

SABER PRO EXAMINATION ENGLISH MODULE PREPARATION COURSE

FINAL INTERNSHIP REPORT

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**INTERNSHIP REPORT SUBMITTED IN FULFILMENT OF THE
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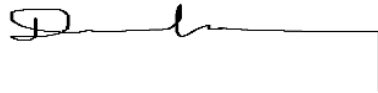
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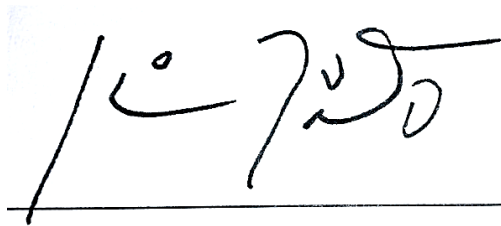
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ABSTRACT

This internship was conducted in Universidad de Córdoba in Montería. The purpose of this report is to highlight my experience in the internship process at the Saber Pro course and remark how these helped to significantly enhance my personal and professional growth as well as my perceptions on the internship once it concluded. The Universidad de Córdoba offers its students the opportunity of implementing their teaching skills in the Saber Pro course whose main purpose is to prepare undergraduate students to take the Saber Pro tests to improve their possibilities of getting outstanding scores, but this is not the only reason why students choose to do an internship but also to gain more experience in the fi

eld with the purpose of becoming better English teachers. Moreover, in this piece of writing, I aim to explain the pedagogies of E-learning, Gamification, and Task-Based Language Teaching (TBL). Which I used to carry out my internship.

Keywords: *internship, Saber Pro course, gain experience, E-learning, Gamification, Task-Based Language Teaching (TBL), Reading Comprehension.*

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1 INTRODUCTION

Teaching has become a challenge in these uncertain times, and teaching English is not what it used to be before the COVID-19 pandemic hit and because of this new scenario teachers have been forced to deal with situations that had not been thought of before, therefore, and beyond complaining about it we have to be resilient and take these difficulties as learning experiences to offer our students a better quality of education of English. The purpose of my internship was to gain more experience by teaching young adults and applying my knowledge of English Language Teaching to help them to enhance their English skills for their incoming National Board Professional Examinations known as Saber Pro Test.

I carried out my internship with undergraduate students of the programs of Health Management, Pharmacy Regency, and Finances and International Business programs from the Universidad de Córdoba - Montería. This internship took place in the first semester of 2021. I had to work with five different groups. Among them there were 53 students of Health management, 35 students of Finances and International Business, and 65 students of Pharmacy Regency in addition the student population's ages range between 23 and 25 years old. The Saber Pro Tests are an official and mandatory exam that students in the last year of undergraduate academic programs in Higher Education institutions have to take to test their competencies. For this reason, the Universidad de Córdoba lead the course of Competencias Géricas whose purpose is to train students with the needed skills to take the SATs, besides undergraduate students have the chance to fulfill their internships in the course mentioned above.

Moreover, in this report I am going to describe the most relevant pedagogies I implemented throughout my placement work such as E-learning, Blended Learning, and Task-Based Language Teaching (TBL).

During my internship process, I had to adapt myself to the new normal standards thus I started working with my students through virtual environments such as Google Meet once we began classes I would use PowerPoint presentations that included the topics, they must learn besides online resources to assess their knowledge and after finishing classes, I took some time to explain to them how to solve the learning guides as well as other tasks.

In the beginning, I wanted to do my internship in my former school, however, most primary and secondary institutions had shut down due to the ongoing COVID-19 pandemic. Thus, I had to change my mind and I decided to take my internship at my alma mater because the idea of teaching classes to university students was something that excited me by the fact that I already had taught children and to grow professionally as a teacher I could not miss the opportunity to teach young adults. On the other hand, this experience contributed somehow to my professional and personal growth and despite the obstacles that crossed along with my internship, I can proudly say that I could manage to finish favorably.

The following paragraphs describe the pedagogical theories I used in my internship, the methodology which shows the type of strategies performed in my virtual classes. In addition, I will present the results, the conclusions, the limitations along with the recommendations I suggest improving future students' internships.

2 PEDAGOGIES

With the hit of the COVID-19 pandemic, education had to adapt to a new normal and educators had no choice but to change the way how English is taught. This chapter contains the most relevant pedagogies I addressed in my internship; approaches such as E-learning, Gamification, and Task-Based Language Teaching (TBL). I chose these pedagogies because I believe they are more suited to meet learners' needs in this current virtual modality. Furthermore, these approaches were a vital part of my teaching process towards my students and helped me to design materials and activities.

2.1 E-learning

E-learning is a method that is based on traditional education but uses electronic resources. While education can take place in or out of the classroom, computers and the Internet are the most important components of E-learning. This pedagogy becomes one of the most suitable alternatives to instruct students because it makes learning easier, simpler and more fruitful as most lessons are now imparted in virtual environments. Moreover, learners can have access to the content and materials anytime and everywhere.

According to COM (2001) “the use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration” with that being said, E-learning is a system of learning that gives students and teachers online access to electronic media to improve learning process in addition allow learners and educators to create an environment of mutual communication and cooperation.

Farid & M.D. (2018) says that “E-learning, which is sometimes also called online or flexible learning, provides convenience for learners to enhance their knowledge, skills and competencies with less cost.” E-learning further than providing flexibility to students, helps learners to understand the contents more accurately, gain more knowledge and acquire new abilities faster and easier. Furthermore, Lee, Hsieh, and Hsu (2011) defined e-learning as “an information system that can integrate a wide variety of instructional material (via audio, video, and text mediums) conveyed through email, live chat sessions, online discussions, forums, quizzes, and assignments”. Therefore, there is a great variety of materials such as videos, audios, e-mails, forums, quizzes, and assignments that can work with educational purposes.

In the words of Andrade, M.S., & Alden-Rivers, B. (2019) “A study has indicated a significant increase in the qualifications offered through the means of distance learning by higher education institutions around the world.” We cannot deny that in the 21st century there was an exponential growth in technology. On the other hand, the use of ICT in education has helped teachers to be more connected with students more than ever and has made education better and more accessible to people. As a result of the increasing use of ICT (*Information and Communications Technology*) e-learning has evolved as a new teaching and learning approach. Many people believe that e-learning will increase access to advanced educational experiences by allowing students and educators to engage in distant learning communities, as well as improve the quality and efficacy of education by fostering a collaborative learning environment. (Apanna & Watson, 2008). However, in many emergent countries, the use of e-learning has introduced a series of obstacles such as technical issues, a lack of internet connection and or computers, and time management

concerns. Moreover, if students or teachers do not have the knowledge and ability to use computers, or technological programs efficiently, they will feel overwhelmed or frustrated when they have to face situations that require the usage of these systems. (Andersson & Gronlund, 2009).

On the other hand, Dutton & Perry (2002) stated that e-learning has benefits such as learners can have access to the resources at any time, the students do not have to attend face to face learning, online courses or materials are more affordable than conventional ones, students can interact with their classmates from all around the world through group discussions and private chats, and learners have access to updated content whenever they choose.

2.2 Gamification

According to Kapp (2012) gamification is “using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems.” Gamification is a game-based learning approach that implements the use of games or game elements. This means that the use of games has the purpose of incentivizing people’s engagement or motivating them to put into practice their knowledge and solve problems. In the same other ideas Deterding & Nacke, (2011) defined the concept as “the use of game mechanics in non-gaming contexts” therefore in this pedagogy people can use games with different purposes and in a diversity of contexts such as in education, business, in-service training, and in the health sector. However, gamification does not fall into the category of gaming. On the other hand, Marczewski (2013) says that “Gamification is the

use of game metaphors, game elements and ideas in a context different from that of the games to increase motivation and commitment, and to influence user behavior.”

Gamification means more than playing games, it is the opportunity for learners to improve their learning process, increase participation, and improve productivity. As Gillett-Swan (2017) stated, online higher education learners have to address more difficulties than students who have to attend face-to-face classes. Therefore, these students manage to overcome problems, for instance, not having a physical learning environment, extra work or family responsibilities, time management issues, and even the belief that they are authentic and independent learners.

2.3 Task-based Language Teaching (TBL)

Task-based language teaching or also known as (Task-based instruction) is a methodology that focuses on the use of authentic language and on asking learners to do meaningful tasks using their target language. Before giving a better idea of what Task-Based Language Teaching is, there is a need to define what a task is:

According to Nunan (1989) “A task is meaning-focused activity. It requires learners to focus on meaning rather than form” Therefore, a task can be any activity that a teacher asks their students to do with the purpose to achieve an objective besides these tasks are focused on fostering authentic language through the use of the language that the students are learning. Additionally, Long (1985) said “A task is a piece of work undertaken for oneself or others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation,

borrowing a library book, taking a driving test, typing a letter, etc. In other words, by “task” is meant the hundred and one things people do in everyday life, at work, at play, and in between” Thus, any activity that is meant to achieve a goal can be considered as a task and tasks can be performed every day in the real world, by anybody. Moreover, Richards, Platt and Weber (1989) suggest that a “task” can be any activity that is performed by a person, but tasks do not always involve the use of language, I mean, you can do a task without talking.

According to Ramirez (1995) “solving these tasks means that learning the target language will be the means to an end rather than the goal itself. This assumes that students will learn the language structures through induction as they focus on task completion and meaning.” Which means that finishing a task will not be seen as a goal because what really matters is that the student learns the target language while completing the task. On the other hand, when learners are constantly sharing information in-between tasks this promotes the perfect space for gaining new knowledge, giving and receiving feedback, associating activities with real-life settings, and creating opportunities to use language (Krahnke, 1987).

Task-based instruction is an approach with many advantages and Ur (1996) explains “advantages of task-based teaching language learning over other approaches are that students are likely to be more motivated if they see an activity as meaningful and as having some relevance to authentic activities which they may be called on to perform outside class.” Here is shown the importance of this approach because we already know that students are more likely to perform tasks that are related with real-life situations, activities that will make them feel eager to learn and motivate them to participate.

2.4 Reading Comprehension

Reading is the capacity of humans to comprehend, interpret, and decode written materials. Reading comprehension, on the other hand, is the capacity to read a text, process it, and understand its meaning, despite the fact that both terms seem identical. Reading comprehension is a process that takes time and practice to develop since reading a text does not guarantee to understand it. It also relies on the kind of text or content because some readings are simpler to comprehend while others take time or more effort.

According to Harris & Hodges (1995, p. 39) “the construction of meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message in a particular communicative context.” As stated, the objective of reading comprehension is to understand the meaning from a written text thus readers build meaning when they create connections between what they already know and what they are reading. In addition, in the words of Anderson & Pearson (1984) the more readers know or read about any topic in particular, the easier it will be for them to link that knowledge with what they are learning and thus understand.

In the words of Kingston (1967, p. 72) “reading as a process of communication by which a message is transmitted graphically between individuals”. The process of reading comprehension depends on the reader's perception of the written symbols (text or message) given by the author, similar to how a poem is interpreted by a reader. In this view, Pearson & Fielding (1991) stated that reading comprehension is considered to occur when readers apply prior knowledge and experiences to make sense of text, frequently providing both the author's and reader's ideas. Moreover, readers' prior knowledge and experiences

play more important roles, and readers' interpretations may differ from the authors' own interpretation when decoding a message.

3 METHODOLOGIES

In the following paragraphs, I am addressing the methodologies and learning strategies that I carried out throughout my internship. Becoming a great teacher is a process that involves a lot of effort, patience, and experience that is gained through the experiences and moments lived by the teacher. An educator must be a person who loves teaching, and someone capable of creating effective environments where students can feel eager to learn and have all kinds of shared experiences. Of course, all educators have their strategies to teach, in some cases, these make them stand out from other teachers.

As a teacher, I am kind, sociable, helpful and a fair person. I am happy to teach and I know I have to work harder to be the teacher I want to be. In my internship process, I had the wonderful chance to work with young adults and since this was a brand-new experience to me, I was nervous at the beginning, I was confident and willing to answer any question my students had. In regard to teaching styles, I would say that during my internship I applied the coaching style or also known as the demonstrator method since in most of my classes I adopted an authority role which means I included multimedia presentations in my lessons or visual activities to motivate students to participate although I know this is not the most suitable method to teach English but under the circumstances, I had no choice but to use this teaching style rather than the hybrid style that is more convenient to teach English.

On the other hand, I implemented a teacher-centered approach because while I was explaining the topics and activities, my students were paying attention thus I fostered individual work in the class. However, this does not mean I did not let them show their communicative skills since I spoke with them whenever possible to give them feedback or solve their doubts.

Due to the COVID-19 pandemic, many schools and higher education institutions in the country had to reinvent themselves; they had to continue working by applying a virtual modality in which students and teachers had no choice but to teach and learn through a screen. Indeed, the Universidad de Córdoba decided that most of the educational community had to adopt the model of synchronous and asynchronous learning, on one hand, in synchronous mode classes were given at the same time, meaning that learners and educators attended classes in real-time but it was great because they could see and hear each other through the screen; but in the asynchronous mode learners take more participation than the educators since it's their responsibility to take this time to study and to be up to date with assignments. Furthermore, I was lucky to monitor my students' advance through the university platform Cintia, and Google Classroom, (*See Appendices # 9 and 10*) which was useful to use because students could have a better performance when turning in the learning guides or other activities in addition, they received feedback and a quantitative grade. (*See appendix # 11*)

During these internships, I had to work with both models. When I was assigned to work with my students, we had weekly meetings for four weeks but this did not work as planned because the protests in the whole country stopped several sectors, among them the education sector. Before the manifestations, I was able to teach two classes with Finances and International Business, Health Management and Pharmacy Regency programs, most of my classmates started by saying hello to my students and then checking the list to take attendance although sometimes I would take attendance at the end of the class, after that, I started showing a PowerPoint presentation about the topic and explained in detail the slides and I used to ask questions to my students to check if they were paying attention and

corroborated by asking them if they had understood but sometimes they just did not say a single word and I had to call them by their names. In addition, I used to ask them to work alone because I believe that independent work has benefits such as you can work at your pace, you are responsible for your own decisions, you can work faster and concentrate easier, etc. However, a few times they worked in pairs and this also helped them to make better progress when performing activities.

Since the virtual modality and the obstacles that arose in my path did not help much, I was not able to perform many strategies to make my classes more enjoyable and meaningful as I would have wished. Nonetheless, I opened spaces for my students to talk about their thoughts on the activities and though the participation was not the best there were always students who gave good contributions to the class. On the other hand, I designed quizzes and I applied them at the end of the class to assess my student's learning. These were online quizzes in which they had to compete with each other by answering questions of multiple options or open-ended questions. The incorporation of this kind of activity was a very good idea for several reasons. Firstly, I could see if my students were understanding the topics that I was teaching them. Secondly, they were having fun and feeling more enthusiastic about participating, and thirdly I could give them feedback when making mistakes and they received the feedback positively and learned from the process. Finally, I have to mention that although the Universidad de Córdoba offered us materials such as worksheets, reading exercises, and others that were available on Google Drive service. I created new materials like PowerPoint presentations, quizzes, and activities which I would later use in my classes. (*See appendices # 6, 7 and 8*)

3.1 Chart of duties

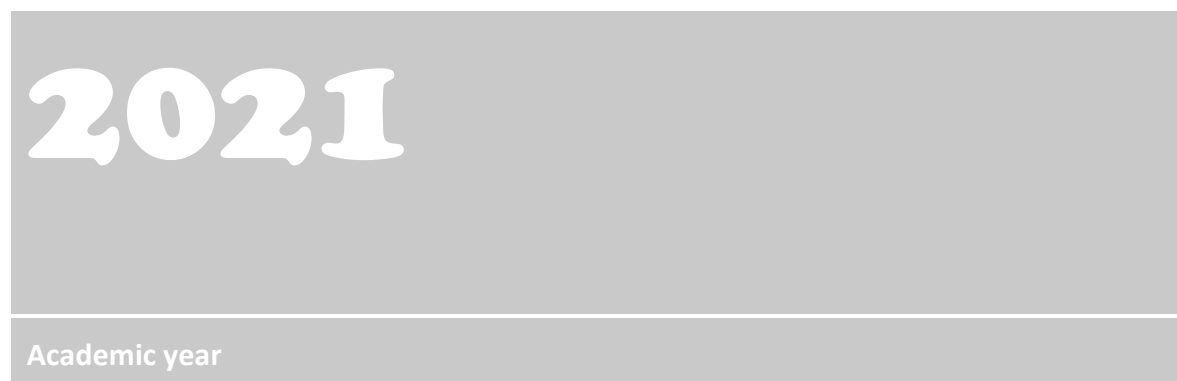
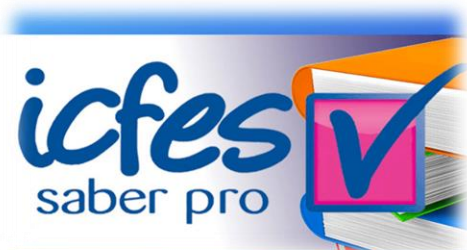


Chart of duties

The following chart contains the most important events that occurred during the first semester of the 2021 internships.



Action	Objectives	Description	In charge of	Outcomes
Preparation of teaching and learning materials and strategies	To help interns to design and plan synchronous meetings with undergraduates	Interns had weekly meetings for over a month with their mentors to plan, design, discuss and propose materials and strategies to be applied during their internship.	Interns, mentors (José Racero, Gabriela Puglieser, Martha Paz, and Yanilis Romero)	Interns improved a strong sense of commitment towards the design and practice of a varied number of materials and strategies during the internship.

Establishment of rapport and communication strategies.	To set up a suitable virtual learning / teaching environment.	Students were contacted by the academic secretary in each degree, and also were sent welcoming messages via email and WhatsApp, according to availability.	Academic secretaries in each degree. Interns	An effortless organization and transition with each assigned group in every cycle, resulting in a proper working environment.
Familiarization of students with the nature of the Saber Pro English Module Date (at the beginning of each cycle with each group)	To raise awareness about the importance of obtaining a good score at the English Module, especially in their professional growth, apart from the benefits offered by Unicordoba to high scorers.	Students were presented with official information about the benefits and opportunities to grow both academically and professionally when achieving high scores at Saber Pro test.	Saber Pro Team (Interns and teachers)	Knowing this information students were motivated to work on the English module, participating during sessions, doing exercises and asking about doubts in each topic
Application of Placement and Final Tests Date (at the beginning and at the end of each cycle)	Determine students' English level prior to the English Module for Saber Pro and compare such level at the end of each cycle	Students were provided with two different tests: a placement test at the beginning of the module and the other one applied at the end of the cycle. That final test provided results about the student's progress and effectiveness of the classes.	Interns and mentors	Results were mixed according to the academic degree. A large number of students showed average scores while a reduced number of Students had low scores.

Class conduction Dates From April 19 to August 23 /2021	To provide students with necessary knowledge and strategies to cope (hopefully successfully) with the English Module at Saber Pro test.	Lessons were delivered in two parts: A synchronous session, usually held on an online platform. Where materials were shared, explained and practiced. Asynchronous stage where students worked independently offline with select materials.	Interns and mentors	Students were able to explore, using suitable techniques and knowledge to face the English module at Saber Pro.

4 RESULTS

The purpose of this chapter is to present the results of the plan lessons and design of activities carried out in this internship. In addition, to remark on my own experience by describing how much knowledge English students had when they started and how they learned and improved once the process finished. In short, I am going to denote learners' improvements in the course, besides I would like to tell my perceptions as an intern and remark both positive and negative perceptions and how these contributed to my professional and personal growth and last but not least to give pieces of advice to future interns.

4.1 Students' improvements along the course

At the beginning of the course all students of the programs of Health Management, Finances and International Business, and Pharmacy Regency had to take a placement test of 35 questions whose purpose was to evaluate the knowledge of English that they had when starting the course of Competencias G nericas. As an example, most of the students of Finances and International Business program (*see figure # 1*) showed an average performance in the results since 16 out of 26 students got more than 18 correct answers in the test, which is above average and only 10 out of 26 students were below the average, which is 17 points. On the other hand, it is worth mentioning that a large number of students took the test but not all the results are included due to reasons that I will explain later.

Note: the number of 18 points above the average was an arbitrary action opted by the Universidad de C rdoba.

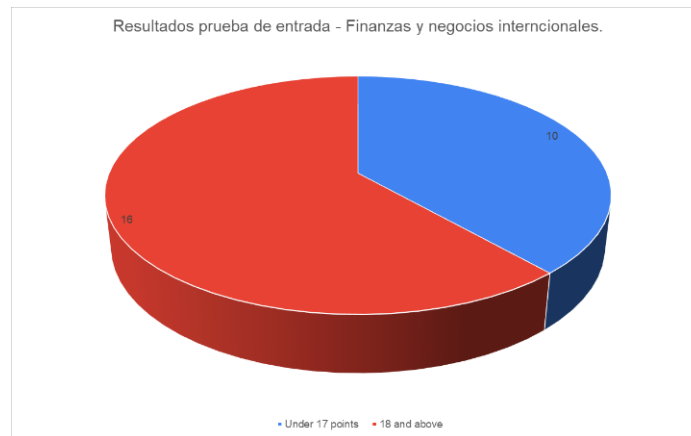


Figure # 1

On the other hand, when the students finished the course of Competencias Géricas they had to present the same test again and although the number of students were lower, there was a significant performance in the results (*see figure # 2*) since 7 out of 9 students were above average which is 18 points and only 2 students were below the average. Therefore, these results show that the course of Competencias Géricas is actually working and it should continue to be implemented to improve students' performance in English.



Figure # 2

Regards to Health Management, contrary to the population explained previously, just 12 students presented the placement test at the beginning of the course and their results showed that 7 out of 12 students were under the average established by the university which means that their proficiency in English was not very good and only 5 out of 12 had an average above 18 points (*See figure # 3*)

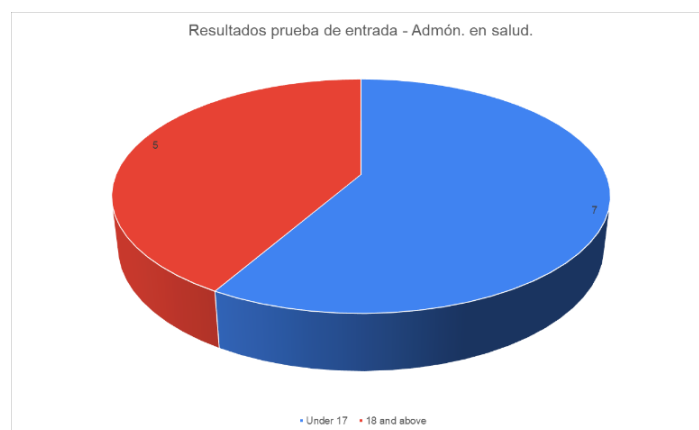


Figure # 3

With respect to the second time that students had to take the test, there is a need to mention that there was an important improvement in the results of the test because 9 out of 13 students had a notable advance in the results, however, 4 learners out of 13 were under the average. With that said, this is a solid proof that puts into evidence the effectiveness of the training course of Saber Pro. (*See figure # 4*)

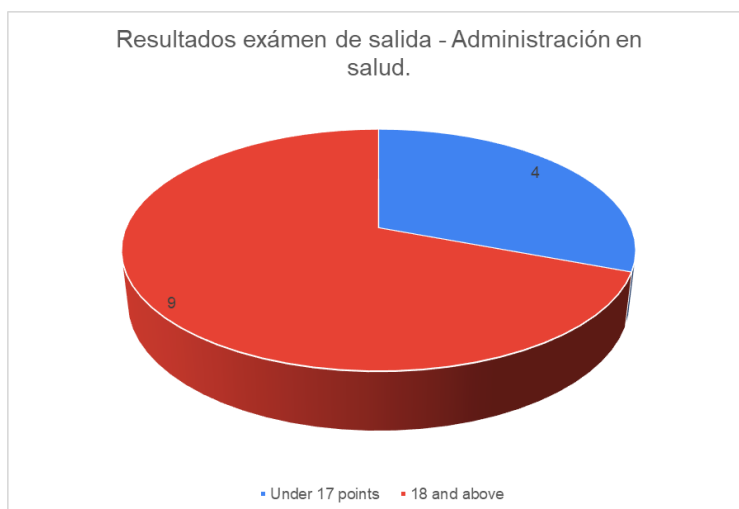


Figure # 4

In order to have a better comprehension of the results is necessary to remark that at the beginning of the course most of the students took the test and this is why in the figures number 1 and 3 the population is larger, but the figures number 2 and 4 show a decrease of students and this is because they dropped out the course for two reasons, in the first place, some of them had not enrolled the subject of Competencias G nericas when starting the course and others will not take the Saber Pro test because of university credits. Thus, there are certain inconsistencies in the number of students. Additionally, the results of the program of Pharmacy Regency are not shown since they had to take the test long before the other programs.

In the following section I will show through statistical data what are the students' perceptions considering two aspects: evaluation of the teacher and appreciation of the course, their answers are divided into four variables: excellent, good, regular and poor. The purpose of this piece of information is to show the efficiency of the course and performance of the intern in the course of Competencias G nericas.

In figure # 5 is shown the evaluation of the teacher considering six important aspects among them are: teacher's mastery of the subject, planning lessons, relation with the students, problem-solving ability, punctuality, and clarity to explain. The variables considered to rate the previous aspects were excellent, good, regular and poor. Therefore, most of the students rated my performance as a teacher as excellent and good.

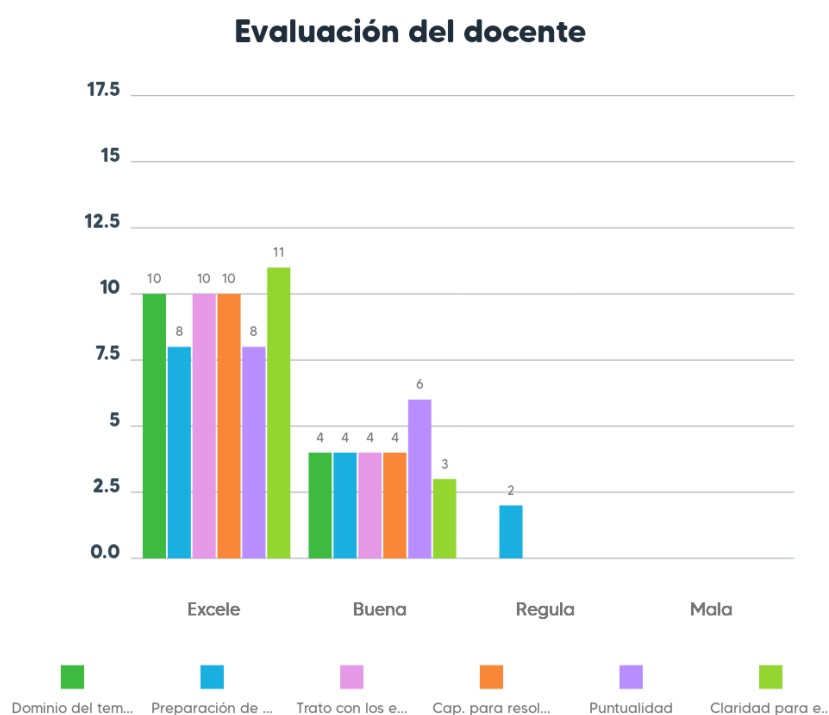


Figure # 5

Figure # 6 shows the appreciation of the course considering five important aspects among them are: structure and topics, relevance of the course for the students' future Saber Pro test, materials of the sessions, number of sessions, and length of the sessions. The variables considered to rate the previous aspects were excellent, good, regular and poor and

therefore most of the students rated the course as excellent and good and no one rated it as poor or bad.

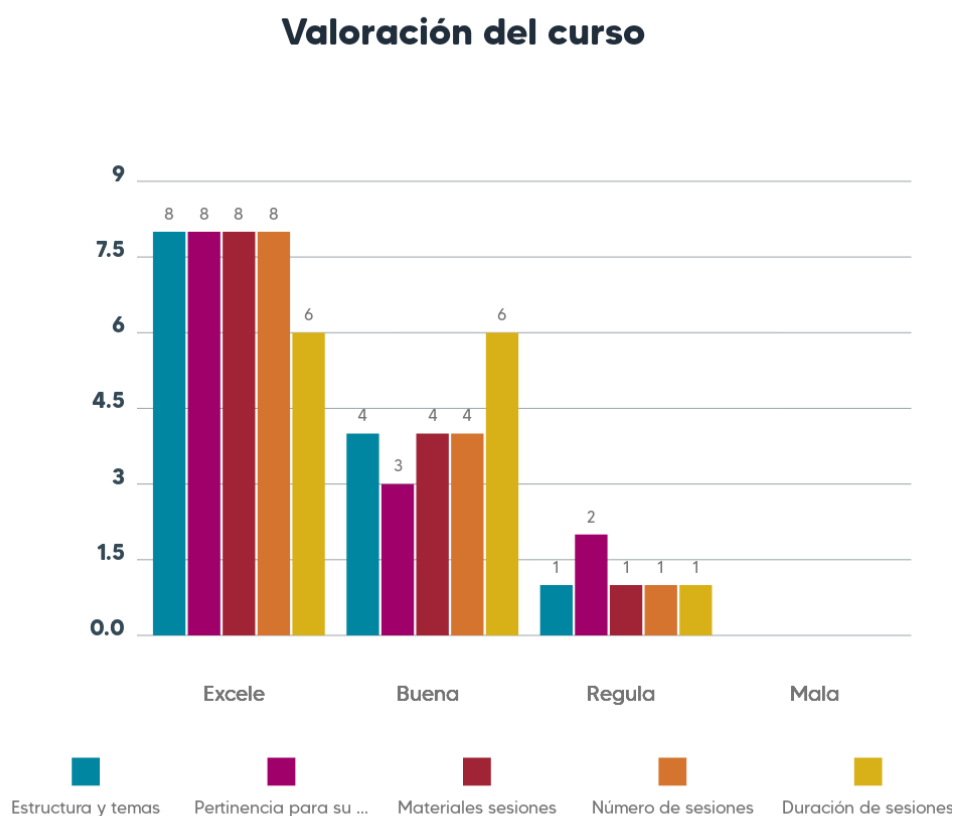


Figure # 6

4.2 Development of activities

The objective of this paragraph is to describe and show some of the most meaningful activities carried out in this internship, most of the activities were orientated to teach and reinforce the knowledge taught by the teacher. It is worth mentioning that these activities are focused on developing the reading skill and acquisition of vocabulary.

The purpose of the course of Competencias G nericas was to improve students' English competence, especially, the skills of reading comprehension and acquisition of

vocabulary. In the first session, I taught every group the topics of Cognates and main ideas. As there was material already designed I just showed and explained the PowerPoint presentation to my students however in order to check students' knowledge, I decided to ask questions related to the topic and then I did a quiz about cognates in which they answered the questions right, this showed that they had understood the topic successfully besides as assignment I asked them to write down a 200-hundred word letter in which they had to talk about why they chose to study their program and put into practice what they learned in the class. (*See appendix # 1*)

Besides implementing activities that fostered new vocabulary the students had the chance to show their performance in regard to reading since during the four sessions we learned and practiced with several techniques that aimed to improve this skill, for example, in the second session of the cycle we worked with skimming and scanning and to develop what they learned we did activities of reading where they had to search specific information and answer questions, of course, using either scanning or skimming. (*See appendix # 2*)

But did the techniques work? What do the results show? Well, during the four sessions I taught the following topics: how to grasp main and secondary ideas, scanning and skimming, context clues and grammatical functions, Inq forms and making inferences. Thus, these topics are directly related to the improvement of the reading skill and the way how I can see that students fully understood the topics is through the results shown in the learning guides that they had to turn in as academic commitment. (*See appendix # 5 and 6*)

On the other hand, many times I liked to implement quizzes at the end of my lessons as closure activities because I needed to assess what the students had learnt besides most of

them found quizzes as an entertaining and meaningful way to close the class. (*See appendix # 3*)

4.3 Professional growth

I would like to mention that this internship meant a lot to me for many reasons. Firstly, interacting with my students and knowing about their needs and issues taught me to be more flexible and understandable with them. In addition, these 2021 internships presented challenges for us the interns; having to design lesson plans and activities while attending other assignments was not easy to overcome but I eventually managed to organize myself and brought off with time management which helped me to prioritize my professional and personal goals on time. As I am a shy person, talking to university students was something that terrified me at the beginning but as time passed by, I integrated more and more into the group, my confidence improved which consequently helped me to be more open with my students and gain their trust. On the other hand, one of the most important things that I take from this internship is that having the opportunity of teaching undergraduate students helped me to reconsider making a change regarding the way how I teach English, this made me reflect upon the current pedagogies I use to teach my students since perhaps I was not using the correct teaching pedagogy.

4.4 Lesson plan

One of the lessons plans I implemented in my internship classes was related to Cognates and main ideas. (*See appendix # 4*) This lesson was designed following the principles of e-learning since the whole class was thought to be implemented in a digital environment and besides, I used a game to engage students with the topic. I believe this was one of my favorite lessons in the course because it was the first encounter I had with my students and generally the first experiences are the most remarkable, and the ones that touch you the most. I also think this was one of my best lessons because when developing the activities, the students were very participative and used their communication skills to express their thoughts, it is worth mentioning that although their proficiency to produce speaking was not the most accurate, they tried and that is what matters. This lesson plan was carried out as any other lesson plan, I mean, it started with a warm-up activity that was the quizziz they played at the beginning of the lesson, in the core activities they also had to do a worksheet with exercises of cognates but in this activity, they had to work alone because one of the things I like to do when planning is to foster individual work in my classes.

On the other hand, one aspect I did not consider in my lesson plan was to time the activities for this reason we could not finish the activities as planned thus there was not a closure time and that was a little disappointing but this taught me to make time management as one of my main concerns when teaching classes.

4.5 Pieces of advice for future interns

Hello there, my dear interns, my name is Víctor Gómez and I am honored to be part of your inspiration to complete your final report. If you are reading this paper, it means you made a great choice at taking this internship as your degree project and I want to congratulate you on this significant milestone. As a former intern, I had the wonderful chance to learn a few things along the way that will enhance my strengths and weaknesses as a future educator and will make me a better teacher in the long run. Keep in mind that there may be times when you want to give up or have regrets, but the greatest thing you can do (and you will thank me) is to persevere and learn from the experience because where there is a will there's a way.

I also want to tell you that one of the best rewards I received from this internship was not fulfilling the process, but rather the ability to help and share what I knew with my students, and as a piece of advice, learn to appreciate quality over quantity because if you teach many students and only three or two achieve to learn something, that should be a reason to feel proud of, I personally think that is one of the most rewarding experiences you will ever have. Remember that this is about you and the people you are educating and helping to grow, you should be passionate about what you do and teach from the heart as well as the head.

5 CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Concluding this internship has been a big achievement in my long long-term goals list. I'm happy to say that I learned to be a more productive teacher and this internship helped me a lot to reflect on the flaws that I have as a teacher of English and made me realize that I need to make improvements in my teaching style, especially if I want to aspire to be a role model for my future students and colleagues. Nevertheless, my students were the engine that drove me to keep on going, and certainly, without their insights, I do not think I would have been aware of my strengths and weaknesses.

As part of the students' outcomes were shown previously, it is worth mentioning that students showed a significant performance not just in the delivery of the learning guides and the final test results but also in other activities that fostered reading comprehension. It is important to highlight that the statistical data are just my personal estimation of the results and any final conclusions are at the readers' discretion. On the other hand, the implementation of ICTs helped to cope satisfactorily the current situation (synchronous and asynchronous meetings) in addition the approaches here implemented helped in the design of lesson plans, materials and activities therefore these pedagogies were crucial part to build the bases of this course.

5.2 Recommendations

Concerning the development of the course and with the objective of providing a better experience of internships for future interns, I would like to give some recommendations that in case of being executed will open the doors to more interested students in taking part in this process.

One of the concerns that an undergraduate student may have it is not knowing what degree project to apply for and this is because there are no instructional workshops that explain to students: what are the most suitable options to choose, characteristics of the degree projects, their advantages and disadvantages or things like that. I think this is very important to address because many students barely know what an internship or diplomado is and if they know it is little. Therefore, my recommendation is that the English program in collaboration with the Saber Pro committee create instructional workshops to put the students in the picture of the degree projects. Besides, these workshops should be implemented at least some time before students finish their penultimate academic semester. I suggest a reorganization or addition of contents in the curriculum of the course of Competencias G nericas because I think that the topics that students need to learn are not enough, and not to mention that skills like writing or vocabulary acquisition are not covered in the course and as we know they are integrated into the Saber Pro test. Furthermore, I think that the learning guides should include exercises that are more related to the format or kind of questions that are asked in the Saber Pro test.

6 LIMITATIONS

There are ups and downs in every transformation process and focusing on the obstacles should be the perfect opportunity to look for a solution to solve them instead of complaining. The goal of this paragraph is to discuss in detail those limitations that happened throughout my internship process in 2021 and provide solutions for the better of the course.

One of the issues that began long before the internships was the hit of the COVID-19 pandemic, which drove many of us to adopt new strategies for teaching English, and while many people did not like the notion of studying in a virtual environment, we had to work no matter what. On the other hand, there was inadequate management of the information that had to be supplied at the start of the process because we were not provided with the lists of the students who would be our students, which consequently slowed down the start of the cycle as planned, thus, my suggestion is to make a call to the staff (secretaries) who are in charge of every program and provide them with the help they need to make the process better and faster for future interns.

In other circumstances, the rise of a series of ongoing protests that began on April 28, 2021, caused the cycle to be interrupted, thus the students stopped attending classes and this altered the normal functioning of the established schedule; additionally, when things appeared recovering, only a very few students attended classes and this was certainly discouraging due to the uncertainty of not knowing what would be of the internships and the students, on account of this I strongly suggest to the different heads of the departments

of the Universidad de Córdoba to sensitize students about the importance of taking the course of Competencias Generales.

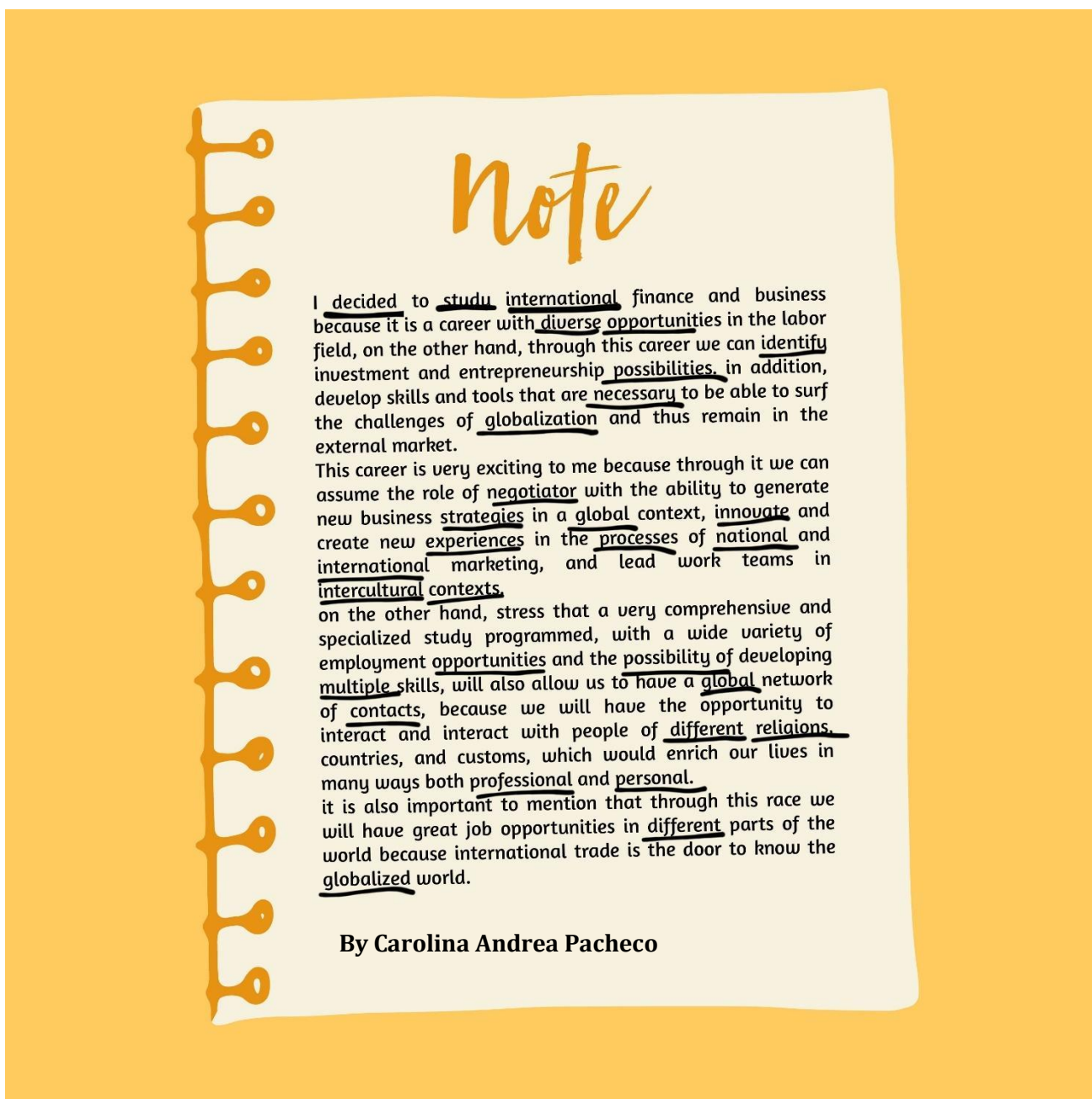
Additionally, other of my concerns was that the program of Regency Pharmacy did not have the opportunity to finish the cycle as the other programs did because they had to take the Saber Pro test very soon and could not even receive the proper training to other competencies such as quantitative reasoning, reading comprehension and others. As a suggestion I think there should be more attention concerning this program, I mean, this program should take the course long before the other programs aiming to receive the adequate training in the course.

Finally, there was inequality in the distribution of access to the platform Cintia (educational platform of the university), since some interns had the chance to supervise and monitor their students' progress using the platform, while others did not, so it was necessary to go to other platforms such as Google Classroom and my invitation is to accord equal treatment between the interns because the Universidad de Córdoba should provide with all the tools and support to the interns so as to offer quality in its process of teaching and learning.

7 APPENDICES

Appendix # 1

In this activity the students wrote down a letter where they evidence the use of cognates, then, identify them in the text.



Appendix # 2

In this activity they had to scan a job advertisement and the way to check if they were using scanning was asking them questions.

Scanning a job advertisement

Questions

1. When do these Jobs start?
2. The work will last for about a month. True or false?
3. What type of work is on offer?
4. What kind of people is Skillswise Delivery Services looking for?
5. What shift patterns are available?
6. Where is the job based?
7. The work involves travel around the UK. True or false?
8. How much will you earn per hour if you are aged 18?
9. True or false? You will be paid extra for working on Saturday. True or false?
10. Whom should you contact at Skillswise Delivery Services to get an application form?

SKILLSWISE DELIVERY SERVICES

Christmas Job Opportunities

Aged between 16 and 65 years? Need extra cash for Christmas?
Are you available to work at short notice?
Can you work early, late or night shifts?

We are looking for enthusiastic and reliable people to work on an occasional basis, helping to sort and deliver parcels in the Reading area from late November until the end of December

Pay rates for weekdays, including Saturdays, will be:-
Ages 16 to 17 - £4.80 per hour.
Age 18 and over - £6.10 per hour.

So if you have good communication skills and are able to work as part of a team, we would like to hear from you.
To obtain an application form please write to:

**Elaine Grey, Personnel Officer,
Skillswise Delivery Services, Windsor Road,
Reading, RG5 4BR**
Tel: 0118 932 814 (24 hr. answer phone)

Closing date: 10th November.

Skillswise Delivery Services is looking for extra staff before Christmas. Scan the advertisement quickly and try to find the answers to these questions. Remember, you don't need to read every word.

Appendix # 3

This is a screenshot of the different quizzes that the students had to do in every lesson or topic.



The screenshot displays four Quizizz quiz cards arranged vertically. Each card includes a thumbnail image, the quiz title, the number of questions, the category (Universidad), the number of times played, the creator's name (gomezvictor684_6...), and the time since it was created. Each card also has 'Me gusta' and 'Guardar' buttons.

- ING Forms Quizz**: 7 Qs, Universidad, Jugado 5 veces, 17 days ago.
- Grammatical functions**: 10 Qs, Universidad, Jugado 8 veces, a month ago.
- Context Clues**: 13 Qs, Universidad, Jugado 17 veces, 4 months ago.
- Cognates**: 16 Qs, Universidad, Jugado 82 veces, 5 months ago.

Cognates quiz link: <https://quizizz.com/admin/quiz/607c78ab778e14001bc64bbb>

Context clues quiz link: <https://quizizz.com/admin/quiz/608fe7cb04d1df001b1d992e>

Grammar functions quiz link: <https://quizizz.com/admin/quiz/61116f05589f42001b01708a>

ING forms quiz link: <https://quizizz.com/admin/quiz/612143d094a571001e159d50>



LEARNING GUIDE N° 3

Teacher	
Objective	To identify grammar function of words in texts to draw the appropriate meaning. To use Context clues as a reading strategy to grasp the meaning of words in paragraphs.
Time	2 hours

I. LEE LAS SIGUIENTES DEFINICIONES SOBRE LAS CATEGORÍAS GRAMATICALES EN EL IDIOMA

8 Parts of Speech		
Part of Speech	Function	Examples
Nouns	Naming people, places, things & ideas/concepts	• Mike owns the fastest car. • They decided to buy the house . • I believe in free speech .
Adjectives	Describing nouns and pronouns	• That was an exciting film. • The boy in the red jumper is happy . • This is the longest essay.
Adverbs	Modifying verbs, adjectives & adverbs	• She walked slowly . • They are extremely poor. • The police arrived very quickly.
Verbs	Expressing a physical action or state	• Federico plays tennis. • The floods are serious. • I lost my time.
Prepositions	Showing relationships of words and phrases	• The book is on the table. • He went into the room. • I'm opposed abortion.
Pronouns	Replacing nouns	• John gave her a gift. • Why did you break me ? • Please look after yourself !
Conjunctions	Joining words, phrases & clauses	• He's tall and slim. • I'll wait until she arrives. • Tom's sick so he's not here.
Interjections	Showing strong emotions or feelings	• Wow , that's brilliant news! • Ouch , that really hurt. • Hey! How are you doing?



ACTIVITY : Identify in the following text, the grammar function of the underlined words

Radioactivity

That the atom is not a solid bit of matter, incapable of further subdivision, became evident with the discovery of radioactivity. In 1896 the French physicist Antoine Henri Becquerel found that certain substances, such as uranium salts, give off a penetrating rays of mysterious origin.

Only a year earlier the German scientist Wilhelm Conrad Roentgen had announced the discovery of X rays, which can penetrate sheets of lead. The French scientists Marie Curie and her husband Pierre Curie contributed further to an understanding of radioactive substances. As a result of the research of the British physicist Ernest Rutherford and his contemporaries, it was shown that uranium and some other heavy elements, such as thorium and radium, emit three different kinds of radiation, initially called alpha (α), beta (β), and gamma (γ) rays. The first two, which were found to consist of electrically charged bits of matter, are now called alpha and beta particles. Gamma rays eventually were identified as electromagnetic waves, similar to X rays but of shorter wavelengths.

1. solid: _____ Function adjective
2. bit: _____ Function noun
3. discovery: _____ Function noun
4. French: _____ Function adjective
5. penetrating: _____ Function adjective
6. understanding: _____ Function adjective
7. shown: _____ Function adjective
8. heavy: _____ Function adjective
9. kinds: _____ Function noun
10. wavelengths: _____ Function noun



En inglés es importante diferenciar entre los significados que una misma palabra puede tener de acuerdo a la función o categoría gramatical que representa, es decir utilizarse como sustantivo, verbo o adjetivo, y de acuerdo con esto cambiar el significado, por ello es importante identificar la función gramatical de la palabra que se desea buscar. Así por ejemplo:

1. I live in a comfortable flat.
2. Juan's car has a flat tire.
3. The workers flat the ground.

Vemos como el significado de la palabra FLAT, difiere en cada una de las traducciones de las oraciones, esto debido a la función gramatical que cumple en cada una de ellas.

ACTIVITY 1: Identifica el significado y función gramatical de las palabras en **negrita** en los siguientes juegos de oraciones

1. a. The soil of the forest is covered with **leaves** : **significa hojas y su función gramatical es sustantivo.**
b. The train **leaves** immediately: significa salir y la función gramatical es de verbo.
2. a. **the head** of the nail is rusty: significa cabeza y la función es sustantivo.
b. **the head** chef of the Buckingham palace is very famous: **jefe - (Adjectives)**
c. Joe **heads** the research studies: **dirigir - (Verbs)**
3. a. I do not like **fast** food very much: **comida rápida (adjective)**
b. You drive too **fast**: **velocidad (noun)**
c. Muslims **fast** during Ramadan: **ayunar (Verbs)**




ACTIVITY 3: Select the appropriate word according to the text. Choose A,B,C, or D

Example: (C) the right answer is C

EARS

B



The bear can (19) _____ a dangerous animal. The adult bear is very strong and it can kill a person. Bears are good at (14) _____ trees and they can run very fast. But they cannot see well and, (17) _____ most animals, they find food by using (18) _____ noses.

There are seven kinds of bear. The (13) _____ is the white polar bear, which is almost three meters tall. There are two kinds of black bear: (20) _____ lives in the forests of North America, and the other lives in South-East Asia. But not (21) _____ black bears are black. They may be dark brown or a reddish brown.

Everyone loves the black and white panda bear, which comes from China. Not (22) _____ pandas live in the forest today because (23) _____ is difficult to find food.

Everyone loves the black and white panda bear, which comes from China. Not (22) _____ pandas live in the forest today because (23) _____ is difficult to find food.

Appendix # 5

UNIVERSIDAD DE CORDOBA
DPTO IDIOMAS EXTRANJEROS
CURSO COMPETENCIAS EN INGLÉS PRUEBA SABER PRO

16 A climbed B **climbed** C climbing

17 A **the** B from C for

18 A them B those C **that**

19 A larger B **larger** C large

20 A Both B **both** C He

21 A **each** B all C each

22 A **more** B more C much

23 A **anything** B anything C it

II. LEARN ABOUT CONTEXT CLUES (A READING STRATEGY)

CONTEXT CLUE: Es una estrategia de lectura por la cual los significados de palabras desconocidas se pueden obtener mediante el análisis de las partes de una oración alrededor de la palabra en busca de pistas, definición, o explicación. La clave puede aparecer en la misma frase en la cual está la palabra, o puede estar en una oración anterior.

Existen cuatro grupos de pistas para el vocabulario en contexto.

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a. large space
b. none
c. **small space**

2. The floors of the restaurant were extremely **sleazy**. They were covered with **spilled grease, crumbs of food, and cigarette butts**.

What are the clue words that help you determine the meaning of the word 'sleazy'? Therefore the meaning of sleazy is:

a. clean
b. **dirty**
c. straight

ACTIVITY 1: Answer the following context clues questions

1) The tiger's **growl** could be heard in villages far away.
What does **growl** probably mean?
a. Food a tiger eats
b. a tiger's dream
c. a tiger's ear
d. **a sound a tiger makes**

2) The thought of eating a rat is **abhorrent** to most people.
What does **abhorrent** probably mean?
a. fun, lively
b. **horrible, repugnant**
c. delicious, tasty
d. sweet, sugary

3) My **absent-minded** teacher loses his keys, his book and his chalk almost every day!
What does it mean to be **absent-minded**?
a. be hateful
b. **not pay attention**
c. be intelligent
d. not like someone

4) Petra has so many friends because she is a **gregarious** person.
What does **gregarious** probably mean?
a. introverted, self-contained
b. shy, quiet
c. **friendly, outgoing**
d. rude, hostile

5) The lovely **egret** is in danger of extinction because clothing manufacturers use their long, beautiful tail feathers to make ladies' hats.
What is an **egret**?
a. a small child
b. a type of food
c. a sound a tiger makes
d. **a type of bird**

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CURSO COMPETENCIAS EN INGLÉS PRUEBA SABER PRO

Type of Context Clue	Definition	Signals	Examples
Antonym or Contrast Clue	Phrases or words that indicate opposite	but, in contrast, however, instead of, unlike, yet	Unlike his quiet and low key family, Brad is gregarious .
Definition or Example Clue	Phrases or words that define or explain	is defined as, means, the term, (a term in boldface or italics) set off with commas	Sedentary individuals, people who are not very active, often have diminished health.
General Knowledge	The meaning is derived from the experience and background knowledge of the reader. "common sense" and logic	the information may be something basically familiar to you	Louise is always sucking up to the boss, even in front of others. That zygophant just doesn't care what others think of her behavior.
Restatement or Synonym Clue	Another word or phrase with the same or a similar meaning is used	in other word, that is, also known as, sometimes called, or	The drummeday, commonly called a camel, stores fat in its hump.

Examples:

1. I have always lived in **cubbyholes**. After moving away from home, my first apartment was just a **cubbyhole** in a large building. It was **no more than 8' by 12'** and had a bed in one corner. My second was **no more than a large walk-in closet**. My current one is about **10 feet long by 12 feet wide**, but it at least has two rooms.

What are the clue words that help you determine the meaning of the word 'cubbyhole'?
Therefore the meaning of cubbyhole is:

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CURSO COMPETENCIAS EN INGLÉS PRUEBA SABER PRO

Comentarios privados



Víctor Gómez 15 de jun.

Hi Sebastian, congrats on your grade (4.2) yours is the highest so far since there are students missing who haven't sent anything. I just found like a couple of mistakes but great job.

Appendix # 6

In this slide I include examples of context clues so students can have a better understanding of the topic.

Meaning and examples.

1

Synonyms: Tend to be the easiest and helpful way to know the meaning of a word. If you know a similar or familiar word you will be able to understand the context of this. Let's see a few examples:

1. Felipe is a **miser**. He's always been **cheap**.
2. Bill felt **remorse**, or shame, for his harsh words. **He** regretted it.

2

Examples: Can inform the reader about unknown words. They can illustrate the meaning of the word that they refer to. Let's see a few examples:

1. The children were able to observe several **crustaceans**, including crabs, lobsters, and shrimps.
2. Networks allow users to share **high-tech gadgets** such as iPads, tablets, etc.

3

Antonyms and contrast: Antonyms are words that mean the opposite of other words. Antonyms can refer to the opposed idea of an unknown word in the sentence or paragraph. Let's look at two examples:

1. To keep healthy, people need to be **active**. If they remain **stagnant**, it could result in loss of vitality and health.
2. Marty is **gregarious**, unlike his brother who is **quiet and shy**.

4

General knowledge: Sometimes it is necessary to rely on your own experience and background knowledge to figure out the meaning of a word.

1. ...physicians usually allow football players to resume play once symptoms **abate**, perhaps within days.
2. For the sailors, the wind continued to **abate**, and you could feel their frustration.

What are Context Clues?

6

In this screenshot there are exercises related to the topic of contexts clues, exercises that I included in the PowerPoint presentations.

One brother is an **erudite** professor; the other brother, however, has never shown any interest in books or learning.

- a) old; elderly
- b) well-educated; well read
- c) snobbish; stuck up

Night is the time when many animals **forage**, or search, for food.

- a) come out at night
- b) sleep
- c) search for food

The waiter was so **brusque** that we left only a small tip. He was impolite and impatient, and seemed annoyed whenever we asked for something.

- a) acting or speaking in a rude, abrupt manner
- b) frightening looking
- c) knowledgeable and skilled

The store specializes in **cutlery**, such as forks and knives, that has unique designs.

- a) spices and seasonings
- b) plates, bowls, and cups
- c) silverware; eating utensils

What are Context Clues?

11

Directions: The five types of context clues are definition (synonym/restatement), contrast, examples, general sense of the sentence, and clue from another sentence. For each sentence below, use the context to help you determine the meaning of the italicized word.

Because there was so little **precipitation** this year, the crops dried up and died.

- a) fertilizer
- b) planting
- c) rain

Although I was unable to understand all the details of the presentation, I did get the **gist** of it.

- a) humor
- b) main point
- c) notes

At a special ceremony, the police chief gave the officer a **commendation** for bravery.

- a) an award for an outstanding achievement
- b) an object designed to bring good luck
- c) a lecture

What are Context Clues?

10

Appendix # 7

In this screenshot I show a piece of the materials I designed (PowerPoint presentations) to introduce the topics they needed to learn as well as activities to assess what they had learned.

The forms are:

ING as a verb

It's the most common Ing form. It is used to describe a temporal situation in which an action is happening in the present – right now. Examples:

- Julie is **sleeping** in the bed.
- You're not **watching** TV so turn it off.

ING as a subject or noun

Sometimes play as a subject of the sentence, assuming functions of a noun, in this case it may or may not be accompanied by an article. For instance:

- Despite numerous **failings**, the king ruled successfully for 40 years. (noun)
- **Swimming** is a good exercise. (subject)

ING as relative clauses

The Ing form replaces the use of a which, who, that. Examples:

- The man **sitting** in the car is a friend of mine.
(The man who is sitting...)
- The children **playing** at the school.
(The children **that are** playing at the school)

ING as a adjective

In this structure, the Ing is used to describe or qualify a noun.

- That programme was **boring**.
- He saw a woman **lying** on the floor.
- The party was **entertaining**.

Activity

Identify the grammar function of ING in the following sentences

Can you sneeze without **opening** your mouth?
 __preposition__

Eating too much fast food is unhealthy. __subject__

Cynthia is **singing** "This Old Heart of Mine" while the man is watching her. ____ ?

This course will provide you with the best **reading** strategies to achieve great results in the ICFES test.
 __noun__

Mrs. Erivo stopped **crying** when she saw her husband approaching to her. ____?



7

Appendix # 8

In the two following slides I show my students the steps to follow to skim and scan a text.

How do you skim read?



A READING STRATEGY

Tips for a better scanning

- Don't try to read every word. Instead let your eyes move quickly across the page until you find what you're looking for.
- Use clues on the page, such as headings and titles, to help you.
- In a dictionary or phone book, use the header words to help you scan. You can find these in bold type at the top of each page.
- If you're reading for study, start by thinking up or writing down some questions that you want to answer. Doing this can focus your mind and help you find the facts or information that you need more easily.
- Many texts list things in alphabetical order from A to Z. These include everyday materials, such as the phone book or indexes to books and catalogues.
- There are many ways to practice scanning skills. Try looking up a favorite recipe in the index of a cookbook, search for a plumber in your local Yellow Pages or scan webpages on the internet to find specific information.



Appendix # 9

In this screenshot I show the different programs I worked with in my internship, through this platform I collected the learning guides as well as the activities and information regarding the course.



Appendix # 10

In the following screenshot I show Cintia platform which I used to keep track of my students' performance.

The screenshot displays the Cintia platform interface for the Universidad de Córdoba. The top header includes the university logo, a search bar, and the user name VÍCTOR MIGUEL. Below the header, a navigation bar shows 'Mis cursos (6)' and 'Bookmarks'. The main content area is titled '1SG3 - COMPETENCIAS GENERICAS-M/RIA-SAB-G-3' and features a tabbed interface with 'Generalidades', 'Comunicaciones', 'Unidad 1', 'Unidad 2', 'Unidad 3', and 'Unidad 4'. The 'Unidad 1' tab is active, showing 'Unidad de Aprendizaje 1 - [Cognates and main ideas]'. This unit contains four main sections: 'Resultados de Aprendizaje' (blue bar), 'Evidencias de Aprendizaje' (red bar), 'Recursos de Aprendizaje' (green bar), and 'Entrega de guía de aprendizaje # 1' (blue bar). Each section has a corresponding icon and a checkbox. On the right side, a 'Navegación' sidebar lists the site structure, including 'Área personal', 'Inicio del sitio', 'Páginas del sitio', 'Mis cursos', and 'Unidad 1'.

UNIVERSIDAD DE CORDOBA

Mis cursos (6) Bookmarks

Área personal > Mis cursos > 1886-EL1006219-1SG3 > Unidad 1

Área personal Inicio del sitio Calendario Insignias Todos los cursos Activar edición

1SG3 - COMPETENCIAS GENERICAS-M/RIA-SAB-G-3

Administre su Curso

Navegación

Generalidades Comunicaciones **Unidad 1** Unidad 2 Unidad 3 Unidad 4

Unidad de Aprendizaje 1 - [Cognates and main ideas]

Resultados de Aprendizaje

Evidencias de Aprendizaje

Guía de aprendizaje # 1

Recursos de Aprendizaje

Entrega de guía de aprendizaje # 1

Área personal

Inicio del sitio

Páginas del sitio

Mis cursos

1886-EL1006219-1SG3

Participantes

Insignias

Competencias

Calificaciones

Generalidades

Comunicaciones

Unidad 1

Guía de aprendizaje # 1

Entrega de guía de aprendizaje # 1

Unidad 2

Unidad 3

Unidad 4

1886-EL1006219-1SG2

Appendix # 11

In this picture there are several pieces of advice and feedback I give my students concerned to their learning guides and activities.

Comentarios privados



Víctor Gómez 15 de jun.

Hi Sebastian, congrats on your grade (4.2) yours is the highest so far since there are students missing who haven't sent anything. I just found like a couple of mistakes but great job.

[Agregar comentario para sebastian david ribon](#)

Comentarios privados



Víctor Gómez 1 de may.

Hi Juan Camilo. Please send the learning guide complete as this is not. You're missing the exercises about main ideas.



Víctor Gómez 2 de may.

Great job Juan. Keep up the good work.

[Agregar comentario para Juan Camilo Machado](#)

Comentarios privados



Víctor Gómez 28 de jul.

Mejor desempeño en esta guía de aprendizaje, tu nota es de 5.0.

[Agregar comentario para Mariana Ayala Montes](#)

Comentarios privados



Víctor Gómez 15 de jun.

Ms. Pacheco, your score is 3.7, you made a few mistakes.

[Agregar comentario para Carolina Andrea Pacheco Perez](#)

Comentarios privados



Víctor Gómez 1 de may.

Great job Carolina. Very complete, keep up the good work.

[Agregar comentario para Carolina Andrea Pacheco Perez](#)



Víctor Gómez 31 de may.

Señorita Arcia, es bueno que tenga iniciativa para hacer las actividades que están por fuera de los compromisos pero esta actividad no es la guía que tiene que entregar; por favor realice la guía y envíela de nuevo.



Víctor Gómez 28 de jul.

Muy bien señorita, 4.5.

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