



# UTPL

*La Universidad Católica de Loja*

**Modalidad Abierta y a Distancia**

## **Prácticum 4.1: Trabajo de Integración Curricular- Sistematización de Práctica**

**Guía didáctica**



Facultad de Ciencias Sociales, Educación y Humanidades

Departamento de Filosofía, Artes y Humanidades

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## Prácticum 4.1: Trabajo de Integración Curricular-Sistematización de Práctica

### *Guía didáctica*

Carrera	PAO Nivel
▪ <i>Pedagogía de los Idiomas Nacionales y Extranjeros</i>	VII

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Universidad Técnica Particular de Loja

## Prácticum 4.1: Trabajo de Integración Curricular-Sistematización de Práctica Guía didáctica

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## 1. Information data

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### 1.1. Subject presentation



### 1.2. UTPL generic competences

- Critical and reflexive thinking.
- Oral and written communication.
- Orientation to research and innovation.

### 1.3. Specific competencies of the program

Integrates pedagogical, linguistic, didactic and curricular knowledge that allow, the updating of models, the use of learning methodologies and the incorporation of knowledge for the teaching of English as a foreign language in a practical and systematic way, based on the development of critical, reflexive, and creative thinking in relation to the development of the person and its context.

## 1.4. Issues addressed in the subject

Limited methodological and didactic knowledge, as well as little development of critical and reflective thinking.

Limited knowledge about the design, application and evaluation of educational resources and strategies for adaptation, flexibilization and integration of personalized learning experiences.



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## 2. Learning methodology

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Because of the nature of the subject, the teaching method to be used in this course is Inquiry-based Learning. According to Parasuraman et al., (2020) Inquiry-based Learning is the heart of the teaching and learning process that develops the learning skills that are meaningful to students. It emphasizes how knowledge is acquired by instilling curiosity in students, which makes them more active when looking for the answers to the questions they can have during the teaching-learning process.

This method makes students active and critical thinkers, seekers, inquisitors, and processors of information. This method helps students to make decisions or find answers by using their thinking skills and reasoning. By asking questions, doing research activities, documenting analysis, and performing question-and-answer sessions, students are able to reflect on their practices. The teacher should plan the questions to guide the students towards the learning objectives they want to achieve. The questions submitted must be able to develop critical and creative thinking among students. Through investigation tasks, students evidence reasoning to analyze the different classroom situations and creatively solve problems that they may have faced in their teaching practices and then reach conclusions.

In this sense, through this methodology, you will be able to synthesize and better understand the contents of the course and go through the process of carrying out a work that will allow you to get your degree.

This document will guide you to accomplish the course Trabajo de Integración curricular offered within two academic periods (7th. and 8th.) as part of Practicum 4.1 y Practicum 4.2 components. Along the course, you need commitment and effort to complete it so you realize your dream of getting your degree as an English teacher. This course needs to fulfill some requirements, so you need to pay attention to every detail specified regarding how to complete it.



At this point, it is necessary to remind you that this course is offered in two academic periods. To get familiar with the requirements and norms of this course, I invite you to familiarize yourself with the [Lineamientos Unidad de Integración Curricular](#).



### 3. Guidelines for learning outcomes

#### Learning outcomes 1, 2 and 3

- Aplica los conocimientos lingüísticos, pedagógicos, curriculares y de investigación integrándolos interdisciplinariamente, demostrando así las competencias profesionales necesarias para promover una formación integral y un buen desempeño profesional.
- Evalúa y sistematiza la práctica profesional con el propósito de plantear, diseñar y ejecutar propuestas de mejora, innovación y fortalecimiento en el ámbito educativo y áreas propias específicas de la profesión con un sentido de responsabilidad y ética para el bien de la sociedad.
- Demuestra una formación integral mediante la aplicación de los conocimientos teóricos y prácticos abordados en los diferentes campos de la formación de la carrera para aplicarlos en la búsqueda de soluciones a los diferentes problemas, necesidades y desafíos del contexto educativo en el ámbito de la enseñanza de inglés como lengua extranjera.

To successfully achieve the first learning outcome, you need to consider all the contents, resources and activities included in units 1 and 2. Thus, I encourage you to consider the explanations offered in these two units, complete the tasks that are proposed, revise the resources for each topic, and participate in the synchronous or asynchronous activities through our virtual platform.



### Week 1

## Unit 1. Systematization: basic concepts

Dear student, welcome to the first unit of study! The goal of this unit is that you get familiarized with what systematization of experiences is. The information presented here will help you to have a clear idea of what systematization is, its characteristics, principles and other important issues about it. All of this will help you to be able to start and successfully complete the first part of your Curriculum Integration Work. So, let us start by answering some questions!!

Do you know what systematization of experiences is? If so write your definition, if not, just make a brief google search about it.

**Did you find some definitions of information? Good!! Well done!!, write what you understood by Systematization of practices.**

*Note: Answer the activities in a notebook or Word document.*

Now that you have an idea about it, let us start referring to it, please read the information provided here so you get ideas regarding systematization. The systematization of practices in the education field emerged in Latin America back at the beginning of the eighties. It appeared as a methodology of participatory research as a process that empowers and produces knowledge. The systematization of practices, as analytical reflection, pursues to observe, in a careful and conscious way, how the practice is developed, in order to constantly evaluate the process Cruz (2014). The systematization of practices as a producer of critical knowledge has gained much significance in popular education experiences in Latin America, where the way systematization of experiences has given the opportunity of creating interesting points of reflection regarding specific tasks (Jara, 2012). Following the same author, the systematization of practices is considered to be related with evaluation and research, each one feeding off from the other.

Regarding the relation between evaluation and systematization is that both of them involve performing an exercise in abstraction either based on or through practice. However; there is a difference, while systematization focuses on the processes, dynamics, evaluation and emphasizes on whether or not the results have been achieved. In this sense, evaluation must not be considered a formal task that reveals the differences between costs and benefits but an educational act useful to all those who participate in the experience, both of them feed off one another, both of them are used to get practical conclusions which can be used to improve the quality of practices.

In what concerns to the relation between systematization of experiences and research, it is remarkable that both, of them give opportunity to approach and understand reality, even though, each one of them has their own characteristics. However, one cannot replace the other because neither of them can replace or override what the other does, both of them are important for education and society, therefore, it is necessary to foster not only systematization processes for our education, organization or participation experiences, but also research.

### 1.1. Background to systematization

According to Hargreaves and Morgan (2009) there is evidence of systematization practices in Latin America around the 60s. They were started by some people committed with education and was born as a participatory research, methodology (Verger, 2002). In Peru, it was the result of an adult literacy process by the 1970s (Jara, 2012). According to Hargreaves and Morgan (2009) there are six streams that have shaped and influenced the methodology, they are: social work, adult education, popular education, theology of liberation, theory of dependency, and participatory action research.

In relation to *social work*, it is important to mention that systematization developed in Latin American Social Work as a way to use field experiences as a source of knowledge about society. The goal was to turn social transformation actions into scientific practices (Palma, 1972).

The crisis during the second half of the 70s in Latin America (interrupted the development of systematization, but it reappeared in the mid-80s, when democracy started to return to many countries on the continent. Since the 90s interest has shifted to the improvement of professional performance based on lessons obtained in practice. Until the early 90s important advances in defining concepts and methods were made, much of this led by the Latin American Association of Social Work Schools – Latin American Social Work Centre (ALAETS-CELATS) (Hargreaves & Morgan, 2009).

According to Jara (2006), *popular education* was born in the 60s with Paulo Freire's "liberation pedagogy" (educative movement whose main representative is Paulo Freire). It focuses on the cultivation of an approach to education through which people gain awareness/consciousness about their social condition through critical analysis and reflection about the world that surrounds them (Hargreaves & Morgan, 2009). Education is linked with politics through popular education. Systematization helps participants to ask questions and offers an alternative to the methods for developing knowledge that have been dominant in educational research and evaluation by means of popular education. Systematization has supported a better understanding of the practice development facilitation and of the theories on which it is based. Development facilitation does not only relate to education and capacity building, but may include technical assistance, the provision of resources and services (such as loans, infrastructure– irrigation, latrines, drinking water, etc.), support for organizing people etc. In the case of EFL teaching this organization can support the projects that construct new knowledge to benefit students' learning the language.

Development facilitation relates mainly to Non-Governmental Organization (NGO) projects and programs that aim to help people and communities obtain the development they need (Hargreaves & Morgan, 2009).

Systematization appear as a new form of research together with other different forms of research and evaluation, emphasizing the participation of all the people involved in it who work together with the aim of getting some learning (Francke & Morgan, 1995).

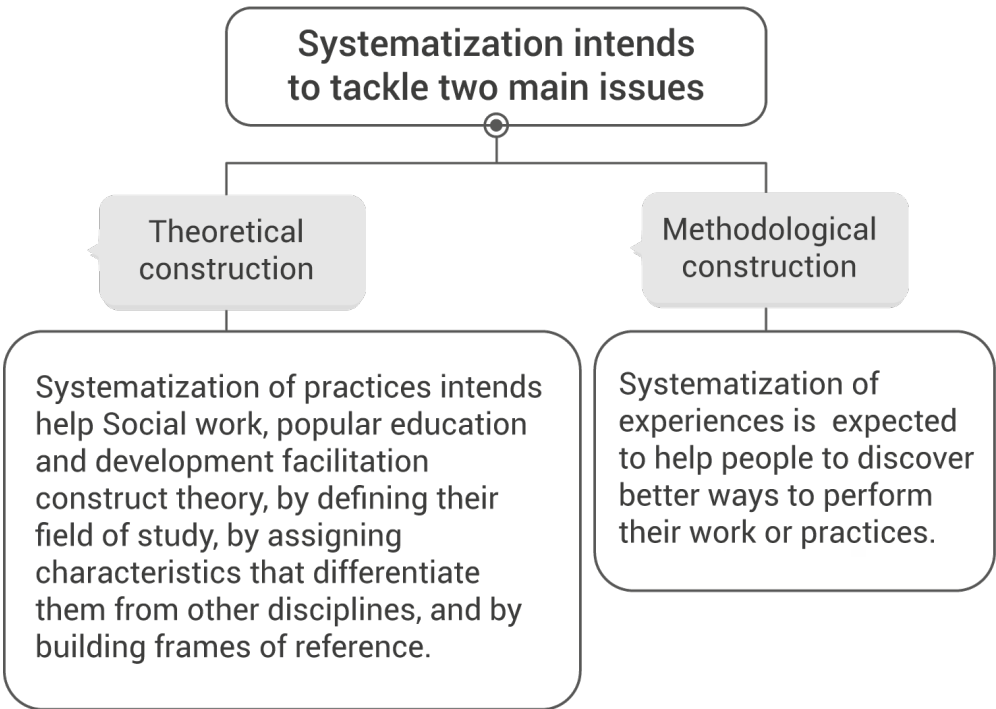
There are two approaches on systematization, the *theoretical construction* which aims to tackle problems of social and educational disciplines and where it is expected that systematization help them to define their field, differentiate them from other disciplines and to build frames of reference,

and the second is focused on methodological construction where it is expected that systematization helps those disciplines to discover better ways to perform their work (Hargreaves & Morgan, 2009).

In regards with teaching and learning English, there are some educational factors that may affect the process of mastering the skills to have a proficient level in the language; therefore, those issues need to be researched in order to find out alternatives that help learners use the language appropriately.

With reference to both the theoretical and methodological construction of disciplines, systematization is conceived as a new form of knowledge production which, instead of going from theory to reality (as it was in the 'classic' way), focuses on reflections about practice (Hargreaves & Morgan, 2009).

**Figura 1.**  
*Issues that Systematization tackles.*



*Note.* Systematization tackles on both Theoretical construction and Methodological construction.



## Recommended Learning Activity

- Dear student, now that you have some ideas regarding systematization, I invite you to re-write the most important milestones of systematization of experiences.

**Note:** Answer the activities in a notebook or Word document.

Did you achieve to write some milestones of Systematization? I guess you did it. Good. Now you might remember that it started back at the beginning of the eighties as a new research method and that it as analytical reflection, pursues to observe, carefully and consciously how the practice is developed, in order to constantly evaluate its process, which is useful to improve practices and learn lessons.

Now let us continue with the next topic, how systematization evolved.

*Dear student, remember that, every week, your tutor publishes academic announcements, therefore, I invite you to review the information sent on the subject.*

## 1.2. History of systematization

Systematization methodology began to develop in the 1970s in Latin America where many organizations in the area of popular education (after many years of work), were the center of many interesting educational challenges but which, with the passing of time, little trace of them was left. Nobody was to recollect those experiences and learn from them, critically analyze them and shared that critical analysis for all the people involved to know and reflect on them. In this period, this methodology and way of understanding Systematization practices were highly successful in Latin America and was found in University Social Work courses, in the CEAAL (*Consejo de Educación de Adultos de América Latina*, the Council for the Education of Adults in Latin America), and also within the methodology of IAP (Investigación Acción Participativa, Research on Participatory Action). In the late 1990s, interest in Systematization began to increase again,

following the experiences in both North and South, when education practices and cooperation for development began to be questioned and when not only industries, but also NGOs and social groups began to take quality and improvement processes into consideration.

Nowadays, the debate is mainly focused on the relationship of systematization with other processes and means such as research and the monitoring of activities to be evaluated. There are many aspects entwined here, some are complementary and others are completely different: it is important to find the links and divergences between Systematization, evaluation, research and monitoring. In any case, it is not the way in which systematization differs from other practices that is important, but its specific aim. The systematization of experiences, no matter how it is done, will always focus on the critical interpretation of the real process, rather than on the results of the evaluation or on any topics such as research. In this way it will help the experience to be continued, as it is not simply a way of monitoring the process, but rather it makes a critical contribution to the process itself.

### 1.2.1. Evolution

As already mentioned, the idea of systematizing practices was born in the 70s, time in which popular education and participatory action research and similar trends started also to develop in Latin America. History reveals that these years were tumultuous years of change when uprisings, revolutions, overthrow of military dictatorships were present. In these circumstances, people were challenged to adjust themselves to these socio-political changes and the desire to support better or more effective the development and social change motivated by people involved in practice to start searching for ways to organize and communicate what they had discovered in and through their practice. This is how they developed a methodology that helps people involved in different kinds of practice to organize and communicate what they have learned. This methodology was called systematization of experiences.

Chilean sociologist, Palma, in 1992 considered put an effort to survey and analyze the development of systematization. According to him, systematization experiences are not classified into different types because all of them have the same foundations and purposes: to relate theory and practice and get some learning from those experiences. After reviewing



different systematization proposals, he concluded that all of them have a common epistemological background: they deal with qualitative dimensions of reality and are based in a dialectical epistemology (ActionAid, 2006, p.45).

However, he has found some distinctions, in two aspects: purposes and object of study.

### Purposes and the object of systematization

Some years later, Francke & Morgan (1995) identified two main ways to understand systematization, they are:

- a. One that aims to classify and make typologies in order to compare experiences. The people involved in systematization are external agents who recovers several cases, according to predefined criteria.
- b. Another one that understands systematization as a way to produce knowledge about intervention experiences, in this way, the task is directly assumed by those who are involved in it. The main aim is to obtain and accumulate knowledge from practice instead of comparing or classifying experiences from which there is the possibility of building theory from practice.



### Recommended Learning Activity

- Dear students we have finished studying this topic. I guess you have grasped the most important ideas about the topic studied. In order to internalize what you have learned, please write a short summary in which you include the most important ideas regarding systematization history and evolution.

**Note:** Answer the activities in a notebook or Word document.

Now that you have summarized what you have learned, you might remember that: The idea of systematizing practices was born in the 70s, time in which popular education and participatory action research and similar trends started and also tumultuous years of change when uprisings, revolutions, overthrow of military dictatorships were present. People tried to support the development and social change motivated by people involved in practice to start searching for ways to organize and communicate what they had discovered from their practices which lead to a new methodology that organize and communicate what they have learned from practice: systematization of experiences.

Besides, Systematization of practices has some purposes, they are:

- To exchange knowledge or learning amongst different groups;
- To reflect on and understand practice; and
- To obtain knowledge from practice.

And also, systematization implies three dimensions or types of practices:

- the people's practice
- the professionals' practice;
- the intentional relationship between both.

### 1.3. Definition

Systematization of practices is considered a process which allows practitioners to look at, recollect, analyze and learn from practices. It gives us suggestions and criteria on how to do it but it also allows room for flexibility and creativity. Systematization is used to improve, enrich and transform our practices.

Systematization, then, is a process that intends to produce knowledge from action or practice through the analytical reflection and interpretation about what happened. The understanding of the process allows us to not only improve practice, but also to communicate and disseminate the lessons and knowledge produced. (ActionAid, 2006)

According to Barnechea and Morgan (2007), Systematization of practices is:



### **Definition of Systematization of experiences**

Through systematization, events are interpreted in order to understand them. This supports the production and dissemination of consistent knowledge that is rooted in reality. The systematization allows for the experience to be discussed and compared with other similar experiences, and with existing theories and, thus, contributes to an accumulation of knowledge produced from and for practice.

Another important definition is the one stated by Jara (2006), systematization is the critical interpretation of one or several intervention experiences. Through the process of ordering and reconstructing the experiences, systematization assists us to discover or explain the logic of the intervention process, the different factors that influenced it, and how and why the elements of the intervention related to each other in a particular way.

On the other hand, the concept of systematization of experiences seems to be structured to respond to three questions that circumscribe it and that have a specific correspondence: i) what? When defined from a term associated with the experience that is systematized, by its representativeness as an investigative act or by its relationship with its participants; ii) the how?, which is shown by stating the approach that is made on the experience and, in essence, by denoting methodological principles; iii) the what for?, given that what is achieved is detailed, that is, what the systematization of experiences contributes to (Barbosa-Chacón et al., 2015).



## Recommended Learning Activity

1. Dear students, to better understand the definition of systematization of experiences, I invite you to read and analyze chart 4 in the document Concepto, enfoque y justificación de la sistematización de experiencias educativas [Una mirada “desde” y “para” el contexto de la formación](#) which the *what*, the *how* and the *what for* of systematization are explained. Once you read, please write some ideas of the *what*, the *how* and the *what for* of systematization:
  - The *what*.
  - The *how*.
  - The *what for*.
2. Did you read and analyze the chart? I guess you did it, good job! Now you can define systematization from these three perspectives.
3. Also, it is necessary that after reading all the definitions given by the different authors, you write your own definition of Systematization of practices.

**Note:** Answer the activities in a notebook or Word document.

*Did you achieve to write your own definition? I guess you did it!! Well done!!, now you know that systematization is: A type of qualitative research approach, aimed to generate knowledge based on practice uncovering the theory impregnated in daily community and educational action.*

Now let us move to the topic 1.4

### 1.4. The approaches of the systematization of experiences

Dear students, once we have analyzed the definition of systematization, we need to learn the approaches of the systematization of experiences. The term approach is the set of epistemological and theoretical referents that support the systematization of experiences, that is, they are the counselors of its development (Ghiso, 1998; Ruiz Botero, 2008). From another perspective, the approach is the identification perspective (Barnechea and Morgan, 2007), that is, it allows defining the emphasis of the process, by

privileging subjects and representing the method to rebuild practices and produce knowledge. The literature shows the existence of six approaches: historical-dialectical, interactive dialogic, deconstructive, reflective and constructor of experience, hermeneutic, and historical- hermeneutical. These approaches were analyzed considering the following topics: the conception of experience that is systematized, the way and result of the approach, and the participants (Barbosa-Chacón et al., (2015).



### Recommended Learning Activity

- Dear students, to understand the approaches to systematization of experiences, I invite you to read and analyze chart 5 in the document [Concepto, enfoque y justificación de la sistematización de experiencias educativas Una mirada “desde” y “para” el contexto de la formación](#) in which approaches to systematization are explained. Once you read, make your own chart in which you can visualize de different views and authors of each one of the approaches.

**Note:** Answer the activities in a notebook or Word document.

I guess you have now written your own chart. As you could have realized, each one of the approaches presents their own views and perspectives regarding systematization of experiences, which one would you favor?

*Good job! We have finished the contents in week 1, let us move to what we have prepared for week 2.*



### 1.5. Purpose

In general terms, the main objective of Systematization is to improve practice; therefore, since it is an activity that combines knowledge and practice, it also contributes to practice and theory. Systematization is conceived as a new form of knowledge production which, instead of going from theory to reality (as it was in the 'classic' way), it focuses instead on reflections about practice.

#### 1.5.1. How does it help to practice?

According to Hargreaves and Morgan (2009), systematization of experiences contributes to practice because:

- It helps actors involved in it to build a general view about what they are doing (successes and mistakes, possibilities and limitations). In this way, it helps the group to get to be cohesive and coherent and strengthens their skills.
- If people constantly reflect on what is happening they are likely to think before doing something so they avoid errors such as losing sight of their purposes, meanings and orientations, and even, of those of the organization to which they belong.
- After doing systematization of experiences, the knowledge produced is spread; in this sense, systematization permits a continuous, collective learning process that will improve the practices of others.

One example on how systematization improves practice occurs when a group of students has observed a teacher during certain classes and how him/her applied certain techniques and strategies to teach English; some of those activities worked well and some did not. By systematizing this process, they learned how to improve their future teaching and so can communicate others about it.

### 1.5.2. How does it work for theory?

In this case, systematization can encourage discussions and the updating of concepts and approaches that support action. It can help to increase the ability of those concepts and frameworks to explain social situations. As in the case of EFL teaching there are gaps which students show when they are learning the language, in this regard, teachers should be able to identify those problems and present solutions to assist learners better.

Systematization can also contribute to the creation of new knowledge to be applied to general situations within education. It can help to the design of intervention methodologies that will be more effective in tackling a social problem, or it can give ideas about public policies that will give better solutions to situations that affect people.

An example on how theory is benefited by systematization is the case in which a group of English students reads the curriculum policies of how high schools work to accomplish the goals set by the Ministry of Education in order for institutions to meet the necessities of students, and for them to achieve a good proficiency level of the language. Then students go and observe how high schools are working with their English curricula. Afterwards, systematization of the process is performed and these students realize that the policies of the institutions have to be discussed and analyzed so that they help students reach the proficiency level needed.

In a different context, students are given some theory authors have stated regarding the use of authentic materials in a class to teach reading and writing. Then students are asked to observe several classes in a school in order for them to notice how well the use of materials on behalf of teachers is appropriate for the mentioned skills and for the group of learners. In this sense, students find out that what they have read and observed are not totally related and by means of discussing and analyzing the information they are able to propose new ideas on this issue.

What is important to say is that systematization can produce ideas that deal with more general problems or situations; however, it refers to a single experience. It produces knowledge about that specific situation which cannot be directly generalized. It does not produce theory per se. (ActionAid, 2006, p. 16)



## Recommended Learning Activity

Dear students, you have studied the purpose of systematization of experiences, to internalize this content, please answer the following questions:

1. What is the purpose of systematization?
2. How does systematization help for theory?
3. How does systematization help for practice?

**Note:** Answer the activities in a notebook or Word document.

*Did you answer the questions? I think you did it! Well done!!*

Dear student, we have finished studying the contents planned for week 2 in which we have got acquainted with the notion of systematization, analyzed its purpose and learned some history of this term. I hope now you have internalized all the topics and are able to refer to them.

*We will continue with the contents for week 3: let us start with the principles of systematization.*

### 1.6. Principles of systematization

According to Tapella and Bilella (2014) the principles of systematization are:

#### Principles of systematization

Now, you have learned what concerns to the principles of systematization. In order to internalize it, please reword each one of the principles in your own words.

**Note:** Answer the activities in a notebook or Word document.



Did you achieve to summarize the principles of systematization? I guess you did it. Congratulations, you now know what the principles of systematization are:

- *It is a process of analytical thinking and critical reflection on experience.*
- *The purpose is to learn from the successes and failures of the experience.*
- *Emphasis is given to the process.*
- *As a systematic and analytical process.*
- *The more pluralist and participatory the process, the better the result.*
- *Systematization distinguishes between conclusions, recommendations and lessons learned.*

Now, let us go on to the last topic in this unit.

## 1.7. The characteristics of systematization

I invite you to deepen your knowledge about the characteristics of systematization.

1. ***Produces knowledge from experience, that aims to transcending it:*** a first fundamental characteristic of systematization of experiences is that it allows to produce new knowledge, which come directly from lived experiences, which are always concrete and delimited expression of a social and historical practice.

Who systematizes, produces knowledge from what it lives, feels, thinks and does; from their interests, their emotions, their knowledge, their actions and omissions, this cognitive endeavor is returned to experience that serves as a starting point, that allows to open links with other situations, knowledge, actions and emotions that are the product of other experiences.

2. ***Recover what has happened, rebuilding it historically, with the aim of interpreting it and learn from it:*** another fundamental characteristic of the systematization of experiences, consists of recovering what happened throughout the process of an experience, always doing a historical reconstruction of this process and ordering the different elements that took place in it, as recorded and as they were perceived by its protagonists at that time. Without this recovery of the process and this historical reconstruction, we may be doing many other interesting, rich and valid reflections on practice, but we would not be systematizing. They allow us a essential distance from what we experience experientially, is that is, an objectification that enables us to look at it from afar and with a overview, tasks of the systematizing exercise.

Systematizing requires that we seek to understand and interpret the reasons and underlying meanings for these processes to occur in this way; the relationship that occurred between its multiple factors; the consequences and their causes; the effects and estate; contradictions, coherence and inconsistencies; continuities and breakups; ties and absences. Thus, just understanding and interpreting critically what we have ordered and rebuilt, we will be able to draw lessons from your own practice.

3. ***Values the knowledge of the people who are subjects of the experiences:*** another fundamental characteristic of the systematization of experiences is that not only pays attention to events or situations, to their behavior or evolution, but also –and especially– to the interpretations that people have, men or women that are subjects and protagonists of these experiences. What's more, in our proposal, the people who are subjects of the experiences, should be the main subjects of their systematization, becoming a space for your interpretations, intuitions, intentions, fears and aspirations lived are shared, discussed, confronted.

The systematization process makes it possible to identify and make explicit the diverse opinions of people about their experiences. That knowledge, which is often disordered or scattered, is organized and ordered thanks to systematization. By systematizing, people recover in an orderly way what they know about their experiences; they also discover what they don't know about themselves.

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**4. *Helps to identify the tensions between the project and the process:***

A plan or project will have its objectives, expected results, goals to be achieved, proposal of activities and execution procedures, and assigned responsibilities, etc. However, any plan or projects will be carried out as planned, precisely because from the moment the plan begins to be executed, situations will occur that could not be foreseen before starting. And that, not only because unforeseen events tend to occur in the project itself, but because the first intervention unleashes a living and dynamic process that puts the different elements at stake in an unprecedented interrelation.

This process, in which both objective and subjective factors intervene, actions and reactions of the various people involved, could not be anticipated in advance in all its parts. Thus, distances between what was planned and what was planned will begin to occur, as a result, new ideas will emerge, small or large modifications to what was planned could be done (eg. objective or schedule change, etc.) which will mark, from now on, an unpredictable process triggered by the actual execution of the ideally conceived.

The plan or project will now serve as a guide that will require monitoring or follow-up effort to make the necessary adjustments. Thus, the monitoring criteria, methods and procedures, as well as the proposals for innovations or changes that are made, now become an integral part of this unprecedented process, and become factors in the experience that could not be predicted when formulating the plan.

The lessons learned also come from the identification mobilizing or energizing factors that, in the case of the systematized experience, allowed to project it with greater results or with new perspectives. Obtaining this type of learning makes it possible to formulate criteria to continue using those factors or to further empower them in the process to follow. Of course, this would also allow for recommendations for other experiences.

5. ***Identify and formulate lessons learned:*** the interpretive effort that carries out the systematization of experiences cannot conclude in general or abstract formulations or considerations. It is necessary to go back to the practice with a transformative proposal. That is why we consider that the conclusions of a systematization process represent learning that come from critical reflection from and around our experiences. It is even common to use the term lessons learned to refer to this type of knowledge produced.

But what does it mean to arrive at lessons learned? It means that, with a critical perspective regarding the reconstructed path of an experience, we have been able to identify key problems, questions, tensions and contradictions that run through the heart of the lived process and that can lead to a rethinking of our intervention on the process. It also means making explicit the main findings that were found by delving into the complexity of the experiences and discovering the connections and interrelationships between its different factors. Findings and discoveries that are not simple or descriptive situations of what happened, but that reveal the logic and hidden meanings behind or below of the scattered appearance of events, from what is possible, now, to look beyond them.

If a systematization experience concludes simply with affirmations that confirm what was already known or repeats generalizations that are known and does not discover some factor of interpretation of the uniqueness of each experience, it means that something was not done in the correct depth.

6. ***Makes it possible to document experiences and develop materials and useful communication products for the work of organizations:*** it is clear, by now, that systematization is not limited to documenting what happened throughout an experience. However, this does not mean that documentation or registration are not very important tasks and that can even be decisive to achieve a good result in a systematization.

It is known that in many institutions and organizations there is not the habit of writing or documenting what we do. Both activities, however, are crucial for giving coherence to our projects and programs, which allow us to build solid platforms of action, supporting ourselves on what has been done. It is not enough to take note of what happens, it is necessary to write as a reflective exercise from and on a lived

situation. Let us, write about what we think of, what we have done or has happened to us, like if we photographed something we select in particular that was happening or as if we recorded a conversation that we find interesting or as if we filmed an event in which we participate, always with a focus or intention. Documenting does not mean a mechanical habit, but it means reinforcing the habit of reflecting on the practice we do on a daily basis, which will allow us to include in our work a component of critical and purposeful thinking, avoiding thoughtless action or mechanical routine.

7. ***Strengthens individual and group capacities:*** incorporating in our work a permanent reflective look will allow us to develop very important personal and collective capacities. We will then get used to build contextualized thoughts and ideas of our own, to have original glances and develop diverse sensitivities to what we do each day.

An institution, program or work team that regularly systematizes their experiences, builds a very rich collective thought and a very original one because it comes from real, analyzed, and debated practices. But in addition, it builds thought and tells the participants of what can be achieved by adding and articulating the particular contributions of each one, although this does not mean that an absolute or permanent consensus is reached.

On the other hand, the constant practice of systematization makes it possible for different teams, areas or work programs of the institution, to be aware of both of the visions, perspectives and positions of the rest, which will translate in better communication, greater articulation of work plans and a more effective and efficient performance of activities.

8. ***The people who are protagonists of the experience must be the main protagonists of its systematization, although to carry it out may require support or advice from other people:*** in our conception of systematization it does not make sense that those who systematize may be other different people to those who made, lived, suffered, or enjoyed the experience.

They must be its main protagonists, because no one could recover the process experienced and interpret it critically. In a group, the people who have participated in the process or are linked to the program in question, they can and should participate in their systematization, even

if they have had a very limited connection or temporary, but it is from that link that they will be able to contribute.

On the other hand, it frequently happens that a group wants to systematize an experience, but you don't know how to do it. Therefore, you may require the support and methodological advice from one or more people who are not part of the collective of experience, but who have methodological or thematic competence to contribute. But this does not mean that these people will replace the protagonists in any way. They can help the collective to systematize their experience, but they can't do it for them.



### Recommended Learning Activity

- Dear students, until now you have finished studying the characteristics of systematization, I guess you have internalized them. To remind the main ideas, make a list of each one of the characteristics and write just key words of each one of them.

**Note:** Answer the activities in a notebook or Word document.

I guess you achieved to remember the characteristics of systematization and their key words. Please remember that the characteristics of systematization are.

1. Produces knowledge from experience, but that points to transcending it.
2. Recover what happened, rebuilding it historically, but to interpret it and learn.
3. Values the knowledge of the people who are subjects of the experiences.
4. Helps to identify the tensions between the project and the process.

5. Identify and formulate lessons learned: the interpretive effort that carries out the systematization of experiences cannot conclude in general or abstract formulations or considerations.
6. Makes it possible to document experiences and develop materials and useful communication products for the work of organizations.
7. Strengthens individual and group capacities: incorporating in our work a permanent reflective look will allow us to develop very important personal and collective capacities.
8. The people who are protagonists of the experience must be the main protagonists of its systematization, although to carry it out may require support or advice from other people.

With this in mind, let us continue to the next topic in this unit.

### **1.8. What is and what is not systematization?**

From scenarios of social work and popular education and, in particular, from the approaches by Jara (2003) and Ruiz Botero (2008) there are several procedures which are defined as systematization of experiences, but they do not correspond to the theoretical approaches built in the processes. In this regard, an experience, is not systematization: writing or describing; gathering information; ordering the information chronologically; making a synthesis report on what was done; enunciating the problems or successes. To have a clearer idea regarding this notion, we consider it important to clarify what is and what is not systematization.

Please, observe the following table:

**Tabla 1.**

*What is and what is not Systematization.*

Systematization is:	Systematization is not:
<ul style="list-style-type: none"><li>▪ a continuous process</li><li>▪ a comprehensive process</li><li>▪ a participatory exercise</li><li>▪ a planning tool</li><li>▪ a monitoring and evaluation tool</li><li>▪ a problem-solving tool</li></ul>	<ul style="list-style-type: none"><li>▪ a one-time evaluation</li><li>▪ an external evaluation</li><li>▪ an impact evaluation</li><li>▪ a simple descriptive exercise</li><li>▪ a mere documentation</li></ul>

*Nota.* Systematization is a continuous process, not a one-time evaluation.

In this sense, in EFL teaching, the process of systematization includes a continuous analysis of the activities to generate knowledge in order to implement, impact and improve the lessons in the classroom. Therefore, we preserve the experience, monitor and analyze processes, activities and results throughout the planned project. As systematization is a continuous process, the lessons learned are fed back into the project to improve its performance in the future which, in turn, may contribute to achieving better results and impact.

Since the process of systematization is a participatory activity, it facilitates reaching common comprehension between the teacher and the community members about the nature of the learning problems and the actions to be taken to solve them during a specific teaching experience.

As an evaluation process, systematization allows us to verify the changes produced by the project and to produce information that will improve decision-making. Once teachers apply certain technique or strategy, it is important to always evaluate the results of those practices in order to better the students' knowledge.

By means of a systematization process, we identify the problem or problems we want to modify, we can assume that if we do not do anything, the situation will go on and problems will persist; to bring about change, we propose actions that will move the situation in the right direction, producing a third situation in which the problem does not exist anymore or at least this issue can be minimized.



That change into something new and beneficial is the result of the application of a process of systematization whose recommendations may also serve others to apply the same processes in other circumstances.

### 1.9. Systematization Activities

In this section, we are going to list some activities we need to carry out when we systematize practices. We may say that are the five main on-going actions of the systematization process:

**Figura 2.**  
*Systematization activities.*



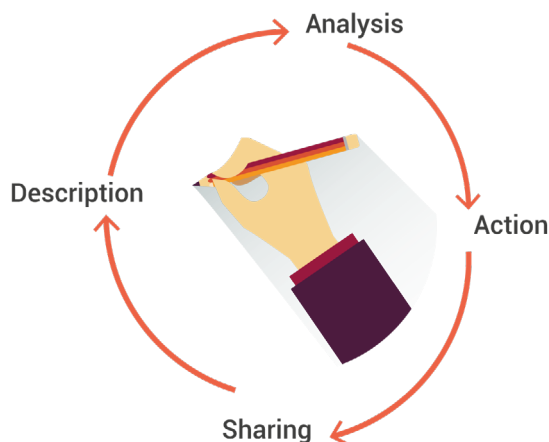
*Note.* There are five activities we need to do as part of systematization of experiences.

All these activities must be documented in order to ensure that information is preserved for analysis, learning, and sharing with other institutions (Selener, 1996). We suggest you keep a record of all the steps you have dealt with in order to maintain the most accurate information when the writing of the report process comes.

The systematization process is summarized in the figure below. Please, observe it. Note that all the systematized activities such as analysis of the process itself, action activities and procedures, together with their detailed description have as the final aim to share the accumulated knowledge and we would dare to say, improved and enriched, knowledge in order to achieve the proposed outcomes for the community benefits.

**Figura 3.**

*Summary of the systematization process.*



*Note.* The systematization process consists of: description, analysis, action and sharing.

What is important here is that the process of systematization has a clear and specific topic, which at the same time, has to be relevant to benefit EFL students. The systematization process facilitates the documentation of experiences so they can be used for analysis and learning in an organized and coherent manner. Then the information serves as a basis for writing reports, articles, papers and training materials.

The proposed model is not rigid, but flexible. You should not feel you must restrict your project to fit the framework provided above. On the contrary, you ought to modify it by adding or taking out areas of analysis to meet your own needs. This is an enriching process.

Dear students, we have now learned some general aspects regarding systematization of experiences, information which is important for you to get involved in this new methodology, and get the enough knowledge to start your systematization work, which is part of the Curriculum Integration Work.

Now let us move to Unit 2, in which you will learn important topics regarding the first part of your Curriculum Integration Work, *the literature review*, which you have to present as a final work in this academic period.



## Week 3

## Unit 2. Curriculum Integration Work

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### 2.1. The Literature review

Dear students, in this unit we are going to revise important information regarding the literature review. Have you heard what it is? If yes, write a brief definition, if not, let us do a quick search on the Internet and write a short definition.

**Note:** Answer the questions in a notebook or Word document.

*Did you achieve to understand what a literature review is? I guess you did it!! Very good, now let us explain a little bit more about it.*

The literature review is essential in a research process because it makes a valuable contribution to almost every operational step of the research process. It helps researchers to establish the theoretical roots of your study and clarify your ideas about the topic to be investigated. The literature review enhances and consolidates your own knowledge base and helps the researcher to integrate his findings with the results of their practices, it is here that the literature review plays an extremely important role (Kumar, 2018).

The review of literature describes the state of art in the area selected for study. In other words, it should describe the advanced knowledge on the discipline of which your research study will be part of. It is very important to keep in mind that a good literature review is not merely a summary of research studies and their findings. Rather, it is a concise summary of the essential issues and inter-relationships associated with the knowledge, arguments, and themes explored in the area, and the major debates in terms of substantive and methodological issues (Siniscalco & Auriat, 2012).

According to Creswell (2014) the literature review is a written summary based on the information collected from different books, scientific articles or other documents previously published on the subject to be investigated. The literature review is useful because it provides an overview of current knowledge, allowing you to identify relevant theories, methods, and gaps in the existing research regarding the topic investigated.

Why reviewing the literature is necessary? According to Creswell (2014) there are many reasons, among them:

- To document how your study adds to the existing literature, it means, what knowledge can you add to that existing literature.
- To provide evidence that educators need your study by sharing new learned ideas, or the latest findings with others, or by identifying new practices that could help improve learning in your classroom.
- To build your research skills such as using the library or following leads in the literature,
- Helps you learn how other educators compose their research studies and find useful examples and models in the literature for your own research.
- By conducting a literature search using computer databases, you develop skills in locating needed materials in a timely manner.

In the case of the systematization of experiences, the literature review helps go deep into the topics regarding teaching, which is very relevant to your career as a teacher because it gives the bases for you to analyze your practices.

## 2.2. Writing the literature review

Writing the literature review involves finding relevant publications (such as books and journal articles), critically analyzing them, and explaining what you found. According to Creswell (2014) there are five key steps, they are:

1. **Identify key terms to use in your search for literature**, in order to search the literature, you need to narrow down your topic to a few key terms using one or two words or short phrases. Terms are useful

for locating literature in a library or on the Internet, so, choose them carefully.

You can find scientific information by looking in a catalog of terms to find words that match your topic of research. Visit online databases available in college or university libraries. One of them is ERIC database, it provides free access to millions of bibliographic records of journal articles and other education-related materials. Also, in libraries of colleges or university you can find valid information. Remember to capture information of contents of education journals not older than five years and look for key terms in titles to the articles.

**2. Locate literature about a topic by consulting several types of materials and databases, including those available at an academic library and on the Internet.**

Having identified key terms, you can start the search for relevant literature. It is necessary that you start searching the Internet to explore the electronic literature available on the topic of your interest. Searching on the internet most of the times is convenient because full-text documents of high quality are available on the Internet, however, not all the information posted on the Internet is reliable. Sometimes information that has not passed through standards of external reviews is posted.

**3. Critically evaluate and select the literature for your review.**

Once literature is located, you need to determine if it is a good source to use and whether if it is relevant to your particular research. It is necessary to rely on journal articles published in national journals which are reviewed by panels of editors who evaluates manuscripts they are published. You can start reviewing refereed and non-refereed journal articles, then books, conference papers, dissertations, etc. posted to websites. To know if the information is relevant, you must make sure that:

- The literature focus on the same topic as your proposed study.
- The literature examines the same individuals or sites that you want to study.
- The literature examines the same research problem or research questions that you propose to study.

- The literature is available in your library and you can download it from a Web site.
- How easy is it to get the information from or the library or a Web site?

**4. Organize the literature you have selected by abstracting or taking notes on the literature and developing a visual diagram of it.**

After locating the literature, assessed its quality, and checked it for relevance, you need to organize it for a literature review. This process involves photocopying and filing the literature, quickly reading it, taking notes on it, and determining how it fits into the topic.

**5. Write a literature review that reports summaries of the literature for inclusion in your research report.**

Now that you have worked on the afore mentioned steps you need to start writing the literature review, remember that this literature consists of journal articles and research reports found in library resources. The information needs to be correctly summarized providing a clear reference to the studies. A literature review needs to be written:

- Using an appropriate style to write complete references for these summaries (for a list at the end of your research report) and to develop headings for the literature review.
- Employing specific writing strategies related to the extent .

Dear students, we have briefly studied what is and how to write the literature review for a scientific work. In the case of systematization of experiences, you need to remember that it is a methodology of participatory research, as such, the literature review for your systematization work must be based on existing knowledge. For this reason, it is necessary to conduct it within a frame of reference or prior knowledge, which constitute the general framework of the theoretical foundation and in which the study is developed (Torres, 2006). In this sense, we need to conduct a literature review which will allow you to go deeply into the available information (Burke and Christensen, 2014) regarding teaching topics which will allow you to deeply understand the different issues concerning teaching and learning such as teaching methods, learning activities, classroom management, teaching

roles, teaching planning, etc., topics that deal with teaching practices which are very necessary to support your work and reinforce the knowledge acquired so you need to research on those topics and write the literature review to your work.



Dear student, the topics to be consulted to build the literature review will be shared in the [Instructive document for systematization of experiences](#).



### Recommended Learning Activity

- Dear students, as you already know, in order to build your literature review, you need to consult some sources, so, do a little search on the sources you could get information for your literature review and write them.

**Note:** *Do the activities in a notebook or Word document.*

Have you found the sources for your literature review? Good job.

*Now we are going to refer to the sources where you can find information to your literature review.*



### Week 4 and 5

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## 2.3. Sources of information

Dear students, we have already said that to write the literature review to any scientific work, you need to look for reliable and valid information, this information cannot be obtained from sources such as blogs, social or informative magazines, web pages, or any other work which has not been proved to be academically rigorous; instead, it needs to be obtained from sources such as books and journal articles which have gone through a peer review process before being published.

Please, keep in mind that it is better to use **primary sources**, which means information written from the author him/herself. If you use information from **secondary sources** (information cited in first sources) it is better to look for the primary or original source and obtain the information from there, in any case, the information must be cited and referenced.

All right, we have referred to primary and secondary sources where you can obtain information from to write your literature review. I invite you to complete the next learning activity.



### Recommended Learning Activity

Dear student, to make sure you understood the topic studied, please answer the following questions:

1. Which are the sources where you can get information from?
2. What is a primary source?
3. What is a secondary source?

**Note:** Answer the questions in a notebook or Word document.

Did you answer the questions correctly? I guess you did it. Good job!! Now you know where to obtain information from, so start looking for information about the topics required for your literature review.

Remember that a good literature review is the one in which you include relevant, reliable and valid information, so do not trust any source, besides consider updated information (not older than five years). Besides, the more sources you consult, the more knowledge acquired. This is why, you need to consult information from at least five sources for topics and from five to six articles regarding systematization of experiences

As already mentioned, once you have the information identified analyzed and selected, you need to organize it in order to start writing the literature review. In order to keep a record of the information collected and make it easier the collection, organization, citation and referencing, I suggest you use some bibliographic cards in which you can include the information consulted and the reference in APA 7<sup>th</sup> edition format. Keeping the reference



is very important, so when you need to present the reference section of your work, you just come back to those cards, and organize it. Please, review [Information and bibliographic cards model](#).

Sometimes, you might prefer to use some programs that allow you to automatically create, maintain, organize and shape bibliographic references, some of them are:

- *RefWorks*, use it if you want to directly export many references from scholarly databases or easily insert in-text citations and bibliographies into MS Word or Google Docs.
- *Zotero* is another one, it is useful when you want to use a citation manager that works in conjunction with Firefox, Chrome, or Safari.
- *Mendeley* is a manager that helps you to organize and upload documents already on your hard drive.

To use them, you can do a search on the internet, where you can also find a guide to their use. I invite you to use one of those programs or maybe another one of your preference.



### Recommended Learning Activity

Dear students, as you need to advance getting the information to build the literature review, in the **Information collection card for topics** ([Information and bibliographic cards model](#)) insert the information of the topics (between 150 to 200 words per topic). Remember, you can enlarge the table as you need (the card here is for only one topic, you need to do 7 more tables similar to the one here to include the information for all the topics. Remember you need to find information from 5 authors per each one of the topics.

## 2.4. Scientific data bases

According to Creswell (2014) collections of computerized information or data such as periodical articles, books, graphics and multimedia from which we can retrieve information are called research databases. They can be general or subject oriented with bibliographic citations, abstracts, and or full text.

To select the correct database, it is necessary to consider the topic statement of your research, the kind of information, and the date of the sources that you will use. It is important to clarify whether your topic will require research from journals, magazines, newspapers, and books or just journals, that depends on the type of research you are performing or the requirements of the institutions.

To start searching the databases, you need to determine some keywords (from your topic) and how you want them to link together. Once you have determined those keywords, consult any subject headings or guides to locate controlled vocabulary such as a thesaurus that may appear in the subject field.

Some of the data bases you can use are:

- **Google Scholar:**  
It allows to search for articles and even books from various disciplines. It is also possible to consult the references and sources of each text.
- **HighBeam Research:**  
Resource library with specialized data for all academic disciplines, specialized journals, published research, books and articles, which can be accessed by topic, author or event.
- **Chemedica:**  
Searching in Chemedica allows researchers to find documents, articles, magazines and books with specialized content on various topics. You can download the content in PDF format.
- **Scielo:**  
This is a very popular source, it, provides access to scientific literature to all Internet users.
- **Academia. Edu:**  
It is a free academic social network that connects scientists, it allows them to track articles that are relevant to their fields of study and also share their research works. It is a social network for professionals, students and researchers.

- **Redalyc:**

It is part of the Network of Scientific Journals of Latin America and the Caribbean, Spain and Portugal. It is a search engine for academic resources of a scientific nature. Allows queries by author, articles, journals, countries, disciplines and institutions.

- **ERIC:**

Eric is part of the initiative of the Educational Resources Information Center of the Institute of Educational Sciences of the United States. Here you can find different types of academic content for your work or research. Besides, these ones, there are others that can be useful.

**Scopus.** Scopus is one of the two big commercial, bibliographic databases that cover scholarly literature from almost any discipline. ...

Web of Science. ...

PubMed. ...

ERIC. ...

IEEE Xplore. ...

ScienceDirect. ...

Directory of Open Access Journals (DOAJ) ...

JSTOR.

All of these are just examples, please go to this link (REA) about: [Effective database searching](#) - Tips on searching databases, library catalogue and Discover! In order to reinforce your knowledge about databases. Also, you can look for information in the university library (UTPL), you can enter it with the university user name and password.

Were you able to revise the link? Good, so now you have a better understanding regarding databases and why to use them. Remember to put into practice this knowledge in order to do your own search for your literature review.

Dear students, we have finished this week of study, lets go on to the next week and topic

## 2.5. Scientific articles

Dear students, now let us to learn information related to scientific articles, do you know what they are? If so, please write the definition, if not, do a quick search on the Internet.

**Note:** *Do the activity in a notebook or Word document.*

It is good to know that you have defined scientific articles, now let us read the information below.

According to Day (1983) a scientific paper or article is “a written and published report describing original research results” (p.1). A scientific article is a summary of the conduct of scientific research and its results. It is written in the framework of the experimental style, so it needs to support a hypothesis with original research, describe existing research or comment on current trends in a specific field. A scientific article also is written in clear and academic language, and follow a clear structure. According to this, a scientific article is a piece of academic writing that provides analysis, interpretation, and argument based on in-depth independent research.

Research papers are similar to academic essays, but they are usually longer and more detailed works, designed to assess your skills in scholarly research. Writing a research paper requires you to demonstrate a strong knowledge of your topic, engage with a variety of sources, and make an original contribution to the debate.

A scientific article presents research findings most written by researchers and scientists. They are generally considered primary sources and are written for other researchers. The recent articles will contain the most recent work in the field, with references to previously published works in the field of study. In order for those articles to be published, they need to go through a peer review process. Peer review is a process through which experts in a relevant topic area evaluate manuscripts for potential publication at the request of the journal editor. After exhaustive review, articles are published in *scientific journals*. This is why not every research work, including thesis are considered as scientific ones but only the ones that have been accepted for publishing in scientific journals.

But, maybe you are wondering what a *scientific journal* is.

Scientific journals are the means for disseminating research findings regarding different academic disciplines or subdisciplines. The articles challenge the research data presented in the published scientific literature in order to gain a clearer understanding of the facts and findings. Scientific journals publish the latest reports of original research, re-analyses of others' research, reviews of the literature in a specific area, proposals of new but untested theories, or opinion pieces. These scientific journals are intended for different audiences and publish quarterly or annually new issues.

*All right dear students, now you know what scientific articles are, it is now time to start looking for articles related to systematization of experiences.*



### Recommended Learning Activity

- Dear student, now you know what a scientific article is, so it is time to advance in the search for information for completing your literature review. Look for 5 articles related to systematization of experiences in the teaching of English and write their titles on the following lines and fill in the information in the card prepared for it. Make sure to complete the whole table, so you obtain the information to include in the literature review and also for referencing the article.
- Dear students, did you manage to find the proposed articles? I think you did!! Now, complete the **Information collection sheet for scientific articles** ([Information and bibliographic cards model](#)), you must collect the information of the 5 articles.

*All right dear students, I guess you achieved to include the necessary information in the table. Congratulations!! Now you have the information you need to complete your literature review.*

Once you have included the necessary information in the Let us move to the next topic, in which you are going to learn some guidelines to write the literature review section of your work. This is the first task to be delivered in week 6, so please put your best effort on completing it successfully since it is the base for building your literature review.



### 2.6. How to write the Literature review

According to Hernandez et al., (2006) the literature review consists of detecting, consulting and obtaining information that is useful for your research purposes. From this information, only the relevant and necessary one has to be extracted and collected.

The information must be carefully selected, since from year to year thousands of articles in the different areas of knowledge is published in newspapers, books, journals and other kinds of sources. Possibly, you find that, there are a lot of possible references in the area of interest, you need to select only the most important, the recent, and the one that is directly linked to your needs.

Dear students as you already know, the literature review is a written compendium of articles, books and other documents that describe the past and current state of knowledge about the study problem. (Hernandez et al., 2006). Besides, the literature review is a very important section of your work, this is why, you need to write it in such a way that it fulfils the university requirements to be accepted. In the following lines you will find some guidelines to build up your literature review.

The literature review must be written in English. Wording should reflect clarity, coherence, cohesion and organization. Using correct connectors to join sentences and paragraphs is also part. Therefore, if necessary, you should review texts referring to how to write correctly academic works.

The literature review is not a list of concepts or definitions, rather it is a summary of ideas from different authors in which you compare, contrast and/or integrate ideas regarding the topic you are discussing.

The literature review has to be made up of two parts, one of them containing the topics (with their respective subtopics if required), and the other including previous studies regarding systematization of experiences in the field of teaching English.

The information included in your literature review must be specific to each one of the topics, relevant and updated.

Then, the information to include in the Literature review must be obtained from books and from scientific journals which are appropriate and reliable sources from which you can obtain information. For topics, use both types of sources, and for studies only scientific articles.

Information must be pertinent so it allows to include only the information that leads to know go deeply and helps understand the topic discussed.

The information included in the Literature review must be well summarized or paraphrased and correctly cited and referenced.

The number of sources to consult is 30 (minimum), if you consider you need more sources, you can add the necessary ones.

It is important to remember that from the 30 sources, the 70% must be at least five years old, and the remaining 30% can be six or more years old.

Remember to deliver the set of cards with information for topics and for articles. All the information must be included in the cards provided for this activity.



## Week 7

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### 2.7. Coherence and cohesion

Dear students,

It is important to remember that cohesion and coherence are very important aspects to consider when you do any academic work. The argument of a cohesive and coherent text flows in a logical way and also it can be easily read. To achieve cohesive and coherent paragraphs, sentences need to be clearly linked to each other to logically and linguistically form a whole.

According to Tanskanen (2006), coherence and cohesion deal with the many ways (grammatical, lexical, semantic, metrical, alliterative) we can link together the elements of a text. When we write, we need to remember

that cohesion is different from coherence, a text can be internally cohesive (grammatically and lexically well written) but be incoherent (making no sense).

As Tanskanen (2006) says, there is a difference between cohesion and coherence, cohesion deals with the grammatical and lexical elements that link together in a text to connect parts of a text. On the contrary, coherence, resides not in the text, but is rather the outcome of a dialogue between the text and its listener or reader. Although cohesion and coherence can thus be kept separate, they are not mutually exclusive, since cohesive elements have a role to play in the dialogue. In order to understand better these two issues in academic writing please read the document [Cohesion and Coherence](#) in which, you will not only find information cohesion in sentences and paragraphs, but also regarding the way to use connectors in order to get cohesion in your texts.



## Week 8 and 9

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### 2.8. Citation

A citation is the expression of ideas or statements included in a text with precise reference of its origin or source. The way you document your sources depends on the requirements of your institution or professor (University of Southern California, 2021). Citation offers information about the author and publication year which leads the reader to the references that should be consigned at the end of the document. There are different ways of citation, depending on the way we adopt, the list of the sources at the end of the document adopts its name.

- MLA style, this list is called a Works Cited page.
- In CSE style, it is called a Cited References page.
- Chicago style, there may be both a Notes page and a Bibliography page.

In the APA style (which is the one we use), parentheses are used within the text to cite direct quoting, paraphrasing or summarizing (Empire State College, 2020).



### 2.8.1. Importance of citing sources

According to University of Southern California (2021) citations provide evidence of the source you obtained your material, allows readers the opportunity to criticize your study based on the sources you have taken information from, and provide information regarding previous studies of the research problem under investigation. Citing sources is also a way to avoid plagiarism. There are different reasons for citing.

- **Proper citation allows readers to locate the materials you used.** Citations to sources act as expanders of knowledge on a topic. In fact, if you need to locate more sources on the topic of your interest is revising the reference list of the article referenced in your work.
- **Citing other people's words and ideas demonstrates that you have conducted a thorough review of the literature on your topic,** therefore, your research your work is the result of consulting many different sources, so you are fully informed and have critically chosen the information included in it. The list of sources used increases your credibility as the author of the work.
- **Other researcher's ideas can be used to reinforce your arguments.** When you do academic works, while you read sources you find other researcher's arguments which can be used as the primary context to stress the significance of your study and support what you have found.
- **The ideas of other researchers can be used to explain reasons for alternative approaches.** When you do research, you have your own assumptions and believes; besides doing research implies filling some gaps in knowledge or in the approach used, so the sources you cite are useful to argue your viewpoint or the need to pursue a different course of action.
- **Just as the ideas of other researchers can bolster your arguments, they can also detract from your credibility if their research is challenged.** If you properly cite sources, readers will notice that you have not dismissed the findings of others, so your reputation as a researcher is not damaged.

- **Ideas are considered intellectual property and there can be serious repercussions if you fail to cite where you got an idea from.** You need to remember that when writing academically every idea included in that work is considered people's intellectual property, so not citing properly, can cause writers loose reputation and be accused of plagiarism and so, get involved in legal actions. If you cite sources early in your life as a student, will help you get used to do it.

## 2.8.2. General Guidelines for Citation

Remember to cite all the work whose ideas, theories, or research have being used in your work as well as the works that support or dispute your thesis or arguments.

- All the work from which you have obtained ideas and included into your writing must be cited.
- Cite primary sources when possible, secondary sources should be cited sparingly.
- Cite sources even if you paraphrase or quote directly.
- Remember to avoid both undercitation and overcitation if you undercite you can commit plagiarism. Even sources that cannot be retrieved as personal communications need to be credited. However, avoid using online sources that are no longer recoverable. Overcitation, can be distracting and is unnecessary. It occurs for example when you repeat the same citation in the same sentence when the source and topic have not changed.
- When you paraphrase a key element in different sentences within a paragraph, cite the source in the first sentence in which it is relevant. Do not repeat the citation in subsequent sentences as long as the source remains clear and Unchanged. When the author's name appears in the narrative, the year can be omitted in repeated citations under certain circumstances.



### 2.9. In-Text Citations

Considering the APA style of citation, the in-text citation is placed within the body of written texts, it also identifies the cited work because of the author and the year of publication of the work. This citation allows readers to locate the corresponding entry in the alphabetical reference section placed at the end of the work you have prepared. The citation we use to cite references in the text in APA style is the author–date citation system. According to this system, each work used in a paper has two parts: an in-text citation and a corresponding reference list entry. In each reference list entry, the author, date, title, and source of the work appear to enable readers to identify and retrieve the work.

In an in-text citation, you need to include surname(s) of the author(s) or the name(s) of the group author(s). Make sure that the date in the in-text citation matches the date in the reference list entry. In the in-text citation use only the year, no more specific dates. If you do not know the date of a work use no date “n.d.” in the in-text citation.

#### 2.9.1. Parenthetical Citations

In-text citations have two formats: parenthetical and narrative.

In parenthetical citation, the author and the date, separated by a comma, appear in parentheses within or at the end of a sentence. When a parenthetical citation is at the end of a sentence, put the period or other end punctuation after the closing parenthesis.

#### ***Example:***

...language can be encountered, whether through the spoken or the written medium (Tanskanen, 2006).

There is extensive interest attracted by cohesion, what is somewhat surprising (see Tanskanen, 2006, for more detail), but complementing our understanding of the functioning of cohesion in discourse, may need to compare the operation of cohesion in texts.

### 2.9.2. Narrative Citations

A narrative citation is a type of citation where the author's name is used within the text of the sentence as part of it; the date appears in parentheses immediately after the author name for a narrative citation.

According to McCulley (1985) Coordinating conjunctions (and, but, and so), conjunctive adverbs (however, consequently, and moreover), and certain temporal adverbs and subordinating conjunctions (before, after, and now) supply cohesive ties across sentence boundaries.

Narrative citations typically use past tense verbs ("concluded", "explained", "has argued") because the published ideas referred to in a narrative citation describe an event in the past (APA, 2020, p. 118).

Dear students, we have analyzed citations, it is necessary that you practice these two types of citing.



#### Recommended Learning Activity

- From the sources you have consulted give two examples of parenthetical citations and two for narrative ones.
  1. Parenthetical.
  2. Narrative.

**Note:** Do the activity in a notebook or Word document.

*Did you achieve to cite those sources? I guess you did it!!!. All right, now that you have cited those sources, you may have found that it is easy to do it, and also that you can use both of them, it just depends on how you want to cite.*

Dear students, I guess you have got an idea of citing, if you need more information on these topics, please go to [Manual Publication of the American Psychological Association](#), where you can find more information on this topic and many others regarding academic writing.



Remember at the end of this week you need to deliver the first draft of your literature review. It is very important that you follow all the recommendations regarding wording, organization of ideas and citing in order for your literature review to comply with the requirements to be approved.



## Week 12 and 13

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### 2.10. Plagiarism

According to APA publication Manual (2020), plagiarism is “the act of presenting the words, ideas, or images of another as your own” which does not recognize authors or creators of content the credit they deserve.

Sometimes plagiarism is committed unintentionally, some others, deliberate; in any of the cases, it violates ethical standards in scholarship. Authors who do not cite sources do not respect the efforts original sources and authors, neither they acknowledge their contributions which does not allow readers preventing readers to trace ideas back to their original sources.

An author who plagiarizes commits theft with the hope of benefiting from that theft. As we can see, plagiarism is unethical because it is a form of theft. If you take the ideas of others and pretend they are of your own, you are stealing someone else’s intellectual property. It is also unethical since the person who plagiarizes benefits from this theft by making his/her other authors’ ideas.

As a writer, you must avoid plagiarism because you can lose credibility as a writer or author, your career as a researcher can be prevented from advancing, you can face legal problems and what is worse, your integrity can be damaged. To avoid plagiarism, it is necessary that you:

- Keep track of all the sources you read and get information from
- Paraphrase (state in your own words) in a correct way all ideas you need to take from other works.

- Summarize (get the most important ideas) the ideas you consider important for your work.
- Credit all the sources you use or you get ideas from.
- Directly quote the words from others.

In order to obtain more information visit [Plagiarism Overview](#) where you can find some more valid information on this topic. And also [Manual Publication of the America Psychology association](#), where you can wider information regarding plagiarism.



## Week 14 to 16

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### 2.11. Referencing

Referencing is the process of acknowledging the contribution and intellectual property rights of other authors and researchers in your work. Academics or students who do assignments that draw on the ideas, words or research of other writers must cite and reference the authors consulted. When you reference, you give credit to the authors from whom you have taken words or ideas. As a student or academic, you always need to draw on any of the millions of ideas, insights and arguments published by other writers, many of whom have spent years researching and writing so, it is fair that you acknowledge their contribution to your assignment. Your citations map the space of your discipline and allow you to navigate your way through your chosen field of study. When referencing, pay attention to always be accurate, so your readers trace the sources of information you have used. The best way to make sure you reference accurately is to keep a record of all the sources you used when reading and researching for an assignment. No matter the type of article, writers and researchers should pay attention to ethical long before any work is delivered. You must always acknowledge your sources otherwise you will be guilty of plagiarism. (American Psychological Association, 2019).

Dear student, as you already know, sources of information are of many types. To create a reference, first identify the type of document and then choose the appropriate reference type. In order to know how to reference each document type, please visit [Citation](#) where you can find guide and examples of how to cite each one of the documents you obtain information from.

Dear students, did you achieve to revise the information provided? I guess you did it, now let us do some practice.



### Recommended Learning Activity

Reference some of the sources you found for your literature review.

Reference 2, books, two journal articles and two book chapters.

1. Books.
2. Journal articles.
3. Book chapters.

**Note:** *Do the activity in a notebook or Word document.*

*How did it go? Well done!! Now you know how to reference books, journal articles and book chapters, I guess you have realized that each one of the documents are referenced differently, even though the elements are similar.*

Dear students, when you cite and reference works you also need to know how to do according to some other aspects as the number of authors and on the type of them, sometimes you may have found that you need to reference universities or other organizations as authors of information, in order to learn about this, please visit [APA Citations: Reference List](#), where you are going to find detailed information on the topic discussed.

Dear students we have finished learning many interesting topics which directly deal with the elaboration of your literature review and have the arguments to know if it has been done adequately or needs some adjustments.

Dear students,

Until now, you need to finish making all the changes in your literature review. Please make sure you check it for validity, coherence, cohesion, citation, plagiarism, etc. as well as to consider all the feedback provided by your thesis director so your work gets the academic requirements it needs to be accepted. Once you have revised it, submit it to your tutor at the end of this week.

*Good luck!*





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## 5. Annexes

### Lineamientos Unidad de Integración Curricular



**Carrera Pedagogía de los Idiomas Nacionales y Extranjeros**

**Unidad de Integración Curricular- Trabajo de Integración Curricular**

**Mayo 2021**

## Información del documento

Título	Unidad de Integración Curricular-Trabajo de Integración Curricular
Versión	1.0

## Control de versiones

Versión	Fecha	Descripción del cambio
V1.0	Mayo 2021	Emisión

## Aprobación del documento

Elaborado por:	Mgtr. Cristina Morocho <b>Integrante EGC</b>	Firma	Fecha Mayo 2021
Revisado por:	Mgtr. Verónica Espinoza <b>Integrante EGC</b>	Firma	Fecha Mayo 2021
Aprobado por:	Mgtr. Alba Vargas <b>COORDINADORA DE CARRERA</b>	Firma	Fecha Mayo 2021

## Presentación:

La unidad de integración curricular (UIC) está conformada por el Prácticum 4.1 y 4.2; y se desarrolla en dos períodos académicos ordinarios; en la licenciatura de Pedagogía de los Idiomas Nacionales y Extranjeros se establece en el séptimo y octavo ciclo.

### Practicum 4

Valida las competencias profesionales para el abordaje de situaciones, necesidades, problemas, dilemas o desafíos de la profesión y los contextos. (Art. 31 RRA).

La aprobación de la UIC se realizará a través de las opciones:

1. Desarrollo de un trabajo de integración curricular (TIC); o,
2. La aprobación de un examen de carácter complejo.

## Objetivo:

Presentar los procedimientos que establece la universidad para el correcto desarrollo de las actividades académicas en función de la Ley de Educación Superior para el desarrollo del Trabajo de Integración Curricular y aprobación de la Unidad de Integración Curricular.

### Trabajo de Integración Curricular:

- a. Las carreras deberán garantizar que los estudiantes que van a cursar el Prácticum 4.1 cuenten con el proyecto de integración curricular aprobado, ya que en el mismo se planifica únicamente el desarrollo del TIC.
- b. La planificación del Prácticum 4.1 y 4.2 se realizará para el período académico ordinario, no habrá divisiones por bimestre.
- c. No hay división de componentes de aprendizaje (en contacto con el docente, práctico experimental y autónomo).
- d. Todas las actividades de evaluación se valoran sobre 10 puntos con la respectiva ponderación y se registra una sola calificación (*gradebook*) al final del periodo académico según lo establecido en calendario.
- e. La aprobación del Prácticum 4.1 y 4.2 será según lo establecido en Reglamento de Régimen Académico Interno, es decir, con el 70% del total de la nota (7/10).
- f. El Prácticum 4.1 y 4.2 no contemplan evaluación de recuperación.

Las actividades de evaluación que se planifiquen deberán ajustarse a lo establecido en la siguiente tabla:

**Tabla 1.**

*Actividades de evaluación del Prácticum 4. 1 y 4.2-Trabajo de Integración Curricular.*

EVALUACIÓN		
ASIGNATURA	ACTIVIDADES	PONDERACIÓN
<b>Prácticum 4.1</b>	Seguimiento-tutoría: indicar las actividades evaluables desarrolladas en el horario establecido.	20%
	Informes-entregables: desarrollo del 50% del Trabajo de Integración Curricular, cumplir con tema aprobado por las instancias correspondientes, postulación a tema, elaboración del proyecto, objetivos, introducción, marco teórico (de ser el caso), materiales y métodos, etc.	80%
<b>Prácticum 4.2</b>	Seguimiento-tutoría: indicar las actividades evaluables desarrolladas en el horario establecido.	10%
	Informes-entregables: desarrollo y culminación del Trabajo de Integración Curricular con los apartados de resultados, discusión, conclusiones, recomendaciones y bibliografía (los coordinadores revisarán los anexos según los casos).	25%
	Revisión y aprobación del tribunal.	25%
	Presentación oral del Trabajo de Integración Curricular ante el tribunal* (nota mínima 7/10).	40%

\* En caso de no contar con la nota mínima en la presentación podrá realizarla en las fechas de recuperación.

- g. Se puede realizar la presentación oral del TIC cuando haya aprobado el Prácticum 4.1 y el TIC se encuentre culminado, revisado y aprobado con el informe correspondiente.
- h. Si un estudiante no culmina la malla, puede rendir la presentación oral del TIC.
- i. Para titularse, el estudiante debe contar con la malla total aprobada incluida la UIC y cumplir los requisitos académicos, administrativos y financieros establecidos para el efecto.

### **Aprobación de la Unidad de Integración Curricular:**

Para aprobar la UIC, el estudiante deberá aprobar el prácticum 4.1 y 4.2, y la nota será el promedio de las calificaciones obtenidas en cada uno.



## Information and bibliographic cards model



PROJECT

Systematization of experiences.

### Information collection card for topics

#### Fichas de recolección de información para temas

Theme (5 autores)	Pg. N°	Information	Form No.
<i>What is teaching?</i>			
Citation, in APA format 7 <sup>th</sup> edition (source 1)			
<i>What is teaching?</i>			
Citation, in APA format 7 <sup>th</sup> edition (source 2)			
<i>What is teaching?</i>			
Citation, in APA format 7 <sup>th</sup> edition (source 3)			
<i>What is teaching?</i>			
Citation, in APA format 7 <sup>th</sup> edition (source 4)			
<i>What is teaching?</i>			
Citation, in APA format 7 <sup>th</sup> edition (source 5)			



## Information collection card for scientific articles

### Fichas de recolección de información para estudios

#### Title of the Study:

URL / DOI (el primero sólo en caso de no tener DOI):

Reference: APA format (todos los aspectos incluido el URL o DOI, según sea el caso):

Item	Information	Form N° 1
Research question(s) objectives, or hypothesis.		
Method (participants, setting or place, approach, instruments, etc.).		
Results:		
Author's/Authors's Conclusions		
Limitations identified by the author(s):		



Facultad de Ciencias Sociales, Educación y Humanidades

Departamento de Filosofía, Artes y Humanidades

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**PLAN DOCENTE DE PRÁCTICUM: 4.1 Trabajo de Integración Curricular-**  
Sistematización de Prácticas

**Instructivo para el desarrollo del  
trabajo de integración curricular**

Carrera	PAO Nivel
▪ <i>Pedagogía de los Idiomas Nacionales y Extranjeros</i>	VII

**Autora:**  
Carmen Benítez Correa

## TRABAJO DE INTEGRACIÓN CURRICULAR

El presente documento contiene la información requerida por usted para llevar a cabo su Trabajo de Integración Curricular (TIC) como son los temas de consulta para realizar la revisión de la literatura para la elaboración del **primer entregable** (marco teórico).

Para desarrollar el **primer entregable**, en primer lugar, se tiene que realizar la recolección de información bibliográfica, para ello, usted deberá considerar los siguientes pasos:

**PASO 1:** revise la unidad 2 de la guía didáctica virtualizada en donde encontrará información acerca de la forma de realizar la revisión de literatura y redacción del marco teórico.

**PASO 2:** investigue sobre los siguientes temas (en inglés) que son parte de la revisión de literatura.

1. *What is teaching?*
2. *What is learning?*
3. *Modern methodologies, strategies, techniques, materials (current trends).*
4. *Communicative competence.*
5. *Teacher's roles.*
6. *Motivation and its roles in language teaching.*
7. *Teaching experience (gift or acquired skill).*
8. *Links between experience and teaching.*

### IMPORTANTE:

El marco teórico debe tener el 70% de fuentes actualizadas (cinco años atrás), y el 30% restante pueden ser de años anteriores a los cinco años, por lo tanto, el número de fuentes a consultar para cada tema deber ser mínimo 5, y el total de autores mínimo 40. Además, debe consultar información de 6 estudios relacionados a sistematización de experiencias en la enseñanza del inglés.

**PASO 3:** para recolectar la información bibliográfica, debe usar los modelos de las fichas bibliográficas incluidas en la guía virtualizada y como recurso en la plataforma. Recuerde, la información tiene que ser pertinente, es decir, que haga referencia estrictamente al tema en cuestión. Los estudios deben estar relacionados con la sistematización de experiencias de enseñanza del inglés.



**IMPORTANTE:** las fuentes de consulta válidas para la redacción del marco teórico son: para los temas, los libros y estudios; y para los estudios, las revistas científicas.

## Ficha para temas bibliográficos (información tomada de textos/y estudios)

Theme (5 autores)	Pg. N°	Information	Form No.
<i>What is teaching?</i>			
Citation, in APA format 7 <sup>th</sup> edition (source 1)			
<i>What is teaching?</i>			
Citation, in APA format 7 <sup>th</sup> edition (source 2)			
<i>What is teaching?</i>			
Citation, in APA format 7 <sup>th</sup> edition (source 3)			
<i>What is teaching?</i>			
Citation, in APA format 7 <sup>th</sup> edition (source 4)			
<i>What is teaching?</i>			
Citation, in APA format 7 <sup>th</sup> edition (source 5))			

## Ficha para la recolección de información para los estudios previos

Title of the Study:		
URL / DOI (el primero solo en caso de no tener DOI):		
Reference: APA format (todos los aspectos incluido el URL o DOI, según sea el caso):		
Item	Information	Form N° 1
Research question(s) objectives, or hypothesis.		
Method (participants, setting or place, approach, instruments, etc.).		
Results:		
Author's/Authors's Conclusions.		
Limitations identified by the author(s):		



**IMPORTANTE:** al igual que lo mencionado en la unidad 2, las fichas bibliográficas que use para esta fase son la base para la redacción del marco teórico, pero no deben ser incluidas como parte del primer entregable.

#### **PASO 4:** redacción del marco teórico.

Use la información recopilada en las fichas bibliográficas y redacte el marco teórico considerando coherencia, cohesión y organización que debe existir tanto en oraciones como en párrafos, es decir, que las ideas se relacionen entre sí.

Esta sección deberá ser redactada en inglés con una extensión de 18 a 20 páginas, sin considerar las referencias. Recuerde utilizar una redacción académica con las siguientes especificaciones:

- Los subtítulos no requieren ser enumerados.
- Al inicio de cada párrafo, utilice sangría (10 caracteres).
- El trabajo debe ser elaborado en computadora y en hojas tamaño A4.
- El tipo y tamaño de letra para títulos y texto debe ser Arial 11 (formato APA).
- Solo en las partes solicitadas utilice negrita y mayúsculas.
- El interlineado a utilizarse es doble (doble espacio en todo el trabajo). Alinee el texto únicamente a la izquierda y aplique sangría (10 espacios-1tab) al inicio de cada párrafo y no deje espacios entre párrafos.



**IMPORTANTE:** este capítulo inicia con el título centrado, en negrita y solo las primeras letras de las palabras con mayúscula.

## Chapter one

### Literature Review

**PASO 5:** revise las siguientes recomendaciones para la redacción y organización del marco teórico que será su primer entregable:

- Lea la información de la unidad 2 de la guía didáctica sobre los aspectos formales de presentación de esta sección. Tome en cuenta las reglas para citar y referenciar utilizando el formato APA 7ª ed., ya que la revisión de la literatura debe ser redactada con base en este formato.
- Este capítulo inicia con el título centrado, con negrita y solo las primeras letras de las palabras con mayúscula.

## Chapter one

### Literature Review

- Incluya un párrafo corto de introducción en el que haga referencia, de forma general, a lo que esta sección contiene: temas para la revisión de la literatura y estudios previos.
- Redacte uno a uno los temas con su respectiva información según el orden mencionado previamente.



**IMPORTANTE:** escriba los títulos de los temas al margen, con negrita y solo las primeras letras de las palabras (sustantivos, verbos, adjetivos y adverbios) con mayúscula. NO UTILICE NUMERACIÓN NI VIÑETAS. En caso de existir subtemas, deberá incluirlos con las características del formato APA 7ª edición; la información de la unidad 2 le servirá de referente para tener una idea más clara de este aspecto.

- Utilice la información de los temas que usted recolectó en las fichas y redáctelos de tal manera que se evidencie el contraste y/o concordancia de criterios entre los autores consultados, para ello unifique las ideas similares y las ideas diferentes. Recuerde utilizar conectores adecuados para unir oraciones, ideas e incluso párrafos.

- Incluya un párrafo corto de transición para pasar de los temas a los estudios. Luego refiérase a cada uno de ellos mencionando el apellido del autor, el año entre paréntesis, el propósito del estudio, metodología (partes más relevantes del proceso investigativo) y conclusiones. **NO ESCRIBA EL TÍTULO DEL ESTUDIO NI COMO SUBTÍTULO NI DENTRO DEL PÁRRAFO.**
- Luego de culminar con la información de los estudios previos, incluya en la hoja siguiente la lista de referencias que usó para redactar la revisión de la literatura. Revisar el formato APA 7ª edición.



El primer entregable (marco teórico y referencias) debe ser enviado en documento WORD (etiquetado con su nombre y bimestre, ejemplo: Juan José Ramón Silva - 1.er entregable) y únicamente por medio del enlace que el docente de la asignatura habilitará en fechas indicadas en el cronograma de trabajo para esta asignatura.

La calificación del trabajo la asignará su director de TIC con base en las rúbricas creadas para cada aspecto contemplado en la revisión de la literatura.



**IMPORTANTE:** el marco teórico, juntamente con las referencias, deberá ser enviado en un solo documento con la siguiente carátula:





**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

*La Universidad Católica de Loja*

**FACULTAD DE CIENCIAS SOCIALES, EDUCACIÓN Y HUMANIDADES**

**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**TRABAJO DE INTEGRACIÓN CURRICULAR**

Systematization of pedagogical experiences in the EFL teaching training  
program

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**LOJA-ECUADOR**

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