

INTERNSHIP AT SABER PRO CROSS CURRICULAR COMPETENCE: ENGLISH
COURSE.

INTERNSHIP FINAL REPORT

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ABSTRACT

This internship was carried out at Universidad de Córdoba, in the frame of Saber Pro course. Its main purpose was to offer interns an authentic experience in English teaching taking into account virtual sceneries as a response to continue teaching EFL during the current pandemic situation, COVID 19. This report follows a methodology that focuses on the Flipped Instructional and a Gamification approach, which were the foundation of the lessons planned during this internship. The sessions were through virtual modality in periods of three hours each one, and the groups were mostly 10th-semester students of various programs in Universidad de Córdoba. Moreover, the attitude of students at the end of the course showed to be more open and their participation increased considerably. At the end of this internship, it could be observed that the Gamification approach had a positive impact on students' perception of English classes. The pedagogical theories used in this internship are explained in this paper along with the description of the lesson plan of one of the sessions. Finally, the conclusions, recommendations, and limitations of this experience are asserted.

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INTRODUCTION

This internship took place in the second semester of 2020, with six groups of students from Universidad de Córdoba, a higher education institution in Montería, Colombia. Due to the current pandemic Covid 19, most Colombian schools and higher education entities have adopted new alternatives to persist teaching in the middle of this situation. For that reason, this internship was carried out in a virtual modality through the Google Meet platform. The groups were formed by students from different undergraduate careers at Universidad de Córdoba; the most numerous group had 46 students, and the least, 23 students. As groups had a basic English level, the lessons were imparted mainly in Spanish.

Furthermore, this internship was conducted in the frame of Saber Pro, a test which main purpose is to evaluate the quality of undergraduate students' education. It first received the name of *Exámenes de Calidad de Educación Superior -ECAES-*, until 2009, when it was reconstructed and recalled *Saber Pro* (Betancourt and Frías, 2015).

The Saber Pro test assesses skills that are considered a foundation for students of professional or technological programs (Alonso, et al., 2012). That is, i) general competencies, such as English, Quantitative Reasoning, Critical Reading and Citizenship Skills; ii) and specific competencies, depending on the students' career (2012).

To encourage good scores, the government established some incentives, such as national and international scholarships for students who get the best scores (Betancourt and Frías, 2015). Specifically, at Universidad de Córdoba, students are given scholarships to study any postgraduate program the University offers, exoneration of their Degree work, exoneration of the graduation fee, and other benefits (Universidad de Córdoba, Acuerdo N° 104, 2019).

Due to difficulties in the performance of the competencies assessed by the Saber Pro test, teachers were concerned and discussed the necessity to prepare students; hence, the

institutional team created the Cross Curricular course, where students can reinforce the competencies evaluated in the Saber Pro test in order to obtain better scores. The purpose of the English module, specifically, is to promote the use of different reading skills when solving the Saber Pro test to increase students' efficiency in the area; as well as to offer students of the Licenciatura en Inglés program who are in last semester, the opportunity to have a real experience in teaching English virtually.

In this paper, it will be found a precise explanation of the main pedagogies used when developing this internship as follows: E-learning, Flipped Instruction, Gamification, Information and Communication Technology, and Reading Comprehension. Subsequently, a description of the methodology I used to conduct this internship, the findings of this experience, and the conclusions, the limitations, and recommendations.

1. PEDAGOGIES

This chapter defines some important terms that guided this internship paying attention to the current educational guidelines because of the COVID 19 situation. The pedagogies used during this internship to carry out the process are explained in detail, for instance: E-learning, Flipped instruction, Gamification, Information and Communication Technologies, and Reading Comprehension.

1.1. E-Learning

E-learning, also known as distributed learning, or online-distance learning (Maltz et al. 2005), is the creation of a virtual space where students and teachers interact through media and develop a learning course (Area and Adell, 2009). According to Garrison (2011, p. 2), E-learning is the “electronically mediated asynchronous and synchronous communication for the purpose of constructing and confirming knowledge”. Thus, this approach relies on technological devices to achieve the main goal, which is people’s understanding.

Additionally, Arkorful (2014) affirms that E-learning is related to the use of technological tools such as the internet, and media that facilitate access to virtual learning and offer multiple resources to teachers. Jolliffe et al., (2012) describe E-learning as “the delivery of an access to a co-ordinated collection of learning materials over an electronic medium” (p. 8). E-learning is a flexible and interactive learning method since it allows any student to get access to any virtual platform, no matter the place or time (Cabero, 2006). E-learning also permits information to be delivered in several ways, and at the same time, it offers safer storage of that information as it can be saved longer (Kwofie et al., 2011).

Furthermore, Salinas (2005) divided e-learning into three stages: i) Technological approach: people with this outlook consider that technology is responsible for all the knowledge students could acquire. That is, the teacher centers on delivering information and

assumes that the students themselves will learn; ii) The content is the king: in this case the responsibility of successful learning lies on the material; iii) The methodological approach: this focuses on students and combines the previous stages in one taking into account technology, pedagogy, and the environment. The latter stage is the foundation of the virtual environment, as well as it is the key to understand how the virtual context functions regarding the strategies to teach and the knowledge to learn during the process (Salinas, 2005).

1.2. Flipped Instruction

Flipped instruction or inverted classroom is a flexible approach that is defined by different authors from different countries around the world (Overmyer and Yestness, 2016) This approach can be found under different names such as Inverted Classroom, The Classroom Flip, or Flipped instruction

Lage et al., (2000) call this approach Inverted Classroom and refer to it as “the reversal of processes that normally take place in a classroom with the actions that are developed at home” (p.32). This process includes carrying out different inverted activities, such as completing homework in class and receiving lectures at home (Lage, Platt, and Treglia, 2000). Besides, Baker (2000) defines The Flip Classroom as a process that aims to encourage didactic learning and focuses on students’ understanding, allowing them to have control over their learning process (See Figure 1, Appendix 1) it shows the basic concept of the approach stated by Baker.

Furthermore, Bishop and Verleger (2013) affirm that Flipped Classroom is an extension of the curriculum, that is, the approach goes beyond organizing activities to be inverted, using technology asynchronously to explain certain topics (tools as videos, problems, or quizzes), figure 2 shows the definition stated by Bishop and Verleger (2013) (see Appendix 2). They also divided Flipped Classroom into two stages: i) Interactive group

learning, which refers to the activities in class, and ii) Direct computer-based, which are the instructions given to each student out of the classroom.

1.3. Gamification

Gamification consists of the adoption of game elements, along with the reasoning of games to encourage commitment and interest in students (Dicheva et al., 2015). According to Figueroa (2015), Gamification is interested in promoting students' participation and motivation through games, it also aims to create an environment of collaboration and engagement.

Furthermore, instant gratification in games encourages engagement, and people tend to feel less pressure while playing compared to activities performed in real life. In games, the fear of making mistakes is minimum, while in actual situations, the idea of making mistakes can cause anxiety, frustration, and even depression (Huang and Soman, 2013).

Gamification takes important characteristics and labels upon games, for instance: i) Users, that are the participants; ii) Challenges or tasks, that users need to accomplish in order to achieve a goal; iii) Points, that are accumulated through tasks; vi) Levels, that are passed with the accumulation of a certain number of points; v) Badges, which are prizes for achieving a goal; and vi) Ranking, which shows the score of users (Kiryakova et al., 2014).

1.4. Information and Communication Technology (ICT)

Information and Communication Technology (ICT) is the assortment of technological supplies and devices, which final purpose is communication. They involve any physical instruments as well as non-physical devices, such as media and applications to deliver, storage, and process information (Sarkar, 2012).

The term ICT involves several technological instruments, not only computers or smartphones but devices that most people possess at home, such as radio and television. Information and communication technologies have been important instruments in education, due to the help they provide to teachers and students when sharing content and developing course material (Buttar, 2016).

UNESCO (2010) states that “ICT serves primarily a productive function, as more people have access to the multimedia, information processing capabilities of computers and are able to use them to create new knowledge.”

1.5. Reading Comprehension

Reading is a process in which the reader integrates information from a text and their background understanding to create meaning, its main goal is to reach comprehension (Nunan, 2003).

According to Adler and Van Doren (2014, p. 16-20) reading has four levels: i) Elementary reading: this is the first step, where a person begins training and learning skills, starting from “non literacy to at least beginning literacy”; ii) Inspectional reading or skimming: in this case, time is important and the student must obtain as much information as they can during the given time; iii) Analytical reading: it is the best performance a student can show, this time without a limit of time, there is no need of this reading in case the reader does not look for information and finally; iv) Syntopical reading; it is the most intricate level since it is very difficult to achieve.

On the other hand, Reading comprehension is combining previous knowledge with the information obtained from a text to create a new concept (Guthrie et al., 2004). To understand a text, the reader needs to identify the words and restore its meaning, creating

significant sentences using the text and their knowledge to portray what is the text about (Cain, 2009).

2. METHODOLOGY

This chapter aims to describe the methodologies that were applied during this internship. This section of the paper also mentions the context and the participant which I worked with and contains a chart of the duties I had to accomplish during this internship.

The internship was conducted in the frame of Saber Pro, where students from all the undergraduate careers at Universidad de Córdoba reinforce their knowledge in the set of areas the test assesses, which are called Cross Curricular Competencies, or *Competencias Genéricas*. The module consisted of 1 English session per week, 3 hours per session in 4 weeks.

I worked with six groups from different programs, for instance, Health Administration, Finance Administration, Agronomic Engineering, and Systems Engineering. Each group had between 20 and 40 students who managed a basic English level, for that reason, the lessons were imparted mainly in Spanish. Students were adults between 21 and 30 years old, most of them were shy and only talked at the very end of the lessons, while a few students participated occasionally during the sessions.

The purpose of the English module was to promote reading skills, hence, the learning plan consisted of applying various reading strategies, and grammar rules to teach students, such as Cognates, Main Idea, Skimming and Scanning, Context Clues, Inferences, and others. These reading skills would help them solve the exam in a shorter amount of time. Hence, I used different ICT tools such as Kahoot!, Educaplay, and Quizizz to design activities for the synchronous sessions as questionnaires of multiple choice with time limits, crosswords, and word search puzzles for them to use the strategies learned in the sessions.

Additionally, I employed YouTube videos to introduce some topics and to practice strategies; this is the case of the last session, where I asked students to make inferences about a short video. Also, I used the Whatsapp application to create chat groups in which students

and I could communicate, additionally I used the Google Classroom platform to create a space for each group where students could submit their asynchronous work and see material for the sessions as well as the recording of the meetings, which were through Google Meet.

Furthermore, I offered a safe environment to my students where they could feel free to participate, thus they did not feel pressure when being assessed during the process nor when interacting with their classmates. During the process, I always told my students that every answer counted and that they needed to take risks to acquire knowledge. I also tried to promote respect and honesty in my students, always reminding them that it is important to be faithful in the things we do because our learning process is individual and personal.

Besides, I asked a focus group to share their opinion about the module when it finished and to post it in the Google Classroom platform, and I transcribed some of their comments about the course.

2.1. Duties Chart

ACTIVITY	PURPOSE	DATE
Training Session Preparación para Sesiones de Saber de Pro	To guide interns and give the material for the first sessions	August 8th, 2020
Training Session Preparación para Sesiones de Saber de Pro	Sharing with tutors and partners the material we found for our lessons.	August 22nd, 2020
Delivery of assessment lists.	To hand over the attendance list and the list of people who approved or not the module.	September 6th, 2010
Webinar ELT Together 2020: How to become a remote manager overnight.	To receive instructions from experts to be organized and just with the teachers who work with us.	October 6th, 2020
Webinar Language Teacher Wellbeing: What Educational Leaders Can	To be reminded that self-care is important when teaching in the middle of the pandemic Covid 19.	October 16th, 2020

Do.		
Delivery of assessment lists.	To hand over the attendance list and the list of people who approved or not the module.	October 25th, 2020

Table 1. *Duties Chart*. In this table are mentioned activities that were part of my obligations in this internship experience and their purposes.

3. RESULTS

At the beginning of this internship, most students were reluctant to participate. In some courses, most students did not attend the sessions and did not work asynchronously. Therefore, before the second session started, I explained that the course demanded responsibility and importance, some students argued that the course was not mandatory and for that reason, they did not have any obligation with it.

The following transcript of a Whatsapp group conversation on September 25th, 2020, shows one case in which the schedule of the group needed to be changed, they were having one hour and a half of class on Saturdays with a previous teacher. I tried to explain that the class was three hours on Fridays in the morning according to the original schedule, this caused discontent in the students, who argued that they had to work on weekdays. I intended to negotiate with students, and clarified that I could not attend sessions on Saturdays because I had another group of students; some of their answers are shown below.

- S1 Por qué no quedamos trabajando en el mismo horario con la seño anterior...?
- T Reitero, los sábados en la mañana tengo otro grupo asignado. Recuerden que su horario es de los viernes. Debemos llegar a un acuerdo. No pueden más tarde el sábado o el domingo?
- S2 Seño cuando yo empecé a estudiar escogí la universidad de Córdoba por q la clase eran los sábados
Llevo 5 años estudiando los sábados
Yo no le veo el problema coloque los trabajos que nosotros se los hacemos y listo
- S3 (Los sábados) Tenemos clase a las 9 a 11 y de 2 a 5
Y domingo diplomado
- S4 **Por mi q no las den nunca**
Yo lo quiero es graduarme rápido

In this case, students did not agree with most of the alternatives I proposed, for that reason the module was interrupted two weeks; until students and I reached an agreement to have the sessions on Saturday from 6:30 to 9:30 p.m.

Although there were students who did not pay attention to the instructions given in classes, there were students who followed the instructions, submitted their assignments, and, in the case of the previous group, attended the proposed sessions. Thus, I introduced the games in the second lesson of the first three groups, students were surprised and, although I thought they might reject the activities because they were not interested, their reactions were positive in general. The following is an extract of students' opinions when I asked them about the games in the second and third sessions.

- T ¿Cómo se sintieron en este pequeño Quizizz? ¿Les gustó? Cuéntenme.
- S5 ¡Saqué solo una mala!
- S6 **Muy bueno, muy bueno //**
- S7 **Sí me gustó, seño.**
- S8 **Muy sencillo (.) me encantó.**
- S9 **Súper.**

However, not all students thought the same, and did not show any enthusiasm over the games. Some students were annoyed that their partners were taking more time in the first game implemented in class, and I affirmed that the time was good according to the lesson plan.

- S10 **Estamos perdiendo mucho tiempo.**
- S11 **No es tan chévere.**

The lessons planned during this internship consisted of three instructional activities. First of all, a warm-up to encourage students' engagement, every warm-up activity was designed in order to review the previous lesson using gamification. In this order of ideas, I created one game for each lesson. In the second place, the core activities, which consisted of the explanation of the topic and the assignment of the main task. And finally, the closure in which I focused on answering any doubt and giving material for them to work

asynchronously. The lesson plan which is described in this chapter shows these 3 instructional activities in the class.

Table 2: *Lesson Plan Context Clues and Grammatical Categories*

WARM-UP	RESOURCES/MATERIALS	TIME
<p>The teacher waits five-ten minutes to start, first asks for permission to start recording. Then, the teacher checks attendance and asks students if they had any problem with the task.</p> <p>The teacher does a brief review of the previous session and asks students which strategy (skimming or scanning) they think they use the most. After that, the teacher shares a link with a short game in Quizizz to review the strategies.</p>	<p>Quizizz link – https://quizizz.com/admin/presentation/5f660be516ee45001b2e2abe</p>	<p>60</p>
<p>CORE ACTIVITIES</p> <p>The teacher starts the new topic by asking students if they have found themselves reading a text and not understanding a word that could be important. Then, shows a short video introducing context clues and encourages students to do the activities with the words “turaco” and “devoured”. The teacher explains the purpose of context clues and shares a presentation and talks more about the different kinds of context clues and the strategies to find them. In every category, the teacher asks students to look for the context clues in the examples.</p> <p>Then, the teacher gives a 15 minutes’ break. And after the break, the teacher starts with the second part of the class about grammatical categories, after explaining every category, the teacher asks students to do an activity in class completing a text taking into account the knowledge about the categories, then students send their answers.</p>	<p>https://www.youtube.com/watch?v=lhdsrL7kd_w</p> <p>Context clues presentation https://drive.google.com/file/d/1stNNjbS4Tulnn_fEkUGs2xMojJKV99GK/view?usp=sharing</p> <p>Grammatical Categories and Context Clues activity https://drive.google.com/file/d/1x2aUrRV9-n1I2Jpg8RansyHD3zCcl7n/view?usp=sharing</p>	<p>110</p>
<p>CLOSURE</p> <p>The teacher asks if there is a doubt about the topic and announces that there will be a workshop about the topic on the platform and material for the next session. Finally, asks students to write their names in the Meet chat and finish the recording of the class.</p>		<p>10</p>

Note: The table above shows the format of the lessons that were planned during this internship, this lesson plan in specific was prepared for the third session of the module.

The first activity of the lesson was a warm-up, I created a Quizizz activity in which students reviewed the previous topic, Skimming and Scanning. Students had to solve some questions of where to find a set of advertisements. The other part of the activity consisted in a short text about Jane Austen, and they had to answer questions based on the reading. (See Appendix 4 and 5)

After that activity, I introduced the first topic of the lesson, Context Clues, with a YouTube video, I had to translate this part of the session for my students as it was in English and they barely understood. As an exercise, students had to find out the meaning of the words “turaco” and “devoured”. The main task took place after the explanation of the second topic: Grammatical Categories. The task of this lesson was based on readings in which they would practice the use of Grammatical Categories and Context Clues, which were the topics of the lesson. Students had to fill the blank spaces in a reading with the most coherent option, taking into account the function of the words. The second part of the task was a text in which students had to determine the definition of a list of unknown words using the context clues from the text. When students finished the activities they had to send the answers to the Whatsapp group we have created. Finally, at the end of the lesson was reminded that in the platform students would find asynchronous work with review material attached as well as material for the next session, also that students could check the recordings in case they could not attend or had internet issues.

Regarding Flipped Instruction implementation, students did not show any positive nor negative changes. This was because they did not check the material for the sessions in advance. The purpose of the approach was to offer students knowledge so as in the sessions

they doubts could be clarified and students could work freely in synchronous activities. As they were not studying the material, I had to explain the topics from the beginning.

On the other hand, at the end of the module, there were positive changes regarding students' engagement, and attitudes towards the Saber pro English course. Students displayed confidence when taking part in the activities since their participation in the last session was considerably higher compared with the first session. In the last session with the group of Finance Administration, students had to make inferences on a short video about three hungry little birds. They were actively participating and opened their microphones at the same time, hence I had to ask them to use the chat to share their ideas. It could be observed in the recording, that several students were sending their opinions to the chat with a few seconds of difference, showing their enthusiasm over the activity and the positive influence of the environment created for them with the use of the Gamification approaches. The following transcript is an extract from the focus group with their general opinions about the module at the end of the course, on October 6th, 2020:

- S12 **De manera general me parece que se aprovechó al máximo cada momento en la clase pues a través de juegos y actividades pudimos abarcar varios temas muy importantes y necesarios para nuestro aprendizaje en el idioma inglés.**
- S13 **Buenas noches, en general fueron encuentros muy dinámicos, enriquecedores, en donde aprendí muchas técnicas que me ayudarán no solo a responder mejor la prueba saber, sino también en mi vida profesional y estudiantil, fueron temas que se entendieron bien, todo muy explicado y la Teacher todos los temas los manejó de la mejor forma posible.**
- S14 **El módulo de competencias genéricas- inglés fue muy productivo, aprendí temas que antes no conocía, la metodología implementada por la tutora fue de gran ayuda para entender el modulo y poner en practica todo lo que nos enseñó . Me gusto que las clases eran didácticas, de este modo se entendían mejor los temas a tratar en cada sesión.**

All in all, I could notice that my students were satisfied with the development of the course and that they considered the methodology was enriching for their learning process and understanding of the English reading skills.

4. CONCLUSIONS AND RECOMMENDATIONS

As this internship was carried out, I realized students' attitudes were positive towards the implementation of the Gamification approach within the lessons, I could observe that they participated freely and showed commitment during the classes which created a more comfortable and engageable environment. As the module was being carried out, students affirmed they considered these English skills useful for their learning process during the classes.

My recommendation for future interns, in case they want to implement a Flipped Instructional approach, is to lead students through the instructional process since more students urge to reject the assigned responsibilities while participating in the process. It is also relevant that students know how this approach functions to reach personal and group goals as I taught them during the teaching practice. Since the Gamification approach has proved to be effective when teaching virtually in this internship, I recommend new interns to implement it, always taking into account students' needs and the topics to work on.

Regarding my adventure with this internship, it greatly exceeded my expectations. Firstly, because of the current pandemic Covid 19, I gained experience in teaching virtually. Thus I realized the utility of several ICT tools for educational purposes, such as the Google Classroom platform and the platforms to design educational games, which were helpful during the implementation of this internship. I never had worked with adults, this internship allowed me to teach them and to interact with them in an environment that was new for both of us. My experience with this internship has been very gratifying and fruitful, I had the opportunity to grow as a teacher, to understand my own teaching style, and develop it.

LIMITATIONS

Due to the current pandemic, Covid 19, some schools and higher education institutions have implemented a different methodology in this case E-learning. Several obstacles were evidenced at the beginning of this semester since this approach was new for most students, teachers, and pre service teachers.

On one hand, students' unwillingness when the module started was a worrying limitation. Their attitudes were a disadvantage since they did not show respect or cooperation. Some students did not attend the sessions, and in a specific case, we could not carry out some sessions, which led to a delay in the module.

On the other hand, there were circumstances that no one could control. Some students expressed having poor internet connection or none, thus they could not connect for the meetings and if they did, students had trouble intermittently listening to me or their partners speaking. Several students live in rural areas where the reception was not good enough, even for social media; they had to move to higher places so their data could function. Consequently, these students had problems catching up for the next sessions: although there were recordings of all the meetings on the platform, they did not have enough data to watch the videos.

Additionally, electricity was a problem on various occasions, several students had this issue on stormy days. In my case, ending the last session with the group of Finance Administration, when students had to start the final test of the module, the electricity went off, and I had to send the link of the test through Whatsapp.

In the beginning, there were some difficulties with the lists. When I started the first lesson, I did not have a list and some students did not know which was their group and in some cases, I had some students on the list that were attending one of my partners' class and vice versa: some students were attending to my classes but belonged to my partners'.

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APPENDIXES

Appendix 1



Figure 1. The “Classroom Flip” model. J. W. Baker (2000), *The Classroom Flip: Becoming the “Guide by the Side”*, slide 13. [Presentation slides].

Appendix 2

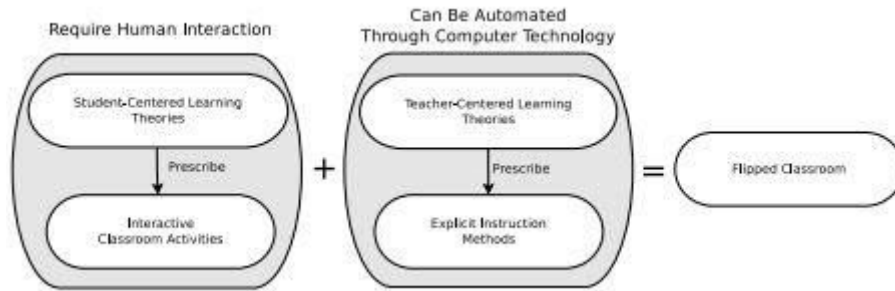


Figure 2. Flipped Classroom. J. Bishop and M. Verleger (2013), *The Flipped Classroom: A Survey of the Research*, p. 6.

Appendix 3

OXFORD
UNIVERSITY PRESS



Certificate of Attendance

Oxford Professional Development Webinar

Daina Sierra

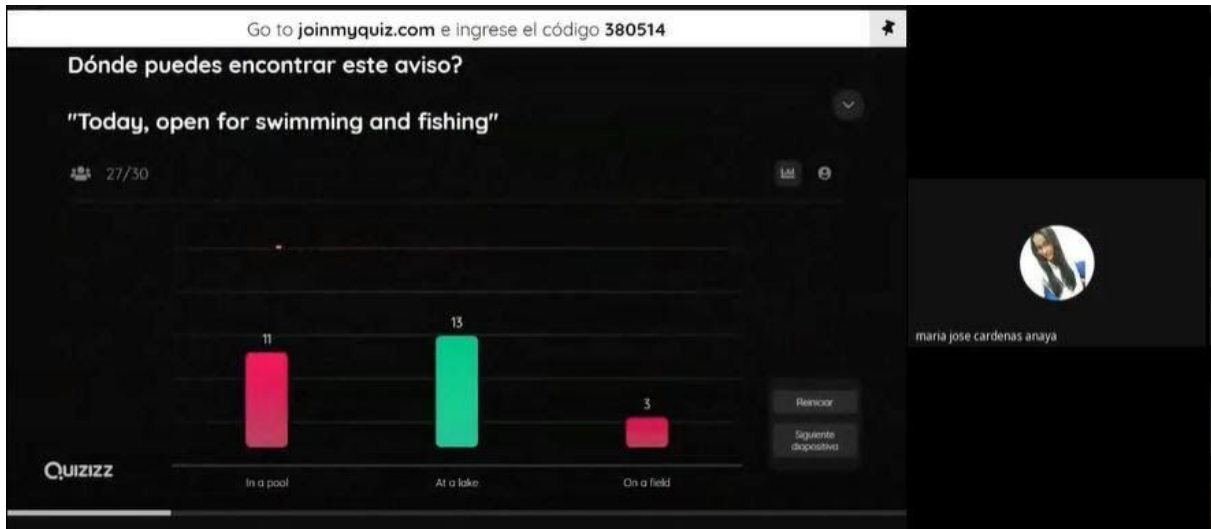
Language Teacher Wellbeing: What Educational Leaders Can Do Session 2

16th October 2020

Duration: 90 minutes

Mary Franklin
Head of Regional Marketing & Operations

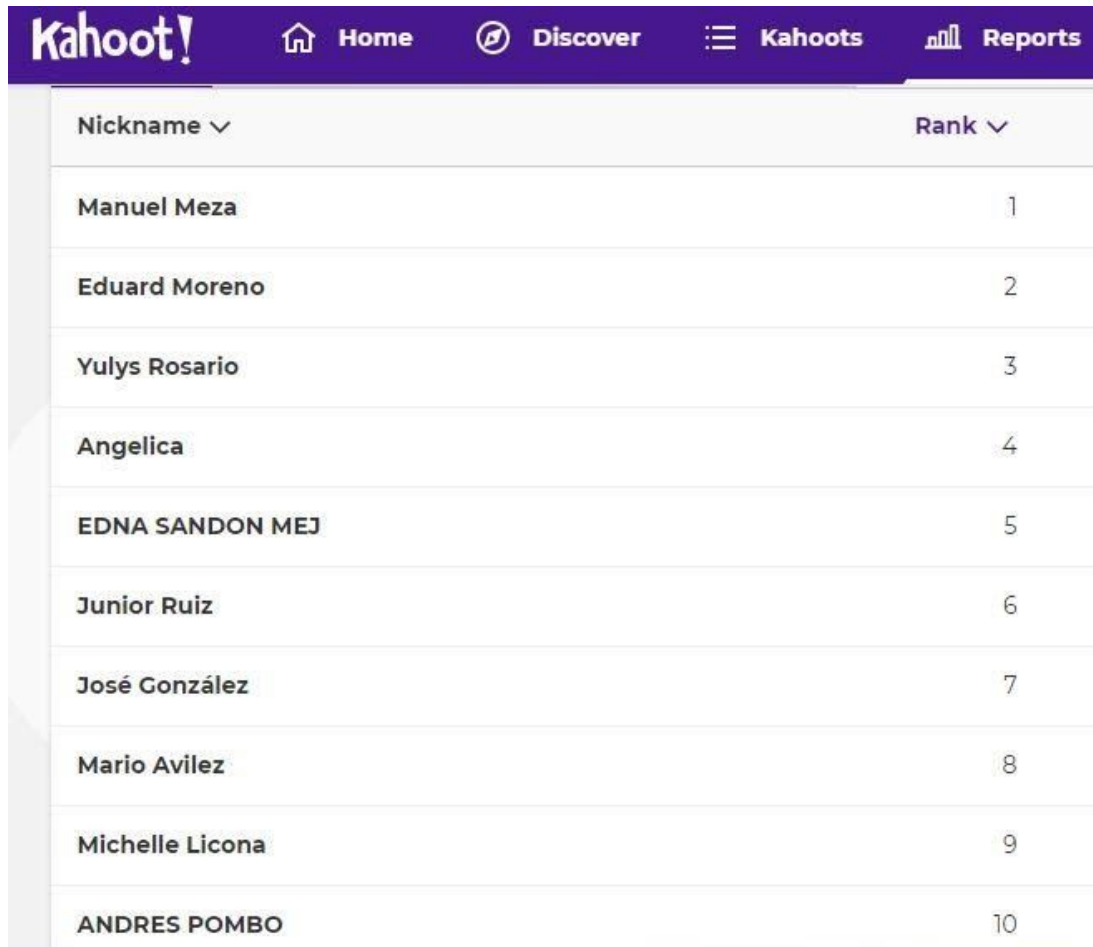
Appendix 4



Appendix 5

The image shows a Zoom meeting window. The main area displays a Quizizz quiz interface. At the top, it says "Go to joinmyquiz.com e ingrese el código 380514". The quiz question is "Dónde puedes encontrar este aviso?" with the text "Today, open for swimming and fishing" below it. The progress is 19/30. A grid of 30 circular icons is shown, with a timer at 37 seconds. The Quizizz logo is in the bottom left. On the right, a video feed shows a woman with the name "Daina Yesmith Sierra Lopez" below her. A "Pantalla completa (f)" button is in the bottom right corner.

Appendix 6



The image shows a screenshot of the Kahoot! Reports page. The header is purple with the Kahoot! logo and navigation links: Home, Discover, Kahoots, and Reports. Below the header is a table with two columns: Nickname and Rank. The table lists 10 participants in descending order of rank.

Nickname ▾	Rank ▾
Manuel Meza	1
Eduard Moreno	2
Yulys Rosario	3
Angelica	4
EDNA SANDON MEJ	5
Junior Ruiz	6
José González	7
Mario Avilez	8
Michelle Licona	9
ANDRES POMBO	10