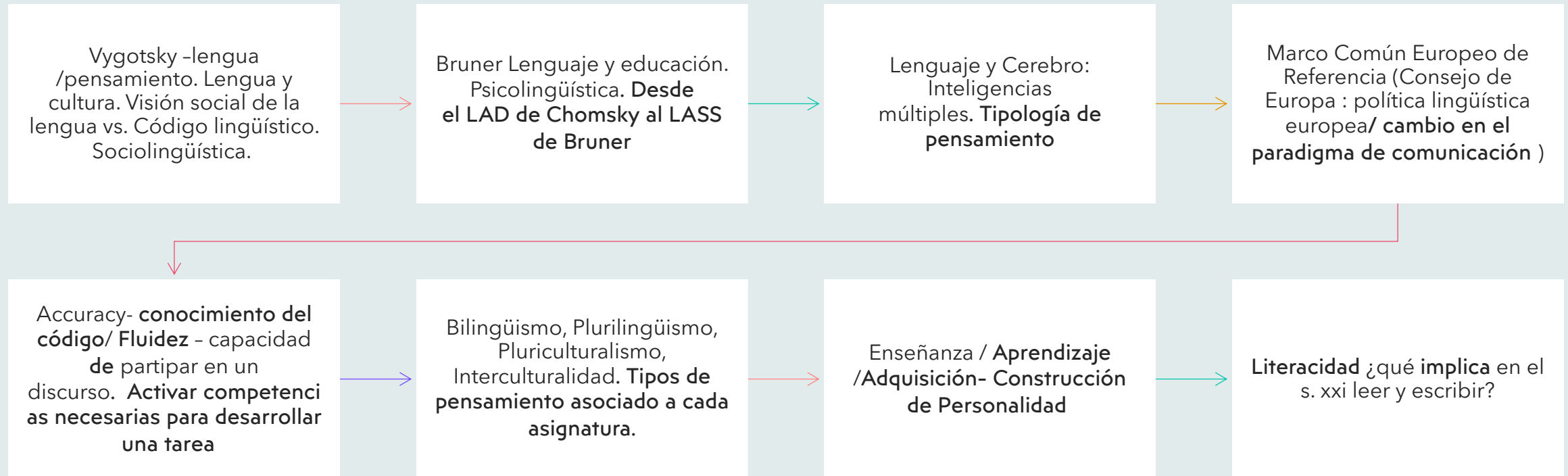


Neuroeducación en el aula de idiomas

Lenguaje y pensamiento

Carmen Alario - 27 -04-2022

Investigación en el aula, una constante evolución . Breve historia de lo ya conocido



Funciones del lenguaje

Representativa

Simbólica

Informativa

Reguladora

Comunicativa

Bruner- Psicolingüística Constructivismo- Persona adulta

Lenguaje vs.
comunicación

Estructura

Script

Hablantes

Turnos

CONTEXTO

Semántica

Pragmática

Semiótica

Otros lenguajes

No-verbal

Universales Lingüísticos-

LAD N.Chomsky

Children Grammar- D. Crystal

Caretaker speech- H.G. Wells





Lenguaje no verbal

Expresión facial



Comunicación: conocimientos en uso

1- Social

- Guión
- Proxémica
- Semiótica - gestos exp.
- Lengua /reglas comunic.
- Elementos paralingüísticos
- Turno de palabra
- Silencio/interrupción/
solapamientos

2- Cultural

- Tema y situación
- Experiencia personal
- Esquema del discurso
- Dinámica
- coherencia
- cooperación

L. Vygotsky – Lengua y cultura. Socialización

Lenguaje público - **Public Speech**

Lenguaje privado - **Private Speech**

Lenguaje Interior - **Inner Speech**

Pensamiento verbal- **Verbal Thought**

Pensamiento -

Terapias psicológicas :

Psicología positiva

Programación Neuro Lingüística

Mindfulness / MBCT

Inner talk



<http://pz.harvard.edu/thinking-routines#CoreThinkingRoutines>



<http://pz.harvard.edu/projects/visible-thinking>



The core of Visible Thinking are practices that help make thinking visible: Thinking Routines loosely guide learners' thought processes and encourage active processing.

IN: ASSESSMENT, EVALUATION & DOCUMENTATION - COGNITION, THINKING & UNDERSTANDING - DISCIPLINARY & INTERDISCIPLINARY STUDIES - EARLY CHILDHOOD - PRIMARY / ELEMENTARY SCHOOL - SECONDARY / HIGH SCHOOL - ADULT & LIFELONG LEARNING

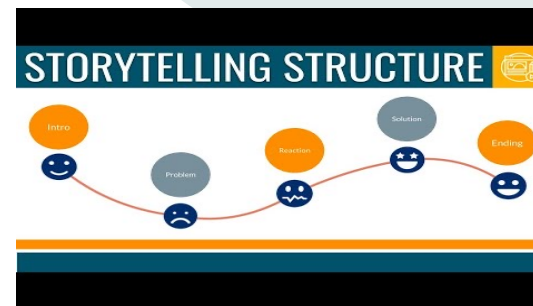
Visible Thinking is a flexible and systematic research-based conceptual framework, which aims to integrate the development of students' thinking with content learning across subject matters.



Tipos de Pensamiento- Procesos de aprendizaje

<https://ceea.org.uk/learning-resources/thinking-skills-personal-capabilities/resources#section-13883>

- **Pensamiento lógico**
- **Resolución de problemas**
- **Pensamiento creativo**
- **Metacognición**
- **Análisis de opciones**
- **Tomar decisiones**
- **Pensamiento colaborativo**



Estructura del texto narrativo para compartir conclusiones o soluciones

Identificamos elementos, herramientas y decisiones del proceso de creación de la historia



APRENDER Y EDUCAR
EN LA ERA DIGITAL:

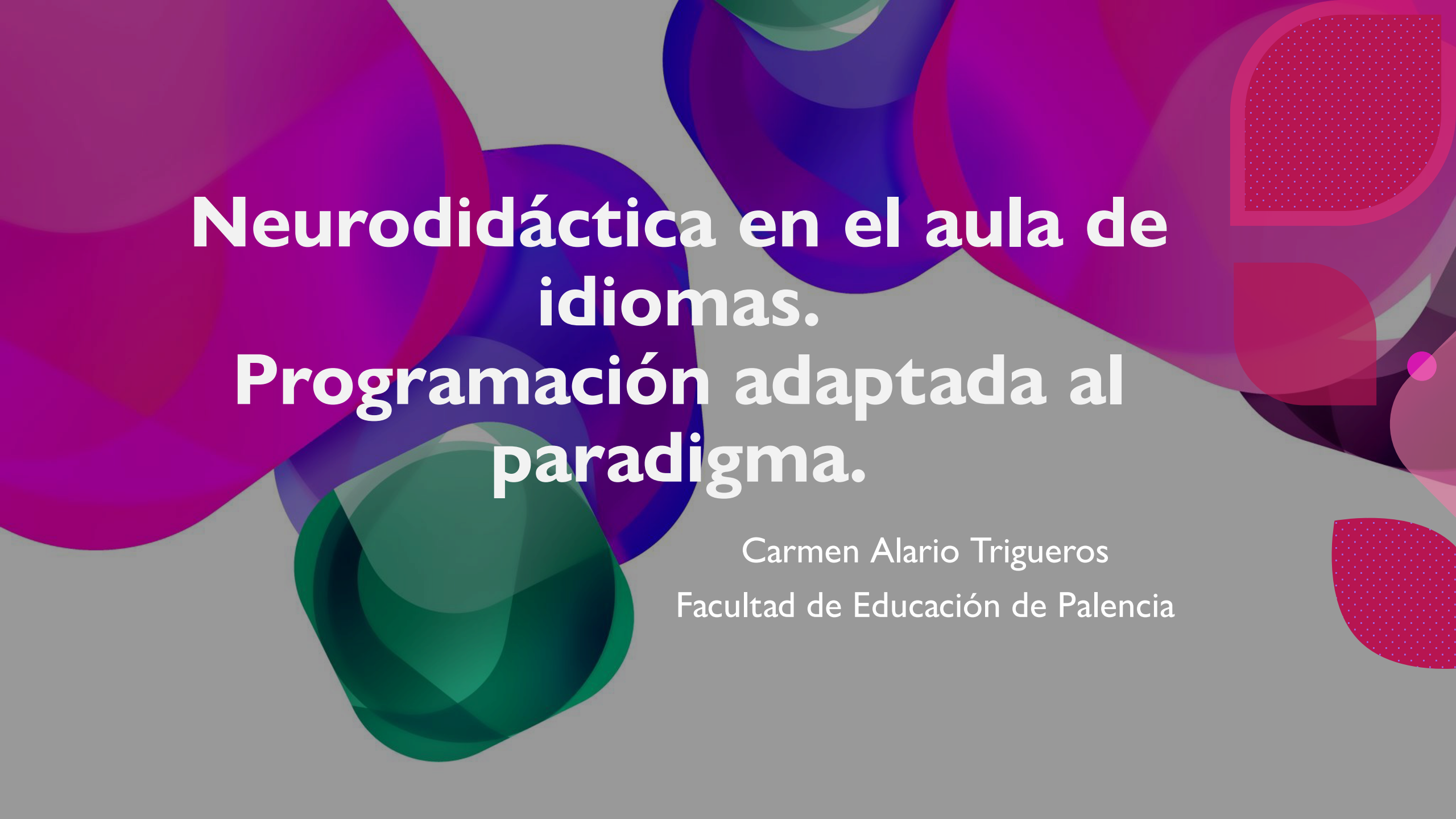
MARCOS DE REFERENCIA

**Literacidad en un mundo
conectado**



Neurociencia, Neurolingüística y Neuroeducación





**Neurodidáctica en el aula de
idiomas.
Programación adaptada al
paradigma.**

Carmen Alario Trigueros
Facultad de Educación de Palencia

Secuencia de una unidad centrada en conseguir

Tarea:

- Diseñar un circuito eléctrico con todos los componentes y elaborar las instrucciones de montaje.

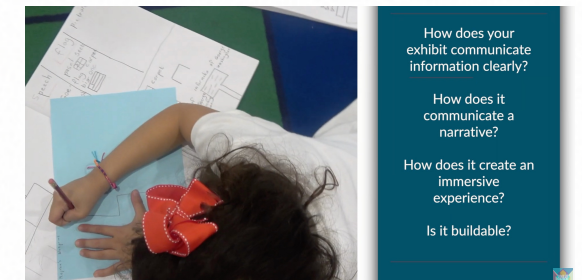
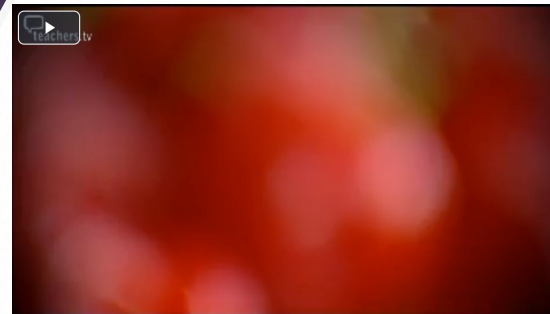
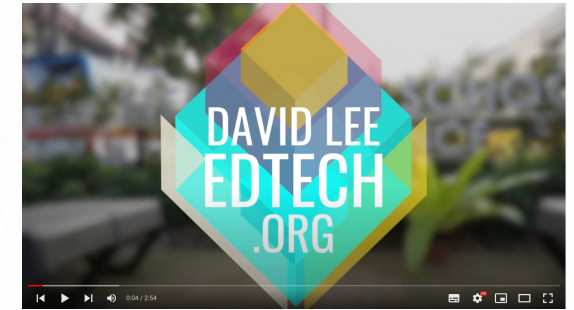
D A N G L E

Diferentes
textos



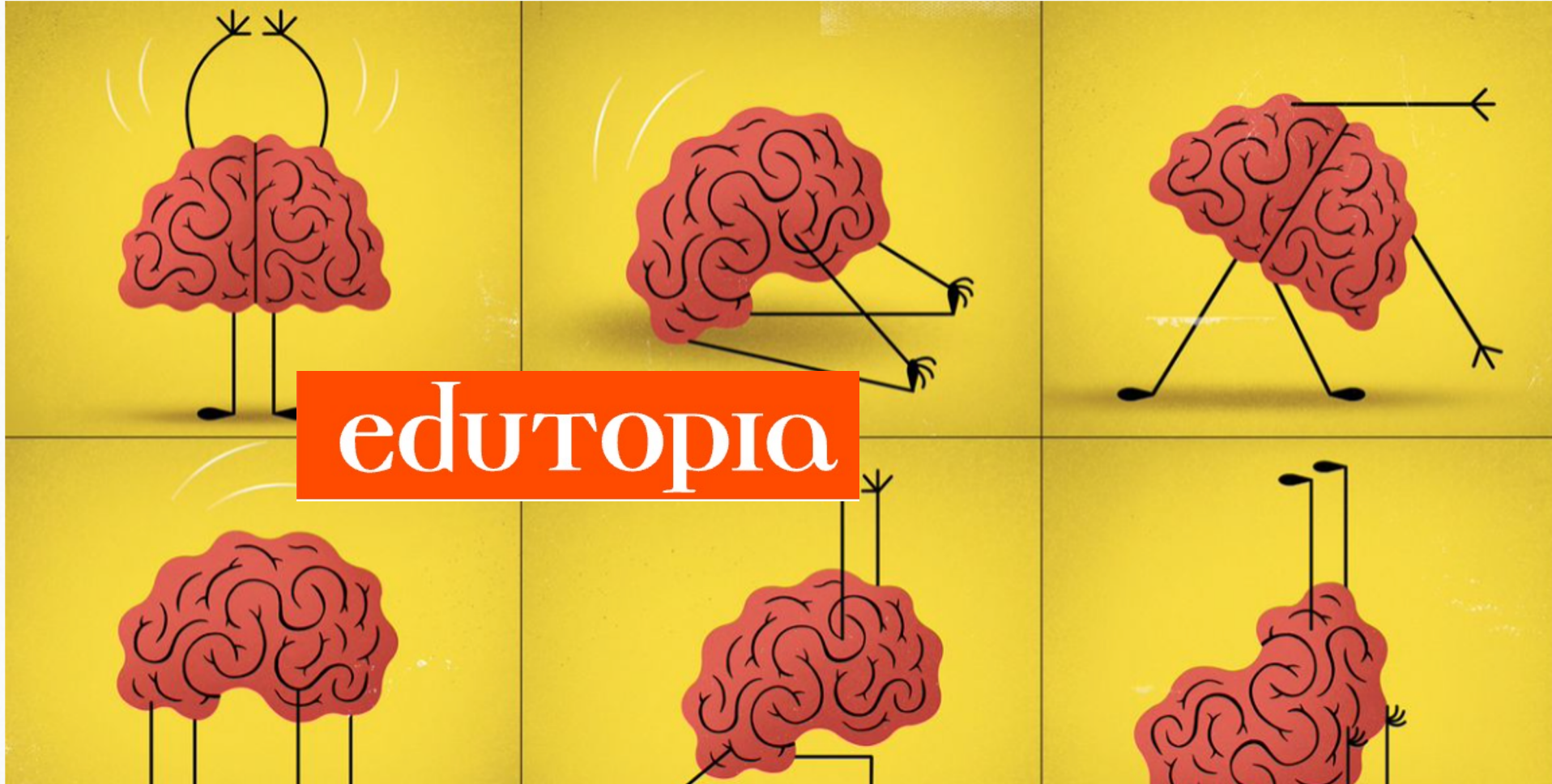
Distintos
tipos de
pensamiento

- Murder Mystery Maths
 - Lesson + Video clip
- Diseñamos un Zoo (E.I)
- Museos, fondos y visitas.
Diseñamos una exposición

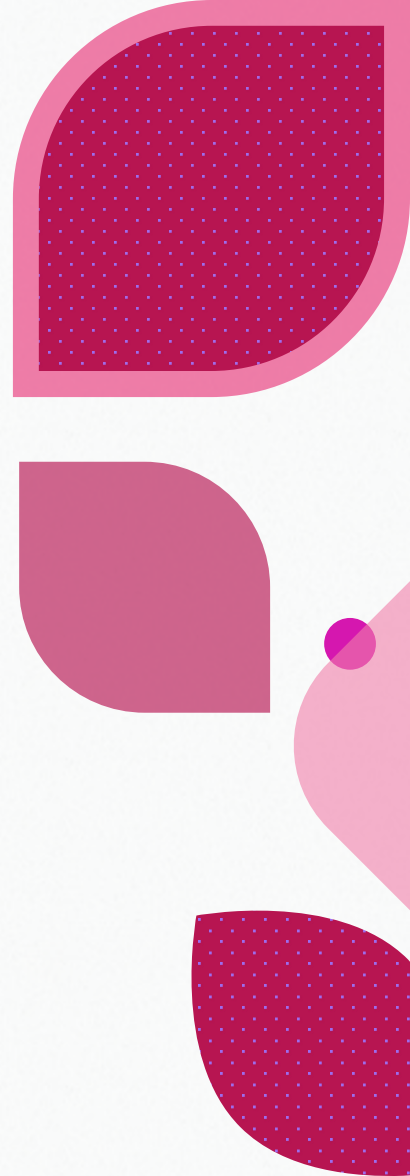


How to Get Students Thinking About Their Own Learning

By [Nina Parrish](#)

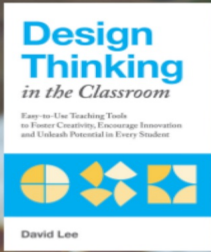
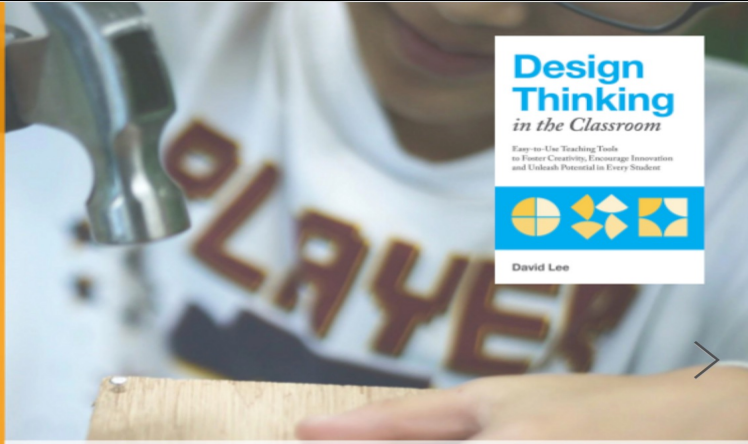


https://www.edutopia.org/article/how-get-students-thinking-about-their-own-learning?utm_content=linkpos1&utm_source=edu-newsletter&utm_medium=email&utm_campaign=weekly-2022-05-12



“

"Both the PBL and STEM approaches focus on real-world experiences and require sustained inquiry where teachers take on the role of facilitators, spark the curiosity of students, and guide their students' learning. Instead of a learning environment where students are given facts, students continually ask questions to gain a deep understanding of a problem and investigate further to produce a solution."



"What better method to use than DT, where students operate through the five phases to arrive at innovative solutions, developing into autonomous learners who are responsible for their own learning?"

From the book, *Design Thinking in the Classroom*, by David Lee

in the Classroom

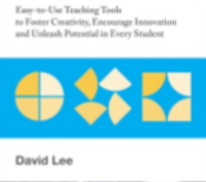
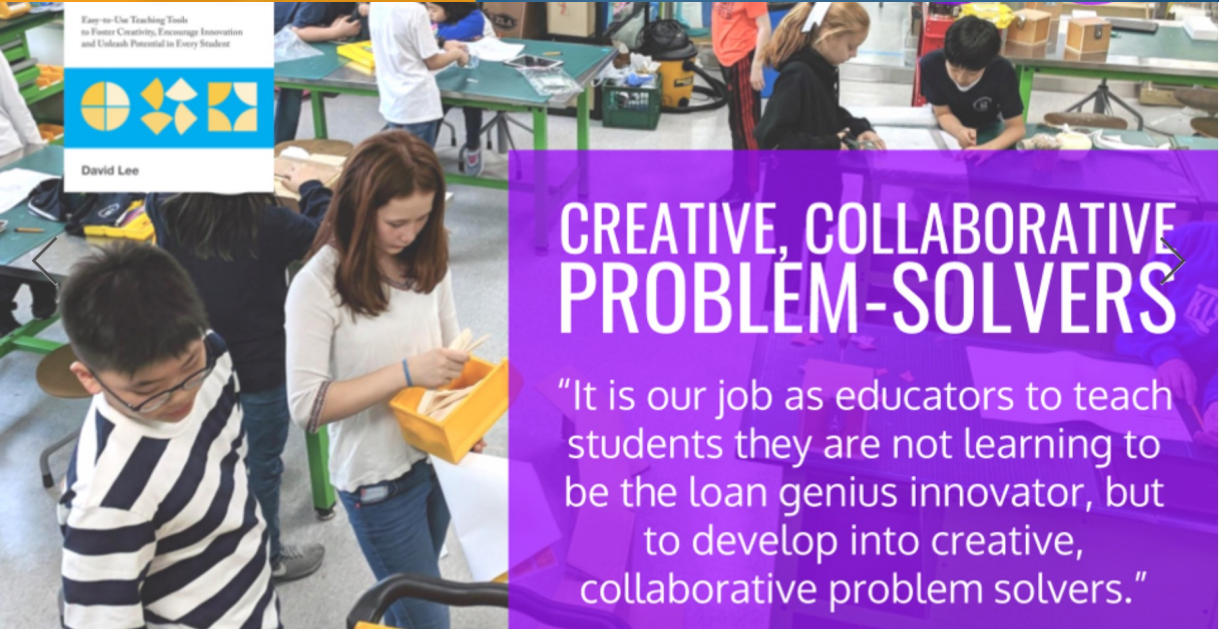
Easy-to-Use Teaching Tools to Foster Creativity, Encourage Innovation and Unleash Potential in Every Student



David Lee

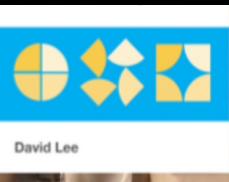
BUILD UPON IDEAS

"When students build upon the ideas of the teammates, it adds to the creative momentum of the brainstorming session, creating an energetic environment for Collective ideation. It is a strategy students collaboratively used to turn a good idea into a great one."



CREATIVE, COLLABORATIVE PROBLEM-SOLVERS

"It is our job as educators to teach students they are not learning to be the lone genius innovator, but to develop into creative, collaborative problem solvers."



LIVE IT YOURSELF

"Lastly, use the DT method yourself to solve a problem or improve an experience that may exist in your classroom, school, or even in your personal life. It is one of the most powerful ways you can prepare yourself before implementing DT into your classroom."

From the book, *Design Thinking in the Classroom*, by David Lee