

**INTERNSHIP AT SABER PRO CROSS CURRICULAR COMPETENCES:
ENGLISH COURSE**

FINAL INTERNSHIP REPORT

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UNIVERSIDAD DE CÓRDOBA

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

LICENCIATURA EN HUMANIDADES: INGLÉS

MONTERÍA-CÓRDOBA

2020 – II

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**INTERNSHIP REPORT SUBMITTED IN FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF ENGLISH TEACHER**

Advisor

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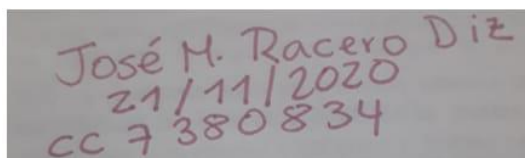
FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

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Love, Jeniffer

ABSTRACT

This internship was conducted at the University of Córdoba in Montería. The purpose of this internship program is to help increase the score of undergraduate students taking the Saber- pro test. Besides, it helped me to get experience teaching English young adults and also to improve my English skills as an English teacher. Several pedagogical concepts were addressed in this paper to develop the teaching and learning process effectively. Since these pedagogies are primordial for the designing of the unit and lesson plans implemented during this process. Moreover, the experience gained through this process helped me to have a practical experience in teaching undergraduate students from different degrees at the University of Córdoba. Finally, being a teacher is a profession that involves going through many challenges such as motivation in students, maintaining interest, incorporating new technologies, evaluation mechanisms, etc. However, it is worth promoting learning in students despite there are certain limitations that surround students such as internet connection and electronic devices.

Keywords: Internship, Saber pro test, University of Córdoba, experience, undergraduate students.

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INTRODUCTION

I applied for the Saber - pro internship as my final degree project, as a result of my experience in teaching. However, I had very little experience in teaching adolescents and adults. I wanted to be able to gain experience in teaching undergraduate students. Thus, I applied to do this internship at the University of Córdoba where I had the chance to work with university students through synchronic and asynchronous sessions. During this internship, I could get involved with undergraduate students for the first time so I am going to document how this process was in this report.

I have grown professionally and learned and acquired several pedagogical elements during this period of teaching. I supported my teaching through the online search of materials, I looked for online pages, strategies, and tools to make a good environment in the virtual classes. In this report, I will highlight some of these experiences.

It was during the second semester of 2020 when I started my internship. For my internship process, I was initially assigned the undergraduate groups I would work with by the pre saber pro coordinator, professor Nohemi Carrascal. Once the groups were assigned, we initiated with a placement test to measure students' current skills and to determine what their strengths and abilities were, especially about answering questions similar to the English test they will find in their soon-to-come test. The chosen university was the university of Córdoba located in Montería. I worked with students of different degrees such as Bacteriology, Finance administration, Health administration, among others. Each group was around 25 students in some cases less than 25. As a consequence of the SARS COVID-19 pandemic, I along with the internship team had to design guides, lesson plans, materials, and

try video platforms to conduct both synchronic and asynchronic sessions to support students' needs. The National Accreditation Council revised a number of aspects that need to be improved in the English section of the saber-pro test. As a result, Reading and vocabulary were the two chosen abilities that I worked on internship the saber-pro to improve undergraduate students' reading skills along with vocabulary to address more accurately as of such section.

This paper presents the most important chapters of this internship. Chapter number one presents the pedagogies in which this project was carried out. Chapter number two describes the methodologies adopted by the teacher during the teaching process in the course of Generic competences. Chapter number three consists of experiences and contributions during this internship. Chapter number four details the conclusions and recommendations, finally chapter five is about limitations that made part of this internship process.

1. PEDAGOGIES

This chapter aims to describe the main pedagogical concepts that support this internship. These concepts were chosen based on the Covid – 19 pandemic and student's needs in Pruebas saber pro simulacrum conducted by a group of teacher and undergraduate students at the university of cordoba.

1.1 E-LEARNING

E-learning or electronic learning is a virtual space for teaching and learning online that allows students to take courses through electronic devices from all whole world. It is seemingly one of the most impressive tools for developing online courses where students acquire knowledge through the use of electronic gadgets such as computers, Tables, or even smartphones.

Authors like González -Videgaray (2007) posed that “E-learning is learning based on information and communication technologies with pedagogical interaction between students and the content, students and the instructors or among students through the web.” (p.83). “E-learning is education that uses computerized communication systems as an environment for communication, the exchange of information and interaction between students and instructors” (Bermejo, 2005, p.145) Moreover, Aldrich (2005) defined it as a broad combination of processes, content, and infrastructure to use computers and networks to scale and/or improve one or more significant parts of a learning value chain, including management and delivery” (p.56) According to this definition, it can be interpreted that e-learning is an approach to teach and learn through a virtual environment that depends on the utilization of electronic media and gadgets or apparatuses for improving admittance to

preparing, and collaboration and that encourages the selection of better approaches for understanding and developing learning.

Learner-centered methods of content delivery allow students the opportunity to control their learning since they require students to take responsibility for their learning by being actively involved in the learning process rather than simply passively receiving information from a lecture (Slunt & Giancarlo, 2004, p.985) Furthermore, Cornelius & Gordon (2008) found that “student-centered learning facilitates by flexibility in content delivery and study strategies, and individual student learning needs were accommodated.” (p.33) E-learning has positively affected the instructive field since its usage has permitted students to trade data and information in a simple manner.

One of the most striking features authors use to classify E-learning is according to their approach. As a result of this, we can find two types of delivering E-learning classes; Synchronous and Asynchronous E-learning.

Synchronous e-learning is a real-time, instructor-led online learning event in which all members are signed on simultaneously and discuss straightforwardly with one another. They deliver and receive information via online virtual platforms, webinars, video, and audio conferencing, etc. In this type of learning, students can express ideas, give their point of view, discuss topics, ask questions, and interact with the rest of the students. Finally, professors can utilize an electronic “whiteboard” to see work in improvement and share information with students.

Asynchronous e-learning is contrary to synchronous e-learning. It commonly occurs intermittently and can be carried out through the use of WhatsApp, forums, e-mail message,

e-books, videos, etc. In this type of learning learners and teachers are not online at the same time. Thus, teachers to log in and update documents, or send information to learners in an e-learning space at any time. In fact, any students prefer asynchronous rather than synchronous, since it is more flexible in terms of time.

1.2 FLIPPED LEARNING

Flipped learning is an approach that requires students to learn basic concepts at home through technological tools such as videos, websites, online learning guides, WhatsApp, podcasts, blogs, etc. while the meetings or classes, students share their understanding, put concepts and previous knowledge into practice, do activities and analyze texts related to what they learned. It is important to mention that a flipped classroom may induce an additional demand on students as it enhances the appeal on the self-regulated learning capability of students. Although some researchers presume that this can contribute to good results in terms of academic achievement and self-regulated learning skills of students (e.g., Lape et al., 2014).

However, Bloom's taxonomy in flipped learning has changed the organizing of the cognitive skill; remembering and understanding skills are usually developed in class. Teachers create learning guides that students can get information about what they are going to do. In this approach, these skills "remembering and understanding" are developed at home. For example; the teacher provides a learning guide where there a number of pedagogical concepts and information thus, students prepare for in-class activities; watching videos, reading lectures, and preparing questions for the teacher. Moreover, cognitive skills such as applying, analyzing, evaluating, and creating are carried out in class where teaching can evaluate how much students learned at how and help students to develop activities about the previous

knowledge. In other words, the instructor prepares adequate word activities in classes while students are free to perform these activities, participate, interact with the rest of the students. In that manner, they are getting involved in academic environment and the instructor is going to test these skills.

In Flipped learning, there are a variety of learning models teachers can use the model that fit the necessities of the course. The most relevant models are the following:

Firstly, the standard inverted classroom. It is the common flipped learning where students are asked to watch videos, watch lectures, and read materials related to the materials assigned to the next class. In class, students do worksheets according to the concepts studied at home. Secondly, the discussion-oriented flipped classroom is a method oriented to discuss concepts in class, share ideas, express point of view thought materials or video assigned by the teacher days before the class. Thirdly, the demonstration-focused flipped classroom. It is an essential model for these subjects that require exactly the memorization of concepts such as math, chemistry, geometry, physic, etc. In this model instructions and materials are given via videos, or recordings in order that students can repeat it to get a better understanding of the information and activities. Fourthly, the faux-flipped classroom is focused on collaborative work between students and the teacher. In class students watch videos about the content, then students start working in groups about the topic while the teacher checks if students understood the content and help students to solve doubts. Fifthly, the group-based flipped classroom seeks that students work in groups sharing their own understating in the activities assigned in-class time after watching video lectures about the topic they have developed at home. Sixthly, the virtual flipped classroom is a combination of virtual classrooms and flipped classrooms. It allows teachers to educate and instruct students in developing the

activities needed to reach the maximum learning levels. It is focused on older learning such as undergraduate students since the flipped classroom deletes time class.

The teacher shares information via virtual platforms and left instructions on it and assigned short individual meets to clarify doubts. Finally, flipping the teacher, or role reversal 2.0 consist of producing videos by students where they are going showing the understanding and proficiency about the concept worked. Here the teacher assesses students' performance, knowledge, competencies, etc.

1.3 LEARNER CENTERED APPROACH

The learning center approach is a teaching method focused on student's interests rather than the teacher's perception of the course. In this approach, teachers are a catalyst, it is a bridge between knowledge and students that transmits knowledge according to the interests, needs, and learning styles of each of the students in the course. (Al-Zu'be, 2013. p.24). Besides, in this pedagogy to create more meaningful learning, students can work in pairs or groups, in this way, the educational environment is more active since the class is the students interact with each other in discussions or debates while developing activities related to the class. Moreover, teachers also assume an active role in the class due to the fact that the learner-centered approach encourages a spirited relationship between teachers and students that allows them to share learning responsibilities.

Furthermore, in a learner-centered approach, there are a variety of teaching methods such as role-plays, games, debates, discussion groups that allow classes to be more meaningful for students. This helps students actively participate in collaborative activities promoting inquiry, discussion, collaboration, creation, reflection, accountability in students. This

method encourages students to consider alternatives answers for a question, solve problems, make decisions, work as part of a team, assess facts, analyze arguments and produce ideas since it helps students to develop life skills that engage them to reflect or think about what they already learned.

2. METHODOLOGY

The function of this section is to define the methodologies and procedures implemented during this internship. Moreover, it provides detailed information about the context and participants.

During this process, I worked with undergraduate students from different careers at the University of Cordoba. It is important to mention that through this process I noticed that some students were more participating than others. As a result, the class was meaningful for those who participated in class. However, some students were shy and quiet in the learning process. Consequently, I implemented other learning strategies in order to motivate shy students to participate in class. Those activities require answers or write words on the chat box or answering through answer garden – an anonymous platform to send answers. It helped me to encourage students' participation while I was checking if students comprehend the strategies explained or the activities assigned by the teacher.

Teachers in charge of the English module saber-pro and interns decided to apply a diagnostic test at the beginning and the end of the learning process since this allowed us to determine the level at which they were at the beginning and end of the cycle. Taking into account, the student's English level. My aim is to develop reading strategies so that students can develop or refine reading skills to answer the English questions in the Saber-pro test. The tasks proportionated in the lesson plans were oriented to fulfill the student's needs. Therefore, I engaged students in individual tasks, group activities, discussing prior knowledge, developing questions while reading, visualizing what they are reading, making predictions about the texts.

Additionally, I also focused on vocabulary learning since I used word games to memorize the new vocabulary learned. To do so, I used technological mediations such as Kahoot, Videos, and Genially presentations to promote learning. These technological mediations facilitate the learning of the content of the class since they show the topics to be developed much more striking, which allows students to be interested in learning them. Besides, I created my virtual classrooms according to each career, as a result, I used to google classroom to students could find a virtual space to send the task assigned, to ask questions, and so on. A virtual classroom helped me to give students feedback and instructions about activities during the asynchronous sessions.

2.1 CHART OF DUTIES

Procedure / action	Goal / Aim	Description	Person in charge	Date
Preparation of the material to be developed during the English module saber pro.	To design and plan synchronous meetings and asynchronous materials.	We met every Saturday for months with our mentors to plan, design, discuss, and propose materials and strategies to be implemented during their internship.	Interns Mentors (Danilsa Lorduy, Martha Paz and José Racero)	August, 8 th 2020
Establishment of rapport and communication strategies	To give a warm welcome in order to set up a suitable virtual learning and teaching environment.	Students were contacted through the academic secretary of each degree and interns were sent welcome messages to students.	Academic secretaries in each degree. Interns	August, 10 th , 2020
Familiarization of Students with the nature of the Saber Pro English Module	To raise awareness of the benefits and the importance of getting a high score in the Saber-pro test.	official information was given to students about the benefits and opportunities to grow professionally when they get high scores at Saber Pro.	Saber Pro Team (Interns and teachers)	August 10 th – 15 th , 2020

Class conduction	To provide students with techniques required to cope (hopefully successfully) with the English module in the Saber Pro test.	Lessons were carried out in two parts: Asynchronous (independent work offline) and synchronous (collaborative work online)	Interns and mentors	August 10 th , 2020
Application of Placement and Final Tests	Determine students' English level prior to the English Module.	Students were provided a test at the beginning and at the end of the module in order to obtain the result of the learning process.	Interns and mentors	August 12 st – 31 st , 2020
Attendance and evaluation lists.	To evaluate students according to their learning process.	According to the student's attendance and the assigned activities, Interns must evaluate if the student approved or did not approve the English module.	Interns Nohemi Carrascal and Danilsa Lorduy	September 5 th , 2020
Self-assessment and reflection about the internship process	To discuss about how was the teaching process and informed decisions about what to do and not to do in the next cycles.	Interns wrote reflections where they self-assessed their performance.	Interns and Mentors.	September, 5 th , 2020
Webinar	An ELT conference about Teaching Online	A webinar session online about how difficult is teaching online and what we can do as a teacher to develop meaningful classes.	Oxford University	September 25 th , 2020
Webinar	An ELT conference about Language assessment literacy	A webinar session online about how to assess language learning through virtual classes.	Oxford University	October 14 th , 2020

3. EXPERIENCE AND CONTRIBUTIONS

Regarding the experience that I gained from this Internship. I consider that It was a fruitful opportunity since I was immersed in a professional context. First, I learned a number of strategies to motivates students in virtual classes which is a challenge since students during the virtual classes tend to be quiet. Second, at the very begging of this process classroom management for virtual classes was not easy to deal with. For example, students were in the online session and suddenly some of them left the session. Thus, I learned to design rules for the class.

This internship was crucial in my professional growth as an English teacher. I was able to performance English classes to undergraduate students which means I learned to deal with adults and interact with professional behavior. I also learned to manage technological mediations such as Google classroom, YouTube, Kahoot, Genially, etc. This part was the most important to me since these tools allowed me to create a learning and teaching environment during my internship process.

The activities carried out during were focused on the development of reading strategies such as memorializing words, matching, fill-in-blank, story complementation, and brainstorming oriented to the following strategies: skimming & scanning, cognates, context clue, and inferences. At the very begging of the internship, students were given a diagnostic test in which the English levels of each student were measured. The results showed that there were students with high and low levels of English. Thus, it was easier for students with an English level to acquire the strategies taught by the teacher. On the other hand, students with a low level of English show interest in the classes. It allowed students to acquire the strategies

worked in class. At the end of the module, a final test was given to students. This test showed the results regarding the acquisition of strategies developed in class. The results of this test showed improvement in all students since the percentage of correct answers increased compared to the initial test.

Figure 1.

Result of the placement test (health administration students) – intership 2020 II

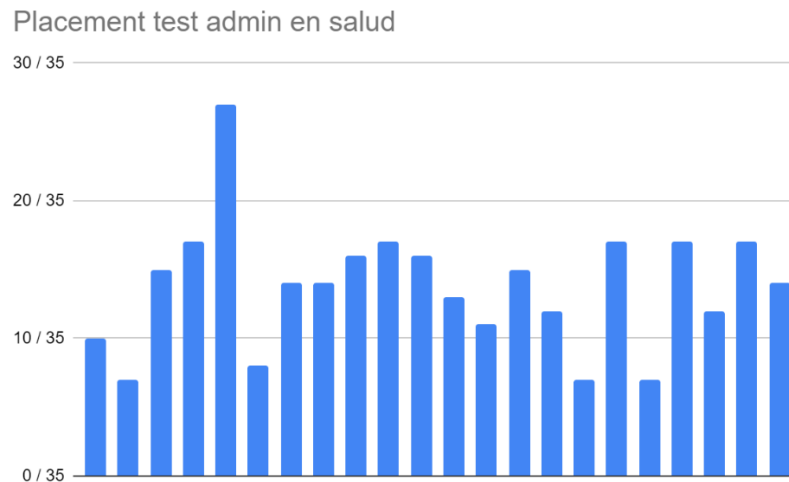
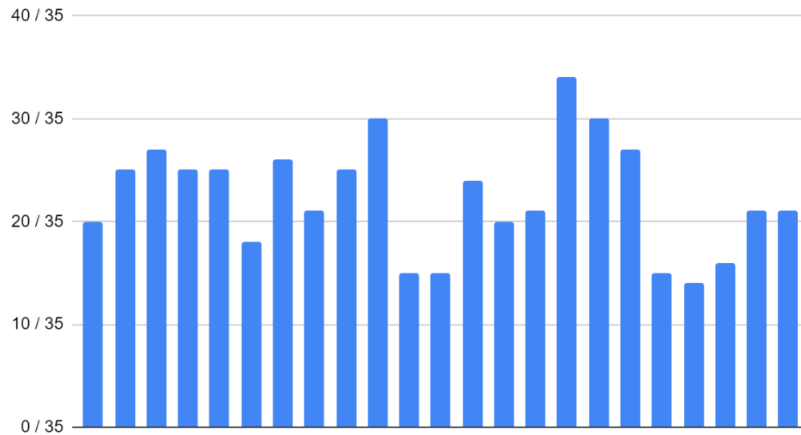


Figure 2.

Results of the final test (health administration students) – intership 2020 II

Examen de salida Admin en salud



The results were positive since most of the students in the placement test were between 10 and 20 corrected answer. However, after the teaching process in the final test students show a great advance most of them were between 20 and 30 correct answers which means that the teaching process was meaningful. Besides, students showed a positive perception of the course and the teacher, see fig. 3, fig.4.

Figure 3.

Results of the course's perception (health administration students) – intership 2020 II

En cuanto al curso:

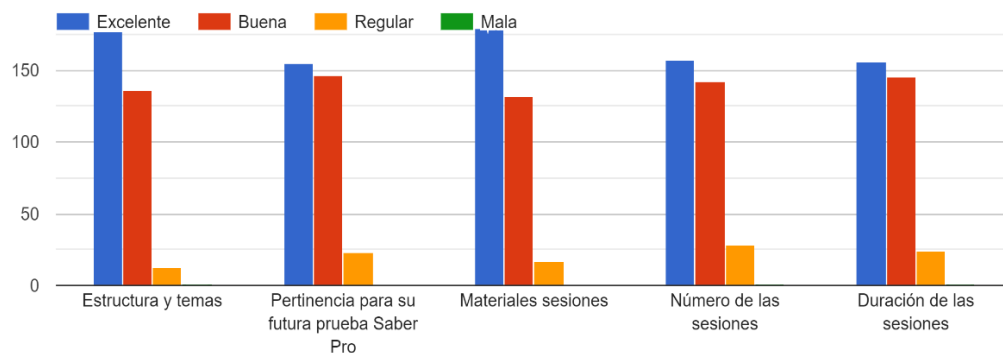
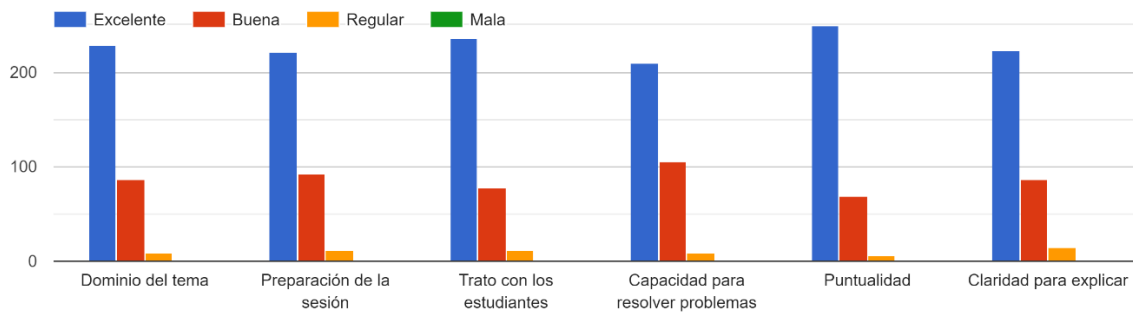


Figure 4.

Results of the teacher's perception (health administration students) – intership 2020 II

En cuanto a su profesor (a)



The students showed a positive perception of the course and the teacher. In addition to that, it was possible to satisfy the student's needs through the methodologies, pedagogies, and the topics worked in class. As a result, the students showed their progress in learning the skills taught.

3.1 LESSON PLAN

Task/Project/Problem	Performance Indicators	Lesson Teaching Points Vocabulary Job, works, and places
Students will read a about places, jobs and works. then, they will take out the vocabulary about jobs and places in order to resolve a crossword with the vocabulary the found in the reading.	<p>Knowing: Identify the meaning of a word by keys in the text and by the grammatical function it has in the text.</p> <p>Recognize the existing grammatical categories in the language to apply them effectively in the meaning of sentences.</p> <p>Doing: Write a short definition about what is mean ideas</p> <p>Find and answer questions related to general and specific information in a text.</p> <p>Being: Interiorizes the importance of mean ideas and skimming and scanning.</p>	<ul style="list-style-type: none"> • Farm • Farmer • Vet • Store • Seller • Secretary • Engineer • Teacher • School • Lawyer <p>Content</p> <ul style="list-style-type: none"> • Main ideas • Skimming and Scanning

INSTRUCTIONAL ACTIVITIES

Warm-up	Resources/Materials	Time
<ul style="list-style-type: none"> • Teacher will replay a video about main ideas and ask the students to give a short definition or example about what main idea is. 	https://www.youtube.com/watch?v=LbO3lRXT0ww (Video about main ideas)	15 minutes
Core activities		140 minutes
1. Students will do an activity with 4 exercises about main ideas and supporting ideas.	Word document	
2. Teacher will ask students to give some characteristic about Skimming and scanning in order to give a summary and solve doubts about new strategies “Skimming and scanning”	Google form https://forms.gle/nGwoWDRhnXx9Uywu8 Word document	
3. Students will read an article then; they will use the strategies to answer some questions about the text given.	Word document	
4.	YouTube music	
5. Breaktime (15 minutes) Music to relax	Word document	

6. Students will read 2 text where they have to apply the strategies worked in classes to answer the questions. (skimming and scanning) 7. Students will watch a video about Job, places and works.	https://www.youtube.com/watch?v=WciW_D7G2So	
Closure <ul style="list-style-type: none"> The teacher gives recommendations and suggestions according to the strategies worked in class, in addition to that the students will receive their respective feedback and end the class with a phrase from Maria Monterrossi. 	Meet session Phrase- motivation	15 Minutes

3.2 LESSON PLAN EXPLANATION

A lesson plan is a teaching guide that is used to structure a class whose purpose is to develop cognitive skills in students through the teaching and learning of a specific topic.

According to Spratt, Pulverness, & Williams (2005) a lesson plan is:

A set of notes that helps us to think through what we are going to teach and how we are going to teach it. It also guides us during and after the lesson, we can identify the most important components of a lesson plan by thinking carefully about what we want our learners to do and how we want them to do it. (p. 91)

Bearing in mind, the pedagogies I worked on during this internship I planned my classes to be carried out virtually (E-learning). I focused my classes on reading strategies and vocabulary learning as the example above. It is important to highlight that before starting the synchronous session students had already worked on asynchronous sessions. (a learning

guide related to the topics to be developed in the synchronous session). In this lesson plan, the purpose was to teach two reading strategies: main ideas and skimming and scanning. Therefore, the lesson plan illustrated previously consist of three main components such as warm-up, core activities, and closure.

WARM-UP

This stage is one of the most essential parts of the learning process which helps to subtly introduce the topics that will be developed throughout the class. The warm-up of this lesson plan consisted of an animated video. It was about one of the main topics in this lesson plan "Main ideas" after the video was played, the teacher asks the students to give their own definition of main ideas and how to identify them in a text. In addition, the teacher also asks for examples of the locations of the main ideas. This activity was carried out with the purpose that the students had a brief knowledge of what the main ideas are and what their importance is in a text.

CORE ACTIVITIES

In the core activities, the use of the center learner approach can be appreciated since they focus on student learning. The core activities worked on in this lesson plan based on reading strategies that can help students to resolve questions in the saber-pro test or in others word based on their needs. Activities such as number one in the section of core active were develop collaboratively since there were long text to read. Thus, teacher asked three students to read the text, each of the students should read a paragraph of the text while the rest of the class were listening their partner. During this lesson students were actively participant in the class since they read, they resolved doubts, and did activities in the class time. Moreover, there

were a break time in the middle of the class due to the class lasted three hours and the were reading most of the time. The purpose of this activity was to allow students to take a break since the classes required a lot of attention. Therefore, it helped the students to keep active in the class, and the learning to be strengthened.

CLOSURE

The closure is the last part of the lesson plan since not only helps students to organize the strategies learning developed during the class, but it can also be used as a reflection space where the teacher provides details and alternatives about how to improve their reading comprehension. Students reflect on the strategies and also measured their weaknesses and strengths. Finally, the teacher closed the class with a phrase that helped to motive students to keep learning reading strategies provided by the English module Saber-pro.

TASK

Finally, In the main task of This lesson plan, students were asked to read a text which contains vocabulary related to the ones they learned in the class. In this task, students must use skimming and scanning strategies to be able to answer seven questions that the text provides. In other words, through this task, the students will be evaluated for the correct use of the reading strategies and vocabulary learning.

4. CONCLUSIONS AND RECOMMENDATIONS

Being a teacher is a profession that requires playing many roles during the teaching process. Therefore, they must face the challenges that arise in the classroom. In my teaching experience at saber-pro cross curricular competences helped me to understand the role of teaching, the role of the students, designing and conducting classes in e-learning as a virtual space. On the other hand, this internship determined that the strategies taught throughout the course were positively acquired by the students since in the final test the students showed great progress according to the results.

Regarding my experience futures, interns should take into account that for a virtual course a good internet connection is required to keep active while the class is conducting. In addition to that, in a virtual course is vital a good teacher's performance keep the students in active participation since virtuality is something we are not used to and it is very easy for students to lose concentration thus, participation keeps students focused on the learning process. As a result, I suggest the use of the learner center approach due to it makes an excellent combination with a virtual learning environment allowing the classes to develop successfully. However, flexibility in this course was crucial especially for those students who lived in rural areas. As a consequence, I suggest recording the class given or design activities that fulfill the student's needs.

5. LIMITATIONS

The limitations I came across this were the lack of internet connection and technological resources, the intermittent energy in rural zones even on Monteria, and the lack interaction.

Firstly, the lack of the internet connection is one of the biggest limitations during an eLearning process. During this internship students from rural zone from Monteria found difficult to log in the synchronic sessions due to the lack of signal in that area. Therefore, this population was only part of the asynchronous process of the module. Furthermore, Virtual sessions requires of technological resources which was not at hand to a number of students who did not have their own computers, cell phones or tables. For this reason, students logged late into the sessions or logged in with other e-mail or names.

Secondly, the energy in Monteria and its surroundings is intermittent. This fact caused that the students could not end most of online sessions as it should be or event could not log in the class. As a result, students sometimes got lost in the during the learning process since the synchronous classes were developed in order to solve doubts online and learn more about the strategies worked on the asynchronous class. As a consequence, students were forced to ask the teacher for information or details during non-working hours.

Thirdly, throughout these sessions, the students remained with their cameras turned off, which did not allow us to identify if the student was really paying attention to the class. Therefore, the informality was reflected during the classes since it seems that the teacher was speaking to herself on certain occasions. Thus, it was more difficult to identify the students who were not participating in class due to some of them never opened the microphone or the to participate.

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APPENDICES

Appendix 1

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS
Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés
Comité de Práctica Pedagógica
LESSON PLAN 1

STUDENT TEACHER: Jeniffer Bello Berrío **University:** University of Córdoba **Careers:** Bacteriology G1 & G2, Finance administration. **HOURS/WEEK:** 3 hours – 1week **UNIT TITLE:** Strategies to read a text **LESSON DATE:** 11/08/2020-12/08/2020-14/08/2020 **TIME:** 10-1 and 6-9 **hours:**3 hours

TASK/PROJECT/PROBLEM	PERFORMANCE INDICATORS	Lesson Teaching Points
<p>students will do a placement test in order to know in which English their level.</p> <p>https://forms.gle/afn1joCzES4xhvPk7 (Placement test)</p>	<p>Knowing</p> <p>Identify the types of texts and their structure.</p> <p>recognize in a text the theme, main idea and secondary ideas.</p> <p>Doing</p> <p>Understand and classify the different parts that make up a paragraph.</p> <p>Uses prediction to identify the content of a text from words, pictures, images.</p> <p>Being</p> <p>Recognize the importance of reading strategies.</p> <p>Demonstrates knowledge of the structure of descriptive and explanatory text.</p>	<p>Lesson Teaching Points</p> <p>General vocabulary</p> <p>Nouns</p> <ul style="list-style-type: none"> • Animal • Banana • Radio • Perfume • Bicycle • Car • Taxi • Boat • Canoe • Factory <p>Adjectives</p> <ul style="list-style-type: none"> • Kind • Automatic • Pregnant • Creative • Romantic <p>Adverbs</p> <ul style="list-style-type: none"> • Correctly • Unfortunately • Finally • Generally <p>Content</p> <ul style="list-style-type: none"> • Cognates • Main ideas • Present simple • Present progressive

--	--	--

INSTRUCTIONAL ACTIVITIES

Warm-up <ul style="list-style-type: none"> First of all, the teacher will offer a warm welcome to the students, then she is going to introduce herself. 	Resources/Materials Word doc	Time 15 minutes
Core activities <ul style="list-style-type: none"> Secondly, Teacher is going to start to ask for personal data such as names, last names, WhatsApp number and Emails. the teacher will show a PowerPoint presentation about what Icfes exam is? What is this exam important? What are the benefits to get a high score? And the teacher will motive the students to get a nice score in the Icfes exam. Time for questions The teacher will explain the methodology of the module (synchronic and asynchronic sessions, google classroom participation, the placement test) Break time (10 minutes) The class will start with an explanation about what cognates is and its rules, then teacher will ask to students to give some examples of cognates according the explanation given. Students will do an online activity about cognates. 	PowerPoint presentation (Icfes presentation) PowerPoint presentation (Cognates) Online activity https://www.englishexercises.org/makeagame/viewgame.asp?id=14492	140minutes

<p>Closure</p> <ul style="list-style-type: none"> The teacher will give a brief explanation about what the next class will be about and left the asynchronous material for the next class on google classroom. 		<p>15minutes</p>
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<p>ASSESSMENT: Attendance Participation Placement test</p>
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Appendix 2

LESSON PLAN 2

STUDENT TEACHER: Jeniffer Bello Berrío **University:** University of Córdoba **Careers:** Bacteriology G1 & G2, Finance administration. **HOURS/WEEK:** 3 hours – 1week **UNIT TITLE:** Strategies to read a text **LESSON DATE:** 19/08/2020-20/08/2020- 21/08/2020 **TIME:** 10-1 and 6-9 **hours:** 3 hours

Task/Project/Problem	Performance Indicators	Lesson Teaching Points
Students will read a about places, jobs and works. then, they will take out the vocabulary about jobs and places in order to resolve a crossword with the vocabulary the found in the reading.	<p>Knowing</p> <p>Identify the meaning of a word by keys in the text and by the grammatical function it has in the text.</p> <p>Recognize the existing grammatical categories in the language to apply them effectively in the meaning of sentences.</p> <p>Doing</p> <p>Write a short definition about what is mean ideas</p> <p>Find and answer questions related to general and specific information in a text.</p> <p>Being</p> <p>Interiorizes the importance of mean ideas and skimming and scanning.</p>	<p>Vocabulary</p> <p>Job, works, and places</p> <ul style="list-style-type: none"> • Farm • Farmer • Doctor • Hospital • Nurse • Vet • Store • Seller • Secretary • Library • Secretary • Engineer • Teacher • School • Lawyer <p>Content</p> <ul style="list-style-type: none"> • Main ideas • Skimming and Scanning

INSTRUCTIONAL ACTIVITIES

Warm-up	Resources/Materials	Time
<ul style="list-style-type: none"> • Teacher will replay a video about main ideas and ask the students to give a short definition or example about what main idea is. 	https://www.youtube.com/watch?v=LbO3lRXT0ww (Video about main ideas)	15 minutes
Core activities		
8. Students will do an activity with 4 exercises about main ideas and supporting ideas.	Word document Google form https://forms.gle/nGwoWDRhnXx9Uywu8	140 minutes

<p>9. Teacher will ask students to give some characteristic about Skimming and scanning in order to give a summary and solve doubts about new strategies “Skimming and scanning”</p> <p>10. Students will read an article then; they will use the strategies to answer some questions about the text given.</p> <p>11.</p> <p>12. Breaktime (15 minutes) Music to relax</p> <p>13. Students will read 2 text where they have to apply the strategies worked in classes to answer the questions. (skimming and scanning)</p> <p>14. Students will watch a video about Job, places and works.</p>	<p>Word document</p> <p>Word document</p> <p>YouTube music</p> <p>Word document</p> <p>https://www.youtube.com/watch?v=WciW_D7G2So</p>	
<p>Closure</p> <ul style="list-style-type: none"> The teacher gives recommendations and suggestions according to the strategies worked in class, in addition to that the students will receive their respective feedback and end the class with a phrase from Maria Monterrossi. 	<p>Meet session</p> <p>Phrase- motivation</p>	<p>16 Minutes</p>

Appendix 3

LESSON PLAN 3

STUDENT TEACHER: Jeniffer Bello Berrío **University:** University of Córdoba **Careers:** Bacteriology G1 & G2, Finance administration. **HOURS/WEEK:** 3 hours – 1 week **UNIT TITLE:** Strategies to read a text **LESSON DATE:** 24/08/2020-26/08/2020- 29/08/2020 **TIME:** 10-1 and 6-9 **hours:** 3 hours

TASK/PROJECT/PROBLEM	PERFORMANCE INDICATORS	Lesson Teaching Points
<p>Students will read a text and they have to use context clues to determine the meaning of the italicized word. Note the part(s) of the paragraph you used to help in your selection.</p> <p>Students will read the virus passage; the they have to use the grammatical functions strategy in order to answer the questions below.</p>	<p>Knowing</p> <p>Identify the appropriate vocabulary according to the situation presented in the text.</p> <p>Use the grammatical functions of words to complete a text.</p> <p>Doing</p> <p>Shows understanding of specific language formations to give meaning to sentences in a text.</p> <p>Select the appropriate vocabulary to complete an idea in a text.</p> <p>Being</p> <p>Values the opinion of others.</p>	<p>Content</p> <ul style="list-style-type: none">• Context clue• Gramatical fuctions

INSTRUCTIONAL ACTIVITIES

Warm-up	Resources/Materials	Time
---------	---------------------	------

<p>The teacher will show a pic about a detective</p> <p>Teacher will ask if they know what a detective does?</p> <p>Who does a deactivate do to solve a problem?</p>	<p>PowerPoint presentation</p>	<p>15 minutes</p>
<p>Core activities</p> <ul style="list-style-type: none"> • Explanation about the five types of context clue (with examples) • Students will do a quiz about context clue. • Explanation about grammatical functions. • A short online activity related to grammatical functions. • Break time (Music to relax) • Reading activity about grammatical functions. 	<p>Pdf presentation.</p> <p>https://view.genial.ly/5f5fa010ddb2dc0d8fa52dfc/learning-experience-challenges-genially-sin-titulo</p> <p>Genially</p> <p>Pictures</p> <p>https://www.ucl.ac.uk/internet-grammar/function/ex7.htm</p> <p>(Online activity in class)</p> <p>word document</p>	<p>145 minutes</p>

<p>Closure</p> <p>Teacher will show 5 sentences in disorder or with missing verbs, subjects or nouns. the students will organize and correct them.</p>	<p>PowerPoint presentation.</p>	<p>15 minutes</p>
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<p>ASSESSMENT:</p> <p>Attendance</p> <p>Genially quiz</p> <p>Online activity</p> <p>Participation</p> <p>Texts</p>

Appendix 4

LESSON PLAN 4

STUDENT TEACHER: Jeniffer Bello Berrío **University:** University of Córdoba **Careers:** Bacteriology G1 & G2, Finance administration. **HOURS/WEEK:** 3 hours – 1week **UNIT TITLE:** Strategies to read a text **LESSON DATE:** 31/08/2020-02/09/2020- 04/09/2020 **TIME:** 10-1 and 6-9 **hours:**3 hours

TASK/PROJECT/PROBLEM	PERFORMANCE INDICATORS	Lesson Teaching Points
<p>The final test</p> <p>Students will type a comment in a padlet. They have to write what they learn during the module and what it was important.</p> <p>(padlet)</p> <p>Students will do simulacrum test.</p> <p>(google form)</p>	<p>Knowing</p> <p>Recognize linguistic formations in a text that allow you to interpret its meaning.</p> <p>Understand the meaning of a sentence with the appropriate verbs, words, expressions according to the grammatical tense of the text.</p> <p>Distinguish the different type of texts</p> <p>Doing</p> <p>Use appropriate language to make sense of sentences in a paragraph.</p> <p>Complete conversations using the appropriate language according to the context of the conversation.</p> <p>Being</p> <p>Participates actively in the activities.</p>	<p>Content</p> <ul style="list-style-type: none"> • Ing functions • Making Inferences • Types of texts

INSTRUCTIONAL ACTIVITIES

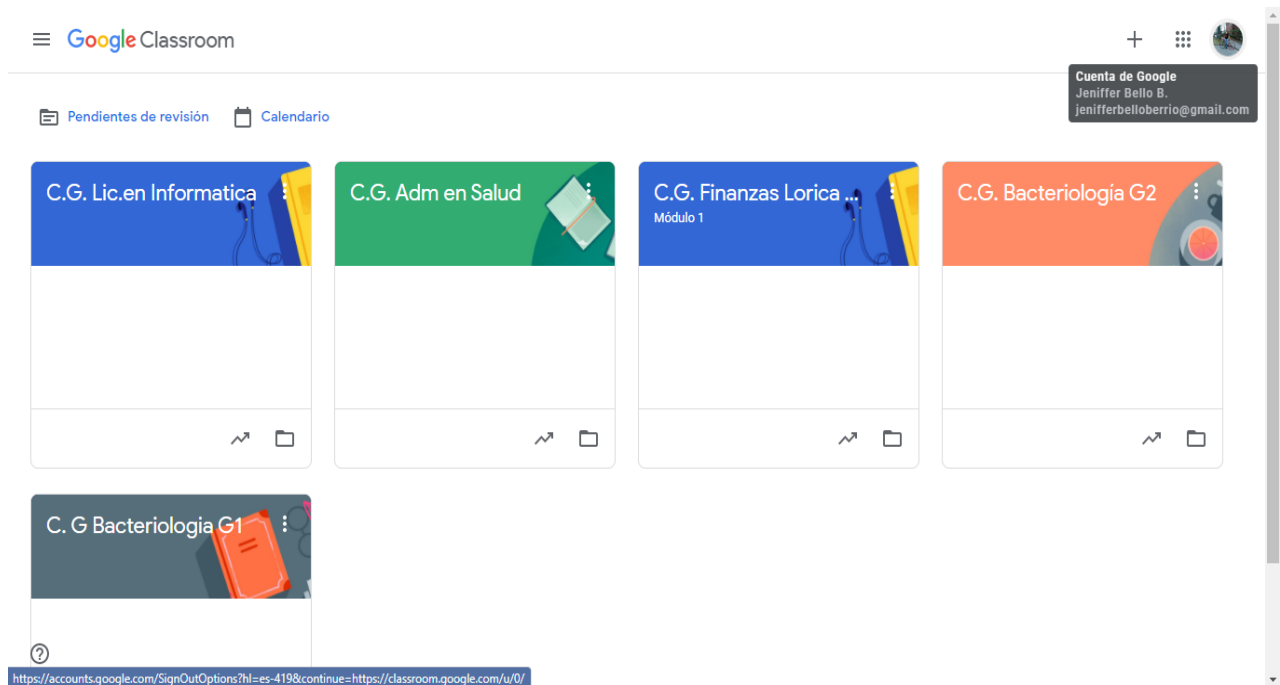
Warm-up	Resources/Materials	Time

<p>The teacher shows 10 sentences in present progressive and ask students to identify the verbs of each sentence.</p>	<p>Genially</p> <p>https://view.genial.ly/5f63a8fbaeba3b0d96cad001/game-genially-sin-titulo</p>	<p>20 minutes</p>
<p>Core activities</p> <ul style="list-style-type: none"> • The teacher will explain the ING functions • Students will do some exercise about ing functions, then TT and SS will discuss the answers. • Break time. • TT will explain the term inference, and who to use this strategy. • Activity time (Read 4 passages and then inferring in order to respond to the questions.) • The teacher will ask the ss if they know that are the type of text in order to introduce the las topic “type of text” 	<p>Genially presentation</p> <p>https://view.genial.ly/5f6398c396e6bf0d97ce2a27/presentation-genially-sin-titulo</p> <p>Aswergarden</p> <p>PDF presentation and answer garden.</p>	<p>145 minutes</p>
<p>Closure</p> <p>Students will do a worksheet about type of text where they have to match the characteristic of the text with the correct type of text.</p>	<p>worksheet</p>	<p>15minutes</p>

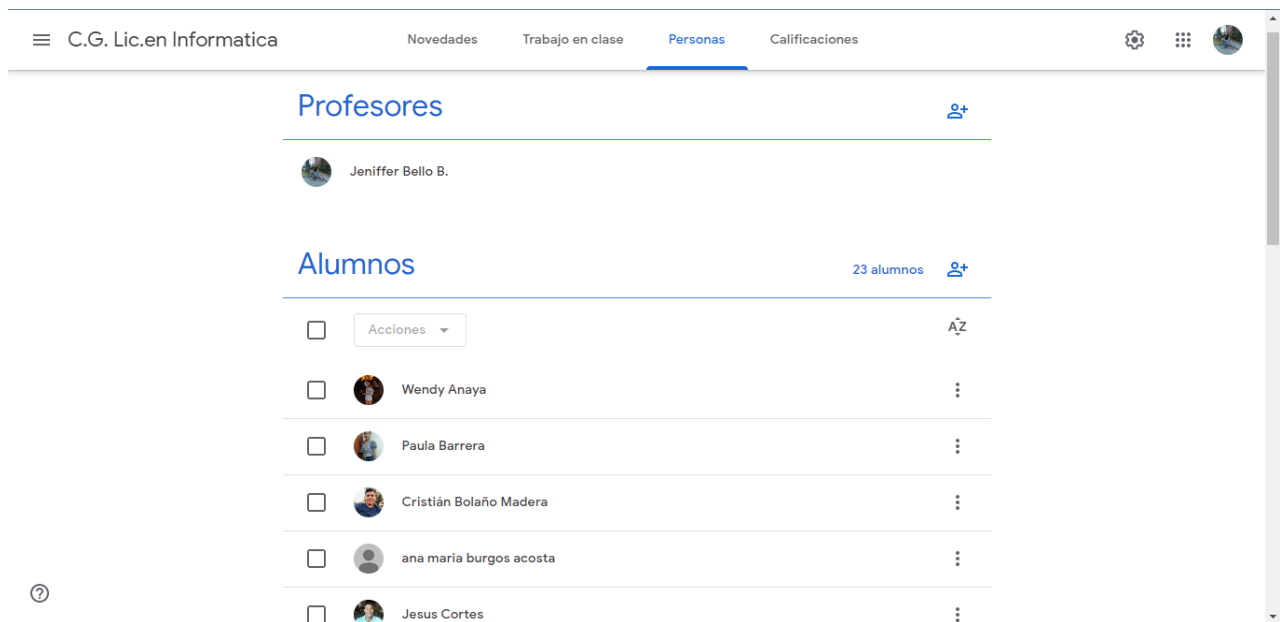
ASSESSMENT:

Attendance, Participation ,Final test Padlet









Appendix 5



Appendix 6





Appendix 7

C.G. Lic.en Informatica					
	Novedades	Trabajo en clase	Personas	Calificaciones	
Ordenar por apellido ▾	23 oct. learning guide 4 de 100	21 oct. Learning guide 3 de 100	12 oct. Learning guide 2 de 100	8 oct. Learning guide 1 de 100	
 Promedio de la clase					
 ana maria burgos acosta	97 Borrador	88 Borrador	100 Borrador	95 Borrador	
 Andrés Farid Díaz Gómez	90 Borrador	0 Borrador	97 Borrador	100 Borrador	
 Andres Sebastian Peña Ch...	90/100 Borrador	97 Borrador	___/100 Entrega tardía	___/100	
 Cristián Bolaño Madera	87 Borrador	98 Borrador	95 Borrador	90 Borrador	
 Cristian Vergara	100 Borrador	90 Borrador	100 Borrador	100 Borrador	
 Dairo Vargas	Sin entregar	Sin entregar	Sin entregar	Sin entregar	
 dairo Vargas	90	96	90	100	

Appendix 8

C.G. Lic.en Informatica

Novedades
Trabajo en clase
Personas
Calificaciones

 Calendario de Google
 Carpeta de la clase en Drive

+ Crear

learning guide 4

Fecha de entrega: 23 oct. 23:...

Learning guide 3

Fecha de entrega: 21 oct. 23:...

Learning guide 2

Fecha de entrega: 12 oct. 18:...

Learning guide 1

Fecha de entrega: 8 oct. 17:00

?

Appendix 9

C.G. Lic.en Informatica

Novedades

Trabajo en clase

Personas

Calificaciones

C.G. Lic.en Informatica

Código de la clase s23sveh

Seleccionar un tema

Subir una foto

Próximas

No tienes tareas para entregar próximamente

Ver todo

Comparte algo con tu clase...

Jeniffer Bello B. publicó una nueva tarea: learning guide 4

20 oct.

Jeniffer Bello B. publicó una nueva tarea: Learning guide 3

15 oct.

Appendix 10

		C	D	E	F	G	I	J	K	L	M	N	O	P	Q	R
SABER PRO		Introduce P para Presente, T para Tarde, J para Ausencia justificada e I para Ausencia injustificada. Puedes personalizar estas opciones en la hoja Tipos de asistencia.														
1	Admon Salud (Vier) G2 Montería 5-6pm	25/09	02/10	09/10	16/10	T	Tarde	Ausencia justificada	Ausencia injustificada							
3	Jennifer Bello Berrio	Vie	Vie	Vie	Vie		T	J	I							
4	Mórelo Martínez, Arellys	P	P	P	P	1234	0	0	0							
5	Narváez Barrios, Yarisel	P	P	P	P	1234										
6	Narváez Sáenz Mariana	P	P	P	P	1234	0	0	0							
7	Negrete Bru, Dayana	P	P	P	P	1234	0	0	0							
8	Nisperuza Beleño Raúl	P	P	P	P	1234	0	0	0							
9	Ortega Maza, Wendy	P	P	T	P	1234	1	0	0							
10	Páez Espitia, Valentina	P	P	P	P	1234	0	0	0							
11	Pastrana Vargas, Cindy	P	P	P	P	123	0	0	0							
12	Paternina Julio, Wendis	P	P	P	P	1234	0	0	0							
13	Paternina Osorio, Juan	P	P	P	P	1234	0	0	0							
14	Petro Doria, Gustavo	P	P	P	P	1234	0	0	0							
15	Ruiz Morales, Marcellano	P	P	P	P	1234	0	0	0							
16	Sáez Villadiego, Aura	P	P	P	P	1234	0	0	0							
17	Soto Mercado, Mario	P	P	P	P	1234	0	0	0							
18	Torres Yáñez, Eva	P	P	P	P	1234	0	0	0							
19	Vega Guzman, Dayana	P	P	X	P	1234	0	0	0							
20	Zumaqué Arias, Claudia	P	P	P	P	1234	0	0	0							
21	Torreglosa Urango, Leo	T	T	P	P	1234	2	0	0							
22	Montiel Alarcón Gretty Luz	P	P	P	P	1234	0	0	0							

Appendix 11

SABER PRO		Introduce P para Presente, T para Tarde, J para Ausencia justificada e I para Ausencia injustificada. Puedes personalizar estas opciones en la hoja Tipos de asistencia.						
1	Finanzas (Vier) G04 Lórica 6-9pm	14/08	21/08	28/08	04/09	Tarde	Ausencia justificada	Ausencia injustificada
2	Jennifer Bello Berrio	Vier	Vier	Vier	Vier	T	J	I
4	Brayan jessith González ruz	P	P	I	I	0	0	2
5	daniel alfonso villadiego orozco	P	P	P	J	0	1	0
6	Daren Jose Pinto Burgos	P	P	P	P	0	0	0
7	Gisselle Paola Perez González	P	P	P	P	0	0	0
8	Jesús Alberto Castillejo Garces	P	P	P	I	0	0	1
9	Jose Luis Alquichire Doria	P	P	P	P	0	0	0
10	Juan Humberto Guevara cantero	I	I	P	P	0	0	2
11	Katherine Samper Massa	P	P	P	P	0	0	0
12	María José Doria Izquierdo	P	P	P	P	0	0	0
13	Paula Andrea Benavides Babilonia	P	T	P	I	1	0	1
14	RICARDO ANDRÉS DÍAZ CANTILLO	I	P	P	T	1	0	1
15	Roberto Carlos Puche Almentero	P	T	P	J	1	1	0
16	ROSEMBER DE JESUS DORIA URANG	P	P	P	P	0	0	0
17	Saidith Delgado Avilez	P	P	T	P	1	0	0
18	Tareen johana tafur ortiz	P	P	P	P	0	0	0
19	Yackelin Paola Martinez Rodiño	P	I	P	I	0	0	2

Appendix 12

PLANTILLA DE VALORACIÓN G4 - Word

Jennifer Bello Berrio

Archivo Inicio Insertar Diseño Disposición Referencias Correspondencia Revisar Vista Ayuda ¿Qué desea hacer? Compartir

UNIVERSIDAD DE CÓRDOBA
VICERRECTORÍA ACADÉMICA
DEPARTAMENTO DE PSICOPEDAGOGÍA
EQUIPO INSTITUCIONAL SABER PRO
ELECTIVA COMPETENCIAS GENÉRICAS

LISTA DE ASISTENCIA Y VALORACIÓN DEL MÓDULO DESARROLLADO

MODULO: inglés

DOCENTE: Jennifer Bello Berrio

PROGRAMA: Finanzas G4

DIA: viernes HORA: 6pm – 9pm FECHA DE SESIONES: 14/08/2020-21/08/2020-28/08/2020-4/09/2020

No	CÓDIGO	NOMBRE Y APELLIDOS	VALORACIÓN	OBSERVACIONES
1	EL1024070	Antonio Carlos Assis Espitia	Aprobado	
2	EL1024070	Brayan jessith González ruz	NO APROBADO	El estudiante no envió los trabajos requeridos, se le hizo el llamado de atención y se le dio una segunda oportunidad de presentarlos y tampoco los envió. Asistió solo a 2 clases.
3	EL1024070	daniel alfonso villadiego Orozco	Aprobado	
4	EL1024070	Daren Jose Pinto Burgos	Aprobado	
5	EL1024070	Gisselle Paola Perez González	Aprobado	
6	EL1024070	Jesús Alberto Castillejo Garces	NO APROBADO	El estudiante solo asistió a la clase final, no presentó trabajos, se le hizo el llamado se le dio otra oportunidad, aun así no presentó los trabajos.
7	EL1024070	Jose Luis Alquichire Doria	Aprobado	
8	EL1024070	Juan Humberto Guevara cantero	Aprobado	
9	EL1024070	Katherine Samper Massa	Aprobado	

Appendix 13

PRESENTACIÓN PRUEBAS SABER PRO MÓDULO DE INGLÉS (Protected View) - PowerPoint

UNIVERSIDAD DE CÓRDOBA
VICERRECTORIA ACADÉMICA
EQUIPO INSTITUCIONAL SABER PRO

INDUCCIÓN INSTITUCIONAL
PRUEBAS SABER PRO
2020

EUL

Diapositiva 1 de 15

Escribe aquí para buscar

Escritorio

5:34 p.m.
23/06/2020

Jennifer Bello B.

Appendix 14

...I was so embarrassed!

"Embarrassed" = Emborrazada?

???

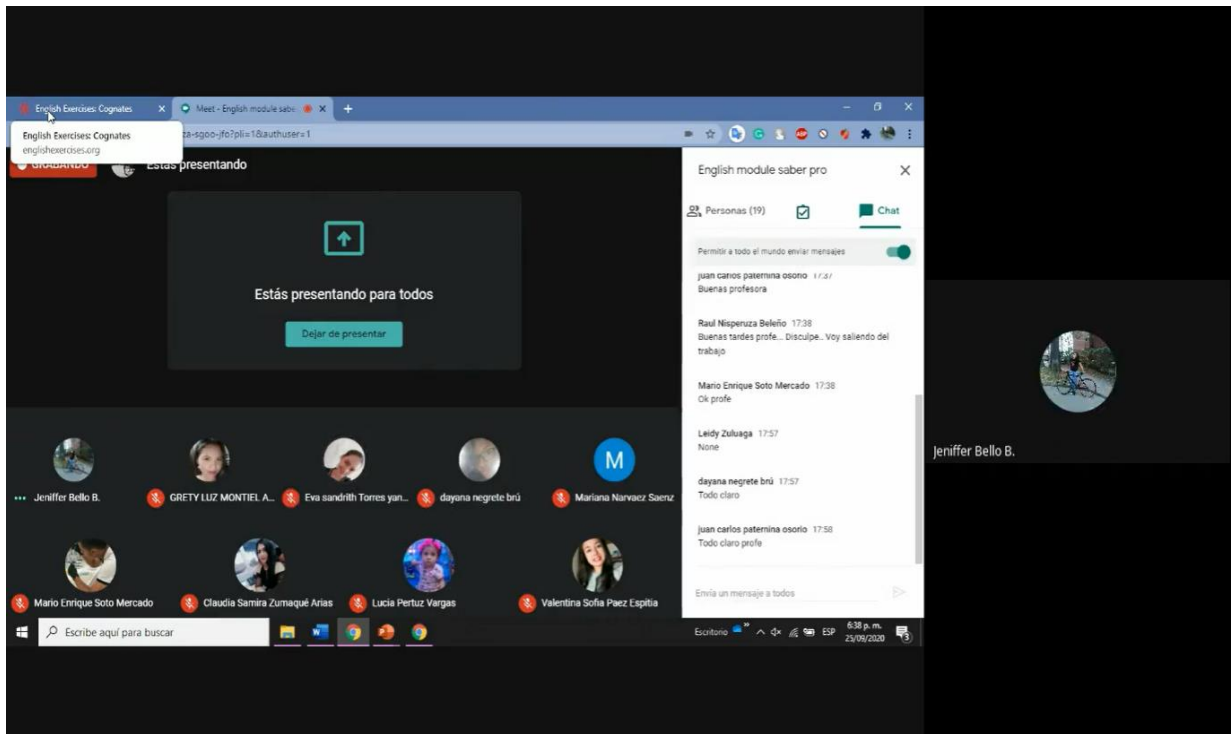
I didn't know you were pregnant!

COGNATES

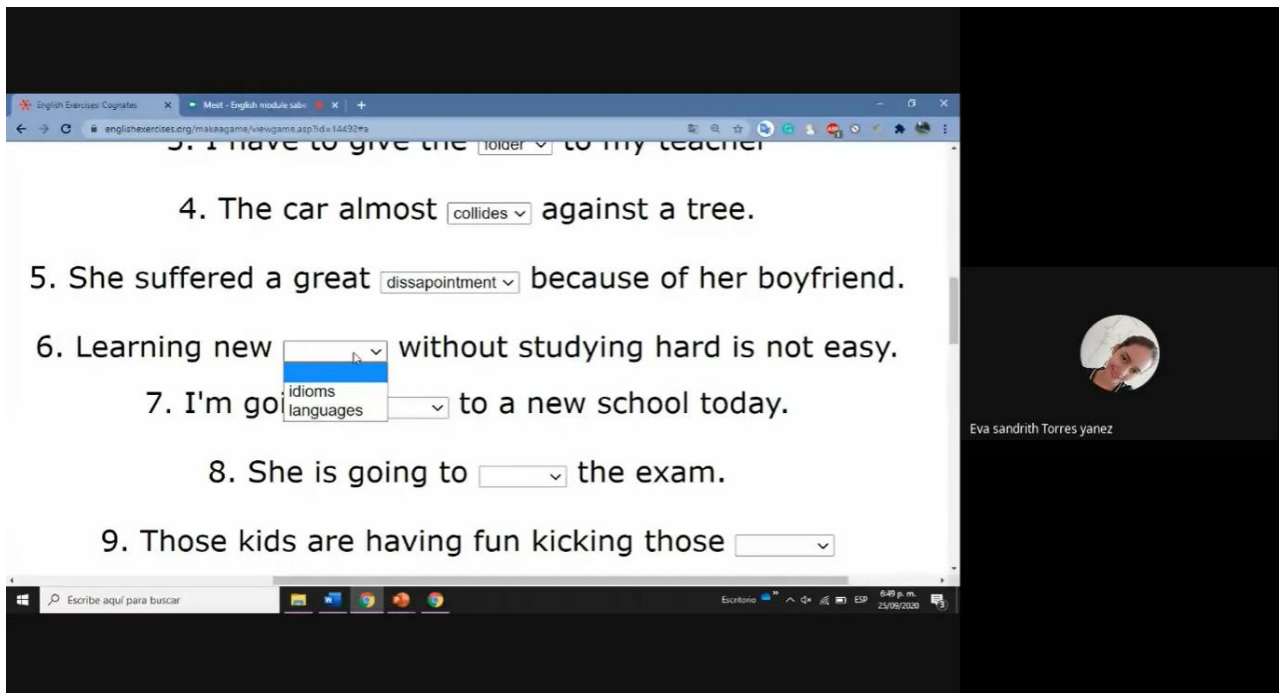
EUL

Jennifer Bello B.

Appendix 14



Appendix 15



Appendix 16

The screenshot shows a Google Meet window with a presentation slide. The slide content includes:

- A red text box at the top: "view, while the last sentence presents a contrasting or opposite view."
- A bulleted list: "To find the main idea of any paragraph or passage, ask these questions:"
- Two numbered questions:
 1. Who or what is the paragraph about?
 2. What aspect or idea about the 'who' or 'what' is the author concerned with?
- A title at the bottom: "Main Idea Practice Paragraphs 1-6"

The slide is displayed within a Microsoft Word window titled "MAIN IDEAS - Word". The Word ribbon shows the "Inicio" tab with various font and paragraph options. The Windows taskbar at the bottom shows the search bar and several open applications.

Appendix 17

The screenshot shows a Google Meet session titled "English module saber pro (2020-10-02 at 16:08 GMT-7)". The interface includes a top bar with the title and a "Presiona [Esc] para salir de la pantalla completa" button. Below the title bar, there's a "GRABANDO" status and a "Estás presentando" indicator. The main area displays a grid of participants' video feeds. A large overlay on the left side of the grid says "Estás presentando para todos" with a "Dejar de presentar" button. The participants listed include:

- Marcellano Ruiz
- Jennifer Bello B.
- GRETY LUZ MONTIEL ALARCON
- Lucia Peruz Vargas
- Mariana Narvaez Saenz
- gustavo petro
- Angie Diaz De Hoyos
- leo urango
- Raul Nisperuza Beleño
- Juan Carlos Pasternina Osorio

The bottom of the screen shows a video player interface with a progress bar at 37:46 / 1:30:20 and various control icons.

Appendix 18

The screenshot shows a Google Meet interface. On the left, a receipt is displayed with the following details:

Date: 11/30/2019	
Tape	1 × \$1.00
Gift Wrap	3 × \$1.00
Pens	2 × \$1.00
Subtotal:	\$6.00
Tax:	\$0.78
TOTAL:	\$6.78

Below the receipt, it says "Thank you!".

The Meet interface shows a "GRABANDO" (Recording) status at the top. A central overlay says "Estás presentando para todos" (You are presenting to everyone) with a "Dejar de presentar" (Stop presenting) button. The participant list on the right includes Jennifer Bello B., GRETY LUZ MONTIL, Eva sandrith Torre, Mariana Narvez S., Esperanza Bel..., Aura Vanesa Saez, and Juan Carlos Paternina. The bottom status bar shows the time as 7:27 p.m. on 2/10/2020.

Appendix 19

The screenshot shows a Google Meet interface. On the left, a PDF document titled "Context clues 001.pdf" is displayed. The text on the page is:

..., the glass might absorb so much acoustic energy that it will **shatter**; the other glasses remain **unaffected**.
To keep healthy, people need to be **active**. If they remain **stagnant**, it could result in loss of vitality and health.

Red arrows point from the word "shatter" to "unaffected" and from "active" to "stagnant", indicating contrast.

Below the text, a large yellow banner reads "3. ANTONYMS AND CONTRAST".

The Meet interface shows a participant list on the right with Juan Carlos Paternina Osorio. The bottom status bar shows the time as 8:59 p.m. on 2/10/2020.

Appendix 20

English module saber pro (2020-10-09 at 16:01 GMT-7)

Pregunta 5/10

Janelle had a sore calf after the race. She rubbed her leg from the knee to the ankle. What does calf probably mean?

hand lower part of the leg muscle

Valentina Sofia Paez Espitia

1:23:28 / 1:53:28



Certificate of Attendance

Oxford Professional Development Webinar

Jeniffer Bello Berrio

Teaching Online

25th September 2020

Duration: 180 minutes

Mary Franklin
Head of Regional Marketing & Operations

OXFORD
UNIVERSITY PRESS



Certificate of Attendance

Oxford Professional Development Webinar

Jeniffer Bello Berrío

Language Assessment Literacy

14th October 2020

Duration: 90 minutes

Mary Franklin
Head of Regional Marketing & Operations