

Actas / Proceedings / Actes

3rd International Congress: Education and Knowledge

Jordi M. Antolí Martínez
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(Eds.)



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3rd International Congress: Education and Knowledge
III Congreso Internacional: Educación y Conocimiento
III Congr s Internacional: Educaci  i Coneixement



Construyendo el conocimiento de forma colectiva

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Índice

Presentación

Jordi M. Antolí Martínez, Santiago Mengual-Andrés, Alexander López-Padrón, Carolina Lorenzo Álvarez, Verónica Onrubia Martínez (Eds.)..... lxiv

Ponencias invitadas I+D+i

La educación social en el sistema educativo de la Comunidad Valenciana. Avances y oportunidades Alventosa Bleda, Maria Ester; Navarro Vercher, M ^a José.....	2
Gamificación y aprendizaje basado en juegos en el aula de inglés para fines específicos: una revisión sistemática Albalat Mascarell, Ana	4
Análisis del impacto en la incorporación de las competencias digitales en el ámbito de la educación inicial del Paraguay Báez Domínguez, Marina Raquel	5
Intercultural educational itineraries for peace: some reflections on otherness and recognition Bossio, Francesco	6
Análisis del impacto en la incorporación de la tecnología en los entornos educativos mediante la observación desde la perspectiva del docente y la del liderazgo en el ámbito de la educación superior Caceres Troche, Derlis Ramón	7
La Gimnástica como herramienta en el montaje los espectáculos patrióticos en Bolivia Cajias Ponce, Wara Alexandra.....	8
La utopía de la contracultura a través de la creatividad poética y sus posibilidades didácticas Calsina Forrellad, Joan	9
Design of a questionnaire to evaluate Spanish students' perception of the expected usefulness of bilingual education Espejo Mohedano, Roberto	10
Spanish students' perception of the expected usefulness of bilingual education Gómez Parra, María Elena	12
Modelo para la implantación del seguimiento de graduados y egresados de la Universidad Americana de Nicaragua Guerrero Guillén, Roxana; Tirado Picado, Victor; Navarrete Orozco, Erick; Mejía Ponce, María Elieeneht	13
El proyecto COM: Apoyar el cambio de comportamiento en las escuelas en torno a los residuos alimentarios y orgánicos Idoiaga Mondragon, Nahia	14

Blogs Pedagógicos no Ensino Superior: Uma experiência na Escola Superior de Saúde de Setúbal	
Teotónio Fernandes, Helena Maria	317
Estudio de la competitividad económica a través de la movilidad internacional en la Educación Superior: contribuciones desde la Estadística Multivariante	
Toledo San Martín, Álvaro; Ruff Escobar, Claudio; Vicente Galindo, María Purificación	318
Habilidades Emocionales para el desarrollo de la competencia aprender a aprender	
Valero Carrero, Susana; López Requena, Estefanía	319
Orientación Vocacional desde la sostenibilidad: Una experiencia con estudiantes mexicanos de bachillerato	
Velázquez Rendón, David Ignacio; Alejo López, Sergio Jacinto; Ruiz Aguilar, Graciela María de la Luz	320
Rechazo del alumnado de la UPCT a la enseñanza telemática forzada por la pandemia del COVID 19	
Vicéns Moltó, José Luis	321
Las necesidades formativas en mediación según los estudiantes universitarios	
Vidal Marti, Cristina	322
Cómo se entiende la sostenibilidad en el contexto de los estudios de posgrado en turismo: un informe de grupo focal	
Vieira de Melo, José Florentino; Canós Darós, Lourdes.....	323
Análisis de intervención de innovación docente universitaria basada en las TIC y la neurociencia para el aprendizaje de las matemáticas a través del juego	
Yáñez Araque, Benito; Procopio, Marcos; Fernández César, Raquel; Fernandes Procopio, Leandra	324

LÍNEA 5. Educación y Áreas específicas

La cartografía en futuros docentes de Educación Primaria: análisis y evaluación del conocimiento	
Alfonso Torreño, Alberto; Giles Pérez, María Fernanda; Corrales Serrano, Mario; Merchán García, María José; Garrido Velarde, Jacinto.....	325
Second Language Acquisition and Teaching	
Anagnou, Arsenia	326
Humor gráfico en el aprendizaje de ELE	
Cantó Moreno, Jorge	327
Implementing learning stations in the 4th year of CSE English classroom: A comparative study on its effectiveness	
Casas Pedrosa, Antonio Vicente; Rodríguez Marcilla, María	328
Evaluación crítica y perspectivas pedagógicas del uso de traductores online en la enseñanza de francés en la Educación Secundaria	
Díez Abadie, Gabriel	329
La actualidad informativa como herramienta para elaborar casos prácticos jurídicos	
España Pérez, José Alberto.....	330

Implementing learning stations in the 4th year of CSE English classroom: A comparative study on its effectiveness

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This proposal is aimed at considering the topic of active methodologies within the field of Teaching English as a Foreign Language (TEFL) in Spanish secondary schools. Close attention is paid to the learning stations methodology, which is applied to promote active learning experiences among learners. Although its implementation in the English as a Foreign Language (EFL) classroom is still scarce, this paper compares results from two groups of students (i.e. control vs experimental group) who received instruction on conditionals following two different methodologies, namely the presentation-practice-production (PPP) approach, on the one hand, and learning stations, on the other. In fact, the participants in this project are two groups of 15-16 years old students in the 4th year of Compulsory Secondary Education (CSE), with an average of an A2-B1 level according to the CEFRL. Indeed, the main purpose of this research is to assess the effects of learning stations on the EFL classroom. More precisely, the first objective is to observe if there is any statistically significant difference between instruction by means of learning stations as opposed to traditional strategies in terms of the academic performance of the students in each of the aforementioned groups. In turn, the second goal is to study whether learning stations help students get better academic results, and, finally, the third aim is to focus on the hypothesis according to which CSE students may be more motivated to learn through learning stations. In the current context and bearing in mind the wide range of teaching resources available, new methods fostering more active learning are incorporated into the educational paradigm. Particularly, in language subjects, which enhance the acquisition of communicative skills, new paths to interact and relate with others have been brought to the classroom. Active methodologies are usually understood as requiring a focus on the learner rather than the teacher. That is to say, the aim is no longer for students to become mere content-specialists in a particular area of study, but for them to develop a set of abilities, skills, and attitudes which will allow them to succeed in their future chosen professions. Therefore, changes in education include more critical, meaning-based approaches, student-centred models, collaborative and cooperative techniques, and active learning models, among others. More specifically, in this paper learning stations have been implemented to practise a particular grammar point from the EFL curriculum of the 4th year of CSE. Therefore, some previous research on grammar learning and teaching has been necessary to contextualise this experiment. Parallel to that, these resources imply some management issues which should be considered when utilizing them in the classroom. Indeed, the success of this methodology is firmly linked to the frequency of their implementation, the quality of the activities and materials designed, the heterogeneity of the groups of students, the appropriate classroom layout, and the subsequent evaluation of the process. To conclude, the results from two different groups of students were analysed and compared to draw the following conclusions. After two different teaching methodologies were used (namely, PPP and learning stations) to work on conditional sentences in the EFL classroom, results showed that the students who received grammar instruction based on the latter performed better in their post-tests. In addition, according to empirical evidence, it can be stated that there is a favourable effect on students' academic results when they receive grammar instruction based on active methodologies, such as learning stations. Finally, these resources also foster students' motivation when working on conditional sentences, as well as make them have a more positive perception after receiving the grammar instruction.

