning so that we could construct a course appropriate for them. Participants do not have any inconvenience working either alone or in groups. This is highly beneficial for us as we can implement different types of activities. The majority of them,



as illustrated in Figure 12, reported having a visual learning style, which is about relying on images and relating those to concepts.

**Figure 12**

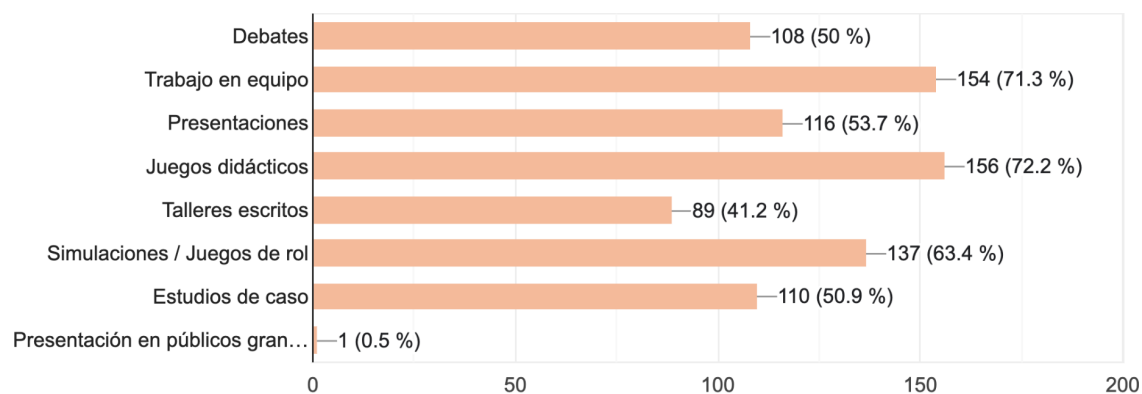
*Type of Learning Style that Students Feel more Identified with*



The participants of the questionnaire were also asked about the activities they would like to carry out in the workshops, as Figure 13 indicates, they manifested that they would enjoy the following activities: didactic games, those involving teamwork, roleplay, case studies and presentations.

**Figure 13**

*Activities that Participants Would Like to do in the Workshop*



After carefully analyzing the questionnaire, the supervisor scheduled a virtual meeting with us on October 24, 2022, from 2:00 p.m. to 4:00 p.m. She was pleased with the number of answers we received in the survey as we were able to gather students' opinions.

It was also discussed that it was important to undertake some interviews with graduated students in order to collect data that could provide more information about the population we were going to work with. For that matter, we formulated a set of questions (See appendix 2) for this specific group of people. The questionnaire included inquiries about the person's knowledge on soft skills, their importance in the Industrial Engineering field, the impact these skills have had in either their personal or professional life, the relation between soft skills and the English language, whether it would be beneficial for Industrial Engineering students to create a Soft Skills Workshop in English and so on. We were able to interview two Industrial Engineers from UIS and their answers were surprisingly similar.

#### ***3.1.4 Analysis of the Interviews***

When asked about the meaning of soft skills one said that they were for everyone to develop and were closely tied to how a person works, how they build relationships with others, and how they communicate. *“Las habilidades blandas son aquellas que cualquier persona indiferente de su profesión o disciplina podrá desarrollar, reforzar o potenciar; están directamente relacionadas con la forma de trabajar, maneras de relacionarnos con los demás, formas para comunicarnos (aquellas que no son técnicas)”*. The other participant called soft skills a set of qualities that can be developed to adapt and work in our environment. *“Para mí las habilidades blandas son ese conjunto de cualidades que tenemos o podemos desarrollar para adaptarnos y trabajar en nuestro entorno”*.

We asked them about which Soft Skills are the most important to their profession. Among the answers, we could find leadership, assertive communication, teamwork, and interpersonal relationships. *“Liderazgo motivacional, escucha activa, relaciones interpersonales y resolución de conflictos” “ La ingeniería industrial es una profesión muy versátil y por ende las habilidades blandas que debemos desarrollar deben ir de la mano del área en la que trabajemos. Sin embargo algunas que todos deberíamos desarrollar son: Liderazgo, comunicación asertiva, pensamiento crítico y analítico , manejo del tiempo, trabajo en equipo e innovación”*

Both participants were asked about the most useful soft skills for their professional and academic lives. For the first participant, the most important is time management and critical thinking. The second participant names a bigger number of skills citing assertive communication, critical thinking, problem solving, patience, and time management *“me ayudan principalmente para poder dar solución a diversos problemas y a poder interrelacionarme con mi entorno” .*

When asked about the Soft Skills that they need to work on the most, once cited active listening as it makes them a more emphatic person *“... porque siempre será más fácil buscar ser escuchados en nuestras ideas y opiniones, pero escuchar a los demás nos nutre y enseña, saber escuchar opiniones distintas desarrolla una capacidad de aprendizaje y nos convierte en una persona empática y con excelentes relaciones interpersonales”* while the other mentioned leadership, emotional intelligence, taking the initiative and innovation *“...son algunas de las habilidades en las que no siento que soy fuerte y considero que son importantes para la vida profesional y no profesional”.*

Both students agreed that soft skills are not only useful for their academic and professional life as they claimed that there were useful for life in general, One participant claimed that *“Las habilidades blandas se ven y deben ser aplicadas en todos los aspectos de la*

*vida: de nada sirve ser el mejor profesional o ser el que más conocimiento tiene si no se es capaz de compartirlo y replicarlo con los demás mediante las relaciones interpersonales. O también el liderazgo efectivo se debe aplicar en cualquier aspecto: no solo el laboral sino también en aspectos personales: con el grupo de amigos, familia, sociedad en general”* while the other said that *“Las habilidades blandas las podemos aplicar en todo tipo de escenarios de nuestra vida, y son esenciales para nuestro desarrollo como personas”*

When inquired about the soft skills required in their academic and professional lives the first participant cited leadership as they had a job where they had to delegate responsibilities *“fui lifeguard en un país de habla inglesa y requerí delegar tareas a otras personas que no hablaban español, allí fue donde el liderazgo se convirtió en algo súper importante para poder hablar con autoridad pero también con empatía y hacerme entender de los demás”* while the second participant mentioned listening, patience, analytic thinking and perseverance when learning English in their academic career *“El inglés siempre me ha gustado mucho, por ende se me han facilitado un poco”*.

The last two questions were of students thinking it would be beneficial for themselves and the Industrial Engineering population to practice their soft skills through a workshop. Both said yes. One said that it would give space for a cultural exchange with people from other countries *“Súper beneficioso, además porque daría lugar al intercambio cultural y de habilidades con personas de otros países o con otras maneras de ver la vida.”* while the other said that these abilities help with personal development and learning a new language *“Creo que sí sería beneficioso hacerlo, ya que estas habilidades nos ayudan en nuestro desarrollo personal y eso puede estar directamente relacionado con el aprendizaje de una nueva lengua ... definitivamente, es una idea diferente que puede traer buenos resultados”*

### 3.2 Stage 2: Designing the Syllabus and Materials

Having all of the information for the needs analysis, it became clear that we could start designing the syllabus for our workshop. This took place from October 25 until November 6. Professor Luz Prada solved some doubts we had regarding the final report, however, there were some details we had to ask Professor Juan Reyes for, as they were generalities that the EEIE's director had to check and confirm. We sent an email to him, to which he replied the next day. He confirmed that they could only certify the hours of class that students took at the building and not those of independent work. He also promised to send a syllabus template from their School so that we could edit it and keep the same format. Lastly, he asked us to do two versions of the syllabus, one in English and one in Spanish, but the material in English. This, in the case that, in the future, the workshop could be taught following the materials we designed. Taking into account the responses from the survey we decided on the hours per week and the length of the workshop.

The only two requisites were to have an A2 level of English and to be an active student of the Industrial Engineering program. The justification for the syllabus was similar to the one of this paper, the need for Industrial Engineers to improve their Soft Skills and communicate better in a work-related environment. The general competencies that we wanted students to achieve were first the usage of assertive communication strategies in English to communicate ideas, needs and wants in an effective way in both their personal lives and on their jobs, and second that they could handle communicative challenges related to the use of the English language in order to favor linguistic exchange in diverse work environments.

The workshop was decided to be 20 hours long divided into 10 2-hour sessions. For this, we did an initial outline, which was divided into 4 modules. Module 1 was "Communication skills" which encompassed assertive communication, dealing with challenging conversation, and

non-verbal communication. Module 2 “Developing collaborative communication skills” centered around teamwork, from communicating needs and solving problems to adapting our communication for different audiences. Module 3 “Verbal communication in the workplace” centered on the use of the language and what challenges people may face. Finally, module 4 “written communication in the workplace” was similar to module 3 but this time about non-verbal communication. This was emailed to Professor Juan Reyes and, after reviewing the document, he recommended that we delete some topics as it would be too much for 20 hours.

Our main strategy with this workshop was to have an active methodology in which students would want to pay attention and participate as they feel they are the main focus of the class. To do this, we proposed to study real-life cases that could exemplify things that they can find in their workplace. We proposed to use cooperative learning so that students would help each other, learn by working in teams, and give feedback to their classmates. As the last part of the active methodology, we had the use of roleplay so students could recreate real-life situations. Our other strategies consisted of reading relevant texts, use of technological tools, composition of digital tests, and the use of Project Based Learning (PBL). Project based learning was thought of as a way of making students feel not only committed to learning but also so they could do something with the meaning that we would be giving them that would help their community.

One of the main goals of the workshop was for students to communicate their ideas assertively in English with simple exchanges in the work context. As these students would have an A2 level of English, we wanted them to master simple, yet challenging, communicative situations. The moments of assessment would be constant throughout the workshop. They would not be quantitative but rather qualitative as ultimately the course would be certificated by the EEIE to students who assisted and participated in 80% of the classes. The methods of assessment

proposed consisted of presentations, activities, the final PBL project, analyzing and solving cases, participation and auto evaluation.

On November 7, the two of us held a meeting with Professor Luz Prada to show her what we had developed in the time given to us. After careful examination, she recommended changing some stylistic decisions made while writing and, mainly, to change the way that we had divided our sessions as she considered that we were including too many topics and we would not be able to encompass all of these in more than a superficial way. Per her recommendation, we still kept the four modules but decided to focus only on certain topics while others were deleted. The topic deleted was planning and receiving reports as we felt that this would need multiple classes and the duration of the workshop did not permit it. After making these alterations to our syllabus, we were ready to present it to Professor Reyes and Director Torres and so, on November 9th we held a meeting to present our plan of action. As the director had limited time, we presented the main points of our workshop to her and we sent the complete document to professor Reyes so he could send us detailed feedback on the syllabus. At this meeting it was officially confirmed that the workshop was to last a total of 20 hours and that our students would get a certificate of participation.

After the meeting, we got the feedback from Professor Torres. We made corrections regarding the competencies that we had set for students at the end of the workshop, shortening them and re-writing them, and sent the document back to get revised. From November 10 to November 12, we went back and forth with the number of participants that the workshop would allow and we ended up deciding that it would have a maximum of 30 participants to account for the ones who would drop out in the process.

On November 15 we had a meeting with the Industrial Engineering staff in which we got to meet the Secretary of the school. We went to Laboratorio Galea, a place that would serve as our classroom for the 10 weeks of the workshop. We got to know Silvia, one of the people in charge of the space and we could see the materials that we would have to work with. Laboratorio Galea is a very complete space that has a video beam, computer, speakers, comfortable chairs, big tables, controls to move the things being presented, and a backroom full of materials that were at our disposal like construction paper, markers, pencils, pens, post-its and such.

On November 16th, the poster for our workshop (see figure 14) was published and enrollment started. For this, we created another Google Form (see Appendix D) in which students sent their personal information and could select which workshop they wanted to attend. On November 21st we had gathered 34 answers but 32 actual people as two participants accidentally registered their information twice. Of this total number of people, 20 wanted to participate in our A2 workshop, and 12 registered for the B1+ workshop.

**Figure 14**

*Workshop Poster*





### **3.3 Stage 3: Implementing the Workshop**

#### **3.3.1 Session 1**

Now that the enrollment process was active, we had to start creating the lesson plans that were going to be used for our classes. We started planning lesson 1 (see Appendix E) on November 19 so that we could have enough time to get feedback from our Director Prada on November 22. After we had the feedback from the professor, we made the necessary corrections to have a well-structured class. We decided to create a Whatsapp group before starting so that we could have direct and instant communication with students. After creating the group, we sent a message to students inviting them to their first class. This lesson carried out on November 23 centered around the basics of communication skills.

We planned for students to introduce themselves by saying their name, the semester they were currently on, and something interesting about themselves (hobbies or fun facts). After this, we provided a worksheet to play the game “Find someone who” in which there were sentences like “find someone who has blue eyes”, the idea was that they would find a person in the classroom who had said attribute. We wanted to do this as an ice-breaker so students could get to talk to each other and learn their classmates’ names. In this particular lesson, we had five attendants, with three more excusing themselves for that session.

After introductions were done, we presented the syllabus of the course and we distributed consent forms (see Appendix F), so students could accept to be photographed and filmed for academic purposes. We started introducing the topic by asking students what they knew about Soft Skills and sharing their knowledge on a Padlet. It was very satisfactory to see that students had plenty of knowledge about the topic, and that they were able to share it in English, immediately after we complemented the information provided by the students with definitions.

The second topic of the class, miscommunication, was introduced by providing a video and a worksheet with questions about it. The last topic of the class was communication styles, where we got to present the definitions but did not get enough time to do the activity planned with it, so we left it as homework. We also asked students to participate in a Padlet where they could leave their opinion anonymously. We left the session very pleased with the outcome. Despite some students being shy, because it was the first class, they responded very well to the activities and participated willingly. There were some words in English that were unknown to them but they asked for their translation instead of remaining quiet. We decided that for the next class, we would plan fewer activities so we could have time to develop all of them. The Padlet got three answers, all of them positive. One student praised us as teachers, they claimed to feel seen and heard by us, and two students liked that we used anecdotes to connect the theory with real-life examples. Two participants highlighted the methodology of the class, and one liked that Spanish was not abandoned altogether but it was rather used as a tool to help them communicate and understand.

### ***3.3.1 Session 2***

Once again, we started doing the lesson plan for this session (see appendix G) beforehand so that teacher Luz could review our work and could help us improve the activities we planned. As with every session, on November 30th we had a warm-up activity that was connected to the topic of the Workshop. In this case, with the nine assistants to the session, we played Telephone, a game where you can notice miscommunications happening very easily. We reviewed the homework from the previous session to check students' answers and most of them were correct, which meant they had fully grasped the explanation given. To continue with the topic of the previous lesson and the homework, we provided a worksheet called "Communication style test".

On this worksheet, students would be presented with some situations in which they would have to choose an answer from A to D related to how they behave, their traits, or what they would do if they found themselves in the situation described in the worksheet.

One example is statement number one “my friends would call me” to which the answers were A. Shy, B. Loud, C. Sarcastic or D. Confident. We also asked how they would act if they “walk into a crowded room” would they A. Hide their face, B. Would not mind pushing their way through the crowd, C. May push somebody that was on their way, or D. Smile and say hi. We were very emphatic with our students that there were no right or wrong answers because we just wanted to know their current communication style. We encouraged them to not change their answer for another that made them look better. At the end, students would get their most prominent communication style by calculating which letter they got most often. Each letter represented a different communication style so the idea was that they would know their starting point. After each student shared their communication style, teachers introduced the topic of dealing with challenging conversations. First, we asked students which strategies they used when they were confronted when in a difficult communicative situation. We motivated them to share their strategies with real-life examples so as to understand each other better. We complemented students' strategies with our own by presenting slides.

We asked students to organize themselves into groups of two and one of three and gave them a worksheet which had an empty comic strip format. We presented the challenging situations in the workplace and let students choose which one they wanted. The options were 1. Asking for a pay increase, 2. Being micromanaged, 3. Receiving a disappointing performance review and 4. Having to work with a weak coworker. To make the exercise easier, we provided further explanation of what these situations meant with these situations, students had to make a

comic of how this situation will develop in real-time and how it would be solved using the strategies previously discussed.

After the comic was made, students would have to act out the situation they created, we made clear that they did not need to recite the situation word-for-word and we encouraged them to improvise while keeping the situation and the solution, this was done so they would not get confused when trying to recite. At the end of the class, we did a short recap of all of the topics of the lesson and we gave students a small task of telling us how they felt in a Padlet. How they felt in the lesson, what they liked and what could be improved. Additionally, they were asked to bring a short definition of the term non-verbal communication in simple words.

We consider this class to be a success as we felt that students found what communication style they had interesting and they had a good time while using the strategies that we provided to solve the situations that we gave them. We expected them to find it challenging to not only make a comic but also to role-play because the students have an A2 level and their vocabulary could be limited. Despite this, the students tried their absolute best to convey what they wanted.

We encouraged the usage of English in the classroom but if they did not know the English word, we told them to say it in Spanish and we would give them the translation. This was very useful for the group as it helped to make sure that communication would not get stopped and would just flow. Lastly, we liked getting students to stand up from their seats in order to work together as we saw that they enjoyed it too. As in the previous lesson, we provided a Padlet and the results were positive too. Students liked that the activities were different and that the class did not feel long. One student said that they would like for the class to be all in English but they understood that it was necessary for certain situations.

### 3.3.3 Session 3

In session number three's lesson plan (see Appendix H) we decided to do a different type of warm-up activity. For this class, carried out on December 7th, students had to remember a sequence of claps made by the teacher. According to the number of claps, they would have to perform an action between standing up, hopping in one place, rubbing their belly, doing a 360° turn, or patting their head. On this occasion, we decided to give out a big chocolate bar so that students would feel more motivated to give their best effort to the activity. Even though we had a big price, we also wanted to give the other five students a smaller chocolate bar so that they would know that we also appreciated their efforts although they did not win.

The first thing to do for the class after the warm-up activity was to revise the homework left from the previous class, which was defining nonverbal communication in their own words. Students had very similar explanations that centered around body language, the tone you use, and how you look at someone. After the revision of the homework, a video called "Paralanguage examples" was played to introduce the topic. After the video was played, students were asked the question "what words are mentioned when talking about paralinguistics". On the blackboard, we drew a table and wrote all of the words that students remembered. We decided to play the video twice and on the second time, we stopped after every sentence so students could double-check if they understood everything. We encouraged them to ask if they saw words or concepts that they were not familiar with. To continue with the topic, we presented slides with the exact definition of non-verbal communication with a focus on paralanguage.

To exemplify our definition, we decided to play a video called "Guess the Disney character". The video played short audio clips of a Disney character speaking and students would need to choose the right one. The point of this exercise was to show that you could get a lot of information from somebody's speech, besides what they're saying like their gender and their age.

To continue with the explanation, we also created a game with Emojis in which we had different phrases like “you’re getting fired” and accompanying it were four emojis. For that specific phrase, we had a laughing emoji, a crying emoji, an angry emoji, and a kissy face emoji. We did this to show how an expression’s reception can depend on how it is delivered.

For us, it is very important to remind students that if they are going to work for an international company, they are going to find people from all around the world who have different cultures and expressions. We wanted them to know that even though some gestures or ways of speaking are very familiar to them and they understand their meaning, in other cultures they either do not exist or have a different meaning. To exemplify this, we played the video “gestures around the world” so they could get to know some gestures used by other cultures and even see how some of the gestures that they use daily mean different things in other places.

Another activity was called “We have to move now!”, where students had to say the sentence “We have to move now!” with different moods and different motivations behind saying the sentence. For example, a person would have to say the sentence because they were feeling guilty or because they did something to the place that they were in and they were the cause that they had to leave or they had secret evil intentions in wanting everybody to leave. While the student was speaking, the others had to guess what was the secret intention behind having to leave as only the teachers and the participating student knew.

As the last activity of the class, students brainstormed about challenging situations in the workplace related to the topic of the workshop, communication. They could include topics or situations that we had already talked about or others that we had not and they would like to talk about. This brainstorming was made so students could select a topic that they would like to work

on and make it the main focus of their PBL project, it was decided that this project was to be made in groups of two.

#### ***3.3.4 Session 4***

Session 4 was planned (See appendix I) to happen on December 14, our last session of the year, as we would start the holiday break on December 16. The session started Module number 2, which focused on developing communication skills as a team. For this session's warm-up activity, we decided to play a game of "List the most words". In this game, students were to make two groups of 3 and they would go to the board to write as many words related to a word that we would give them. For the first round, we had the word "food" and they were to write words related to it like "hamburger", "pizza", "rice", "juice" and so forth. The time limit was one minute and the rules were that each word written would be worth one point, if there was a longer word, we would give an extra point and if they managed to write more than 15 words they would get an additional three points. We ended up having three rounds, the first one about food, the second one about Industrial Engineering, and the third one about communication. We used the last round to help us know what knowledge students remembered. We thought it would be nice to bring students cookies for their participation and as an early Christmas gift since we always wanted to build a good relationship with our students.

This session focused mainly on communicating ideas in English. To start, we wanted to contextualize the topic by talking about Sofia Vergara's Modern Family phrase. Here, Gloria tries to explain that she cannot communicate her ideas in English as well as in Spanish. We explained that she said this after she wanted to communicate something in English but it was not as good as what she was thinking in Spanish and asked students if they had ever felt like that. All of them said yes and we proceeded to pose the question "What would you do if you come up with a great

idea but you have to communicate it to all of your coworkers in English?”. To answer the question, students wrote down their plan of action and immediately after they gave their paper to another classmate for them to write what they thought of their approach to the situation, whether they agreed or would prefer to do it differently.

To get everybody to participate, we wrote students' names on a spinning wheel website. When a student's name was picked, they would have to present their strategy and say why they chose it. Next, the classmate that had commented would talk too and would explain their opinion. After everybody had spoken, we presented the steps that we suggest to make ourselves understood in a situation where English is their second language and they do not know how to begin sharing their opinion. The steps given for this were first to prepare what they wanted to say, second to keep it simple, third to use visuals if possible, and fourth, to just bite the bullet. In situations where we thought that students might not have understood what certain expressions meant, we tried to make them clear. We first started asking if they did or they did not know the expression and if not, we would proceed to explain and use the expression in different sentences so students could fully grasp its meaning.

Besides giving students strategies to communicate, we gave them useful language for introducing their ideas in a polite and understandable way. To put everything learned into practice we prepared an activity in which we presented students with two situations that would serve as writing prompts. The first situation was “A group of people at work are trying to think of ways to carry out a process more efficiently, they don’t seem to be coming up with anything that could make a real difference. Politely jump in and share your great idea”. The second one was “A discussion is going on about the best ways to improve English. Jump in and let them know your best ideas”. Students had to choose one of the two prompts and write a story on how



they would approach the situations using the steps previously explained and the useful language given. All of the students got to pass to the blackboard and give their ideas.

Finally, students played “Finish the story”, a game in which they were given a sentence and they would have to continue the story with another sentence that made sense paired with the last one. The idea was for them to communicate their ideas and to be able to work with their peers. At the end of the class, we continued developing the PBL project by talking about how they could make the driving question for their project. We made it clear that it must have a question word, the student role, the verb, the location, and the topic or goal. We presented some examples of sentences that are driving questions and others that are not. As this was the last class of the year, we expected them to bring their PBL driving questions after the break.

For sessions 3 and 4 we made a single Padlet asking for students’ opinions. We had three responses and, thankfully, they were all positive. Students said that they liked the activities presented and that we were very attentive to their needs. One student said that they feel that they are going to use this in the future when they're working. To finish, one student said that they would like to have a karaoke session and another one would like to do a play.

### ***3.3.5 Session 5***

After the Christmas break, we went back to class on January 11. Before the class formally started, we asked our students what they did over their holiday break. We asked them where they stayed and who they stayed with and if they had done anything interesting. For this session, we planned (see appendix J) the warm-up activity to be flash art. In this activity, we said a sentence to students and they had to make a drawing that represented the sentence. The first two sentences were easy as it was “there were many cars or stuck in traffic due to the rain” and “a mother and a daughter are baking cupcakes”. However, for the third sentence, we had the verb “chase” which

we were certain that students were unfamiliar with and we wanted to know how students would represent this new word. The sentence was “there is a man running in a park, he's being chased by a dog”. What we wanted students to do with the drawings was show them to their classmates and they would have to choose who made the best drawing. After three rounds we had a winner and she got a candy prize.

After the warm-up, we decided to ask students about their driving questions that were left as homework before the break. The students who had done their driving question shared it and had many different courses of action possible. The others still had some questions about the driving question and had not developed their question fully. We got to review how to make the driving question again and asked our students to bring the question again for session 6. To start with the topic of this lesson, “Overcoming Language Barriers”, we gave students a short definition of what a language barrier is and we asked them to think of why these barriers occur based on their own experiences. Their ideas were shared on the board and we complimented what the students said with what other common reasons and played Youtube videos that exemplified these problems.

As students mentioned a barrier happens when people talk too fast or too slow, we showed a video of a Cattle auction, in which people talk exceptionally fast. Students mentioned using a word in English that looks similar to Spanish thinking it has the same meaning. We mentioned the most common ones like “fabric” meaning “*tela*” instead of “*fábrica*” and we played a video about English-Spanish false friends.

We provided a list of strategies to overcome these language barriers that centered around trying to be certain of what the other person said and to ask and confirm meanings to see if they understood correctly or not in order to not make mistakes at work because of miscommunication.

To practice this we decided to make an activity in which students would have to explain something in Two different ways, as it was one of the strategies to overcome barriers. They had to explain what “socks”, “glasses” and “a christmas tree” were twice.

As a second activity we tried to make them guess the meaning of certain idioms like “it's raining cats and dogs” or “the lights are on but nobody's home”. The last activity was similar as we had regular sentences with one informal word like “ain't” or “scrumptious” to guess the meaning of the word. They could ask questions like putting the words in other sentences or directly explaining them.

Lastly, it was important to remind students that the kind of speech that they use greatly depends on who they are speaking with and that they sometimes have to change the words they use and their degree of formality if they want to address a person.

For this session, we had a padlet in which students could leave their opinions about the class. After some days, we got three opinions. One student said that they could really notice that we liked giving the class, they liked that we were very attentive to detail and always concerned with their learning. Another student said that the classes were so entertaining that they had a really good time with us and that they didn't feel the pressure they feel in their other classes. Our last participants said that they liked the class a lot and that they felt that they were learning things that they had never learned before in their regular English courses.

### ***3.3.6 Change in verbal tense***

From this point onward, the verbal tense of the lessons presented will change. At the time of submitting this paper, sessions 6 through 10 have not been conducted as the workshop is set to end on February 15th. What we present hereafter are solely the activities found in the lesson plans without students' participation or opinions.

### **3.3.7 Session 6**

With this session we start Module 3, which centers around verbal communication in the workplace. This session will be held on January 18th (See appendix K) and will start with a warm-up activity called “Memory Test” in which teachers will read a list of words like “dream”, “sleep”, “night”, and “mattress. Students have to try to memorize these words to recite them after, meanwhile, teachers start talking about a completely different topic in an attempt to distract them and make them forget the words. As soon as teachers are done speaking, each participant has to write down as many words as they can remember and the students who remember the most words get a prize. At the end of the activity, teachers will make the connection between what they just did and how short our attention span can be. We will remind them to always listen to people actively and to try to remember what people said even if they start talking about something else.

To start with the topic of Assertive Communications teachers will give balloons to students for them to write in them what characteristics they think an assertive communicator has. They will pass these balloons around so other students can see what they wrote. As with previous sessions, teachers will collect and write all of the students' opinions on the board. After the balloon activity is over, teachers will give examples of how to be assertive in English without seeming rude or aggressive, all of this information will be summarized with an image that will be shared with students.

To test students' knowledge, teachers will distribute Worksheet #1 which contains a list of situations that they will have to classify as assertive or not assertive. As a second activity of the worksheet, students will have to solve some situations using the “I” sentences. They will read these answers out loud and their classmates will say if they thought that their solution was assertive enough. To continue with the PBL project, we are going to work on the creation of the

goal. Teachers will give them the language and structure needed to facilitate its creation, all of this will be done in the classroom with the intention of helping students create the goal, with the teachers help, for it to be done by the end of the class. To close the class, students will be asked to say some of the things that they learned and they will be asked to fill out a Mentimeter which will be used to collect their opinions on the session.

### ***3.3.8 Session 7***

Session number 7, which will be held on January 25th, centers around being able to overcome the challenges of using a second language (see appendix L). For this session's warm-up activity, we will play the game "Where did communication go wrong?". It is a game similar to Telephone that consists of students getting to the front of the classroom and forming a line facing each other's back, the last person on the line is going to get a piece of paper with a sentence on it and they will have to act the sentence to the next student, this second person will perform the action to the third and so forth until the last student is reached. The last student will interpret the message that they got and they will check if the message went through correctly or not. The sentences for this activity will be "I rode a bike and fell", "I was walking with my friends when I lost my phone", and "I was doing my English homework when the dog ate it". The point of this activity is to show that you can transmit a message but it can get misinterpreted by another person, and this misinterpretation can lead to the message changing completely when it goes through multiple people.

For this class, students are going to practice their English knowledge through different exercises that aim to help them improve their communication skills. By doing these activities, students will also get to recognize the specific things that they have difficulties with in English. We will assess all of their skills by applying listening tests, reading tests, writing tests, and

speaking tests. These tests will not be regular ones as we want students to not feel pressured while they do them. Students will be handed a piece of paper containing a scale from 1 to 4 in which they will rate their performance on each skill.

Having students' answers, teachers will share the most common challenges that people face when learning English. This, to show students that they are not alone in their struggles and for every challenge encountered, we will share a solution. We will ask students what has been the most difficult aspect of learning, what is the most difficult skill for them, how have they been trying to overcome this challenge, and if that strategy is different from the ones that we gave.

As part of another activity, students will read sentences with words that are written the same but pronounced differently as the verb "read" in the present and in the past, they will guess the correct pronunciation according to the context given. To encourage students' verbal skills, we will have tongue twisters and with the aid of the web page LyricsTraining we will practice their listening and writing skills. Students will have to listen to a song and fill in the spaces with missing vocabulary. As a final activity they will choose from a deck of speaking cards a topic and they will have to talk about it for a whole minute. In the last minutes of the session, students will be asked what they found the most interesting about the class and if they could describe the workshop in a few words.

### ***3.3.9 Session 8***

This session, which will be held on February 1st, will focus on verbal communication while looking for a job (see appendix M). For this session's warm up, we will play "End of the word, beginning of the next" in which teachers will say a word out loud like "horse" and the first student will have to say a word that starts with the final letter of the word, in this case, "E". The round will go multiple times until 7 minutes are up or a student cannot come up with a word.

To begin with the topic of job interviews, students will be asked if they have had experience with them, how they felt, and how they approached this situation. We will present a video showing an example of a job interview and students will be asked to identify the key vocabulary used, and the actions performed by both the interviewer and the interviewee. Teachers will share a technique called STAR which stands for Situation, Task, Action and Result. This method could prove useful for students in their job interviews. Additionally, they will provide students with tips and useful language to succeed at interviews. Students will practice by doing an interview role-play in which one will be the interviewer and the other the interviewee. Teachers will provide the Interviewer with a set of common questions that are asked on a job interview and the interviewee will have to answer them.

To continue with the PBL project, students will begin to do research on their topic. Teachers will provide tools to find data related to their theme subject and students will have time in the class to begin their search. At the end of the class, students will be asked what their main takeaway from the class is and which strategy they liked the most. They will also be asked to write on a paper their thoughts about the lesson.

### ***3.3.10 Session 9***

Session 9, which is planned to happen on February 8th, focuses on assertive communication in writing (see appendix N). As a warm up activity, we will have the game “Two truths and a lie” in which students will present 3 facts about themselves and one of them has to be false. The goal of the listeners is to guess which one of the statements is false. Students can use their knowledge of paralinguistics to discover the lie.

To start with the topic of the class, students will write on a Mentimeter five different forms of written communication that they encountered during the week, these answers will be

displayed on the board and students will give more information about these. Teachers will display the characteristics of effective written communication with a focus on simple structures like emails and chats as the students' level is basic and they might have trouble writing more extensive texts. Teachers will go through the basics of writing an email in English. We expect this to be easy as emails are mostly written with the same structures in English and Spanish. We will also provide a list of useful words when writing an email.

Students will be given a worksheet that contains an email that is not in order, students' job is to arrange it so that it makes sense according to what was previously presented. After they're done, students will read their emails out loud and if there are any mistakes the parts of the email will be reviewed again. To further consolidate this knowledge, teachers will give students a specific work situation that they will have to write an email about. Once again, students will read their emails out loud. As emails are not the only form of communication found at the workplace, we will also focus on writing chats. Students will learn some abbreviations commonly used and they will be given a worksheet similar to the last one in which they will have to organize a conversation that happens through chat.

As in previous sessions, students will be asked to talk about the main ideas of the class and say what they found the most useful. Teachers will ask students to leave their opinions of the class on a Padlet.

### ***3.3.11. Session 10***

The last lesson of the workshop will be held on February 15th (see appendix O). As with every other class, we will start with a warm-up activity, in this case "Top 5 quiz". The activity consists of writing the most common answers when asked about a topic. So if students are asked to write the top 5 of pets and they give answers like "dog" and "cat" they will get a higher



amount of points than if they write “tiger” or “shark”. The student who gets the majority of questions right gets a prize.

This class will center around students’ PBL projects as they will present their plan of actions. Students will present their driving question, objectives, the planned outcome and the outcome itself which can be an infographic, a presentation, a manual or any other possibility they come up with. They will have a wide array of possibilities to present their topic. While the presenters speak, the other students will pay attention and, at the end, they will ask a question related to the project.

When all presentations end, students will assess their own performance, they will talk about how they felt in the workshop and what is their takeaway from the experience.

#### **4. Chapter 3: Assessment and Conclusions of the Practice**

From the moment that we decided to work with this modality, we felt very excited as we knew that whichever company, we did our practice with, would allow us to implement all the learning acquired throughout the nine semesters that we have been a part of the Foreign Languages program and the dozens of subjects taken through the years. The School of Industrial and Business Studies at UIS believed in us and gave us the opportunity to propose our ideas and to demonstrate that they were feasible and would have a positive impact on their students. The outcome of this project is something that we are immensely proud of, we worked tirelessly to deliver a project that we knew the school would consider valuable and that students would like.

So far, this workshop has taught us many different things. In the first place, it has been a mutual learning experience for both the participants of our project and ourselves as they could both practice and improve their existing English skills in a context different from the usual ones, such as English courses or the English subject taught at the university. The learning obtained in this workshop is most certainly going to give our students an advantage over other graduates who have not had English training in Soft Skills. As the literature shows, employers require well-rounded employees who have both technical knowledge in their field and soft skills that complement these. The students who attended the workshop had the opportunity to study and develop or improve an assertive communication style and teamwork skills.

In addition, the students were not only preparing themselves to improve their soft skills, but they were also doing it in a second language, which is certainly a big challenge. In the classes we could see that they were very interested in learning about the language as they asked questions regarding unknown vocabulary, pronunciation of words that were unfamiliar to them and even asked for constant feedback from us at the end of each exercise done in class.

This workshop has been a learning experience for us too as we had the opportunity to instruct a different population than the one that we are accustomed to. Usually, we teach kids and teenagers, thus teaching adults was a valuable and new experience for us that helped us to get out of our comfort zone. This has certainly broadened our knowledge of teaching, and made us remember that we need to be constantly learning new strategies to work effectively with all kinds of populations. We feel that we are much better teachers than we were before and we are very pleased to have been able to approach another age group successfully.

Our participants have demonstrated a high level of commitment to the workshop as they enrolled willingly, without any external pressure because they found the knowledge valuable for their professional careers. These students always showed respect for the classes and were willing to learn by participating actively, arriving on time, coming to the lessons, doing all the tasks, asking for feedback, and posing questions for us. We have been pleased to carry out different lessons while incorporating PBL, a learner-centered approach, which has opened the doors for students to think of the needs of their community and how they can help to fix them. So far, their projects look promising. Since these students have a basic English level, we have been implementing scaffolding with them throughout all lessons. In every one of them, we have, and will continue to, make them active participants. We have also guided students into their own learning path by giving them the necessary tools to complete the activities without telling them the answers. For instance, we have always provided them with useful language when we know that they might lack this vocabulary or with real life examples that will help them to better contextualize the terminology learned.

Students' opinions concerning the workshop have been of uttermost importance to us. We have always wanted to know their thoughts and feelings so that we can continue to improve the

workshop. We made sure to ask students for feedback at the end of the lessons and to give them the opportunity to come to us if there was something that could be changed to make the classes better. Through this exercise it has been possible to reflect upon our own teaching practices. We were amazed by how positive the comments have been, students think highly of us and enjoy our classes, they notice the effort that we make and they do not hesitate to tell us that we are doing a good job. When we have had suggestions, we have been sure of implementing them as students know how they learn the best. We truly hope to continue making students feel comfortable and seen in the classroom. It was wonderful to see that we could make fun and entertaining classes and students would not only like them but would learn the same if not more from it than from a traditional class-structure.

As a result of this *Práctica Empresarial*, we leave all of the material created to the workshop at the disposition of the EEIE for future use if they wish so. We will share the complete Google Drive folder with the syllabus of the workshop that contains the necessary information to fully grasp the intention of the project, the detailed lesson plan for each individual class with the materials used linked, the worksheets and slides required to carry out the lesson, the literature used for making the project possible, the needs analysis conducted and applied to more than 200 students, the field diary and its template, and the consent form. Everything created especially for the school's and Industrial Engineering students' needs.

As a recommendation, we think it would be very useful if the EEIE Studies continue with the implementation of these workshops as according to the needs analysis we carried out there are a great deal of students interested in acquiring this knowledge. It is important to highlight the work that the School has put into encouraging student participation in the workshop as they advertised the workshop through many different channels. We could see that not all of the

students interested could assist the class and that some had to abandon the workshop for an array of different reasons, this is why we consider that it would be very useful for students if the school could continue offering this program in the semesters to come. We also think that this project could expand to other careers who can also benefit from this knowledge with specific focus on their needs.

It is important to highlight that soft skills should not only be encouraged for engineers but that they are important for other professionals as well. We even think that these workshops could be adapted for younger people as it is evident the increasing necessity to have Soft Skills for life in all of its aspects as they can make life easier for the person by, in this case, helping them to have good communication skills and understand other, and to work in a team effectively by valuing others' opinions.

Along with the EEIE, we discussed the possibility of creating a Soft Skills centered elective subject according to the success of this and the B1+ workshop. We hope that this can become a reality as it would be very useful for students since they will have more time to develop other soft skills. In case of being a prosperous idea, it could be executed with the help of other students from the Foreign Languages Bachelor's degree. Lastly, we will encourage our students to share their PBL projects to the directives of the schools so that these projects can become realities and even part of the possible Soft Skills subject.

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## Appendices

### Appendix A. Needs Analysis Questionnaire

# Cuestionario - Estudiantes Ing. Industrial

¡Bienvenido(a)!

Este cuestionario forma parte de una investigación para nuestro Trabajo de Grado en modalidad de Práctica empresarial, dentro del programa de Licenciatura en Lenguas Extranjeras con énfasis en Inglés, el cual pertenece a la Escuela de Idiomas de la Universidad Industrial de Santander (UIS). La investigación es realizada por Andrea Pineda, Daniela Hernández, Lina García y Valentina Rubiano, estudiantes de noveno semestre del programa mencionado, con el apoyo de la directora encargada, la docente Luz Helena Prada.

El propósito de éste cuestionario es obtener información sobre aquellos aspectos clave que ayuden a la identificación y análisis de las necesidades de los estudiantes de Ingeniería Industrial, específicamente en el área de habilidades blandas y su experiencia con el idioma inglés. Es importante recalcar que en éste formulario no hay respuestas correctas o incorrectas.

**Confidencialidad:** Todas sus respuestas serán confidenciales y salvaguardadas por quienes llevamos a cabo la práctica empresarial. Ningún dato o información otorgada serán divulgados al público. Esta información se utilizará únicamente con fines académicos y educativos. Es importante aclarar que su participación es voluntaria; usted tiene derecho a retirarse en cualquier momento.

**Éste cuestionario consta de 29 ítems o preguntas a responder en cinco (5) secciones. Llevará aproximadamente entre 10 minutos.**

Le agradecemos mucho su participación y la información que nos proporcione aquí. Si tiene alguna pregunta o duda que le pueda surgir durante el desarrollo del cuestionario puede ponerse en contacto con nosotras:

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¡Muchas gracias por su participación y tiempo!

**\*Obligatorio**

1. Declaro que he leído y comprendido las condiciones de mi participación en este estudio de investigación. Además, acepto participar voluntariamente en el estudio: \*

*Marca solo un óvalo.*

- ☐ Sí  
☐ No

**Sección de  
preguntas  
demográficas**

Por favor, responda en cada espacio. Recuerde, sus datos personales sólo se utilizarán con fines investigativos.

2. ¿Cuál es su edad? \*

*Marca solo un óvalo.*

- ☐ De 15 a 17 años  
☐ De 18 a 20 años  
☐ De 21 a 29 años  
☐ De 30 a 39 años  
☐ Más de 40

## 3. ¿Con qué género se identifica? \*

*Marca solo un óvalo.*

- ☐ Masculino
- ☐ Femenino
- ☐ Bigénero
- ☐ No binario
- ☐ Prefiero no contestar
- ☐ Otros: \_\_\_\_\_

## 4. ¿En qué semestre de su plan de estudios se encuentra? \*

*Marca solo un óvalo.*

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10

5. ¿Cuántas materias está viendo en este semestre? \*

*Marca solo un óvalo.*

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ Más de 8

6. ¿Cuántas horas \*a la semana\* podría dedicarle a un taller extracurricular? \*

*Marca solo un óvalo.*

- ☐ De 1 a 2 horas
- ☐ De 3 a 4 horas
- ☐ De 4 a 5 horas
- ☐ Más de 5 horas

7. ¿Con qué herramientas cuenta para estudiar? **(Seleccione todas las que apliquen)**

★

*Selecciona todas las opciones que correspondan.*

- ☐ Conexión a internet
- ☐ Computador personal
- ☐ Tablet
- ☐ Celular
- ☐ Datos móviles
- ☐ Auriculares
- ☐ Otros: \_\_\_\_\_

**Sección de  
preguntas  
sobre  
habilidades  
blandas**

Se definen las *habilidades blandas* o *soft skills* como un conjunto de competencias socioemocionales, interpersonales que están íntimamente ligadas a la inteligencia emocional y que constituyen el eje transversal para que una persona logre el éxito laboral y personal (Gardner, 2001). Además, ayudan a hacer frente a exigencias y situaciones desafiantes cotidianas, es decir, que estas le permiten a la persona tomar decisiones, resolver problemas, pensar de manera crítica y creativa, comunicarse de manera efectiva, reconocer las emociones de otros y construir relaciones saludables a nivel físico y emocional (World Health Organization, 2003).

8. Teniendo en cuenta la definición anterior, ¿qué habilidades blandas considera importantes para su futuro profesional? **(Seleccione todas las que apliquen)** \*

*Selecciona todas las opciones que correspondan.*

- ☐ Proactividad
- ☐ Trabajo en equipo
- ☐ Resolución de problemas
- ☐ Organización
- ☐ Adaptabilidad
- ☐ Innovación
- ☐ Ética y responsabilidad social
- ☐ Eficiencia
- ☐ Liderazgo
- ☐ Negociación
- ☐ Habilidades tecnológicas
- ☐ Gestión de personas / proyectos
- ☐ Habilidades analíticas
- ☐ Habilidades de escritura
- ☐ Hablar y presentar en público
- ☐ Colaboración
- ☐ Empatía
- ☐ Gestión de emociones
- ☐ Gestión del estrés
- ☐ Delegar
- ☐ Comunicarse eficazmente
- ☐ Tolerar puntos de vista opuestos
- ☐ Compartir información
- ☐ Otros: \_\_\_\_\_

9. ¿Cuáles de las siguientes habilidades blandas considera usted que debe trabajar <sup>\*</sup> para su crecimiento personal o profesional? **(Seleccione todas las que apliquen)**

*Selecciona todas las opciones que correspondan.*

- ☐ Proactividad
- ☐ Trabajo en equipo
- ☐ Resolución de problemas
- ☐ Organización
- ☐ Adaptabilidad
- ☐ Innovación
- ☐ Ética y responsabilidad social
- ☐ Eficiencia
- ☐ Liderazgo
- ☐ Negociación
- ☐ Habilidades tecnológicas
- ☐ Gestión de personas / proyectos
- ☐ Habilidades analíticas
- ☐ Habilidades de escritura
- ☐ Hablar y presentar en público
- ☐ Colaboración
- ☐ Empatía
- ☐ Gestión de emociones
- ☐ Gestión del estrés
- ☐ Delegar
- ☐ Comunicarse eficazmente
- ☐ Tolerar puntos de vista opuestos
- ☐ Compartir información
- ☐ Otros: \_\_\_\_\_



10. ¿Cree usted que es importante desarrollar aquellas habilidades blandas en algún idioma extranjero, como el inglés? \*

*Marca solo un óvalo.*

- ☐ Sí  
☐ No  
☐ Tal vez

11. ¿Le interesa registrarse a un curso, certificado por la UIS, sobre habilidades blandas que sería impartido en el idioma inglés? \*

*Marca solo un óvalo.*

- ☐ Sí  
☐ No  
☐ Tal vez

12. ¿Cuál de las siguientes habilidades blandas cree usted que son las más desafiantes en el idioma inglés? **(Seleccione todas las que apliquen)**

\*

*Selecciona todas las opciones que correspondan.*

- ☐ Proactividad
- ☐ Trabajo en equipo
- ☐ Resolución de problemas
- ☐ Organización
- ☐ Adaptabilidad
- ☐ Innovación
- ☐ Ética y responsabilidad
- ☐ Eficiencia
- ☐ Liderazgo
- ☐ Negociación
- ☐ Habilidades tecnológicas
- ☐ Gestión de personas / proyectos
- ☐ Habilidades analíticas
- ☐ Habilidades de escritura
- ☐ Hablar y presentar en público
- ☐ Colaboración
- ☐ Empatía
- ☐ Gestión de emociones
- ☐ Gestión del estrés
- ☐ Delegar
- ☐ Comunicarse eficazmente
- ☐ Tolerar puntos de vista opuestos
- ☐ Compartir información
- ☐ Otros: \_\_\_\_\_

13. ¿Cuál de las siguientes habilidades blandas cree usted son con las que más se <sup>\*</sup>siente capacitado en el idioma inglés? **(Seleccione todas las que apliquen)**

*Selecciona todas las opciones que correspondan.*

- ☐ Proactividad
- ☐ Trabajo en equipo
- ☐ Resolución de problemas
- ☐ Organización
- ☐ Adaptabilidad
- ☐ Innovación
- ☐ Ética y responsabilidad social
- ☐ Eficiencia
- ☐ Liderazgo
- ☐ Negociación
- ☐ Habilidades tecnológicas
- ☐ Gestión de personas / proyectos
- ☐ Habilidades analíticas
- ☐ Habilidades de escritura
- ☐ Hablar y presentar en público
- ☐ Colaboración
- ☐ Empatía
- ☐ Gestión de emociones
- ☐ Gestión del estrés
- ☐ Delegar
- ☐ Comunicarse eficazmente
- ☐ Tolerar puntos de vista opuestos
- ☐ Compartir información
- ☐ Otros: \_\_\_\_\_

14. ¿En cuál de las siguientes jornadas cree usted puede realizar el curso de habilidades blandas en inglés? \*

*Selecciona todas las opciones que correspondan.*

☐ Miércoles de 10 a.m. - 12 m.

☐ Viernes de 1 p.m. - 3 p.m.

☐ Viernes de 3 p.m. - 5 p.m.

☐ Otros: \_\_\_\_\_

15. ¿Cuál consideraría usted que es la disponibilidad **semanal** con la que cuenta para dedicarle a dicho programa dentro de los días hábiles (Lunes a Viernes)? \*

*Marca solo un óvalo.*

☐ 0 a 1 hora

☐ 2 a 3 horas

☐ 4 a 5 horas

☐ Otros: \_\_\_\_\_

**Sección de  
preguntas  
sobre su  
experiencia  
con el inglés**

Esta sección permite conocer sus fortalezas y debilidades de la lengua extranjera. Además de identificar su nivel de inglés y las percepciones que tiene frente al idioma.

16. ¿Le gusta el idioma inglés? \*

*Marca solo un óvalo.*

☐ Sí

☐ No

17. ¿Considera que el inglés es importante en su vida laboral o personal? \*

*Marca solo un óvalo.*

- ☐ Sí, lo necesito.  
☐ No, no lo necesito.

18. ¿Ha estado o actualmente se encuentra en un curso de inglés? \*

*Marca solo un óvalo.*

- ☐ Sí, lo estoy.  
☐ Sí, pero me salí.  
☐ Sí, y ya lo terminé.  
☐ No

19. ¿Si en algún momento usted tomó un curso de inglés y no lo terminó, por qué decidió no continuar? Responda las que aplica:

*Selecciona todas las opciones que correspondan.*

- ☐ No me gustó el idioma  
☐ No entendía nada  
☐ No tuve tiempo  
☐ Los temas no tenían un orden definido  
☐ No me alcanzaba el dinero para pagarlo  
☐ Fue poco entretenido, no me generó interés  
☐ Otros: \_\_\_\_\_

20. Sobre el lugar donde ha estudiado, ha aprendido o adquirido conocimiento del inglés ha sido en el: (Seleccionar tantas como apliquen) \*

*Selecciona todas las opciones que correspondan.*

- ☐ Colegio  
☐ Cursos de inglés en institutos  
☐ Universidad  
☐ Exterior  
☐ Autodidacta (por sí mismo)  
☐ Otros: \_\_\_\_\_

21. ¿Cuál considera usted que es su nivel de inglés con respecto a la siguiente escala?

*Marca solo un óvalo.*

- ☐ A1 (Básico)  
☐ A2 (Básico / Pre-intermedio)  
☐ B1 (Intermedio)  
☐ B2 (Intermedio Alto)  
☐ C1 (Avanzado)  
☐ C2 (Avanzado)

22. Se conoce que las certificaciones de inglés "son evaluaciones de carácter internacional que acreditan y demuestran tus conocimientos de 4 habilidades" Ejemplo: Certificado TOEFL, IELTS o Cambridge. Estas certificaciones define el nivel de inglés en el que se encuentra, de acuerdo al Marco Común Europeo de Referencia (MCER) ¿Cuenta usted con una certificación oficial de su nivel de inglés, de acuerdo al Marco Común Europeo de referencia? \*

*Marca solo un óvalo.*

- ☐ Sí  
☐ No

23. Marque según sea el caso. ¿Cómo percibe su desempeño en las siguientes actividades?: \*

*Selecciona todas las opciones que correspondan.*

	Excelente	Bueno	Regular	Bajo
<b>Leer en inglés</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Escribir en inglés</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Escuchar en inglés</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Hablar en inglés</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. Marque el nivel de dificultad le atribuye a cada una de las habilidades del inglés: \*

*Selecciona todas las opciones que correspondan.*

	Muy difícil	Difícil	Neutral	Fácil	Muy fácil
<b>Lectura</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Escritura</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Escucha</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Habla</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. ¿Ha tenido la oportunidad de utilizar el idioma inglés en las materias de carrera de la Ingeniería Industrial? \*

*Marca solo un óvalo.*

- ☐ Sí  
☐ No

26. Si la respuesta anterior fue afirmativa, por favor comente, ¿cómo ha implementado el idioma en las materias de carrera de la Ingeniería Industrial? **(Seleccione todas las que apliquen)**

*Selecciona todas las opciones que correspondan.*

- ☐ Escritura de textos (ensayos, artículos científicos, reportes, correos electrónicos, etc...)  
☐ Exposiciones  
☐ Lectura de textos científicos  
☐ Entrevistas con expertos  
☐ Clase magistral docente en inglés  
☐ Conferencias académicas, congresos, webinars  
☐ Otros: \_\_\_\_\_

27. ¿Tiene planteado usar el inglés en su contexto laboral? \*

*Marca solo un óvalo.*

- ☐ Sí  
☐ No  
☐ Tal vez

**Sección de preguntas sobre su estilo y preferencias de aprendizaje**

**Sección correspondiente a sus preferencias de aprendizaje. Características particulares de cada persona sobre su modo de adquirir información y sus preferencias.**



28. Le gusta trabajar de manera: \*

*Marca solo un óvalo.*

- ☐ Individual
- ☐ Grupal
- ☐ No tengo problema con ninguna de las dos

29. Dentro de un taller de actualización sobre las habilidades blandas en la Ingeniería Industrial ¿qué actividades le gustaría desarrollar? tenga en cuenta que este taller sería impartido en el idioma inglés **(Seleccione todas las que apliquen)** \*

*Selecciona todas las opciones que correspondan.*

- ☐ Debates
- ☐ Trabajo en equipo
- ☐ Presentaciones
- ☐ Juegos didácticos
- ☐ Talleres escritos
- ☐ Simulaciones / Juegos de rol
- ☐ Estudios de caso
- ☐ Otros: \_\_\_\_\_

30. ¿Cuál es el estilo de aprendizaje con el que más se identifica? \*

*Marca solo un óvalo.*

- ☐ Visual [Trata sobre pensar en imágenes y a relacionarlas con ideas y conceptos.]
- ☐ Auditivo [Trata de recordar mejor la información siguiendo y rememorando una explicación oral]
- ☐ Kinestésico [Trata del aprendizaje relacionado a nuestras sensaciones y movimientos.]

**Appendix B.** Interview Questions for Industrial Engineering Graduates**PREGUNTAS EGRESADOS**

1. ¿Qué son para usted las habilidades blandas?
2. Personalmente, ¿cuáles son las habilidades blandas que considera más importantes en la Ingeniería Industrial?
3. ¿Cuáles son las que más le han ayudado en su vida académica / laboral? ¿por qué?
4. ¿Cuáles son las que más considera que personalmente debe trabajar más? ¿por qué?
5. ¿Las habilidades blandas sólo se ven aplicadas en la vida académica o profesional? ¿o cree que también ayudan al crecimiento personal?
6. ¿Qué tipo de habilidades blandas le han sido requeridas en su vida académica / laboral?
7. ¿Ha tenido que poner en práctica sus habilidades blandas en el idioma inglés? ¿cuál ha sido su experiencia?
8. ¿Considera que el poner en práctica sus habilidades blandas en el idioma inglés mediante un taller beneficiaría de alguna manera su vida académica / laboral?
9. ¿Cree que la creación de un taller personalizado sobre habilidades blandas en el idioma inglés sería beneficioso para estudiantes del pregrado de Ingeniería Industrial?

## Appendix C. Syllabus

UNIVERSIDAD INDUSTRIAL DE SANTANDER INGENIERÍA INDUSTRIAL		
NOMBRE DEL TALLER		
TALLER DE HABILIDADES BLANDAS EN INGLÉS PARA INGENIERÍA INDUSTRIAL. NIVEL PRE-INTERMEDIO (A2)		
INTENSIDAD HORARIA		<b>Requisitos:</b> <ul style="list-style-type: none"><li>• Pertenecer al programa de pregrado de Ingeniería Industrial de la Universidad Industrial de Santander.</li><li>• Se sugiere tener nivel A2 de inglés consolidado.</li></ul>
Teórico prácticas (Semanal) 2	Total horas (Taller) 20	
JUSTIFICACIÓN		
<p>El programa de Ingeniería Industrial ofrecido por la Universidad Industrial de Santander (s.f.) contempla, dentro del perfil tanto del estudiante como del egresado, 1) la capacidad de este para comunicarse y relacionarse con los demás; 2) la confianza en sí mismo, la toma de decisiones, el asumir retos; 3) el ser un motivador, consejero y orientador. Estas cualidades son consideradas como habilidades blandas o <i>soft skills</i>, las cuales se enfocan en ayudar a los empleados a ser exitosos en su lugar de trabajo o como lo define Schulz "aquellas características de personalidad y habilidades interpersonales más demandadas por un empleador cuando está buscando personal para ejecutar cualquier tipo de trabajo" (2008). En este orden de ideas, los futuros ingenieros industriales deben estar preparados en este aspecto debido a que se enfrentan a un entorno laboral cambiante y retador, que día a día se centra no solo en la búsqueda de profesionales que cuenten con las habilidades duras o técnicas propias de su área, sino también en las habilidades blandas y la capacidad de desarrollar estas (Puga, 2008). Es decir, para desenvolverse en el mundo postindustrial se necesita mucho más que el conocimiento especializado brindado por la educación superior; las empresas están solicitando profesionales que se desempeñen principalmente en las habilidades blandas tales como la comunicación, el liderazgo, el trabajo en equipo y la organización (Khalid et al., 2014).</p> <p>Partiendo de la idea que el plan de estudios del programa de Ingeniería Industrial tiene una oferta académica que busca la formación integral del ingeniero industrial, se justifica la necesidad de fomentar estrategias que ayuden a desarrollar las habilidades blandas en el futuro egresado. La Escuela de Ingeniería Industrial en conjunto con la Escuela de Idiomas de la Universidad Industrial de Santander trabajan para ofrecer la posibilidad de fomentar el desarrollo de las habilidades blandas a través del uso de la lengua extranjera inglés.</p> <p>En ese orden de ideas, se plantea la creación de un taller cuyo propósito es brindar parte de las herramientas necesarias para comunicarse asertivamente en inglés y prosperar en un ambiente laboral diverso. La combinación de estas habilidades con el inglés se debe a la expansión constante de las compañías y los cambios que han tenido los lugares de trabajo en los últimos años debido a la globalización. En esta era, los proyectos internacionales son cada vez más numerosos y la comunicación y la colaboración intercultural aumentan, sobre todo en la práctica, ahora internacional, de la ingeniería (Riemer, 2007). Por lo tanto, los ingenieros se encuentran con retos que no tenían anteriormente, entre estos está la convivencia con colegas u otros profesionales con los cuales no comparten una lengua materna. Esto puede presentar un desafío no solo en la barrera del lenguaje sino también en lo social, por lo cual es importante trabajar en las habilidades que los ayuden a comunicarse efectivamente en el entorno laboral.</p>		

PROPÓSITO DEL TALLER
<p>El propósito de este taller es brindar al estudiante el conocimiento, las estrategias y el vocabulario necesario para construir, desarrollar y mejorar sus habilidades comunicativas, interpersonales y de presentación. Estas habilidades se desarrollarán en un contexto de lengua extranjera, específicamente inglés, para preparar a los estudiantes con el fin de afrontar estas situaciones en una lengua diferente a la materna. Esto para ayudar a establecer relaciones sólidas con sus compañeros de trabajo basadas en la comunicación asertiva y el afrontar situaciones retadoras en el área de trabajo.</p>
COMPETENCIAS
<p>Las competencias que se buscan que el estudiante desarrolle a través de la asignatura son:</p> <p><b>Genéricas</b></p> <ol style="list-style-type: none"> <li>1. Utiliza estrategias de comunicación asertiva en inglés para comunicar ideas, necesidades y solicitudes de manera efectiva dentro de su contexto laboral y social.</li> <li>2. Sortea adecuadamente los retos comunicativos relacionados con el uso del idioma inglés con el fin de favorecer intercambio lingüísticos en ambientes laborales diversos.</li> </ol> <p><b>Específicas</b></p> <ol style="list-style-type: none"> <li>1. Conoce los distintos tipos de público y adapta el lenguaje a estos para comunicar de manera apropiada ideas y necesidades.</li> <li>2. Comprende el uso del inglés y sus diferentes funciones utilizando un discurso adecuado y expresiones nuevas con el fin de comunicar sus ideas y opiniones de manera efectiva.</li> <li>3. Comprende y produce correos electrónicos y mensajes de texto sencillos en inglés para comunicar efectivamente información relacionada con su contexto laboral.</li> <li>4. Emplea expresiones y estrategias comunicativas en inglés con el fin de intercambiar información básica de manera asertiva dentro de su discurso laboral o social.</li> </ol>
CONTENIDOS
<p><b>1. Módulo: Habilidades de comunicación</b></p> <p><u>Sesión 1: Habilidades blandas y su enfoque a la comunicación</u></p> <ul style="list-style-type: none"> <li>• Habilidades blandas, definición e importancia</li> <li>• ¿Qué es la comunicación?</li> <li>• La importancia de la comunicación asertiva en el contexto laboral diverso</li> </ul> <p><u>Sesión 2: La comunicación desde distintos ángulos</u></p> <ul style="list-style-type: none"> <li>• Manejo de conversaciones sencillas pero retadoras</li> <li>• Cómo ser un comunicador oral efectivo en inglés como lengua extranjera</li> </ul> <p><u>Sesión 3: Diferentes matices dentro de la comunicación no verbal</u></p> <ul style="list-style-type: none"> <li>• Comunicación no verbal: Paralingüística</li> <li>• Lluvia de ideas para identificar problemas de comunicación el trabajo</li> <li>• Identificación de un posible problema de comunicación o en el trabajo</li> </ul> <p><b>2. Módulo: Desarrollando habilidades de comunicación en conjunto</b></p> <p><u>Sesión 4: El trabajo en equipo y la comunicación en lengua extranjera</u></p>

- Estrategias para presentar ideas en inglés de manera sencilla
- Diseño de una pregunta guía hacia un problema en el área laboral

#### Sesión 5: Adecuando mi comunicación

- Solucionando problemas generados por el uso no adecuado del idioma
- Adaptando la comunicación a diferentes públicos

### 3. Módulo: Comunicación verbal en el área de trabajo

#### Sesión 6: Implementando estrategias de comunicación asertiva en inglés

- Usando estrategias sencillas para la comunicación verbal en el área de trabajo
- Expresiones clave para participar en reuniones
- Creación de los objetivos a trabajar en el proyecto final

#### Sesión 7: Superando los retos de la lengua extranjera

- Diferencias entre las expresiones en inglés y en español

#### Sesión 8: Comunicación en la búsqueda de empleo

- Expresiones clave para tener éxito en entrevistas laborales en inglés
- Investigación para resolver la problemática planteada

### 4. Módulo: Comunicación escrita para el área de trabajo

#### Sesión 9: Comunicación asertiva mediante la escritura en inglés

- Usando estrategias clave para la comunicación escrita en el área del trabajo
- Comunicación clara a través de correo electrónico/chat corto

#### Sesión 10: Presentación final

- Presentación del proyecto final - Solución de casos de situaciones problema presentados en el trabajo enfocados en la comunicación

## ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE

Las estrategias utilizadas para el desarrollo del taller se relacionan con la apropiación y aplicación de conocimientos y estrategias de aprendizaje basados en problemas. Estos se orientan por proyectos mediante las siguientes prácticas:

- **Clase basada en Metodologías Activas:** Esta metodología permite que el estudiante sea el eje principal en la enseñanza, de tal manera que tenga un aprendizaje más significativo, todo esto mientras aprende con actividades auténticas que le permitan relacionar su conocimiento previo con nuevas experiencias. Entre estas actividades se encuentran los análisis de casos, el aprendizaje cooperativo, los juegos de roles, entre otras.
  - **Análisis de casos:** Se presentan a los estudiantes situaciones factibles, ya sean reales o ficticias, que representan una circunstancia propia de su contexto laboral. De esta manera, con los conceptos y herramientas adquiridas en el taller, los estudiantes buscan soluciones a estas y las resuelven de manera oportuna. Estos casos pueden ser presentados de manera escrita o audiovisual (Silva y Maturana, 2017).
  - **Aprendizaje Cooperativo:** Este aprendizaje representa una oportunidad para que los estudiantes cumplan con los objetivos propuestos en el taller y maximicen su aprendizaje tomando el conocimiento y experiencias que los demás compañeros puedan brindar. Por esa razón, algunos momentos del taller serán llevados a cabo mediante trabajos en grupo.
  - **Juegos de roles:** Implementando esta actividad los estudiantes se verán inmersos usando simulaciones en situaciones similares a las de sus entornos de trabajo. Esto ayuda a que el estudiante centre su atención en las

habilidades comunicativas que debe usar mientras ejecuta la actividad.

- **Lectura de textos:** El conocimiento se construye a partir de la lectura, por lo que los estudiantes tendrán la posibilidad de leer y comprender diferentes tipos de textos cortos en una lengua diferente a la materna. Como consecuencia, esto les ayudará a adquirir vocabulario y expresiones que son útiles para sus interacciones en el área laboral.
- **Aplicación de las herramientas TIC:** Con la ayuda de las Tecnologías de Información y Comunicación, la clase será mucho más dinámica ya que permite el uso de recursos como los videos, presentaciones, podcasts, juegos, etc. También complementa a las demás metodologías aplicadas en clase, y permite el trabajo autónomo del estudiante.
- **Composición de textos digitales (chats, correos electrónicos):** A partir de la lectura de textos, los estudiantes adquieren las habilidades y herramientas necesarias para desarrollar estos por cuenta propia, necesarios para llevar a cabo una comunicación efectiva en el entorno laboral, necesarios para superar las barreras que pueden presentarse en la comunicación inglés español.
- **Aprendizaje Basado en Proyectos (PBL):** Mediante el desarrollo paso a paso de un proyecto, los estudiantes tendrán la oportunidad de adquirir sus propias capacidades. Esto debido a que gestionan problemas reales de su entorno mientras trabajan cooperativamente

#### SISTEMA DE EVALUACIÓN

##### Indicadores de aprendizaje:

Al finalizar el taller el estudiante demuestra que:

- 1.1 Comunica asertivamente sus ideas en inglés dentro de intercambios comunicativos sencillos en el contexto laboral.
- 2.1 Supera exitosamente los retos y situaciones difíciles que se le puedan presentar en cuanto al uso del inglés como lengua extranjera en el contexto laboral.
- 3.1 Maneja el lenguaje desde sus múltiples matices y lo modifica de acuerdo al público al que se dirige.
- 4.1 Se apropia de expresiones nuevas en inglés para adecuar su discurso a la situación pertinente.
- 5.1 Elabora textos cortos en inglés utilizando expresiones adecuadas para comunicar ideas de manera oportuna en el área laboral.

##### Estrategias de evaluación:

En el taller se utilizarán los dos tipos de evaluación: formativa y sumativa. De tal manera que el estudiante reciba constante retroalimentación y tenga conocimiento de sus fortalezas y debilidades, para así responder a los objetivos planteados de cada módulo. Este taller se evaluará utilizando algunas de las siguientes herramientas de calificación:

##### Actividad evaluativa

Presentaciones

##### Semana a presentar

Durante el desarrollo del taller



Trabajos y talleres	Durante el desarrollo del taller
Proyecto final de clase	Sesión 10
Análisis y solución de casos	Sesiones 4 y 5
Participación	Durante el desarrollo del taller
Autoevaluación y retroalimentación	Durante el desarrollo del taller

**Equivalencia:**  
La calificación final del taller será cualitativa. Todos los estudiantes que asistan y participen en el 80% de las actividades propuestas en el taller, se certificarán como APROBADO (A). En dado caso que el estudiante no cumpla con los requisitos mencionados anteriormente será certificado como NO APROBADO (NA).

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**Appendix D. Google Form Registration**

## FORMULARIO DE INSCRIPCIÓN - TALLER WE SPEAK

¡Bienvenido estimado estudiante!

Desde el programa *WE SPEAK* de la Escuela de Ingeniería Industrial en coordinación con la Escuela de Idiomas de la Universidad Industrial de Santander, damos la bienvenida a éste corto formulario para el **Taller de habilidades blandas en inglés 2022-2**, el cuál tiene actualmente las inscripciones abiertas. Conoceremos el taller que mejor se adapte a sus necesidades lingüísticas del idioma extranjero y conocimientos de las habilidades blandas. Para ello es necesario que seleccione el taller correspondiente a su interés y nivel en la lengua extranjera:

1. **Taller de habilidades blandas en inglés - Nivel Pre-Intermedio (A2)**
2. **Taller de habilidades blandas en inglés - Nivel Intermedio en adelante (B1+)**

El enfoque de cada taller es formativo, por tanto, no tiene notas. Las clases se realizarán a partir del 23 de noviembre en modalidad presencial en la jornada de 10 a.m. a 12 m.

El taller tiene una intensidad de 2 horas semanales, con un total de 20 horas. Además, se le entregará al estudiante la debida certificación, siempre y cuando cumpla con los requisitos y estrategias propuestas del programa.

Para conocer a detalle el contenido de cada taller, por favor, prosiga con el formulario en la siguiente sección.

**Acceda al cupo de preferencia para desarrollar sus conocimientos y para formarse como un profesional íntegro.**

Lo invitamos a seleccionar el espacio de su interés.

**\*Obligatorio**

1. Nombre completo del estudiante (Nombres y Apellidos en **mayúscula**): \*

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2. Para una comunicación eficiente entre **docente-estudiante**, por favor, digite su número de contacto (celular), con el fin de brindar información pertinente al taller: \*

3. Descripción de cada taller: \*

***Taller de habilidades blandas en inglés - Nivel Pre-Intermedio (A2)***

El presente curso se llevará a cabo en inglés, adaptándose a las necesidades lingüísticas de los estudiantes de ingeniería industrial. Se enfocará en temas relacionados al **trabajo en equipo, la comunicación asertiva verbal y no-verbal en el área de trabajo, el desarrollo escrito en contextos laborales (e-mails), herramientas que permitan un mejor desarrollo en la búsqueda de empleo, etc...**

Donde se desarrollaran con actividades grupales e individuales, talleres, socializaciones y participación activa.

Este taller se llevará a cabo los miércoles de 10 a.m. a 12 m. desde el **23 de Noviembre 2022**, en el Laboratorio Galea.

**Tenga en cuenta** que este taller esta diseñado para estudiantes, del programa de ingeniería industrial, **cuyas competencias lingüísticas y comunicativas en inglés esten clasificadas como A2 o nivel básico consolidado.**

***Taller de habilidades blandas en inglés - Nivel Intermedio (B1+)***

El presente curso se llevará a cabo en inglés, adaptándose a las necesidades lingüísticas de los estudiantes de ingeniería industrial. Se enfocará en temas relacionados al **autoconocimiento, al desarrollo de las habilidades comunicativas en equipo, la comunicación oral, el lenguaje corporal, la proyección de la voz, el manejo de las emociones, la comunicación asertiva y escucha activa, diseño y creación de recursos audiovisuales, liderazgo, etc...** Donde se desarrollarán socializaciones, actividades reflexivas de carácter individual, trabajo en grupo, espacios de retroalimentación constante, talleres y participación activa. Este taller se llevará a cabo los miércoles de 10 a.m. a 12 m. desde el **23 de Noviembre 2022**, en el salón 309 del Edificio Ingeniería Industrial: Escuela de Estudios Industriales y Empresariales.

**Tenga en cuenta** que este taller esta diseñado para estudiantes, del programa de ingeniería industrial, **cuyas competencias lingüísticas y comunicativas en inglés esten clasificadas como B1 consolidado o nivel intermedio en adelante.**

¿A qué taller estaría usted interesado?

Marca solo un óvalo.

☐ Taller de habilidades blandas en inglés - Nivel Pre-Intermedio (A2)

☐ Taller de habilidades blandas en inglés - Nivel Intermedio en adelante (B1+)

## Appendix E. Lesson Plan 1



Universidad Industrial de Santander  
Escuela de Idiomas  
Licenciatura en Lenguas Extranjeras con énfasis en Inglés  
Trabajo de Grado II - 28587

## LESSON PLAN FORMAT

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga			
Date: 22/11/22	Semester: 1-10	Age: 15-29	Lesson #: 1	Level: A2			
Objective(s): Students will be able to assess the role of soft skills when promoting communication assertiveness							
Content: <i>Communication skills</i> Functions: <ul style="list-style-type: none"> <li>Introducing myself (I am..., I like...)</li> <li>Giving opinions (Personally, I think..., In my opinion...)</li> <li>Agreeing/disagreeing with an opinion (Of course/Exactly..., I agree..., I wouldn't say that... Yes, but...)</li> </ul> Vocabulary: Passive, assertive, aggressive and passive-aggressive.			Skills:	L	R	S	W
				X	X	X	X
Stages and Interaction patterns	ACTIVITY		MATERIALS		TIME		
Lesson opening T → S	The instructors wait for all the SS to arrive and as soon as they enter the classroom they will be greeted		None		10 minutes		



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Warm up			
TS → S	Ss will present themselves by playing <i>Duck, duck, goose</i> , in which a ball will be passed around the classroom while Ts say the word <i>duck</i> several times until the word <i>goose</i> is said for Ss to stop passing the ball. The one who keeps the ball will give a short presentation about themselves (name, age, current semester, their hobbies and why were they interested in the workshop). Ts will also talk about the classroom rules.	Worksheet #1 <a href="#">Find someone who</a>	10 minutes
SS → SS	Ss will be given worksheet #1 named <i>Find someone who...</i> in which they will have to go around the classroom and find a person that suits the description given in the paper. Ex: Find someone who... likes sushi. <a href="#">Carolina likes sushi!</a>	A <a href="#">presentation</a> is carried out through the WarmUp	18 minutes
TS → S	The instructors will ask the ss to talk about their findings so that they know details of each other.		
TS → SS	The instructors will also talk about themselves so Ss know them.		
TS → S	The instructors will present the syllabus (objectives, topics, assessment, etc) of the class and give out the Consent Form to ss to sign in order to accept being photographed and filmed and the Certificate of Commencement to document the beginning of the workshop and their participation in it.	<a href="#">Consent form</a> Certificate of Commencement	10 minutes

Procedure	<b>Communication skills</b>		
T → S	In order to know the students' previous knowledge on soft skills, the instructors will share a padlet in which Ss will write down soft skills examples, which ones are the most important and their relevance for their career. Ts will provide useful language to help ss write their opinions.	<a href="#">Padlet</a>	7 minutes
SS	The padlet will be displayed for all to see their classmates' opinions.	Video beam	10 minutes
T → S	After these opinions are covered, the instructors will construct a more solid definition of these skills based on the input given by Ss and the literature studied so that all Ss share the same concept.	Piece of paper	15 minutes
	To begin talking about communication, instructors will give a definition of it and Ss will have to think of one situation where communication failed, think of why it failed and how it was solved. Ss will list these characteristics to be later discussed and agree on why the communication process is important.	Worksheet #2 <a href="#">Miscommunication works...</a>	10 minutes
	Ts will provide students with worksheet #2 and explain it to them	Video: <i>How miscommunication happens (and how to avoid it) - Katherine Hampsten</i>	2 minutes
	Ss will also watch a video about miscommunication to learn about the significance of assertive communication. As the Ss watch the video they will answer the questions in the worksheet. Ss get in pairs to compare their answers. Then, Ts and Ss share their answers and discuss	<a href="#">Matching activity</a>	7 minutes
	Ts will provide the link or qr code to the matching activity.		
	Ts will introduce the 4 styles of communication by showing students their short definitions of the terms. Ts will direct the Ss attention to activity number 1 where they match the definitions to the corresponding communication style.		
	Ts will monitor and assist if necessary and check with the whole class.		

	Ts will give a more concrete definition of these terms and explain them with real-life examples.		
Closure	Instructors will give a short recap of all the topics studied in the lesson.	<a href="#">Padlet opinions</a>	10 minutes
	Ss will be asked what they thought of the class, their feelings and opinions.	Worksheet #3 <a href="#">Communication styles</a>	
	Ts provide worksheet # 3 for Ss to solve it as homework. Students will be asked to classify sentences into their corresponding communication style.		

**Appendix F. Consent Forms****CONSENTIMIENTO INFORMADO PARA LA GRABACIÓN DE IMÁGENES Y VÍDEOS  
DURANTE EL TALLER DE HABILIDADES BLANDAS NIVEL A2**

Por medio de este documento, autorizo la captación de imágenes de mi persona en fotografía o video durante la duración del taller dentro de los espacios de clase dentro de la Universidad Industrial de Santander. Así mismo, autorizo utilizar dicho material fílmico para su divulgación como evidencia de realización del taller así como material publicitario para próximos talleres en página web, redes sociales y demás canales online de la Universidad Industrial de Santander y demás involucrados en el taller.

Así pues, autorizo a la UIS a utilizar mi imagen para ser publicada y/o incorporada en cualquier producto audiovisual con el fin exclusivo de divulgación de la actividad universitaria y promoción institucional.

Dejo expresa constancia de que, por medio del presente documento, cedo a la UIS, de manera gratuita, el derecho a divulgar mi Imagen en los términos del presente, y me reservo el derecho a retirar el consentimiento en cualquier momento.

Nombre y firma del autorizante: \_\_\_\_\_

Lugar y fecha: \_\_\_\_\_

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## Appendix G. Lesson Plan 2



Universidad Industrial de Santander  
Escuela de Idiomas  
Licenciatura en Inglés  
Trabajo de Grado II - 28587

## LESSON PLAN FORM

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga			
Date: 30/11/22	Semester: 1-10	Age: 15-29	Lesson #: 2	Level: A2			
Objective(s): Students will be able to solve challenging situations by using an assertive communication style							
Content: <i>Challenging conversations</i>			Skills:	L	R	S	W
Functions: <ul style="list-style-type: none"> <li>• <i>Inferring</i> (Maybe..., This could mean that..., I think...)</li> <li>• <i>Giving opinions and Finding solutions</i> (Personally, I think..., In my opinion..., People should...)</li> <li>• <i>Agreeing/disagreeing with an opinion</i> (Of course/Exactly..., I agree..., I wouldn't say that... Yes, but...)</li> <li>• <i>Asking for clarification</i> (What do you mean?, I don't think I get you, Could you give an example?)</li> </ul> Vocabulary: Passive, assertive, aggressive and passive-aggressive, challenging.				X	X	X	X
Stages and Interaction patterns	ACTIVITY		MATERIALS		TIME		
Lesson opening T ↔ S	The instructors wait for all the SS to arrive and as soon as they enter the classroom they will be greeted		None		10 minutes		

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga	
Date: 30/11/22	Semester: 1-10	Age: 15-29	Lesson #: 2	Level: A2	
Objective(s): Students will be able to solve challenging situations by using an assertive communication style					
Warm up T ↔ S  SS ↔ SS	<b>Telephone</b>  Ts will <u>organize</u> SS in a line to play <i>Telephone</i> , a game in which Ts will whisper to the first person in the line a short phrase and tell them to pass on the message only using whispers, one person at a time. They can repeat the sentence just once. While the Ss are busy passing on the phrase, instructors will play music or chat with them in order to create white noise and make things more difficult. Once the message gets to the last person in line, this person will say it out loud to be compared with the original one.  Ts will pass on the following statements: <ul style="list-style-type: none"> <li>• I love black, brown, yellow and orange cats</li> <li>• Dogs dig holes for big bones.</li> <li>• I wish I had a pet alligator.</li> </ul> This game helps to talk about the importance of good communication and how the idea of a message can be lost just with one word so that it generates miscommunication.		Music player		10 minutes



Procedure	Challenging conversations		
T ↔ S	Ts will ask Ss to share their homework answers so they can check and compare with the others. Ts will show the correct answers to the exercise.		10 minutes
	Ts will provide Ss a test called <i>communication style test</i> . It has two sections, in the first one Ss will get to know which of the 4 communication styles they commonly use. The test will pose some circumstances for Ss to select what better applies to them. When they finish they will calculate their scores to find out their communication style. Ts will be ready to help Ss understand the questions and solve any doubts. The results will be discussed.	<a href="#">Presentation</a> Video Beam	15 minutes
		<a href="#">Test</a>	
	Ts will introduce the topic of how to deal with challenging conversations. Ss will brainstorm to think about which strategies they would implement to solve these conversations. Ts will use the students' thoughts to complement their own strategies in order to successfully have these conversations.	<a href="#">Mentimeter</a>	5 minutes
		<a href="#">Presentation</a>	10 minutes
	Ts will provide Ss worksheet # 1	<a href="#">Worksheet</a>	
	Teachers will <u>organize</u> Ss in groups of three people and provide them with challenging situations in which they will have to make a comic to come up with a solution. Ss will have to role-play what they did in the worksheet.		15 minutes
	The comic would serve as a script because Ss can <u>organize</u> their ideas and solve any doubts related to pronunciation, vocabulary and grammar. It is important that Ss do not <u>memorize</u> what they have written but instead use their skills		15 minutes
	Ts will check student's performance		15 minutes

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga
Date: 30/11/22	Semester: 1-10	Age: 15-29	Lesson #: 2	Level: A2
Objective(s): Students will be able to solve challenging situations by using an assertive communication style				
Closure	<p><b>Recap and homework</b> Instructors will give a short recap of all the topics studied in the lesson.</p> <p>As homework, Ss will be asked to express their opinion regarding the workshop by answering the following questions: How did you feel in the lesson? What did you like? What can be improved? Etc.</p> <p>Also, Ss will try to give a short definition, in their own words, to the term Non-verbal communication.</p>		<p><a href="#">Padlet</a></p>	5 minutes

## Appendix H. Lesson Plan 3

## LESSON PLAN FORM

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga			
Date: 07/12/22	Semester: 1-10	Age: 15-29	Lesson #: 3	Level: A2			
Objective(s): Students will be able to apply the paralinguistic elements of language when producing their ideas							
Content: Non-verbal communication: Paralinguistics Functions: <ul style="list-style-type: none"> <li>• <i>Giving definitions</i> (It is..., It is defined as..., For example...)</li> <li>• <i>Giving opinions</i> (Personally, I think..., In my opinion..., People should...)</li> <li>• <i>Asking for clarification</i> (What do you mean?, I don't think I get you, Could you give an example?)</li> </ul> Vocabulary: Non-verbal, Paralinguistic, tone, emotion, gesture, timbre, rhythm, facial, kinesics, proxemics. Pronunciation: Paralinguistic, fired, rhythm.			Skills:	L	R	S	W
				X	X	X	X
Stages and Interaction patterns	ACTIVITY		MATERIALS		TIME		
Lesson opening T ↔ S	The instructors wait for all the SS to arrive and as soon as they enter the classroom they will be greeted		None		10 minutes		



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Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga	
Date: 07/12/22	Semester: 1-10	Age: 15-29	Lesson #: 3	Level: A2	
Objective(s): Students will be able to apply the paralinguistic elements of language when producing their ideas					
Warm up T ↔ S	Clap and follow Ss will play this game which requires full concentration and combines body movement and verbal communication. Ss will remain in their seats and follow the teachers' instructions: <ul style="list-style-type: none"> <li>• When they hear one clap from the teacher, they should stand up</li> <li>• When they hear two claps, they should hop one in place</li> <li>• When they hear three claps, they should rub their belly</li> <li>• When they hear four claps, they should do a 360-degree turn on the spot</li> <li>• When they hear five claps, they should pat their head</li> </ul> The activity will be done first in order and then mix up the instructions. Ts will pick up the pace and eliminate Ss who don't follow the instructions right. The S who doesn't make a mistake gets a prize.		Prize		10 minutes



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Procedure	<b>Non-verbal communication: Paralinguistics</b>		
	TS ↔ SS	Ts will ask Ss to share their homework, which was about trying to give their own definition of non-verbal communication, so that they can compare their answers with their classmates'.	5 minutes
		Ts play the video "Paralanguage examples" and students will pay attention and take notes.	3 minutes
	TS ↔ SS	After the video, Ss will answer the question "What words are mentioned when talking about paralinguistics?" Ts will solve any vocabulary questions that arise from the video as there might be some new words for students.	5 minutes 5 minutes
	SS	Ts will introduce the topic of nonverbal communication and focus on paralanguage, its components and how students can use it. There will be a short exercise in which Ts will play the extract of a video for Ss to guess the character of a popular movie by hearing just the voice.	15 minutes 3 minutes
	SS ↔ SS	Ts will instruct students to play a game with emojis. There will be some phrases such as "you're getting fired!" and 4 different emojis representing emotions. The game consists of students reading the phrase four times but each time they will change their tone, volume, gesture, etc; depending on the emotion they are trying to convey. The idea of this exercise is to notice how we can change the way that something is understood by the elements that accompany the phrase.  Ts will play a video about the gestures used all around the world in order to notice how different cultures express ideas without using words.	7 minutes  2 minutes

[Video: Paralanguage examples](#)  
[Video Beam](#)  
[Mentimeter](#)

[Presentation](#)  
Extract of the [Video: Guess the character](#)

[Video: Gestures around the world](#)

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga
Date: 07/12/22	Semester: 1-10	Age: 15-29	Lesson #: 3	Level: A2
<b>Objective(s):</b> Students will be able to apply the paralinguistic elements of language when producing their ideas				
SS ↔ SS	To further consolidate knowledge, a second activity named 'We have to move now!' will be presented. Ts will write down, in strips of paper, moods or feelings like guilty, happy, insecure, etc; and put them in a plastic bag. Ss will choose one paper and read the following sentence with the emotion intended: 'We all need to gather our things and move to another building as soon as possible'. The others will have to guess by writing down what they think the speaker is feeling. This will demonstrate how tone and body language can impact the way a message is perceived.		Strips of paper	10 minutes
TS ↔ SS	Ss will brainstorm about challenging situations in the workplace related to communication, including the ones we have studied and the ones we have not. After this brainstorming, groups will be made and each one will select one situation that they would like to work on. This situation will be the one that they will use in their PBL project.			20 minutes
Closure	Instructors will give a short recap of all the topics studied in the lesson.			
TS ↔ SS	Ts will provide the link to the padlet for Ss to share their opinions about the class.  Ts will say goodbye and hope Ss a great day!		<a href="#">Padlet</a>	10 minutes

## Appendix I. Lesson Plan 4

## LESSON PLAN FORM

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga			
Date: 14/12/22	Semester: 1-10	Age: 15-29	Lesson #: 4	Level: A2			
Objective(s): Students will be able to present their ideas in English by employing simple vocabulary							
Content: <i>Communicating ideas in English</i>			Skills:	L	R	S	W
Functions: <ul style="list-style-type: none"> <li><i>Giving opinions</i> (Personally, I think..., In my opinion..., People should...)</li> <li><i>Asking for clarification</i> (What do you mean?, I don't think I get you, Could you give an example?)</li> <li><i>Telling a story</i> (Firstly..., then..., finally..., As I...)</li> </ul> Vocabulary: meeting, politely, idea, issue, point of view, discussion. Pronunciation: politely, issue.					X	X	X
Stages and Interaction patterns	ACTIVITY		MATERIALS		TIME		
Lesson opening T ↔ S	The instructors wait for all the SS to arrive and as soon as they enter the classroom they will be greeted		None		10 minutes		

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga	
Date: 14/12/22	Semester: 1-10	Age: 15-29	Lesson #: 4	Level: A2	
Objective(s): Students will be able to present their ideas in English by employing simple vocabulary					
Warm up  T ↔ S	<i>List the most words</i>  Ts will write down one topical vocabulary word on the board, for instance, food. Ts will create groups of 2 or 3 people and have Ss pass to the board in order to write down as many words related to that word. For example: Food - hamburger, pizza, pasta, rice, etc. Ts will set a 1 minute timer and the group whose list of words is longer will win the game.		Timer Prize		10 minutes

Procedure TS ↔ SS	<i>Communicating ideas in English</i>  Ts are going to contextualize the topic with a picture of Sofia Vergara that says "do you know how smart I am in Spanish?" to talk about the struggles of not being able to fully communicate in English because of their current language level.  Ts present the following situation to Ss: <ul style="list-style-type: none"> <li>Imagine that you are in a meeting and you come up with a great idea, but you have to communicate it to all of your coworkers in English. What would you do?</li> </ul> Students will write down on a piece of paper what they will do to make sure they will be fully understood. When they are done, they will pass on their papers to other classmates who will give a comment regarding the other student's strategy.	Slides	2 minutes
TS ↔ SS	Ts will assist if necessary.  Ts will write down student's names on a wheel. The student whose name appears on the wheel will present their classmate's plan of action and read their opinion about it. The activity will continue until everyone reads the plans.		Pieces of paper
SS	Ts will assist if necessary.  Ts will write down student's names on a wheel. The student whose name appears on the wheel will present their classmate's plan of action and read their opinion about it. The activity will continue until everyone reads the plans.	Wheel of names	10 minutes
SS ↔ SS	Ts present the steps to take when wanting to be understood in a situation where English is a second language.  Ts ask Ss clarifying questions  Ts will also give Ss useful language to be able to talk in these situations with more ease.  Ts provide worksheet #1  Ss will be presented with two situations that will serve as writing prompts, in which they would have to present an idea in English:	Slides	15 minutes
		Worksheet	10 minutes

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga
Date: 14/12/22	Semester: 1-10	Age: 15-29	Lesson #: 4	Level: A2
Objective(s): Students will be able to present their ideas in English by employing simple vocabulary				
SS → SS	<ul style="list-style-type: none"> <li>A group of people at work are trying to think of ways to carry out a process more efficiently, they don't seem to be coming up with anything that could make a real difference. Politely jump in and share your great idea.</li> <li>A discussion is going on about the best ways to improve English. Jump in and let them know your best ideas.</li> </ul>			
TS → SS	Students will have to choose one and write a story of how they would approach this situation using the steps previously explained and the useful language given. Students pass to the board and read the situation to see how they solved the situation and put it into a context.			10 minutes
	Students are going to play 'Finish the story', a game in which they are given a prompt and they have to add a part to the story. For example, "I had the best weekend of my life! Why? Because on Saturday I got..." the idea is that they begin to explain why they had the best weekend of their life and that they keep adding things to the story to make it more complete. Ss are given useful language to complete their stories if they need it. The idea is to make the story as long as possible involving all of the class.			15 minutes
	<i>Making of the driving question of the PBL problem</i>			
	Ts will present the steps to make a driving question in a way that suits PBL.			
	Ss will be given time to make their driving question in the classroom. After the time is up, teachers will read these questions and they will make comments and suggestions.			15 minutes

## Appendix J. Lesson Plan 5

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga			
Date: 11/01/23	Semester: 1-10	Age: 15-29	Lesson #: 5	Level: A2			
Objective(s): Students will be able to overcome language barriers by using a set of strategies							
Content: <i>Adapting my communication</i> Functions: <ul style="list-style-type: none"><li>• <i>Asking for clarification</i> (What do you mean?, I don't think I get you, Could you give an example?)</li><li>• <i>Giving opinions</i> (Personally, I think..., In my opinion..., People should...)</li><li>• <i>Making a suggestion</i> (How about...?, Why don't we/she/you...?, Do you think we could?)</li></ul> Vocabulary: barriers, challenges, slang, impolite, misinterpretation Pronunciation: barriers, challenges			Skills:	L	R	S	W
					X	X	X
Stages and Interaction patterns	ACTIVITY		MATERIALS		TIME		
Lesson opening T ↔ S	The instructors wait for all the SS to arrive and as soon as they enter the classroom they will be greeted		None		10 minutes		

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga
Date: 11/01/23	Semester: 1-10	Age: 15-29	Lesson #: 5	Level: A2
Objective(s): Students will be able to overcome language barriers by using a set of strategies				
Warm up  T ↔ S	<b>Flash Art</b> Ts will say a scenario out loud and Ss will copy it on a piece of paper. Ex: <ul style="list-style-type: none"> <li>• Many cars are stuck in traffic due to rain.</li> <li>• A mother and daughter are baking cupcakes.</li> <li>• There is a man running in a park. He is being chased by a dog.</li> </ul> Ts will give Ss max. 10 minutes to draw out the scenario on the paper. At the end, Ss will present their drawings and vote for their favorite one.	Paper Drawing materials: colored pencils, markers, crayons Timer Prize		10 minutes

Procedure	<b>Homework check</b>	<a href="#">Slides</a> <a href="#">Jamboard</a>	5 minutes
TS ↔ SS	To clear up anything related to driving questions, Ts will review the parts of these questions and how to create a proper one. Ss will have the chance to solve their own doubts.		
TS → SS	Ts will provide Ss a Jamboard link.		15 minutes
TS ↔ SS	Ss will access it and write down the driving questions they created. They will have to create sticky notes to differentiate the parts of the question so that Ts can assess the structure. If necessary, Ts will help Ss change or reformulate the question.		
TS ↔ SS	<b>Overcoming language barriers</b> In order to complement the previous topic studied, Ss will learn the strategies to overcome language barriers in an ESL setting. First, Ts will give to Ss a short definition of language barriers and SS will think of why these barriers can occur based on their own experiences. Their ideas will be shared with all the class and Ts will write them down on a slide created for that matter.  Ts will use the reasons given by the Ss to explain other ones based on the literature and Ts' personal experiences.  Ts will clarify doubts and provide the strategies to overcome said barriers.	<a href="#">Slides</a>	20 minutes  10 minutes  25 minutes
SS ↔ SS	A set of games will be done in order to <u>practice</u> the topic of the lesson. Ss will be given cards with issues related to the topic of the class. They will have to come to the board and find a solution for the communication issue. The first activity is for Ss to explain a certain topic in two ways. For example: - Glasses: What you use to read ... or ... what all of us are wearing today		

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga
Date: 11/01/23	Semester: 1-10	Age: 15-29	Lesson #: 5	Level: A2
Objective(s): Students will be able to overcome language barriers by using a set of strategies				
SS	<p>- Christmas tree: it is green ... you only use it on Christmas</p> <p>Ss will also have to think of an answer for when someone says/mentions an idiom and they don't know the meaning. They will also have to think of ways to solve this language barrier.</p> <p>For example: it's raining cats and dogs. What do you do?</p> <p>The last game is about changing the word in a sentence so your listener can understand.</p> <p>Ex: This cake is <u>scrumptious</u>!</p> <p><b>Adapting my communication</b></p> <p>Although this has been previously explained, Ts will do with the Ss an exercise to reinforce the idea that depending on the audience you are interacting with you will have to use a determined type of language (formal or informal). For this, a Wordwall interactive game will be used.</p>		<p><a href="#">Wordwall game</a></p>	5 minutes

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga
Date: 11/01/23	Semester: 1-10	Age: 15-29	Lesson #: 5	Level: A2
Objective(s): Students will be able to overcome language barriers by using a set of strategies				
Closure	Ss will be asked to recite the main ideas of the class and what they are taking away to use in the future.		<a href="#">Padlet</a>	10 minutes
TS ↔ SS	Ts will ask Ss to leave their opinions of the session on the padlet			

## Appendix K. Lesson Plan 6

## LESSON PLAN FORM

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga			
Date: 18/01/23	Semester: 1-10	Age: 15-29	Lesson #: 6	Level: A2			
Objective(s): Students will be able to use techniques in the foreign language to solve non assertive situations							
Content: <i>Implementing assertive communication strategies in English</i>			Skills:	L	R	S	W
Functions: <ul style="list-style-type: none"> <li>• <i>Asking for clarification</i> (What do you mean?, I don't think I get you, Could you give an example?)</li> <li>• <i>Asking for a suggestion</i> (What can we do?)</li> <li>• <i>Making a suggestion</i> (How about...?, Why don't we/she/you...? Do you think we could?)</li> <li>• <i>Agreeing with a suggestion</i> (Good idea, OK!, Fine! Yes, let's do that?)</li> </ul> Vocabulary: assertive, definite, statements, undermine, stick, guns, struggle Pronunciation: statements, assertive,					x	x	x
Stages and Interaction patterns	ACTIVITY		MATERIALS		TIME		

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga	
Date: 18/01/23	Semester: 1-10	Age: 15-29	Lesson #: 6	Level: A2	
Objective(s): Students will be able to use techniques in the foreign language to solve non assertive situations					
Lesson opening T → S	The instructors wait for all the SS to arrive and as soon as they enter the classroom they will be greeted		None		10 minutes

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga	
Date: 18/01/23	Semester: 1-10	Age: 15-29	Lesson #: 6	Level: A2	
Objective(s): Students will be able to use techniques in the foreign language to solve non assertive situations					
Warm up  T → S	<b>Memory Test Activity</b>  Ts will read a list of words to test their memory. They will be told to listen carefully and not to write down any of the words they will hear. They are going to be tested later to see how many words they can remember.  The words are the following ones: dream, sleep, night, mattress, snooze, sheet, nod, tired, night, artichoke, insomnia, blanket, night, alarm, nap, snore and pillow  When Ts finish saying the words, they will distract students by talking about something else for a minute.  As soon as Ts are done speaking, ask each participant to write down as many words from the list as they can recall.  Ts will make a connection between this active and actual listening by stressing how vital it is to pay attention to others while they are speaking to you, especially if it's a crucial topic.		Piece of paper Timer Prize		10 minutes



<b>Procedure</b>	<b>Assertive Communication in English</b>		
TS → SS	To start with the topic, Ts will give Ss balloons for them to inflate them. Once Ss do this, Ts will ask Ss to write on them the characteristics they think an assertive communicator in a foreign language should have. This, in order to review past topics and think of new traits.	<b>Balloons</b> <b>Markers</b>	<b>10 minutes</b>
TS → SS	Students will pass the balloons around the classroom so that their peers could read what they wrote.		<b>15 minutes</b>
SS	Teachers will write down the characteristics given by them in a slide.	<a href="#">Slides</a>	
SS	Ts will start by giving some examples on how to be assertive in English without being rude or aggressive. Ss will pay close attention to these as they will have to replicate them later.		<b>40 minutes</b>
SS → SS	Ts will summarize this information with an image taken from a very useful blog so that Ss can better understand the topic.	<a href="#">Image</a>	
	In order to practice what they learned, Ss will get into groups and solve an activity.		<b>10 minutes</b>
	Provide Ss with worksheet # 1	<b>Worksheet # 1</b>	
	Ss will read the situations written there, and classify if the situations are assertive or not. They will also have the chance to write their own assertive situations.		
	There will also be another activity in which Ss will use one of the strategies learned, which is "Using 'I' statements". There will be situations for them to <a href="#">analyze</a> and solve using the strategy. They will read their answers and their classmates, using an assertive scale will decide if the solution is as assertive as it should be.		

<b>Instructors' names:</b> Andrea Pineda and Daniela Hernández		<b>Institution:</b> Universidad Industrial de Santander - Industrial Engineering School		<b>City:</b> Bucaramanga
<b>Date:</b> 18/01/23	<b>Semester:</b> 1-10	<b>Age:</b> 15-29	<b>Lesson #:</b> 6	<b>Level:</b> A2
<b>Objective(s):</b> Students will be able to use techniques in the foreign language to solve non assertive situations				
	<b>Creation of the goal</b> As Ss are working on their PBL project, they have already presented and edited their questions. Now, they should create their goals. This is an easy task as they have also created questions that would lead the course of their project. We will give them some tools to facilitate this, for example, language for creating objectives, the structure of them, etc. Ts will assist Ss if necessary. At the end, Ss will share their objectives with all the class.			
<b>Closure</b>	Ss will be asked to recite the main ideas of the class and what they are taking away to use in the future.			
TS → SS	Ts will ask Ss to answer the Mentimeter, which is about defining briefly their thoughts on the workshop	<a href="#">Mentimeter</a>		<b>10 minutes</b>

## Appendix L. Lesson Plan 7

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga
Date: 25/01/23	Semester: 1-10	Age: 15-29	Lesson #: 7	Level: A2
Objective(s): Students will be able to face the challenges of the English language				
Warm up	<i>Where did the communication go wrong?</i>			
SS ↔ SS	<p>This is a game similar to the one of the <i>Telephone</i>. In this game, Ss will come to the front of the classroom and form a line facing each other's back.</p> <p>Ts will give to the student at the end of the line, a piece of paper with a sentence written on it, such as:</p> <ul style="list-style-type: none"> <li>- I rode a bike and fell</li> <li>- I was walking with my friends when I lost my phone</li> <li>- I was doing my English homework when the dog ate it</li> </ul> <p>The idea is that the S reads the sentence and touches their peer's back from them to turn around. Then, the first student will perform the action on the paper, without saying a word, and the second S will pay attention, in order to do the same with the student in front.</p> <p>The game will continue until the message gets the first student in line.</p> <p>This student will interpret the final message he got, this, for all of their peers to see if it is the same action that the student who started the game did.</p> <p>The Ts will read the sentence to see if Ss got the message right.</p>		None	10 minutes

Procedure			
TS ↔ SS	<p><b>Rating my English skills</b></p> <p>This class will be about practicing their English knowledge through different exercises, which will help them to eventually improve their communication skills.</p> <p>They will also acknowledge the possible difficulties they might have with the language. For that reason, Ss will assess their English skills: listening, reading, writing, and speaking.</p> <p>Ts will hand out a piece of paper containing numbers from 1 to 4 and emoji faces according to each number. Being 1, 'low', 2: 'regular', 3: 'good', and 4: 'excellent'.</p> <p><b>Challenges of the English expressions</b></p> <p>With this information, Ts will tell students the most common challenges that people have when learning English as a second language. For every challenge teachers will also provide a solution.</p> <p>Ss will have the opportunity to share with their classmates their own issues while learning the language.</p> <p>Ts will ask questions such as:</p> <ul style="list-style-type: none"><li>- What was the most difficult aspect at the moment of learning the language?</li><li>- Which skill is still the most difficult for you?</li><li>- How have you overcome these challenges?</li></ul> <p><b>Facing the challenges</b></p> <p>Some exercises will be carried out.</p>	<p><a href="#">Rating scale</a></p>	10 minutes
TS ↔ SS		<p><a href="#">Slides</a></p>	25 minutes
SS			7 minutes
TS ↔ SS	<p>Ss will read sentences with words that are pronounced differently depending on the context. Ex:</p> <ul style="list-style-type: none"><li>- "I will read the book today," and "I read the book yesterday,"</li></ul>		7 minutes

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga
Date: 25/01/23	Semester: 1-10	Age: 15-29	Lesson #: 7	Level: A2
Objective(s): Students will be able to face the challenges of the English language				
	They will also take turns to read tongue twisters and Ts will help them with the pronunciation if necessary.  Also, the webpage "LyricsTraining" will be used to practice listening and writing as Ss will have to listen to a song and fill the spaces with the missing vocabulary.  Finally, they will choose from a deck of speaking cards, a topic and they will have to talk about it for a whole minute.		<a href="#">LyricsTraining</a>  <a href="#">Speaking cards</a>	7 minutes  10 minutes  4 minutes
Closure  TS ← SS	Ss will be asked to recite the main ideas of the class and what they are taking away to use in the future.  Ts will ask Ss to describe the workshop in a few words		<a href="#">PollEverywhere</a>	10 minutes

## Appendix M. Lesson Plan 8

## LESSON PLAN FORM

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga			
Date: 1/02/23	Semester: 1-10	Age: 15-29	Lesson #: 8	Level: A2			
Objective(s): Students will know the vocabulary necessary for job interviews							
Content: <i>Verbal communication in the job hunt</i>			Skills:	L	R	S	W
Functions: <ul style="list-style-type: none"> <li><i>Talking about yourself</i> (I am...)</li> <li><i>Asking for clarification</i> (What do you mean?, I don't think I get you, Could you give an example?)</li> <li><i>Giving opinions</i> (Personally, I think..., In my opinion..., People should...)</li> <li><i>Making a suggestion</i> (How about...?, Why don't we/she/you...?, Do you think we could?)</li> <li><i>Expressing likes and interests</i> (I really like..., I enjoy..., I like...)</li> </ul> Vocabulary: interviews, job, hunt, interviewer, interviewee, available, position, resume, skills, salary Pronunciation: interviewee, strength, weakness					X	X	X
Stages and Interaction patterns	ACTIVITY		MATERIALS		TIME		

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga	
Date: 1/02/23	Semester: 1-10	Age: 15-29	Lesson #: 8	Level: A2	
Objective(s): Students will know the vocabulary necessary for job interviews					
Lesson opening T ↔ S	The instructors wait for all the SS to arrive and as soon as they enter the classroom they will be greeted		None		10 minutes
Warm up T ↔ S	<i>End the word - begin the next</i> Ts will start this game by saying a word out loud, it can be any word. One student listens to the word and pays attention to the letter it ends with. Then, they will come up with a word that starts with a letter the last word ended with. For example, the game goes like this: <ul style="list-style-type: none"> <li>Horse</li> <li>Ear</li> <li>Right</li> <li>Tiger</li> </ul>		None		10 minutes

<b>Procedure</b>  TS → SS    TS   SS → SS   TS → SS	<b>Verbal communication in the job hunt</b> Ss will begin by talking about their previous experiences in job interviews, how they felt and what they did in that situation.  Students will watch a video showing an example of a job interview.  Ss will pay attention to the video and at the end of it, they will identify the key vocabulary they use, the actions, etc.  Ts will start by talking about a specific technique called STAR: Situation, Task, Action and Result. This can be used when in a job interview. They will also provide Ss with tips and useful language to succeed in the interview.  Students will get to practice by doing a role-play. They will be pairing up, one student will represent the role of the interviewer and the other of the interviewee.  Ts will provide the student who has the interviewer role with a set of both the most common and difficult questions asked in a job interview. Student # 2 has to answer them, while the others assess their performance.  <b>Research</b> Ss have already prepared the objective for their project, now, they are going to start researching on their topic. Ts will provide them with tools to find data related to their topic. Ts will leave time for Ss to do this. Ts will assist if necessary.	<a href="#">Video: Job Interview: I Want to Learn (ESL)</a>   <a href="#">Slides</a>	10 minutes   3 minutes  20 minutes  15 minutes  30 minutes

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga
Date: 1/02/23	Semester: 1-10	Age: 15-29	Lesson #: 8	Level: A2
Objective(s): Students will know the vocabulary necessary for job interviews				
<b>Closure</b>  TS → SS	Ss will be asked to recite the main ideas of the class and what they are taking away to use in the future.  Provide Ss with worksheet # 1  Ts will ask Ss to fill in the worksheet, which is about their opinions of the workshop	<a href="#">Worksheet # 1</a>	5 minutes	

## Appendix N. Lesson Plan 9

## LESSON PLAN FORM

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga			
Date: 8/02/23	Semester: 1-10	Age: 15-29	Lesson #: 9	Level: A2			
Objective(s): Students will be able to communicate assertively through chats and emails							
Content: <i>Assertive communication skills through writing</i>			Skills:	L	R	S	W
Functions: <ul style="list-style-type: none"> <li>• <i>Asking for clarification</i> (What do you mean?, I don't think I get you, Could you give an example?)</li> <li>• <i>Giving opinions</i> (Personally, I think..., In my opinion..., People should...)</li> <li>• <i>Making a suggestion</i> (How about...?, Why don't we/she/you...?, Do you think we could?)</li> </ul> Vocabulary: assertive, communication, writing, Pronunciation:					X	X	X
Stages and Interaction patterns	ACTIVITY		MATERIALS		TIME		
Lesson opening T ↔ S	The instructors wait for all the SS to arrive and as soon as they enter the classroom they will be greeted		None		10 minutes		

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga	
Date: 8/02/23	Semester: 1-10	Age: 15-29	Lesson #: 9	Level: A2	
Objective(s): Students will be able to communicate assertively through chats and emails					
Warm up  T ↔ S	<i>Two truths and a lie</i>  Ss will present themselves by mentioning three facts about them, two that are true and one that is false. They can be related to the student's personal life, hobbies, experiences, etc.  The other students will listen and try to guess which facts are true and which is the false one.				10 minutes

Procedure	<b>Assertive communication skills through writing</b>		
TS ↔ SS	Ts will provide Ss with a Mentimeter link	<a href="#">Mentimeter</a>	10 minutes
	Ss will list there five different forms of written communication they have encountered during the week		
	Ts will display students' answers and discuss about them		15 minutes
TS ↔ SS	Ts will start by mentioning the characteristics of effective written communication, especially, of simple forms such as emails and chats as the student's level is basic		
	Ts will also go through the basics of emails: their structure and key words to use		
SS	Ts show Ss a worksheet on LiveWorksheet of an template of an email and the sentences that should be written there. That is why Ss will arrange and classify the sentences in the right order	<a href="#">Worksheet: Email structure</a>	40 minutes
	The parts of the email will be reviewed again so that students have the basis to complete the next exercise.		
SS ↔ SS	<b>Writing an email</b>		10 minutes
	Ts will give every S a specific work situation for them to write a formal email using the characteristics explained before		
	When the Ss finish the activity, they will read their emails aloud for their classmates to hear and say what they think about it		
	<b>Writing chats</b>		
	Apart from writing emails, it is also essential that SS learn the basics of chat communication in English		
	They will learn about how and when to implement some abbreviations		

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga
Date: 8/02/23	Semester: 1-10	Age: 15-29	Lesson #: 9	Level: A2
Objective(s): Students will be able to communicate assertively through chats and emails				
	Ts provide Ss with worksheet # 1 In this activity, Ss will have to create from a scratch a chat conversation and at the same time, similar to the previous activity, <u>organize</u> a chat			
Closure	Ss will be asked to recite the main ideas of the class and what they are taking away to use in the future.			
TS ↔ SS	Ts will ask Ss to leave their opinions of the session on the padlet		<a href="#">Padlet</a>	10 minutes

## Appendix O. Lesson Plan 10



Universidad Industrial de Santander  
Escuela de Idiomas  
Licenciatura en Inglés  
Trabajo de Grado II - 28587

## LESSON PLAN FORM

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga	
Date: 15/02/23	Semester: 1-10	Age: 15-29	Lesson #: 10	Level: A2	
Objective(s): Students will be able to present the outcome of their project					
Content: <i>Final presentation</i>			Skills:	L	R
Functions:				S	W
<ul style="list-style-type: none"> <li><i>Giving a presentation</i> (First, I'll talk about..., then..., to sump...)</li> <li><i>Asking for clarification</i> (What do you mean?, I don't think I get you, Could you give an example?)</li> </ul>			X		X
Pronunciation:					
Stages and Interaction patterns	ACTIVITY		MATERIALS		TIME
Lesson opening T ↔ S	The instructors wait for all the SS to arrive and as soon as they enter the classroom they will be greeted		None		10 minutes

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga	
Date: 15/02/23	Semester: 1-10	Age: 15-29	Lesson #: 10	Level: A2	
Objective(s): Students will be able to present the outcome of their project					
Warm up T ↔ S	<b>Top 5 quiz</b> Ts will play a video that consists of a game. For this game, Ss will need a piece of paper as they will have to write down some answers. Ex: Name an animal you can keep as a pet Students will write down the name of the animal or whatever other thing they are asked. Depending on the answer, the video gives certain points. The student who gets the majority of points will win a prize.		<a href="#">Video: Easy English Quiz   Top Five Answers</a> Piece of paper Prize		10 minutes



Procedure	<b>Final presentation</b>	None	55 minutes
	As it is the last class of the workshop, Ss will present their final projects.		
TS ↔ SS	As every project would have a different outcome, Ss will decide how they want to present it.	<a href="#">Rubric</a>	10 minutes 10 minutes
	Every group will pass to the board and explain what they did, their driving question, their objectives, how they led to the creation of the outcome and, finally, the outcome itself. Either an infographic, presentation, manual, seminar, etc.		
	The other SS will pay attention and ask questions if necessary.		
	At the end of all the presentations, Ss will assess their own performance.		
	Ss will mention one positive thing the workshop offered them.		

Instructors' names: Andrea Pineda and Daniela Hernández		Institution: Universidad Industrial de Santander - Industrial Engineering School		City: Bucaramanga
Date: 15/02/23	Semester: 1-10	Age: 15-29	Lesson #: 10	Level: A2
Objective(s): Students will be able to present the outcome of their project				
Closure  TS ← SS	Ts will thank Ss for their participation in the workshop, congratulate them because of their excellent work, hope that all the information we have given them would be useful and wish them good luck for their professional life.  Ts will ask Ss to leave their final opinions of the workshop on the padlet		<a href="#">Padlet</a>	10 minutes

**Appendix P. Act of Commencent****ACTA DE INICIO DE LA PRÁCTICA EMPRESARIAL**


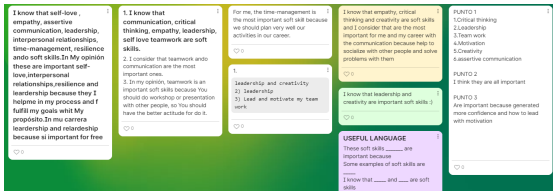
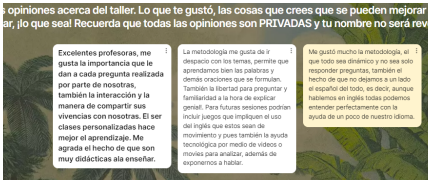

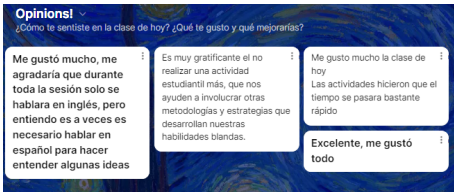
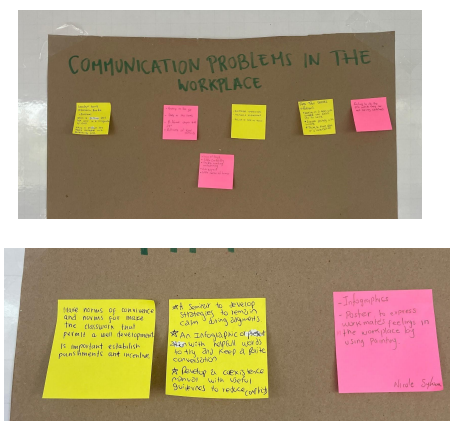
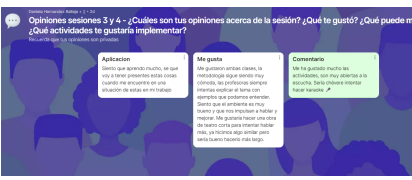
En este documento da constancia del proceso de implementación de la modalidad de práctica empresarial previamente planeado, estructurado y diseñado por parte de la Escuela de Idiomas en convenio con la Escuela de Estudios Industriales y Empresariales dentro del plan de desarrollo We Speak, para llevar a cabo el "TALLER DE HABILIDADES BLANDAS EN INGLÉS PARA INGENIERÍA INDUSTRIAL. NIVEL PRE-INTERMEDIO (A2)", siendo parte del trabajo de grado de las estudiantes Daniela Hernández Balleja y Andrea Juliana Pineda Anaya en dicha modalidad. Donde se le brindará al estudiante el conocimiento, las estrategias y el vocabulario necesario para construir, desarrollar y mejorar sus habilidades comunicativas, interpersonales y de presentación. Estas habilidades se desarrollarán en un contexto de lengua extranjera, específicamente en el idioma inglés, para preparar a los estudiantes con el fin de afrontar estas situaciones en una lengua diferente a la materna. Esto para ayudar a establecer relaciones sólidas con sus compañeros de trabajo basadas en la comunicación asertiva y el afrontar situaciones retadoras en el área de trabajo.

Por consiguiente, la metodología que se llevará a cabo estará basado en estrategias pedagógicas activas donde se pueda adquirir el conocimiento basado en actividades auténticas tales como el análisis de casos, el aprendizaje cooperativo, los juegos de rol entre otros. Asimismo, el taller se desarrollará con la lectura de diferentes tipos de textos cortos en la lengua extranjera, se aplicarán las herramientas TIC; además, de escribir textos digitales tales como correos electrónicos. Todo lo anterior se aplicará en un proyecto, también llamado como PBL (Project Based Learning), para que el estudiante pueda fomentar paso a paso sus capacidades para poder gestionar efectivamente aquellos problemas reales de su entorno laboral mientras trabajan en equipo.

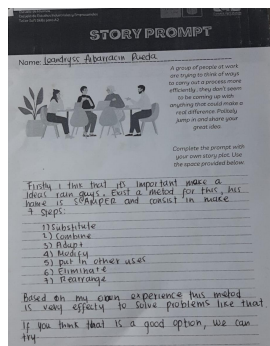
La fecha estipulada para el inicio de la implementación de la práctica es el día 23 de noviembre del año 2022 en el horario de 10 de la mañana a 12 del mediodía. Horario el cual será llevado a cabo en los días miércoles hasta el día 14 de diciembre, semana en la que se da inicio al periodo de vacaciones tal cual consta en el calendario académico de la Universidad Industrial de Santander. Regido por estas mismas fechas estipuladas, el taller se reanudará el día 11 de enero y finalizará el día 15 de febrero del año 2023. Este taller constará de una intensidad horaria semanal de 2 horas y total de 20 horas. Para obtener el documento que certifique la asistencia al taller, el estudiante deberá asistir como mínimo al 80% de las horas estipuladas, es decir, 16 horas.

El taller se llevará a cabo en la Universidad Industrial de Santander, más específicamente en las instalaciones de la Escuela de Estudios Industriales y Empresariales, laboratorio Galea. Para constancia se firma la presente acta de inicio y finalización de la formación por los que en ella intervinieron,

## Appendix Q. Evidence of the Sessions

# of Session	Evidence	Students' feedback
SESSION 1	 	
SESSION 2		
SESSION 3		

## SESSION 4



## SESSION 5

