

English Soft Skills Workshop on Oral Communication for Industrial Engineering students.

Intermediate Level (B1+)

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Undergraduate Thesis for Opting for the Title of B.A. in Foreign Language Teaching: English

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Dedicatoria

Valentina

A Dios, que me ha dado la sabiduría para llegar hasta aquí

A mi mamá, la guerrera que más admiro y mi mayor ejemplo a seguir

A mi papá, quien ha sido mi gran apoyo

A mi hermano, mi compañero incondicional

A mi abuela, que nunca ha dejado de creer en mí

Lina

Gracias a ti, Dios Todopoderoso, por guiar mi andar y abrigarme en los momentos de dificultad.

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Resumen

Título: Taller de Habilidades Blandas en Inglés enfocado en Comunicación Oral para estudiantes de Ingeniería Industrial. Nivel Intermedio (B1+)^{1*}

Autor: Lina Tatiana García Ríos y Valentina Rubiano Romero^{2**}

Palabras Clave: Habilidades Blandas, Ingeniería Industrial, Comunicación Oral, Inglés

Descripción:

Este proyecto de grado, bajo la modalidad de práctica empresarial junto con la Escuela de Ingeniería Industrial en la Universidad Industrial de Santander, tiene por objetivo desarrollar una intervención pedagógica sobre la aplicación de habilidades blandas enfocada a la comunicación oral en el idioma inglés con estudiantes del programa de Ingeniería Industrial de la Universidad Industrial de Santander.

Para lograr esto, los alumnos participaron en un análisis de necesidades para conocer a detalle sus la información demográfica, los intereses en el área de habilidades blandas así como su experiencia y dominio del idioma inglés. Además, se realizó una triangulación de información con la literatura obtenida respecto a la aplicación de habilidades blandas en el campo de la Ingeniería Industrial en miras a la adaptabilidad profesional; seguida de los datos recolectados en el análisis de necesidades, y las indagaciones de tres empresas de la ciudad de Bucaramanga. Como resultado, se diseñó e implementó un taller de 20 horas basado en habilidades blandas y enfocadas a la comunicación oral a través del uso del inglés teniendo en cuenta las necesidades lingüísticas e interpersonales de la población. En conclusión, este taller fue un espacio ideal para ayudar a los estudiantes a desarrollar no solo sus habilidades blandas sino que también para mejorar su nivel de inglés y para estar preparados frente a diferentes posibles contextos en su campo laboral. Al culminar las intervenciones, los estudiantes afirmaron en su retroalimentación que el contenido y metodologías tratadas contribuyeron positivamente a su perfil personal y profesional.

^{1*} Trabajo de Grado

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Abstract

Title: English Soft Skills Workshop on Oral Communication for Industrial Engineering students. Intermediate Level (B1+)^{3*}

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Key Words: Soft Skills, Industrial Engineering, Oral Communication, English

Description:

This undergraduate thesis, under the modality of business internship together with the School of Industrial Engineering at the Universidad Industrial de Santander, aims to develop a pedagogical intervention on the application of soft skills focused on oral communication in the English language with students of the Industrial Engineering program at Universidad Industrial de Santander. To achieve this, the students participated in a needs analysis in order to know in detail their demographic information, interests in the area of soft skills as well as their experience and command of the English language. In addition to this, a methodological triangulation of information was carried out with the literature obtained regarding the application of soft skills in the field of Industrial Engineering with a view to professional adaptability followed by the data collected by the needs analysis, and finally the inquiries of three companies in the city of Bucaramanga. As a result, a 20-hour workshop was designed and implemented based on soft skills and focused on oral communication through the use of English, taking into account the linguistic and interpersonal needs of the population. In conclusion, this workshop has been an ideal space to help students to develop not only their soft skills but also to improve their level of English and to be prepared for different possible contexts in their field of work. At the end of the interventions, students stated in their feedback that the content and methodologies contributed positively to their personal and professional profiles.

^{3*} Undergraduate Thesis

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Introduction

From the mid-18th century, humans will experience a crucial phase called the Industrial Revolution where the creation of machines was scaling up exponentially. This strong foundation allowed the creation of various jobs for the development, construction, and improvement of such devices that would foster, after three centuries, an unparalleled demand for academic programs focused on engineering.

As its name suggests, the academic and technical program of engineering is directly linked to innovative technology, science, mathematics, and everything proposed in the area of exact sciences.

As it has been commented in previous lines, hundreds of years have passed since the human being has focused all his mind on those hard skills that are still standing today. Undoubtedly, the cornerstone of all students entering this technical area is subject to that IQ (“Intelligence Quotient”) that defines and characterizes them in their future professional commitments. Consequently, the greater prominence is still evidenced in those hard and technical skills.

Nowadays, the engineering field is constantly growing and catching the attention of younger generations who seek a way to innovate in the area of technology, science, and industrial domains. According to the 'Observatorio Laboral de la Educación (OLE)', an agency administered by the Ministry of Education, these programs have the highest attachment rate in comparison to the other study fields; furthermore, boasting an employability rate of 85% for the industrial engineering program. (OLE, n.d.)

The program not only focuses on technical sciences such as mathematics but also has a close relationship with economics and human sciences, where it is closely linked to aspects such

as empathy and leadership. All of the above is subject to creating a productive, organizational, and management professional.

In light of the previous information, in higher educational institutions the designed curriculums aim to prepare the next student generations mostly with theoretical lectures, and technical, technological, and business classes that redirect their interest towards their own methodical knowledge leaving little space for students to improve their interpersonal skills. As stated by Itani & Srour, professors from the University of Beirut, “the nature of engineering work in the post-industrial world has significantly changed to require much more than the technical expertise gained in university and by experience” (Itani & Srour, 2016, p.1). In other words, higher education prepares students with systematic skills that have long relegated interpersonal competencies within the curricula of several educational institutions around the world, including the Universidad Industrial de Santander (UIS). Therefore, in present times the role of soft skills is becoming increasingly popular and required by many employers who expect graduated engineers to possess qualities such as communication, empathy, self-confidence, resilience, and teamwork, among others. Moreover, today there is an exponential increase clearly observed to professionals who possess the unique ability to be creative, and innovative, and the ones who are able to adapt to complex situations that an open disposition of commitment, passion, and personal transformation. The imposing increase in technical knowledge allows the perception of the dialogue between machines and human beings to be the cornerstone of any educational institution at a higher level. However, it must be recognized that human beings disagree with the above since we innately possess the creativity and social skills that differentiate us from other living beings in the world. Soft skills are the fundamental elements to execute all the processes and tasks within the same organization where the future graduate is located.

Bancino & Zevalkink (2007) state that "the increase in global competition and the changing nature of most technical jobs have made soft skills more than just a nice to have, these skills are a must-have" (p. 22). It is employers who consider it of great value that the professional has to have a solid soft skills repertoire to perform the systematic tasks designated for the organizational progression of the company in which he/she works (Ahmed et al., 2012).

To this end, this degree work pondered the idea of how to help industrial engineering students improve their soft skills and be considered competent in real work as well as in pedagogical spaces within the existent academic curricula. Thus, in order to implement a pedagogical intervention regarding the topic of soft skills, we draw our attention to the Industrial Engineering program at *Universidad Industrial de Santander*.

The Industrial Engineering program at UIS within the Faculty of Physicomechanical Engineering projects the undergraduate student in the workplace a professional who can manage, lead, design and improve projects that increase the productivity and profitability of companies. In addition, it outlines an ideal graduate who is willing to solve problems by putting his or her technical and interpersonal knowledge to the test while complying with certain ethical criteria and social commitment. The role that the future industrial engineer will fulfil in the different public and private sectors will be to manage processes that meet high-quality standards, leading to a great impact on local, national, and international media, so that the student of this university program will put into practice such understandings and skills to companies where they can lead positions of execution, organization, or project management and consultancy. Their curriculum's program focal point is high on technical skills rather than soft skills, which allows us to think that it is challenging to balance the curriculum demands that they face today. Also, the English language

insight within the curriculum is to a certain extent relatively low having no space to improve a foreign language.

Therefore, the Industrial Engineer School together with the School of Languages at UIS has developed a workshop that seeks to provide students with effective strategies to expand and apply their knowledge in the area of soft skills using the English language as a mediator to recognize the importance it has for their career prospects. This workshop seeks to provide industrial engineering students with the different tools for professional training with an emphasis on the soft skill of oral communication mediated by the foreign language, which will strengthen those foundations such as knowledge of the self, oral expression, and body language, the development of audio-visual material to support presentations, control of emotions, the formation of leaders committed to progress, confidence in decision making, acceptance of challenges, and social responsibility among others. In this way, crucial items and sources will be provided to encounter new contexts that the professional may discover in their new workplace or operating environment so that those challenges are new opportunities to put into practice their technical and social skills in national and international areas.

This degree work paper starts by mentioning the general and specific aims of this project, followed by the theoretical framework of the pedagogical approaches used throughout the workshop. Then, a brief description of the project about the first stage of the degree work together with the narratives for each phase for the implemented activities. For instance, the description of how the meeting with an Industrial Engineer professor and the degree work director was held. Later, a detailed explanation of the different processes to gather information about the specific soft skills needed to design the workshop where literature, interviews, research, and a needs analysis took place at this phase. Next, a step-by-step account of the workshop syllabus design. After that,

a narrative about how the Industrial Engineer students were able to enrol on each workshop, and lastly, the in-depth description of each given lesson together with photos of each experience, and insights of each class. Finally, the document concludes with an evaluation of the soft skills workshop and the conclusion to the overall project with the School of Industrial Engineering in addition to some considerations about the workshop which could be taken into account for future degree work projects under the business internship modality adopted by Foreign Language students from the School of Languages. Additionally, a description of the knowledge acquired as pre-service teachers forward to professional and academic life, and the contributions made to the School of Industrial Engineering and the projections of the internship are presented.

1. Objectives

1.1 General Objective

To develop a pedagogical intervention on the application of soft skills while promoting oral communication in the English language with Industrial Engineering program students at Universidad Industrial de Santander.

1.2 Specific Objective

To characterize the Industrial Engineering students by exploring their demographic data, interests in the soft skill area as well as their English language experience and proficiency.

To contrast available literature regarding the application of soft skills for industrial engineers with their potential workplaces and the participants' professional expectations.

To design a workshop based on the relationship between soft skills and oral communication through the use of English taking into consideration the population's linguistic and soft skills needs.

2. Chapter 1

2.1 Theoretical Framework

This chapter will not only identify and define the most important key concepts but also will explain the relevant concepts and pedagogical theories that were used in the existing project of a soft skill workshop for industrial engineer students at Universidad Industrial de Santander. Taking into account the above, we organize the concepts starting with the definition of soft skills, followed by the importance they have in their career development; in addition, the job profile that companies that hire industrial engineers generally ask for. It will also briefly address how to develop soft skills. Then, the importance of English in the workplace will be discussed. Finally, the theoretical approaches for the pedagogical development of the classes will be covered beginning with the definition of constructivism in education, followed by the definition of collaborative and experiential learning, as well as the maieutic method to guide students with their own path of reflection on the subject of acquiring soft skills for their personal and professional life.

2.1.1 Definition of Soft Skills

For the purpose of understanding what soft skills are, it is necessary to trace back 36 years ago when an American psychologist named David C. McClelland analysed the different driving motivations that a person may have that can determine their behaviour. This scholar made substantial advances regarding the definition of three motivational systems which are achievement motivation, power motivation and affiliation (McClelland, 1987). After a couple of years, other academic professors point out that skills or competencies are individual features that are related to

the standard of effectiveness and high performance at work which can be seen in any situation through time (Spencer & Spencer, 1993). Hence, competencies in general can be categorized either by physical characteristics or reactions to a specific situation, and the self-concept regarding knowledge or skills.

Competences can be seen from three different perspectives such as the ability to perform a specific task, the personal attributes such as self-esteem, and the necessary attributes to perform specific situations in life like skills, knowledge and values (Blanco, 2009). However, it should be stressed that there are competencies that go beyond this and focus on situations such as employability that require more personal work - they are social skills. These include soft skills, as they help not only to find a job but also to stay in it or, on the contrary, to find a new one.

Skills are abilities that people can acquire over time through practice and performance (Hirudayaraj *et al*, 2021). This general concept is divided into two main groups which are: hard skills and soft skills. The former is related to the technical skills needed to perform a specific task at work. The latter is associated with “personal attributes, traits, attitudes and behaviours” (Hirudayaraj *et al*, 2021, p.4), which means that is a skill difficult to quantify or observe since it is not a tangible matter.

Other scholars, define *soft skills* as “nontechnical and not reliant on abstract reasoning, involving interpersonal and intrapersonal abilities to facilitate mastered performance in particular contexts” (Hurrell *et al*, 2012, p. 162). However, this term could also be described as a management skill that goes along with handling conflicts, having clear communication and positive feedback (Parente *et al*, 2012). In line with another author who considers that the definition of *soft skills* can vary widely depending on a subject or field. Still, it can be focused on those specific features of personal traits, knowledge, interpersonal skills and additional ones that can be learned with other

further formal qualifications; nonetheless, the emphasis can be on those characteristics that are intrinsically needed in work environments (Schulz, 2008). As observed, answering the question of ‘what a soft skill is?’ is definitely not an easy task to do since it can vary from different contexts, fields or aspects.

Despite all the efforts to find an individual definition and taking into account all the previous statements and interpretations of the term, it can be inferred that *soft skills* are those non-technical abilities that help the effective interaction with others enhancing the interpersonal skills (Stek, 2022) to create harmonious social relationships. Interestingly enough, as mentioned by Afrose et al. (2019) some scholars this type of skill is related in one way or another to the work environment or space in which employees make their tasks and obligations. In order to do so, teamwork and communication skills are key to a successful workplace (Itani & Srour, 2016; Álvarez & Caratozzolo, 2018; Khalid et al., 2014).

In fact, nowadays the job market is being regulated with new rules to hire an employee by paying little attention to academic training or hard skill preparation so that the main focal point will be all about personal traits such as empathy or communication. Therefore, businesses and other major companies keep an eye on a specific workforce that has not only developed technical skills but on interpersonal skills. In other words, an effective employee is one that has good human relations between co-workers, self-esteem, self-management and other effective skills that contribute to better job opportunities for the employer to improve their company. Definitely, hiring people with high soft skills for companies will help to keep their competitive advantage; in other words, soft skills are the number one differentiator in all industries (Glenn, 2008). This opens the next subtopic about employability for engineers.

Within the definition of soft skills there is a term called employability which is one of the three major components that create a high probability for an engineering student to be hired by a company. As Yorke (2006) states, employability is “a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy” (p.8). By analysing the meaning not only the definition implies the features that a graduate must have in order to have a job, but also it is beneficial to them so as to their contribution to society and their own community by applying their hard and soft skills.

As seen so far the only aspect that matters for a graduate is to be successful in getting a job; however, that is not only the case. It may be also taken into consideration the idea of constant training, raising a more critical thought and being proactive while acquiring experience so as to have not a fixed mindset but one. That means using the technical and non-technical skills interchangeably to have the chance to amaze during an interview and get a job, but to be able to keep on track the profession into a higher level of proficiency not merely in technical knowledge, but on other traits; for instance, problem-solving (Harvey, 2003).

Getting a job is for sure a competitive and challenging task to achieve; nevertheless, what makes an employer to find the best employee is the trait of soft skills. In a globalized world, employers seek to find an appropriate candidate who can develop good customer service, problem-solving, and communication skills, manage emotions, critical thinking, and, overall, teamwork (Boahin & Hofman, 2012). As previously evidenced, acquiring soft skills previous to graduation would be highly beneficial for engineering students who want to achieve a job and continue improving their interpersonal attributes.

2.1.2 Foreign Language importance, knowledge, and proficiency

As addressed in previous paragraphs, another main core in creating the soft skills workshop for Industrial Engineer students is to allow them to enhance language proficiency by employing a foreign language such as English. There is no doubt that the world moves around this lingua franca. Human spheres such as economy, business, geopolitics, health, food, etc... are indeed shaping today's society which would not be possible if the communication skill and the use of English were integrated into those employees, who are the main image of an organization, company or country. Undoubtedly, acquiring a foreign language can be a sign of a hard skill; nonetheless, it is also a soft skill due to the fact that knowledge itself it is meaningless if the person does not how to apply it regardless of the context or situation. Moreover, Schulz (2008) asserts that:

Language proficiency is the ability to speak, read, and write Standard English in a business-like way. One may have the 'hard' skill of knowing what usage is correct and what is incorrect, but lack the 'soft' skills of knowing when to use only standard forms and in what tone to use them (p. 149).

Along with proper use of the mother tongue while using soft skills, it is a matter of fact the combination of interpersonal traits with English proficiency is a high consideration for diverse businesses around the globe. To illustrate, the Industrial Engineer graduate who can apply a crucial language skill such as speaking and blend it with a good rhetoric presentation in front of a group of people can facilitate effective work management. That is why the project attributes great value the use of this foreign language for the development of the pedagogical intervention applied to the undergraduate students in the Industrial Engineering program at UIS.

It is worth mentioning that in furtherance of creating educational space for the mentioned program, different theoretical and learning approaches will serve as a strong groundwork for this project. As much as it is concerned the main subject matter is the industrial engineering students to be exposed to real events that will help them to have a clearer vision of their professional role and impact in the industry. Consequently, the approaches implemented are specified bellow.

2.1.3 The Constructivism Learning Theory

This approach is quite appropriate to most students because it actively supports the development of pedagogical intervention. Broadly speaking, the meaning of this theory is that “learning is an activity that is individual to the learner” (Bada, 2015, p. 69). Therefore, it infers that students can develop or construct their own information and meaning either by exposing themselves to the matter or being reflective on different topics and circumstances which points that there is no tabula rasa on the upcoming knowledge that people may encounter inscribed on stone.

It is crucial to emphasize that previous experiences that a person might have collected in their mind are important since they serve as a major ground to place new understanding so that at a certain moment it can be shaped according to the own person’s point of view.

As with any other approach or learning theory, there are some main features that can help to comprehend in depth what constructivism is about. According to Tam (2000), those main characteristics are (1) to share knowledge between teachers and students, (2) to share the lead or authority between teachers and students, (3) the teacher is a guide and not a waterfall that conveys information to others, and (4) each classroom should be arranged with small groups in a heterogeneous manner.

There are significant differences between a traditional classroom and a constructivist classroom where the main protagonists are the students and not the teacher since the teacher has the role to facilitate what is necessary for them. In other words, teachers will no longer be the main actor and students will be actively involved in their own learning process of acquiring knowledge. Additionally, “both teacher and students think of knowledge not as inert factoids to be memorized, but as a dynamic, ever-changing view of the world we live in and the ability to successfully stretch and explore that view” (Bada, 2015, p. 68). Which implies that the comprehension of a certain topic or information should not be retained merely in students minds, like water contained in a jar, but it should be applied by constantly moving the learning content while creating, implementing, reflecting, and using the knowledge so that they can be able to solve challenging problems and develop a growth mindset.

Overall, the constructivist theory not only will help students to develop their own learning through experiences, but they will also have the possibility to be more actively involved in each lesson. As a result, the classroom activities will be authentic since they will be addressed in real-life contexts so that students can be fully engaged in their performance. In addition, constructivism has a close relationship with interpersonal skills in view of the fact that:

Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas. Students must learn how to articulate their ideas clearly as well as to collaborate on tasks effectively by sharing in group projects. Students must therefore exchange ideas and so must learn to "negotiate" with others and to evaluate their contributions in a socially acceptable manner. This is essential to success in the real world since they will always be exposed to a variety of experiences in which they will have to cooperate and navigate among the ideas of others. (Bada, 2015, p. 68)

Without a doubt, this approach will help industrial engineering students to open up to a different learning style and to apply them actively to other subjects placed in their curriculum.

2.1.4 Collaborative Learning

With the objective to enhance strong learning methods, this second educational approach regarding the teaching and learning fields is collaborative learning (CL). As the name implies, this learning aspect is all about working as a group. Not only the whole classroom but with small groups. By reading the previous lines, the relationship between constructivism and collaborative learning is close to its bones. As reported by Laal (2012) in a collaborative classroom the students should be “challenged both socially and emotionally as they listen to different perspectives, and are required to articulate and defend their ideas” (p. 1). By doing so, students would be able to make their own definitions of concepts by relying on what they see, on what they asked, and by being actively engaged in all activities challenging our own preconceptions of a subject matter. Together with the previous approach, collaborative learning facilitates the focus from teacher-centred to student-centred approach, which gives further basis for the implementation of the workshop. It is believed that in academic programs such as those regarding the engineering field, the cornerstone is to work in solitude or alone, this is why a way to shift the learning process could be also by working with other peers as a team which is where the learning occurs.

2.1.5 Active Methodology

In the words of Quiroz & Castillo (2017), active methodologies are those "methods, techniques and strategies used by the teacher to convert the teaching process into activities that encourage the active participation of the student and lead to learning" (p. 121). Its main purpose is

for students to be engaged with the classroom activities proposed by the teacher instead of the plain content itself. Also, there are plenty of other similarities to the previous method; for instance, “The teacher acquires a mediating character that allows for the focus on deep learning dispositions, through activities that enable student activities that enable student participation, cooperation, creativity and reflection on the task, creativity and reflection on the task” (Quiroz & Castillo, 2017, p. 122). Within the development of a training process focused on activity over content, a wide variety of active methodologies have been designed and implemented. Among these methodologies, the following will be considered: Case Analysis, Problem-Based Learning (PBL), Reverse Problem-based learning (PBL), Flipped Teaching, Team-based learning, Learning and Service Learning and Service, role-playing, debates, etc...

One of the most concise characteristics of active learning is that rather than focusing on the content that the class wants to handle, it is important that students can focus much more on the activities in order to develop greater autonomy, collaboration and personal and social growth. Key elements that go hand in hand with the development of soft skills.

2.1.6 The Maieutic Method

In student-based learning, since the constructivism theory will be the cornerstone of the whole workshop where the student will build his knowledge based on the direct experiences given by his environment, there is also a learning method based directly on the student called the maieutic method. In other words, the critical and rational thinking process that the students of the industrial engineering program possess plus the experience will allow them to put into practice the acquisition of knowledge through dialogue with other people on different topics related to the program and soft skills. The objective of the maieutic method will be to open up to different points

of view, as well as to find solutions to problems. In addition, it will allow the student to foster cognitive and affective aspects within the classroom. However, it should be noted that this growth will have a directly proportional effect on family, work and social environments (Muslikh, et al., 2022).

3. Chapter 2

Before talking about the project that has been developed hand in hand with the school of Industrial Engineering, it is important to give background for clarifying the reasons why the stages of planning and implementation of the interventions were carried out in the same semester.

When we started our undergraduate thesis in the eighth semester, we had the opportunity to choose the modality we wanted to work on. Carolina Romero, our academic coordinator, presented a proposal to work with FOSCAL under the business internship modality. Four students, including us, were interested in this proposal. Hence, we gave our contact information to be notified about it. The proposal was about creating a project that could introduce the English Language to the FOSCAL community. After a meeting we had with the director of their department of innovation (EDUFOSCAL), we had the opportunity to brainstorm different ideas of how FOSCAL interests in relation to English could be met. However, during this process, the communication was not ideal. We did not have clear information regarding the specific population they wanted to work with or the time at their disposal. They wanted to go through a variety of paths which in a two-semester term could not be appropriate and well-developed, and was not fair bearing in mind our status as practitioners.

FOSCAL decided to work with the four of us. Nevertheless, one of the requirements for the modality chosen is a maximum of two people per project, so we decided to dive into different

options to carry out a plan that shared a foundation but that could be branched to meet the said requirement. We put ourselves to work on a variety of options to achieve an objective that, at the end of the practicum, could let the door open for other students of our program to keep on working on the English area at FOSCAL. Each of the four interested practitioners presented one proposal based on the limited information at hand, and on the time stipulated according to the academic calendar. The proposals were presented, and they included objectives, generalities, a timeline to follow and expected results. They chose one of the proposals and asked us to specify its characteristics in a following meeting, where the director of the innovation department approved the plan. He told us to wait for confirmation from the managerial staff at FOSCAL. Meanwhile, we were asked to fill out a template in which we had to specify the activities to be done, give a detailed timeline, and include information about the organization and implementation of the proposal. It remained to wait for the confirmation on the date to start developing and implementing the project. Nevertheless, the confirmation never came. We waited for weeks and different messages were sent, with no answer given. The situation was presented to the school director, Olga Lucía Uribe, who contacted them for a definitive answer, which did not come either. Consequently, she decided to revoke the agreement. The inconvenience was also presented to the academic council, as it was not a lack of interest or responsibility from us as practitioners, but the institution, which did not comply with the terms previously stated in the agreement. Thus, it was necessary for us to find a project to work on. The school director told us about an opportunity with the School of Industrial Engineering and started arranging a meeting as soon as possible.

The context given portrays the conditions under which the workshop for the school of Industrial Engineering was developed since the circumstances were particular and the time available to create it and implement it were a particular situation. Even so, the project was fruitful,

and it benefited Industrial Engineering students in the development of their soft skills, as well as for the Industrial Engineering community to embrace the importance of these competencies in students' personal, professional, and academic profiles. Moreover, it allowed us to go through different experiences that contribute significantly to our development as future teachers. Even to learn from a different field, and from our students who were always willing to work cooperatively, and contribute to the class with their knowledge, questions, opinions, and experiences.

3.1 Activities Implemented

3.1.1 Phase 1: Initial Meetings

The first meeting with the Industrial Engineering School was set for the 19th of September with the four students, Carolina Romero, and Juan Felipe Reyes Rodriguez, an industrial engineer professor in charge of the project, who stated a general idea of what they wanted to achieve according to their English improvement plan. He expressed the necessity of the school to work on a strategy that could enhance the Industrial Engineers' professional profile by using a foreign language. The main point discussed was to create a workshop; however, it was decided to schedule another meeting for the 22nd of September with the director of the Industrial Engineering school, Martha Liliana Torres Barreto, to inquire deeply about their expectations and ideas. Before the said meeting, we met with our director on the 19th of September to talk over the different points discussed in the first meeting and to pose some specific questions on the 22nd that would help us to have a clear prospect of future work. Those were related to the amount of time available to design, plan and execute the project, its main focus, the Industrial Engineer school needs to be based on their improvement plan, topics to be included in the project, and as a crucial step, data available to carry out a need analysis. Besides, we established a basic outline of a workshop to

illustrate to the Industrial Engineering school what the process and results of our work will be directed towards. The elements proposed included a syllabus, a document where all the specifications of the workshop are written; planning formats, content and activities of each lesson of the workshop; materials and resources used to carry out the lessons; and finally, a report, a written document of the results of the workshop implementation, where recommendations, conclusions, and reflections of the project are specified.

On the 22nd of September, director Martha Torres and Professor Juan Felipe Reyes described their English improvement plan, stating it is an opportunity for students to participate voluntarily in different activities to better their proficiency in a second language. Their main idea was to create a workshop, not where English classes are given but to focus on how to create a strategy that included English and their professional development as engineers. They wanted students to be able to properly use the language in their field. However, they highlighted the importance of not focusing on students' hard skills, but on their personal profile, that is to say, their soft skills, and how those could be linked to the English language. Thus, soft skills were established as the main topic of the workshop. The requirement of the number of people working under the business internship modality was also addressed. It was decided that two different workshops were going to be developed, the differences being on the English level for each, which were A2 and B1+. The professor and director of the Industrial Engineering School also clarified that the workshop was going to be developed within the framework of a program they have called 'We Speak', which aims to strengthen English language skills by providing a free bilingual space for students, graduates, and teachers. Hence, the workshops developed by the four students were going to be part of its third edition.

3.1.2 Phase 2: Literature Review and Needs Analysis

It is important to clarify that, until this phase, the work was carried out cooperatively among the four students in charge, as the foundation of both of the workshops is soft skills. To start building the idea and structure of the workshops, it was necessary to go through the literature, which allowed us to acknowledge the different backgrounds, definitions, and reasons that highlight why soft skills are so crucial these days, specifically in the field of industrial engineering. Also, it was found the important in English in the workplace. Those two elements are crucial nowadays in a professional profile when looking for job positions, as they give an advantage in proving that you have the ability to interact appropriately with others and to develop harmonious relationships in familiar and unfamiliar environments.

During the search for information on soft skills and their relationship with Industrial Engineering, three important insights were found. The first one was provided by Luisa Fernanda Paredes Marin and Yolet Daniela Vargas Perea, 10th-semester students who within the framework of their undergraduate work, they created a questionnaire whose objective was to learn about consumption and purchasing habits of last semesters students from the Industrial Engineering school at UIS when choosing a non-formal education program to complement their academic training (e.g short courses, diploma courses, etc.). This is to work on a proposal for the creation of a non-formal program that contributed to the development and strengthening of soft skills. In their questionnaire, they gave students 16 statements that included a different soft skill each and asked them to read and assess the degree to which they feel identified with those skills by using a Likert scale with options listed from 1 to 5, those being Strongly Disagree, Disagree, Neutral, Agree, Strongly, Agree. Luisa and Yolet found that from the 116 students that participated on their survey,

the soft skills with which students felt less identified were leadership (22.73%), negotiation (19.70%), creativity (18.18%), emotional intelligence (16.77%), decision-making (16.67%).

The second insight was provided by three companies located within the city of Bucaramanga. The purpose was to examine if soft skills were included in the companies' requirements during the recruitment process of industrial engineers. This was done by using a database of companies offered by the school of Industrial Engineering at UIS, where we found information about students in final semesters who were doing their degree work in a business practice modality during the years between 2020 and 2022. An exhaustive search for the contact numbers of each company was carried out in order to proceed with the interview. However, we encountered various obstacles such as limited time for interviews, as well as non-existent telephone lines or absent managers. In spite of all the inconveniences, we had the opportunity to interview three companies: Penagos Hermanos & Cía, Central Motoros S.A.S. and Phina Biosoluciones S.A.S. - PHINA. Penagos Hermanos & Cía is a business made in Colombia by the Spanish brothers Milagros and Francisco Penagos. Its focus is to manufacture machinery that contributes to the agricultural growth in the country. On the other hand, the company Central Motors S.A.S. is catalogued as one of the best companies in the automotive industry of the country with different renowned brands such as Ford, KIA, Hyundai, Suzuki and Citroën. Finally, Phina Biosoluciones S.A.S. is a spin-off company that focuses on creating different innovation projects in the areas of chemistry and machinery design to improve the characteristics of palm oil. According to their views on the subject, they consider that communication and teamwork skills are fundamental to generate not only a good working environment but also a smooth and constant production flow. Production areas, such as Penagos Hermanos & Cía and Phina Biosoluciones S.A.S., consider that industrial engineers are generally involved in plant process areas which

require professionals to be immersed in designing and improving processes, being productive, defining procedures, implementing those improvements that were defined and being able to execute the techniques effectively. Therefore, in order to be able to respond to all the processes mentioned above, it is imperative that professionals have the ability to empathise with their colleagues, and excellent teamwork is crucial to the success of any project. It should be added that for two companies the use of English is not so much required in the operations area; however, they aver it is of vital importance for the marketing or business area. With regard to the automotive company Central Motors S.A.S., they consider that the most important factor for the industrial engineer is to have the ability to communicate assertively with customers, co-workers and senior management. In addition, teamwork is crucial. Although the focus of the automotive sector is on business through the sale of its products, it is also on the implementation of improvements in a working group, so a good interpersonal relationship is decisive.

The third insight was a matrix containing an analysis of 33 job positions posted on LinkedIn (See Annex A), which allowed us to have a general view of job positions for industrial engineering professionals in Colombia. It was found that technical skills were more required than soft skills, that is to say, in our national context soft skills are not given said importance seen in the literature. Most of the technical expertise required is related to the use of Excel MS suite, project management, production, administration, etc. Surprisingly, only 9 of the 33 job offers analysed mention soft skills as a requirement. These include communication skills, teamwork, analysis, adaptability, and problem-solving. In relation to English, 14 of the 33 job offers are explicit in the requirement of the language for the application. The level required varies between A2 and C1 or is classified as intermediate or advanced. However, 19 of the job offers do not mention English as a requirement. It is necessary to highlight that, even though Colombia is not

an English-speaking country, job positions are looking for professionals with a certain proficiency in the language, which goes along with the idea of English as an important part of the engineer profile.

After gathering all this information, it was decided to create a needs analysis by using Google Forms to obtain information on key aspects that will help identify and analyse the needs of Industrial Engineering students. They were asked about demographic data, precise enquiries about soft skills, English language experiences and proficiency, and finally their prominent learning style. For the soft skill section, it was taken into account all the ones found in the literature, as well as the ones mentioned by the three other insights received. It should be emphasized that prior to the execution of this questionnaire, it was specified to each student that participation was voluntary and that their identity would not be revealed during the analysis and results of the research. The needs analysis was developed in Spanish for students to have a clear understanding of the proposal.

The analysis form was created from September 23rd to October 6th, and on October 7th, we had a meeting with our director, Luz Helena Prada, to make the necessary adjustments. Having it ready, Professor Juan Felipe Reyes shared with us a database that contained the schedule of different classes where we could go to talk personally to students and ask them to fill out the analysis. We shared the link through 'Información UIS', a well-known Facebook group in our academic community to reach more participants, and the Industrial Engineering school also share it through the institutional email.

Figure 1

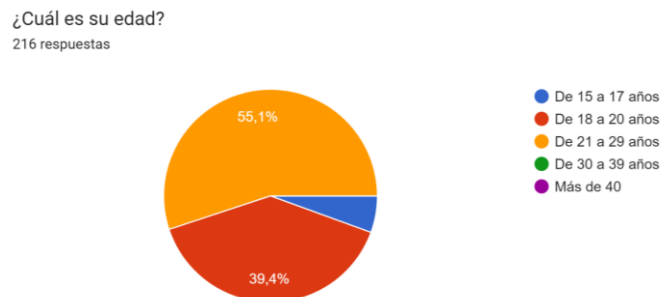
Needs Analysis Facebook Post



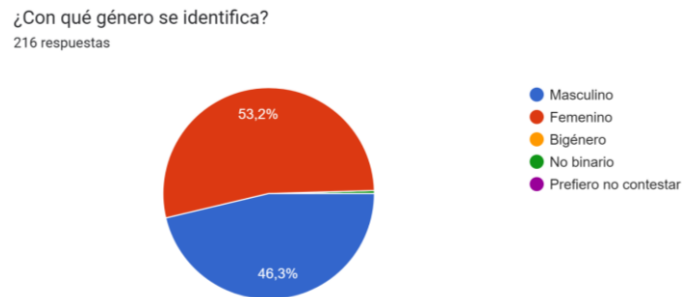
The information gathering was done until October 18th, when we received 216 answers from Industrial Engineering students, whose analysis is presented below.

Figure 2

Students' age



It was observed that the majority of the respondents (55.1%) were between 21 and 29 years of age. This indicates that a large number of the student group are young adults. On the other hand, the second age group was that 39.4% of those surveyed were between 18 and 20 years of age. Finally, a small fraction of students (5.6%) were found to be between 15 and 17 years of age.

Figure 3*Students' gender*

Taking into account the number of students who participated in the survey, it could be observed that 53.2% of them are female and 46.3% are male.

Figure 4*Students' semester*

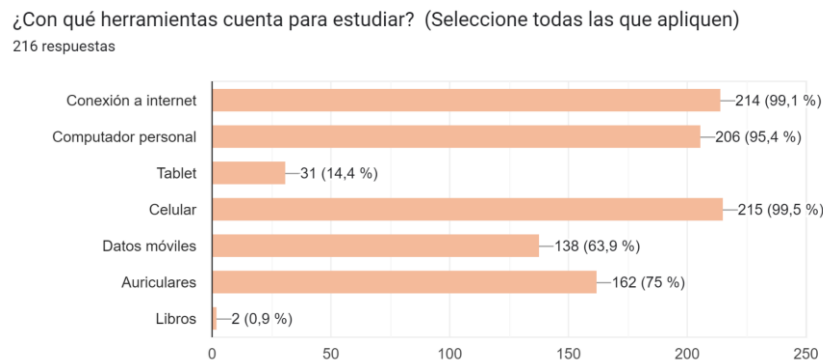
Analysing the results, we can see that the students belonging to the most advanced semesters were the ones who responded most to the questionnaire, with the seventh semester having the highest percentage of 29.2%. This was followed by the sixth semester with 25.9% and the eighth semester with a percentage of 22.7%. Clearly, students linked to lower or higher semesters have also responded to the survey; however, it is worth noting that the number is low.

Figure 5*Students' academic load*

The next aspect to be taken into account was the academic load of the participants in the period 2022-2. It can be seen that more than 50% of those surveyed have 6 subjects enrolled in the current semester. On the other hand, 20.4% have a higher obligation as they have 7 subjects enrolled in the same semester. It should be noted that 19.9% of the students with a moderate number of subjects (5) registered in the semester, which corresponds to 43 people.

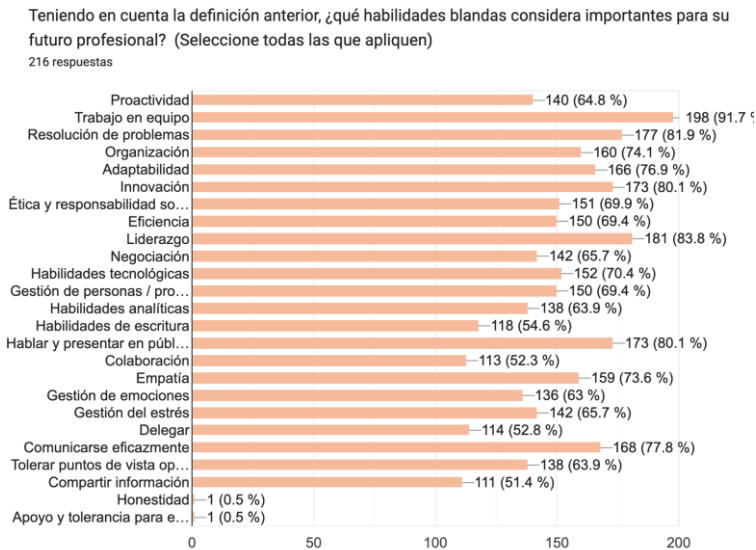
Figure 6*Hours per week available for a workshop*

Students were asked about the number of hours per week they could dedicate to the English soft skills workshop, to which 173 people, i.e. 80.1% of the respondents, preferred to spend 1 to 2 hours studying the workshop. In addition, 16.2% (35 students) considered 3 to 4 hours to be sufficient. Surprisingly, we found that 8 students (3.7%) presided over 4 or more hours for the workshop.

Figure 7*Students' resources*

As the last question belonging to the first demographic section, the students of the School of Industrial Engineering were asked to specify the tools they possess to facilitate their study space. By studying the answers given by the 216 students, we can detect that 99.5% of the population studied have a mobile phone. This indicates that today there are people who do not have this device at hand, as it does not complete 100% of those surveyed. There are technical deficiencies in the students that would be crucial for their academic development, such as mobile data (63.9%), a personal computer (95.4%) and internet connection (99.1%). While tablets can be a great help for all students.

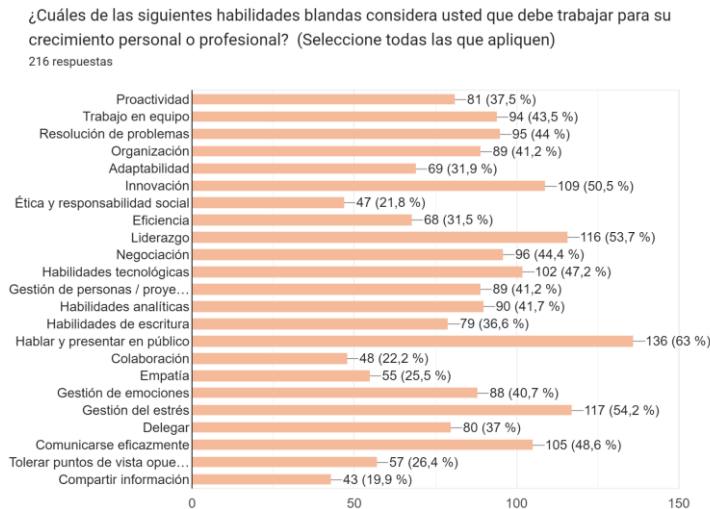
Figure 8*The Importance given to Soft Skills in the professional profile*



Once the first part of the survey was completed, the students continued with the next stage related to the topic of soft skills, finding 8 questions related to the topic. The main objective was to find out which soft skills they considered important for their personal and professional life. There were 25 response options where they could select more than one in order to be able to inquire more about it. When analysing the reactions, we can find the 5 most important skills they consider relevant. From highest to lowest percentage, it can be seen that the most valuable is teamwork with a maximum percentage of 91.7%. The next most important skill to employ in the profession is leadership, with 83.3%. This is followed by problem-solving skills with 81.9%. In fourth place in importance are two skills which are public presentations and innovation, since they obtained the same percentage of 80.1%. Finally, the least important skill would be that of effective communication with others, with a result of 77.8%. In contrast, within the answers given, it can be indicated that skills such as honesty and the support of teaching other co-workers about soft skills were the least considered options for the construction of the professional profile with a percentage of 0.5%.

Figure 9

Soft Skills to improve for personal or academic growth

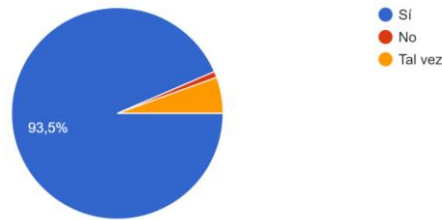


Within the same section, they were asked about those competencies that require more effort and practice in both personal areas, for better social relationships, and professional areas, for the professional and socio-emotional growth of the future industrial engineer. Multiple responses were obtained where it was possible to study that there are 5 soft skills with a very high percentage, those being the most fundamental to work on. These are the ability to speak and present in public (63%), stress management (54.2%), leadership (53.7%), innovation (50.5%) and effective communication (48.6%).

Figure 10

Importance of developing Soft Skills in English

¿Cree usted que es importante desarrollar aquellas habilidades blandas en algún idioma extranjero, como el inglés?
216 respuestas

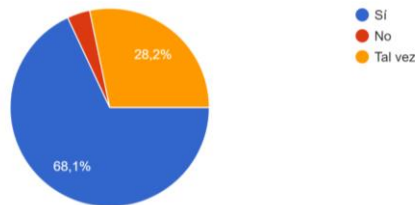


A greater part of students (93.5%) in the industrial engineering program would like to expand their knowledge of soft skills along with the foreign language. On the other hand, there are still people who are hesitant to carry out their soft skills in English (5.6%).

Figure 11

Interest in joining an English Soft Skills Workshop

¿Le interesa registrarse a un curso, certificado por la UIS, sobre habilidades blandas que sería impartido en el idioma inglés?
216 respuestas

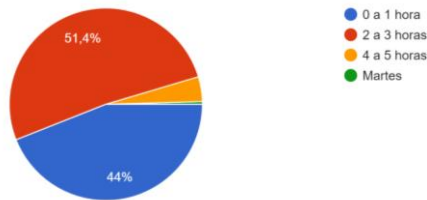


Students were asked about their interest in participating in a soft skills workshop in English with a majority of 68.1% saying they would participate on the workshop. Although the number was not higher than 80%, it was noted that 28.2% of some students could opt to take the course, and 3.7% have no interest at all.

Figure 12

Weekly availability for an English Soft Skills Workshop

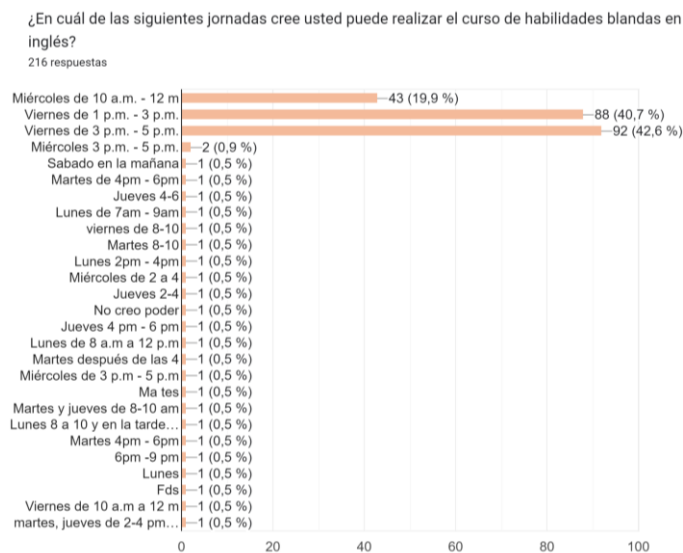
¿Cuál consideraría usted que es la disponibilidad semanal con la que cuenta para dedicarle a dicho programa dentro de los días hábiles (Lunes a Viernes)?
216 respuestas



Moreover, students were asked about the weekly availability for the workshop. It was found that 51.4%, being the highest response, would consider taking 2 to 3 working hours. Another group of 44% opted for one hour to engage in the workshop. Therefore, it can be concluded that on average, a workshop could take approximately 2 to 2.5 hours per lesson.

Figure 13

Hypothetical schedules for an English Soft Skills Workshop



We asked about the times or days at which they would be available to attend the soft skills workshop. It was found that 42.6% selected Fridays from 3 to 5 pm. A further 40.7% chose Fridays from 1 pm to 3 pm and the third group (19.9%) preferred Wednesdays from 10 am to 12 noon.

However, it could be noticed in the data collection process that the three most voted days are Wednesday from 2 to 4 pm, Friday from 4 to 6 pm and Tuesday from 4 to 6 pm.

Figure 14

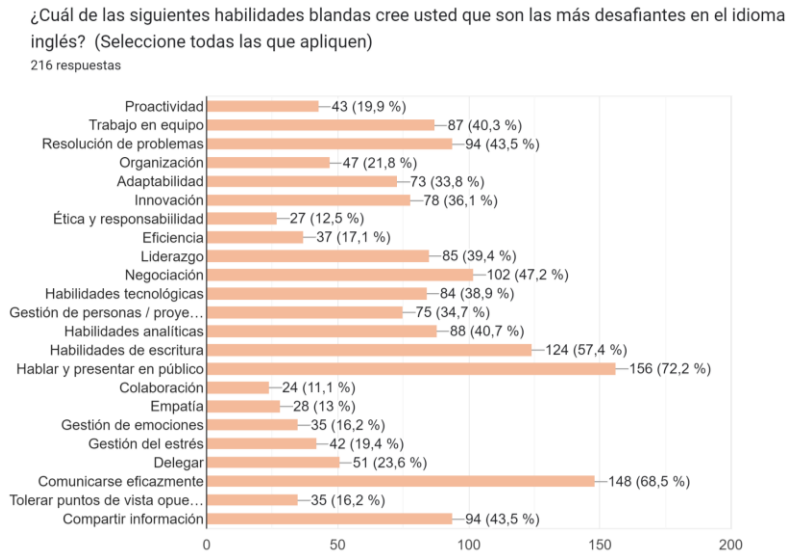
Students' opinion towards their domain of Soft Skills in English



Students were asked about those soft skills which they feel sufficiently able to perform in their other foreign language, in this case, English. As a result, it was found that teamwork skills (44.9%), empathy (38.9%), and organization (31%) are those socio-emotional competencies that they are well-trained to perform mediated by the English.

Figure 15

Students' opinion towards challenging Soft Skills in English



It was found that the skill that was considered the most challenging in English are speaking and presenting in public scenarios (72,2%) along with effective communication (68,5%).

Figure 16

Students' Affinity with English

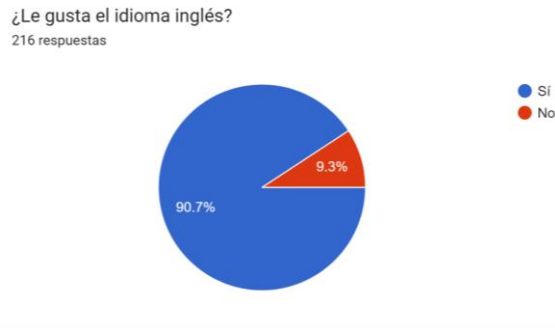


Figure 17

Importance of English in Personal or Professional Profile



In relation to the affinity to the English language, 196 students (90.7%) affirm that they do like it, while 20 of them (9.3%) affirm that they do not. This presents the possibility that the attitude of the students towards the workshop, as being developed in English, will be positive. However, although there is a remarkable percentage of those who say that English is not their affinity, the following question (Figure 17) allows us to ensure that it is considered important for students in their work environment, as 215 (99.5%) aver so.

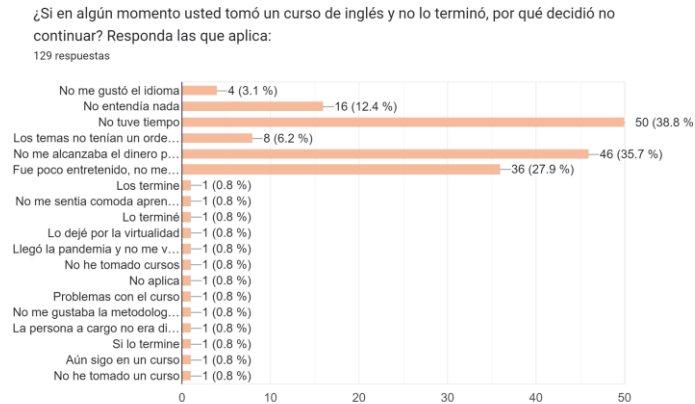
Figure 18

Experience in an English Course



Figure 19

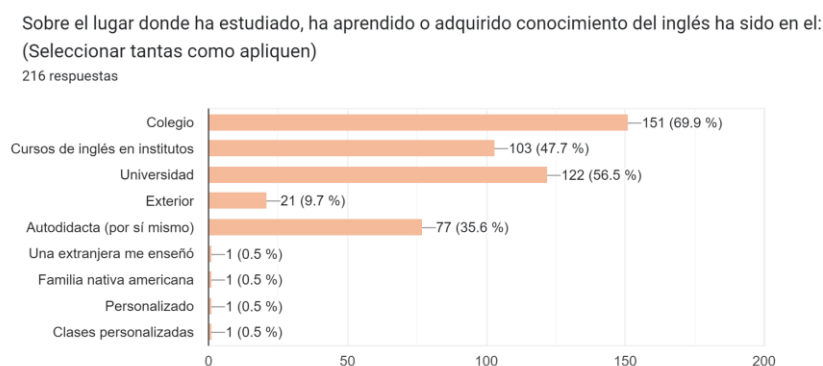
Reasons Students did not continue or finish the English course



We found that 62% of the industrial engineering students have had some experience in an English course, regardless of whether or not they are still taking it, while 38% stated that they have not taken part in one. The reasons for those who did not continue or finish the course (Figure 19) are mainly the time available, the money to continue paying for it and the lack of interest in it.

Figure 20

Place of English Learning

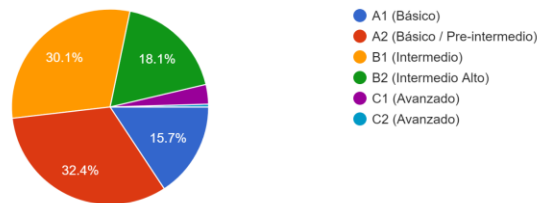


As for their learning of language skills, the majority of students expressed they have acquired their English knowledge through school, university, private courses, self-taught, and some mention having had an experience abroad.

Figure 21

Self-perception of English Level

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



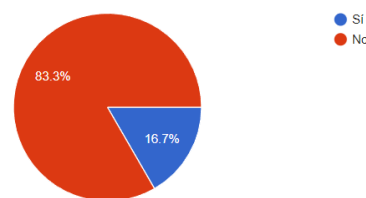
Students were asked about their self-perception regarding the English level. It was found that 135 students (62.5%) have a level from A2 to B1, which are the levels targeted for the workshops. Also, a considerable number of students possess a level of A1 or B2, 34 and 39 respectively.

Figure 22

English Certified Level

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?

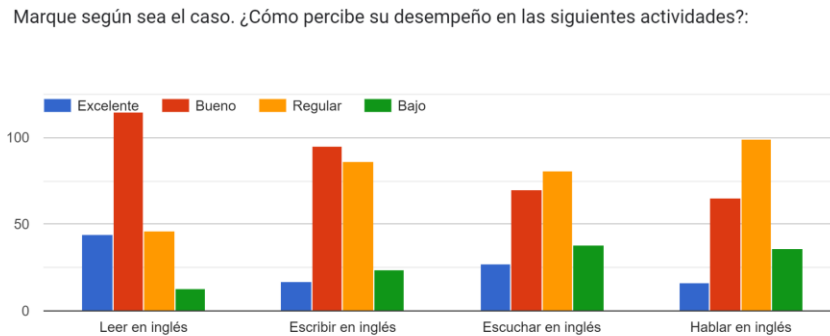
216 respuestas



As it can be observed in the graphic, we could find that 83.8% of students do not have any type of English certification.

Figure 23

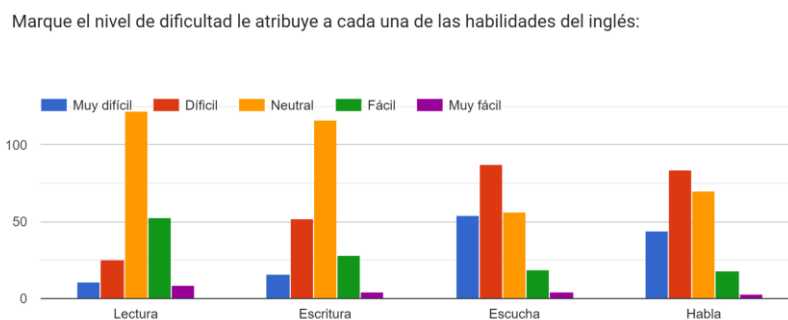
Performance Self-perception in English Activities



In relation to students’ performance self-perception in English activities we could find that overall they place themselves in a ‘good’ and ‘regular’ category. The activities which represent best performance are reading and writing, and the ones where they categorized their performance as ‘regular’ or ‘low’ are listening and speaking.

Figure 24

Perception of difficulty of English skills

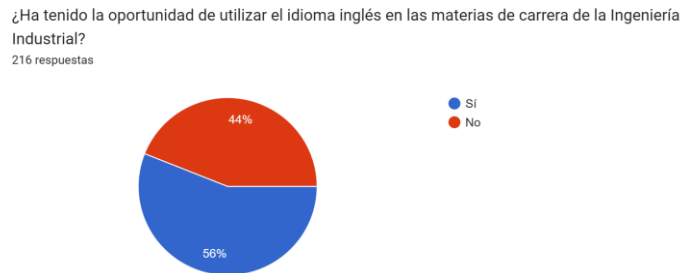


Regarding the levels of difficulty, we can see that the students attribute a neutral level to reading and writing skills, but this tendency is interrupted in the listening and speaking activities, where a higher level of difficulty is attributed to them. This allows us to establish which skills will

be taken as a priority in the creation of the soft skills workshops since the main idea is to increase the students' level of competence in those skills they perceive as challenging.

Figure 25

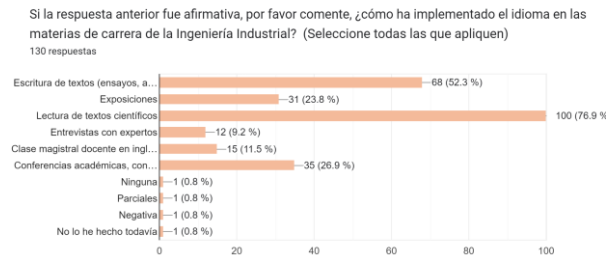
Opportunity to use English in Academic Subjects in the Industrial Engineering Program



According to the participants' answers, it can be seen that 56%, the majority of them, have had the opportunity to use English in academic subjects in their Industrial Engineering program, however, there is a great percentage of students, 46%, who have not had the same opportunity.

Figure 26

Usage of English in Academic Subjects in the Industrial Engineering Program

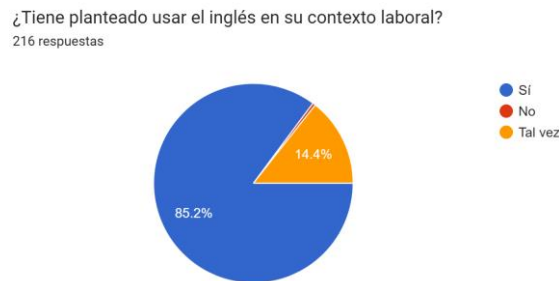


Those who answered affirmatively to the previous question selected that the opportunity has been given mainly by reading scientific texts, writing academic texts such as essays or articles,

reports or e-mails. These answers show that most of the students do use the English language at the undergraduate level in certain academic activities.

Figure 27

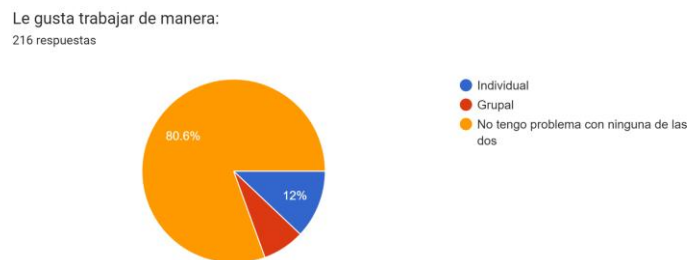
Prospect of English use in the Workplace



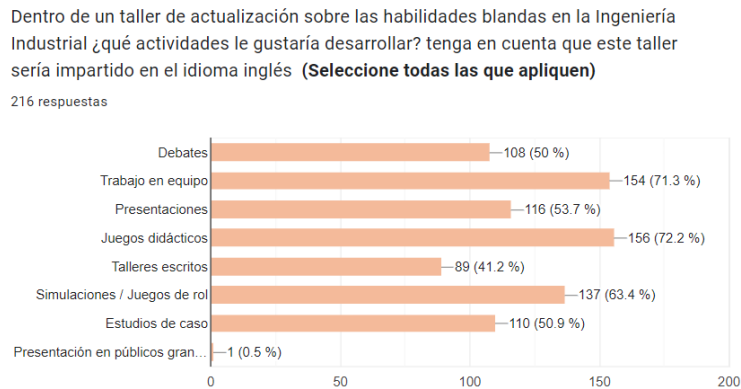
184 (85.2%) of the 216 participants aver they plan to use the English language in their workplaces, and 31 (14.4%) of them consider it as a possibility. Only one of them confirmed that they have not considered it. This gives us a clear view that most of the students consider English as part of their professional projection.

Figure 28

Preference of Work Strategies



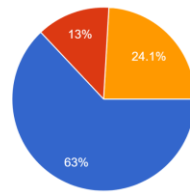
These results open up the possibility of proposing activities that involve both types of work strategies, a situation that will be also beneficial for those students who prefer one or the other.

Figure 29*Preference for Possible Activities in Industrial Engineering regarding Soft Skills*

More than 50% of the industrial engineering students show interest mainly in activities related to teamwork, didactic games, simulations or role plays, case studies and debates. These activities will be a priority in the development of the curriculum for the workshops since they allow us to take into account the interest of the students, and at the same time, to work on soft skills in the English language as these activities require participation and intervention from students, and reinforce collaborative work, which will encourage communication in the foreign language. An important point, and taking into account their response regarding the level of their English language skills and the soft skills they want to work on, it is evident that students do not feel comfortable with addressing a large audience using a foreign language.

Figure 30*Learning Styles*

¿Cuál es el estilo de aprendizaje con el que más se identifica?
216 respuestas



- 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.]

We could find that 63% of the students identify themselves with a visual learning style, which is based on image thinking in relation to ideas and concepts, 24% of the students chose kinaesthetic, where sensations and movements are the main means for learning, and finally, 13% of the participants identify themselves with the auditory style, which remembers better by receiving information orally. This allows us to have a more accurate approach to the student population since their learning styles will help us shape the creation of activities and strategies for the soft skills workshops.

On October 24th, a meeting was carried out with our director Luz Helena Prada to give a general report of the needs analysis responses. After this was discussed and shared with the Industrial Engineering school, the conditions to start developing the syllabus were stated. It required two workshops of twenty hours each which will be certificated by the Industrial Engineering school, with a minimum of assistance of 80% of the hours, meaning a minimum of 16 hours. Also, only Industrial Engineering students could be the participants in the workshop, and they had to have concluded both levels of English assigned in their academic curricula.

Furthermore, the school established certain specifications for our project overall, those being the syllabus of the workshop in English and Spanish, a final report for them to know the results of the process in Spanish, and the materials and content of the lessons in English, to have it available for future implementation. We decided to focus on certain soft skills. Those selected soft skills were identified as the most important to be improved in the field of Industrial

Engineering according to the triangulation of the information found in the literature, interviews, and the results of the need analysis. For the A2 Workshop, the soft skills chosen were assertive communication and teamwork, and for the B1+, the emphasis was on oral communication. However, the purpose underlying the contents of the workshop is to include other soft skills such as self-awareness, emotional intelligence, written communication, and public speaking, among others, so students have the opportunity to know and experience them, and to develop strategies on how to enhance them.

3.1.3 Phase 3: Syllabus

The Industrial Engineering school determined October 31st as the deadline to present the first draft of the workshop, an outline in which the modules and topics per lesson were included (see Table 1). This, is not only for them to review the generalities and content of the workshop but to arrange the required specifications with the responsible parties, in order to validate the certification of students’ participation in it. This first draft was handed out in Spanish, for the Industrial Engineering school to review and approve it. On October 17th, we were provided with the official syllabus template (see Table 2) to be used after giving the approval to the outline draft.

Table 1

Outline Draft - Industrial Engineering Soft Skills Workshop Intermediate Level

TALLER DE INGLES DE HABILIDADES BLANDAS A ESTUDIANTES PREGRADO DE ING. INDUSTRIAL NIVEL B1+
<p>MÓDULO 1: LA PERSONA - AUTODESCUBRIMIENTO</p> <p><i>Sesión 1: Conocimiento del yo 1:</i></p> <ul style="list-style-type: none"> ● Inicio del taller. ● Actividades de diálogo: ¿Quién soy, cómo me identifico y cuáles son mis habilidades? ● Apertura hacia el conocimiento de las habilidades blandas. ● Autoconocimiento: <ul style="list-style-type: none"> - Herramientas para la exploración del ser: MBTI test, material informativo (lecturas) y audiovisual.

TALLER DE INGLES DE HABILIDADES BLANDAS A ESTUDIANTES PREGRADO DE ING. INDUSTRIAL NIVEL B1+
<p>- Aspectos clave para el desarrollo o fortalecimiento del autoconocimiento (agradecimiento, importancia de la vida y quienes nos rodean, etc...).</p> <p><i>Sesión 2: Conocimiento del yo 2:</i></p> <ul style="list-style-type: none"> • Actividades de diálogo: ¿cuáles son sus miedos? ¿Qué expectativas tiene sobre su vida? (proyección personal y profesional). <p><i>Sesión 3: Fortalecimiento del autoestima:</i></p> <ul style="list-style-type: none"> • Bases del amor propio: Reconocimiento y reconstrucción del ser. • La ley del espejo: Proyectas lo que eres. Crear relaciones interpersonales genuinas. <p>MÓDULO 2: COMUNICACIÓN ORAL</p> <p><i>Sesión 3: Comunicación oral 1:</i></p> <ul style="list-style-type: none"> • Conocer las personas y sus diferencias, ¿cómo captar la atención? • Pautas para dar un buen discurso: Creación de un outline. <p><i>Sesión 4: Comunicación oral 2:</i></p> <ul style="list-style-type: none"> • Pautas para dar un buen discurso: Estrategias, lenguaje corporal y proyección de la voz. <p><i>Sesión 5: Comunicación oral 4</i></p> <ul style="list-style-type: none"> • Comunicación asertiva. • Propio uso del lenguaje. • ¿Qué harías sí?: Situaciones reales (Juegos de rol). <p><i>Sesión 6: Inteligencia emocional:</i></p> <ul style="list-style-type: none"> • Estrategias para el manejo de las emociones en situaciones de presión social o laboral. <p>MÓDULO 3: TRANSMITIR IDEAS Y CONCEPTOS</p> <p><i>Sesión 8: Diseño de material audiovisual:</i></p> <ul style="list-style-type: none"> • Apoyo en herramientas audiovisuales para el desarrollo de presentaciones orales(Soft Skill IT Management) • Elementos que construyen una buena presentación audiovisual. <p>MÓDULO 4: ROL PROFESIONAL</p> <p><i>Sesión 9: Liderazgo:</i></p> <ul style="list-style-type: none"> • Observación. • Escucha activa. • Características y cualidades a tomar en cuenta en el área laboral. <p>MÓDULO 5: IMPLEMENTACIÓN DE CONOCIMIENTOS</p> <p><i>Sesión 10: Presentaciones finales:</i></p> <ul style="list-style-type: none"> • Aplicación de contenido aprendido (Presentaciones de tema libre en el idioma Inglés). • Retroalimentación.
Pre-service teachers: Lina García - Valentina Rubiano

Table 2*Workshop Syllabus Template*

UNIVERSIDAD INDUSTRIAL DE SANTANDER		
INGENIERÍA INDUSTRIAL		
WORKSHOP NAME		
TIME INTENSITY		Requirements:
Theoretical and practical (Weekly)	Total hours (Workshop)	
JUSTIFICATION		
WORKSHOP AIMS		
COMPETENCES		
Includes: Generals and Specifics competences		
WORKSHOP CONTENTS		
METHODOLOGY		
ASSESSMENT AND GRADING		
Includes: Learning Indicators, Assessment Strategies, and Equivalence		
BIBLIOGRAPHY		

After receiving the confirmation on the first draft, we started to fill out the syllabus format that was shared, which had as a deadline the 9th of November. On November 7th we had a meeting with our director to check the contents and detailed structure of the syllabus and to make some corrections, and on the 9th of November, we had a meeting with the Industrial Engineering School, where they checked all the contents proposed by the two groups working on the workshops.

Corrections were made in the section of the learning indicators. They needed to be more specific and concise, as they refer to concrete actions that the student would perform to evidence the achievement of the competence. Also, the director of Industrial Engineering suggested trimming back some of the topics presented in the plan, as she considered that there were too many addressed in comparison to the number of hours arranged for the workshop. This observation was taken as a basis for the final modifications, and it allowed us to create sessions that would focus on reviewing, giving feedback and practising the topics seen in the lessons, which also gives students the opportunity to share their thoughts, questions, opinions and contributions of previous or following sessions. Besides, these spaces would serve to have tutoring for the final project of

the workshop, which is a team presentation on a specific topic students have to choose in relation to their academic program. This session was arranged for week 6 and week 9. Another specification set was the schedule of the 20 hours workshop, planned to be carried out every Wednesday from 10 am to 12m, so two hours weekly, for a total of ten weeks. The classroom assigned was 309 of the Industrial Engineering Building. The dates set were from November 23rd until December 14th and from January 11th to February 15th, according to the university academic calendar. This decision was made based on the responses of the students’ self-perception of time availability and a database timetable of students’ subjects provided by the Industrial Engineering school. All the modifications and details mentioned were added to the final syllabus, which was approved. The next step was to create the workshop enrollment form.

Table 3
English Soft Skills on Oral Communication Workshop Final Syllabus

UNIVERSIDAD INDUSTRIAL DE SANTANDER INGENIERÍA INDUSTRIAL		
WORKSHOP NAME ENGLISH SOFT SKILLS WORKSHOP ON ORAL COMMUNICATION FOR INDUSTRIAL ENGINEERING. INTERMEDIATE LEVEL (B1+)		
TIME INTENSITY		Requirements: <ul style="list-style-type: none"> • Belong to the Industrial Engineering undergraduate program of the Universidad Industrial de Santander. • To have concluded both levels of English assigned in the academic curricula.
Theoretical and practical (Weekly) 2 hours	Total hours (Workshop) 20 hours	
JUSTIFICATION		
<p><i>“The era where recruitment of a candidate purely based on core technical skills which are reflected in academic qualifications or work experience has withered away and gives method to find out graduates who are leader in the league of the softer, people-oriented, work-related skills.”</i> <i>Kumbhar (2021)</i></p> <p>The industrial engineering program of the Universidad Industrial de Santander within the faculty of physicommechanical engineering projects the undergraduate student in the labor area as a professional who can manage, lead, design and improve projects that increase the productivity and profitability of companies. In addition, it outlines an ideal graduate who is willing to solve problems by putting his or her technical and interpersonal knowledge to the test while complying with certain ethical criteria and social commitment. The role that the future industrial engineer will fulfil in the different public and private sectors will be to manage processes that meet high-quality standards, leading to a great impact on local, national, and international media. So that the student of this university program will carry out such understandings and skills to companies where they can execute positions of execution, organization or project management and consultancy.</p>		

<p>UNIVERSIDAD INDUSTRIAL DE SANTANDER INGENIERÍA INDUSTRIAL</p>
<p>WORKSHOP NAME</p> <p>ENGLISH SOFT SKILLS WORKSHOP ON ORAL COMMUNICATION FOR INDUSTRIAL ENGINEERING. INTERMEDIATE LEVEL (B1+)</p>
<p>Undoubtedly, higher education prepares students in theoretical knowledge, in very precise technical skills, and in intrapersonal skills that redirect their interest toward their own methodical knowledge. However, it is these systematic skills that have long relegated interpersonal competencies such as communication, empathy, self-confidence, resilience, and teamwork, among others within the curricula of several educational institutions around the world, including the UIS. Therefore, soft skills are the fundamental elements to executing all the processes and tasks within the same organization where the future graduate is located. Bancino & Zevalkink (2007) state that "the increase in global competition and the changing nature of most technical jobs have made soft skills more than just a nice to have, these skills are a must-have". It is employers who consider them of great value that the professional has a solid soft skills background to perform the systematic tasks designated for the organizational progression of the company in which he/she works (Ahmed et al., 2012).</p> <p>Moreover, today there is a perceived exponential increase in the interest of a professional who possesses a unique ability to be creative, innovative, and able to adapt to complex situations that leads the mind to a state of commitment, passion and personal transformation where the intellect adapts to the needs that the 21st century provides. The imposing increase in technical knowledge allows the perception of the dialogue between machine and human being to be the cornerstone of any educational institution at the higher level. However, it must be recognized that human beings disagree with the above, since we innately possess the creativity and social skills that differentiate us from other living beings in the world.</p> <p>Therefore, the School of Industrial and Business Studies together with the School of Languages of the UIS have developed a workshop which seeks to provide students with the best strategies to expand and apply their knowledge in the area of soft skills using the English language as a mediator to recognize the importance it has for their work projection. This workshop seeks to provide industrial engineering students with the tools for a complete and professional training with an emphasis on the soft skill of communication mediated by the English language, which will strengthen those bases such as knowledge of the self, oral expression and body language, the development of audiovisual material to support presentations, control of emotions, the formation of leaders committed to progress, confidence in decision making, acceptance of challenges, and social responsibility among others. In this way, crucial pieces and bases will be provided to face the new contexts that the professional may discover in their new work or operating environment so that those challenges are new opportunities to execute their technical and social skills in national and international sectors.</p>
<p>WORKSHOP AIMS</p>
<p>The purpose of this workshop is to provide students with the necessary strategies for the development of soft skills, focused on communication, through the use of the English foreign language for their personal and professional growth. Also, to provide tools that will allow them to develop fully to develop in the national and international contexts of their respective professions. The objective of this workshop will be to accompany and enrich their linguistic development of the foreign language so that they can begin to strengthen their language skills and thus respond to the multiple multinational challenges.</p>
<p>COMPETENCES</p>
<p>The expected outcomes of the workshop are the following competencies that students are expected to develop:</p> <p>Generals:</p> <ol style="list-style-type: none"> 1. Identifies the characteristics of his personality in order to relate the incidence of these in the development and strengthening of his soft skills. 2. Recognizes soft skills as a crucial tool in the development of his personal and professional profile as an Industrial Engineer in order to generate changes for the benefit of society. 3. Integrates the contents and activities developed throughout the workshop as key strategies to improve their communication skills in the foreign language. <p>Specifics:</p> <ol style="list-style-type: none"> 4. Use communicative strategies such as content organization, use of body language, voice projection and audiovisual design, in order to express their ideas in an organized, coherent and confident manner in contexts and/or fields related to their profession through the use of a foreign language. 5. Design audio-visual materials appropriate to their professional context at the time of making different oral presentations with a view to accompany the substantiation of their ideas.
<p>WORKSHOP CONTENTS</p>
<ol style="list-style-type: none"> 1. Module: The Person - Self-awareness <ul style="list-style-type: none"> <i>Session 1: Awareness of self 1:</i> <ul style="list-style-type: none"> • Introduction to the workshop: Technical guidelines (methodology and contents). • Towards the knowledge of soft skills. What are they, what are they, and why are they important? • Relationship between soft skills and the self. • Tools for the exploration of the self: MBTI Test. <i>Session 2: Awareness of self 2:</i>

<p>UNIVERSIDAD INDUSTRIAL DE SANTANDER INGENIERÍA INDUSTRIAL</p>
<p>WORKSHOP NAME</p> <p>ENGLISH SOFT SKILLS WORKSHOP ON ORAL COMMUNICATION FOR INDUSTRIAL ENGINEERING. INTERMEDIATE LEVEL (B1+)</p>
<ul style="list-style-type: none"> • What are your expectations for your life (personal and professional expectations)? • Foundations of self-love: Recognition and reconstruction of the self. <p>2. Module: Public Presentation</p> <p style="padding-left: 40px;"><u>Session 3: Oral communication 1:</u></p> <ul style="list-style-type: none"> • Guidelines for giving a good speech: Creating an outline. • How to capture people's attention? Addressing the audience correctly. Communication strategies. • Proper use of language. <p style="padding-left: 40px;"><u>Session 4: Oral communication 2:</u></p> <ul style="list-style-type: none"> • Guidelines for giving a good speech: Body language and voice projection. [Allan Pease (Body Language) and Wendy LeBorgne (Voice Branding- 5 key Elements - Intensity, Inflection, Rate, Frequency, and Quality)]. <p style="padding-left: 40px;"><u>Session 5: Oral communication 3 and the professional role:</u></p> <ul style="list-style-type: none"> • What would you do if: Real situations (Role-playing games). • Observation. • Strategies for managing emotions in stressful social or work situations (<i>Emotional intelligence</i>). • Features and attributes to be taken into account in the work area. • Assertive communication and active listening. <p style="padding-left: 40px;"><u>Session 6: Hands-on space:</u></p> <ul style="list-style-type: none"> • Creating an opportunity to answer questions from students. In addition to producing an opportunity to practice previous content. <p>3. Module: Standards for audiovisual resources</p> <p style="padding-left: 40px;"><u>Session 7: Differences between PPT and poster presentations:</u></p> <ul style="list-style-type: none"> • To visualize the different aspects between both presentations. • Identify the structures that make up a poster presentation and the appropriate place to make it. <p style="padding-left: 40px;"><u>Session 8: Material creation:</u></p> <ul style="list-style-type: none"> • Assistance in audio-visual tools for the development of oral presentations (Presentation Skill - Soft Skill). • Features that make up a good audio-visual presentation. <p>4. Module: Tutoring</p> <p style="padding-left: 40px;"><u>Session 9: Opportunity to answer questions or doubts:</u></p> <ul style="list-style-type: none"> • To reinforce the students' knowledge with key elements that can be of help for the final presentation • To clear up doubts about the contents previously seen. <p>5. Module: Knowledge application</p> <p style="padding-left: 40px;"><u>Session 10: Final presentations:</u></p> <ul style="list-style-type: none"> • Implementation of learned content (Presentations of topic related to the Industrial Engineering work area in the English language). • Feedback.
<p>METHODOLOGY</p> <p>The methodology that will be used in the soft skills workshop, focused on communication, using the foreign language is based on the knowledge and research results within the relationship between personal and professional training that the student of the industrial engineering program will develop in the near future as a graduate of the educational institution. The student will be exposed to real events that will help him/her to have a clearer vision of his/her professional role and impact in the industry. The workshop prioritizes certain methods such as:</p> <ul style="list-style-type: none"> • The personal experience: Each student will have the opportunity to research on a topic related to the work area of Industrial Engineering in the English language, in order to take the tools obtained and create presentations. As well as implementing personal reflection spaces for their own individual change. • Classes based on active methodology and experiential learning: Where teachers will describe the relevant information in the classroom, taking into account the proposed content. The key concepts in each academic space will be exposed, as well as offering experiences close to reality and the contents will be adjusted depending on their training and experience. During the ten sessions, the student will be required to participate actively, so that their questions, answers and involvement will be in line with their understanding of the proposed content. In addition to contemplating a close relationship between the theoretical and the practical.

<p>UNIVERSIDAD INDUSTRIAL DE SANTANDER INGENIERÍA INDUSTRIAL</p>										
<p>WORKSHOP NAME</p> <p>ENGLISH SOFT SKILLS WORKSHOP ON ORAL COMMUNICATION FOR INDUSTRIAL ENGINEERING. INTERMEDIATE LEVEL (B1+)</p>										
<ul style="list-style-type: none"> • Maieutic method in student-based learning: Since the constructivist implementation will be the cornerstone of the whole workshop where the student will form his knowledge based on the direct experiences given by his environment, there is also a learning method based directly on the student called the maieutic method. In other words, the critical and rational thinking process that the students of the industrial engineering program possess plus the experience will allow them to put into practice the acquisition of knowledge through dialogue with other people on different topics related to the program and soft skills. The objective of the maieutic method will be to be able to open up to different points of view, as well as to find solutions to problems. In addition, it will allow the student to foster cognitive and affective aspects within the classroom. However, it should be noted that this growth will have a directly proportional effect on family, work and social environments (Muslikh, et al., 2022). • Application of ICT tools: Use of information and communication technologies as key support tools for the development of workshop activities and as a means of exposing the topics to be addressed, providing the opportunity to reinforce learning and to recognize the importance of globalization and innovation processes present in our era. • Collaborative learning: As in daily life, teamwork is a fundamental element in work contexts, therefore, moments of group evaluation will be created to define and identify those key elements for personal and professional growth. • Feedback sessions: moments where all educational actors within the classroom will provide students with concise information that will help to be able to achieve the proposed objectives of the workshop through the foreign language. • Presentations: Key opportunities where students will perform oral presentations demonstrating their knowledge of audio-visual design, and verbal and non-verbal communication. 										
<p>ASSESSMENT AND GRADING</p>										
<p>Learning Indicators:</p> <p>1.1 Establishes a relationship between their personal characteristics and the development and strengthening of soft skills.</p> <p>2.1 Evaluates the importance of soft skills as part of his/her professional profile and acts accordingly to strengthen his/her competencies.</p> <p>3.1 Actively participates in the activities proposed for the improvement of his/her communicative skills in the foreign language..</p> <p>4.1 Consciously uses communicative strategies in the foreign language in order to express ideas in an assertive manner in different academic and professional contexts.</p> <p>5.1 Develops relevant audio-visual material to support the presentation of his/her ideas in academic and work contexts.</p> <p>Assessment Strategies</p> <p>The most prominent feature of this workshop in terms of evaluation will be formative and summative feedback. During each tutorial session, every effort will be made to provide the information necessary to achieve the class objectives. Clearly, each student will be more than welcome during the specified times to obtain more information in this regard.</p> <p>As for the evaluation system at any given time, these will be the requirements for passing the course:</p> <table border="1" data-bbox="381 1486 1239 1759"> <thead> <tr> <th>Requirement</th> <th>Week to present</th> </tr> </thead> <tbody> <tr> <td>Sample slide design</td> <td>Week 8</td> </tr> <tr> <td>Oral presentation - Class project</td> <td>Week 10</td> </tr> <tr> <td>Attendance</td> <td>Throughout the development of the workshop</td> </tr> <tr> <td>Participation</td> <td>Throughout the development of the workshop</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Guidelines and evaluation rubrics will be provided for each of your assignments. • Deadlines are crucial. Late work will not be accepted without prior notice. Extensions are granted, with valid justifications for discussion and consensus. If a late submission is anticipated, it is imperative to contact the teachers in charge as soon as 	Requirement	Week to present	Sample slide design	Week 8	Oral presentation - Class project	Week 10	Attendance	Throughout the development of the workshop	Participation	Throughout the development of the workshop
Requirement	Week to present									
Sample slide design	Week 8									
Oral presentation - Class project	Week 10									
Attendance	Throughout the development of the workshop									
Participation	Throughout the development of the workshop									

<p>UNIVERSIDAD INDUSTRIAL DE SANTANDER INGENIERÍA INDUSTRIAL</p>
<p>WORKSHOP NAME</p> <p>ENGLISH SOFT SKILLS WORKSHOP ON ORAL COMMUNICATION FOR INDUSTRIAL ENGINEERING. INTERMEDIATE LEVEL (B1+)</p>
<p>possible.</p> <ul style="list-style-type: none"> Attendance is mandatory, as it is a crucial part of the workshop approval. In addition to what is stated here, the attendance policy will be governed by chapter IV of the Academic Regulations. <p>Equivalence</p> <p>The final grade consists of pass/fail, which will be determined by the number of hours attended in the workshop. In order for the student to pass, he/she must meet an attendance percentage of 80% of the total hours of the workshop. That is to say, out of 16 total hours, the student must comply with the above requirements.</p>
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<p>UNIVERSIDAD INDUSTRIAL DE SANTANDER INGENIERÍA INDUSTRIAL</p>
<p>WORKSHOP NAME</p> <p>ENGLISH SOFT SKILLS WORKSHOP ON ORAL COMMUNICATION FOR INDUSTRIAL ENGINEERING. INTERMEDIATE LEVEL (B1+)</p>
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3.1.4 Phase 4: Inscriptions

For students to participate in the English Soft Skills Workshops, we created an enrolment form whose objective was to ask students about the workshop that would best suit both their English level, which was let to their self-perception and soft skills preference, besides their full name, contact number and email. We made clear that participation is voluntary and that students will receive the certification as long as they comply with the requirements proposed by the program

in terms of English level, assistance and participation. They were also informed about the schedule, topics and generalities of each workshop. The enrolment form was open from November 16th to November 22nd, to start the sessions on November 23rd, and it was shared through the Industrial Engineering school social media.

Figure 31

First Facebook Post of Industrial Engineering school



Note. (Escuela de Estudios Industriales y Empresariales - UIS, 2022)

Figure 32

Instagram Post Soft Skills Workshop



Note. (EEIEUIS, 2022)

Figure 33

Workshop Start Date Reminder

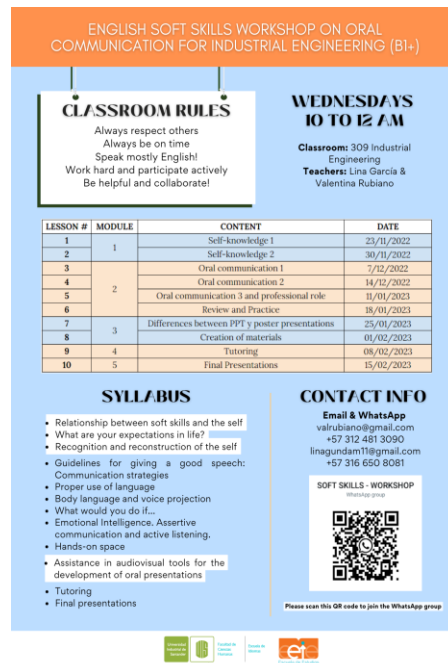


Note. (EEIEUIS, 2022)

We received 33 responses, 20 of them which were from students interested in the A2 level Workshop, and 14 from the B1+. After this, we contacted the B1+ enrolees’ students via email to thank them for their interest to participate, and to reiterate the generalities of the workshop and its start date. We created a syllabus infographic for students to keep at hand all the relevant information related to the workshop, including classroom rules, schedule, session timeline and its

topics, and practitioners’ contact information. To have effective communication and share all class-related content and materials, a WhatsApp group was created for students to join in the first class through a QR code.

Figure 34
Syllabus Infographic



3.1.5 Phase 5: Interventions

The interventions started on the 23rd of November, 2022. The development of the syllabus allowed us to establish a global scope and sequence of the workshop, thus, the lesson planning was developed and improved as we became acquainted with the participants and their needs, evaluating their attitudes and opinions regarding the contents and methodologies of the lessons. Each of the sessions was carried out based on a detailed lesson plan (see annexes) in which stages, contents, objectives, interaction patterns, activities, materials, and time are specified. For each class, pre-service teachers will write the list of activities students will do during the class.

Overall, students will talk about how they feel at that moment before moving to the next stage which are the warm-up activities; later, they will answer open questions given by the teacher to reflect on the topic before jumping into it directly. Pre-service teachers will then present the topic and in order to apply the concepts SS will perform the activities related to the main objective of the lesson. Furthermore, they will have a space to freely talk about their thoughts, opinions, perceptions. Those insights from their classmates will then lead to further feedback and discussion. Besides, for each lesson, a closure activity was included. In this stage, through different strategies such as, students had the opportunity to share their feedback regarding the lesson, the contents, and the pre-service teacher's methodologies and attitudes. Padlet was one of the main instruments employed as it is a practical and easy-to-use tool that allows anonymity for students to share what they want without any limitations or fears. However, as time and classes went by, the closure methodology changed to a more analogue manner to get all the students' feedback at the end of each class. For instance, the use of printed postcards, post-its, self-evaluation worksheets, A4 sheets, etc...

Additionally, in order to start the interventions a Certificate of Commencement on the Business Internship (See Annex B) was created. It was signed by the Industrial Engineering School, the School of Languages, the director of our undergraduate degree work, the practitioners, and the students that enrolled in the workshop.

As mentioned before, the soft skill workshop was designed to be developed through 10 classes or lessons in a range of 20 hours. For the first intervention, the pre-service teachers presented themselves and allowed students a space to talk freely about themselves, which gave them the opportunity to loosen up from the traditional classroom environment. In order to break the ice of the class, students participated in energetic activities so that they could be at ease.

Furthermore, students were presented with the syllabus, the methodologies to be implemented, the content for each class as well as the final outcome to be presented at the end of the workshop.

Consequently, in the first lesson, we introduced the central topic of the course regarding Soft Skills. Students stated their interest to develop those skills but did not know how to improve them. Open questions were established to let them analyze and determine why soft skills are important for them and the purpose of it in their lives. Moreover, students had the possibility to explore the Myers Briggs Type Indicator (MBTI) which is a test that can help them recognize their own personality features and critically examine those personality findings. Students could make an association with the MBTI category to their own ideas of themselves and the relation that it may have with the development of soft skills itself. On top of that, this space helped pre-service teachers to intrinsically evaluate the student's level of English as well as determine the prospective strategies to foster the interaction of the foreign language in upcoming classes. Finally, they could share their first thoughts about the class together with further suggestions of activities that could be implemented in the workshop. (For a more in-depth description of the class see Annexes [C](#) and [N](#))

The second lesson focused on determining one's strengths and weaknesses. In general, the work of getting to know oneself is a big task for many, as they are not used to opening a space for personal reflection. There was evidence of a certain difficulty in recognising both aspects of the self. Hence, this situation leads us to raise the idea of the need to generate more spaces to discuss aspects of the self in the future. Following the same line of work, the second activity was the recognition of the strengths and weaknesses of others. This turned out to be a bit quicker to do. In addition, the topic of self-love was established, which is believed to be fundamental for the development of soft skills since it helps with the basis of self-esteem linked with self-confidence

(University of Queensland, n.d.). The students felt that it is challenging to develop the self as they do not have space or opportunities to implement it. The classroom atmosphere was enjoyable for both educational actors. The students were able to express their thoughts openly and without discomfort. (For a more in-depth description of the class see Annexes D and N)

Continuing with the descriptions of the interventions, in the third lesson the main topic changed. In this case, the objectives guiding the activities were focused on identifying the key aspects of oral communication as well as creating an outline for their final presentations. It can be said that many of the students highlighted that for them the workshop was a safe space in which they could express themselves without fear. Likewise, there was an excellent discussion around the topic and the importance of attending and participating in the class. In addition, during this session, the students were able to search and talk to other classmates to create groups to work on planning and developing the final presentation. At the end of the lesson, the students were able to give feedback about the class and several of them found positive aspects such as those mentioned above, as well as recognised the help given, allowing to promote confidence and courage. Besides, many students mentioned how excited they were to further explore the topic and participate in the other activities. It is possible to affirm that in this class it could be observed students were very positive and joyful. (For a more in-depth description of the class see Annexes E and N)

At this point, class 4 was covered as established in the development of the syllabus, three classes will focus specifically on the aspects of oral communication to be worked on. The focus of this lesson was on evaluating all the important aspects of body language in conveying meaning. This is where a role-play activity was implemented. Some students had to decipher the meaning behind the gestures. Additionally, it was possible to explain the different elements of voice branding when speaking or explaining a topic, for example in presentations. Thanks to the

activities implemented, an engaging educational environment was developed which allowed not only the students to express themselves better but also the pre-service teachers to listen and enjoy every moment. Additionally, they affirmed that it is difficult for them to have the opportunity to practice these strategies without the pressure of an audience or a professor, and the sessions are a very convenient chance to do so. Finally, the students were able to share the motivation they have to continue with the workshop. (For a more in-depth description of the class see Annexes F and N)

In session five, the main objective was to carry out oral and assertive communication skills considering the development of active listening. The lesson also focused on reflection and identification of emotions through different mini-workshops or methods. The students had the opportunity to observe the interpersonal relationships they have with others and to be aware of how they treat them. The pupils expressed the difficulty of active listening as well as assertive communication as they are used to interrupting people while others are talking or getting carried away by the emotions of the moment by taking the ideas of others in a very personal manner. This is why the importance of emotional intelligence (EI) was explained, as well as tips to improve social and personal relationships. At the end of the lesson, students reflected on aspects they had faced during the session, as well as posted questions they needed clarification and feedback on what they had learned in class. (For a more in-depth description of the class see Annexes G and N)

For lessons 6 and 9, it was possible to open enough space for tutorials towards the development of the final presentation for the last lesson of the workshop. Hence, for those moments it was possible to carry out activities to relax not only the classroom atmosphere but also to allow the students to freely express their experiences towards the topics seen. For each lesson,

respectively, more time was devoted to listening to students in order to evaluate those elements that allowed for personal and communicative growth, as well as to observe certain key areas for improvement. (For a more in-depth description of the class see Annexes H, K and N)

Interventions in classes 7 and 8, were closely related to each other. Both were aimed at getting to know the main features of oral presentations such as the poster presentation and presentations made with the aid slides. Furthermore, it was possible to establish the different contexts in which these presentations are carried out, the different applications they have and the main characteristics or structure they hold. Therefore, students establish and compared each key aspect for poster and oral presentations. Following the same subject line, the students learnt about different digital tools used for the construction of visual aids. Thus, a variety of applications as well as websites were presented. It is highlighted that in this lesson students were able to talk about the different experiences of making their own presentations or the use of various tools not shown in the class. This allowed them to get to know, in a wider range or spectrum, the different technologies that are available to everyone. They were able to bring to each class different perspectives to their peers and pre-service teachers, allowing them not only to share information but to appreciate the human kindness of each one. (For a more in-depth description of the class see Annexes I, J and N)

Finally, for the last lesson, number 10, we allowed each member of the class to have a specific delegate role in each final presentation. This instance helped the implementation of everything they had gone through in the 10 lessons of the workshop. Based on the participant's work, it can be said that students consolidated and applied everything in an oral presentation. It is important to clarify that since the workshop is not intended to generate quantitative grades, a detailed diagnosis of their performance was carried out. In addition to the teachers detailing the

presentations and giving appropriate feedback, the students were responsible for analysing themselves to determine their strengths and weaknesses during the presentation with a self-evaluation rubric. The objectives of the class were therefore met, which were to perform their final presentations in an academic manner and space and to conclude the current soft skill workshop by expressing their thoughts, opinions and feelings about their experiences in each class and the outcomes. Over and above, students and pre-service teachers opened a space to share food and thoughts about the subject or other areas of life. The students' progress in the way they speak English was evident as well as the implicit elements of soft skills. (For a more in-depth description of the class see Annexes L and N)

4. Chapter 3

4.1 Evaluation and Conclusions

It is worth mentioning that after all the challenges we faced throughout our process to develop a project for FOSCAL last year, we never lose hope of finding a plan that could contribute significantly to our community and our academic field, as we are proud and willing to share the knowledge, we have acquired over all these years in our program. It is a very enriching process to see how a foreign language, such as English, can benefit people in different areas of their lives.

For us as undergraduate and pre-service teachers, the given opportunity to work within a different academic field opens a new standpoint to experience first-hand what is to be a teacher in said environment. Each encounter, either good or bad, left a footprint in our consciousness to grow and improve as future teachers. For this section, you will explore different areas such as the lessons learned in this professional training as pre-service teachers, contributions that were made to the School of Industrial Engineering, and lastly, the future projections of the internship along with some remaining topics or issues.

In the first place, there were several experiences, knowledge, and skills gained in a short period of time. To begin with, working in a different field implies being engaged concurrently, simultaneously, and collectively with the employer; for instance, the School of Industrial Engineering. In other words, joining action with directors, professors, students, and other institutional actors led us to encounter what teamwork really is. Even though the current workshop's focal point was about the development of soft skills for Industrial Engineering students, we as pre-service teachers learned a lot from being in a real-life situation where our interpersonal skills played a significant role in all the phases of the workshop. Furthermore, one more insight we acquired from the overall project was about collaborative teaching.

It was unfamiliar territory for us in terms of teaching as we have always observed that teaching is done on a personal and individual basis without any outside opinion. Also, in our bubble of learning theories, we understood the need for students to increase their skills and we never realised that it is both students and teachers who require each other's cooperation. At first, it was an unorthodox space for some of us but as time went by and as we contributed to the development of each lesson plan, material, and teaching, the two-teacher classroom space became a beneficial event not only for us as teachers but also for the students. Thanks to that action, we were able to observe that the students' diligence and employment of oral communication increased and interpersonal skills were fostered. It should be added that teaching in a cooperative way allows us to have moments of personal reflection as well as carefully analysing the procedures. It also helped us to overcome the anxiety of the other partner, allowing not only the development of the class to flow naturally, but also to encourage companionship, creativity, and motivation by allowing the students to also receive the energy transmitted by us.

Next in order, the contributions made by the degree work to the School of Industrial Engineering will be evoked. As a novelty, there is the soft skills workshop that was taught through pedagogical models more focused on the construction of knowledge through a more present action by the students, which led to developing more didactic and involved activities, generating in them a comfortable and safe place to use English without feeling judged by the linguistic errors they make. We believe that the students are now more aware of the qualities, strengths, and weaknesses they possess. Discovering personality traits that help them to grow into a better person so that they can contribute not only to the workforce of a company but also to foster better relationships with the environment in which they surround themselves. We believe that this workshop has attracted the attention not only of undergraduate students but also of Master's students and students from other academic programs at UIS, generating interest and recognition of the School of Industrial Engineering for its ground-breaking ideas. Even though it was made clear that they could not receive certification as this was provided only for Industrial Engineering students, they wanted to participate. This situation is an opportunity to start implementing this workshop in other engineering areas they are interested. For this reason, this soft skill workshop should be considered as a specific instance to apply in a wider scope for Master students' who are already in the professional world to reinforce their skills as well as the foreign language, as it would also be ideal for the university's undergraduate teachers to whom it would bring exceptional human quality, increasing the value of the institution of higher education. It is possible to envision this academic space being complemented with other subjects or workshops so that in the not-too-distant future it will be possible to create an elective subject within the academic programme of the School of Industrial Engineering.

Finally, this last section will address the limiting aspects of the creation and development of the soft skills workshop. As a first instance, it was observed that the number of people enrolled in the workshop was not the one expected due to various factors such as the short academic calendar 2022-1, the crossing of timetables with other subjects in the Industrial Engineering degree, the academic load, etc... Due to these factors, not many students were able to register or continue with the scheduled lessons. Another determining factor in which some students dropped out was the language component. From the first instance where students answered the needs questionnaire, students assessed their level of English from their own perception without having answered a standard test. However, within the classes, it was possible to perceive to a certain degree the level of each student, thanks to their answers or understanding of the instructions given. Language difficulty was a key determinant that may have led to some limitations in participation. For future planning in foreign language workshops, mock tests should be applied to know the student's current level of English by taking into account the four skills (speaking, writing, reading and listening), as this will allow students to have a better understanding of both the linguistic level and the skills they need to polish within the classes. Similar tests should be considered to help define the student profile about their linguistic knowledge and exercise.

To conclude, we would like to emphasize that the soft skills knowledge has allowed the students, in a space of two hours, to reflect on their personality, body language, use of voice, assertive communication, active listening, and emotional intelligence. This was followed by knowledge classes, guidelines, and practice of the oral presentations they bestowed as their final project. Students developed a strong confidence which empower them to speak assertively towards their classmates or others contexts. All in all, the attitude of the students has always been receptive and very friendly allowing the classroom spaces to be active and dynamic for learning. The

workshop was indeed a great contribution to the soft skills of Industrial Engineering students which will directly apply to their closest social backgrounds without leaving aside the field of employability, which will help them to step in a future job position. These spaces should continue in the future to open the doors to more students who are interested in a prepared and successful professional life.

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Annexes

Annex A. Matrix of Job Positions for Engineers in Colombia

#	Nombre de la empresa	Descripción	Cargo solicitado	Experiencia solicitada	Habilidades técnicas	Habilidades blandas	Inglés requerido	Link	Ubicación	Idioma Puesto de Trabajo
1	Trabajo Joven Si Hay	Programa liderado por el Ministerio de Trabajo y la Consejería Presidencial para la Juventud con el objetivo de continuar estimulando la generación	Ingeniero(a) industrial o ambiental con especialización en SST	Mínimo 1 año	Sistemas de gestión integral	No menciona	No menciona	https://www.linkedin.com/jobs/view/3154183162	Colombia	Español
2	Hitachi Energy	Líder mundial en tecnología que impulsa un futuro energético sostenible para todos. Fabricación de electrodomésticos,	Ingeniero Industrial Mecánico/Eléctrico o afines.	Al menos 5 años de experiencia en montaje de maquinaria y equipo y/o mano industrial.	Habilidades prácticas en sistemas eléctricos, mecánicos, hidráulicos y neumáticos. Conocimientos en Excel, word, Power Point, software CAD	Seguridad e integridad. Innovación y rapidez. Entusiasmo y calidad.	Sí (Intermedio)	https://www.linkedin.com/jobs/view/3152928481	Colombia	Español
3	Total Millwork LLC	Empresa de construcción	Líder de licitaciones. Billings (ingeniero industrial, administrador y/o afines)	No menciona	Advanced computer and applications knowledge, Purchasing experience required. Proficient with MS Suite, Knowledge and	Strong verbal and written communication skills working in a team environment	Sí (Aho, Fluente)	https://www.linkedin.com/company/total-millwork-lc/about	USA, Virginia	Inglés
4	ReclutaPro (Intermediario)	Apoyamos a las empresas mediante la atracción y selección de talento de la más alta especialización para proyectos de gran complejidad, brindando	Ingeniero Industrial	Más de 2 años	Áreas logísticas, producción y gestión, exportación, despachos	No menciona	Sí (C1)	https://www.linkedin.com/jobs/view/3152724252	Colombia, Bogotá	Español
5	Trabajo Joven Si Hay	Programa liderado por el Ministerio de Trabajo y la Consejería Presidencial para la Juventud con el objetivo de continuar estimulando la generación	Ingeniero Industrial	Mínimo 1 año	Implementación de sistemas de gestión integral, calidad, auditoría. Excel Intermedio-Avanzado	No menciona	No menciona	https://www.linkedin.com/jobs/view/3152594158	Colombia, Bogotá	Español
6	Trabajo Joven Si Hay	Programa liderado por el Ministerio de Trabajo y la Consejería Presidencial para la Juventud con el objetivo de continuar estimulando la generación	Ingeniero Industrial	Mínimo 6 meses	Análisis de tiempo de máquinas, analizar flujo del proceso, calcular estándares de producción, identificar y soportar oportunidades de mejora. Excel avanzado	Trabajo en equipo, comunicación y capacidad de análisis	Sí (Intermedio)	https://www.linkedin.com/jobs/view/3152669168	Colombia, Cali	Español
7	Movistar (Telefonía Hispana)	Telecomunicaciones	Profesional en Contabilidad, Economía, Administración de Empresas, Ingeniería Industrial,	No menciona	Dominio Avanzado de Excel. Experto en manejo de sistemas de información y Office 365, SAP. Conocimiento en	Foco en el cliente. Generar confianza y credibilidad. Manejar la complejidad de los procesos que se le asignen.	No menciona	https://www.linkedin.com/jobs/view/3152594158	Colombia (Remoto)	Español
8	Trabajo Joven Si Hay	Programa liderado por el Ministerio de Trabajo y la Consejería Presidencial para la Juventud con el objetivo de continuar estimulando la generación	Ingeniero Industrial	No menciona cantidad	Investigar, innovar y desarrollar procesos para la producción y distribución de bienes y prestación de servicios en toda clase de organizaciones, buscando	No menciona	No menciona	https://www.linkedin.com/jobs/view/3152674730	Colombia, Cundinamarca	Español
9	Banco Davivienda	Servicio Financiero	Profesionales en carreras administrativas	1 año en procesos de operaciones internacionales	Experto en el manejo del sistema Swift - requerido. Manejo de Google. Manejo de excel - avanzado	No menciona	Sí (B1)	https://www.linkedin.com/jobs/view/31526448052	Colombia, Bogotá	Español
10	Seguros Bolívar	Seguros	-Profesional en Ingeniería, Economía, Estadística, Finanzas o Matemáticas.	1 a 3 años mínimo	-Manejo Avanzado de Excel. -Manejo de bases de datos y lenguaje de consulta (SQL).	No menciona	Sí (A2/B1)	https://www.linkedin.com/jobs/view/31526448052	Colombia, Bogotá	Español
11	Renault Group	Sector Automotriz	Profesional titulado en Ingeniería Mecánica, industrial, producción o afines.	2 años	Gestionar la subcontratación en RTA. Colombia. Seguimiento, Performance y desarrollo de nuevos proveedores.	No menciona	Sí (B1-C1)	https://www.linkedin.com/jobs/view/31526448052	Colombia, Envigado	Español
12	ISA INTERCOLOMBIA	Servicios públicos / Energía eléctrica	Ingeniería financiera, industrial, administración de empresas, administración financiera.	3 a 5 años en analítica aplicada a las finanzas. 5 a 8 años en: Estructuración de casos	Gestión de la productividad. Administración basada en valor. Conocimiento de los negocios-Gestión financiera. Gestión contable individual	No menciona	Sí (Intermedio)	https://www.linkedin.com/jobs/view/31526448052	Colombia, Medellín	Español
13	Ymax Traffic	Transporte por carretera o ferrocarril	Industrial Engineering, Administration, or related careers.	4 years	Proccement MS, SAP system	No menciona	Sí (avanzado)	https://www.linkedin.com/jobs/view/3152117255	Colombia, Cali	Inglés
14	Avianca	Aeronáutica /Aviación	Profesional en ingeniería industrial, administración de empresas, comercio o similares.	Mínimo 1 año	Administración, presupuesto	Orientación a resultados, servicio, adaptabilidad, comunicación asertiva, organización del tiempo	Sí (B1)	https://www.linkedin.com/jobs/view/3152039216	Colombia, Bogotá	Español
15	Domina Entrega Total S. A.S	Servicios al consumidor	Profesional en ingeniería de sistemas, ingeniería administrativa, ingeniería industrial, contabilidad,	2 años	Metodología tradicional de proyectos y ágiles, herramientas de mejoramiento continuo, proyectos y procesos	No menciona	No menciona	https://www.linkedin.com/jobs/view/3152028471	Colombia, Medellín	Español
16	Constructores Bolívar	Construcción	Ingeniería Sistemas, industrial o administración de empresas, ciencias de la ingeniería.	1 y 2 años	Metodologías Ágiles (ejemplo: Scrum). Conocimiento en las herramientas estadísticas de Google. -Conocimientos en sistema	No menciona	No menciona	https://www.linkedin.com/jobs/view/31526448052	Colombia, Bogotá (Híbrido)	Español
17	Café Quindío	Producción Alimentos	Profesional en ingeniería industrial	2 años de experiencia en el sector de producción de alimentos	Conocimiento y dominio de indicadores de producción (Análisis de tiempos, muestreo, evaluación de rutas críticas, control de eficiencia)	No menciona	No menciona	https://www.linkedin.com/jobs/view/3152143397	Colombia, Quindío	Español
18	Trabajo Joven Si Hay	Programa liderado por el Ministerio de Trabajo y la Consejería Presidencial para la Juventud con el objetivo de continuar estimulando la generación	profesional en Ingeniería Industria	2 años	Producción, Procesos o afines. Manejo de indicadores, tiempos, flujos y movimiento de inventarios. Excel avanzado y Power BI	No menciona	No menciona	https://www.linkedin.com/jobs/view/31526448052	Colombia, Medellín	Español
19	IKEA	Veces al por menor	Administrador de empresas, ingeniero industrial o carreras afines con más de 3 años de experiencia en proyectos de	Más de 3 años	Experiencia gestionando y administrando proyectos tecnológicos. Experiencia diseñando flujos de trabajo y procesos. Deseable experiencia en	No menciona	Sí (avanzado)	https://www.linkedin.com/jobs/view/3152143397	Colombia, Bogotá	Español

20	Design by Mira INC	Sector Industrial	Profesional en Industrial o afines	3 años	Desarrollar y Gestionar proyectos de mejora continua con el fin de optimizar los procesos y generar reducción de costos y...	No menciona	No menciona	https://www.linkedin.com/jobs/view/328349598/	Colombia, Bogotá	Español
21	Enity	Artículos de consumo (global hygiene and health company)	Ingeniero Químico, Industrial, de Producción, Mecánico o Electrónico	2 años en adelante en supervisión, control y/o mejora continua en empresas de manufactura	Conocimientos en estadística, ensamble de variables y atributos, seguridad, calidad, manejo de procesos de producción. Deseable conocimientos en...	Competencias: Enfoque a resultados, resolución de problemas, visión sistémica, administración y seguimiento planes de trabajo	No menciona	https://www.linkedin.com/jobs/view/328565541/	Colombia, Cauca	Español
22	Wompi	Servicios financieros	Graduado o próximo a graduarse en las siguientes profesiones: • Ingeniería	6 meses a 1 año	Conocimiento en temas transaccionales • Manejo de Conciliación y Cifras • Excel Intermedio o	Capacidad Analítica o propositiva	No menciona	https://www.linkedin.com/jobs/view/326720298/	Bombia, Medellín (Híbrido)	Español
23	Cargil	Producción Alimentos	Ingeniero Industrial o de Carreras afines a producción	Máxima un año (sistemas de inventario y procesos productivos)	Capacidades físicas (fuerza y resistencia) SAP, MS y excel	No menciona	No menciona	https://www.linkedin.com/jobs/view/328741518/	Colombia, Rionegro	Español
24	Colubaldío	Gestión de organizaciones sin ánimo de lucro	Ingeniero Industrial - Bilingüe	5 años de experiencia en procesos industriales, calidad, facturación, cartas entre otros.	Procesos industriales, calidad, facturación	Persona proactiva, que le guste trabajar en equipo, que aporte ideas, que tenga muy buena actitud. * Persona con espíritu comercial. * Trabajo bajo presión y en entornos de	Bilingüe	https://www.linkedin.com/jobs/view/328478370/	Colombia, Bogotá	Español
25	Colmédicos S.A.S	Medicina	Profesional Ingeniero Industrial	1 año	Mejoramiento de procesos y/o gestión de proyectos multidisciplinarios	No menciona	No menciona	https://www.linkedin.com/jobs/view/328261709/	Colombia, Medellín	Español
26	SONDA	Servicios y tecnologías de la información	Ingeniero industrial, Administrador de empresa o afines	4 años de experiencia en gerencia de proyectos y servicios de IT	Conocimiento en gerencia de proyectos a través de metodologías ágiles, SCRUM, Canvas.	No menciona	No menciona	https://www.linkedin.com/jobs/view/328643968/	Colombia, Bogotá	Español
27	Banco de la República	Banca	Personas que acrediten un título de una carrera profesional en Ingeniería Industrial, Ingeniería de procesos, Economía	3 años mínimo	Procesos, de continuidad, gestión de riesgos	No menciona	Si (B1)	https://www.linkedin.com/jobs/view/327358620/	Colombia, Bogotá	Español
28	Sociedad De Cirujía Ocular	Importante empresa está en búsqueda de un profesional en ingeniería industrial o mecánica con experiencia de 1 año.	Ingeniero industrial, o mecánico	1 año de experiencia	No menciona	No menciona	No menciona	https://co.trabajo.org/advertencia/2867-2027-1001-63097748-5695664-899a63568-398-37sim_comparar_respuestas_8081_809b8kuma_souper-8081e-108_809180na_mediis_micromanic	Colombia, Bucaramanga	Español
29	Servicios y Asesorías SAS	Solicitamos vincular Ingeniero de proyectos para la ciudad de Bucaramanga. El campo de acción está en los sectores: Minero, Oil and Gas, Naval, Construcción, Energético o portuario, seguridad, etc.	Educación en Ingeniería Mecánica, Electromecánica, Eléctrica, Industrial o afines.	2 años venta técnica, tanto para equipos, componentes, como para la venta de proyectos de servicio y mantenimiento.	Venta de proyectos de servicio y mantenimiento, conocimiento en componentes tecnológicos	No menciona	No menciona	https://co.trabajo.org/advertencia/2867-2027-1001-63097748-5695664-899a63568-398-37sim_comparar_respuestas_8081_809b8kuma_souper-8081e-108_809180na_mediis_micromanic	Colombia, Bucaramanga	Español
30	Trabajo Joven Si Hay	Programa liderado por el Ministerio de Trabajo y la Consejería Presidencial para la Juventud con el objetivo de continuar estimulando la generación	Ingeniero Agroindustrial o Ingeniero Industrial	(2) años en procesos de producción de maíces (tanto molido, partido, salvado), programaciones de producción, operaciones, logística.	Personas con conocimientos en programas del sistema office: word, Excel, power point. SIEMSA ENTERPRISE.	No menciona	No menciona	https://www.linkedin.com/jobs/view/325650811/	Colombia, Cundinamarca	Español
31	Siigo	Servicios y tecnologías de la información	• Profesional en Administración de empresas, Economía, Ingeniería o afines.	Más de 1 año de experiencia en el desarrollo de sistemas y/o nuevos negocios (preferiblemente en el sector de la tecnología)	Excel nivel intermedio	No menciona	Si (B2)	https://www.linkedin.com/jobs/view/328879971/	Colombia, remoto	Español
32	MARVAL SA	Ejecutar con enfoque de Administración Justo a Tiempo (JAT) las actividades y funciones del sistema de abastecimiento de la obra a gandas, garantizando el flujo continuo de la cadena de suministros, abastecimientos controlados y consistentes, verificando que los	Residente logístico	2 AÑOS	Conocimientos administrativos en obras	No menciona	No menciona	https://co.computrabajo.com/ofertas-de-trabajo-de-trabajo-de-trabajo-de-logistica-industrial-experiencia-en-manual-ia	Colombia, Bucaramanga	Español
33	CORFERIAS SA	Estamos buscando para nuestro equipo de trabajo practicante de ingeniería industrial quien nos apoye en el desarrollo de nuevos proyectos	Auxiliar o asistencial	Sin experiencia	Apoyo en desarrollo de nuevos proyectos	Joven curioso, innovador, con altas expectativas de aprendizaje	No menciona	https://www.empleos.com.co/oferta-de-trabajo-practicante-de	Colombia, Bogotá	Español
				Sólo 2 de 33 empresas no mencionan la experiencia requerida para el cargo, y sólo una solicita persona sin experiencia en calidad de practicante	La mayoría de las habilidades técnicas requeridas tienen que ver con manejo de softwares relacionados con la ingeniería industrial, excel MS suite, temas de gestión, producción, administración, proyectos, etc.	Sorprendentemente, sólo 9 de las 33 ofertas de trabajo mencionan algún tipo de habilidades blandas como requerimiento. Entre ellas se destacan habilidades de comunicación, trabajo en equipo, multi, adaptabilidad, resolución de problemas.	14 de las 33 ofertas de trabajo son explícitas en el requerimiento del inglés para la población. El nivel solicitado varía entre A2 y C1 o clasificado como intermedio o avanzado. Sin embargo, 19 de las ofertas no mencionan nada respecto al inglés como requisito.		En su mayoría, las ofertas de trabajo están localizadas en Medellín o Bogotá, las ciudades principales de Colombia. También encontramos ofertas dadas en modelo híbrido o remoto.	2 de las 33 ofertas tienen sus requisitos y descripciones en el idioma inglés y estas dos solicitan el nivel de inglés avanzado y fluido.

Annex B. Certificate of Commencement on the Business Internship**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 INTERMEDIO (B1+)", siendo parte del trabajo de grado de las estudiantes Lina Tatiana García Ríos y Valentina Rubiano Romero en dicha modalidad. Donde se le brindará al estudiante las estrategias necesarias para el desarrollo de las habilidades blandas, enfocado a la comunicación, a través del uso de la lengua extranjera inglés para su crecimiento personal y profesional. Asimismo, proveer herramientas que le permitan desarrollarse íntegramente para desenvolverse en los contextos nacionales e internacionales de su respectiva profesión. Además de acompañar y enriquecer su desarrollo lingüístico de la lengua extranjera de modo que se pueda empezar a fortalecer habilidades del idioma y así responder a los múltiples desafíos multinacionales. Por consiguiente, la metodología que se llevará a cabo estará enfocado no sólo recurriendo las experiencias personales de los estudiantes, sino aplicando las metodologías activas y de aprendizaje experimental, el uso de la mayéutica como implementación constructivista para formar conocimiento, la aplicación de herramientas TIC, el aprendizaje colaborativo, las sesiones de retroalimentación, y las presentaciones.

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, salón 309.

Para constancia se firma la presente acta de inicio y finalización de la formación por los que en ella intervinieron,

NOMBRE	IDENTIFICACIÓN	CONTACTO	CARGO	FIRMA
Martha Liliana Torres Barreto	63.498.047	dir.eeie@uis.edu.co 634 4000 Ext. 2333	Directora de la Escuela de Estudios Industriales y Empresariales	
Olga Lucía Uribe Enciso	63.515.807	escidiomas.director@uis.edu.co 634 4000 Ext. 2238	Directora de la Escuela de Idiomas	



FORMULARIO DE CONSENTIMIENTO INFORMADO



D Acepto participar voluntariamente en el "TALLER DE HABILIDADES BLANDAS EN INGLÉS PARA INGENIERÍA INDUSTRIAL. NIVEL INTERMEDIO (B1+)". De igual manera, estoy de acuerdo con la toma de evidencias necesarias por parte de las profesoras durante el desarrollo del taller con fines netamente académicos.

Declaro que he leído y comprendido las indicaciones, contenidos y compromisos a tener en cuenta para la participación dentro de este espacio. He tenido la oportunidad de hacer preguntas y han sido respondidas. No tengo dudas al respecto.



Lugar y fecha: Noviembre 23, 2022 / Bicarámanga



NOMBRE	FIRMA
Rafael Esteban Torres Tangua	<i>Rafael T.</i>
Paula Andrea Navas Vega	<i>Paula Navas</i>
Angelica Zulay Martinez Pinilla	<i>Angelica</i>
Camilo Andres Caceres Rivera	<i>Camilo</i>
Daniel Ricardo Taveres Camacho	<i>Daniel</i>
Mauricio José Lozano Giraldo	<i>Mauricio José</i>
Kevin Snieder Vera Galvis	<i>Kevin</i>
Ana Isabel Gómez Acevedo	<i>Ana</i>
Sandra Milena Conyers Piles	<i>Sandra</i>
Michael Matthew Mora Canoyul	<i>Michael M. Mora</i>

Annex C. Lesson Plan 1



 		Universidad Industrial de Santander BA of Education in Foreign Languages Faculty of Human Sciences English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)											
LESSON PLAN FORM													
Pre-service teachers: Lina Tatiana García Ríos and Valentina Rubiano Romero		Institution: Universidad Industrial de Santander			City: Bucaramanga								
Date: 23/11/2022	Industrial Engineering students	Age: —	Lesson #: 1		Level: B1+								
Objective(s): <ul style="list-style-type: none"> - By the end of the lesson, students will be able to recognize their personality type. - By the end of the lesson, students will be able to evaluate the importance of their personal traits in the development and improvement of soft skills. 													
Language Content: Present Simple (Positive and Negative sentences - questions) Functions: Describing (I am..., soft skills are...) Sharing opinions (I think that..., I believe that... They are important because...) Vocabulary: soft skills, communication, teamwork, leadership, creativity, critical thinking, adaptability, eye contact, conversation, nodding head, compliment, frown, question Pronunciation: Use of proper intonation to communicate ideas			Skills:		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>L</td> <td>R</td> <td>S</td> <td>W</td> </tr> <tr> <td>X</td> <td></td> <td>X</td> <td></td> </tr> </table>	L	R	S	W	X		X	
L	R	S	W										
X		X											
STAGES	ACTIVITY	INTERACTION	MATERIALS		TIME								

<p>Lesson opening</p>	<p>While SS arrive at their assigned classroom, TS will play energetic music to create a nice environment from the beginning. The music will stop at 10:10 am. Class starts.</p> <p>1. Welcome to class!: (Lina & Valentina) TS will greet SS in an energetic way and TS will ask how they are feeling. Then, TS will check the list and make sure all SS are enrolled in the class.</p> <p>2. Time bomb name game: (Lina)</p> <p>TS will invite SS to form a circle. Then, TS will give instructions for them to introduce themselves. Later, a T will throw a ball to one student. He/she will have three seconds to say the other classmate's name and throw the ball to them before it "explodes" or they are out of the game. The activity will continue until one student remains. If a student could not tell the classmate's name, they should mention another personal aspect such as their age and their reason behind enrolling on the workshop.</p> <p>TS will invite students to say their names every time they are going to participate or intervene in class.</p> <p>3. Workshop information: (Valentina) TS will show a QR code to SS on the TV so that SS can get access to the WhatsApp group of the class. TS will help SS who have technical issues. After a couple of minutes, TS will ask SS if everyone could enter the chat group and get SS confirmation. Then, TS will guide SS to look at the Google Drive link which will be connected to the WhatsApp group. SS will find the Workshop syllabus and other materials they can use during the course. Then, TS will explain to SS how the workshop will be conducted, the classroom rules, the methodologies to be applied, the objective, and the final product they will present. TS will give a space for SS' questions.</p>	<p>T ↔ S</p> <p>SS ↔ SS</p> <p>T ↔ SS</p>	<p>Computer Internet Speakers Music (Link 1)</p> <p>Computer Internet Welcome Slides (Link 2)</p> <p>Small Ball</p> <p>Computer Internet TV or Video Beam Syllabus (Link 3) Acta de inicio (Link 4) Classroom rules - Slide (Link 5) WhatsApp group QR code Picture and link (Link 6) Google Drive - Soft Skills Workshop (Link 7)</p> <p>Board Markers Eraser</p>	<p>9:55 - 10:10 15'</p> <p>10:10 - 10:15 5'</p> <p>10:15 - 10:30 15'</p> <p>10:30 - 10:45 15'</p>
<p>Warm up</p>	<p>Blindfold Game: (Lina y Valentina) 1. TS will create obstacles with everyday items in the classroom and a specific place SS need to reach. Then, TS will sort SS into two groups. One person is blindfolded while the rest of the group decides how to communicate (from their seats) instructions on how to navigate through the course wearing a blindfold. TS will time each group and discuss which communication style was the most effective. A student from each group will stand near the blindfolded student to help him/her stay safe during the activity. This activity builds trust and requires accurate communication to successfully navigate through the course.</p>	<p>SS ↔ SS</p>	<p>Two neck/head scarves or cloth or bandanas</p>	<p>10:45 - 11:00 15'</p>

 		Universidad Industrial de Santander BA of Education in Foreign Languages Faculty of Human Sciences English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)			
LESSON PLAN FORM					
Pre-service teachers: Lina Tatiana García Ríos and Valentina Rubiano Romero		Institution: Universidad Industrial de Santander		City: Bucaramanga	
Date: 23/11/2022	Industrial Engineering students	Age: —	Lesson #: 1	Level: B1+	
Objective(s): <ul style="list-style-type: none"> - By the end of the lesson, students will be able to recognize their personality type. - By the end of the lesson, students will be able to evaluate the importance of their personal traits in the development and improvement of soft skills. 					
Procedure	<p>1. How much do you know?: (Valentina) TS will ask SS if they can guess what the workshop is all about, taking into account the warm-up activity. To encourage participation, TS will throw a ball so that a student can catch it and give their answer. If the student does not know the answer he/she can give the ball to another classmate. Later, TS will show two questions, such as:</p> <ul style="list-style-type: none"> • <i>What are soft skills? Which are some examples of soft skills?</i> <p>TS will invite SS to participate and answer what they know. Both TS and SS will discuss and reflect on their answers. Now, another question will be presented:</p> <ul style="list-style-type: none"> • <i>Why are soft skills important for your personal/academic/professional life?</i> <p>These three questions will motivate SS to start a collective discussion about the topic.</p>		T ↔ SS	Computer Internet TV or Video Beam Slides (Link 8) Small ball Board Markers Eraser	11:00 - 11:15 15'
	<p>2. Soft skills in direct relation to their own personalities: (Lina) TS will show a picture with all the 16 personality characters. Right after the picture is displayed, TS will ask SS if they recall the meaning of those characters. SS will volunteer to answer the opening question. They can also say if they already know their MBTI or if they know what it is. Then, T will ask SS if they have ever taken a test to assess their personality type and the opportunities given in their academic context to develop their personality traits in relation to their personal profile. A moment of dialogue will be given. After SS state the importance of their personality traits in the field of soft skills, they will have time to take the MBTI test, which will give them detailed information about the characteristics of their personality. TS will guide SS with some instructions about the amount of questions (66), and how to answer each one. TS will monitor SS if they have doubts on applying the test or unknown vocabulary (Cambridge Dictionary).</p>		T ↔ S	Computer Internet TV or Video Beam Picture (Link 9) MBTI Test (Link 10) WhatsApp Group	11:15 - 11:45 30'

 		Universidad Industrial de Santander BA of Education in Foreign Languages Faculty of Human Sciences English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)		
LESSON PLAN FORM				
Pre-service teachers: Lina Tatiana García Ríos and Valentina Rubiano Romero		Institution: Universidad Industrial de Santander		City: Bucaramanga
Date: 23/11/2022	Industrial Engineering students	Age: —	Lesson #: 1	Level: B1+
Objective(s): <ul style="list-style-type: none"> - By the end of the lesson, students will be able to recognize their personality type. - By the end of the lesson, students will be able to evaluate the importance of their personal traits in the development and improvement of soft skills. 				
Closure	Padlet (Valentina) At the end of the class, TS will share a Padlet link on the WhatsApp group so that SS can easily access the next activity. TS will ask them to write their thoughts, opinions, expectations for the workshop, and recommendations for the following lessons anonymously.	T ↔ SS	Computer Internet TV or Video Beam Padlet (Link 11)	11:45 - 11:55 10'
	Homework: (Lina) Finally, TS will let SS know about homework, which is to look for what aspects of their own personality enhance their job performance by using a template given by the TS in which they will find a silhouette with three boxes they need to fill by writing how are they like, their characteristics about their own personality, how would they use their strengths and weaknesses into a work environment, and they will draw in the silhouette picture a representation of their own personality. Motivate SS to reflect on themselves.		Worksheet (Link 12)	11:55 - 12:00 5'
Potential problems and possible solutions: <ol style="list-style-type: none"> 1. Some SS may not attend the workshop. It is important to take this aspect into account for the following class, in order to greet them and let them know that asTS, we will be accompanying their learning process. 2. SS' may not be willing to participate in the activities of the class because of shyness or fear. TS will be in charge of making them feel comfortable, confident and motivated to say what they want to say, without being worried about mistakes they can make or without being judged. This class is the first opportunity for the teachers to get to know students' rhythm of work, participation in class and attitude towards the teacher-student interaction. 3. SS don't understand the instructions given. TS will try to use other resources such as the board, gestures or the L1. 4. There is no internet connection in the classroom. Beforehand, TS will download all materials and save them in a pen drive. 5. If TS perceive that time is running out, the activities will be adapted properly. 				
References: <ol style="list-style-type: none"> 1. Music to start the workshop - link: https://www.youtube.com/watch?v=rNwygTkUpRA&t=3725s&ab_channel=MusicCollection 2. Welcome Slides - link: https://docs.google.com/presentation/d/1BYIZA3edxMLayJcRzd14Jh0qrdDdOzrhdeq2VTHOtM/edit?usp=share_link 3. Syllabus - link: https://drive.google.com/file/d/1BDqY-dFPiDoehynb8MelCdx8nAQUBfYf/view?usp=share_link 4. Acta de Inicio del Taller - link: https://docs.google.com/document/d/1LrXUjt-6Zt5wBaEPqfLpUgBtiP9_12hLCok4nCZ8Lg/edit?usp=sharing 5. Class Rules Slides - link: https://docs.google.com/presentation/d/1F2fyw9NnlpRQUyTVm7YJ8qAsVL6br2wskmHTU44dA/edit?usp=share_link 6. WhatsApp group QR code Picture and group link: https://drive.google.com/file/d/14U3tW0KFRKHqh2OoCag6AvlNKfKsuxpO/view?usp=share_link // https://chat.whatsapp.com/JNRUtc93pM3CxaNbVs9FG 7. Google Drive - Soft Skills Workshop - link: https://drive.google.com/drive/folders/1q3Mn2UG7czL2gsRHRi3EMCNuvCZSpE2?usp=share_link 8. How much do you know? Slides - link: https://docs.google.com/presentation/d/1GtoeeXmiUaQDG2tGZF563WYqrQLYHXby4nDv3MSm7VE/edit?usp=share_link 9. MBTI 16 characters - link: https://drive.google.com/file/d/1Nm7QSor8lQqCxjYEaBxyGQNPBGE3x3au/view?usp=sharing 				

Annex D. Lesson Plan 2

 		Universidad Industrial de Santander BA of Education in Foreign Languages Faculty of Human Sciences English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)							
LESSON PLAN FORM									
Pre-service teachers: Lina Tatiana Garcia Rios and Valentina Rubiano Romero		Institution: Universidad Industrial de Santander			City: Bucaramanga				
Date: 30/11/2022	Industrial Engineering students	Age: 20-23	Lesson #: 2		Level: B1+				
Objective(s): - By the end of the lesson, students will be able to recognize their own strengths and weaknesses that complement or shape their personality. - By the end of the lesson, students will be able to evaluate the importance of self-love in their lives and its implication on their behaviour.									
Language Content: Present Simple (Positive and Negative sentences - questions) Functions: Describing (I am..., soft skills are...) Sharing opinions (I think that..., I believe that... They are important because...) Vocabulary: soft skills, communication, teamwork, leadership, creativity, critical thinking, adaptability, eye contact, conversation, nodding head, compliment, frown, question, self-love, self-acceptance, boundaries, inner voice, mental health, self-care, hobbies, indications: right, left, in, out, forward, backwards. Pronunciation: Use of proper intonation to communicate ideas				Skills:		L	R	S	W
						X		X	X
STAGES	ACTIVITY	INTERACTION	MATERIALS			TIME			



Universidad Industrial de Santander
 BA of Education in Foreign Languages
 Faculty of Human Sciences
 English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)

LESSON PLAN FORM

Pre-service teachers: Lina Tatiana García Ríos and Valentina Rubiano Romero		Institution: Universidad Industrial de Santander		City: Bucaramanga
Date: 30/11/2022	Industrial Engineering students	Age: 20-23	Lesson #: 2	Level: B1+

Objective(s):

- By the end of the lesson, students will be able to recognize their own strengths and weaknesses that complement or shape their personality.
- By the end of the lesson, students will be able to evaluate the importance of self-love in their lives and its implication on their behaviour.

Lesson opening	While SS arrive at their assigned classroom, TS will play energetic music to create a nice environment from the beginning. The music will stop at 10:10 am. Class starts.		Computer Internet Speakers Music (Link 1)	9:55 - 10:10 15'
	<p>1. Welcome to class!: (Lina & Valentina) TS will greet SS in an energetic way and TS will ask how they are feeling. Then, TS will check the list and make sure all SS are enrolled in the class. Also, if new SS are in class TS will give information about it in a short manner so that they can grasp the main idea of the workshop.</p>	T ↔ SS	Computer Internet Attendance list Syllabus (Link 2)	10:10 - 10:15 5'
	<p>2. Listen and act!: (Lina) TS will invite SS to stand up and do a circle by holding hands with each other. Now instructions will be given by the T in which they will:</p> <ol style="list-style-type: none"> Say what T says and do what T says. For instance, if the T says 'move forward' SS will repeat what T mentioned and act as such. Say the opposite word of what T says and do what T says. For instance, if the T says 'move forward' SS will say 'move backwards' but they will move forward by jumping. Say what T says but do the opposite as T says. For instance, if the T says 'move forward', SS will repeat what T mentioned but they will perform the opposite by jumping backwards. <p>For each stage, the T will mention actions such as 'move forward', 'move backwards', 'right', 'left', 'in', and 'out'.</p>	T ↔ SS	[No material]	10:15 - 10:30 15'

<p>Warm up</p>	<p>1. Strengths and weaknesses; (Lina) T will hand out an A4 paper to each student. They will divide the paper in a half by drawing a line in the middle. At their right space, each student will write two <i>strengths</i> that they think they have at the top and two <i>weaknesses</i> that they recognize about themselves, at the bottom of the paper. Then, on the left part of the paper, each student will write three <i>strengths</i> that they see in others or that they want to have, at the top, and three <i>weaknesses</i> they see in others, at the bottom of the paper.</p> <p>Now, they will cut half of the A4 paper. The paper in which SS wrote their own <i>strengths and weaknesses</i> will be folded and kept in their pockets or backpacks. Then, with the other pieces of paper with three <i>strengths and weaknesses</i>, SS will cut or rip six small pieces of paper so that each of them can have one strength and one weakness.</p> <p>Later, SS will take their three pieces of paper that have strengths written, fold them and throw them in a small box from their seats. When SS have finished the T will say that they will now go where the box is so that they can take three pieces of paper and give a <i>strength</i> to a classmate.</p> <p>When everyone has three strengths they will go back to their seats and take their three other pieces of paper with weaknesses written on them. They will fold each piece of paper and throw them into the box. Now, SS will stand up and go where the box is so that they can take three pieces of paper and give a <i>weakness</i> to a classmate.</p> <p>Each student will have three <i>strengths</i> and three <i>weaknesses</i> which they will check on the other pieces of paper saved in their pockets or backpacks. T will invite SS to contrast each characteristic and analyze if what the other classmate perceives about them resonates with what they think about themselves.</p> <p>Space to discuss what people think about us and what we project will be given.</p>	<p>SS ↔ SS</p>	<p>Board Markers 15 blank A4 sheets of paper Small box Vocabulary box (Link 3)</p>	<p>10:30 - 10:50 20'</p>
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Procedure	<p>1. Homework review (Valentina & Lina) TS will invite SS to take their previous worksheets to revise given homework from last week so that feedback can be given. Analyse SS' characteristics and professional visions with their soft skills. SS will share with their classmates their drawings and the reasons behind each picture that reflect their personalities. Unknown vocabulary will be checked if necessary by using the Cambridge Dictionary.</p> <p>For new SS, TS will hand out the previous worksheets to them so they can do the personality test at home and develop the other section within the document.</p>	T ↔ SS	Worksheet (Link 4) Padlet Website (Link 5)	10:50 - 11:05 15'
	<p>2. Self-love Foundations Roulette: (Lina) T will show SS a wheel with six foundations of self-love which are self-discovery, mental health, self-acceptance, boundaries, self-care, and inner voice. Then, the T will give a student a wireless mouse in which they can move the wheel. The same student will then read the definition of the selected foundation with a piece of paper given by the T. Later, the same foundation will be analyzed by SS and TS, by giving examples or situations to reflect on.</p>	T ↔ SS	Computer Videobeam Internet Wheel Website (Link 5) Foundations of Self-Love definitions (Link 6) (Link 7) Wireless mouse	11:05 - 11:15 15'
	<p>3. Self-love Language Chart: (Lina) T will write on the board five self-love languages. Then, T will invite SS to give a definition for each of them and give examples for each form of language. Later, T will display a chart with the self-love languages so that they can have a better idea about how they can manifest their own love to themselves. Space for discussion will be given.</p> <p>In order to have a better understanding of the topic, T will ask SS if they know the difference between self-love and self-esteem. According to SS' answers, further information will be given by showing a slide with a comparative chart.</p>	T ↔ SS	Computer Videobeam Internet Board Markers Self-Live Language Chart (Link 8) Worksheet Self-Love foundations and language (Link 9)	11:15 - 11:30 15'
	<p>4. The Self-Love balloon: (Lina) TS will give t each student a balloon and a marker. Then, TS will invite SS to inflate the balloon. After it is inflated, they will have to tie it. Now each one will take the marker given by the T and divide the balloon into 4 equal parts. In a small section of the balloon, they will have to write their name and while doing so they must remember why they have the name they have. Then, in another section of the globe, they will write a physical part of the body that they like the most, in the third section they will write an attitude about themselves that they like the most, and finally in the fourth section they will write an aspect that they would like to improve.</p> <p>After everyone has completed each section of the balloon, the T will play a song for one minute while the students pass the balloons from one to another. When the song stops, each student should have a balloon in his or her hand. Next, each student will get into groups of 3 where they will talk about those sections that the balloon person has and the positive aspects of the dynamic. TS will go through each group listening to commentary or running through grammar, and pronunciation or helping with vocabulary.</p> <p>In the end, feedback will be given on how they felt about the experience as well as analyzing key elements to improve.</p>	T ↔ SS SS ↔ SS	13 rubber balloons 13 Markers Song (Link 10)	11:30 - 11:45 15'



Universidad Industrial de Santander
 BA of Education in Foreign Languages
 Faculty of Human Sciences
 English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)

LESSON PLAN FORM

Pre-service teachers: Lina Tatiana García Ríos and Valentina Rubiano Romero		Institution: Universidad Industrial de Santander		City: Bucaramanga
Date: 30/11/2022	Industrial Engineering students	Age: 20-23	Lesson #: 2	Level: B1+

Objective(s):

- By the end of the lesson, students will be able to recognize their own strengths and weaknesses that complement or shape their personality.
- By the end of the lesson, students will be able to evaluate the importance of self-love in their lives and its implication on their behaviour.

Closure	Snowstorm (Valentina) At the end of the class, TS will T will invite SS to take a piece of paper. They will write down a question they have about today's class, how they felt during the session, what they learned, what did they like the most about the class, and what they feel they would like to improve. As soon as they finish writing they will form a ball of paper with the same piece of paper. Then, T will indicate to SS that they will throw the paper ball up in the air in a different direction. Now each classmate will take a paper	T ↔ SS	Paper Balls	11:45 - 11:55 10'
	Homework - 8 Days of Self-love: (Lina) .T will give SS 8 worksheets in which they will find a short description of the self-love foundation or characteristic they need to reflect on from 8 days. Each day has different characteristics so that after reading the description they can answer a given question thinking about themselves.	T ↔ SS	8 days of self-love document [PDF] (Link 11)	11:55 - 12:00 5'

Potential problems and possible solutions:

1. Some SS may not attend the workshop. It is important to take this aspect into account for the following class, in order to greet them and let them know that asTS, we will be accompanying their learning process.
2. SS' may not be willing to participate in the activities of the class because of shyness or fear. TS will be in charge of making them feel comfortable, confident and motivated to say what they want to say, without being worried about mistakes they can make or without being judged. This class is the first opportunity for the teachers to get to know students' rhythm of work, participation in class and attitude towards the teacher-student interaction.
3. SS don't understand the instructions given. TS will try to use other resources such as the board, gestures or the L1.
4. There is no internet connection in the classroom. Beforehand, TS will download all materials and save them in a pen drive.
5. If TS perceive that time is running out, the activities will be adapted properly.



Universidad Industrial de Santander
 BA of Education in Foreign Languages
 Faculty of Human Sciences
 English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)

LESSON PLAN FORM

Pre-service teachers: Lina Tatiana García Ríos and Valentina Rubiano Romero		Institution: Universidad Industrial de Santander		City: Bucaramanga
Date: 30/11/2022	Industrial Engineering students	Age: 20-23	Lesson #: 2	Level: B1+



Objective(s):



- By the end of the lesson, students will be able to recognize their own strengths and weaknesses that complement or shape their personality.
- By the end of the lesson, students will be able to evaluate the importance of self-love in their lives and its implication on their behaviour.



References:



1. Music to start the workshop - link: https://www.youtube.com/watch?v=rNwygTkUpRA&t=3725s&ab_channel=MusicCollection
2. Syllabus - link: https://drive.google.com/file/d/1BDqY-dFPiDoehynb8MeICdx8nAQUBfyf/view?usp=share_link
3. Homework worksheet- link: https://docs.google.com/document/d/1gOZHj13JMCb-YtBcQjsANqG2MQ74e30ITHCjDJ1nKt0/edit?usp=share_link
4. Padlet - link: <https://padlet.com/linagundam11/rlcu6cp4t8q9ohch>
5. Foundations of Self-Love Wheel - link: <https://wheelofnames.com/es/typ-q89>
6. Foundations of Self-Love Definitions - link: https://drive.google.com/file/d/1JKZrvmxx_LrdTeFcL7BWoLFWUg63eYDI/view?usp=share_link
7. Foundations of Self-Love Definitions - link: <https://docs.google.com/presentation/d/1wpZqFjGpOb--cfrh6WhuNwkXipsjNvuFDENUTAjMoLo/edit?usp=sharing>
8. Self-Love Language Definitions - link: https://drive.google.com/file/d/14VaRC7avJv1DYexVkJZCO8u9wwX3KnkSC/view?usp=share_link
9. Worksheet Self-Love foundations and language - link: https://docs.google.com/document/d/1s3Mfl1cHV9mijzDH5Snd-tnXWbaA_RMMacXKzE0PKHeM/edit?usp=sharing
10. Song - link: https://www.youtube.com/watch?v=iPOMFuid3vA&ab_channel=2UnlimitedOfficial
11. 8 Days of Self-Love Homework - link: https://drive.google.com/file/d/1NJB8hCpU7cRY-9HuPO6Aa2_i-hSZFS5/view?usp=share_link



Annex E. Lesson Plan 3

 		Universidad Industrial de Santander BA of Education in Foreign Languages Faculty of Human Sciences English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)					
LESSON PLAN FORM							
Pre-service teachers: Lina Tatiana García Ríos and Valentina Rubiano Romero		Institution: Universidad Industrial de Santander			City: Bucaramanga		
Date: 07/12/2022	Industrial Engineering students	Age: 20-23	Lesson #: 3	Level: B1+			
Objective(s): <ul style="list-style-type: none"> - By the end of the lesson, students will be able to identify the key aspects in oral communication - By the end of the lesson, students will be able to create an outline for their oral presentations 							
Language Content: Present Simple (Positive and Negative sentences - questions) Functions: Describing (The easiest part... The most difficult part...) Sharing opinions and thoughts (I think that..., I believe that... It is important because... I noticed that) Sharing feelings (I feel that... I am ...) Vocabulary: Outline, presentation, public presentation, audience, purpose, goal, introduction, body, conclusion, attention getter, pause, breath, gestures, practice, topic, overnight Pronunciation: Use of proper intonation to communicate ideas			Skills:	L	R	S	W
				x		x	x
STAGES	ACTIVITY	INTERACTION	MATERIALS		TIME		



  Universidad Industrial de Santander BA of Education in Foreign Languages Faculty of Human Sciences English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)				
LESSON PLAN FORM				
Pre-service teachers: Lina Tatiana García Ríos and Valentina Rubiano Romero		Institution: Universidad Industrial de Santander		City: Bucaramanga
Date: 07/12/2022	Industrial Engineering students	Age: 20-23	Lesson #: 3	Level: B1+
Objective(s):				
<ul style="list-style-type: none"> - By the end of the lesson, students will be able to identify the key aspects in oral communication - By the end of the lesson, students will be able to create an outline for their oral presentations 				
Lesson opening	While SS arrive at their assigned classroom, TS will play energetic music to create a nice environment from the beginning. The music will stop at 10:10 am. Class starts. 1. Welcome to class!: (Lina & Valentina) TS will greet SS in an energetic way and TS will ask how they are feeling. Then, TS will check the list and make sure all SS are enrolled in the class.	T ↔ SS	Computer Internet Speakers Music (Link 1)	9:55 - 10:10 15'
	2. Homework review: (Lina & Valentina) TS will invite SS to share the responses and experiences they lived while doing the homework of '8 days of self-love' from last week. SS will share with their classmates the reasons behind each response and how it influenced these 8 days.	T ↔ SS	Computer Internet Attendance list (Link 2)	10:10 - 10:15 5'
Warm up	2. Let's communicate: (Valentina) TS will invite SS to be in pairs or teams of three, according to how many students are in the class. After this, TS will randomly give a specific topic (healthy habits, social media, football, music, learning languages and pets) to each group. TS will ask SS to create a short conversation whose purpose is to talk about the topic they were assigned.		'8 days of self-love' PDF document (Link 3)	10:15 - 10:25 10'
	SS will have 3 minutes to talk. After the conversations are finished, the whole group will discuss the following questions: <ul style="list-style-type: none"> - What do you think is the easiest and the most difficult part when starting a conversation? - Were the ideas clear or did you have any difficulties understanding your classmates? - Did you pay attention to body language? 	T ↔ SS SS ↔ SS	Pieces of paper with the topics written (Link 4)	10:25 - 10:45 15'

		Universidad Industrial de Santander BA of Education in Foreign Languages Faculty of Human Sciences English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)		
LESSON PLAN FORM				
Pre-service teachers: Lina Tatiana García Ríos and Valentina Rubiano Romero		Institution: Universidad Industrial de Santander		City: Bucaramanga
Date: 07/12/2022	Industrial Engineering students	Age: 20-23	Lesson #: 3	Level: B1+
Objective(s):				
<ul style="list-style-type: none"> - By the end of the lesson, students will be able to identify the key aspects in oral communication - By the end of the lesson, students will be able to create an outline for their oral presentations 				
Procedure	<p>1. Creating a presentation outline! (Lina & Valentina) T will draw a word web on the board. At the core of it, T will write <i>Presentation</i>. Then, T will invite SS to write words related to the topic so that vocabulary can be introduced beforehand. Before the main topic is announced, T will display an opening video in which SS will perceive a college student giving a presentation about a specific topic. SS will perceive the differences between the two deliveries given by the student in the video. Later, T will show SS a set of slides that will announce the main topic of the third session by starting with a question. The slides will include key information about the steps to follow for creating an outline when giving a presentation. SS will be asked different questions throughout the presentation and they will be given examples and situations to link with the topic.</p>	T ↔ SS	Board Markers Computer Internet Video (Link 5) Speakers Oral Communication Slides (Link 6) Video Beam	10:45 - 11:10 25'
	<p>2. Final Project Outline (Valentina) TS will give SS instructions about the final project that is established for the workshop, which is a presentation in the classroom. After that, SS will be asked to brainstorm topics related to their academic area. TS will also tell students that the presentation will be done in groups, so SS will have the time in the class to choose who they want to work with.</p>	T ↔ SS SS ↔ SS	Guidelines (Link 6) (Link 7)	11:10 - 11:20 10'
	<p>3. First Draft (Valentina) As in the presentation the initial elements of oral communication were presented, SS will be asked to work on the outline for their final presentation. TS will hand out worksheets that have content related to the topic and will, also, leave the slides projected for students to remember the structure and other key elements of the presentation. TS will go through each group listening to their comments or running through grammar and pronunciation or helping them with vocabulary aspects and will be ready to answer any questions if needed. After finishing the exercise, TS will encourage SS to share their ideas about their chosen topics to the class so that everyone can give them proper feedback. In the end, the TS will give feedback on how they organised their ideas and which elements can be included or left aside.</p>	T ↔ SS SS ↔ SS	Board Markers Computer Internet Worksheet 3 (Link 8)	11:20 - 11:40 15'

  Universidad Industrial de Santander BA of Education in Foreign Languages Faculty of Human Sciences English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)				
LESSON PLAN FORM				
Pre-service teachers: Lina Tatiana García Ríos and Valentina Rubiano Romero		Institution: Universidad Industrial de Santander		City: Bucaramanga
Date: 07/12/2022	Industrial Engineering students	Age: 20-23	Lesson #: 3	Level: B1+
Objective(s):				
<ul style="list-style-type: none"> - By the end of the lesson, students will be able to identify the key aspects in oral communication - By the end of the lesson, students will be able to create an outline for their oral presentations 				
Closure	1. The four corners (Lina) T will paste in the four corners of the classroom four emojis such as 🤔 🤔 🤔 🤔. Now, T will invite SS to stand up and individually walk to the corner that most represents them in today's class. Next, they will find a QR code that will guide them to a Padlet section in which they will write their thoughts, feelings, or comments about today's class. Then, SS will talk with their classmates about their feelings and their reasons. T will set a timer of 4 minutes. Later, T will choose a person from each corner to explain what they talked about in a brief summary	T ↔ SS SS ↔ SS	Printed emojis with QR codes Tape Padlet (Link 9)	11:40 - 11:55 15'
	2. Homework (Valentina) TS will ask students to do the following exercise. <ul style="list-style-type: none"> - First, find a topic that you love, it could be something related to your academic field, personal life or other things you're interested in. - Second, get to a mirror and tell yourself about that topic for a couple of minutes. - Finally, write down some notes on the aspects that you noticed when you were talking. For example, did you get nervous? How was your body language? did you keep eye contact with yourself? 	T ↔ SS	Homework Document (Link 10)	11:55 - 12:00 5'
Potential problems and possible solutions:				
<ol style="list-style-type: none"> 1. Some SS may not attend the workshop. It is important to take this aspect into account for the following class, in order to greet them and let them know that asTS, we will be accompanying their learning process. 2. SS' may not be willing to participate in the activities of the class because of shyness or fear. TS will be in charge of making them feel comfortable, confident and motivated to say what they want to say, without being worried about mistakes they can make or without being judged. This class is the first opportunity for the teachers to get to know students' rhythm of work, participation in class and attitude towards the teacher-student interaction. 3. SS don't understand the instructions given. TS will try to use other resources such as the board, gestures or the L1. 4. There is no internet connection in the classroom. Beforehand, TS will download all materials and save them in a pen drive. 5. If TS perceive that time is running out, the activities will be adapted properly. 				



 		Universidad Industrial de Santander BA of Education in Foreign Languages Faculty of Human Sciences English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)	
LESSON PLAN FORM			
Pre-service teachers: Lina Tatiana García Ríos and Valentina Rubiano Romero		Institution: Universidad Industrial de Santander	
		City: Bucaramanga	
Date: 07/12/2022	Industrial Engineering students	Age: 20-23	Lesson #: 3
Level: B1+			
Objective(s): <ul style="list-style-type: none"> - By the end of the lesson, students will be able to identify the key aspects in oral communication - By the end of the lesson, students will be able to create an outline for their oral presentations 			
References: <ol style="list-style-type: none"> 1. Music to start the workshop - link: https://www.youtube.com/watch?v=5t91-jd3qDE&list=PLkoaDTik1UbiSFHHpjCAT_s5_iEzLiB&index=17&ab_channel=Auditory 2. Attendance list - link: https://docs.google.com/spreadsheets/d/1B2KtFcCY8Kg_TXLory2udW2bKGx_vSZufKkNJUhn0Dc/edit?usp=share_link 3. 8 days of self-love worksheet: https://drive.google.com/file/d/1zb4qNJGKk7_legRqv7mDmD-kKt_xtifQ/view?usp=share_link 4. Let's communicate slides - link: https://docs.google.com/presentation/d/1D6XXJrCi1_cgLp3mF_Omr5Te_T4Z-iefY1HsrdkylGA/edit?usp=sharing 5. Video opening - link: https://drive.google.com/file/d/1y6MJDmsfgaw0MULtX0lbfF18hcOna2XY/view?usp=share_link https://www.youtube.com/watch?v=V8eLdbKXGzk&ab_channel=ProjectIDEA 6. Oral Communication Slides - link: https://docs.google.com/presentation/d/1T8Sa5ZbdebLt8_yqvhB0Euu8Qyo09HvtEUf3rswsZ4/edit?usp=sharing 7. Guidelines Image: https://drive.google.com/file/d/16-IZTI0arPS5PywxAFcKCnt0sld-U5O/view 8. Worksheet 3 - link: https://docs.google.com/document/d/1OKLDfxIGU8TMolMypZkZnqdY5IZ85ZnFJj4F_gNgpmY/edit?usp=sharing 9. Padlet - link: https://padlet.com/linagundam11/kk7xkggeiucbf13u 10. Homework - link: https://docs.google.com/document/d/1E882_gRSFiIGwNN54q_GpnH4E6NlvK7TnC6ARNeWN5E/edit?usp=share_link 			



Annex F. Lesson Plan 4

 		Universidad Industrial de Santander BA of Education in Foreign Languages Faculty of Human Sciences English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)						
LESSON PLAN FORM								
Pre-service teachers: Lina Tatiana García Ríos and Valentina Rubiano Romero		Institution: Universidad Industrial de Santander			City: Bucaramanga			
Date: 14/12/2022	Industrial Engineering students	Age: 20-23	Lesson #: 4	Level: B1+				
Objective(s): <ul style="list-style-type: none"> - By the end of the lesson, students will be able to evaluate the role of body language in order to convey meaning. - By the end of the lesson, students will be able to understand the concept of voice branding and its role in oral communicative processes. 								
Language Content: Present Simple (Positive and Negative sentences - questions) Functions: Describing (The easiest part... The most difficult part...) Sharing opinions and thoughts (I think that..., I believe that... It is important because... I noticed that) Sharing feelings (I feel that... I am ...) Vocabulary: Presentation, public presentation, audience, attention getter, pause, breath, gestures, practice, topic, posture, action, lookers, listeners, touchers, communication, voice, intensity, rate, inflexion, frequency, quality, voice projection, intonation, palms up and down, pointing, separating, levelling, and listing Pronunciation: Use of proper intonation to communicate ideas			Skills:		L	R	S	W
					X		X	
STAGES	ACTIVITY		INTERACTION	MATERIALS		TIME		

<p>Lesson opening</p>	<p>While SS arrive at their assigned classroom, TS will play energetic music to create a nice environment from the beginning. The music will stop at 10:10 am. Class starts.</p> <p>1. Welcome to class!: (Lina & Valentina) TS will greet SS in an energetic way and TS will ask how they are feeling. Then, TS will check the list and make sure all SS are enrolled in the class.</p> <p>2. Homework review: (Valentina) T will invite SS to share the responses about the mirror exercise. T will ask SS about what they could analyse in terms of body language, visual contact and other gestures or remarkable actions while doing it.</p>	<p>T ↔ SS</p>	<p>Computer Internet Speakers Music (Link 1)</p> <p>Computer Internet Attendance list (Link 2)</p> <p>Homework Worksheet (Link 3)</p> <p>Two pieces of paper with the written sentences</p>	<p>9:55 - 10:10 15'</p> <p>10:10 - 10:15 5'</p> <p>10:15 - 10:25 10'</p> <p>10:25 - 10:45 10'</p>
<p>Warm up</p>	<p>1. Copycat! (Lina) TS will invite SS to get up from their seats and organise a queue where everyone will stand with their backs to each other. The T will show a student, who is at one end of the queue, a sentence. Then, the student will have to touch the back of the classmate in front of him or her so that they can watch the performance. After he/she finishes the skit, he/she will turn his/her back to their classmate so as not to see what they are doing. The activity will continue until the last student who will have to observe, repeat and say the sentence corresponding to the action.</p> <p>Sentences to perform: <i>I rode the bike and fell - The dog eats a bone.</i></p>	<p>T ↔ SS</p> <p>SS ↔ SS</p>		

Annex G. Lesson Plan 5

 		Universidad Industrial de Santander BA of Education in Foreign Languages Faculty of Human Sciences English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)											
LESSON PLAN FORM													
Pre-service teachers: Lina Tatiana García Ríos and Valentina Rubiano Romero		Institution: Universidad Industrial de Santander		City: Bucaramanga									
Date: 11/01/2023	Industrial Engineering students	Age: 20-23	Lesson #: 5	Level: B1+									
Objective(s): <ul style="list-style-type: none"> - By the end of the lesson, students will be able to perform the active listening and assertive communication in real context situations. - By the end of the lesson, students will be able to identify and reflect on their own emotions through different methods or workshops. 													
Language Content: Present Simple (Positive and Negative sentences - questions) Functions: Describing (The easiest part... The most difficult part...) Sharing opinions and thoughts (I think that..., I believe that... It is important because... I noticed that) Sharing feelings (I feel that... I am ...) Vocabulary: Presentation, public presentation, audience, attention getter, pause, breath, gestures, practice, topic, posture, action, lookers, listeners, touchers, communication, voice, intensity, rate, inflexion, frequency, quality, voice projection, intonation, palms up and down, pointing, separating, listing, body language, assertive communication, active listening, role-playing, observation, emotional intelligence (EI), follow up questions, door openers Pronunciation: Use of proper intonation to communicate ideas			<table border="1"> <tr> <td rowspan="2" style="text-align: center;">Skills:</td> <td style="text-align: center;">L</td> <td style="text-align: center;">R</td> <td style="text-align: center;">S</td> <td style="text-align: center;">W</td> </tr> <tr> <td style="text-align: center;">X</td> <td></td> <td style="text-align: center;">X</td> <td></td> </tr> </table>		Skills:	L	R	S	W	X		X	
Skills:	L	R	S	W									
	X		X										
STAGES	ACTIVITY	INTERACTION	MATERIALS	TIME									

		Universidad Industrial de Santander BA of Education in Foreign Languages Faculty of Human Sciences English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)		
LESSON PLAN FORM				
Pre-service teachers: Lina Tatiana García Ríos and Valentina Rubiano Romero		Institution: Universidad Industrial de Santander	City: Bucaramanga	
Date: 11/01/2023	Industrial Engineering students	Age: 20-23	Lesson #: 5	Level: B1+
Objective(s): - By the end of the lesson, students will be able to perform the active listening and assertive communication in real context situations. - By the end of the lesson, students will be able to identify and reflect on their own emotions through different methods or workshops.				
Closure	<p>- 3-2-1 (Lina) T will hand out a printed QR code so that SS could access from their mobile phone to a Paddlet. She will explain the closure activity in which SS will see three columns on the website. Each column is named by numbers such as 3, 2, and 1. T will ask some SS to write in column number 3 three points they learned in today's class. In the second column, two points they have questions on or that they wanted to be clarified and in the last column, they will write one piece of feedback for the T and the class by expressing how clear the topic was and their feelings, thoughts and comments about the class (about teaching methods, tools, materials or strategies employed.). T will also clarify doubts or provide more information based on SS' comments.</p>	T ↔ SS SS ↔ SS	Padlet QR code (Link 6) Padlet (Link 7)	11:50 - 11:56 6'
	<p>2. Homework (Valentina) T will give SS a homework worksheet in which they will perform the emotional intelligence workout on the weekend. SS will share their experiences next class.</p>	T ↔ SS	Homework (Link 8)	11:56 - 12:00 4'
Potential problems and possible solutions: <ol style="list-style-type: none"> Some SS may not attend the workshop. It is important to take this aspect into account for the following class, in order to greet them and let them know that as TS, we will be accompanying their learning process. SS' may not be willing to participate in the activities of the class because of shyness or fear. TS will be in charge of making them feel comfortable, confident, and motivated to say what they want to say, without being worried about mistakes they can make or without being judged. This class is the first opportunity for the teachers to get to know SS' rhythm of work, participation in class, and attitude toward teacher-student interaction. SS don't understand the instructions given. TS will try to use other resources such as the board, gestures, or the L1. There is no internet connection in the classroom. Beforehand, TS will download all materials and save them in a pen drive. If TS perceives that time is running out, the activities will be adapted properly. 				
References: <ol style="list-style-type: none"> Music to start the workshop - link: https://www.youtube.com/watch?v=HQfFR3mhzOY&ab_channel=RadioHitsMusic Attendance list - link: https://docs.google.com/spreadsheets/d/1B2KtFcCY8Kq_TXLory2udW2bKGx_ySZufKkNJUhn0Dc/edit?usp=share_link Last class homework - link: https://docs.google.com/document/d/1J7K0NLjcbJxI_OViNHyyqgeVJF3i-lcbfGbb8C5ewa8/edit?usp=sharing Class topic Slides - link: https://docs.google.com/presentation/d/1MzHUi8Ry8AjCijIPnnUUyA4XS3fhTAm-SsNeu2Q6xVs/edit?usp=share_link Cards with the different situations - link: https://docs.google.com/presentation/d/1eJqCq7AGOVJzSgUnMP9WTwSh_fwEbKkKkKq6Dwd24ZUY/edit?usp=share_link Padlet QR code Image - link: https://drive.google.com/file/d/1whqkBDmP74NyDze7YiWRslxznXopEdE/view?usp=share_link 3-2-1 Padlet - link: https://padlet.com/linagundam11/4xd43sey3rh5v7ch Homework - link: https://docs.google.com/document/d/18zplpRqYBD9GEQuyp-8r42_dHmC1vPBjEzPMmiZicQ/edit?usp=share_link 				



Universidad Industrial de Santander
 BA of Education in Foreign Languages
 Faculty of Human Sciences
 English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)

LESSON PLAN FORM

Date: 18/01/2023	Industrial Engineering students	Age: 20-23	Lesson #: 6	Level: B1+
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Objective(s):

- By the end of the lesson, students will be able to explain in their own words the oral communication topics seen in previous classes.
- By the end of the lesson, students will be able to summarize their final presentation topic ideas and organization for the tenth lesson.

Procedure				
	<p>1. Review Time (Lina & Valentina)</p> <p>1.1. Homework review: (Lina)</p> <p>TS will invite SS to share the responses to the questions regarding a movie called 'A thousand words', and their insights about the main character's body language. Also, SS will talk about their awareness of their own body language in different contexts and if they had the chance to use those behaviours to improve communication. Lastly, T will invite SS to go through the Emotional Intelligence workshop. SS will share their experiences about their challenges or thoughts about each activity and talk about the topics already seen in previous classes. Space to socialize will be given.</p>	T ↔ SS	Computer Internet Video Beam Homework Worksheet (Link 3) (Link 4)	10:30 - 10:50 20'
	<p>1.2. How much can you recall? [Kahoot] (Valentina)</p> <p>Right after the Homework Activity is complete, SS will be guided by the TS to open the Kahoot website from their mobile phones. Then, the TS will display an access code so that they can get into the game. SS will encounter different questions regarding the previous topics of oral communication; for instance, voice projection, body language, oral presentations, emotional intelligence, active listening and assertive communication. Thus, they will recall all previous knowledge by answering the questions. At the end of the activity, TS will open a space for feedback and; also, for SS to express their ideas about their current knowledge.</p>	T ↔ SS SS ↔ SS	Computer Internet Video Beam Kahoot (Link 5)	10:50 - 11:15 15'
	<p>2. Final Presentations Tutoring Outline (Lina & Valentina)</p> <p>TS will ask SS who are they working with to create the final presentation they have to talk about in Lesson 10. After, each group are already identified each T will sit down with a group and listen to all their ideas, proposals and drafts. TS will help them and guide them in each detail and aspect. Meanwhile, other groups can talk to each other to arrange ideas about the presentation.</p>	T ↔ SS	SS' notebook Pen Pencil Board Markers Eraser	11:10 - 11:25 15'
	<p>3. Socialization and feedback (Lina & Valentina)</p> <p>TS will arrange classroom seats in a fashion manner; for example, in a circle so that SS and TS can be together in a relaxed space and talk about the workshop experiences they are having so far. Time for SS to express their feedback on what they have learned so far and the impact on their academic and personal life.</p>	T ↔ SS SS ↔ SS	SS' notebook Pen Pencil Board Markers Eraser	11:25 - 11:35 10'



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LESSON PLAN FORM

Date: 18/01/2023	Industrial Engineering students	Age: 20-23	Lesson #: 6	Level: B1+
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Objective(s):

- By the end of the lesson, students will be able to explain in their own words the oral communication topics seen in previous classes.
- By the end of the lesson, students will be able to summarize their final presentation topic ideas and organization for the tenth lesson.

Closure	<p>1. Homework (Valentina) T will instruct SS to search for an example of a poster presentation that caught their attention. Once each student finds it, they will upload it to the Google Drive folder. Also, they will need to be ready to explain the poster for the next class.</p>	T ↔ SS	Homework Google Drive folder (Link 6)	11:35 - 11:38 3'
	<p>2. Photo Scavenger Hunt (Lina) T will show from a slide a list of ten interesting places, things, and circumstances that can be captured using a camera. For instance:</p> <ul style="list-style-type: none"> • An animal • A group photo with a professor • A very relaxing place • Something big and the color yellow • The biggest tree • A group photo with someone dressed in very formal attire • A photo with a white car • A photo with a watchman or a UIS employee • The funniest thing you can find • Something that begins with the letter "Z" <p>Next, TS will divide the group into teams of about three people. Then, TS will distribute copies of the previous list. TS will explain the rules of the activity, and set a time limit for the groups to complete the task. SS must find as many things as they can on the list, and for each item, take a picture with all the group members in the photo. SS should be creative and think outside the box. When time expires, all SS will gather and present their photos along with their checklist. Award one point for each successful photo item and bonus points for extra creativity or effort. SS will send their best photo via WhatsApp to a T along with a message about today's feelings and feedback from the class.</p>	SS ↔ SS	Slide - List (Link 7) Printed List (Link 8)	11:38 - 12:00 22'



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LESSON PLAN FORM

Date: 18/01/2023	Industrial Engineering students	Age: 20-23	Lesson #: 6	Level: B1+
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Objective(s):

- By the end of the lesson, students will be able to explain in their own words the oral communication topics seen in previous classes.
- By the end of the lesson, students will be able to summarize their final presentation topic ideas and organization for the tenth lesson.



Potential problems and possible solutions:



1. Some SS may not attend the workshop. It is important to take this aspect into account for the following class to let them know what was done.
2. SS' may not be willing to participate in the activities of the class because of shyness or fear. TS will be in charge of making them feel comfortable, confident and motivated to say what they want to say, without being worried about mistakes they can make or without being judged.
3. SS don't understand the instructions given. TS will try to use other resources such as the board, gestures or the L1.
4. There is no internet connection in the classroom. Beforehand, TS will download all materials and save them in a pen drive.
5. If TS perceives that time is running out, the activities will be adapted properly.
6. SS may not want to express their opinions and thoughts openly, so Ts will provide a strategy such as giving a piece of paper to write their opinions.
7. SS couldn't do the previous homework. TS will open a space to reflect on the importance of doing it. Also, TS will talk grosso modo about the previous topics.

References:

1. **Music to start the workshop** - link: https://www.youtube.com/watch?v=HQtFR3mhzOY&ab_channel=RadioHitsMusic
2. **Attendance list** - link: https://docs.google.com/spreadsheets/d/1B2KtFcCY8Kg_TXLory2udW2bKGx_ySZufKkNJUhn0Dc/edit?usp=share_link
3. **Last class Holiday's homework** - link: https://docs.google.com/document/d/1J7K0NLjcbJxl_OViNHqqeVJF3i-lcbrfGbb8C5ewa8/edit?usp=sharing
4. **Lesson 5 homework** - link: https://docs.google.com/document/d/18zplpRqYBD9GEQuyp-8r42_dHmC1vPBJeEzPMmiZjcQ/edit?usp=share_link
5. **Kahoot** - link: <https://create.kahoot.it/details/913a247c-05a9-4a62-a8d0-9fa5f9e16923>
6. **Homework Google Drive Folder** - link: https://drive.google.com/drive/folders/1PTucFXAmk4OtdblUj0OalsaBfeCWaO86?usp=share_link
7. **Slide - List** - link: https://docs.google.com/presentation/d/1GIJFSowWZjaCkQsPjLGp7BuHZISt6CByBcBEbr0JxL4g/edit?usp=share_link
8. **Printed list** - link: https://docs.google.com/presentation/d/13Vd6iYEUjpslrUuUc6y3Buke6g5XXvHi0OCxgGFPH66A/edit?usp=share_link

Annex I. Lesson Plan 7

 		Universidad Industrial de Santander BA of Education in Foreign Languages Faculty of Human Sciences English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)				
LESSON PLAN FORM						
Date: 25/01/2023	Industrial Engineering students	Age: 20-23	Lesson #: 7	Level: B1+		
Objective(s):						
- By the end of the lesson, students will be able to identify the differences between Oral Presentations and Poster Presentations						
Language Content: Present Simple (Positive and Negative sentences - questions) Functions: Describing (The easiest part... The most difficult part...) Sharing opinions and thoughts (I think that..., I believe that... It is important because... I noticed that) Sharing feelings (I feel that... I am ...)		Skills:	L	R	S	W
Vocabulary: Presentation, public presentation, audience, poster presentation, oral presentation, PowerPoint, structure, evaluators, statistics, goals, method, demographics, variables, survey, conclusions, references Pronunciation: Use of proper intonation to communicate ideas.			X		X	X
STAGES	ACTIVITY	INTERACTION	MATERIALS		TIME	

		Universidad Industrial de Santander BA of Education in Foreign Languages Faculty of Human Sciences English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)		
LESSON PLAN FORM				
Date: 25/01/2023	Industrial Engineering students	Age: 20-23	Lesson #: 7	Level: B1+
Objective(s):				
- By the end of the lesson, students will be able to identify the differences between Oral Presentations and Poster Presentations				
Lesson opening	While SS arrive at their assigned classroom, TS will play energetic music to create a nice environment from the beginning. The music will stop at 10:10 am. Class starts. 1. Welcome to class! (Lina & Valentina) TS will greet SS in an energetic way and TS will ask how they are feeling as well as ask them about their holiday experiences. Then, TS will check the list and make sure all SS are enrolled in the class. TS will show SS a meme scale. Some volunteers will say which number represents how they feel that day and why.	T ↔ SS	Computer Internet Speakers Music (Link 1) Attendance list (Link 2) How do you feel today (Link 3)	9:55 - 10:10 15' 10:10 - 10:15 5'
Warm-up	1. Sequence (Lina) TS will hand out to each student a copy of a comic sequence in which they were previously numbered, not in the original order but in a random one. Next will proceed to say the activity's rules: 1. SS will not read the text on the pages since they will be covered by some sticky notes. They must describe in their own words what is happening on the page. 2. They cannot show the copies to anyone until the very end of the game when the order has been decided. 3. When SS are discussing the order of the copies, they should place them face down on a table. When the order of all pages has been accepted by all SS, they will turn all the copies face-up and check that the story is in the correct order. SS can ask the T for any doubts they may have. SS should use follow-up questions provided by the T in order for them to get agreements on the meaning of the story and what they are trying to convey.	T ↔ SS SS ↔ SS	Sequence Cards (Link 4) Slides Follow-up questions (Link 5)	10:15 - 10:30 15'





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LESSON PLAN FORM



Date: 25/01/2023	Industrial Engineering students	Age: 20-23	Lesson #: 7	Level: B1+
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Objective(s):
 - By the end of the lesson, students will be able to identify the differences between Oral Presentations and Poster Presentations

Procedure	<p>1. Differences between a PowerPoint presentation and a Poster Presentation (Lina & Valentina) T will open the Google Drive folder which was given to SS the previous week so that they could upload their poster presentation examples to check if there are enough posters to work on. T will invite SS to work in pairs. Next, T will hand out a set of blank flash cards to each group, a marker, and various pieces of paper tape. Then, the T draw a vertical line in the middle of the board. The right section will be named Oral Presentation and the left one, Poster Presentation. SS will brainstorm differences between both types of presentations by taking into account their experience, the previous classes about the topic and the uploaded poster examples. SS will have 2 minutes to write as many ideas as they can come up with. When the time is up, SS will proceed to paste each flashcard on the board. They will read and analyze each idea, explain why they consider it a difference, and add more information if necessary. Time for feedback will be given.</p> <p>T will ask SS about the similarities that those types of presentations have in common. She will write their ideas on the board while listening to their arguments about each one.</p> <p>T will paste printed colourful flashcards on the board. While each flashcard is pasted, T will read what is inside so that SS who have a bad sight can understand its content. After all flashcards are posted, SS will stand up and go in front of the class facing the board. They will pay careful attention to TS voice since they will be reading the different characteristics of each type of presentation. As soon as they hear a feature they will take the flashcard out of the board and paste it into the correct section. When all features have been placed in the correct section, TS will proceed to read again so that SS can check their answers. All SS must participate.</p> <p>T will ask about their opinions about what they just did and will invite SS to mention which features they were surprised about or what they already know.</p>	T ↔ SS	Computer Internet Video Beam Homework Poster presentation Example(Link 5)	10:30 - 10:50 20'
		T ↔ SS SS ↔ SS	Computer Internet Video Beam	10:50 - 11:10 15'
		T ↔ SS	SS' notebook Pen Pencil Board Marker Eraser Flashcards (Link 7) Document to Read (Link 8)	11:10 - 11:30 20'
	<p>2. Creating a Graphic Organizer (Lina & Valentina) T will guide SS to open the Google Drive folder linked in the WhatsApp group and look for the Oral Presentation folder and the Poster presentation folder. Each of them has PDF documents that can give more insight into the topic so that they can read if of them and analyze their content. T will separate the class in two. Then, SS will read all the possible information they can gather and synthesize it in a graphic organizer. neither for Oral presentation or Poster presentation. They must take into account the design, the content, the time, the do & don't, etc...</p>	T ↔ SS SS ↔ SS	SS' notebook Pen Pencil Board Markers Eraser Graphic organizer (Link 9) (Link 10)	11:30 - 11:47 17'

  Universidad Industrial de Santander BA of Education in Foreign Languages Faculty of Human Sciences English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)				
LESSON PLAN FORM				
Date: 25/01/2023	Industrial Engineering students	Age: 20-23	Lesson #: 7	Level: B1+
Objective(s):				
- By the end of the lesson, students will be able to identify the differences between Oral Presentations and Poster Presentations				
Closure	1. Homework (Valentina) SS will continue to create the graphic organizer which they are going to present for next class. TS will send SS a Google Drive link in which they can go and upload the document before lesson 8 (February 1st, 2023).	T ↔ SS	Homework Google Drive folder (Link 11)	11:47 - 11:50 3'
	2. Exit Tweets (Lina & Valentina) TS will show SS through the video beam the poster that has a space for them to write their own feedback and opinions about the class by using a template that simulates the social platform Twitter and its type of posts called 'tweets'	SS ↔ SS	Twitter wall slide (Link 12) Printed comment flashcards (Link 13)	11:50 - 11:58 8'
Potential problems and possible solutions:				
1. Some SS may not attend the workshop. It is important to take this aspect into account for the following class to let them know what was done. 2. SS' may not be willing to participate in the activities of the class because of shyness or fear. TS will be in charge of making them feel comfortable, confident and motivated to say what they want to say. 3. SS don't understand the instructions given. TS will try to use other resources such as the board, gestures or the L1. 4. There is no internet connection in the classroom. Beforehand, TS will download all materials and save them in a pen drive. 5. If TS perceives that time is running out, the activities will be adapted properly.				
References:				
1. Music to start the workshop - link: https://www.youtube.com/watch?v=HQtFR3mhZOY&ab_channel=RadioHitsMusic 2. Attendance list - link: https://docs.google.com/spreadsheets/d/1B2KtFcCY8Kg_TXLory2udW2bKKGx_ySZufKkNJUhn0Dc/edit?usp=share_link 3. How do you feel today? Picture - link: https://drive.google.com/file/d/1kP9ECx9wd0yKqmed_5tYh1vNd_mYucB8/view?usp=share_link 4. Sequence cards - link: https://docs.google.com/presentation/d/1RP3t-lrMwB600W8VsnZVqa9Eo00xjT6Q/edit?usp=share_link&oid=109158008708538241573&rtpof=true&sd=true 5. Follow-up questions slides - link: https://docs.google.com/presentation/d/11CVkRP7OwtsekuCoQyAXFu2jBgJQDQk_daQ5yQjTi0l/edit?usp=share_link 6. Google Drive folder for uploading poster presentations - link: https://drive.google.com/drive/folders/1PTucFXAmk4OtDbUj0OalsabFeCWaO86?usp=share_link 7. Colourful Flashcards - link: https://drive.google.com/file/d/1dcOaCh0S1xo5mklcHzNV08I6Ff-F96e_/view?usp=share_link 8. Document to read to SS - link: https://docs.google.com/document/d/1MbotvVkb13Wj7dW1w-XDU-7Uhs1EiPN/edit?usp=share_link&oid=109158008708538241573&rtpof=true&sd=true 9. Graphic Organizer - Oral Presentation - link: https://drive.google.com/file/d/1B1w-tXPXvFFTXNs_loyBTYCA_YV7O35n/view?usp=share_link 10. Graphic Organizer - Poster presentation - link: https://drive.google.com/file/d/1oov5breMMWAdPxJEjHDKBfqRrY5JcJEG/view?usp=share_link 11. Google Drive folder for uploading the homework - link: https://drive.google.com/drive/folders/1K_ltlgtvLUiFov9AzZPT61DQU5z4sw?usp=share_link 12. Closure Activity 'Exit Tweets' - link: https://drive.google.com/file/d/1sMMlpQT2LbLjr0mCN3TR4s2vyZ8gWtUJ/view?usp=share_link 13. Printed comment flashcards - link: https://drive.google.com/file/d/1vm7OjOTrpOfuHfF0PceYzU3P5sqN8S/view?usp=share_link				

Annex J. Lesson Plan 8

 		Universidad Industrial de Santander BA of Education in Foreign Languages Faculty of Human Sciences English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)					
LESSON PLAN FORM							
Date: 01/02/2023	Industrial Engineering students	Age: 20-23	Lesson #: 8	Level: B1+			
Objective(s): - By the end of the lesson, students will be able to discriminate the usage of different digital tools to create a poster and oral presentations.							
Language Content: Present Simple (Positive and Negative sentences - questions) Functions: Describing (The easiest part... The most difficult part...) Sharing opinions and thoughts (I think that..., I believe that... It is important because... I noticed that) Sharing feelings (I feel that... I am ...) Vocabulary: Presentation, public presentation, audience, poster presentation, oral presentation, PowerPoint, structure, evaluators, goals, method, variables, conclusions, references, slides, research, digital tools, resources, abstract, apps, interactive. Pronunciation: Use of proper intonation to communicate ideas.			Skills:	L	R	S	W
				X		X	X
STAGES	ACTIVITY	INTERACTION	MATERIALS	TIME			

		Universidad Industrial de Santander BA of Education in Foreign Languages Faculty of Human Sciences English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)			
LESSON PLAN FORM					
Date: 01/02/2023	Industrial Engineering students	Age: 20-23	Lesson #: 8	Level: B1+	
Objective(s):					
- By the end of the lesson, students will be able to discriminate the usage of different digital tools to create a poster and oral presentations.					
Lesson opening	While SS arrive at their assigned classroom, TS will play energetic music to create a nice environment from the beginning. The music will stop at 10:10 am. Class starts. 1. Welcome to class!: (Lina & Valentina) TS will greet SS in an energetic way and TS will ask how they are feeling as well as ask them about their holiday experiences. Then, TS will check the list and make sure all SS are enrolled in the class. TS will show SS a meme scale. Some volunteers will say which number represents how they feel that day.		T ↔ SS	Computer Internet Speakers Music (Link 1) Attendance list (Link 2) How do you feel today (Link 3)	9:55 - 10:10 15' 10:10 - 10:15 5'
Warm-up	1. Zombie Scape (Lina) T will guide SS to a different classroom or conference room. T will gather the team into a specific place or other empty space and she will "lock" the door. Beforehand, T will choose one student to play the zombie role. He/she must act like a zombie seen in movies or TV series by moving his/her body; for instance, dead eyes, arms outstretched and muttering "I want braaaaaiiiiinnnsssss" or "I'm hungryyyyy". The student who was previously chosen (the so-called volunteer zombie) will be tied to the rope in a corner of the room. Once the team activity starts, every five minutes, the rope restraining the hungry zombie will let out one foot. After another 2 minutes, the rope will lose a little bit more and let out the other foot. Soon, the zombie will be able to reach the living team members, who will need to solve a series of puzzles to find the hidden key that will unlock the door and allow them to escape before it's too late.		T ↔ SS SS ↔ SS	1 rope 1 key 5 puzzles	10:15 - 10:30 15'

<p>Procedure</p>	<p>1. Graphic Organizer Presentation: Oral and Poster Presentation (Lina & Valentina) TS will invite SS to choose a person from their work team for the Graphic Organizer presentation, who will briefly explain the work they did. The person goes in front of the group will present the Graphic organizer to their classmates. After each presentation, SS will have time to discuss and talk more about the topic. From the next group, they will also choose a personal topic and perform the same activity.</p> <p>TS will show a picture and will ask SS about the type of presentation that they see. Depending on their answers, TS will lead the conversation to a current requirement which is not only for important journals but for universities also such as UIS. TS will address the topic in 'Graphical Abstract' by showing the journal website Elsevier that describes what is it about. TS will toss a small ball to SS to read a small paragraph about the matter. Then, TS will analyze with SS the importance of that requirement and differentiate its characteristics with Oral and Poster presentations. Time to discuss will be given.</p> <p>2. Examples of Oral or Poster presentations (Lina & Valentina) T will open the Google Drive folder in which each student had to upload one presentation they did in the past. SS will volunteer to go in front of the class and talk about the topic and the digital tools they use to create those presentations. TS will give proper feedback and will encourage classmates to ask questions regarding the presentation, design, outline, etc...</p> <p>3. Digital Tools (Lina & Valentina) TS will request SS to take their notebook and a pen or pencil. Then, TS will invite SS to write as many digital tools or software as they know that can help them to create a good oral presentation, poster presentation or graphic abstract. TS will set a timer of 2' minutes, so they can write as many as they can in that time spam. Next, the TS will invite SS to read what they have written and TS will write on the board the SS' options. Similar and different options will be mentioned. TS will ask SS if they have ever used at least one or two software already mentioned. Then, TS will proceed to show a slide with different digital tool logos which will be linked to a specific slide that describes what is the program about. TS will hand out a wireless mouse so they can select the icon that caught their attention. From here, SS will discover different types of digital programs as well as add information if they feel like it. The slide document will be shared through the WhatsApp group so that they can save the information and look for it later.</p> <p>4. Feedback TS will go to each presentation group and talk about their outlines and presentation advances they've made for their final presentation. Comments, feedback, and time for questions will be delivered.</p>	<p>T ↔ SS SS ↔ SS</p> <p>T ↔ SS SS ↔ SS</p> <p>T ↔ SS</p> <p>T ↔ SS</p>	<p>Computer Internet Video Beam Google Drive folder (Link 4)</p> <p>Computer Internet Video Beam Elsevier Website (Link 5) Graphic Abstract (Link 6)</p> <p>Computer Internet Video Beam Google Drive folder (Link 7)</p> <p>Computer Internet Video Beam Slides - Digital Tools (Link 8)</p> <p>Google Drive folder (Link 9)</p>	<p>10:30 - 10:45 15'</p> <p>10:45 - 11:10 25'</p> <p>11:10 - 11:30 20'</p> <p>11:30 - 11:45 15'</p>
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Universidad Industrial de Santander
 BA of Education in Foreign Languages
 Faculty of Human Sciences
 English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)

LESSON PLAN FORM



Date: 01/02/2023	Industrial Engineering students	Age: 20-23	Lesson #: 8	Level: B1+
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Objective(s):
 - By the end of the lesson, students will be able to discriminate the usage of different digital tools to create a poster and oral presentations.



Closure	<p>1. Homework (Valentina) After SS have received the TS feedback about their final presentation topic, SS will proceed to start designing their slides or poster presentation. They will present their draft in, the next class, for further feedback. TS will share a Google Drive link which will lead them to a folder so that they can upload their visual aids.</p>	T ↔ SS	Homework Google Drive folder (Link 10)	11:45 - 11:47 2'
	<p>2. Postcards! (Lina & Valentina) TS will hand out to each student in the classroom an index card. Then, they will write a postcard to their parents explaining the day's lesson. They should take into account the following questions in order to help them to write their postcards. They are:</p> <ul style="list-style-type: none"> • What are two things you learned? • *What is the most interesting thing you've learned? • Think of one thing you have learned in class that you can apply in another class or another part of your life. What is it, and how can you apply it? • What was your favourite activity in class? Why? • What was your least favourite activity in class? Why? • What would you tell your parents or guardians you did in class? • How would you teach one thing you learned to your little brother or sister (even if you don't have one)? • How does something you learned connect to what you already knew? • How did it extend your thinking further? • What questions do you still have? <p>Also, SS will draw a doodle that represents the way they felt in the class. Finally, some volunteers will what they wrote and share it with their classmates. Postcards will be given to the T.</p>	SS ↔ SS	Postcard Design (Link 11)	11:47 - 12:00 13'



Potential problems and possible solutions:



1. Some SS may not attend the workshop. It is important to take this aspect into account for the following class to let them know what was done.
2. SS' may not be willing to participate in the activities of the class because of shyness or fear. TS will be in charge of making them feel comfortable, confident and motivated to say what they want to say.
3. SS don't understand the instructions given. TS will try to use other resources such as the board, gestures or the L1.
4. There is no internet connection in the classroom. Beforehand, TS will download all materials and save them in a pen drive.
5. If TS perceives that time is running out, the activities will be adapted properly.
6. SS do not want to draw on the postcard due to shyness or believing they cannot do it. TS will encourage them to believe in themselves and give ideas of how different ways to portray what they have in mind.

		Universidad Industrial de Santander BA of Education in Foreign Languages Faculty of Human Sciences English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)		
LESSON PLAN FORM				
Date: 01/02/2023	Industrial Engineering students	Age: 20-23	Lesson #: 8	Level: B1+
Objective(s): - By the end of the lesson, students will be able to discriminate the usage of different digital tools to create a poster and oral presentations.				
References: <ol style="list-style-type: none"> 1. Music to start the workshop - link: https://www.youtube.com/watch?v=HQtFR3mhzOY&ab_channel=RadioHitsMusic 2. Attendance list - link: https://docs.google.com/spreadsheets/d/1B2KtFcCY8Kg_TXLory2udW2bKGx_ySZufKkNJUhn0Dc/edit?usp=share_link 3. How do you feel today? Picture - link: https://drive.google.com/file/d/1JepriM4ye841R5TATUEVCYbSL5i3CT5C/view?usp=share_link 4. Google Drive folder Homework graphic organizer - link: https://drive.google.com/drive/folders/1K_tIlgvvtvLUIFov9AzZPT61DQU5z4sw?usp=share_link 5. Elsevier website - Graphic Abstract - link: https://www.elsevier.com/authors/tools-and-resources/graphical-abstract 6. Graphic Abstract - link: https://baryon.be/files/workshop/graphical-abstracts.pdf 7. Oral Presentation examples Drive folder - link: https://drive.google.com/drive/folders/1lIz5DdXApDhJqeKd20Ru6cKAOfwM8Wxr?usp=share_link 8. Slides - Digital Tools - link: https://docs.google.com/presentation/d/14vOP0yOoaKsWb4VJ5TTq5MGIH3et2SxM4tBEju1ODY/edit?usp=share_link 9. Outline final presentation Drive folder - link: https://drive.google.com/drive/folders/1wz-MlOkQIPZEFw_D9PYxWq1lLZNqGVm-?usp=share_link 10. Google Drive folder - first draft final presentation - Homework - link: https://drive.google.com/drive/folders/1wz-MlOkQIPZEFw_D9PYxWq1lLZNqGVm-?usp=share_link 11. Postcard - link: https://drive.google.com/file/d/17KNA7vdc9xSgatBtEmkvODki66C9-Ts/view?usp=share_link 				



Annex K. Lesson Plan 9

 		Universidad Industrial de Santander BA of Education in Foreign Languages Faculty of Human Sciences English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)				
LESSON PLAN FORM						
Date: 08/02/2023	Industrial Engineering students	Age: 20-23	Lesson #: 9	Level: B1+		
Objective(s):						
- By the end of the lesson, students will be able to summarize their final presentation topic ideas and organization for the tenth lesson.						
Language Content: Present Simple (Positive and Negative sentences - questions) Functions: Describing (The easiest part... The most difficult part...) Sharing opinions and thoughts (I think that..., I believe that... It is important because... I noticed that) Sharing feelings (I feel that... I am ...)		Skills:	L	R	S	W
Vocabulary: Presentation, public presentation, audience, attention getter, pause, breath, gestures, practice, topic, posture, action, communication, voice, intensity, quality, voice projection, intonation, palms up and down, pointing, separating, listing, body language, assertive communication, active listening, door openers, feedback, observation, photos, opinions, poster presentations., digital tools Pronunciation: Use of proper intonation to communicate ideas.			X		X	X
STAGES	ACTIVITY	INTERACTION	MATERIALS		TIME	

		Universidad Industrial de Santander BA of Education in Foreign Languages Faculty of Human Sciences English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)		
LESSON PLAN FORM				
Date: 08/02/2023	Industrial Engineering students	Age: 20-23	Lesson #: 9	Level: B1+
Objective(s):				
- By the end of the lesson, students will be able to summarize their final presentation topic ideas and organization for the tenth lesson.				
Lesson opening	While SS arrive at their assigned classroom, TS will play energetic music to create a nice environment from the beginning. The music will stop at 10:10 am. Class starts. 1. Welcome to class! (Lina & Valentina) TS will greet SS in an energetic way and TS will ask how they are feeling as well as ask them about their holiday experiences. Then, TS will check the list and make sure all SS are enrolled in the class. TS will show SS a meme scale. Some volunteers will say which number represents how they feel that day.	T ↔ SS	Computer Internet Speakers Music (Link 1) Attendance list (Link 2) How do you feel today (Link 3)	9:55 - 10:10 15' 10:10 - 10:15 5'
Warm-up	1. Battle of the Airbands (Lina & Valentina) TS will split the group into teams of 3 or 4 people. SS will decide who will be the singers, guitarists, drummers, etc. TS will give them some time to choose, rehearse, and perform a lip-synced version of whatever work-friendly song they like. Teams can dress up or bring props, or act. After the performances, teams can vote on the winner (no one can vote for their own band).	T ↔ SS SS ↔ SS	Computer Internet Speakers Video beam YouTube Webpage Costume accessories	10:15 - 10:35 20'
Procedure	1. Final Presentations Tutoring (Lina & Valentina) TS will invite SS to join their groups for their final presentation they have to talk about in Lesson 10. After, each group are already identified each T will sit down with a group and listen to all their ideas, proposals and drafts. TS will help them and guide them in each detail and aspect. Meanwhile, other groups can talk to each other to arrange ideas about the presentation. Feedback regarding their body language, intonation, voice projection, etc... will be given. 2. Socialization and feedback (Lina & Valentina) TS will arrange classroom seats in a fashion manner; for example, in a circle so that SS and TS can be together in a relaxed space and talk about the workshop experiences they are having so far. Time for SS to express their feedback on what they have learned so far and the impact on their academic and personal life.	T ↔ SS	Computer Internet Video Beam Google Drive folder (Link 4)	10:35 - 11: 25 50' 11:25 - 11:45 20'

  Universidad Industrial de Santander BA of Education in Foreign Languages Faculty of Human Sciences English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)				
LESSON PLAN FORM				
Date: 08/02/2023	Industrial Engineering students	Age: 20-23	Lesson #: 9	Level: B1+
Objective(s):				
- By the end of the lesson, students will be able to summarize their final presentation topic ideas and organization for the tenth lesson.				
Closure	1. Homework TS will remind SS to consider the tutoring space to arrange or edit what it is necessary for the final presentation. Each group will upload their final presentation on Tuesday, January 14th, 2023. TS will send the Google Drive folder link to SS via WhatsApp so that they can proceed.	T ↔ SS SS ↔ SS	Computer Internet Video Beam Google Drive folder (Link 4)	11:45 - 11:47 3'
	2. Cover it (Lina) TS will hand out an A4 blank sheet to SS. They will have to sketch a book cover with the title as the class topic and the author as the student. They should write a short text that will summarize and articulate what has been the most challenging things for them up to this point in the workshop and which actions have they implemented towards their improvement. Also, they will write comments about the TS' performance and if they want to change some activities.	T ↔ SS	7 blank A4 sheets	11:47- 12:00 13'
Potential problems and possible solutions:				
<ol style="list-style-type: none"> Some SS may not attend the workshop. It is important to take this aspect into account for the following class to let them know what was done. SS' may not be willing to participate in the activities of the class because of shyness or fear. TS will be in charge of making them feel comfortable, confident and motivated to say what they want to say, without being worried about mistakes they can make or without being judged. SS don't understand the instructions given. TS will try to use other resources such as the board, gestures or the L1. There is no internet connection in the classroom. Beforehand, TS will download all materials and save them in a pen drive. Also, TS will send a message beforehand to SS to take their laptops to class and download what they have done. If TS perceives that time is running out, the activities will be adapted properly. SS may not want to express their opinions and thoughts openly, so TS will encourage SS to be able to feel comfortable and forget about mistakes since it is the main reason for learning. SS are not paying attention to TS feedback. Ts will call SS names to listen to instructions and changes for final presentation. 				
References:				
<ol style="list-style-type: none"> Music to start the workshop - link: https://www.youtube.com/watch?v=HQtFR3mhzOY&ab_channel=RadioHitsMusic Attendance list - link: https://docs.google.com/spreadsheets/d/1B2KtFfcY8Kg_TXLory2udW2bKGx_ySZufKkNJUhn0Dc/edit?usp=share_link How do you feel today: https://drive.google.com/file/d/1sf-X1Hw-8i6s2JYxZyLoJXuP1y3-SrAb/view?usp=share_link Google Drive Folder: https://drive.google.com/drive/folders/1wz-MlokQIPZEFW_D9PYxWq11LZNqGVm- 				

Annex L. Lesson Plan 10

 		Universidad Industrial de Santander BA of Education in Foreign Languages Faculty of Human Sciences English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)				
LESSON PLAN FORM						
Date: 15/02/2023	Industrial Engineering students	Age: 20-23	Lesson #: 10	Level: B1+		
Objective(s): <ul style="list-style-type: none"> - By the end of the lesson, students will be able to perform their final presentations in an academic manner and space. - By the end of the lesson, students will be able to evaluate other classmates' presentations to take into account for future presentations. - By the end of the lesson, students will be able to conclude the current soft skill workshop by expressing their thoughts, opinions, and feelings about their experiences in each class and the outcomes. 						
Language Content: Present Simple (Positive and Negative sentences - questions), Past Simple (Positive and Negative sentences - questions), Present Perfect (Positive and Negative sentences - questions)		Skills:	L	R	S	W
Functions: Describing (The easiest part... The most difficult part...) Sharing opinions and thoughts (I think that..., I believe that... It is important because... I noticed that) Sharing feelings (I feel that... I am ...) Presenting a research paper (In today's presentation..., The presentation is divided into ___ sections, First af all..., On the other hand..., Finally, ..., In conclusion...)			X		X	
Vocabulary: Presentation, public presentation, audience, attention getter, pause, breath, gestures, practice, topic, posture, action, lookers, listeners, touchers, communication, voice, intensity, rate, inflexion, frequency, quality, voice projection, intonation, palms up and down, pointing, separating, listing, body language, assertive communication, observation, follow up questions, door openers, feedback, observation, opinions, peer feedback, rubric.						
Pronunciation: Use of proper intonation to communicate ideas.						
STAGES	ACTIVITY	INTERACTION	MATERIALS		TIME	



Universidad Industrial de Santander
 BA of Education in Foreign Languages
 Faculty of Human Sciences
 English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)



LESSON PLAN FORM

Date: 15/02/2023	Industrial Engineering students	Age: 20-23	Lesson #: 10	Level: B1+
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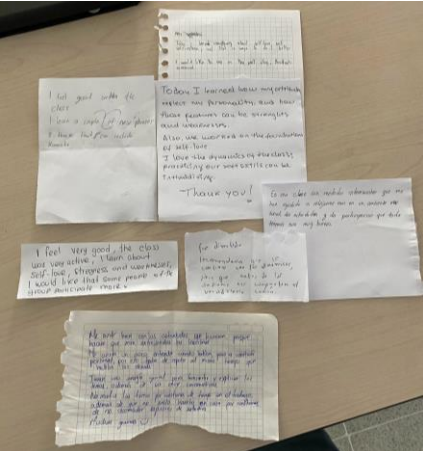
Objective(s):


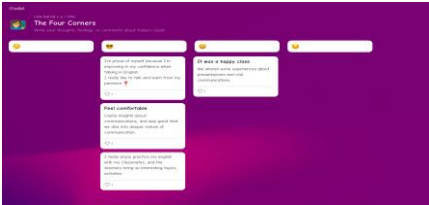

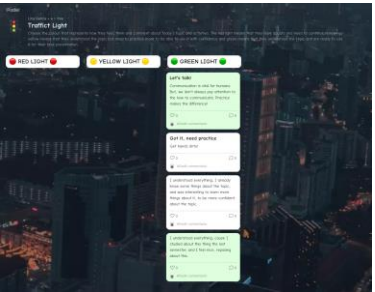

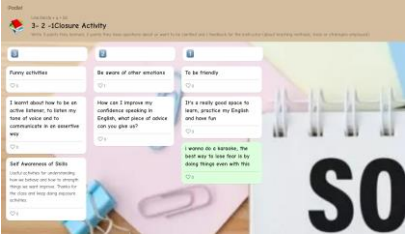


- By the end of the lesson, students will be able to perform their final presentations in an academic manner and space.
- By the end of the lesson, students will be able to evaluate other classmates' presentations to take into account for future presentations.
- By the end of the lesson, students will be able to conclude the current soft skill workshop by expressing their thoughts, opinions, and feelings about their experiences in each class and the outcomes.

Procedure	<p>1. Final Presentations Time (Lina & Valentina) TS will now open a space, for each group of SS, to present their final presentation about the selected research topic about their field. Each group will have 20 minutes to present their ideas taking into account the topics they have learned so far. While a group is presenting, TS will hand out to the other SS a rubric of peer evaluation to observe the aspects to evaluate. SS in charge to present will arrange all technical aspects inside the classroom as well as manage the time.</p>	SS ↔ SS	Computer Internet Video Beam 7 Peer Evaluation Rubric (Link 4) Google Drive folder - Final Presentation (Link 5)	10:30 - 11:20 50'
	<p>3. Socialization and feedback (Lina & Valentina) TS will arrange classroom seats in a fashion manner; for example, in a circle so that SS and TS can be together in a relaxed environment and talk about each presentation taking into account the given rubric. SS will also talk about the workshop experiences they had. Time for SS to express their feedback on what they have learned so far and the impact on their academic and personal life.</p>	T ↔ SS SS ↔ SS	Classroom chairs	11:20 - 11:35 15'
	<p>4. Potluck! (Lina & Valentina) Before closing the last class of the Oral Communication workshop, TS and SS will now share the food they could bring to the university. They will talk freely about their academic experiences., thoughts, opinions, feelings, etc... T will also make some questions regarding their performances at the workshop. This space could help SS to be more at ease.</p>	SS ↔ SS	SS and TS food to share	11:35 - 11:50 15'
Closure	<p>1. Colourful Board in 3-2-1 (Lina) Finally, as the last activity of the class and workshop, TS will put on a table a colourful deck of post-its. Each student will take 3 of them but in different colours. Then, he/she will think and write in one post-it about the 3 things they learned. Next, in another post-it the SS should write 2 things they have a question about, Finally from another colourful post-it SS will write 1 thing they want the teacher to know. After a student finishes writing in each post-it, they will go in front of the class and paste it on the board inside the specific box drawn, beforehand by the TS, on the board.</p>	T ↔ SS SS ↔ SS	Colourful Post-its	11:50 - 12:00 10'

		Universidad Industrial de Santander BA of Education in Foreign Languages Faculty of Human Sciences English Soft Skills Workshop for Industrial Engineering. Intermediate Level (B1+)		
LESSON PLAN FORM				
Date: 15/02/2023	Industrial Engineering students	Age: 20-23	Lesson #: 10	Level: B1+
Objective(s): <ul style="list-style-type: none"> - By the end of the lesson, students will be able to perform their final presentations in an academic manner and space. - By the end of the lesson, students will be able to evaluate other classmates' presentations to take into account for future presentations. - By the end of the lesson, students will be able to conclude the current soft skill workshop by expressing their thoughts, opinions, and feelings about their experiences in each class and the outcomes. 				
Potential problems and possible solutions: <ol style="list-style-type: none"> 1. Some SS may not attend the workshop. It is important to take this aspect into account for the following class to let them know what was done. 2. SS' may not be willing to participate in the activities of the class because of shyness or fear. TS will be in charge of making them feel comfortable, confident and motivated to say what they want to say, without being worried about mistakes they can make or without being judged. 3. SS don't understand the instructions given. TS will try to use other resources such as the board, gestures or the L1. 4. There is no internet connection in the classroom. Beforehand, TS will ask SS to take their laptops or devices to class. 5. If TS perceives that time is running out, the activities will be adapted properly. 6. SS may not want to express their opinions and thoughts openly, so Ts will encourage them to feel at ease. 7. SS do not want to present. TS will remind them about the importance for applying what they have learned so far.. 8. SS did not upload the final presentation to the Google Drive folder. TS will send the Google Drive link to the WhatsApp group again. 				
References: <ol style="list-style-type: none"> 1. Music to start the workshop - link: https://www.youtube.com/watch?v=HQtFR3mhzOY&ab_channel=RadioHitsMusic 2. Attendance list - link: https://docs.google.com/spreadsheets/d/1B2KtFcCY8Kg_TXLory2udW2bKGx_ySZufKkNJUhn0Dc/edit?usp=share_link 3. On a meme scale, how do you feel today? Picture - link: https://drive.google.com/file/d/1qF0lshVSbMEkYuAUyqIpz7AsiQ-cWHv/view?usp=share_link 4. Oral Presentation Rubric - link: https://drive.google.com/file/d/1stioEjo1khZn68xWSukmzUuEHZUL7gxM/view?usp=share_link 5. Google Drive folder - Final Presentation - link: https://drive.google.com/drive/folders/1wz-MlokQIPZEFW_D9PYxWq1ILZNqGVm-?usp=share_link 				

Annex M. Sessions Evidence and Feedback

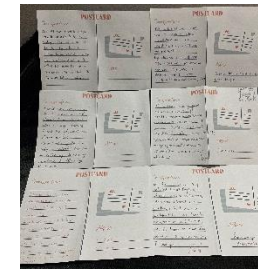
N° SESSION	EVIDENCE	FEEDBACK
<p>SESSION 1</p>	 <p>The evidence for Session 1 includes three items: a whiteboard with handwritten notes such as 'PREP EI Decisions COMMUNICATION SELF-CONTROL', 'caught', 'slow down', 'stop', 'REGISTER', 'ADAPTABILITY', 'go over', 'drop and tell', 'left', and 'straight forward'; a photograph of a teacher in a white lab coat and face mask standing in a classroom; and a social media post for 'We Speak' with the text: 'Recuerda que nos vemos este miércoles 30 para dar continuidad a las sesiones de We Speak en nuestra Escuela. Si no pudiste participar la semana pasada, aún estás a tiempo de acompañarnos e inscribirte. Nivel A2: Laboratorio Calea Nivel B1+ Salón 309. 10:00 a.m. ¡Te esperamos!'.</p>	 <p>The feedback for Session 1 is a screenshot of a 'CLOSURE' form. It contains several sections: 'Section 1' with a 'Feedback' field; 'How was it?' with a 'The activity was not of my...' section; 'How did you feel?' with a 'The activity was not of my...' section; 'How very good' with a 'I think that we could be learning...' section; 'A productive class' with a 'It was a bit long, I think...' section; and 'I hope this activity remains' with a 'It is a good idea to have...' section.</p>
<p>SESSION 2</p>	 <p>The evidence for Session 2 is a photograph of a teacher in a white lab coat and face mask standing in a classroom, addressing a group of students seated at desks.</p>	 <p>The feedback for Session 2 is a photograph of several handwritten notes pinned to a corkboard. The notes contain student feedback in Spanish, including phrases like 'I feel very good the class was very active', 'I hope this activity remains', and 'Thank you!'.</p>

<p>SESSION 3</p>		
<p>SESSION 4</p>		
<p>SESSION 5</p>		
<p>SESSION 6</p>		

SESSION 7



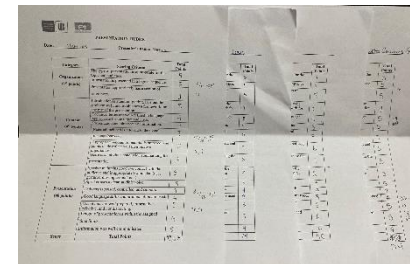
SESSION 8



SESSION 9



SESSION 10



Annex N. Sessions Reflective Journals

N° SESSION	REFLECTIVE JOURNALS
SESSION 1	<p>In this first lesson, we welcomed students to the workshop by presenting ourselves and giving them the time to present themselves to the class. Then, we had a warm-up activity that encouraged students' participation and helped to break the ice in that first session. We shared the syllabus infographic as well. Afterwards, a brief introduction to soft skills was made. Students expressed previous knowledge about the topic but openly affirmed that they do not know the process to develop them. However, they aver that doing so is important and that they are willing to work on it. By stating questions such as 'what are soft skills?' 'Which are some examples of soft skills?', and 'why are soft skills important for your personal/academic/professional life?', students had the opportunity to share their thoughts, opinions, and prior knowledge about the topic, which were mainly focusing on the importance of soft skills for their lives and told us experiences when they had used them or they felt a lack of them. The lesson also handled MBTI personality tests for students to know certain characteristics of their personalities and to evaluate the importance of those traits in the development and improvement of their soft skills. For this part, we had the intervention of a student who knew about these tests and talked about them, explaining to the other classmates what they were about. This lesson also gave us the opportunity to consolidate students' English levels and explore possible strategies for facilitating classroom interaction in the target language. Finally, students shared in the Padlet their thoughts, opinions, and expectations about the class and were asked to give recommendations for the following lessons.</p>
SESSION 2	<p>This second lesson handled the topics of strengths, weaknesses and self-love for students to be able to recognize their own strengths and weaknesses that complement or shape their personality and to evaluate the importance of self-love in their lives and its implication on their actions. We strongly believe that for students to start working on their soft skills they have to be aware and confident about their own characteristics. To embrace them, recognize what they do best and start to improve what they feel they lack. For this lesson, participatory and didactic activities were also used, so that students feel more part of the process and more attracted to the topics covered. For the strengths and weaknesses part, students wrote about strengths they think they have, weaknesses they recognize about themselves, strengths they see in others or that they want to have, and weaknesses they see in others. From this exercise, we could perceive that the students were not aware of their own strengths and weaknesses. They expressed they had not dedicated the time to work on their most personal areas, and it had not seemed relevant to them up to that point. They also aver that what was more challenging for them was to recognize their qualities or strengths rather than their weaknesses. The lesson was great as both students and the practitioners felt a harmonious, dynamic, and comfortable environment since it is not a traditional theoretical session, but the lesson follows a more conversational approach where students have the possibility to be more active and can express their opinions freely, which is needed even more when approaching topics such as the one for this lesson. For the next part, they were given the opportunity to read about self-love foundations, a self-love language chart, and love languages by using an interactive virtual roulette to participate randomly. They also did an activity where they had to write not only what they loved the most about themselves in terms of physical appearance and attitude, but about things they wanted to improve. Both of the activities mentioned allowed students to share their feelings towards the topic with their classmates, in which we noticed they felt comfortable and willing to do so. At the end of this class, we received anonymous feedback in written papers, which contained positive comments telling us how they had felt about the class and the activities they had done.</p>

<p>SESSION 3</p>	<p>This third session emphasized oral presentations and the steps to follow when developing them. Oral presentations are one of the most common tasks students need to perform in a classroom, and our purpose was to give them key information and strategies to handle this task successfully. We asked students about their experiences giving presentations, and they told us that they had gone through embarrassing situations due to a lack of preparation of an outline, improvisation, and nervousness. This allowed us to delve a little deeper into students' personal journey in oral communication and gave us the opportunity to show them the importance to practice their oral skills for their academic presentations by exemplifying real-life situations that show the use of the English language in their field. One student stated that these lessons were a safe place for her, to which the other classmates agreed since she felt at ease using the second language without the fear of being judged or criticized. She added that this space to practice was ideal for her to improve communication skills, which also contribute to oral presentations. In this lesson, we also share the detailed instructions about the final presentation, which is an activity planned for the last class of the workshop in which students will work in pairs and select a topic related to their field to present it in said class. They were also given some time to choose their partner and to work on a first outline draft together, giving the opportunity to make questions to the practitioners about that activity. The feedback for this lesson was also positive and we noticed that the time dedicated for them to share what they think and feel helps a lot to the engaging dynamic we want to encourage within the classroom.</p>
<p>SESSION 4</p>	<p>In this lesson, we went through two of the most important aspects related to communication processes, the use of voice and body language, which are topics strongly related to the previous class about oral presentations. Students had the opportunity to convey meaning by using gestures and body movement in hypothetical situations they can face in their workplaces by doing a role-play activity. Afterwards, voice usage was presented by giving them the opportunity to analyze a public speaker. Then, they performed a variety of guided vocal and breathing exercises to warm up and teach them how to prepare themselves for oral presentations. Most of them shared their own funny and embarrassing experiences regarding body language and voice control in presentations, which created an ideal environment for sharing, asking, and giving each other advice about those situations. They affirmed that it is difficult for them to have the opportunity to practice these strategies without the pressure of an audience or a professor, and the sessions are a very convenient chance to do so. Finally, they stated in the feedback they needed to pay more attention to those topics as they are abilities that can only be improved with practice. They expressed feeling motivated to keep exploring the subject.</p>
<p>SESSION 5</p>	<p>In this lesson, the topics of active listening and emotional intelligence were covered. First, students had the chance to interact with each other by treating others based on their status, which was represented hypothetically with a poker card. This, for them, to reflect on interpersonal relationships and be more conscious about how they address others. Later on, they were asked about prior knowledge of active listening to and assertive communication. The majority shared that it was difficult for them to be active listeners and assertive communicators as there are embedded characteristics in our culture that hinder the process, for example, that we are accustomed to interrupting others or talking about ourselves first. As a practice activity, students were provided with real-life situations they would have to cope with in their work fields. They had to create a dialogue in which they solve said situation by putting into practice active listening, assertive communication, voice control and body language management. For the emotional intelligence part, we dived into the meaning of the term, its purpose of it, the domains and competencies within the EI and tips for students to improve this intelligence on the social and personal areas. Students share the opinion of EI is an important soft skill because, as they discussed, we tend to let our emotions speak for us before even thinking about what we want to convey. At the end of the class, students wrote in the Padlet 3 points they learned, 2 points about questions or clarification needed on the topic seen, and 1 feedback for the practitioners.</p>
	<p>The objective was to dedicate this space to listen to students, receive their feedback, and review the whole process in a didactic way. To start, we decided to include an activity, which was karaoke, for students to sing and express themselves while reflecting on the importance of leaving behind the shame of doing</p>

<p>SESSION 6</p>	<p>things they like in front of others, practicing their body language, gestures, and even pronunciation in English. This was followed by the socialization of two tasks that had been assigned. We noticed that, despite being in contact with students via WhatsApp about crucial information or delivery of documents, some students did not develop the homework assigned, so the pre-service teachers created a space for reflection on the importance of practicing outside the classroom. Afterward, there was a review with specific questions from the lessons seen through the Kahoot platform. Then, students expressed that the class was very enjoyable and reiterated that it was a safe space for them to practice English and that we shared topics and materials with them in a context that although, academic in style and methodology allowed them to participate more and openly, being able to share their opinions and emotions with us and their classmates, as the few opportunities they found to handle the language were in formal contexts surrounded by very specific topics. A master's degree student and medicine teacher said that the soft skills field is essential for other academic areas at university since they lack it. She also added that as a teacher she liked our methodologies and described them as creative, to which other students agreed. Students also highlighted that they like to attend for the mere enjoyment of learning. Finally, they affirmed that dedicating a session to asking them about their experience and listening to their comments made the process feel quite pleasant, as these spaces are usually presented in the academic environment when classes or lessons are about to end. They assured that these spaces help them to reflect not only on the classes but also on themselves and their attitudes during the development of the sessions. Finally, students worked on an activity that got them out of the routine and allowed them to work in teams, as they had to take a selfie with certain people/objects on campus in pairs. Students enjoyed this activity. In the end, students were invited to a Padlet wall so that they could share their opinions about the class.</p> <p>Despite providing a space in the class to write reflections, they left quickly, forgetting to write on the wall. Yet, students were reminded hours after the class. The next day, and two days later they were reminded but still did not participate. This leads us to think that activities outside the workshop are more time-consuming, or perhaps they are not interested in writing, and perhaps it is not so common to open a space for reflection outside of class.</p>
<p>SESSION 7</p>	<p>The objective for this session was that students would be able to identify the differences between Oral Presentations and Poster Presentations, so in this class, they took a more active role. First, they were in charge of working as a team to create a sequence of a workplace situation from a comic. Then, students brainstorm differences between both types of presentations by taking into account their experiences and previous lesson content, which was then complemented by colorful flashcards provided by the teachers with some characteristics of the two types of presentations. Students were asked to classify them on the whiteboard by listening actively to an aloud reading, guided by the teachers, about this topic. Each one of them expressed their point of view regarding the classification of the characteristics and differences given and discussed most of them with their classmates. One important insight was given by a master's student, who has a lot of experience in both types of presentations, so she shared important recommendations and tips for their classmates to take into account. We noticed that students participated actively and collaboratively. There was a lot of English communication among them, and they had no trouble understanding each other. It was also remarkable that students show more confidence and fluency when they use the language. Afterward, they were divided into two teams and were given a template to work on a graphic organizer for summarizing the characteristics of the types of presentations studied in class. Finally, the closure activity was based on giving them a piece of paper that simulated a 'tweet' from the famous social media Twitter, in which they had to write about their feelings in class. We were able to observe that this closing activity was effective and different. The way in which we were able to obtain clear and fresh information about their experiences of the class; in addition, we were able to provide at the time all the opinions that the students gave about their emotions or feedback on the way in which each of the activities was handled.</p>
	<p>In this session, we went to the Daccarett auditorium on the fifth floor of the Industrial Engineering building. This space was bigger and was a great environment for students to change the original classroom. To start, we carried out an activity in which students had the possibility to work as a team in order to arrange five different puzzles located in different parts of the auditorium before being caught by one of their classmates. In the end, they expressed that the activity was very entertaining and allowed them to be more active and do something out of their comfort zone. Then, students presented their graphic organizers from the previous class. After this, they also had the opportunity to analyze some slides uploaded by one of their classmates to identify characteristics of a presentation's visual aids before getting to the main activity, whose objective was for students to discriminate the usage of different digital tools to create a</p>

<p>SESSION 8</p>	<p>poster and oral presentations. These tools included a variety for designing, web pages for getting icons or images, and other useful additional resources. Students shared their opinions about these tools and they talked with their classmates about their experiences using them, which also led them to show some recommendations or other programs that they have used. Those insights were both beneficial for students and teachers because of the differences in their academic fields, as the industrial engineering students are more into data and the teachers into designing. These discussions demonstrated that during the workshop process, students have been improving their English skills and their confidence when using the language. They participate more and want to contribute to the class in every way possible. When the discussion was finished, it was time for checking and giving feedback about the students' outlines of the final presentation. However, students told us that they have not had the information ready. So, those minutes were dedicated to talking to them about the commitment and responsibility that the workshop has for them. They were active listeners during this time and acknowledged their actions. For the closure activity, students were asked to write a postcard that they would hypothetically send to one of their loved ones talking about the things they learned in the class.</p>
<p>SESSION 9</p>	<p>This was the second and last session dedicated to tutoring and checking on students' processes regarding the lessons up to that point and the task about the final presentation. First, we had an introductory activity, but unfortunately, it could not be carried out because of time constraints. So, we decided to start with tutoring and checking the students' progress regarding their presentations for the next class. There was a group of three and one student presenting alone, as his partner decided not to continue with the workshop. We gave students the space to show us the visual aids, main topic, and organization of their presentation and we gave them some advice regarding the design, time, structure, and some tips to present that information in the best way possible. Then, students shared with the class the experiences behind their topics and how they had worked to come up with the idea, and together we created a great discussion based on the topics and their importance in their academic fields. Finally, the closure activity was to design a book cover by drawing a representation of the most challenging things for them up to that point in the workshop and which actions they implemented towards their improvement, in which we noticed the importance that they had been giving to their personal traits in relation to their influence on their soft skills, their communication, and their confidence. Although ninety percent of the class was intended for final presentation feedback, we noticed that wrap-up activities help students to be engaged in the workshop by recalling previous actions and allowing them to apply them to their life.</p>
<p>SESSION 10</p>	<p>As the final intervention of the workshop, the students had the chance to talk in-depth and honestly about the overall experiences they encountered. They were able to go beyond the reflection of the core topic and open their mind to other aspects within each class. For instance, the pedagogical methodologies implemented such as activities to practice not only the language but their behaviors in different contexts, especially in hypothetical workplaces scenarios. Another aspect they considered was the teaching approach implemented in the whole workshop. They considered it the best way to address the class environment, topics, and activities, which made it attractive and comfortable for them to express their ideas and enjoy the overall modus operandi. Simultaneously, they manifested that since it was not a class in which they have to be worried about grades but the process itself, let them ease up their performances allowing them to be them and not have fear of talking.</p> <p>Students also stated that they are now more aware of those soft skills they possess and the ones they did not have at all, which made them recognize what they should work on, for instance, being more assertive in the way they communicate their opinions and received others as well as taking into consideration other people's backgrounds, personalities, believes, etc... which means the improvement of interpersonal skills. Students considered that their oral communication has improved more than expected and at the same time was an opportunity to ameliorate their English-speaking skills. They considered that they always felt welcomed and energized by the pre-service teachers which enable them to perform better in each class.</p> <p>Pre-service teachers gave feedback on their presentations and performance. Thereafter, students had the opportunity to self-evaluate their own implementations regarding the given task by providing them with a rubric of 16 items regarding the organization, content, and the presentation itself. They could also have time to think about their emotions while presenting. As it was the final class, students and pre-service teachers shared food and talked more about the class and other aspects of life. Also, about what they have been going through during the semester. With it, the workshop ended.</p>