

EXECUTION OF CO-PLANNING AND CO-TEACHING PROCESSES

**Execution of Co-Planning and Co-Teaching Processes Based on English for Specific
Purposes at Servicio Nacional de Aprendizaje (SENA) Centro de Diseño e
Innovación Tecnológica Industrial in Dosquebradas, Risaralda.**

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Licenciatura en Bilingüismo con Énfasis en Inglés

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Abstract

This project corresponds to the modality of the Classroom Project, and it was carried out at the Servicio Nacional de Aprendizaje (SENA) Centro de Diseño e Innovación Tecnológica Industrial in Dosquebradas, Risaralda. In view of the institution's needs, this project aimed at developing co-planning and co-teaching processes alongside the institution's English instructors. Recent state tests results indicate that, compared to other institutes of similar nature, the SENA presented the largest number of students in the lowest levels of English performance (A1 and A2). We expected to contribute to the SENA's efforts to meet the objectives set in its Bilingualism Plan, we intended to provide support in the design, materialization, and implementation of English workshops, final exams, and classes through co-planning and co-teaching. Moreover, to foster the communicative competence and the use of technical vocabulary particular to the learners' field of work, we contributed to the design of new learning guides along with the SENA's instructors. Furthermore, the expected outcome of this project was to aid future technologists in the process of learning technical language corresponding to their area of expertise and to contribute to the enhancement of SENA's performance in institutional and national tests. The most significant implication of this project was to work with someone else since it is a challenge and a huge responsibility. This process depended on the prosperous students' learning and therefore their learning outcomes. Moreover, the feedback given by the instructors was crucial for the practitioners to improve the quality of the class. One fact we can conclude is that there were some external factors that affected the normal development of the functions to perform; however, the alternatives to solve those situations allowed offering several opportunities for both, apprentices and instructors in terms of learning environment, new methodologies, and pedagogical strategies. In the final analysis

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that was shared in a meeting with all the members involved in this project, they agreed that the practitioners covered the proposed needs successfully.

Keywords.

Co-planning, Co-teaching, Learning guides, English for specific purposes, SENA, Workshop.

Resumen

Este proyecto corresponde a la modalidad Proyecto de Aula, y se llevó a cabo en el Servicio Nacional de Aprendizaje (SENA) en Dosquebradas, Risaralda. Teniendo en cuenta las necesidades de dicha institución educativa, este proyecto tuvo como objetivo desarrollar procesos de co-planificación y co-enseñanza junto con los instructores de inglés de la institución. Los resultados de pruebas estatales recientes indican que, en comparación con otros institutos de similar naturaleza, el SENA presentó el mayor número de estudiantes en los niveles más bajos de desempeño en inglés (A1 y A2). En aras de contribuir a los esfuerzos del SENA para cumplir con los objetivos dispuestos en su Plan de Bilingüismo, pretendimos brindar apoyo en el diseño, materialización e implementación de talleres, exámenes finales y clases de inglés a través de co-planificación y co-enseñanza. Además, atendiendo a la necesidad de fomentar la competencia comunicativa mediante el uso de un vocabulario técnico propio del campo de trabajo de los alumnos, se desarrollaron nuevas guías de aprendizaje en conjunto con los instructores. Asimismo, el resultado esperado de este proyecto fue ayudar a los futuros tecnólogos en el proceso de aprendizaje del lenguaje técnico correspondiente a su área de especialización, y contribuir al mejoramiento del desempeño del SENA en pruebas institucionales y nacionales. Una de las implicaciones más significativas de este proyecto fue trabajar con alguien más ya que esto implica asumir un reto y una gran responsabilidad. El proceso anterior dependía de un próspero aprendizaje por parte de los estudiantes y por consiguiente de sus resultados. Además, la retroalimentación dada por los instructores fue crucial para los practicantes para mejorar la calidad de las clases. Pudimos concluir que hubo algunos factores externos que afectaron el desarrollo normal de las funciones a realizar; sin embargo, las alternativas para solventar estas situaciones permitieron ofrecer diferentes

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oportunidades tanto para aprendices como instructores respecto a los ambientes de aprendizaje, nuevas metodologías y prácticas pedagógicas. En el análisis final que fue llevado a cabo en una reunión con todos los miembros que hicieron parte de este proyecto, ellos concordaron que los practicantes cubrieron satisfactoriamente las necesidades propuestas.

Keywords

Co-enseñanza, Co-planeación, guías de aprendizaje, Inglés para Propósitos Específicos, SENA

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Justification

Over the last two decades, Colombia has experienced an international market opening. The signing of multiple free trade agreements has allowed Colombian companies to expand their operation overseas. Such aperture required the transformation of the educational sector into one capable of offering job training programs corresponding to the market necessities. Moreover, constant communication with foreign-language speakers, especially in English, called for specialized language-training programs that would equip learners with the required skills to interact successfully. In response to such demand, the national government has deployed several bilingualism programs, following international guidelines and standards. Subsequently, the Servicio Nacional de Aprendizaje (SENA) established in 2005 its Bilingualism Plan, with English for Specific Purposes (ESP) at its core, as a measure to meet the needs of a demanding and competitive market in terms of human capital. Even though our country has shown progress in its English level performance, both national and international tests' results are evidence that there is still work to be done.

In 1991, the instauration of the new Political Constitution in Colombia brought along a series of substantial modifications in terms of human and social warranties. Aligned with UNESCO's Universal Declaration of Human rights, the legislators proclaimed education as an inalienable right to our country's citizens. Colombia's *Magna Carta* demanded the expedition of a new set of guidelines to regulate such a field, which materialized in the issuing of the law 115 of 1994, or General Law of Education (Pulido, 2014). Even though comprehensive, it did not contemplate the learning of a second or foreign language as an institutional mandate. It was the ramping globalization, the increase of job opportunities abroad, and the need to meet international standards of English proficiency level, the factors that fostered the issuance of the

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Bilingualism law, by which it was made mandatory the developing of basic language skills in a foreign language (Law 1651, 2013).

The aforementioned laws and several others (e.g. *Proyecto de Fortalecimiento al Desarrollo de Competencias en Lenguas Extranjeras 2010-2014*, *Colombia Bilingüe 2014-2018*), were the prelude to the design of the current *Plan Nacional de Inglés(PNI): Colombia Very Well* (National English Plan: Colombia Very Well), led by the National Ministry of Education. This program intends to make Colombia the most educated Latin-American country, and the South American country with the best English level.

Quantitatively, the government aims at achieving that, by 2025, 50% of secondary-graduate students attain a B1 level, according to the Common European Framework of Reference (CEFR), (*Programa Nacional de Inglés: Colombia Very Well 2015-2025*, MEN).

Unfortunately, both national and international exams attest to a differing panorama. In 2019, the Education First agency carried out the EF English Proficiency Index exam, which evaluates, worldwide, students' (ages 13 to 22) English language skills. The results positioned Colombia in the 68th spot (low proficiency) among 100 countries. Moreover, it obtained 17th place in Latin America -surpassing only Venezuela and Ecuador-, a slight decrease from the previous edition (EF English Proficiency Index, 2019, p.28).

While conducting a diagnosis and review of the previous programs, the National English Plan: Colombia Very Well concluded that “English level in schools is too low, and cases of success are limited” (Plan Nacional de Inglés: Colombia Very Well, 2015, p.17). When exploring higher education, the document reads that, as of 2013, only 8% of higher education institutions' graduate students reached a B2 level or higher. Moreover, 80% of technicians and

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technologists graduated with an A1 level or inferior (Plan Nacional de Inglés: Colombia Very Well, 2015, p.19). This reading was later confirmed by the *Pruebas Saber TyT*, 2018 (targeted to technicians and technologists), showed that, compared to other institutions of similar nature, the Servicio Nacional de Aprendizaje (SENA) presented the largest number of students in the two levels of lower performance (A- and A1); and the least proportion of students in the highest levels of performance (Pruebas Saber TyT, 2018, p.17).

The latter conclusions are especially relevant for this paper since they denote the imperative need to seek alternative strategies to continue upscaling SENA's English outcomes. As a result, the initiative emerged to create a synergy between the referred institution and the UTP's *Licenciatura en Bilingüismo con Énfasis en Inglés* program. This project took place under such cooperation's framework, and it intended to contribute primarily to two aspects that correspond to the particular demands detected by the *Centro Atención Sector Agropecuario's* English coordinators.

On the one hand, we provided support to the design and implementation of lesson plans and material through co-planning and co-teaching processes. For this purpose, we advocated for the constant interaction among practitioners, content teachers, and English facilitators thus strengthening the quality of the products presented to the trainees throughout their language learning process. In this regard, while reviewing the methodology implemented in the SENA to teach English for Specific Purposes, Chaves, Peña, and Zapata (2019) state that current ESP programs in Colombia do not promote “conflict resolution, critical thinking, and students’ resolute capacity” (p.35). Furthermore, the authors affirm that such programs focus on memorization of vocabulary, causing “chefs capable of repeating in the English language all the ingredients used to cook different culinary reparations, yet unable to explain to an English-

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speaking customer the cooking techniques employed” (p. 37).

Through this “Práctica Organizacional Conducente a Proyecto de Grado”, we expected to have a positive impact on the educational, professional, and personal spheres of all parties involved. As practitioners, this implementation represented the culmination of our bachelor’s degree and the introduction to our work-life. The constant interaction with in-service instructors of such a renowned institution and with technologists and technicians in development enriched our teaching-learning experience. Most importantly, we aimed at aiding with the attainment of the SENA Plan de Bilinguismo’s goals, which, if met, guarantees the training of students who, due to their high English level proficiency, will navigate successfully in the competitive work world. Likewise, we looked forward to contributing to the improvement of SENA’s results in both institutional and state tests.

Conceptual Framework

The main theoretical concepts that support the interventions shall be defined in this section. The following text has eight main constructs based on English for Specific Purposes (ESP), Communicative Language Teaching (CLT), co-teaching, co-planning and planning and executing academic events in which other concepts are presented such as the stages in planning lessons with ESP, designing material in ESP as well as classes based on CLT, and the process which involves planning a bilingual event. On one hand, authors as Hutchinson and Waters (1987), Dudley-Evans (2001), Sarmiento & Bocorny (2018), appealed to definitions about ESP as an approach based on students' learning needs, which its main focus is to present students with real-life situations in which they may use the target language. Another approach, which shall be mentioned in the text is CLT defined by some authors as an approach in which authentic communication is used to develop students' communicative competencies. All of those theoretical bases are going to help us to have a wider vision of what encompasses using and implementing those constructs in real contexts, as the entrepreneurship practicum in SENA (Servicio Nacional de Aprendizaje) requires to solve its needs.

English For Specific Purposes

Since English for specific purposes (ESP) is the approach used in Servicio Nacional de Aprendizaje as a strategy to teach English, it is an important term that must be clear. Therefore, in order to have a wide vision about what the term ESP consists of, there will be different authors' insights who are going to explain the term deeply. Authors such as Hutchinson and Water, Dudley Evans, and Sarmiento & Bocorny were the first to define and have ESP as their primary focus when teaching a second language. However, not only the definition is provided, but also how to implement it within classrooms, and what are the benefits that it carries out in

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teacher's and learner's learning progress. In the last few years, it has been fundamental to learn English as a second language for the development of specific aims. Hutchinson and Waters (1987) cited in Donesh, (2012) define ESP as an approach to language learning, which is based on the learner's needs to learn a foreign language, and to language teaching since all decisions of content and method are based on the learner's reason for learning. This approach prepares the learner to use the target language for effective communication in specific situations within their future professional work or studies.

Similar to the previous definition, Dudley-Evans (2001) cited in Sohnata (2015) defines ESP as the needs that a specific group of learners has to learn, including either the language or the competencies that are beyond the language. This approach focuses on fulfilling the students' needs to either read a manual, write a dissertation or listen to a lecture, etc. To complement what was said above, ESP prepares students to respond to specific contextual factors that they could encounter in their professional or academic field. For instance, in English for call center operators will need the expressions, and the right vocabulary related to customer service.

In addition to the two similar definitions mentioned before, it adds the opinion of two people regarding ESP with a wider idea. Sarmiento & Bocorny (2018) refers to ESP as a new area within English language teaching (ELT) whose aim is not to improve students' English proficiency indiscriminately; instead, ESP recognizes students as important stakeholders who decided to study the language for specific reasons. Those needs are important to know if teachers want to help their learners to reach their goals and allow them to use English to fulfill their needs. For example, if a group of bus drivers wants to learn English, listening and speaking are the most important skills because they will interact with passengers, so they will be focused on how to learn all the vocabulary and expressions related to charging the fare,

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negotiating schedules with colleagues, and ask for directions. Based on the previous authors' ideas, it can be said that ESP refers to an approach that focuses on students' reasons for learning a foreign language, in other words, it focuses on vocabulary and expressions used in specific academic and occupational contexts. The goal is to help students improve their communication skills and prepare them to perform effectively in their present or future work or study. In other words, it can be said that ESP is an approach in which students have reasons and needs to learn a language with a specific objective, whether in any professional or academic setting. This approach helps students to achieve their purposes concerning the particular focus or reasons for which they are learning the language, allowing them to reach a high level of proficiency in those areas. Since the main purpose of this entrepreneurship, the practicum is to assist SENA (Servicio Nacional de Aprendizaje) English teachers in the planning of classes in ESP, it is necessary to know some important considerations when planning classes using this approach.

A Framework to Plan Classes Based on English for Specific Purposes

Before implementing this approach, it is necessary to create a base guide that allows the analysis of the learners' needs. Kawpet (2008), cited in Arnis (2016) decided to construct a framework covering the process of analyzing the needs for curriculum development, also, including the program evaluation. Kawpet used six principles to analyze learners' needs, such as giving priority to communication needs, giving equal importance to learning needs, taking context into account, inviting multiple perspectives, employing multiple data collection methods, and treating need analysis as an ongoing activity. In Kawpet's framework, the current students (researchers, formers, lectures) are investigated to express their communicational and learning needs of ESP (English for Specific Purposes) through individual interviews. Next, their needs are formulated into the curriculum. The second phase occurs during the implementation of the

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formulated curriculum in which English instructors, current students, and an observer check the process of teaching and learning periodically. In the third and final step, communication and learning needs are evaluated. All of this is done through observation, collection of students' work samples, focus group interviews, and evaluation of instructional material. Other definitions of the framework have been exposed. As an illustration of it, Kawpet (2009) postulated a framework focused to keep under observation the ESP program that guides the curriculum development. It is important to be aware of the lack of suggested instruments for future experts to investigate. This author contributes new perspectives on the advantages of evaluation. There are some missed aspects such as learner autonomy, authenticity, and learning transfer in this evaluation framework. This framework clarifies the scheme of ESP assessment. Douglas (2013) gives an opinion about the language assessment of ESP. The purpose is to analyze the target language and the reflective communicative needs of specific groups of students. It can be considered the importance of the analysis of needs and the use of language in ESP. This framework evaluates ESP program development, from the first one to the last one.

Other principles have been applied to the framework. Tsou and Chen (2014) proposed an evaluation framework for ESP combining other frameworks made by Hutchinson and Water (1987) and Watanabe, Norris, and Gonzalez (2009). That framework added authenticity, learning autonomy, and learning transfer, which were characteristics not taken deeper into account by other authors. Additional to all those features previously mentioned, that framework includes comprehensive elements that make part of ESP. The scheme that the framework considers as of great importance includes stakeholder analysis which consists of determining the value of the program and the effectiveness of the instruction, the course evaluation which asks if learners' needs are fulfilled if the materials used are authentic and if the test fostered

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learners' autonomy. It also includes the learner's assessment which consists of selecting the type of assessment to measure the capacities of the students through a placement test, proficiency test, achievement test, and learning transfer. Another aspect of this framework is teacher participation which fulfills the function of organizational support, decision making, and job satisfaction.

Having in mind the previous definitions given by the different authors, it can be concluded that framework design for ESP focuses on analyzing the learners' needs taking into account the objectives that each student wants to achieve when learning a language. Based on students' needs, the design of a framework can be developed or adjusted since it cannot be developed without taking into account the students. It is fundamental to consider that the materials used in ESP are adapted or designed according to their needs. That is the reason why ESP designers seek authentic materials that take into account situations in a real-life context where students could use the knowledge, as well as those types of frameworks that look for increased learners' autonomy. Another important aspect is that the learning and teaching process is constantly assessed with the aim to ensure the success of learners and framework. Once it is known what involves the framework's design, it is time to specify the stages in which the classes in SENA (Servicio Nacional de Aprendizaje) shall be based and guided.

Stages or Steps in Planning Lessons with English for Specific Purposes

Over the years, ESP (English for Specific Purposes) has gone through 5 stages. According to Hutchinson and Waters (1987) cited in Catalá (2014), those five stages are the following. The first one is Register analysis, which consists of the analysis and distinction between specialized languages and common language to identify the grammatical and lexical features of these registers. The aim of this is the pedagogical objective of making ESP courses more relevant to learners' needs. The second one is called Rhetorical or discourse analysis, it is based on not solely providing further practice in the composition of sentences, but on developing strong knowledge bases about how to use sentences in performing different communicative acts. Another stage is Target situations analysis, it aims at analyzing the students' reasons for learning, thus the course identifies the motivations of the students to learn the language as well as the situations in which they could use the language. Once this information is known, the course will focus on guiding students to achieve the goal that arises. The fourth stage is Skills and strategies, this stage concentrates on reading and listening strategies, which allow them to acquire the necessary tools to deduce the sense of a spoken or written text. Lastly, the other stage is the Learner centered-approach in which motivation, student-teacher interaction, familiar contexts, pedagogical procedures are considered.

Other significant contributions have helped to create effective models. Mashup (2018) designed a model to implement an ESP class which consisted of two cycles with three phases and through two stages, planning, and implementation. The first cycle incorporates the Plan, Do, and See phases. The Plan phase has to do with identifying the problems, stating the goals, constructing the activities, and dividing the activities. The Do phase is formed by involving the

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students in a problem based on real-life context, then the facilitator provides students with some approaches and techniques to solve the problem. The See phase includes analyzing the students' engagement in the activity, as well as if the activity works well. On the other hand, the second cycle as well as the first cycle includes the Plan, Do, and See phase, but with some changes. The Plan phase focuses on students as the learning center, modifying the setting layout to give more opportunity to the passive students to participate. In the Do phase, the professor asks students about the problems of their study, after that he asks them to give solutions to the problems of their peers, finally, the students would simultaneously share and give solutions to their friend's problems. The See phase has to do with the students learning process, it measures how involved the students are in the activities.

The planning stage includes formulating the steps which will be implemented in the lesson study process. This process allows the lesson study process to be successful and the preparation shows good results. In the same way, the Implementation stage has to be with the two cycles in which the sessions are divided.

In contrast to the stages in planning a lesson with ESP presented by Mashup (2018), Bautista (2013) introduced a set of stages in planning a lesson with ESP based on CALLA (Cognitive Academic Language Learning Approach). CALLA is an approach based on a social-cognitive learning model that comprises the student's prior knowledge, metacognitive awareness, and self-reflection. Bautista (2013) made an instructional design that implemented EPS based on CALLA and developed five stages. The first stage incorporates the preparation in which students identify their prior knowledge and the specific strategies to use. The second one includes the presentation, which is when the teacher indicates the new learning strategy and explains how and when using it. The third one involves that students use the new strategy with

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different exercises with some difficulty. The fourth one encompasses the evaluation in this stage, students make self-evaluate the use of the procedure, determining if the strategy works well for them. The last one covers evaluating the usefulness of the strategy used by applying it to a new type of task and context.

After analyzing the previous authors' point of view of steps in ESP, it can be said that the stages of ESP help to establish the process to follow within a classroom, this has to do with the content, goals to be achieved, the different activities to be implemented, the design, and adapted material. All of this, with the aim of helping students to achieve their objectives regarding the language. In the same way, the support from the teacher is so important since, during the learning process, the teacher takes a lot of ownership in accompanying the students so that learning is optimal and effective. Taking in mind that one of the principal purposes of this entrepreneurship practicum is to design materials for SENA, it is relevant to be aware of the principal characteristics that involve the fact of designing materials in ESP.

Designing Material in English for Specific Purposes

The materials in ESP (English for Specific Purposes) depend on the methodologies adopted, and the course's needs and objectives. They help to stimulate and support language instruction, and its adaptation and design to every course is an important element of ESP teaching practice. The objective of ESP materials is to expose students to real situations, in which they can use the target language in their occupational or academic settings, so those materials are to be closer to their needs Hyland (2006) cited in Bielawska (2019). Hyland (2006) specified four principal functions of ESP materials. The first function is their use to scaffold learners' understanding of language use, in other words, the materials are meant to support their control of different text and encourage them to use the language. The second

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function is to serve as models and provide samples of correct language use in work or study situations. Another function is to provide material not only predominantly paper-based, but also audio and visual aids, computer or internet resources, or real objectives to engage them. Finally, this function includes reference materials, in contrast to the third function, which focuses on knowledge rather than practice.

Another type of material design has been explained by several authors. Hutchinson and Waters (2010) think that the tradition of designing and producing in-house teaching materials by practitioners or teachers for a particular institution. It is important to clarify that the authors consider this pattern as abuse since only a few educators have real training in designing educational material. Another point of view is to think that teachers in development obtain training and acquire new knowledge through the design of this material without the anxiety that causes them to do it in the school. That is why the real purpose of preparing this type of paper is to discuss their role and the benefits of implementing it. The paper that the previously mentioned author suggests implementing consists of eight parts. The first parts are Introduction and Conclusions which refer to the main contexts, the key sections of ESP development, and their impact on its design. The following sections present the objective of materials in ESP, their features, and their functions. Also, there is a discussion on Needs Analysis (NA). The closing phase focuses on the troubles to determine the final version of the ESP planner of the course. The conclusions section analyzes the design of ESP materials for the learners' specific needs.

The study on *Teachers' Beliefs and Practices of Teaching and Designing Materials for ESP Courses*, carried out by Basturkmen and Bocanegra-Valle (2018), could analyze the materials developed by teachers who were mainly focused on disciplinary or work-related areas

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of the students. At the time of following some stages in order to design materials, Basturkmen and Bocanegra-Valle (2018) could identify three main stages, the first stage has to be with identifying suitable sources materials, the second stage is related to how to manage the authentic material that the professor possess to implement in the sessions, and the final stage encompasses thinking in real-world tasks, which are real-context that students could encounter in their process. Basturkmen and Bocanegra-Valle (2018) also identified three main conclusions about the process of designing materials for ESP. The first conclusion comprises that one of the biggest challenges at the time of making material is finding both authentic materials as authentic tasks. The second conclusion analyses that the language content and learners' conditions are of major importance in ESP teaching. The third conclusion includes the lack of concern for grammar and discourse features in certain domains.

Materials in ESP are very important to the development of classes since they support and encourage the language learning process. Moreover, materials expose students to real situations and they are closest related to their context, so they have the opportunity to see real samples of language use in an academic or occupational setting which probably they will be exposed to. Also, the use of different resources contributes in a significant way to the process of learners, the use of both technological resources, and text materials.

Communicative Language Teaching.

Communicative Language Teaching (CLT) is another approach used in Servicio Nacional de Aprendizaje (SENA) to teach English in order to expose their students to communicative settings in which they can use the target language spontaneously looking to have a meaningful experience learning a second language. The following paragraphs are going to explain from different perspectives what CLT means. The authors in charge of this are Litewood,

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Mustapha and Yahaya, and Brown who are going to expose their positions towards CLT, the benefits, and how to implement it correctly.

Intending to introduce the different constructs which shall be part of the entrepreneurship practicum, it is significant to have a clear vision about what the approaches consist of. Litewood (2010) defined CLT as the approach in which authentic communication is used to develop communicative competencies. CLT allows students to be more involved in communication settings in which they could meet their needs of learning if teachers bring them the opportunities to use the target language. Litewood (2010) proposed two versions of CLT, which correspond to the main perspectives of learning a language. The first version of CLT focuses on language is primarily about what we learn; it emphasizes at the time when we learn a language, we are not learning language structures but language functions and using them in communicative activities. The second version of CLT comprises how we learn a language on our natural capacities to acquire language through communication without any specific instruction. Taking into account the previous definitions Mustapha and Yahaya (2013) defined CLT as an approach to language teaching proposes that learning a language should be done in a meaningful setting with authentic language and real-life situations in which students could use the target language. Mustapha and Yahaya (2013) also emphasize the importance of fluency and the ability to communicate in different real-life contexts and settings. Nguyen (2010), cited in Mustapha and Yahaya (2013), pointed out that CLT might be considered an inclusive approach to language teaching since it encompasses either approach and techniques as the motivations that students have for learning.

Brown (2001), cited in Mustapha and Yahaya (2013), exposed six interconnected characteristics of CLT. The first characteristic comprises that classroom goals should focus on all components of communicative competence, for instance grammatical, discourse, functional,

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sociolinguistic, and strategic competencies. The second characteristic is that the language techniques should engage students in the pragmatic, authentic, functional use of language for meaningful purposes. The third characteristic has to be with fluency and accuracy as complimentary principles of communicative techniques. The four characteristics involve that language should be used productively and receptively. The fifth characteristic encompasses that the activities focus on learner-centered and in their particular needs. The last characteristic includes the teacher as the principal author to guide students in the interaction that takes place in the classroom.

A similar point of view towards the definition of CLT is given by Thamarana (2014). Thamarana (2014) defined CLT as an approach in which students do not focus on learning about grammar structures but by using the target language in a meaningful way to develop communicative competencies. CLT is concerned about the needs of each learner to learn a language, thus CLT makes the language relevant to the world rather than the classroom, students may acquire the skills that they want rapidly and successfully. Thamarana (2014) remarked on five of the main characteristics that CLT follows based on previous studies done by Larsen-Freeman (1986) & Celce-Murcia (1991). The first characteristic has to be with the importance of the use or function of the language as well as its structure and form. The second characteristic comprises that fluency and accuracy are complementary principles of communicative techniques, but it should be done more emphasis on fluency over accuracy since it keeps learners meaningfully engaged in language use. The third characteristic involves the designing of techniques to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. The third characteristic also remarks that classrooms should provide opportunities to practice real-life situations as well as provide opportunities for real

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communication. The fourth characteristic provides a different view towards grammar, since in CLT communicative events are seen as central to language development but still require attention to form, for that reason grammar could still be taught, but in this case less systematically. The fifth characteristic comprises that the communicative approach is not limited to oral skills, but also reading and writing skills since they promote learners' confidence with the development of the four skills.

After examining the previous authors' ideas, it may be argued that CLT is an approach for learning a language that focuses on all the components that make part of communicative competence, as grammatical, discourse, functional, sociolinguistic, and strategic competencies. CLT also encompasses the use of authentic material that develops those competencies, already mentioned, which makes learning meaningful and purposeful according to students' needs. It is essential to highlight that CLT comprises some characteristics as fluency and accuracy since, despite being secondary characteristics, they are the main characteristics to improve communicative skills. Once acknowledged what CLT comprises, it is fundamental to know the elements that involve a class based on CLT, how those elements work, and which steps follow to implement a class.

Classes Based on Communicative Language Teaching

The implementation of CLT (Communicative Language Teaching) is an approach used to enhance students' ability in communication. Rahmatillah (2019) argues that classes based on the CLT approach tend to stress the communication aspect authentically since the beginning of the course. The implementation of activities within a classroom such as role-play or drama, presentations, and listening practice using videos are activities in which students can show

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performance while using English in real situations and working in groups in which everybody can be involved. The effect of using CLT is significant and meaningful for students since they engage in conversation to practice their English and improve communication. Another important aspect to mention is the level of motivation that students have regarding English since they do not feel stressed about grammar, they practice it by making words that suited them in real situations, and they do not feel afraid of making mistakes.

Following related ideas of the authors previously mentioned, CLT in English classrooms, according to Toro, Camacho, Pinza, & Paredes (2019), is used to improve students' oral skills as well as the involvement of learning a language through interaction and communication, rather than learning it through memorization of different aspects of the language system. In addition to what was mentioned before, Jeyasala (2014), cited in Toro et al. (2019) asserts that if English classes are going to be based on CLT, the teacher's role should be focused on encouraging students' communicative competence all the time, without worrying about their limitations to using language fluently and accurately. Instead of thinking about students' limitations, teachers should provide them with comfortable spaces to interact with each other and immerse them in speaking activities that enhance their ability to use the target language. Another relevant aspect to consider in CLT classes is the appropriate choice of material; Toro et al. (2019) consider necessary the implementation of authentic material such as the use of Audio-Visual, or videos can help students to expose them to authentic voices and different dialects of English, which provides them with cultural backgrounds. Opposite to what was mentioned before, another different perspective is given by Scott Thornbury (1999), cited in Sjöqvist (2019), who stated that there are two types of CLT when it is implemented in the classroom, deep end and shallow end, which differ in how strictly they regard a focus on form, grammar, and translation. Shallow

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end CLT implements a significant amount of form focus, but it tends to dress it up in a functional way; in other words, shallow end focuses on grammar teaching, but it tries to use that knowledge by putting it into practice. While deep-end CLT disregards and excludes both a grammar-based syllabus and any practices of grammar instructions during lessons. After all those previous concepts already known, it is time to follow with another part of the entrepreneurship practicum in SENA (Servicio Nacional de Aprendizaje) which consists of planning academic events.

Planning academic events

Planning academic events in Servicio Nacional de Aprendizaje (SENA) is a bilingualism project that is implemented to expose learners to a significant experience in which they can demonstrate what they can do with language or be involved in a bilingual environment where they can see how language works as the same time, they develop their language skills. The next paragraphs are going to explain from different perspectives and approaches how academic events are designed and developed for specific purposes. Different resources such as the University of Colorado, Tongzon, and Cheong, and Sacanamboy emphasize the steps to follow in planning academic events.

External, massive activities also provide students with alternative opportunities to increase their knowledge. According to the University of Colorado (2020), an academic event involves the use of an optional space to teach, to carry out meetings for instructional programs, and to do a research project. They also say that all the supervised activities which are used to determine academic credit by an educational institution can be considered an event. Some examples of academic events are writing projects, evaluations, competitions, take-home tests, among others. It must be considered an advantage for learners to find additional spaces to

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practice the second language, to develop and improve their skills, and to support them in their curriculum areas. Students can easily achieve those goals through academic events (virtual or presential), but they must be planned with efficient logistical parameters. All aspects that involve those types of activities assure the success of the event.

The management of those academics is guided by people who control the activities through a process called 'logistics'. Tongzon and Cheong (2014) define it as the action of organizing, executing, and directing productive and successful services. In the case of academic events, it can be considered as all the protocols to be sure that those activities will be efficient. For virtual events, it is fundamental to explore the platform to check if it works correctly. Then, the ease of the connection must be tested to avoid technical problems. The host should ask people to register early. If the event includes poster sessions, it is important to ask presenters for sending the virtual posters before the day of the interaction. The host also must evaluate the success or the failure at the end of the event to execute changes in the logistics of the next event.

In the last few years, bilingual academic events have represented an important challenge due to the increase in the use of technology. Sacanamboy (2007) establishes that some of the main changes of those virtual events are the decrease of time in the auditorium organization; the decrease of logistic work; the inclusion of real-time feedback about the event quality; and the gains due to the low investment (in terms of food, copies, among others). All those aspects are considered a great advantage in terms of efficiency. New generations of students must make the most of those opportunities and participate in the academic activities that the universities organize. Teachers, educational institutions, and leaders also can use new strategies and methodologies to provide people with spaces to interact easily and freely.

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Co-teaching

Once we explore the procedure to prepare a class under the guidelines of English for Specific Purposes, we consider exploring methods to join forces with experienced instructors of the SENA English teaching department to plan lessons that will be beneficial to the improvement of the institution's linguistic quality.

Collaborative teaching or co-teaching is a strategy implemented, initially, by general and special education teachers who joined efforts to meet the needs that may arise while educating students with disabilities alongside their non-disabled peers (Cook and Friend, 1995). However, because of its positive results, it transitioned to being used in higher education. Cook and Friend (1995) drew from a consensus in regards to the concept to define co-teaching as “two or more professionals delivering substantive instruction to a diverse, or blended group of students in a single physical space” (p. 2). While dissecting their definition, the authors emphasize that (I) two or more teachers are required, (II) who must provide substantial teaching, rather than being passive participants. Cook and Friend stress that “both professionals have involved actively in the instruction of students” (p.2). (III) The group must be diverse in that it involves students with disabilities, and (IV) it must not be confused with co-planning since both instructors teach simultaneously in a single physical space (Cook & Friend, 1995). Though comprehensive, this notion limits the use of co-teaching to the special education field, hindering other sectors from taking advantage of its benefits.

In an attempt to expand the applicability of co-teaching, Wenzlaff, et. al. (2002) state that it refers to “two or more individuals who come together in a collaborative relationship for the purpose of shared work for the outcome of achieving what none could have done alone” (p.14). Attending the implications of this project, we will adopt Bacharach, Heck & Dank’s

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(2003) definition of the term, by which Co-teaching implies “two teachers working together with groups of students and sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space” (p. 9). This concept is especially relevant to our project since it underlies one of the functions we were assigned to develop at the SENA. One of our roles as practitioners will be that of accompanying and providing support to the institution’s English teachers in their lesson planning and implementation. This co-teaching exercise will represent a two-way learning process because both parties will have access to each other’s experience and knowledge.

As a manner of conclusion, it is important to have in mind the importance of the different approaches such as ESP (English for Specific Purposes), CLT (Communicative Language Teaching), and how to plan an academic event since those principal constructs are going to help both students and teachers to facilitate their interaction when learning a second language. Since the entrepreneurship practicum shall be developed in SENA (Servicio Nacional de Aprendizaje) based on designing materials, it is important to know how to adjust and create material according to ESP. On the other hand, knowing how ESP consists of, and how to implement it make part of the whole process of learning a language when students have specific needs. It is relevant to have in mind those concepts since they are going to make the learning language processes effective and successful.

Methodology

Context

The Servicio Nacional de Aprendizaje (SENA), founded in 1957, is a Colombian public institution, ascribed to the Ministry of Labor and Social Security, which offers gratuitous instruction in technical, technological, and complementary programs aiming at the economic, technologic, and social development of our country. It was created as a tripartite entity in which the government, employers, and employees join efforts to increase the companies' productivity in multiple sectors of the economy such as the industry, commerce, and services, the primary and extractive sector, technology, or health. As of 2017, the institution graduated 1.3 million apprentices from 530 programs in the presence-based modality, and 5.7 million students were receiving instruction virtually or through long-distance education (Revista Dinero, 2017).

SENA's current guidelines and organizational structure were determined by Law 119 of 1994, which emphasizes its pivotal role in the "integral professional formation of Colombian workers of all economic activities" (Law 119, 1994, Colombian Congress). Nowadays, its strategic plan is aligned with the government's *Plan Nacional de Desarrollo 2018-2022: "Pacto por Colombia, Pacto por la Equidad"* (National Development Plan: Pact for Colombia, Pacto for Equity), whose purpose is to enhance entrepreneurship, productivity, equity, and the generation of jobs nationwide. In this regard, the SENA also offers guidance to those undertaking a project or enterprise, fostering research and innovation, promoting technological and social development, and offering opportunities for students to obtain experience in different fields.

In response to the globalization of the economy and the need to equip students with the necessary language competencies to face the challenges of opening to an international market

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opportunities, the SENA, vía the *Acuerdo 16 de 2005*, implemented face-to-face bilingual programs in 2005, and it transitioned to virtuality two years later (Periódico SENA).

The *Circular 237 de 2017* dictates the updated normative to adjust the SENA's Bilingualism Program, which intends to “strengthen the learning of a foreign language among SENA's apprentices [...] to increase our country's employability rates” (Circular 237 de 2017, p.1). Such regulation also determines the delegation of functions according to departments (general direction, regional direction, and training centers) and executors, (bilingualism professional and instructors); establishes the requirements in terms of hours and competencies for the trainees of each modality (technicians, technologists, virtual complementary teaching) to fulfill a course; and defines the strategies and resources to be applied in order to achieve the objective of the institution language-wise (Circular 237, 2017).

Setting

The Servicio Nacional de Aprendizaje is divided into 33 regional headquarters, and 117 training centers along with the Colombian territory. The Risaralda regional was created in 1967, and it went from offering two programs to two hundred to “train operators, assistants, technicians, technologists and technological specializations” (Noticias SENA). According to local governmental authorities, SENA has been a fundamental actor in the development of our community. By 2018, 230.000 places were offered to provide gratuitous and quality education to students in the area. At present, the aforementioned branch comprises three training centers: Commerce and Services Center, Center for Design and Industrial Technological Innovation, and the Agricultural Sector Attention Center. The latter is where we will carry out a 30-hour assistantship to support the English instructors to address particular language needs detected, in order to contribute to the fulfillment of the goals set in the SENA's bilingualism program. The

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following is the list of programs offered in the Agricultural Sector Attention Center. It is relevant given that it determines the technical jargon particular to each sector, which, following the English for Specific Purposes approach, we must include when designing and conducting the tasks assigned by the English coordinator.

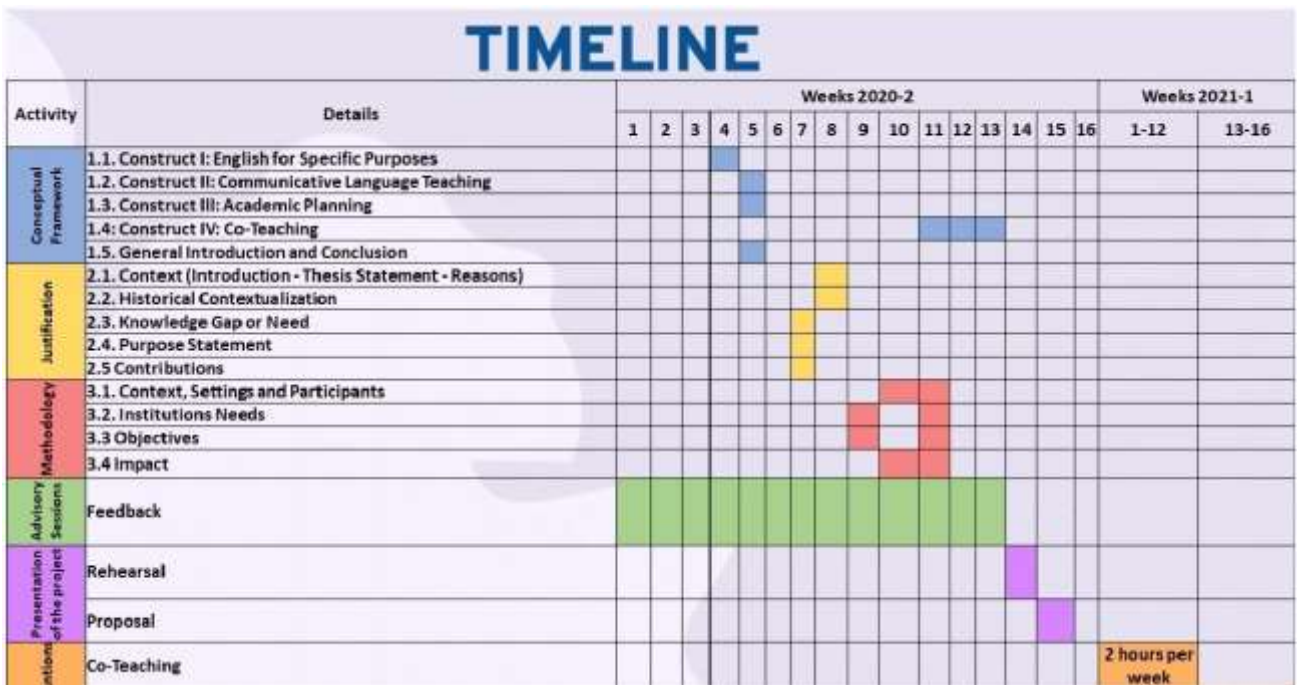
- Tecnología en Análisis y Desarrollo de Sistemas de Información.
- Tecnología en Control Ambiental.
- Tecnología en Control de Calidad de Alimentos.
- Tecnología en Formulación de Alimentos.
- Tecnología en Gestión de Empresas Agropecuarias.
- Tecnología Integrada de la Calidad, Medio Ambiente, Seguridad y Salud Ocupacional
- Tecnología en Guianza Turística.
- Tecnología en Procesamiento de Alimentos.
- Tecnología en Producción Agropecuaria Ecológica.
- Tecnología en Producción Ganadera
- Tecnología en Sistemas de Producción Ambiental.

Participants

It has several regional offices in Bogotá and in the 32 departments of the country. The Dosquebradas, Risaralda campus is located in the Santa Isabel Neighborhood (strata 3). In 2019 there were 650 apprentices and 175 teachers. By 2019, the SENA had 650 students and 175 teachers. The Dosquebradas campus currently has 25 technological and 25 technical programs

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within which students receive English classes (5 hours per week) to reinforce and improve their skills in the second language and their linguistic competencies when performing their professional work. To achieve these goals, the English Language Teaching Department has 12 teachers to train groups of between 30 and 35 students. Finally, this institution offers free English courses to its students.



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Institutions' Needs

- Design didactic and academic material to conduct English classes based on English for Specific Purposes (ESP).
- Instruct teachers in the use of new methodologies to apply them in courses based on ESP.

Design virtual academic events to promote the implementation of English for Specific Purposes in the classes.

General Objective

To contribute to the learning programs in planning the learning guides and activities based on English for Specific Purposes to implement them with the collaboration of instructors.

Specific Objectives

- To collaborate with teachers in the design of pedagogical material based on ESP to support English classes.
- To prepare teachers in the use of new methodologies and online platforms to teach a foreign language (English).
- To design and check placement and proficiency tests to assess the apprentices' progress.

To design academic events to promote the implementation of new technologies using English for Specific Purposes in the classes.

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Expected impact

The main purpose to intervene at Servicio Nacional de Aprendizaje (SENA) Centro de Diseño e Innovación Tecnológica Industrial in Dosquebradas, Risaralda as a degree project executing students, was to support teachers in the development of the English classes and participate in events or seminars for instructors about bilingualism. That is why several areas to be impacted have been considered. Those are specified below.

Social impact

At the end of the interventions, the group of technologists and technicians who will be instructed will have the necessary skills in English to communicate and recognize technical vocabulary. In this way, an increase in job opportunities will be reflected, which will expand its professional field not only in Colombia but also in different countries of the world. This new knowledge will allow students to contribute to society with their work through co-teaching.

Educational impact

On the one hand, students will be immersed in a meaningful learning process that will encourage them to improve their communicative competence, since it is a process in which the student not only learns the knowledge of grammatical elements but also considers a proper reflection of language. On the other hand, collaborators will learn from the in-service teachers' experience. Additionally, the facilitators will implicitly assist teachers in updating various teaching topics and strategies related to the student's academic needs.

Professional impact

Facilitators will help technicians and technologists to include in their repertoire the technical language applied to their area of expertise. These interventions will provide teaching

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experience to the collaborators who will learn about new methodologies and pedagogical strategies used by the institution and will interact with students of other ages than the common ones of the teaching practices carried out within the Licenciatura en Bilingüismo con énfasis en Inglés.

Institutional impact

It is expected that during the interventions and at the end of them, the SENA will see an increase in good results in the Saber Pro Tests. Furthermore, it is expected to increase its prestige and the recognition of graduate apprentices who will be technicians and technologists with second language bases applied to specific areas.

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Internship Results

On the following pages, there are reports of all the events and interventions that were completed during the development of this project. They include detailed explanations of all the processes such as co-planning, co-teaching, material design, meetings, graded students' workshops that the practitioners conducted to achieve the proposed objectives and cover the anticipated needs.

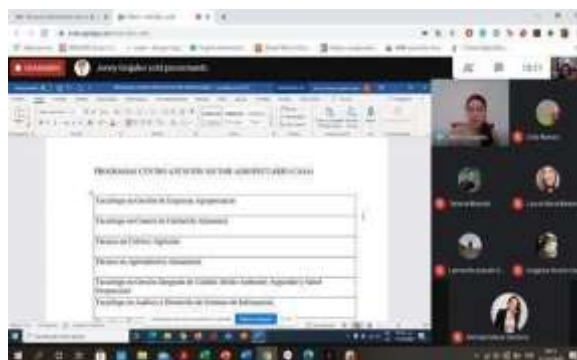
February

NAME:	Leonardo Arévalo Valencia
CODE:	1093230955
ENTERPRISE:	SENA Centro de desarrollo e innovación tecnológica industrial SENA
AREA:	Área de sistemas
IMMEDIATE BOSS:	Marcela María Cardona Molina <i>Instructor a cargo: Jhon Harly Romero</i>

**PERFORMED
ACTIVITIES:**

- **11/12/2020 First meeting**

The meeting was with SENA coordinators, in which the practitioners did the personal presentation. Besides, the SENA coordinators and the instructors explained more in-depth aspects of the systematization of the practice. Aspects such as the bilingualism strategy that each center uses, the division of the educational centers, the programs of each of the centers, their functions, and generalities about SENA as an educational institution.



- **11/02/2021 Second meeting**

This Meeting was in charge of the teacher Dolly Ramos and the coordinators of the two SENAS, Marcela Cardona and Jenny Grajales. The objective of this meeting was to reach an agreement about the beginning and the end of the systematization of the practice. Besides, we agreed on the activities that the practitioners will support, which are Co-teaching, Co-planning, and language week.

- **26/02/2021 Meeting with the coordinator Marcela Cardona and three instructors from SENA Dosquebradas.**

This meeting was in charge of the coordinator Marcela Cardona and the SENA Dosquebradas instructors. The instructors of the different programs. The instructors introduced themselves and made a presentation of their work regarding the programs they are in charge of. Subsequently, the coordinator, Marcela Cardona, assigned the practitioners to each of the instructors.

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<p>OBSERVATIONS:</p>	<ul style="list-style-type: none">● 11/02/2021 Second Meeting <p>We agreed with the coordinators and the teacher in charge that the period of the practices will be until the last week of October, in order to cover the language week.</p> <p>Due to administrative procedures, we agreed that the beginning of the interventions and execution of the practices will be at the beginning of March.</p>
<p>CONCLUSIONS:</p>	<p>It was concluded that it is going to work based on the aspects and concepts that were worked on in the development of the degree project, which are Co-teaching and Co-planning.</p> <p>At the beginning, it was planned to start the execution of the practices at the beginning of February, but due to the administrative procedures in question with the agreement of the practices, the process will begin in March.</p>

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March

NAME:	Natalia Gómez Gutiérrez
CODE:	1088349390
ENTERPRISE:	SENA Centro de desarrollo e innovación tecnológica industrial SENA
AREA:	Área de construcción
IMMEDIATE BOSS:	Marcela María Cardona Molina <i>Instructor:</i> Alys Stephanie Nieto Ballesteros

**PERFORMED
ACTIVITIES:**

- **01/03/2021 (Meeting with professor Dolly)**

We had a meeting with professor Dolly with the aim to explain the advance formats we should fulfill during each month. Besides, professor dolly shared with us a folder on the drive in which each of us had to upload our formats and evidence to have easier access to them.

- **02/03/2021 (Meeting with Alys)**

In this meeting, the instructor Alys told me how many students there were in the group that we were going to work with (technical drawing technician). Also, she showed me the platforms to use to review the papers/works submitted by students. On the other hand, she also showed me the learning guide that she had developed in English to carry out during this term. An agreement was also obtained on the days on which we would meet to plan and the two hours of teaching with the group.

- **03/03/2021 (First class with the group)**

This first-class meeting with the group was with the aim of observing the class procedure. I observed the students' participation and English level. This day we worked on "The contextualization" of the learning guide.

1.1.2 Contextualización de actividades e identificación de aprendizajes previos.

Aprender, ha llegado la hora de demostrar sus conocimientos o saberes previos entorno a los resultados de aprendizaje de la guía en desarrollo.

Para ello responde en inglés cada uno de los retos planteados con los saberes que al momento cuenta, si ve que en alguna pregunta no sabe su respuesta, de manera libre plasma un número si, o no tenga conocimiento.

1. Reto 1: PONER LOS NOMBRES DE LAS PRENDAS DE LA IMAGEN.



- 1.
- 2.
- 3.
- 4.
- 5.

19/04/2021

2. Reto 2: UNIR LAS IMÁGENES CON SU CORRECTA DESCRIPCIÓN.

1.		• <u>This is a flower.</u>
2.		• <u>That is a car.</u>
3.		• <u>This is a pizza.</u>
4.		• <u>That is an orange.</u>
5.		• <u>That is a ball.</u>
6.		• <u>This is a guitar.</u>

Escribe a continuación el número de la imagen con su correcta descripción en el siguiente recuadro:

In the contextualization part, the students were able to demonstrate their prior knowledge of English. For example, some clothing vocabulary, demonstrative pronouns, the use of there is / there are, personal pronouns, and possessive adjectives.

● **09/03/2021 (Meeting -co-planning)**

This day, we talked about the new learning guides that we needed to start designing. These guides are from other programs, but they are more focused on the specialization of each group. I also proposed new activities to do in class on the topic we must explain

(Present simple, verb to be). Finally, we agreed on the interventions of each one in the session and the final activities to implement.

- **10/03/2021 (Co-teaching -Class)**

In this class, we worked on the present simple and the use of the verb to be. We projected a Canva presentation to explain the use of the verb. For example, they read a small text and analyze some sentences that were underlined. Besides, various activities related to the topic that I had prepared before, I could present them to the apprentices to reinforce the topic.



- **16/03/21 (Co-planning)**

In this meeting, the instructor Alys and I talked about the possible activities to implement in the next class. We got an agreement on the presentation of the activities and the explanation of the topics (this, that, there is, there are). On the other hand, Alys took some

time to explain to me how we should develop the learning guides.

- **17/03/21 (Co-teaching)**

For this class, we implemented the activities that we planned in the previous meeting. The topic we focused on were: Parts of speech, demonstrative adjectives, there is / there are.



Parts of Speech	
<p>NOUN</p> <p>Name of a person, place, thing or idea.</p> <p>Examples: Daniel, London, table, hope</p> <p>- Mary uses a blue pen for her notes.</p>	<p>PRONOUN</p> <p>A pronoun is used in place of a noun or noun phrase to avoid repetition.</p> <p>Examples: I, you, it, we, us, them, those</p> <p>- I want her to dance with me.</p>
<p>ADJECTIVE</p> <p>Describes, modifies or gives more information about a noun or pronoun.</p> <p>Examples: cold, happy, young, two, fun</p> <p>- The little girl has a pink hat.</p>	<p>VERB</p> <p>Shows an action or a state of being.</p> <p>Examples: go, speak, eat, live, are, is</p> <p>- I listen to the word and then repeat it.</p>
<p>ADVERB</p> <p>Modifies a verb, an adjective or another adverb. It tells how (often), where, when.</p> <p>Examples: slowly, very, always, well, too</p> <p>- Yesterday, I ate my lunch quickly.</p>	<p>PREPOSITION</p> <p>Shows the relationship of a noun or pronoun to another word.</p> <p>Examples: at, on, in, from, with, about</p> <p>- I left my keys on the table for you.</p>
<p>CONJUNCTION</p> <p>Joins two words, ideas, phrases together and shows how they are connected.</p> <p>Examples: and, or, but, because, yet, so</p> <p>- I was hot and tired but still finished it.</p>	<p>INTERJECTION</p> <p>A word or phrase that expresses a strong emotion. It is a short exclamation.</p> <p>Examples: Ouch! Hey! Oh! Watch out!</p> <p>- Wow! I passed my English exam.</p>

In order to practice the topics mentioned above,

students did a small exercise with a live worksheet in which they could practice their pronunciation. Besides, we used Kahoot and other resources to practice what they were learning.

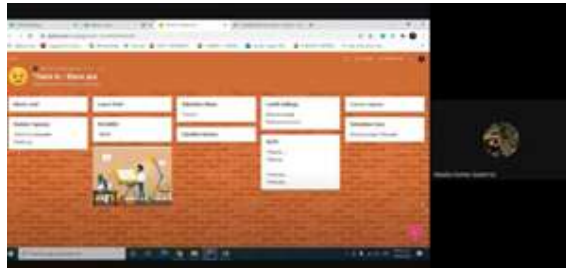
- **23/03/2021 (Co-planning)**

In this meeting, I proposed some activities and resources to use in the next class. Moreover, we took some time to talk about the learning guides we should develop, such as the topic, the group, the level, etc. On the other hand, we checked some students' documents with their activity in order to grade and give them feedback.

- **24/03/2021 (Co-teaching)**

We presented to apprentices a live worksheet that was going to help them reinforce the use of "there is/there are" as well as using new vocabulary to form sentences. One of the benefits of presenting the new vocabulary through a live worksheet is that students can see the image and the written word. But also, they listen to the pronunciation of the new vocabulary and can practice it. To start the class, students did an exercise in Padlet. The activity consists of writing different sentences using "there is/there are" based on an image.

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With the purpose of practicing the vocabulary and the demonstrative adjectives seen during the class, I designed an activity in Nearpod.



In the end, we presented some resources like CANVA or VOCAROO in order to provide them with new tools to carry out their delivery activities.

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<p>OBSERVATIONS:</p>	<p>We had a meeting with professor Dolly to clarify that we should upload our follow-up formats, along with the evidence, at the end of each month. Besides, we are going to have a meeting with professor dolly once a month to talk about our process.</p> <p>The meetings with the instructor Alys have been carried out without any problem every week. We have managed to reach many agreements for the development of the activities and the use of different platforms in class.</p> <p>Joint planning of new learning guides will begin on March 23rd.</p>
<p>CONCLUSIONS:</p>	<p>Fortunately, this first month, the process has been developing positively. The meetings with the instructor Alys to propose activities and the design of new materials have been carried out with punctuality and consistency during the last weeks. Also, the development of the classes and activities have been successful without any problems. The co-planning process is developing properly.</p> <p>Regarding the design of new learning guides, we will work on them as of the following month. The learning guides from different technicians and technologists will be developed in more depth with an English more focused on the students' learning area. Therefore, we must create new material for each class and each topic to be covered.</p>

EXECUTION OF CO-PLANNING AND CO-TEACHING PROCESSES

	<p>The co-teaching process is developing effectively.</p> <p>The students have reacted positively to my interventions and activities proposed in the classes, just like to the new platforms to make designs, record videos, and audios.</p>
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EXECUTION OF CO-PLANNING AND CO-TEACHING PROCESSES

April

NAME:	Laura María Ramírez Marín
CODE:	1088353278
ENTERPRISE:	SENA Centro de diseño e innovación tecnológica industrial SENA
AREA:	Digital technology.
IMMEDIATE BOSS:	Marcela María Cardona Molina <i>Instructor:</i> Yuri Melissa Ortega Parra

EXECUTION OF CO-PLANNING AND CO-TEACHING PROCESSES

PERFORMED ACTIVITIES:

- **07/04/2021 (Fifth co-planning meeting)**

This meeting was canceled due to this week was dedicated to the students' final exams. It was written in the schedule of the guidelines.

- **07/04/2021 (Fifth co-teaching meeting)**

This meeting was canceled due to this week was dedicated to the students' final exams. It was written in the schedule of the guidelines.

- **14/04/2021 (Sixth co-planning meeting)**

This session was canceled because this week was dedicated to the preparation of the new cycle.

- **14/04/2021 (Sixth co-teaching meeting)**

This session was canceled because this week was dedicated to the preparation of the new cycle.

- **21/04/2021 9:00 – 10:00am (Seventh co-planning meeting)**

The meeting was conducted in a proper way. The professor and the practitioner checked and accommodated the material for the class (slides, activities, and questionnaire).

- **21/04/2021 10:00am – 12:00pm (Seventh co-**

planning meeting)

This was a reflective class in which students thought and discussed the results and achievements regarding program development and the English-learning process. They reflect about some reading passages and their own experience. Additionally, they proposed goals for the next cycles. Finally, they shared opinions about a video of a professional production.

- **22/04/2021 2:30pm (Meeting with professor Dolly Ramos)**

The meeting was conducted to ask the five practitioners for information, results, doubts, and details of the process. Those data were collected by the professor dolly to let SENA's know in a scheduled meeting. Each student had the opportunity to talk about his/her own case.

- **26/04/2021 1:00pm (Meeting with the Dosquebradas coordinator, the instructor, and the practitioners)**

This meeting was dedicated to treat specific cases regarding the Dosquebradas center.

EXECUTION OF CO-PLANNING AND CO-TEACHING PROCESSES

OBSERVATIONS:	Tutoring sessions will be scheduled for those students who require support with some homework, activity or explanation.
CONCLUSIONS:	The students participated with more confidence. The reflection allowed them to understand the importance of using the language to improve their proficiency.

EXECUTION OF CO-PLANNING AND CO-TEACHING PROCESSES

May

<p>NAME:</p>	<p>Leonardo Arévalo Valencia</p>
<p>CODE:</p>	<p>1093230955</p>
<p>ENTERPRISE:</p>	<p>SENA</p> <p>Centro de desarrollo e innovación tecnológica industrial SENA</p>
<p>AREA:</p>	<p>Área de mecánica automotriz</p>
<p>IMMEDIATE BOSS:</p>	<p>Marcela Maria Cardona Molina</p> <p><i>Instructor a cargo: Juan Manuel Bustamante.</i></p>

PERFORMED ACTIVITIES:

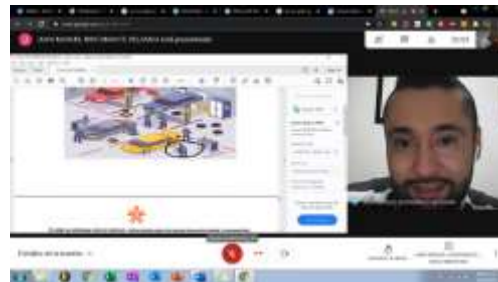
- **29/04/2021 Instructor change**

On this day, the bilingualism coordinator Marcela Cardona informed me about the change of instructor made. The newly assigned advisor is instructor Juan Manuel Bustamante. In the same way, the coordinator Marcela Cardona, sent me the instructor's contact to start working together with him.



- **03/05/2021 First meeting with the instructor Juan Manuel Bustamante.**

During this meeting, the instructor Juan Manuel Bustamante introduced himself. At the same time, we discussed various aspects of the process executed, such as Co-planning and Co-teaching. We also discussed the available time for meetings and classes.



- **6/05/2021. Meeting in class time to advance material for upcoming classes.**

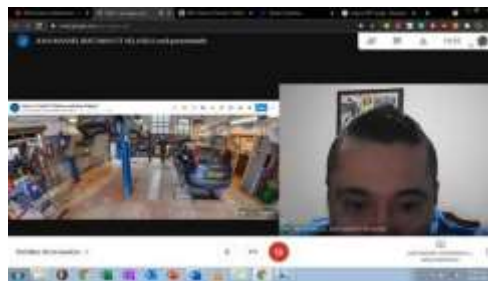
EXECUTION OF CO-PLANNING AND CO-TEACHING PROCESSES

During this day, the instructor Juan Manuel Bustamante informed me of the situation in SENA regarding the national strike. From this, we decided to take the class time to plan and design material for future classes



- **10/05/2021 Second Co-planning meeting with instructor Juan Manuel Bustamante.**

During this Co-planning meeting with instructor Juan Manuel Bustamante, we designed and planned activities for the session on Thursday, May 13. We outlined Tongue Twisters activities, and we explored interactive platforms like Nearpod and Thinlink. In the same way, we designed some exercises on the Nearpod and Thinklink platforms for future sessions.



- **13/05/2021 First class session with instructor Juan Manuel Bustamante during the strike.**

Due to what happened with the national strike, this day's session was affected. For this reason, only one student attended. Also considering this situation, we could not advance in topics. In consequence, the instructor Juan Manuel and I decided to do some review activities with the student who attended the session.



- **19/05/2021 Meeting with the professor in charge Dolly Ramos Gallego to talk about the process during the national strike.**

During this meeting with the teacher in charge Dolly Ramos Gallego, and the interns Natalia Gómez Gutiérrez, Laura María Ramírez, and myself, we talked about the management of the Co-planning and Co-teaching processes during the strike. We were able to conclude on continuing the Co-planning process. We also decided to talk with the coordinator Marcela Cardona about the presentation that we are going to make in the language week which will take place in October.

- **20/05/2021 Meeting before the class session with the instructor Juan Manuel Bustamante and subsequent execution of the second session.**

During this week, the instructor Juan Manuel Bustamante and I could not meet commonly. Even so, we decided to meet the day of class an hour before to organize the material already designed for the session. Regarding today's session, we work mainly on listening activities to review and practice. I could highlight that only one person attended this session.

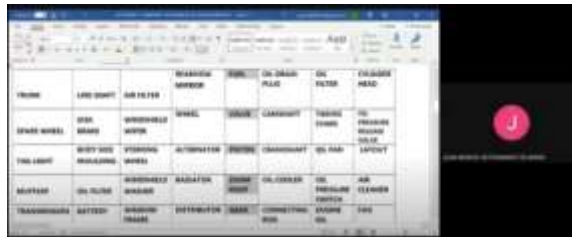


- **27/05/21 Meeting before the class session with the instructor Juan Manuel Bustamante and subsequent execution of the third session.**

This week, as well as the previous week, the instructor Juan Manuel Bustamante and I could not meet as we do regularly. For this reason, we agreed to meet on the day of class one hour before. At our meeting, we discussed the order of activities and which exercise I could conduct. During the session with the whole group, the instructor Juan Manuel and I explained various aspects regarding the present simple and vocabulary related to the technical part of the students and the different parts of the cars. On the

EXECUTION OF CO-PLANNING AND CO-TEACHING PROCESSES

other hand, the teacher presented some videos which showed the different parts of the automobile.



EXECUTION OF CO-PLANNING AND CO-TEACHING PROCESSES


<p>OBSERVATIONS:</p>	<ul style="list-style-type: none">• 29/04/2021 Instructor change<ul style="list-style-type: none">· The coordinator of bilingualism of the learning center made the change of instructor and began the process of Co-planning and Co-teaching with the new instructor.• 10/05/2021 Meeting the strike situation with the instructor Juan Manuel Bustamante<p>During this planning meeting, the instructor Juan Manuel Bustamante and I also discussed the situation of the national strike. We concluded that while the strike was in place, we would execute the review activities during class sessions for the students who attend the class.</p><p>Even though SENA decided to stop activities for two weeks, the instructor Juan Manuel Bustamante and I implemented two review sessions with a student.</p>• 19/05/2021 Meeting with the teacher in charge Dolly Ramos Gallego<p>We were able to execute the continuation of the Co-planning process during the national strike. On the other hand, we decided to speak with the coordinator Marcela Cardona about the presentation that will take place in the month of October to replace the Co-teaching hours that will not take place.</p>
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EXECUTION OF CO-PLANNING AND CO-TEACHING PROCESSES

<p>CONCLUSIONS:</p>	<p>I can conclude that the process carried out with the newly assigned instructor has been successful. The joint work was prosperous, and communication was excellent.</p> <p>I can conclude that despite the situation that brought about the national strike, the Co-planning, and Co-teaching process were not so affected and both the instructor Juan Manuel and I were able to carry out activities designed for the students.</p> <p>I can conclude that the process with the newly assigned group was outstanding. The students responded very well to the activities they are an active group, willing to learn, open to new platforms and learning pages.</p>
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EXECUTION OF CO-PLANNING AND CO-TEACHING PROCESSES

June

NAME:	Natalia Gómez Gutiérrez
CODE:	1088349390
ENTERPRISE:	<p>SENA</p> <p>Centro de desarrollo e innovación tecnológica industrial SENA</p>
AREA:	Área de construcción
IMMEDIATE BOSS:	<p>Marcela María Cardona Molina</p> <p><i>Instructor:</i> Alys Stephanie Nieto Ballesteros</p>
PERFORMED ACTIVITIES:	<ul style="list-style-type: none"> ● 1/06/21 (Co-Planning) <p>Instructor Alys and I executed the Co-planning process in order to plan the next class and order the activities and materials that we already had previously planned. We decided to work on the present simple and the prepositions of time.</p> 

- **2/06/21 (Co-teaching)**

In this class, the learners continued to study and practice the use of the present simple. Also, they learned a new topic, which was the prepositions of time. We did activities related to the topics and showed a presentation explaining the topics to make them clearer. Also, we reviewed an assignment on adverbs of frequency. Finally, we did an activity in Kahoot where they could practice the prepositions and the present simple seen in class.



- **8/06/21 (Co-planning)**

Professor Alys and I talked about the topic and possible activities to implement. We decided to work on the comparatives and superlatives from the learning guide. In addition, we did a supplementary activity to work on and reinforce comparatives and superlatives with a listening exercise.

the past simple and the future simple. Therefore, we create activities and presentations to work on these two topics for the next day.



- **16/06/21 (Co-teaching)**

Instructor Alys and I had a class with the apprentices and we decided to teach the last two most important topics from the learning guide, which were: “Past simple” and “Future simple”. Also, the students did different reading comprehension activities related to the topics in order to reinforce them.

Test designed:

On the other hand, the instructor and I meet after class to create the final exam that students present about the several topics covered during the whole sessions.

Let's read !

Read the following text

Last week, there was one really, really bad day. It was Monday. Usually, there are about 25 students every class, but that day there were only 5 people. It wasn't warm, it was cold, it was really cold. It was raining a lot. It was dark and grey outside. They weren't any sunshine. I think the students weren't at school because they were sick. They were at home. Maybe they were at bed.

Sometimes my teacher, he is always at school. He is never at home on Monday. Last Monday was his birthday. He was not at bed, he was in the classroom, and he was cold. Why was he so cold? That's a very good question. He was cold because the heater in the classroom wasn't working. The school was like a refrigerator. Our gym was like a freezer! And poor Mr. Sanchez was the one! The small class was cold, cold, cold!

The next day, we were much warmer. The heater was fixed and everything was ok. There were 20 students and only 2, but where was Mr. Sanchez? He wasn't there. He was at home, late at bed!

1. How long will it take the speaker to become a doctor?
 a. Five years.
 b. Ten years.
 c. Two years.
 d. One year.

2. What will the speaker do to get his job?
 a. She will work at a shop.
 b. She will work as a doctor.
 c. She will work at a customer service.

3. What will the speaker do to be free from school?

4. How many...
 a. There were 20 students and only 2.
 b. There were 25 students and only 5.
 c. There were 20 students and only 5.
 d. There were 25 students and only 2.

5. How many...
 a. There were 20 students and only 2.
 b. There were 25 students and only 5.
 c. There were 20 students and only 5.
 d. There were 25 students and only 2.

- **16/06/21 (Meeting with professor Dolly)**

This day, the practitioners of both institutions met with Professor Dolly Ramos to receive some news. The professor notified us that we were going to have a vacation from July 2nd to July 18th.

- **22/06/21 (Co-planning)**

On this day, instructor Alys and I designed a **level 1** test for a building construction technician since we had previously designed the learning guide for that technician. Also, we talked a bit about what we were going to do in the next class and how we were going to support the students with the final work they had to do. We were hoping that students could have a script of what they were going to say in their video and presentation in order to correct and help them.




- **23/06/21 (Co-teaching)**

This day, the instructor Alys and I met with the apprentices to review and correct the progress of the writing that they must make for their final activity. Also, the instructor asked them for their evidence of the work



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	<p>done during the quarter to begin scoring.</p> <p>Test designed:</p> <p>On the other hand, at the end of the class, the instructor and I stayed after the meeting to create the level 2 test of the building construction learning guide that we had previously done.</p>  <ul style="list-style-type: none">● 30/06/21 (Test) <p>During this session, we gave the students the corresponding instructions to take the final exam and to be able to demonstrate what they have learned during the course. We gave them the class time so that they could take the exam with peace of mind.</p>
<p>OBSERVATIONS:</p>	<p>Fortunately, we were able to execute both the co-planning and co-teaching processes without any drawback during the month of June.</p> <p>The design of tests for the Building Construction Technologist Level one and two is already done along with the Learning Guide for its implementation soon.</p> <p>We implemented all the activities and taught the</p>

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	<p>most relevant topics from the architectural drawing learning guide in order to finish the quarter in a satisfactory way for the students, despite the inconsistency in the classes that we presented last month due to the national strike.</p>
CONCLUSIONS:	<p>We finished the second level of the architectural drawing learning guide. Students are working on the final project to complete the trimester satisfactorily.</p> <p>The instructor Alys and I did not have problems with the sessions nor the implementation of activities or topics. We executed the co-teaching and co-planning process as usual.</p> <p>We are going to have a short vacation from July 2nd to July 18th.</p>

EXECUTION OF CO-PLANNING AND CO-TEACHING PROCESSES

July

NAME:	Laura María Ramírez Marín
CODE:	1088353278
ENTERPRISE:	SENA Centro de Desarrollo e Innovación Tecnológica Industrial
ÁREA:	Industrial Mechanics
IMMEDIATE BOSS:	Marcela María Cardona Molina <i>Instructor: Maricela García</i>

EXECUTION OF CO-PLANNING AND CO-TEACHING PROCESSES

PERFORMED ACTIVITIES:

- **07/01/2021 - 07/18/2021 (Agreed vacations)**

The directors of the project acceded to stop the interventions for a period.

- **07/21/2021 (Assignment of new instructors)**

With the purpose of impacting other apprentices and instructors, I was assigned a new educator named Maricela García from the Industrial Mechanics for this new academic cycle.

- **07/23/2021 7:15 am (Presentation and virtual meeting with the new assigned instructor and the previous instructor)**

In this meeting, both, the new and the previous instructor initially met with the practitioner to introduce and talk about the change. Then, instructor Maricela and I continue with the session to talk about specific aspects of the class such as topics, formats, schedule, material, and methodology.

- **07/28/2021 (7:00am – 8:00am) Co-planning meeting.**

In this co-planning meeting, the instructor and I designed the material for the next class and searched for resources to include vocabulary related to industrial mechanics in our lessons.

- **07/28/2021 (8:00am – 10:00am) Co-teaching meeting.**

In this class, the instructor and I agreed to do a review about the topics implemented before the break time to assess apprentices' knowledge. So, we did activities related to the present simple and continuous, and we practiced vocabulary related to airports and food.

EXECUTION OF CO-PLANNING AND CO-TEACHING PROCESSES

OBSERVATIONS	<p>The SENA's instructors respected the free time that we had.</p> <p>We changed instructors, groups, and schedules in this new period.</p> <p>The new group received the practitioner in a positive way and demonstrated interest in the class.</p>
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CONCLUSIONS:	<p>I started my interventions with the new assigned instructor Maricela García, and I decided to have the planning meetings on Wednesdays from 7:00 am to 8:00 am, and conduct the classes the same day from 8:00 am to 10:00 am.</p>
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EXECUTION OF CO-PLANNING AND CO-TEACHING PROCESSES

August

NAME:	Leonardo Arévalo Valencia
CODE:	1093230955
ENTERPRISE:	SENA Centro de desarrollo e innovación tecnológica industrial SENA
AREA:	Área de Automatización
IMMEDIATE BOSS:	Marcela Maria Cardona Molina <i>Instructora a cargo: Sandra López</i>

PERFORMED ACTIVITIES:

- **08/04/2021 Organization and planning meeting of the first-class session**

During this Co-teaching meeting with the instructor Sandra López, we agreed to work on the topic of Modal verbs. To do this, we design a presentation on the Canva platform. In the first instance, we plan to only work on some of them so as not to overload the students with too much information. Also, we plan to expose the students to some listening activities. We bring worksheets for the class.

- **08/05/2021 First class session together with the students in person.**

This first-class session was in person with a total of 5 students. In this session, the activities planned and designed during the Co-teaching meeting were conducted. The students had a good reaction to the activities, and their participation was evident



- **08/11/2021. Co-teaching meeting with instructor Sandra López**

During this second co-teaching session, instructor Sandra López and I discussed the activities to do for the next class session. It should be noted that the class would be virtual, so we designed based on the class modality. We established a video in which the students could demonstrate processes related to their specialty. In addition, we began with a practice process which will be done through the website of the British consulate, in which there are a series of activities of all abilities.

- **08/12/2021 Virtual class session with instructor Sandra López**

During the virtual class session, we present the activities planned. We showed the students a video in which they could see different automation processes and key steps for problem-solving. On the other hand, we posed some questions to test the students' knowledge of the video. On the other hand, we practice the different skills (Listening, speaking, reading, writing) on the website of the British consulate.

- **08/18/2021 Co-teaching meeting with instructor Sandra López.**

During this Co-teaching meeting with instructor Sandra López, we reached an agreement to continue with the phrasal verbs worksheets worked on in the last class. On the other hand, we will show the students a web page in which they can find all the phrasal verbs with their respective 92 examples and pronunciation. We agreed to continue the practice on the website of the British consulate.

- **08/19/2021 third class session with instructor Sandra López face-to-face.**

During this class session, we continued with the worksheets on phrasal verbs. We agreed to divide the group in two, the instructor took care of some students and I accompanied the other group to carry out the exercise. After this, we practiced listening and reading exercises on the website of the British consulate, which was well received by the students and they demonstrated knowledge when doing it.



- **08/25/2021 Co-teaching meeting with instructor Sandra López.**

During this Co-teaching meeting with Professor Sandra López, we agreed that for greater ease and autonomy we would take the students to the library, where each of them could use a computer and carry out the practice on the British consulate platform. On the other hand, we designed an activity with five phrasal verbs more inclined to the student's area of expertise which will be in the form of team competition.

- **08/26/2021 Fourth class session with instructor Sandra López in person.**

During this class session, we were able to carry out the activities planned and designed during the Co-planning meeting. Once the students arrived in the classroom, the students were taken to the library where the instructor assigned each of them a computer. After this, the instructor and I monitored the process of the students in each of the activities of the four skills. Once the students finished the exercise, we returned to the classroom where the instructor and I gave the students some worksheets regarding phrasal verbs. Once this exercise finished, we carried out the competition-type activity, in which the students in groups had to guess what action the other group was doing. The team that will guess the most times was the winner. Each of the actions that each group performed was a phrasal verb. After this, each group proceeded to make an example with each phrasal verb on the board.



OBSERVATIONS:

- **08/12/2021 General view of aspects such as the number of students and the form of the meetings.**

Due to the low number of students in the group, the instructor Sandra López concluded that as far as possible following the institution's protocols and biosafety, face-to-face class meetings would be held.

- **08/12/2021 Virtual session**

This session took place in virtual form since a union of educators established a guardianship which ruled the return to virtual classes. Days later it was revoked.

- **05 - 19 - 26/08/2021 Face-to-face sessions**

During these dates, the class sessions could be carried out in person without any problem.

Process

During this month the process of accompaniment and planning of activities was successful, the joint work with the instructor Sandra López has been very good and productive. The students have reacted in a positive and receptive way to each of the planned activities and there has been very little absence rate.

EXECUTION OF CO-PLANNING AND CO-TEACHING PROCESSES

CONCLUSIONS:	<p>I can conclude that the process executed with the instructor Sandra López has been successful. Working together was productive.</p> <p>I can conclude that the process with the group was acceptable, the students responded adequately to the activities, they are an active group, open to new dynamics, learning pages and with the ability to improve every day.</p> <p>I can conclude that due to the low number of students that the group has, several sessions were successfully carried out in person and without any altercations.</p>
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EXECUTION OF CO-PLANNING AND CO-TEACHING PROCESSES

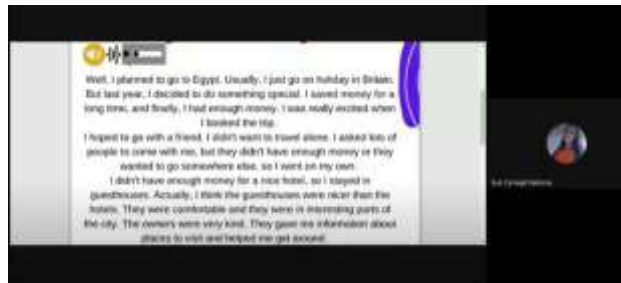
September

NAME:	Natalia Gómez Gutiérrez
CODE:	1088349390
ENTERPRISE:	SENA Centro de desarrollo e innovación tecnológica industrial SENA
AREA:	Área de construcción
IMMEDIATE BOSS:	Marcela María Cardona Molina <i>Instructor: Alys Stephanie Nieto Ballesteros</i>

PERFORMED ACTIVITIES:

- **3/09/21 (Co-teaching)**

In this class, instructor Alys and I work on the past simple and continuous. The learners carried out practice activities and activities to improve their speaking skills in order to practice and reinforce the topic. Moreover, apprentices read in class some texts to reinforce those new topics learned in class.



- **6/09/21 (Co-planning)**

The instructor Alys and I reached an agreement by whatsapp of the material and the topics we had to develop for the class of the week. In addition, we talked about what to do to complement the learning guide that will be carried out from level 3 of a construction technician in buildings.

- **8/09/21 (Meeting with professor Dolly)**

For this date, we had a meeting with Professor Dolly to

talk about the final product of the degree project. Professor Dolly showed us a complete document to give us an idea of how ours should look with their respective chapters and order. Also, we reached an agreement to write two chapters: “limitations” and “pedagogical implications.” Finally, we agreed that we would meet every week with Professor Dolly, and we established a schedule.

- **10/09/21 (Co-teaching)**

For this class, instructor Alys and I explained the last content topic in the learning guide "future simple". We explained its use, and the apprentices did different activities to make sure they understood the topic. In addition, at the end of the activities, the students took the final exam for the level 2 term.



- **13/09/21 (Co-planning)**

Instructor Alys and I reviewed the new building

construction technologist learning guide we are going to develop. In addition, we have agreed on the material that we will create to support the new learning guide and be ready when it is time to use it.

- **17/09/21 (Co-teaching)**

The instructor Alys and I explained "la transferencia" of the learning guide, and we were available the whole class for those students who had a draft for the video or the writing that they should do and to be able to give them feedback. In addition, we review the evidence submitted by students.



- **24/09/21 (Final meeting)**

For this meeting, the three practitioners, the three instructors, the coordinator Marcela and the teacher Dolly were there to review the general process of the practitioners during the third term of SENA. We reviewed the Excel document that each of the instructors along with each practitioner fulfill the individual process of each one. Fortunately, the meeting was successful and we received congratulations from the coordinator Marcela thanks to our commitment and responsibility to the internship process during these months. After reviewing the process of each of the interns, Marcela informed us that we had finished with the co-teaching and co-

EXECUTION OF CO-PLANNING AND CO-TEACHING PROCESSES

planning process. She told us that from that day, we had to work on the presentation that will take place on November nineteen where we were going to present a topic in front of the SENA professors.

EXECUTION OF CO-PLANNING AND CO-TEACHING PROCESSES

<p>OBSERVATIONS:</p>	<p>Instructor Alys and I executed the co-planning and co-teaching process without any drawbacks, and we ended the term successfully.</p> <p>Students got high results in the exam they took for the end of the term.</p> <p>The final result of our intervention during these months at SENA was satisfactory, and the instructors stated that we were of great help and support to them both in the design of material and activities for the classes and their execution.</p>
<p>CONCLUSIONS:</p>	<p>The co-planning and co-teaching process ended this September.</p> <p>The final results obtained by us practitioners regarding the practice were successful thanks to our commitment and responsibility during these months.</p> <p>We agreed with the coordinator Marcela to prepare a presentation related to bilingual education for November 19 and present it to the SENA teachers.</p>

EXECUTION OF CO-PLANNING AND CO-TEACHING PROCESSES

NAME:	Laura María Ramírez Marín
CODE:	1088353278
ENTERPRISE:	SENA Centro de Desarrollo e Innovación Tecnológica Industrial
ÁREA:	Industrial Mechanics
IMMEDIATE BOSS:	Marcela María Cardona Molina <i>Instructor: Maricela García</i>

EXECUTION OF CO-PLANNING AND CO-TEACHING PROCESSES

PERFORMED ACTIVITIES:

- **01/09/2021 (2:00 pm – 3:00 pm) Co-planning meeting**

This week, I was assigned to another group since I started the classes at the university. So, I changed the schedule to Wednesday's afternoon. However, I continued with the same instructor (Maricela García). This week, we had a class about comparatives and superlatives. We adapted the material that we had designed to the level of those apprentices.

- **01/09/2021 (3:00 pm – 5:00 pm) Co-teaching meeting**

In this class, we worked on comparatives and superlatives; so, we took advantage of the opportunity to let students compare two machines. The new students received the practitioner properly and participated in the class.

- **08/09/2021 (2:00 pm – 3:00 pm) Co-planning meeting**

This week, we prepared a review of the previous topics to start the next class with a new theme.

- **08/09/2021 (3:00 pm – 5:00 pm) Co-teaching meeting**

This week, we reviewed the previous topics.

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- **15/09/2021 (2:00 pm – 3:00 pm) Co-planning meeting**

We designed material to conduct a class about prepositions of time (at, in, on). We also explored online learning platforms to implement in our class.

- **15/09/2021 (3:00 pm – 5:00 pm) Co-teaching meeting**

We did activities related to prepositions (at, in, on) using several online learning platforms like Wordwall and Liveworksheets.

- **22/09/2021 (2:00 pm – 3:00 pm) Co-planning meeting**

We expected to design the exam for the students. However, this week I was incapacitated due to health issues.

- **22/09/2021 (3:00 pm – 5:00 pm) Co-teaching meeting**

This week, I was incapacitated due to health issues; so, I could not support the instructor in the implementation of the final exam and the socialization of the transfer activity.

- **09/27/2021: Meeting with the coordinator Marcela, the instructors, the teacher in charge Dolly Ramos and the practitioners.**

This meeting with the coordinator Marcela, the project director Dolly Ramos, the instructors, and the practitioners

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OBSERVATIONS:	<p>had the purpose of discussing the results of this quarter. They talk about the impact of the project, the activities and themes conducted, the students' perception, the percentages of participation and drop-out. However, I could not assist due to my medical disability.</p> <p>I was assigned to another group again since I started my university classes.</p> <ul style="list-style-type: none">● The new group received me in a good way.● I could not attend the final exam and the final meeting due to health issues.
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CONCLUSIONS:	<p>In the meeting with all the members of this project, they agreed that the expected results were achieved and the needs were covered.</p>
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Pedagogy in Bilingualism Seminar

In this section of the document, there is the evidence which comprises photos, lesson plan, presentation used and the advertisement of the seminar called Contemporary practices in English language teaching in which we participated with our presentation about Evolution and transformation of virtual education. The seminar was held on November 19th at Servicio Nacional de Aprendizaje (SENA) Centro de Diseño e Innovación Tecnológica Industrial in Dosquebradas.



<https://view.genial.ly/61735ba0d4be160deac3d773/presentation-presentacion-flipped-classroom-vibrant>

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SEMINARIO PRESENCIAL

PRÁCTICAS CONTEMPORÁNEAS EN LA ENSEÑANZA DEL IDIOMA INGLÉS

19 DE NOV VIERNES
2:00 PM
AUDITORIO CDIT1

POENCIA <<<<<<

EVOLUTION AND TRANSFORMATION OF VIRTUAL EDUCATION

BI LIN GÜIS MO
BILINGÜISMO

Laura María Ramírez Martín,
Luisa María Arévalo Yagüe,
y Natalia Gómez Gutiérrez.
Graduadas de 1º semestre de Licenciatura en Bilingüismo con
Enfoque en Inglés y posgraduadas de posgrado dentro del programa
de Bilingüismo del CDIT1 - SENAI.

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LESSON PLAN FORMAT		
Seminar "Contemporary Practices in Teaching the English Language"		
Presenters' names:		Natalia Gómez Gutiérrez Leonardo Arévalo Valencia Laura María Ramírez Marín
Date of the presentation		Friday, November 19th, 2021
Institution	SENA	Name of the workshop
Campus	CDITI	
Time		2:00 pm - 3:30 pm
Lesson procedures		
Length	Activities	
5 min.	<p style="text-align: center;">Contextualization</p> <p style="text-align: center;">Laura will explain the impact of the pandemic in education. Then, she will talk about the global perspective of online education. Finally, she will clarify the meaning of the term 'new normal', and she will expand the meaning in the teaching</p>	

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	context.
10 min.	<p>Timeline</p> <p>Leonardo and Natalia will explain the evolution of online education through the pandemic times. They will detail the characteristics of virtual classes before and after this situation.</p>
5 min.	<p>Advantages and disadvantages</p> <p>Whereas Leonardo will present the most relevant advantages of studying through a virtual modality, Natalia will talk about the main disadvantages of virtuality.</p>
10 min.	<p>Activity 1: Advantages and disadvantages.</p> <p>Laura will conduct an activity in which the participants will write down in some sticky papers the advantages and disadvantages that they will face during their processes as instructors, students, practitioners, or the labor they develop. They will paste them in two posters. Finally, we will socialize the most relevant opinions.</p>
30 min.	<p>Three online learning platforms</p> <p>Laura will explain the impact and the benefit of implementing online learning platforms in the lessons. Then, the presenters will expose the three</p>

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	<p>websites to the public to motivate them to use those resources in their lessons. We will explain how to create an account with those platforms, and how to log in to explore the content. We will also show them examples of learning material that we have created using them. We will explain the following virtual tools:</p> <ul style="list-style-type: none">● Laura: Nearpod.● Leonardo: Thinglink.● Natalia: Wordwall.
30 min.	<p>Activity 2: Creating pedagogical material using online learning platforms.</p> <p>We will divide the group into 4 teams conformed by 5 participants. Then, the speakers will assign a specific topic to each team which will create an activity using the three online learning platforms that we presented previously. Finally, they will present their activities to the public.</p>

Conclusion

There are several aspects that were involved in the development of this project, such as the different processes, co-planning and co-teaching, the factors that influence the project, and the benefits of implementing the lessons. Based on the teaching experience during the last eight months, we can determine that the co-planning and the co-teaching processes that were established at the beginning, were executed in a responsible and committed way. There were some external factors that affected the normal development of the functions to perform; however, the alternatives to solve those situations allowed offering several opportunities for both, apprentices and instructors. The former improved their language proficiency and experienced a different learning environment, while the latter received training in new methodologies and learning strategies to plan and implement a dynamic class. In addition, we had the possibility to perform classes at a high-educational level. It contributed to the increasing experience and the acquiring of new knowledge in terms of teaching. Some of the activities we were involved in demanded were the planning and the designing of learning guides (content, material, and tasks) that was a new labor different from the common lesson plans. Additionally, we collaborated in designing final exams to assess students' progress during each academic cycle with the aim of proving that they had acquired the expected knowledge. Those assessments were crucial in determining if our participation in the sessions had an impact in their academic development. Besides the fact of implementing classes in a virtual environment, we managed to create a non-judgmental and comfortable space in which we were accustomed easily. Considering it was the first time that we teach in a high-educational center, we felt insecure and anxious at the moment of introducing ourselves to young adults and adults. The whole process was monitored by the Servicio Nacional de Aprendizaje's coordinator and Universidad

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Tecnológica de Pereira's project director who contributed to the correct development of the functions and supported each step of the process.

To complement our process developed at SENA Dosquebradas and contribute to the updating of new teaching strategies for instructors who belong to this educational institution, the SENA gave us the opportunity to participate in its Bilingual seminar called "Prácticas Contemporáneas en la Enseñanza de la Lengua Inglesa." In this event, we conducted a workshop related to the evolution of virtual and face-to-face education. We motivated instructors to implement online interactive learning platforms such as Nearpod, Thinglink, and Wordwall in their lessons to engage apprentices and transform the way they teach. Our intervention was dynamic since we not only presented the topic, but also promoted the assistants' participation by exploring and using the platforms previously exposed and providing their perspectives about the target topic. The general process of the presentation was upstanding; the audience was involved and surprised by the presented platforms. Moreover, we reached the development of a dynamic workshop since the participants interacted with us and among them to discuss the impact that those resources would cause on their learners. One of the aspects that facilitated the performance of this lecture was the accommodation of the auditorium since biosecurity measures and protocols allowed a limited number of people in this space. Finally, we are thankful for the enriching experience that this project modality offered us and the possibility of sharing our knowledge not only with apprentices but also with more experiment instructors helping us to have professional growth.

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Drawbacks to face in a bilingual teaching scenery

Reaching the end of our classroom project, we may reflect on the limitations we encountered during the devolvement of our process. Those limitations gave us the opportunity to have more real, professional, advanced experience, and to prepare us as future professionals. Some of those restrictions are related to the apprentices' performance in class, the lack of support between Servicio Nacional de Aprendizaje (SENA) content instructors and bilingualism instructors in order to create learning guides with technical vocabulary related to students' areas, and the impact that the national strike caused in the general learning and teaching process.

First, we identified the lack of participation of the apprentices in the classes as they did not have the necessary materials to accomplish the activities or they were not interested in them. For example, there were some activities designed on specific platforms such as Quizlet, Nearpod, Kahoot, Jamboard in which students could not participate since they did not have an appropriate technological device like a cellphone. Other students demonstrate a lack of commitment with the learning process since they use the class time to do other activities or work. The responsibility of the apprentices with homework and tasks was poor as most of them did not send the assignments and they justified this fact on the lack of material to complete them. In addition, there was limited assistance to classes in several sessions due to personal circumstances and the implementation of the face-to-face classes that interfered with the class time. We could evidence that this issue was not solved since it is a high-educational level in which apprentices must be autonomous and responsible in their learning process.

Secondly, the little number of resources and the shortage of information provided by the content professors made the class designing and class development arduous. Regarding

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information sources, in many cases, the labor of planning a class (looking for resources and designing material) without the proper knowledge in the content field based on the students' specialty was very demanding, since the majority of information was overly advanced for the apprentices' level. In the same way, the scarcity of content proffered by theoretic educators, who must support language instructors to teach content that fits with the topics of the program, did not provide the necessary information to plan the classes based on their academic syllabus.

The last challenge that we faced was the temporary interruption of the classes for one month due to the last national strike. That was an issue since it delayed the students' process and the normal development of the class in terms of topics, timetable, time to reinforce, review, and practice. In the case of the topics, it was necessary to remove some themes from the initial syllabus to continue with new content. The timetable was affected since the schedule must be reorganized and adjusted to accomplish the syllabus. Finally, the first classes after the national strike were focused on reinforcing, reviewing and practicing the last topics that we taught.

Those restrictions allowed us to recognize the importance of the participation of all people involved in this procedure, not only practitioners but also instructors, apprentices, coordinators, and the institution.

Pedagogical implications for future practitioners

There are different insights to take into account before starting the process at Servicio Nacional de Aprendizaje (SENA) Dosquebradas. For this reason, we are going to share some recommendations for future practitioners who are going to execute their practicum in this institution. These suggestions that we are going to provide below can be the basis of a satisfactory process as well as successful results, thereby, we will mention four main aspects regarding teamwork and our participation in the practitioners' learning process.

Working with someone else is always a challenge and a huge responsibility since this process depends on the prosperous students' learning and therefore their learning outcomes. Moreover, after each intervention, the instructors gave the practitioners feedback with the aim to improve the quality of the class. On the other hand, before starting the practicum, they established some specific functions to develop during the practicum, however, those duties can change depending on the needs throughout the procedure. For this reason, we consider that future practitioners must always have an open mind to new ways of teaching, in this case, English for Specific purposes (ESP), and be willing to work with the instructor from SENA.

It is crucial to have a relevant impact on the work as a practitioner, that is the reason why we recommend the future interns to be creative, dynamic, authentic, in their activities proposed and their way to transmit the knowledge and make interventions a comfortable and non-judgmental environment for learning. The main reason is that the majority of the apprentices are teenagers who need motivation to participate and focus on the classes. In addition, responsibility and punctuality are key aspects to internalize since any mistake can lead to the obstruction of students' performance. For instance, future practitioners must attend all

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the sessions programmed with the assigned group inasmuch as it is only one session per week. Moreover, it is important to have enough space in our timetable to cover the possible schedule changes that may arise.

To sum up, after recognizing the aspects that future practitioners must know such as teamwork and the impact of our participation as practitioners and all that it involves, we hope they can read this document and can appropriate these recommendations in order to have a successful and acknowledged performance and impact on the institution SENA.

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