

INTERNSHIP AT SABER PRO AT THE UNIVERSITY OF CORDOBA.

INTERNSHIP FINAL REPORT

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UNIVERSIDAD DE CÓRDOBA

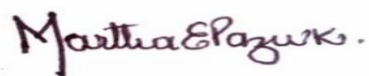
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LICENCIATURA EN EDUCACIÓN BÁSICA CON ENFASÍS EN HUMANIDADES E

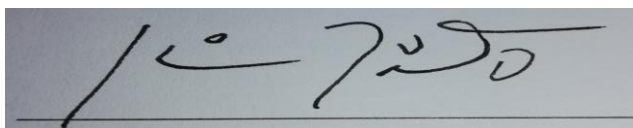
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I. ABSTRACT

This internship was carried out at University of Córdoba in the program of Saber Pro. The purpose of this internship is to strengthen students' abilities to answer questions related to communicative competence in English from the Saber Pro test. Furthermore, the internship helped me to get experience of teaching English with university students and improve my English skills. During this experience teaching people of my age or older, I realized the importance of choosing an accurate methodology. I worked with last semester students from Different careers at University of Córdoba, I was assigned 3 groups per month from different careers, they were around 20 to 45 students per group. Besides, I took it as an opportunity to motivate non-English learners to learn English and show them how important it is to know another language. In this way, making use of new strategies and using technology, they could see English as something interesting and not as they have always considered it a compulsory and boring subject.

ACKNOWLEDGEMENTS

First of all, I would give infinite thanks to God for filling me with wisdom and patience during this internship allowing me to face obstacles and move forward. I would like to express my sincere thanks to professors Martha Paz, Danilza Lorduy, José Racero and Paula Garcia, for giving me this wonderful opportunity to be part of the Saber Pro program, for guiding me at all times during the process and for having positively influenced in my professional life and growth as a teacher.

Additionally, I am very grateful for my family who have always supported me, motivated me to be better every day and have taught me to trust God and my abilities. Lastly, but not least, I thank my friends Maria Fernanda Erazo, Angel Restrepo, Susana Galindo, Zuleimy Urrea and Merly Mejia for accompanying me along this path and giving me their unconditional support.

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INTRODUCTION

This internship was conducted at University of Córdoba. This is a public university located in the Colombian city of Montería, the institution offers professional, technological and postgraduate programs in face-to-face and distance modes. Currently, the University of Córdoba has among its university careers, 13 undergraduate, 8 degrees and 6 engineering degrees. Due to the current global situation with the covid-19 pandemic, the university was forced to close the doors of its facilities and open them virtually, even though virtuality is not one of its strengths. The classes have been given through virtual platforms such as, zoom, meet, google classroom, among others. Thus, the teachers have had to adapt to the situation and make changes in methodologies that were using both to teach and assess.

During the accreditation of the University of Cordoba the council noticed that the students were obtaining very low scores on the Saber Pro tests. Thus, the university was recommended to work to improve the results. As stated before my internship was carried out at preparing University of Córdoba students in the module of English for Saber Pro test, which aims to help students to improve the generic skills in order to enhance their scores on the test. This internship focuses in English module, works toward reinforce the reading strategies and vocabulary. Each English module has a duration of 4 weeks. It is important to mention that I was in charge of three different groups (different degrees) every four weeks and also with different schedules. These groups usually have between 20 and 45 students, it means I was working with around 90 students per month.

Most of the students were from the last semester of their degrees, That is to say, at this point they should have basic knowledge in English. Based on what I could notice during this

process the students were in a low level, only a few of them showed medium level of English. The methodologies used to teach this module were, E-learning which is on asynchronous and synchronous methodology and allow distance students have access to the learning using technology; additionally, sometimes it was necessary the use of flipped classroom that consist on sending a video and activities to the students outside the class, this was used mostly when learners had internet connection problems or in case their electricity went out. This internship was not intended to teach English but to provide students with strategies to solve and answer the test questions in a better way. At the beginning of the course most of the students were demotivated in the classes, due to the online classes there has been a greater load of activities and autonomous work on the part of the student, sometimes they avoid entering the classes. At this point, I decided to use gamification to encourage them and promote active participation during the lessons by including apps, videos and game tools. Besides

This opportunity has been one of the most important in my teaching process, I was able to face different situations due to the online classes and the pandemic. It has helped me become aware of my own abilities and given me the opportunity to reinvent myself as a teacher to find strategies and methodologies that fit the needs and can help my students improve and keep learning.

This report presents the most important chapters in this experience. Chapter one presents the pedagogical theories and main concepts conducted during the internship; chapter two explains the methodologies used by the teacher at the module; chapter three shows the teaching experiences obtained during the internship; chapter number four details the conclusions, results and recommendations to the future interns in this program. Finally, at the end of this paper are the

references taken in this internship and the annexes in which we will find photos, videos, study plans and materials.

1. PEDAGOGIES

This chapter has the purpose to present the main pedagogical theories that were used during this internship. It describes some theories that were needed in order to improve reading skills and vocabulary as well as the engagement they achieve during their learning process. It was determined that working with E-learning, flipped learning and virtual learning were suitable to the situation. In addition, this section discusses some research that were took into account during this teaching process.

1.2 E-LEARNING

This year was necessary the use of a different method of teaching, the current situation required that all institutions seek a form of teaching focused on virtuality and distance. E-learning facilitates teaching and distance learning through virtual classrooms where teachers and students can interact with each other. In addition, it offers virtual platforms for data collection, information exchange and assessments, adapting to the needs of each reality of educational processes. “E-learning has become the mandatory component of all educational institutions like schools, colleges, and universities in and around the world due to the pandemic crisis of COVID-19. This deadly situation has flipped out the offline teaching process.”(Radha et al., 2020, p. 1088).

Ziaul (2020) defined E-learning as “technology supported education” (p.456). That is to say, Education has been exposed to many changes for a long time with the advancements of innovative technologies and the Internet. Moreover, E-learning focuses on a flexible education in which students must work independently, allowing them to learn from a place other than regular classrooms. Likewise, Ziaul (2020) concluded that the union of conventional education and virtual education, generated an opportunity to

“improve student performance”. (p.457). Ergo, long before the pandemic began, it had been noticed that teaching in a conventional way was not enough, at the same time technology advances and becomes accessible to more people. Consequently, people have sought ways to learn which allow them to work or be at home at the same time or even the case of young people who lose motivation of the study due to conventional methodologies. The use of technology in learning and teaching has proven to be of great importance.

Researchers affirm that everyone should be prepared in relation to the use of technologies for educational purposes:

As an outcome of this, many universities have used e-learning in a main way. For this reason, Haverila et al, (2011) advocates that the necessity for academic and technical knowledge to teach utilizing the Internet has been appeared, and this knowledge is becoming core proficiency for many professors. Some scholars have predicted that the traditional classroom will vanish. (As cited in Rajaei, 2020, p. 424)

Although technology has become more accessible over time, there are still people who do not have a favorable environment for virtual education. These are challenges presented by the implementation of e-learning, while some students have access without difficulties, others do not.

However, technologies bring challenges as well and merely the presence of a technology does not guarantee successful implementation. Therefore, Mahmood & McLoughlin, (2004) states that, understanding the perceptions of users in the context of technology requirements of their work environment is highly important as the technology considered useful in one environment may not be considered the same in other. It is

important to cater to the concerns of the students in order to improve the educational perspectives of e-learning (as cited in Qureshi et al. 2012, p.4).

Hence, Esichaikul et al. (2011) proposed the use of E-learning as a system that can be adaptable according to the needs, level and situation of each student. Clarified that it is not possible to provide the same type of learning to different courses. Therefore, the objective is to provide adequate learning through the adaptation of the model of each student, when carrying out activities and exams, the system can follow the student's information to the point of recognizing the appropriate model and mastery towards it. (p. 342). Notably, as a result of the pandemic and the closure of face-to-face classes, the use of E-learning has been useful to provide quality distance and online education. This method has the great advantage of adapting to the needs of each course and student, regardless of the level. In addition, through E-learning, teaching has been possible during difficult times, thus students do not stop their learning process.

1.3 FLIPPED LEARNING

Flipped learning is an approach that changes some common aspects of the classes or more specifically the order. Talbert (2017) states that:

The most common thing for a student is to listen to the explanation of the topic in class, then do some exercises and practice what they have learned at home. Flipped learning changes the order, the idea is that the student knows the topic or the material that is going to be worked on before coming to class, by doing this, there is more time in the class, to clarify doubts or dedicate that time to the application of what was learned through activities and production together. (p. 9).

Furthermore, this approach is a tool that facilitates conducting courses to address the amount of topics necessary in a few synchronous meetings. By making use of flipped learning, the student has to take responsibility for autonomous work. In addition, it allows students to study the subject before attending class and be prepared. Therefore, the teacher saves the time of the explanation and uses it to clarify and put the topics into practice.

1.4 FLIPPED CLASSROOM

Flipped classroom is a method that has been used not many years ago, making use of technology to send or share asynchronous videos, recordings or videoconferences as activities to be solved later in synchronous classes between students with the teacher's tutoring. (Bishop and Verleger, 2013, p. 5). That is to say, students can access the videos and class materials at the time they have available, review them several times if necessary to better understand the concepts. Further, this method contributes to problems solving and active participation because it allows the learners to first solve the activities alone with the material that was given to them, and then during the synchronous class they socialize it in order to generate discussions that lead to the clarification of the subject with the teacher help and guidance.

The flipped classroom model allows classes not to be directed to give instructions and definitions of concepts only, in traditional classes most of the time they only focus on defining or giving explanations, not leaving much time for the production or practice of the knowledge they are acquiring. Whereas, in flipped classroom, the student has an active participation in the construction of her knowledge. Keengwe et al. (2014) state that:

Flipped classroom is an instructional approach that educators used to turn the traditional classroom lecture model into a more active learning classroom. in the flipped model, the traditional practice of spending class time for direct instruction and completing content related activities for homework is flipped. for instance, students are assigned short video tutorials with necessary resources and interactive exercises on the content area for homework as preparation for class. in class, the teacher reviews the material and apprentices them through Hands-On activities, the classroom, therefore, becomes a place for active learning, questions, collaboration, discussion and completing assignments students spend more class time working with the peers and collaborating setting. (p. 18).

It can be understood that in this method the student has the opportunity to build their knowledge with the asynchronous material, allowing an active interaction during the class. Schullery, Reck, and Schullery (2011) advocate that:

This transfer of what has traditionally been passive learning out of the classroom leaves class time to focus on the more engaging elements of teaching and learning. It provides an opportunity to increase meaningful engagement for students without requiring more resources. (As cited in Arnold-Garza, 2014, p.67).

2. METHODOLOGY

In this chapter is presented the methodologies and procedures that were applied during this internship. Moreover, to describe the context and mention the participants which I worked with.

The University of Córdoba was recently in an Accreditation Process led by the National Accreditation Council. One of his recommendations was that the university needs to increase or improve the score of undergraduate students who take the Saber Pro exam, through strategies that allow students to reinforce the skills that are evaluated and in which they do not have very good performance. The university found itself in the need to motivate students with stimuli in case they obtain very good results in the Saber Pro exam, benefits such as scholarships, credit forgiveness with icetex, tuition payments, payment of the right to a degree among others. Regarding the English module carried out in the test, it was focused on the development or improvement of reading skills and the acquisition of vocabulary in students.

Carrying out this internship, I have been able to reflect on the teaching and learning process, I have realized the importance of motivating the student during their learning, making it different from the traditional but meaningful, even more when referring to virtual education, which can often become boring or monotonous and as teachers we must make our classes in a certain way captivating or interesting to capture the attention of learners. My purpose was to encourage students to achieve the course guidelines and objectives.

Firstly, I worked with six different groups that were in the last semester of different careers at the University of Córdoba. Each group had between 20 to 45 students. The course had a duration of one month, per month 3 groups were assigned to me. When they were assigned to me for the first time, that is, at the beginning of the semester, the list with the students' data was sent to me,

so I could send them an email introducing myself, giving information about the course, confirming the class schedule and sending them the link of the first synchronous section. After contacting the students, I proceeded to create a whatsapp group for greater comfort when communicating or interacting with the students. In the second phase, or in other words the second month, the previous teacher sent the lists and the access to the WhatsApp group.

The lessons and units were planned weekly, the group of interns met with the teachers in charge once a week to create the material together according to the guidelines established by the university for the English module, both the material of support for synchronous and asynchronous part (see appendix 1). This support material for the asynchronous classes consisted of learning guides made with information or activities related to the Saber Pro tests (see appendix 2). The purpose of these guides was to be sent weekly to students, mostly beforehand so that students will prepare on the topics and carry out the activity before having the class. The guides contained a link to explanatory videos, a brief written explanation and some activities to put into practice what was seen in the video. In addition, said material was used to explain the subject during synchronous classes, from there the answers were socialized, clarifying doubts about the activities or concepts.

A placement test was also created to be given to students at the beginning of the English module to evaluate what level they were at and at the end to verify how much they advanced or learned during the classes and even more if their level increase with respect to the reading strategies focused on the Saber Pro test (see appendix 3).

As I mentioned earlier, the module was virtual and to make this possible, some virtual platforms were used, the classes were through an online platform called meet, this application allows interacting with students through videoconference, the application is part of google And it

can be used by web browsing or on mobile devices, it also allows you to share the screen of the device to present the information (see appendix 4). WhatsApp was also used to send and receive the learning guides and activities, although on some occasions due to some inconveniences the class had to be given through it, sending the material, explaining by voice notes and sending videos for a better understanding (see appendix 5). Google drive was also used to save the class material and share the recorded class for students who for some reason could not access the synchronous class and for those who wanted to see it again to review the subject (see appendix 6).

In order to not do the traditional classes and motivate the students during the course, I decided to use gamification, it refers to the use of didactic activities or games that encourage participation in virtual classes and activities. Lee and Hammer (2011) state that "Traditional schooling is perceived as ineffective and boring by many students. Although teachers continuously seek novel instructional approaches, it is largely agreed that today's schools face major problems around student motivation and engagement" (As cited in Dicheva et al., 2014, p. 75).

I personally used three applications to achieve the above. The first was Quizizz, and it is a platform that allows you to create activities or tests in game mode or you can find content already created, it also allows you to see the results, what were the mistakes and provides you with a document with the percentages of the results of each student. It is an easily accessible app, so students are shared a link to carry out the activity or the test and enter with their name; the second application is called Neapord, this has a similar style to a board, I used it so that the students, could post comments, contributions or examples, during the class about the topic that was being discussed and everyone can see the comments of everyone posted on the virtual board, to enter an access code is shared so that students can participate actively; finally, I worked with Classting

platform. This platform allows students to publish their activities in an organized way and allows the teacher to review them comfortably without risk of getting lost (see appendices 7,8,9).

The following chart evidences the main activities that were conducted during this internship.

| Procedure | Purpose | Description | Person in charge | Date |
|---|--|---|--|---|
| Preparation of teaching and learning materials. | Design the material and plan synchronous meetings with students. | The interns met every Saturday for more than a month and after a period every fifteen days with the teachers in charge to design and discuss the material to be implemented during the internship. difficulties and | Interns and Mentors (Danilsa Lorduy, Martha Paz and José Racero) | August 8 th – October 24 th |

| | | | | |
|---|---|---|--|--|
| | | experiences were discussed | | |
| Getting in touch with the students | To establish a suitable learning/teaching environment to develop the course content. | The students were contacted through the academic secretary of each career. They were sent welcome messages and with the information of the course by email or whatsapp. | Academic secretaries in each career and Interns. | August 10 th – September 22 nd |
| Familiarization of students with the Saber Pro English Module | To introduce the course, the topics and make students aware of the importance of the module, besides the benefits and stimuli the university offers the in case they have higher scores | Present students official information about the benefits and stimuli they can earn with higher scores. Show the importance of the English module and the instruction of | Saber Pro Team - Interns and teachers | August 13 th - September 23 rd |

| | | | | |
|--|--|--|----------------------|---|
| | | the course methodology. | | |
| Application of Placement and Final Tests | Determine students English level before starting the English module for Saber Pro in order to know how they started and compare the level they had at the end of the module. | Students were provided with two different tests, the first one was a placement test at the beginning of the module and the other one was at the end. The first one to know in which level they began and the final test to know in which level they finished the module, in other words recognize student's progress and effectiveness of the classes. | Interns and mentors. | August 13 th / September 7 th - September 23 rd / October 16 th |
| Class conduction | This was to provide students with the | The classes were divided into two parts, | | August 13 th - |

| | | | | |
|---|---|--|----------------------|---|
| | necessary knowledge to perform and improve the results in the Saber Pro test in the English module. | the first was the synchronous classes that were carried out through an online platform, through which the topics were explained and practiced and the second part, the asynchronous part, in which the students had to work independently offline. | Interns and mentors. | October 16 th |
| Self-assessment and reflection on the process | Discuss about the decisions in relation to the following cycles and clarify doubts | The interns presented oral and written reports of their teaching experiences, self-evaluated their performance and recognized what they should improve | Interns and mentors. | August 8 th – October 24 th |

| | | | | |
|--|--|---|--|--|
| | | or implement for their next classes | | |
|--|--|---|--|--|

3. RESULTS AND GAINS

This chapter aims to present the results and gains of this internship and describe how the applied activities worked to achieve the main objective of improving reading skills in English.

This internship was a great opportunity for my growth as a teacher, because not only did it allow me to teach adults and recognize the difference in teaching children, but also to face some situations regarding online teaching. I believe that I have learned what it means to be a professional teacher and that as a teacher not only our position should be taken into account but also the situation in which the students find themselves. With the above, I refer to the changes we have been subjected due to the pandemic, both teachers and students had to adapt to the new conditions in order to continue teaching or learning. Further, it was necessary to plan the classes different from the traditional ones and have a plan b and even c, in case the students presented lack of connection, no electricity, among other difficulties in accessing the virtual classes.

However, the purpose of this course was to improve and reinforce reading skills through strategies that they could use when taking the Saber Pro test. For that, I used different activities and tasks taking into consideration their level and in order to motivate and encourage them in the classes virtual I made use of educational and entertaining platforms. Firstly, I noticed that the students were unmotivated about online classes since most of the time they become monotonous and boring. In second place, I was able to realize that in the first class the students were shy and many times preferred not to participate in the synchronous class. So, I decided to look for virtual platforms that allow me to carry out entertaining activities and that at the same time the students can learn and motivate themselves. The first class was carried out in a traditional way using presentation, explaining the topic, doing activities and when students were asked to participate they did not want to do it. Nevertheless, a few of them used the platform chat to answer the

questions (see appendix10). Consequently, in the second class I made use of these platforms, and I could notice a greater participation and motivation during the classes and in the activities (see appendix 11).

We create the lessons following the guidance of the stipulated methodologies and approaches. Since my purpose is for students to improve their reading skills in English, I taught a basic and specific vocabulary that appears in the previous Saber Pro tests carried out and reading activities that would be done through readings, long and short, and not only in texts but also in images.

The methodologies and approach that I have mentioned throughout the report are those recommended by the academic committee to achieve the objective of improving the scores in the English module of the test; on this, the entire team of interns went to obtain the same product. However, we could edit the material but guided by the above. On the other hand

I planned the lessons according to the material and the learning guides that we shared in the intern and tutor meetings. They are divided into 3 main points, the warm up, where we socialized the pending activities and introduced the new topic motivating the students; the core activities consisted of the tasks and the explanation of the topic; and the last part the closure which consisted of sharing ideas about what was learned and recognizing the importance of the topic covered. Among the four lessons that we had to design, I decided that the one that best reflects my approach in this internship and highlights the methodologies and approaches chosen is the third. Personally, I felt that most of the groups that you taught were motivated and interested in this class, it may be due to the use of technological tools to carry out the activities, such as Quizizz and Nearpod.

LESSON PLAN

TEACHER: Juliana Monterroza Piedrahita

SCHOOL: Universidad de Córdoba **GRADE:** Modulo de Ingles, Saber Pro

HOURS PER WEEK: 4 hours **UNIT TITLE:** Skimming and Scanning **LESSON DAY:** Week #3

| TASK/PROJECT/PROBLEM | Performance indicators | Teaching points |
|--|--|---|
| <ul style="list-style-type: none"> ● TASK 1 <p>The students complete a crossword related to Works & Jobs.</p> <ul style="list-style-type: none"> ● TASK 2 <p>The teacher shares a link from a game in Quizizz for students to complete a matching related to Works and Jobs.</p> <p>quizizz.com/join?gc=60965376</p> <ul style="list-style-type: none"> ● TASK 3 <p>The students read a text in order to identify the aspects of skimming and scanning.</p> <ul style="list-style-type: none"> ● TASK 4 <p>The students work in two types of texts and answer some questions applying skimming and scanning.</p> | <p>● Knowing</p> <p>Identifies Works and Jobs.</p> <p>Recognizes the vocabulary related Works and Jobs.</p> <p>Identifies general and specific information within a text using skimming and scanning as a reading strategy.</p> <p>Recognizes the different between skimming and scanning.</p> <p>● Doing</p> <p>Matches the job with the corresponding description.</p> <p>Answers questions related to specific information in a text.</p> <p>Completes activities with information related to jobs and works.</p> <p>Proposes possible answers for the texts.</p> <p>● Being</p> <p>Accepts and respects ideas of others.</p> <p>Values the opinion of others.</p> <p>Collaborates in achieving a nice environment in class.</p> | <ul style="list-style-type: none"> ● Works and Jobs. ● Skimming and Scanning. |

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INSTRUCTIONAL ACTIVITIES

| | | |
|---|--|---------------------------------------|
| Warm-up The teacher asks students to tell her the experience solving the learning guide and the difficulties they found. | Resources/ Materials | Time for each activity |
| Core activities <ul style="list-style-type: none"> • The teacher introduces the topic Works & Jobs using a video/slides. • The teacher provides students a Crossword related to Works and Jobs in order for them to complete it and share the answers in class. • Students work by their own in a matching activity related to works and jobs in an app called Quizizz. • The teacher introduces the reading strategies skimming and scanning by using some slides and asks them to write down the ideas. • SS participate sharing on Nearpod the difference between Skimming and Scanning • The students read a text in order to find the aspects involved in the reading strategies skimming and scanning. • The teacher asks some students to read the text they are working with. | Videos Slides Google Meet Crossword Quizizz Nearpod | |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • The students cooperate to answer the questions of the given texts. • The teacher tells students about the next topic for them to prepare. | | |
| Closure <ul style="list-style-type: none"> • The teacher asks students to leave the Google Meet for them to take an online quiz. | | |
| ASSESSMENT: Quiz online | | |

Regarding my personal growth, I can say that this opportunity has been rewarding in many ways, having taught young people and adults, helped me to have another perspective of teaching, and how different it is to teaching with children, I realized that working with adults can be challenging and demanding, especially when it comes to motivating and encouraging students to participate actively, so it was a challenge for me to find teaching strategies to motivate them because it was my first time teaching people of this age. Further, the current situation helped me prepare for teaching online, making use of virtual platforms that I was unaware of but that offer many advantages when carrying out activities, evaluations or even reviewing the material.

4. CONCLUSION, RECOMMENDATIONS AND LIMITATIONS

This incredible internship has given me a great opportunity to grow professionally as a teacher. It has given me many experiences and lessons for my future as a teacher, although there were great challenges and many difficulties, I can say that each of these situations helped me to reinvent myself as a teacher, to prepare myself every day and to prepare myself to expect any situation with a plan. It showed me aspects of teaching that I had not yet experienced, both good and not so good, such as having students with a very active participation as well as the lack of motivation of other students, how to find students who found the course interesting as others who did not believe that was important. Even so, I consider that I professionally grew having been able to find solutions to the different situations that arose.

Nevertheless, I am very excited to have had the opportunity to do my internship at the University of Cordoba, despite the difficult situation in the world. I must admit that it was a challenge for me as a teacher-in-training and allowed me to self-assess my work as a teacher; the things that I must change and what I must improve, or on the contrary, the positive things that must be maintained. We grow as teachers when we reflect on the things that we fail and we will always find situations that we did not plan or did not expect and we must act in the best way to face it, it is important to remember that teaching is one of the most difficult professions because we deal with daily people and these people have different personalities, context and way of thinking.

This internship was done for the first time; however, I think we managed to reach the goal. This report will be saved and can be of great help and support for future interns who are going to carry out internships in the English module for the saber pro tests and for interns who are in similar conditions to the current internship.

Taking into account my experience, my recommendations for the readers of this report are as follows: create an environment in which students feel safe participating and encourage them that there are no silly questions or answers that cannot be guided towards a clearer explanation and thus achieve a more active participation; do not give little importance to the motivation of the student, this is one of the main aspects in teaching/learning; the use of technology and virtual platforms helps to have a more interactive and dynamic environment in the classrooms (see appendix 12).

On the other hand, when studying from home there were many limitations for students as well as for teachers, working online implies having a stable connection to the internet, electronic media, electricity and signal, among other aspects. Whereas I was doing this internship, I had to face some limitations, sometimes there was no electricity, consequently I had to look for another option such as teaching the class on WhatsApp or rescheduling the class; in some groups I found that there were students who live in places where the electricity, the internet and even the signal are unstable, so I had to find a way for these students to see the class and access the material; in addition, some students were doing internships in the field that did not allow them to connect to classes (see appendix 13). But as a teacher, as I said before, we must find a solution to achieve the teaching objectives.

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APPENDICES

Appendix 1: Lesson #3

LESSON PLAN

TEACHER: Juliana Monterroza Piedrahita

SCHOOL: Universidad de Córdoba **GRADE:** Modulo de Ingles, Saber Pro

HOURS PER WEEK: 4 hours **UNIT TITLE:** Skimming and Scanning **LESSON DAY:** Week #3

| TASK/PROJECT/PROBLEM | Performance indicators | Teaching points |
|---|---|---|
| <ul style="list-style-type: none"> TASK 1 <p>The students complete a crossword related to Works & Jobs.</p> | <ul style="list-style-type: none"> Knowing <p>Identifies Works and Jobs.</p> <p>Recognizes the vocabulary related Works and Jobs.</p> <p>Identifies general and specific information within a text using skimming and scanning as a reading strategy.</p> | <ul style="list-style-type: none"> Works and Jobs. Skimming and Scanning. |
| <ul style="list-style-type: none"> TASK 2 <p>The teacher shares a link from a game in Quizizz for students to complete a matching related to Works and Jobs.</p> <p>quizizz.com/join?gc=60965376</p> | <ul style="list-style-type: none"> Doing <p>Matches the job with the corresponding description.</p> <p>Answers questions related to specific information in a text.</p> <p>Completes activities with information related to jobs and works.</p> | |
| <ul style="list-style-type: none"> TASK 3 <p>The students read a text in order to identify the aspects of skimming and scanning.</p> | <ul style="list-style-type: none"> Being <p>Accepts and respects ideas of others.</p> <p>Values the opinion of others.</p> | |
| <ul style="list-style-type: none"> TASK 4 <p>The students work in two types of texts and answer some questions</p> | <p>Collaborates in achieving a nice environment in class.</p> | |

| | | |
|---------------------------------|--|--|
| applying skimming and scanning. | | |
|---------------------------------|--|--|

INSTRUCTIONAL ACTIVITIES

| | | |
|---|--|---------------------------------------|
| Warm-up The teacher asks students to tell her the experience solving the learning guide and the difficulties they found. | Resources/ Materials | Time for each activity |
| Core activities <ul style="list-style-type: none"> • The teacher introduces the topic Works & Jobs using a video/slides. • The teacher provides students a Crossword related to Works and Jobs in order for them to complete it and share the answers in class. • Students work by their own in a matching activity related to works and jobs in an app called Quizizz. • The teacher introduces the reading strategies skimming and scanning by using some slides and asks them to write down the ideas. • SS participate sharing on Nearpod the difference between Skimming and Scanning • The students read a text in order to find the aspects involved in the reading strategies skimming and scanning. • The teacher asks some students to read the text they are working with. | Videos Slides Google Meet Crossword Quizizz Nearpod | |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • The students cooperate to answer the questions of the given texts. • The teacher tells students about the next topic for them to prepare. | | |
| Closure <ul style="list-style-type: none"> • The teacher asks students to leave the Google Meet for them to take an online quiz. | | |
| ASSESSMENT: Quiz online | | |

Appendix 2: Learning guide #1

LEARNING GUIDE N° 1

| | |
|------------------|---|
| Teacher | |
| Objective | <p>To identify grammar function of words in texts to draw the appropriate meaning</p> <p>To use Context clues as a reading strategy to grasp the meaning of words in paragraphs</p> |
| Time | 2 hours |

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

| 8 Parts of Speech | | |
|-------------------|--|--|
| Part of Speech | Function | Examples |
| Nouns | Naming people, places, things & ideas/concepts | <ul style="list-style-type: none"> • Mike owns the fastest car • They decided to buy the house • I believe in free speech |
| Adjectives | Describing nouns and pronouns | <ul style="list-style-type: none"> • That was an exciting film • The boy in the red jumper is happy • This is the longest essay |
| Adverbs | Modifying verbs, adjectives & adverbs | <ul style="list-style-type: none"> • She walked slowly • They are extremely poor • The police arrived very quickly |
| Verbs | Expressing a physical action or state | <ul style="list-style-type: none"> • Federer plays tennis • The floods are serious • Take your time |
| Prepositions | Showing relationships of words and phrases | <ul style="list-style-type: none"> • The book is on the table • He went into the room • I'm against abortion |
| Pronouns | Replacing nouns | <ul style="list-style-type: none"> • John gave her a gift • Why did you push me? • Please look after yourself |
| Conjunctions | Joining words, phrases & clauses | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Wow, that's brilliant news! • Ouch, that really hurt • Hey! How are you doing? |

En ingles 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 **negrilla** en los siguientes juegos de oraciones

1.

a. The soil of the forest is covered with **leaves** _____

b. The train **leaves** immediately _____

2.

a. the **head** of the nail is rusty _____

b. the **head** chef of the Buckingham palace is very famous _____

c. .Joe **heads** the research studies _____

3.

a. I do not like **fast** food very much _____

b. You drive too **fast**. _____

c. Muslims **fast** during Ramadan _____

ACTIVITY 2 : 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 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 (a), beta (b), and gamma (g) 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 _____
2. bit: _____ Function _____
3. discovery: _____ Function _____
4. French: _____ Function _____
5. penetrating: _____ Function _____
6. understanding: _____ Function _____
7. shown: _____ Function _____
8. heavy: _____ Function _____
9. kinds: _____ Function _____
10. _____ Function _____

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

Example: (0) the right answer is **C**

BEARS



The bear can (0)____ **C**____ a dangerous animal. The adult bear is very strong and it can kill a person. Bears are good at (16)____ 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 (19)____ 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.

- | | | | | | | |
|----|---|---------|---|---------|---|----------|
| 16 | A | climbed | B | climb | C | climbing |
| 17 | A | like | B | from | C | for |
| 18 | A | them | B | those | C | their |
| 19 | A | larger | B | largest | C | large |
| 20 | A | Both | B | One | C | He |
| 21 | A | every | B | all | C | each |

22 **A** many **B** more **C** much

23 **A** there **B** anything **C** it

II. LEARN ABOUT CONTEXT CLUES (A READING STRATEGY)

CONTEXT CLUE: Es una estrategia de lectura por el 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 esta la palabra , o puede estar en una oración anterior.

Existen cuatro grupos de pistas para el vocabulario en contexto.

| 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 <i>quiet and low key</i> family, Brad is <i>garrulous</i> . |
| 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 | <i>Sedentary</i> 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 | Lourdes is always sucking up to the boss, even in front of others. That <i>sycophant</i> 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 <i>dromedary</i> , 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 that 8' by 12' and had a bed in one corner. My second was no more that 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:

- a. large space
- b. home
- c. small space

2. The floors of the restaurant were extremely **scuzzy**. 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 '**scuzzy**'. Therefore the meaning of scuzzy is:

- a. clean
- b. dirty
- c. straight

ACTIVITY 1 : Answer the following context clues questions

1) The tiger's **roar** could be heard in villages far away
What does **roar** 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

Appendix 3: Placement and final test

Preguntas Respuestas 7/25
Puntos totales: 35

Parte 1

El estudiante encuentra una lista de ocho palabras clasificadas de A a H. Cada una de las preguntas describe una de las ocho palabras y el estudiante debe buscar la relación entre las dos y marcar la letra correcta (A a H), en su hoja de respuestas. Hay más palabras (A a H) de las que el estudiante necesita. Observe el ejemplo con atención:

0. When you wear this, people can't see your hair very well. (Respuesta "D" - hat)

1. A woman carries her things in one of these. *

- 1. A. pajamas
- 2. B. glasses
- 3. C. handbags
- 4. D. hat
- 5. E. scarf
- 6. F. skirt
- 7. G. socks


Parte 2

El estudiante encuentra cinco conversaciones cortas. Se debe completar la conversación seleccionando la respuesta correcta entre las tres opciones A, B ó C, en la hoja de respuestas. Mire el ejemplo:

Ejemplo parte 2

Ejemplo:

What do you do?



A. I'm a pilot.

B. I'm single.

C. I'm George.

Respuesta: 0 A B C

6. Be careful! *

- 1. A. Yes, I do
- 2. B. I will

Parte 3

El estudiante encuentra un texto con 8 espacios, los cuales debe llenar seleccionando la palabra correcta, para cada espacio, entre las tres opciones A, B ó C, en su hoja de respuestas. Mire el ejemplo donde la respuesta es la opción 'A'

Título de la imagen



The Ozone Hole

The Ozone Layer is a 'blanket' (0) _____ the earth. It protects (11) _____ from the sun's ultraviolet (UV) rays. The problem is that there is a hole in the Ozone layer over Antarctica. Humans made that hole (12) _____ people use some products (13) _____ have terrible effects on the ozone.

Scientists say that this year (14) _____ hole broke all records: it is the (15) _____ in history. It is 27.4 million km². Why is this hole (16) _____ huge?

Parte 4

El estudiante encuentra un texto seguido por siete preguntas, en las cuales debe seleccionar la respuesta correcta entre tres opciones A, B ó C, en su hoja de respuestas. Mire el ejemplo:

Título de la imagen

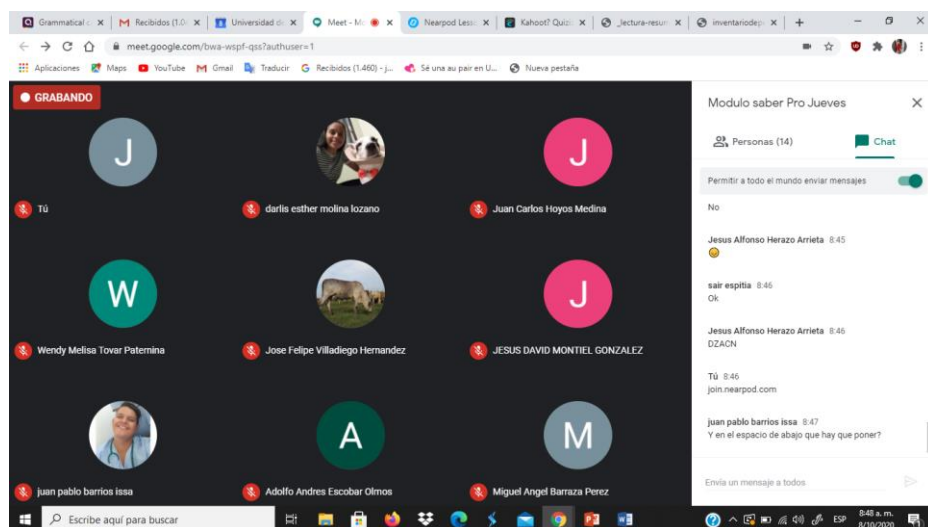
THE EUROTUNNEL

In 1957, an engineering company started studying the possibility to join Britain and France through a tunnel under the sea. It would have two trains for passengers as well as a small service train. In 1973 the ideas went into action and the hard work began. A short time later, they were stopped because there wasn't enough money to complete the project.

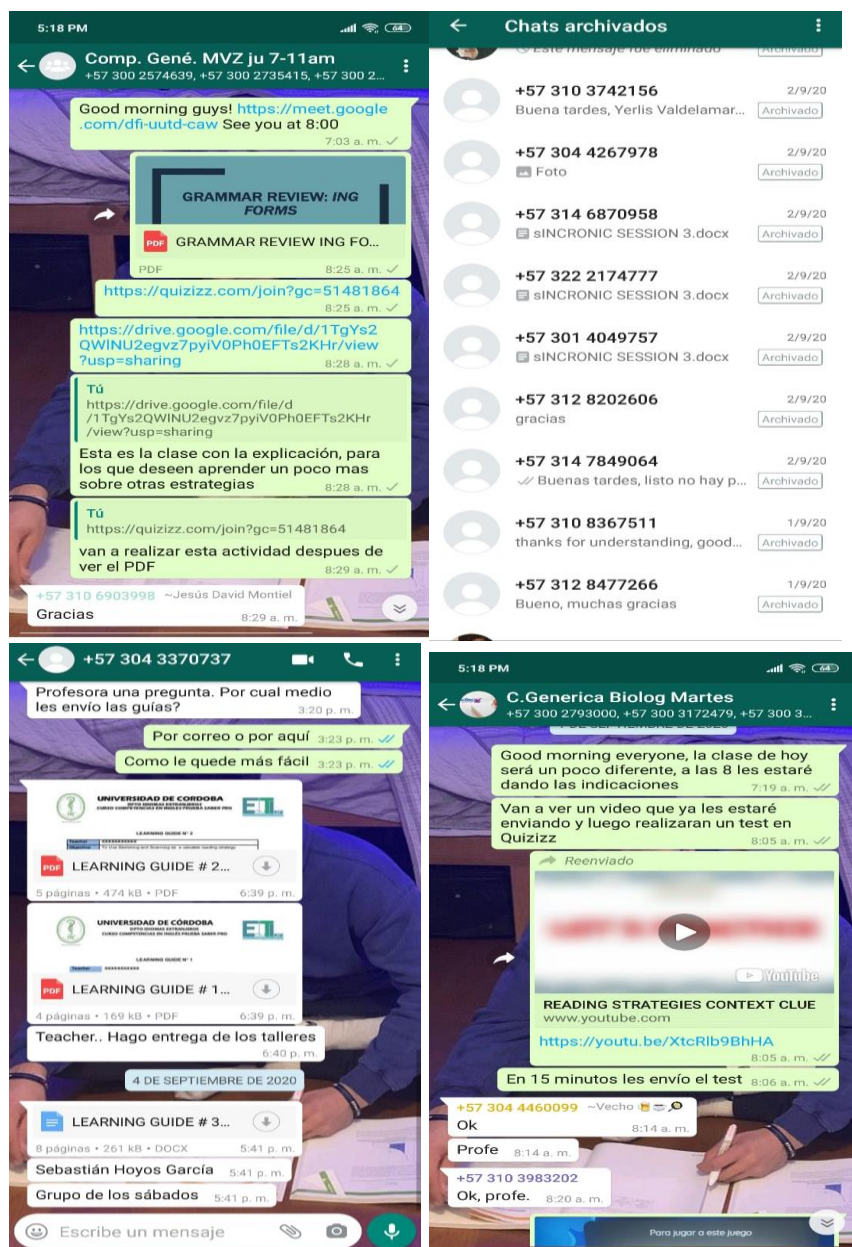
In 1984, several companies showed their ideas to re-start the project: two variations of railway, a road and a big bridge over the English Channel. The chosen project was the railway solution that was very similar to the one presented back in 1973. This time with help from both the British and French, a private company began the construction.

On January 20th 1986, the company TransMancheLink (TML) said that a long tunnel would be constructed. They chose a route from Folkestone in England to Calais in France. This wasn't the shortest possible way and the company needed to work harder than 13 years before.

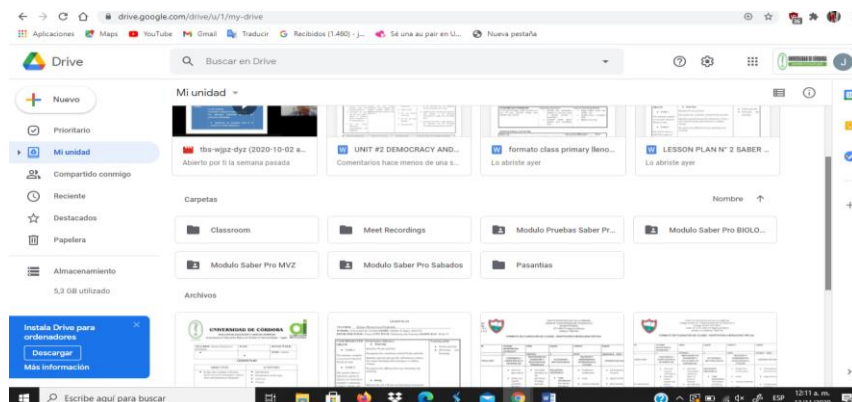
Appendix 4: Google Meet Platform

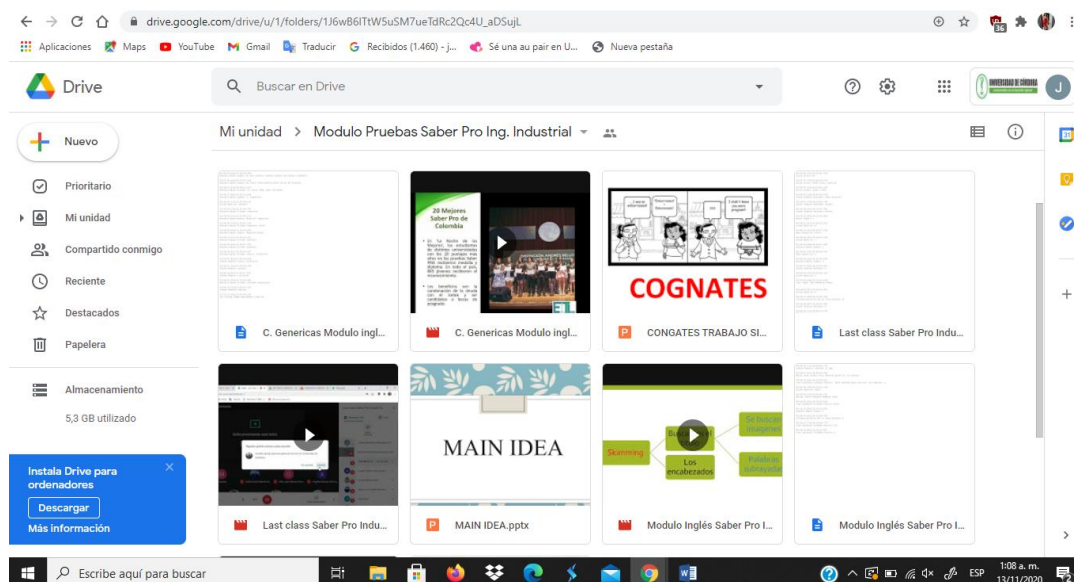


Appendix 5: Whatsapp

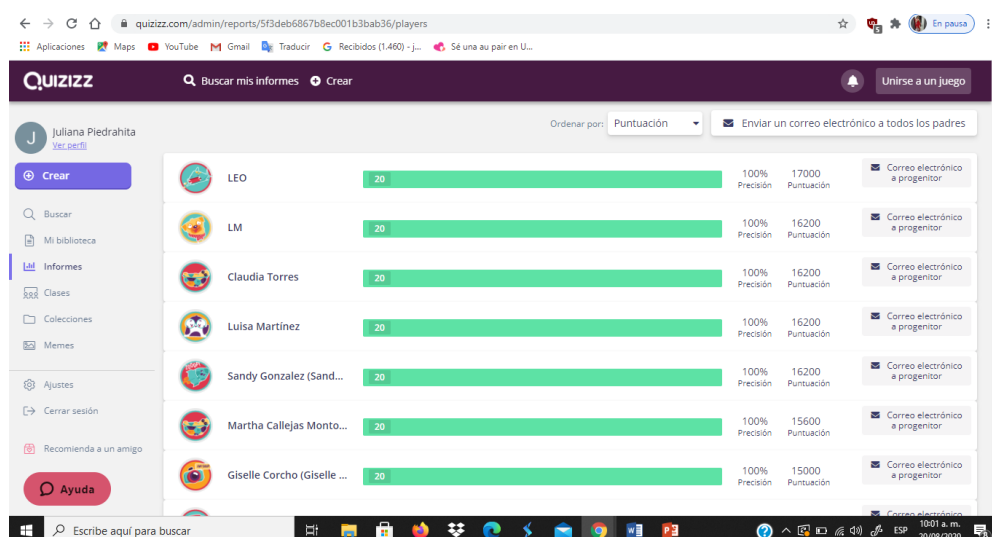
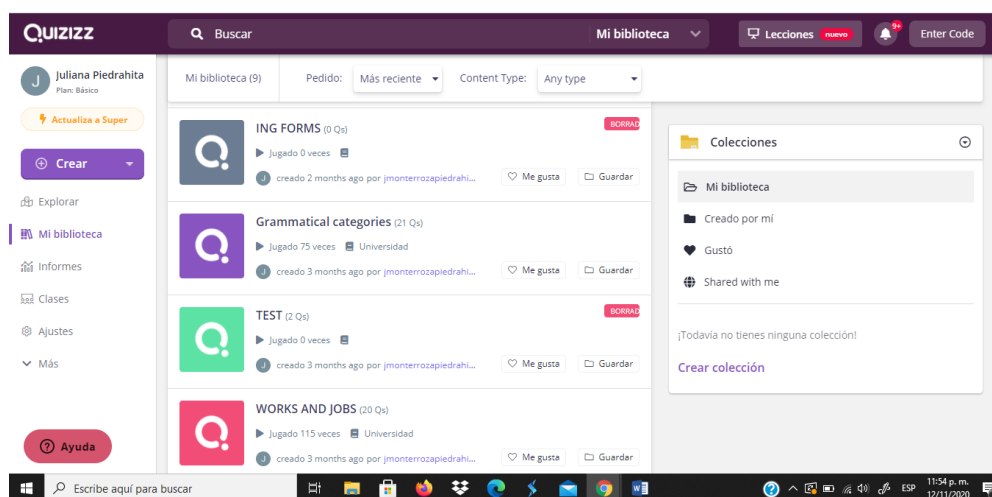


Appendix 6: Google Drive platform and recorded classes





Appendix 7: Quizizz platform and activities



Quizizz.com/admin/reports/5f3deb6867b8ec001b3bab36/players

Buscar mis informes Crear

Unirse a un juego

Juliana Piedrahita

Crear

Buscar

Mi biblioteca

Informes

Clases

Colecciones

Memes

Ajustes

Cerrar sesión

Recomienda a un amigo

Ayuda

| Nombre | Puntuación | Precisión | Correo electrónico a progenitor |
|-------------------------|------------|-----------|---------------------------------|
| Luis Jiménez Villadiego | 20 | 100% | 14600 |
| Adrianny reyes | 19 | 95% | 13800 |
| Gelis León España | 19 | 95% | 12300 |
| Natalia sierra | 18 | 90% | 11400 |
| Iveth Vega | 15 | 75% | 11100 |
| me Sandra | 16 | 80% | 11000 |
| Jordan Agresott | 16 | 80% | 10800 |
| Marco Ramos | 16 | 80% | 9900 |

1003 a. m. 20/08/2020

Quizizz.com/admin/quiz/5f4ff2cb9c5d870020ccb5e/startV4

CÓDIGO DE JUEGO: 474 030

Temas

Terminar

161

81% Precisión

39

Tabla Preguntas

20 / 27 done

Mostrar solo los mejores cinco

| Clasificación | Nombre | Puntos |
|---------------|----------------------|--------|
| 1 | Daniela Macea | 10730 |
| 2 | Samuel Illidge Ortiz | 9910 |
| 3 | Johana Romero | 9880 |
| 4 | Yerlis Valdelamar | 9030 |

Ayuda

305 p. m. 20/09/2020

Quizizz.com/admin/quiz/5f4ff2cb9c5d870020ccb5e/startV4

CÓDIGO DE JUEGO: 474 030

Temas

Terminar

| | | |
|----|-------------------|------|
| 4 | Yerlis Valdelamar | 9030 |
| 5 | Karal López | 8410 |
| 6 | Ivan Cordoba | 8150 |
| 7 | daniela pantoja* | 7970 |
| 8 | Adalberto Rendón | 7730 |
| 9 | Carlos Pereira | 7490 |
| 10 | Daniela Boena | 7380 |
| 11 | Miguel Vega Serna | 6770 |
| 12 | Daniela M | 6740 |

Ayuda

305 p. m. 20/09/2020

Quizizz interface showing a leaderboard and quiz results for 12 players across 10 questions (Q1-Q10). The interface includes buttons for "Volver a jugar!" (Play again), "Revisar" (Review), "Temas" (Topics), and "Salir" (Exit). A "Ayuda" (Help) button is also present.

| Nombres de los jugadores | Puntuación | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 |
|--------------------------|--------------|----|----|----|----|----|----|----|----|----|-----|
| 1 Daniela Macea | 10730 (100%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2 Samuel Illidge Ortiz | 9910 (100%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3 Johana Romero | 9880 (100%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4 Yerlis Valdelamar | 9030 (100%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5 Karol López | 8410 (100%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 6 Ivan Cordoba | 8150 (80%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✓ | ✗ | ✗ |
| 7 daniela pantoja* | 7970 (90%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✗ |
| 8 Adalberto Rendón | 7730 (90%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✓ | ✓ | ✓ | ✓ |
| 9 Carlos Pereira | 7490 (80%) | ✓ | ✓ | ✓ | ✓ | ✗ | ✓ | ✓ | ✗ | ✓ | ✓ |
| 10 Daniela Baena | 7380 (80%) | ✗ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✓ | ✓ | ✓ |
| 11 Miguel Vega Serna | 6770 (80%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✓ | ✗ |
| 12 Daniela M | 6740 (80%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✗ | ✗ |

Appendix 8: Nearpod platform and activities

Nearpod interface showing the "Mi Biblioteca" (My Library) section. The interface includes a search bar, a sidebar with navigation options, and a main area displaying various activities and lessons.

Navigation Sidebar:

- Unirse a una lección (Join a lesson)
- CODIGO...
- MIS MATERIALES (My Materials)
- Mi Biblioteca (My Library)
- Reportes (Reports)
- CONTENIDO DE NEARPOD (Nearpod Content)
- Biblioteca de Nearpod (Nearpod Library)
- RECURSOS (Resources)
- Recursos de Profesor (Teacher Resources)

Main Content Area:

- EXPLORA LA BIBLIOTECA DE NEARPOD** (Explore the Nearpod Library)
- Collaborate Board** (Multiple instances)
- Open Ended Question**
- Mi tercera lección** (My third lesson) - Juliana Monterroza Piedra... Oct 8, 2020 - 1MB
- Mi primer lección (1)** (My first lesson (1)) - Juliana Monterroza Piedra... Oct 2, 2020 - 1MB
- Mi primer Pregunta Abie...** (My first Open-ended question) - Juliana Monterroza Piedra... Oct 1, 2020 - 0MB
- Mi primer lección** (My first lesson) - Juliana Monterroza Piedra... Sep 24, 2020 - 1MB

Verbi X Recibidos X sincr X Near X Kahoot X what X What X Valer X ¿Qué X Colo X Tradu X The I X +

app.nearpod.com/command?puuid=2a4a2df948e60989dcff5d05964d481f-18&sid=c506db48f1c2feb1fda5773dbc5d85&origin=My%20Library

CODE: GBYHK

Actividad

Que es un cognado? escribe 3 ejemplos que conozcas

Share thoughts and/or images here

250

Post

13

2 de 3

Esconder los nombres de los estudiantes

Escribe aquí para buscar

11:44 p.m. 30/09/2020

Verbi X Recibidos X sincr X Near X Kahoot X what X What X Valer X ¿Qué X Colo X Tradu X The I X +

app.nearpod.com/command?puuid=2a4a2df948e60989dcff5d05964d481f-18&sid=c506db48f1c2feb1fda5773dbc5d85&origin=My%20Library

CODE: GBYHK

Actividad

Share thoughts and/or images here

250

Post

13

2 de 3

Esconder los nombres de los estudiantes

Escribe aquí para buscar

11:45 p.m. 30/09/2020

Live Dashbo X Recibidos X Nearpod Les X Kahoot? Quiz X Valentine's D X ¿Qué dice la X Colosense 2 X Traductor de X +

app.nearpod.com/command?puuid=94b8e091671ba7a213c1902f6c34f1dc-18&sid=c230dcae9657015c7860e1a0502538&origin=My%20Library

CODE: OFVIJ

Actividad

Tips para utilizar la estrategia Main Idea

| Estudiante | Respuesta | PARTICIPACIÓN 87% |
|----------------------|---|-------------------|
| Wendy Tovar | - Buscarla siempre al inicio de un texto. -Tiende a tener una palabra que se repite much... | Compartir |
| Darlís Molina Lozano | 1. Verificar que la primera frase no sea contradecia, pues si lo es, podremos encontrar ... | Compartir |
| Sair Espitia | Algunas oraciones cortas | Compartir |

16

2 de 3

Esconder los nombres de los estudiantes

Escribe aquí para buscar

3:33 p.m. 1/10/2020

Live Dashboard x Recibidos (1.0) x Nearpod Less x Kahoot! Quiz x Valentine's D x ¿Qué dice la B x Colosenses 2 x Traductor de x +

app.nearpod.com/command?puId=94b8e091671ba7a213c19026c34f1dc-1&sid=c230dcae9857015c7860e1a0502538&origin=My%20Library

code: 0FVIJ

Tips para utilizar la estrategia Main Idea

| Estudiante | Respuesta | PARTICIPACIÓN 87% |
|----------------------------|--|-------------------|
| Miguel Angel Barraza Pérez | La idea principal casi siempre se encuentra en la primera oración del texto, además hay... | Compartir |
| Silvia Martínez | Podemos mirar los títulos, observar que palabras se repiten más, leer la primera y últim... | Compartir |
| Kristyn vega | entender la última oración del texto que puede confirmar o desmentir la idea principal, l... | Compartir |
| JUAN CARLOS HOYOS | PARA TRABAJAR O CONTESTAR PREGUNTA DE UNA FORMA MUCHO MAS RAPIDA ... | Compartir |

16 2 de 3 Esconder los nombres de los estudiantes

Escribe aquí para buscar

3:34 p. m. 1/10/2020

Appendix 9: Classting platform and deliveries in classting

classting.com/classes

CLASSTING Noticias Clases

Buscar escuelas, clases, personas

UNIVERSIDAD DE CORDOBA Ir a la escuela

Comenzar una nueva clase

Regístrate con el código

© Classting 2020
Términos de Uso | Política de Privacidad
Soporte
Español

2020-21 4 - Modulo saber Pro D ...

2020-21 4 - MVZ Modulo Saber p ...

2020-21 4 - Modulo Saber Pro A ...

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4 - MVZ Modulo Saber pro

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luisa fernanda garcia moreno

21 de Octubre de 2020

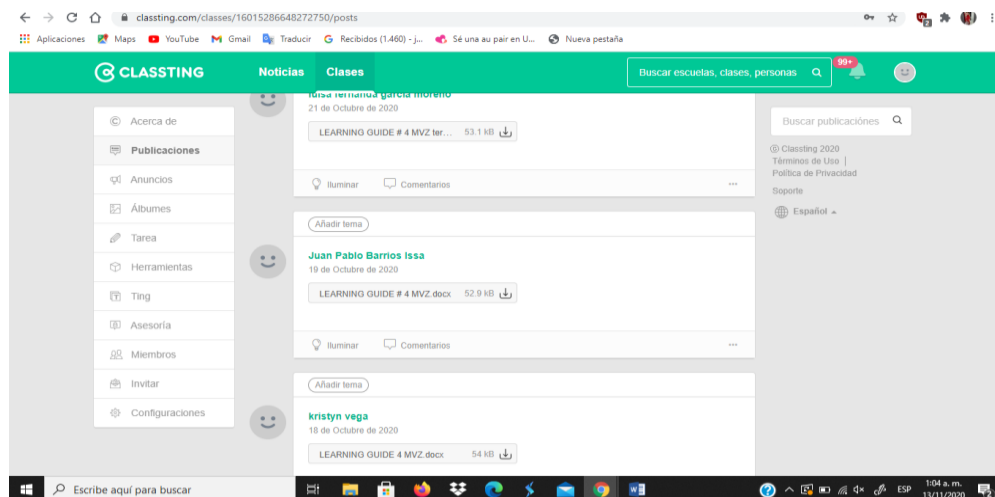
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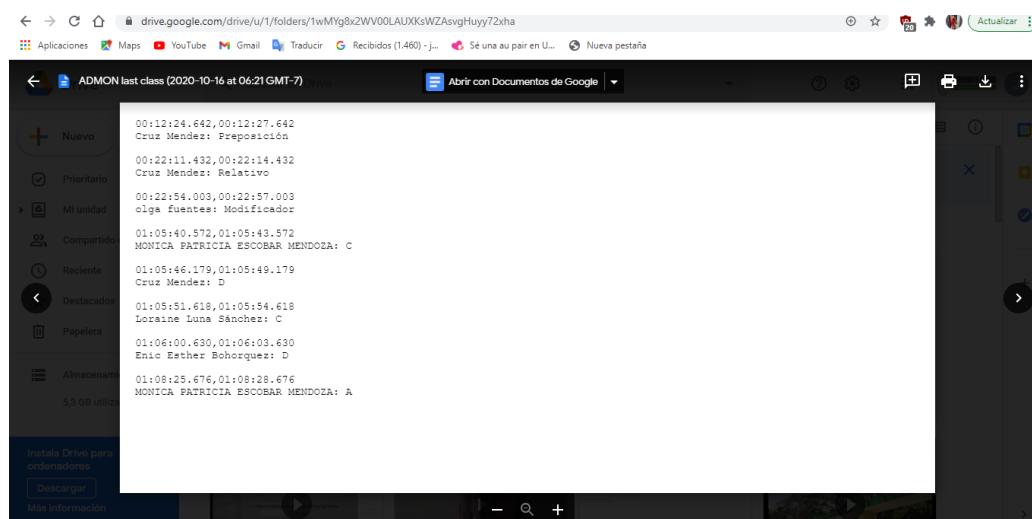
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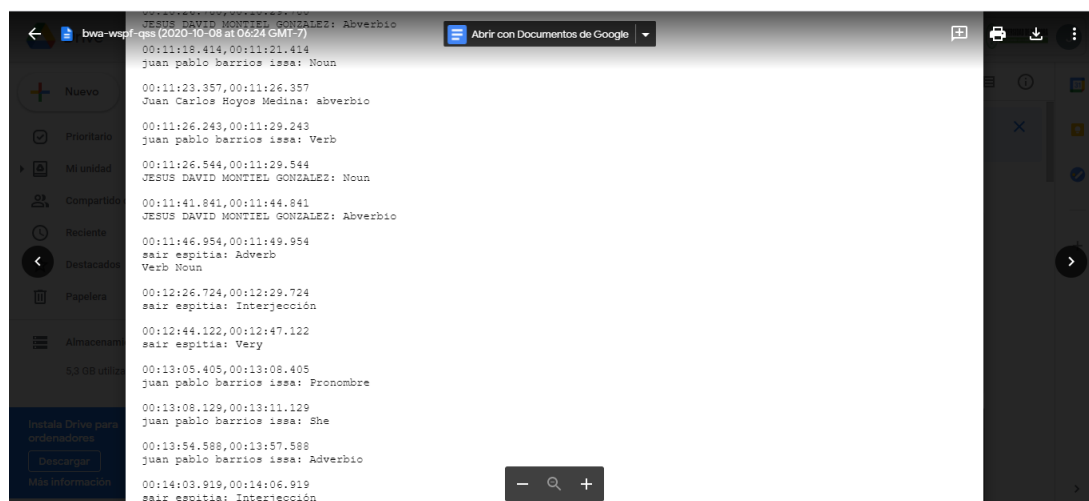
1:03 a. m. 13/11/2020



Appendix 10: Lack of participation



Appendix 11: Engagement and participation



Aplicaciones Maps YouTube Gmail Traducir Recibidos (1.460) - j... Sé una au pair en U... Nueva pestaña

bwa-wsp-f-qss (2020-10-08 at 06:24 GMT-7) Abrir con Documentos de Google

00:01:43.294,00:01:46.294
Juan Carlos Hoyos Medina: buenos Dias

00:04:34.061,00:04:37.061
sair espitia: Noun

00:04:39.088,00:04:42.088
juan pablo barrios issa: Nombre

00:06:22.661,00:06:25.661
juan pablo barrios issa: Verbo

00:06:31.058,00:06:34.058
Juan Carlos Hoyos Medina: verbo

00:06:48.383,00:06:51.383
juan pablo barrios issa: Noun?

00:08:03.021,00:08:06.021
sair espitia: Pronoun

00:08:36.261,00:08:39.261
sair espitia: Verb

00:08:47.582,00:08:50.582
JESUS DAVID MONTEIL GONZALEZ: Verbo

00:09:34.613,00:09:37.613
darlis esther molina lozano: Adjetivo?

00:10:16.488,00:10:19.488
sair espitia: Adverb

00:10:26.780,00:10:29.780

0 adverbio

00:14:06.780,00:14:09.780
JESUS DAVID MONTEIL GONZALEZ: Abjetivo

00:14:08.826,00:14:11.826
Juan Carlos Hoyos Medina: abverbio

00:14:59.500,00:15:02.500
sair espitia: Verb

00:15:50.222,00:15:53.222
Juan Carlos Hoyos Medina: verbo

00:15:58.384,00:16:01.384
Juan Carlos Hoyos Medina: very

00:16:00.172,00:16:03.172
juan pablo barrios issa: Noun My friend

00:16:08.722,00:16:11.722
juan pablo barrios issa: Verb is

00:16:47.322,00:16:50.322
JESUS DAVID MONTEIL GONZALEZ: Adjetivo

00:16:55.119,00:16:58.119
Juan Carlos Hoyos Medina: abverbio

00:20:32.347,00:20:35.347
sair espitia: No

00:20:51.558,00:20:54.558
Jesus Alfonso Herazo Arrieta: ☺

00:21:32.477,00:21:35.477
sair espitia: Ok

00:21:41.915,00:21:44.915

00:21:32.477,00:21:35.477
sair espitia: Ok

00:21:41.915,00:21:44.915
Jesus Alfonso Herazo Arrieta: DEACN

00:21:50.127,00:21:53.127
Juliana Monterrosa Piedrahita: join.nearpod.com

00:22:00.358,00:22:03.358
juan pablo barrios issa: Y en el espacio de abajo que hay que poner?

00:24:42.840,00:24:45.840
Adolfo Andres Escobar Olmos: Me pide un código para acceder

00:26:21.785,00:26:24.785
Juliana Monterrosa Piedrahita: El código de la actividad es DEACN

00:33:28.711,00:33:31.711
Juliana Monterrosa Piedrahita: Todos terminaron?

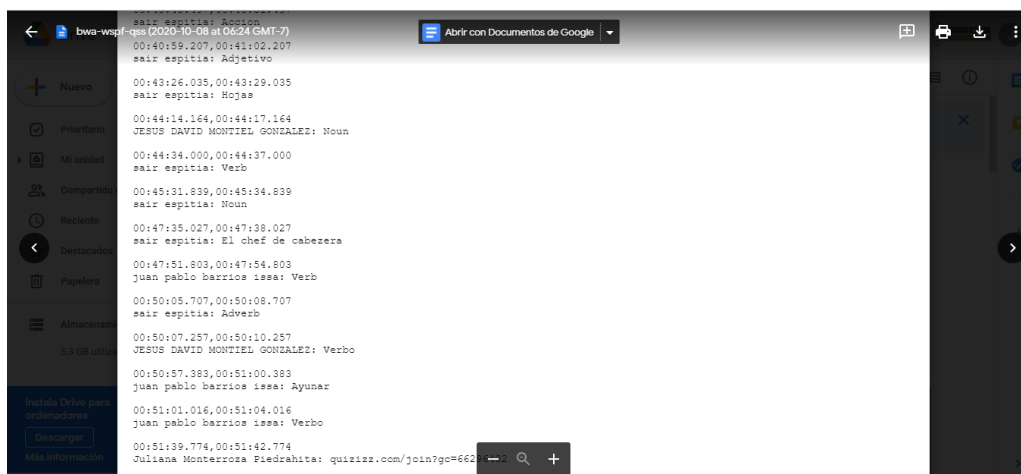
00:35:49.167,00:35:52.167
sair espitia: Yo si

00:36:03.151,00:36:06.151
darlis esther molina lozano: X2

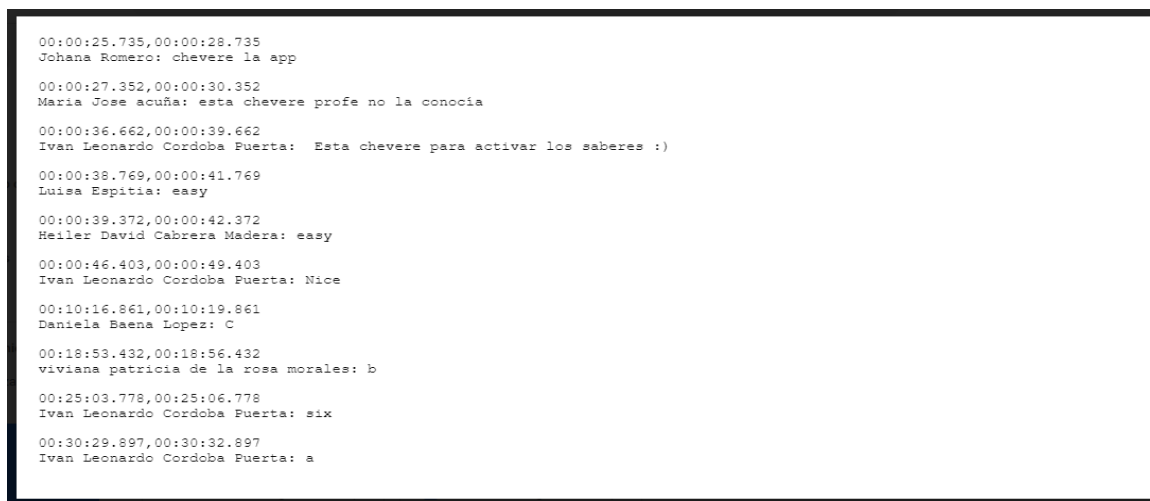
00:38:38.469,00:38:41.469
Adolfo Andres Escobar Olmos: Plano

00:38:52.620,00:38:55.620
Juan Carlos Hoyos Medina: plana

00:39:03.914,00:39:06.914
Adolfo Andres Escobar Olmos: O piso



Appendix 12: Motivating students with entertaining apps



Appendix 13: Students without computer

