



CHAPTER 1

TRANSFORMING ENGLISH LANGUAGE TEACHING - A PROPOSAL IMPLEMENTING COOPERATIVE, INDUCTIVE, AND AGILE APPROACHES IN ENGLISH I

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ABSTRACT: In recent decades, the teaching-learning process has undergone profound changes, driven by the need to respond to contemporary challenges. Active methodologies and models of educational innovation have consolidated as essential strategies to transform teaching practices, allowing for greater adaptation and dynamism in the classroom. This advancement has been made possible by the intensive use of information technologies, which facilitate interaction, access to resources, and the personalization of learning. In this context, an eclectic method (methodology/approach) is proposed because it combines cooperative learning, inductive methodology, and flipped classroom. Cooperative learning fosters collaboration and teamwork, allowing students to build knowledge together. The inductive methodology, for its part, promotes discovery and reflection based on concrete situations, encouraging critical thinking. The flipped classroom model facilitates students' access to theoretical content outside the classroom, dedicating in-person time to practical application and resolving doubts. Additionally, two models of educational innovation are integrated: Brain Gym and Agile. Brain Gym uses physical exercises to stimulate the brain and improve concentration, while Agile introduces flexible and adaptive dynamics that favor efficient learning management. The combination of these strategies is proposed to address topic 4, "Everyday Activities," of the Language I Program (English I) at the Universidad Veracruzana, promoting active, meaningful learning tailored to the current needs of students.

KEYWORDS: Teaching, learning, English, language, experiential.

RESUMEN: En las últimas décadas, el proceso de enseñanza-aprendizaje ha experimentado cambios profundos, impulsados por la necesidad de responder a los desafíos contemporáneos. Las metodologías activas y los modelos de innovación educativa se han consolidado como estrategias esenciales para transformar las prácticas docentes, permitiendo una mayor adaptación y dinamismo en el aula. Este avance ha sido posible gracias al uso intensivo de tecnologías de la información, que facilitan la interacción, el acceso a recursos y la personalización del aprendizaje. En este contexto, se propone un método ecléctico (metodología/enfoque) porque combina el aprendizaje cooperativo, la metodología inductiva y el aula invertida. El aprendizaje cooperativo fomenta la colaboración y el trabajo en equipo, permitiendo que los estudiantes construyan el conocimiento juntos. La metodología inductiva, por su parte, promueve el descubrimiento y la reflexión basados en situaciones concretas, favoreciendo el pensamiento crítico. El modelo de aula invertida facilita el acceso de los estudiantes al contenido teórico fuera del aula, dedicando el tiempo presencial a la aplicación práctica y la resolución de dudas. Además, se integran dos modelos de innovación educativa: Brain Gym y Agile. Brain Gym utiliza ejercicios físicos para estimular el cerebro y mejorar la concentración, mientras que Agile introduce dinámicas flexibles y adaptativas que favorecen la gestión eficiente del aprendizaje. La combinación de estas estrategias se propone para abordar el tema 4, "Actividades cotidianas," del Programa de Lengua I (Inglés I) en la Universidad Veracruzana, promoviendo un aprendizaje activo y significativo, acorde con las necesidades actuales de los estudiantes.

PALABRAS CLAVE: Enseñanza, aprendizaje, inglés, idioma, experiencial.

In the educational field, the teaching-learning process has undergone different changes over the years. Currently, active methodologies and models of innovation have emerged as fundamental strategies to redirect teaching-learning practices by adjusting them to current requirements current. All of the above strongly supported by information technologies.

This essay presents a proposal for the integration of an eclectic methodology (cooperative learning, inductive methodology, and flipped classroom) and two models of educational innovation (Brain Gym and Agile) for the development of topic 4 titled Everyday Activities, of the Language I Program (English I), of the General Basic Training Area of the Universidad Veracruzana.

In this section, what is meant by active methodology and model of educational innovation is defined. According to Arieta, Gómez, Hernández, Rodríguez, Nájera & Soto (2025), active methodology is that form of teaching that focuses on "the dynamic participation of students in their own learning" promotes "the exploration, problem-

solving, and collaboration.” On the other hand, an educational innovation model is an educational innovation is a “theoretical framework that guides the effective integration of technology in teaching and learning, fostering the transformation of educational practices.”

From this perspective of the E-A process, the support of technological tools is crucial because they enable access to vast, updated, and extensive information.

In this way, students will be able to research from different sources of information, analyze, compare, and create their own opinion of the reality of the problem they need to solve.

By combining these three factors: active methodology, teaching models, innovative activities, and the use of information technologies, the role of the student is transformed from being a passive agent, or collaborator, to being directly involved in the learning process; the role of the teacher also transforms from being a “facilitator, guide, mediator, to being a “data analyst and designer of learning experience of learning.” (Arieta et al., 2025).

The above is intended to be integrated into topic 4: Daily Activities, within the educational experience (EE) English I (language I) for which an eclectic methodology would be used, which is a combination of the methodologies “cooperative learning, inductive methodology, and the flipped classroom”; and regarding educational innovation models, the agile model would be used, as well as the E-A brain gym strategy.

The eclectic method according to Kumar (2013 as cited in David Sani 2017) is “a combination of different teaching-learning approaches.” learning.” Gali (2009 as cited in David Sani 2017) comments that teachers must have the freedom to choose the best methods and techniques according to the “needs and situations” of the students. Cooperative learning promotes students working in teams so that each one collaborates on the assigned task and at the same time can socialize with the other members. The methodology inductive seeks to solve problems through “observation and experimentation.”

The flipped classroom or “flipped room” is an approach in which students review previously and on their own, the content of the classes through “videos, readings, or digital materials” (Arieta et al., 2025). In this way, class time is used for “practical activities, problem-solving, discussions, or collaborative projects” (chat GTP, 2025). The agile model is a “flexible and collaborative approach based on the incremental and continuous delivery of results promoting the adaptation and continuous improvement of the educational project” (Arieta et al., 2025); moreover, it urges the development of adaptability and resilience, preparing students for this changing world. Students receive feedback continuously within their own teams as well as from the teacher to

demonstrate their knowledge in practice (Domínguez, 2023). Brain gym is defined as “a method ... to reinforce concentration and improve attention by using both brain hemispheres. It consists of making movements with the body to improve skills, perfect abilities, and resolve blockages, thus creating new neural connections that activate areas of the brain” CCH Gazette of the UNAM.

Topic 4 of the educational program of Language I (English I) contains a considerable amount of vocabulary concerning verbs, food, expressions of time, etc. as well as grammatical structures of the simple present. The flipped classroom approach and the deductive approach could be used as follows: prior to class, students would watch some videos about daily activities and grammatical explanations. They would have to observe and take notes on the content, grammar, pronunciation, and vocabulary. They would be required to research and read information to learn about daily activities in spring and/or summer of the people of a certain country (Brazil, for example). At this stage of their work, they could support themselves with ICTs for research, synthesis, etc. to achieve a better understanding.

In class, they could work in teams to share knowledge; for example, the meaning of words, groups of words that have syllables whose pronunciation is the same or very similar, grammatical rules (verb conjugation, formulation of questions), and phrases used to indicate the typical activities of people.

Subsequently, the students would put the shared knowledge into practice by writing the routine of a famous character. In this way, it would use the cooperative approach. It is considered important that all members of the team are involved in each of the activities with responsibility in the preparation and review of the work for feedback. For their part, it is expected that the teacher constantly monitors to identify situations where it is required his intervention to guide the search for the correction of possible errors by the students themselves. At a second moment, already with a better understanding, it would require students to work on developing paragraphs of their own routine and those of family members applying the revised grammar, but using the content of their program. The individual work would again be reviewed by the team members, without neglecting the approval of the teacher. The brain gym would be applied before starting each class to activate both brain hemispheres and maximize attention, resulting in better development of students' cognitive skills. In addition to the written practice, it is considered very important the oral dissertation, which would be carried out through presentations only with supporting images. This type of practice is of great value because the student demonstrates mastery of vocabulary, grammar, the pronunciation, and coherence to communicate. For their part, the group is urged to be attentive to the presentation to ask questions to the presenting students, delving into the content.

In this work, the implementation of an active methodology is promoted that is characterized by focusing the process of linguistic acquisition on the participation dynamic of the student, promoting exploration, problem-solving, and collaboration. For its part, an educational innovation model is a theoretical framework that guides the effective integration of technology in teaching, fostering the transformation of educational practices. (Arieta et al., 2025).

The use of technological tools is essential, as it facilitates access to updated and diverse information, allowing students to research, analyze, compare, and build well-founded opinions on the problems to be solved. The combination of active methodologies, innovative models, and technologies of the information transforms the role of the student, who goes from being a passive receiver to the protagonist of their learning; the teacher, in turn, evolves from facilitator to designer of experiences and analyst of educational data (Arieta et al., 2025).

CONTEXT

Students at the Universidad Veracruzana studying English I generally do it within the General Basic Training Area; which is a department of academic administration and is organizationally located in the Academic Secretariat of the Universidad Veracruzana (UV), with the purpose of achieving comprehensive and harmonious development of the students. Its origin in 1999 with the educational model: New Educational Model Educational, which would later become: Comprehensive and Flexible Educational Model (MEIF) and which is currently referred to as: Institutional Educational Model (IEM). The educational experiences of Language I and II are part of the Basic Training Area (BFA) and/or initial of the study programs of the University. Within these experiences, it is expected that students develop the four language skills: listening comprehension, expressive oral comprehension; reading comprehension and expressive written comprehension, as well as self-learning strategies. The Language I students can attend the language center and/or go to the classrooms assigned for the delivery of these experiences in their faculties. The young people, mostly aged 18-22, form groups of 20-35 students and each group has an English language teacher and the possibility of reinforcing

their knowledge in the Self-Access Centers and/or with online activities, either through the institutional platform (EMINUS) or with assignments from the teacher in charge.

METHODOLOGY

For the development of the topic “Daily Activities”, an eclectic methodology is proposed, eclectic, defined as the combination of various teaching-learning approaches (Kumar, 2013, cited in Mwanza, 2017). This flexibility allows teachers to select the most appropriate strategies according to the needs and contexts of the students (Gali, 2009, cited in Mwanza, 2017). Therefore, the following active methodologies and innovation models have been considered:

Collaborative learning: It promotes teamwork and shared responsibility. shared, allowing for socialization and collaborative learning. It is important to consider, on the other hand, the importance of using Collaborative Learning in the development of macro skills in the area of Language and Literature. “Collaborative learning has proven to be effective in the development of macro skills in the area of Language and Literature, allowing students to improve their skills in reading, writing, comprehension, and oral expression” (González, 2020). Furthermore, collaborative learning supports or fosters neurolinguistic learning where the socialization of knowledge is of utmost importance.

Inductive methodology: It promotes problem-solving based on observation and experimentation. Divided into two parts; the first: presupposes the appropriate presentation of the content by the teacher, who must know when preparing his class must select those contents, vocabulary, and examples suitable that can lead the student to a better understanding of the topic. During the second phase; the student must take responsibility for his own learning, by making appropriate notes, elaborating on their own observations of grammar, through: cards, notes, and/or any other material additional that may support their learning.

Flipped classroom: Students review the content beforehand using digital materials, reserving class time for practical activities, discussion, and collaborative projects (Arieta et al., 2025) Thus, students are urged to prepare for their classes, to consider a prior reading related to what will be seen in class and/or seek observations, questions that they can express in class and thus improve their understanding and comprehension skills in the different language acquisition. skills.

Agile: A flexible and collaborative approach that promotes the delivery incremental of results, continuous adaptation, and resilience, preparing students for changing environments (Arieta et al., 2025; Domínguez, 2023). Generally used for corporate and technical projects, it has been applied in educational fields with the main characteristics that focused on flexibility support students to improve in the academic projects. In addition to fostering learning autonomy, the students must:

- Define clear objectives: Set clear and measurable goals from the beginning will guide the process and provide a framework for decision-making.
- Divide the content: the content should be broken down into manageable modules or units manageable. Therefore, at the end of each module, an adaptation, a review and/or evaluation which provides genuine interest and is controlled through feedback.
- Foster collaboration: agile learning is inherently collaborative. It is essential to create spaces for group discussions, collaborative projects, and mutual feedback.
- Adapt and adjust: adaptability is key in agile learning. The educators and facilitators must be willing to make adjustments based on the feedback and progress of the students, ensuring that learning is always relevant and up-to-date. In addition to ensuring a steady progress and safe at every step of the process, during each module the teacher will be able to continue supporting the weaker students, while they themselves can gain confidence by recognizing their skills and/or talents, which may vary from module to module.
- Incorporate technology: technology plays a crucial role in learning agile. Digital tools, such as the learning management platform (LMS) of Open Webinars and collaboration applications, facilitate access to resources, promote interaction, and support autonomous learning.

Brain gym: (Brain Gym) consists of physical exercises that stimulate both brain hemispheres, improving concentration, attention, and skills cognitive (CCH UNAM Gazette, n.d.). This type of activities or dynamics have proven to work with students from the Universidad Veracruzana during language courses. Therefore, it should be considered to continue with this type of actions that provide students with a space for attention, training and/or stimulation cerebral.

The integration of diverse methodologies in English language teaching offers a comprehensive framework that addresses various learning styles and cognitive skills. Collaborative Learning enhances communication and social interaction, fostering essential macro skills such as reading, writing, and oral expression. The Inductive Methodology encourages students' active engagement through observation and experimentation, promoting deeper understanding and learner autonomy. Meanwhile, the Flipped Classroom maximizes classroom interaction by encouraging prior content review, supporting critical thinking and practical application. Agile methodology adds flexibility and continuous adaptation, cultivating resilience and collaboration through incremental learning cycles. Additionally, Brain Gym exercises stimulate cognitive functions, improving concentration and attention essential for

language acquisition. Together, these methodologies complement each other, enabling educators to tailor their teaching strategies effectively. Consequently, employing an eclectic method that thoughtfully combines these approaches can best satisfy the diverse needs of students, optimizing their language learning experience and outcomes.

(Haskell, 1978) who defined the eclectic approach as one *which utilizes the best (most appropriate and/or useful) parts of existing methods*. and emphasizing in the use of the communicative characteristics of all methodologies that have existed to emphasize in this proposal essay; making use of the eclectic methodology and some others strategies including the flipped classroom which consists in getting the instruction out of the classroom mainly with technological resources and practice in the classroom. However, some more tools could work in this proposal including some others strategies which narrow the link between academic training and the real labor world through existing tools such as Experiential Learning, Situated Learning, Challenge-Based Learning, micro-degrees among others that our university already uses. In this way, the quality of student training is worked on as well as the experience received through a school-real/labor world.

EXPERIENTIAL LEARNING GRAPHIC

There some other opportunities that professors can also observe with the Linkage, *Vinculación*, for example, UV establishes a comprehensive and articulated bridge between academia and employment through formal programs (Labor Linkage, Experimenta, Empléate), practical experiences (BUE, internships), direct support (Job Bank), institutional infrastructure (UV Companies Fund), and an active network of employers. All this guarantees that students not only learn theory but also acquire experience, skills, and real opportunities in the labor market, thus achieving job placement.

Students are exposed to an international educational context where they experience cultural exchanges, language, customs, educational methods, and often schedules. Even through mobility via technology, achieving an internationalization of the curriculum through distance collaboration projects.

The fact of studying micro degrees as a continuing education course, for example, which allows them to acquire the knowledge that enables them to meet that need or limitation, which is a necessary and brief specialty.

Finally, the integration of technology as a fundamental part for the development of this globalized world. From these activities, students can see in terms of language areas that the foreign language exists, it is real, and is a real means of communication not only a subject in a situated learning, knowing the needs of the community and real work life, learning from field activities to information in classrooms.

CONCLUSION

It is believed that the implementation of active methodologies, models of educational innovation, and the use of technological tools could transform the traditional approach to the teaching-learning process. In this context, the student would cease to be a passive agent and would become the protagonist of their own learning, while the teacher would take on the role of guide, mediator, and designer of meaningful experiences. In summary, through this comprehensive approach, it is expected to achieve meaningful learning, where students develop not only linguistic competencies, but also life skills, such as adaptability, teamwork, and the ability to learn autonomously and continuously.

In addition to this, to expose the students to a real world, to the real context, to the real language and to a real communication in a foreign language is essential. Enriching our academic instruction with real experience can help them become a quality professional.

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