



Aportes de la neurociencia para el desarrollo de estrategias de enseñanza del inglés [

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Analítica

During the last decades contributions coming from research in neuroscience are unveiling events at neurocerebral level which directly affect learning processing and the brain's natural learning orientation (Jensen, 1997). These facts are being mainly interrelated with an enriched environment (Blakemore & Frith, 2008) and multiple ways of learning (Zadina, 2008) to empower learning processes. It is then necessary to contribute with new accounts on this subject from a neuroscientific view to guide and improve teaching pedagogical practices in specific contexts. Hence, this paper lays out a theoretical and practical rationale on perspectives of neuroscience in education grounded on research findings linked to learning processes applied in this case to the teaching and learning of English as a foreign language

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