Implementation of English for Specific Purposes and Communicative Approach at Servicio Nacional de Aprendizaje (SENA), Branch Centro Atención Sector Agropecuario (CASA) in Pereira, Risaralda

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Licenciatura en Bilingüismo con Énfasis en Inglés

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Abstract

The purpose of this classroom project was to implement an ESP-focused conversation club, develop monitoring sessions and virtual bilingual events at the Servicio Nacional de Aprendizaje (SENA), branch Centro Atención Sector Agropecuario. The participant population was students from different technical and technologist programs offered at this institution ranging from 18 to 35 years old. 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). Expecting to contribute to the SENA's efforts to meet the objectives set in its Bilingualism Plan, we strived to provide support in the design and implementation of monitoring sessions of English. Moreover, to foster the communicative competence and the use of technical vocabulary particular to the learners' field of work, a conversation club took place weekly, where the attendees were able to better their speaking skill while interacting with their peers. After eight months of constant intervention, the apprentices evidenced improvement both in general English and with the lexicon required in the programs they are enrolled in (ESP). Moreover, the execution of two virtual bilingual events expanded the scope of this classroom project, given that more people engaged and benefited from the activities there carried out. An aspect that affected the overall performance of this project was the virtuality since it prevented a stronger teacher-apprentice, apprentice-apprentice interaction, which could have enriched even more the teaching-learning process.

   Key words: English for specific purposes (ESP), conversation club, virtual bilingual events

Resumen

El propósito de este proyecto de aula fue implementar un club de conversación enfocado en ESP, desarrollar sesiones de monitoreo y eventos virtuales bilingües en el Servicio Nacional de Aprendizaje (SENA), filial Centro Atención Sector Agropecuario. La población participante fueron estudiantes de diferentes programas técnicos y tecnólogos que se ofrecen en esta institución con edades comprendidas entre los 18 y los 35 años. Resultados recientes de exámenes estatales 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). Con la expectativa de contribuir a los esfuerzos del SENA para cumplir con los objetivos marcados en su Plan de Bilingüismo, nos esforzamos en brindar apoyo en el diseño e implementación de las sesiones de seguimiento del inglés. Además, para fomentar la competencia comunicativa y el uso del vocabulario técnico específico del campo de trabajo de los estudiantes, se llevó a cabo un club de conversación semanalmente, donde los asistentes pudieron mejorar su habilidad para hablar mientras interactuaban con sus compañeros. Luego de ocho meses de intervención constante, los aprendices evidenciaron mejoría tanto en el inglés general como en el léxico requerido en los programas en los que están inscritos (ESP). Por otra parte, la ejecución de dos eventos virtuales bilingües amplió el alcance de este proyecto de aula, dado que más personas se involucraron y se beneficiaron de las actividades allí realizadas. Un aspecto que afectó el desempeño general de este proyecto fue la virtualidad, ya que impidió una mayor interacción maestro-aprendiz, aprendiz-aprendiz, lo que podría haber enriquecido aún más el proceso de enseñanza-aprendizaje.

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 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 the 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 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), which 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 takes place under such cooperation's framework, and it intends to contribute primarily to two aspects

that correspond to the particular demands detected by the *Centro Atención Sector Agropecuario* English coordinators.

On the one hand, we will provide support by carrying out an ESP-focused conversation club, which is intended to foster language communicative competence. 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' resolutive capacity" (p.35). Furthermore, the authors affirm that such programs focus on mere memorization of vocabulary, causing "chefs capable of repeating in the English language all the ingredients used to cook different culinary preparations, yet unable to explain to an English-speaking customer the cooking techniques employed" (p. 37). Following Kassim's (2010) notion that the construction of the ESP speaking modules should recreate real-life working scenarios, we will consider role-plays, simulations and case studies as strategies that will allow students to feel free and comfortable while interacting with their peers in the conversation club.

On the other hand, we will work jointly with Jenny Grajales, head of the Centro Sector Atención Agropecuario (CASA) English department, to coordinate the planning and execution of virtual bilingual events which are expected to complement the regular classes. Moreover, since the virtual events will not be restricted only to students enrolled, a wider and more varied audience is contemplated thus increasing this project's scope of impact. Likewise, these events will have a more cheerful, interactive and playful feel to it, so that it is more engaging and inviting for attendees to continue or start their English learning process.

Through this classroom project, we expect to have a positive impact on the educational, professional, and personal spheres of all parties involved. As practitioners, this implementation represents 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 will enrich our teaching-learning experience. Most importantly, we aim 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 look forward to contributing to the improvement of SENA's results in both institutional and state tests.

General Objective

To contribute to the current English language teaching and learning process at Centro Sector Atención Agropecuario (CASA) by developing different strategies that help improve the students' and institution's English level.

Specific Objectives

- Plan and implement ESP-focused conversation clubs that serve as a complement to the regular lessons.
- Conduct monitoring sessions to reinforce the English language learning process of the apprentices who require it.
- Structure and conduct virtual academic events to promote alternative language-use scenarios.

Institution's Needs

- Implementation of monitoring sessions to reinforce student's level of English.
- Participation in Conversation Clubs for learners to improve their Speaking skills.
- Planning and execution of activities related to the English Week.
- Lead the Virtual Exchange with apprentices and people from another country.

Conceptual Framework

The main theoretical concepts that support the interventions shall be defined in this section. The following text has five main constructs, English for Specific Purposes (ESP), Communicative Language Teaching (CLT), virtual academic events, co-teaching, and conversation clubs 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), Sarmento & Bocorny (2018), appealed to definitions about ESP as an approach based on students' learning needs, whose 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 Sarmento & 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 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 as 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, they 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. Sarmento & 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, negotiate 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 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 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 materials.

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 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 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 their objectives which 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 learner's 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, state the goals, construct the activities, and divide the activities. The Do phase is formed by involving the students in a problematic base 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 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 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 different exercises with some difficulty. The fourth one encompasses the evaluation in this stage, students 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' 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 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, this focuses on knowledge rather than practice.

Another type of material design has been explained by several authors. Huntchinson 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 school. That is why the real purpose of preparing this type of paper is to discuss the role of them and the benefits of implementing it. The paper that the previously mentioned author suggests to implement 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 the design of it. 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 versión of the ESP planner of the course. The conclusions section analyze 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 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 professor posses 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 leaners 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 closely 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 with 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, 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 of language teaching which 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 approaches 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, sociolinguistic, and strategic competences. 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 the 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 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 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 competences. 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 as 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 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 relate 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 materials 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 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.

Conversation Club

With the aim of executing the degree project in Servicio Nacional de Aprendizaje (SENA), it is important to take into account the conversational clubs which will have to be performed in order to provide different types of educational setting in which students enhance their communication skills. Conversational clubs supply students with the opportunity to be exposed to different thematics and context of real-life situations in which students have to use the language abilities within an educational environment. To have a clear understanding of what conversational clubs consist of, authors such as Milova, Rivers, and Dobson tend to give several definitions and approaches regarding conversational clubs.

Over the years, the implementation of activities to incorporate the teaching of speaking skills has become a common practice. Speaking is an important part of teaching and learning English. Milova (2015) states that speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (p.02). The author also mentions that despite the importance of Speaking, this skill has been

undervalued for many years, and it has been just a repetition of drills or memorization. At the end of the course, the students can speak accurately and appropriately; however, they are unable to engage in an on-going conversation. This is why Conversation Clubs should be implemented in all the courses of learning English. The students will have the opportunity to practice real-time situations while they are showing what they have learned. They will start to take the initiative to start a conversation, and they will be able to share longer answers. In other words, they will be able to speak correct and fluent English, while they also will develop conversational skills.

Following a similar point of view to the previously mentioned, Rivers (1987), points out that the students will enjoy a conversation if the information and messages they will receive it contains information of interest for both the speaking and the listener. She also mentioned that the exchange of information is called interaction, and that linguistic interaction becomes a collaborative activity. These types of activities should be the norm from the beginning when learning a new language, and the teacher should create or simulate situations in which interaction naturally occurs. For instance, it is important to have those spaces for the learners to practice, so they can increase their conversational and problem-solving skills. Also, they are going to learn how important it is to comprehend the ideas of the people they are listening to.

To complement the ideas presented previously for both authors, teachers should look for ways to motivate students to use the language creatively. Most English courses concentrate on teaching language structure through drills and exercises; however, in terms of communicative skills, there is no guidance. Usually, students are interested in learning how to write and how to read the new language they want to learn; however, when it comes to speaking, it has little relevance compared to the other skills. For instance, the teacher should be the person who guides the students to communicate their ideas and to start using the target language in the context of reality (Dobson, J. 1974)   . To illustrate the author's opinion about   the importance of communication, if students learn grammar structure and they practice in the classroom with short sentences, they will not be able to produce longer sentences which should have coherence and should be accurate depending on the conversation they are having. As an example, they can memorize their daily routine, their personal information and they can describe

people, but if they face a situation where they need to express their opinions or they need to defend themselves, they might be unable to do so because the contexts are different. Consequently, they will feel frustrated.

Based on the definitions mentioned above, there is no doubt that the implementation of Conversation Clubs has plenty of benefits such as having more conversation practice in the classroom and developing skills like problem-solving. Teaching skills such as writing, reading, and listening are also important; however, speaking is the most difficult language skill to master and requires a lot of practice, so this activity is an exceptional opportunity for learners to show what they have learned. Normally, learners can memorize dialogues and talk with themselves, but those practices do not include developing a spontaneous conversation. Conversation Clubs have success depending on the way they are organized because it should be an entertaining experience for learners with a variety of activities (e.g., debates, games, film showings).

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 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) establish 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.

Methodology

Context

The Servicio Nacional de Aprendizaje (SENA), founded in 1957, is a Colombian public institution, ascribed to the Ministry of Labour 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 international market 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 intents 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 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 fulfilment of the goals set in the SENA's bilingualism program.

The 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

The *Centro Atención Sector Agropecuario* is located in Cerritos, Risaralda. The Cerritos campus currently has 15 technological and 33 technical programs within which students receive English classes (4 hours per week) to reinforce and improve their skills in the second language and their linguistic competences when performing their professional work. To achieve these goals, the English Language Teaching Department has more than 12 teachers and several conversation clubs to train groups between 20 and 25 students. Finally, this institution offers free English courses to its students.

Expected Impact

The main purpose to intervene at Servicio Nacional de Aprendizaje (SENA) as degree project executing students, is 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 and conversation clubs.

Educational impact

On the one hand, students will be immersed in a meaningful learning process which 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 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.

Limitations

The development of this classroom project was an enriching experience from an educational and professional standpoint. However, the obstacles encountered along the way accounted for learning opportunities to be taken advantage of. I consider that one of the main limitations was rooted in virtuality. The pandemic obliged us to conduct the entirety of the sessions through a virtual platform, thereby limiting the interaction between teacher and students, and among students, and the subsequent familiarity such interaction fosters. Theory suggests that feeling comfortable in order to reduce the levels of anxiety when learning and/or speaking a foreign language is key, and despite our effort to create a friendly environment, this was not fully achieved. Black little screens, low levels of participation, and low attendance were evident among some groups. Furthermore, when implementing an alternative communication platform such as Zoom (as opposed to the more common Google Meet) for a particular bilingual event, the result was not as expected. Using these tools requires a certain level of expertise that not everyone has.

Another limiting aspect was the low level of attendance. Initially, this situation was not an issue because the conversation club was carried out within the hours assigned to the program's English course. However, once we transitioned to doing monitoring sessions, the number of participants in every encounter dropped significantly. We went from 10-15 attendants on average per session to 4-5. Hoping to prevent this and ensure attendance, the in-service instructors asked the apprentices to sign a "commitment form" to express their agreement to participate in the sessions every week. Nonetheless, they did not seem to be very effective. We consider this to be a limitation in the sense that we wished this space could have impacted as many trainees as possible.

Pedagogical Implications

Through the development of this classroom project at the SENA, we faced challenging situations that impacted the process. Thus, we consider it is necessary to share our experience and provide some recommendations for future practitioners, so they can have a guide when implementing their classroom project. First, it is important to learn how to adapt ourselves to constant changes in planning and activities. When the project started, we established from the beginning the responsibilities we needed to accomplish as practitioners during the project. However, they can change depending on the institution's necessities. The main purpose of the classroom project is to positively impact the learning process of students, which means we have a huge responsibility. For this reason, we should be on time for the sessions, have good communication with the instructions and students, and build a comfortable space for learning. By doing this, they can feel there is non-judgment for mistakes, and we are all learning from each other.

Due to the pandemic, it was necessary to find ways of how to implement the face-to-face methodologies classes into virtual classes. Besides, motivating students was crucial during the whole process. In the beginning, they were motivated to start with classes, so in order to make sure they had the same attitude, we needed to plan and implement activities of their interest. Usually, the groups are organized into technical careers, which means we can implement the teaching of English with some aspects of what they are studying. By doing this, they will have the motivation to participate and give ideas, which has a positive impact on their learning process and outcomes.

Conclusion

In order to conclude the development of this classroom project, it is necessary to highlight that most of the results obtained were positive in relation to the academic improvement of the students. We notice the students reinforced their knowledge in English with the teaching activities performed. Also, we had the opportunity to implement activities focused on ESP.

This classroom project was carried out implementing these strategies: (I) conversation clubs, (II) Monitoring sessions, and (III) Virtual bilingual events. Both instructors and students expressed the conversation club was a complement to the regular classes where students did not feel the pressure of a grade. They expressed they felt more comfortable due to the fact that they were in the same groups for longer periods of time, there was a sequence in the classes, and it was focused on training them according to their programs.

Regarding the monitoring sessions, despite that there were more heterogeneous groups and reduced students (between 2 - 3 per session), the classes were focused on general aspects of English, and they were almost personalized based on students' needs. Besides, students had the option to determine the topic for coming sessions. Additionally, different multimedia tools were implemented to support the activities and make the sessions more dynamic and interesting. The use of these resources helped to capture the attention and interest of the learners.

In terms of virtual bilingual events, the time invested helped to develop a session of one day of activities in English with specific groups, and the English week which consisted of 3 days of activities. The event was an enriching process where we had the opportunity to learn about the logistics and planning of a virtual event. Those activities were performed with the help of instructors, practitioners, and students. They were spaces for apprentices to show their knowledge in English, complemented with gaming and conversations.

Finally, this classroom project provided us experience in both professional and personal growth, since there was a learning process in aspects such as teaching to groups of different ages and levels, motivating students, and

managing time. Personally, we were most impacted by those students who always showed a willingness to continue with the learning process.

Appendix

This section corresponds to the evidence compilation of the work completed all throughout this classroom project.

Progress Format - February

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JEFE INMEDIATO:	Jenny Grajales
FECHA:	Febrero 2021

ACTIVIDADES REALIZADAS

- February 10: Meeting with teacher Jenny
- February 11: Meeting with professor Dolly
- February 22 – February 31: Beginning of Conversation Clubs.
- Conversation Clubs Lesson Planning.

OBSERVACIONES

- In the meeting with the teacher Jenny, we concluded that the execution will be 3 hours each week. Those hours will be divided in the following way: Monday 8 - 9; Wednesday 10-11; Friday 9-10.

- The conversation clubs will be with different programs. Also, with different English groups and everyone that would like to join.

The instructors in charge of the groups will join the sessions as support if needed.

CONCLUSIONES

- After the execution of the first conversation clubs, it was evidenced that most of the apprentices are between 18 – 22 years old.
- It is evidenced that the groups of the conversation club are formed by people with different English levels.
- It was evidenced by the willingness of the apprentices to participate in the activities of introducing themselves, expressing their likes, and also, shared topics of interest.

In those groups where there is a basic English level, it was evidenced the use of Spanish. One of the instructors in charge suggested the use of Spanglish.

Recording Conversation Club:
https://drive.google.com/file/d/1QIBImjF9H5Rq8Vhu8kJzXBNdU_PmFLP/view?usp=sharing
Recording Conversation Club:
https://drive.google.com/file/d/1vDC85J_iDLoElRJ1hlfsRQz0YKErk5hB/ view?usp=sharing

EVIDENCE AND MATERIALS:

Slides Conversation Club #1:

Progress Format – March

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ÁREA:	INGLÉS
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FECHA:	01 mar - 25 mar

ACTIVITIES

Program: Tecnólogo en gestión de empresas agropecuarias

Dates: Thursday, March 4th & 25th

This group comprises roughly 15 students; most of them with a basic English level yet super willing to participate. Alejandro, the instructor, is always attentive to the conversation club leader's performance and provides instant feedback to seek improvement on her end. He also interacts with the attendees and encourages them to be active participants, thus smoothing the club flow.

Two sessions have taken place with this group. The first one was meant to be an introductory session in which students shared personal information, and the main grammatical structure used pertained to their favorite (something).

- **First session:** The session started with the moderator sharing information about herself to provide sufficient input for students to grab from while presenting

themselves. For this matter, both verbal and visual support were utilized. The apprentices either participated voluntarily or were selected by the moderator.
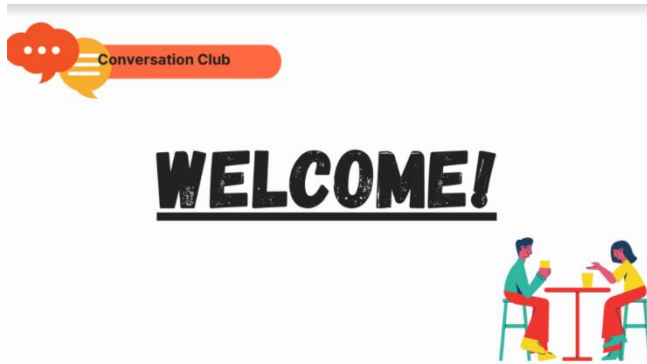
Image1. Initial slide used as visual support.

The same set of welcoming slides was implemented throughout the initial sessions of the club.

Link to all sessions' recordings:

https://drive.google.com/drive/folders/1D6MRnwCmVquTWTSx1Mw0JeHpmG-0ZTg8

Link to all sessions' slides:

https://drive.google.com/drive/folders/168gfzAlezsoVoI-8adT1_xgydR86VVSC

▪ **Second session:** It revolved around the grammatical structure 'Have to' and the review of vocabulary related to the program the attendees are studying. The session started by showcasing different ways of asking 'how are you?' and ways to reply to it. It was done to demonstrate that, such as Spanish, the English language offers multiple variants to the traditional manner of asking about someone's current state. Then words such as **seeds, water, crops, farmer, company** were introduced, so

that the next game could be carried on. Such activity consisted of inferring the word from a definition given by the moderator. **e.g.,** It is a transparent liquid that forms seas, lakes, and rivers. Subsequently, the formal explanation about the 'have to' structure with corresponding examples took place, leading to sentence-creation where students used both the structure and the vocabulary presented early on.

Image 2. Guessing game.

Image 3. Sentence-creation section.

Program: Tecnólogo de Análisis y Desarrollo de Sistemas de Información

Dates: Thursday, March 18th

This group has approximately 15 students. They all have a basic English level as well, though with them the use of Spanish was more predominant than with other groups. Students have only attended one session, since the instructor had an inconvenience the first time we were supposed to meet. The encounter followed the structure of the introductory session explained in the first segment of the document.

Program: Gestión integrada de la calidad, medio ambiente, seguridad y salud ocupacional

Dates: Thursday, March 11th

This group comprises 20 students, and the characteristics of the English level and the conversation club were very similar to the sessions aforementioned. Following the schedule set, only one meeting has been conducted.

Program: Guianza Turística

Dates: Thursday, March 11th

The first meeting with this group happened last month (see Progress Format - February). Only two students participated in the second session due to interference from the instructor's class. Nonetheless, such an uncrowded encounter was very effective because the conversation was fluent, and students practiced more in-depth, which sometimes is not the case in a 20-plus people meeting. The topic of discussion concerned

the places they have visited, and those that arise their interest. The topic and activity planned for this interaction were postponed for the coming session.
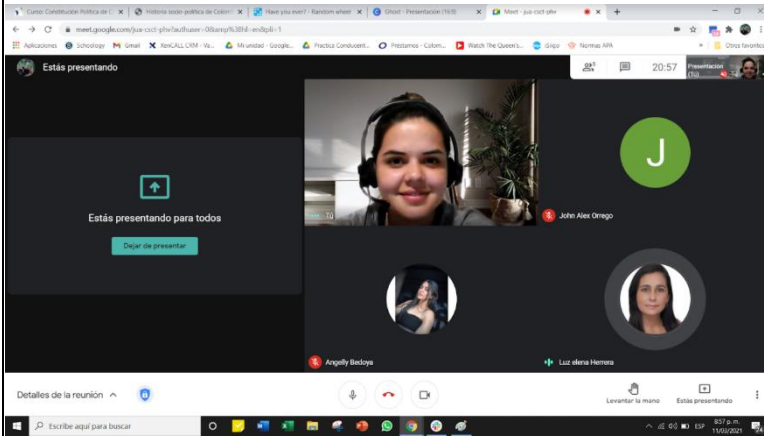
Image 4. This session took place with two participants plus the instructor.

Program: Guianza Turística

Dates: Thursday, March 18th

Even though it is the same program as the one referred previously, this is another group with which I have not had the first formal session due to various reasons. The 'introductory session' was also carried out with two participants with very good English level and that were super interested in practicing their speaking skill.
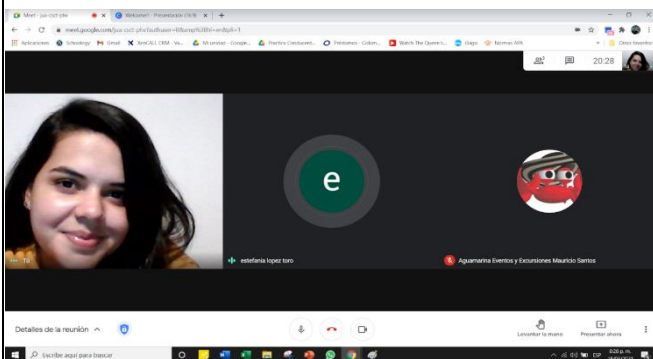
Image 5. Evidence of the session on March 18th

Program: Técnico en Programación de Software

Dates: Thursday, March 13th

Roughly 12 students conform this group. The first meeting followed the same structure of an introductory session.

Second session: After greeting and presenting different alternatives to the question 'how are you?', the moderator continued to introduce some basic vocabulary regarding computer parts -given the program. Then students were asked to infer the word based on a definition, first given aurally and then displayed on a slide. Afterward, the grammatical structure 'have to' was explained, followed by its corresponding examples and exercises, including the words reviewed initially. Overall, it was a very amusing session since the students were very active and engaged with the topic selected.

Image 6. The vocabulary used was related to the program.

Program: Profesionalización en Seguridad y Salud en el Trabajo

Dates: Thursday, March 13th

The first session followed the structure of the introductory session planned for all groups. A fun fact about this group is that it is mainly conformed by mature women, who are always super participative and cheerful. Some apprentices have an evident higher English level than others, yet they all do their best during their interventions.

Second session: After reviewing some basic vocabulary that would be implemented later in the session and explaining the purpose of the grammatical structure '**have you ever?',** the moderator proceeded to let the wheel select what question each participant would answer. **e.g.,** have you eaten sushi? or have you ever seen a ghost? The apprentices seemed engaged with the activity and shared their personal experiences relying on Spanish as well.

OBSERVATIONS

(I) An instructor has expressed discontent about the frequency in which the conversation club has been implemented with his group (every two weeks).

(II) It is only natural that not everyone will respond equally to the same activity. However, it surprised me that one of the **Guianza Turística** groups did not attend the second session and then asked the instructor to pass along their suggestion concerning a possible discussion topic. Even though I accepted feedback, they did not give me the chance to unfold the activity I had prepared for such an encounter.

(III) So far, I have followed only one format or structure for all sessions, and I have only used one game-like tool (spinning the wheel). Even though I do not consider the sessions to have turned monotone, it is necessary to explore more in this regard to dynamize the interactions.

CONCLUSIONS

This one-month experience led me to consider that this space cannot be dealt with as a regular conversation club where the topic to converse about is established, letting the participants' ideas come up freely. Instead, I believe this is an extension of the instructor's class but taught more dynamically -hopefully. Sometimes I struggle to not refer to the club as a 'class' in front of students, so it does not lose its charm and looseness.

Moreover, I agree with the concern raised by one of the instructors regarding the frequency of the sessions. I subscribe to the idea that conducting the club once every two or three weeks does not allow for the expected improvement. Increasing the regularity of the encounters can have a higher impact on the apprentices' English learning process.

Progress Format – April

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FECHA:	April 1st – April 30th

ACTIVITIES

- - April 05, 17, 24: Meeting with teacher Jenny.
- Planning of the Conversation Clubs.
- Execution of the Conversation Clubs (Monday and Friday).

Planning of the activities for the event (1 hour).

OBSERVATIONS

- The implementation of the topic environment continue since there are some groups who have not had the 4th session.
- It was implemented the first session with some groups. The activity about presenting themselves was done.
- The Conversation Club #4 is about a free topic. It included the use of flash cards in order to encourage the apprentices to participate. Also, it was implemented an activity with a roulette to make sure all the apprentices are involved.
- I was able to advise the teacher Jenny about the cancellation of the Conversation Club of April 05 and April 09 since the groups of the instructor Jennifer and Gustavo did not attend.

- In the meeting of April 17, it was defined the activities to implement in May and it will be organized the logistic of the event that will take place.

- It was defined that we will be having meeting for three Saturdays. The purpose of the meeting is to deliver the activities programmed for the event.

- In the meeting of April 25, I delivered the first activity about synonyms and antonyms. The activity was designed in Canva, and it consist in finding the synonyms and antonyms that match the word given in the chart.

- It was defined that the event will be on May 13th. However, it is considered the possibility of postponing the activity, so we can define the logistic.

- It was defined that the virtual exchange will start on May. It was scheduled for every Thursdays from 8 – 9.

The Conversation Club of April 23 was cancelled due to internet problems. The instructor Jennifer was advised about the situation in advanced.

CONCLUSIONS

- There is an improvement in the Conversation Club of the Fridays in charge of the instructor Alejandro. The apprentices are actively participating in the activities, and they are speaking more in English. Currently, the group of the Friday is the one who have had more sessions.

- The Conversation Clubs with those who just started have been with apprentices that are actively participating.

- The teacher Jenny sent a message to the instructors to confirm the reason why they are not joining to the Conversation Clubs. They expressed that they are happy with the Conversation Clubs, it is just that sometimes they forget the sessions.

- One of the instructors proposed to remind them every 15 days about the session.

- After the message sent by the teacher Jenny, it was evidenced a change in the assistance to the Conversation Clubs. From that day and until now, there has not been any cancellation of the sessions.

- In the Conversation Clubs, it is evidenced the assistance of groups with 4 people and other groups with 8 people.

- It was defined that the virtual exchange will start on May. Most likely, the Conversation Clubs will be implemented once a week since we are still planning the activities for the event.

- In the delivery of the first activity, I received feedback from teacher Jenny in terms of logistic of the event. It was concluded that the idea is to find platforms that allow us to send documents while doing the activity, in this way we avoid the use of a lot of platforms.

- The purpose of the event is to have synchronous meetings where the groups of apprentices will join in order to participate in the activities. Currently, there are 13 groups confirmed.

The event will be on Thursday, 13 of May at night in the virtual platform

EVIDENCE AND MATERIALS:

Slides Conversation Club #4:

https://drive.google.com/file/d/1rCjYuFa9Q21UfekU0HcV67KxW5j2ctQ/view?usp=sharing

Recording Conversation Club April 19:

https://drive.google.com/file/d/1o4R7up8xpxlbCcyKZl1lOVv4lHm5G-K/view?usp=sharing

Recording Conversation Club April 26:

https://drive.google.com/file/d/17aAa7jTRWeaJfSQ98xqqdxUxKmNfGOSv/view?usp=sharing

TIME TO PLAY!

SYNONYMS AND ANTONYMS

Look at the word in the middle column
and then select from the list a synonym
and an antonym to match the word.

SYNONYM	WORD	ANTONYM
start	begin	end

Get ready with your group

ask   accuse   cowardly   noisy   false
authentic   quick   respond   like   demolish
hot   socialize   right   seclude   morality
bold   fix   dishonesty   pleasant   cool
forgive   tedious   dumb   hidden   obvious
wrong   hate   silent   smart   slow

SYNONYM	WORD	ANTONYM
	true	
	quiet	
	love	
	absolve	
	cold	
	quarantine	
	clever	
	repair	
	montonous	
	answer	
	virtue	
	correct	
	conspicuous	
	fast	
	confident	

Progress Format – May

NOMBRE:	Olga Tatiana Rhenals Torrado
CÓDIGO:	1001974998
EMPRESA:	SENA – Centro Atención Sector Agropecuario
ÁREA:	INGLÉS
JEFE INMEDIATO	Jenny Grajales
FECHA:	May 1st – May 31st

ACTIVITIES

Drive link: Drive - Olga Tatiana Rhenals

Meetings with SENA English department's coordinator, Jenny Grajales

Several meetings were conducted with Jenny Grajales to continue planning the logistics of the bilingual virtual event thought to take place on June 24th.

Date: May 1st.

I was asked to present the second activity to be developed at the virtual event. Its format, platform on which it would be created, instructions, etc., in order to anticipate possible difficulties.

Date: May 3rd

For this session, Professor Jenny Grajales introduced relevant information regarding the upcoming virtual exchange, an annual event planned to seek interaction among English language students from diverse nationalities.

Date: May 8th

Professor Grajales summoned a follow-up meeting for me to report the occurrences of the virtual exchange's first session. A count of such a session can be found below.

Program: Virtual Exchange

Dates: Thursday, May 6th

The International Virtual Exchange Project (IVE) is an initiative that seeks to connect students of English as a foreign language for them to develop both the linguistic and intercultural competence. Created in 2015, the project is a joint effort between several professors from Asian universities and the SENA to provide international students with a virtual space to interact while strengthening their language skills and cultural awareness. According to the IVE promoters, currently, there are more than 4800 students from 13 countries enrolled in the exchange. China, Japan, Indonesia, Mali, and Turkey are some of the participant countries. The platform used for the interaction is Moodle, one of the most popular learning management systems, given that they consider it to be a user-friendly interface.

The first guiding session of the virtual exchange served the purpose of instructing the apprentices on platform usage and publishing their introductory post. The Group Forum 1: Who we are, invites students to share personal information (hobbies, favorite food, family members, etc.) alongside multimedia if desired.

The following images evidence some of the interactions that took place.

◄ Self-introduction   My Religious Activities ("Obon") ►

Mostrar respuestas anidadas ⬍   Mover este debate a... ⬍   Mover

Introduction
de <u>Maria Valentina Ortega Gallo (CO)</u> - Thursday, 6 de May de 2021, 09:18

My name is Valentina Ortega. I am 17 years old. I'm from Colombia, and I live in a small town called Santa Rosa de Cabal. I study at the SENA. I study Technology in Agricultural Business Management. I enjoy playing basketball, playing with my dog, its name is Cocco, I love him.

I think that the best thing about Colombia is its diversity and its culture.

Tell me about you!

70 palabras

Enlace permanente   Editar   Responder

Introduction
de <u>Carolina Gómez Ramírez (CO)</u> - Thursday, 6 de May de 2021, 09:27

Good morning, my name is Carolina. I am 17 years old . I'm from Colombia, and I live in a small town called Santa Rosa De Cabal. I study at the SENA. I study technologyst in Agricultural Business Management. I enjoy to read and listen to music.

I think that the best thing about Colombia is it's diversity and it's culture.

Tell me about you!

65 palabras

Enlace permanente   Editar   Responder

Re: Introduction
de <u>Karen Dayana Rivas Lievano (CO)</u> - Thursday, 6 de May de 2021, 16:35

Hello, good afternoon. My name is Karen Dayana Rivas Lievano, I am 20 years old. I am from Colombia, currently I live in the municipality of Tesalia-Huila, I am a business management student at SENA, and a fifth semester student of Occupational Health and Safety Administration. I like to listen to music and read.
54 palabras

Enlace permanente   Mostrar mensaje anterior   Editar   Dividir   Responder

Re: Answer
de <u>Carolina Gómez Ramírez (CO)</u> - Friday, 7 de May de 2021, 14:09

Good afternoon, I'm glad you answered. I am also glad that she is from Colombia since to tell the truth I am very nervous knowing that I will have to chat with many more people but at the same time I am open to that. Tell me, what music do you like to listen to and what is your favorite book?

Re: Introduction
de <u>Yoko Yamamoto (JP)</u> - Wednesday, 12 de May de 2021, 07:05

Hello.

My name is Yoko Yamamoto. I am from Osaka and I live in Tokyo in Japan. I am 18 years old. I am SOKA University student. I became university student in this year. Now, I am joining in K-Pop dance club. I am enjoying everyday. I like listen to a lot of music.

I have never been to Colombia, so I want to visit there!

66 palabras

Enlace permanente   Mostrar mensaje anterior   Editar   Dividir   Responder

Re: Introduction
de <u>Maria Valentina Ortega Gallo (CO)</u> - Thursday, 13 de May de 2021, 10:12

Hello
How interesting it would be to live in Japan, I like its culture, especially anime.

I like that you want to visit Colombia, you will always be welcome, I hope you enjoy our culture

35 palabras

Enlace permanente   Mostrar mensaje anterior   Editar   Dividir   Responder

Re: Introduction
de Maria Valentina Ortega Gallo (CO) - Sunday, 16 de May de 2021, 16:41

hello Hozuki Yamashita.

I would very much like to visit Japan especially for its food and anime.

In Colombia these are some typical dishes

Program: Técnico en Sistemas

Dates: Thursday, May 6th

This session could not be developed because students expressed their desire to support the national strike and decided not to attend classes in general.

Program: Técnico en Agroindustria Alimentaria

Dates: Thursday, May 6th

This session was the first time meeting with this group. Initially, I introduced myself by sharing information about pets owned, hobbies, and preferences. Then, students were asked to provide details about themselves. A basic English level was evidenced, as they struggled to formulate sentences that allowed them to achieve it.

Program: Técnico en procesamiento de frutas y hortalizas

 Dates: Thursday, May 13th

   This session was the first virtual encounter carried out with this group. Since it coincided with the beginning of the assigned instructor's teaching, he considered it more appropriate to guide the introduction dynamic and delegated me the presentation of program-related vocabulary. To have a notion of the group's English level, the session started with a Kahoot activity where students were asked to select the word that best fit the image they were presented with (fruits and vegetables). Each item consisted of four distractors with variations in their spelling which increased the difficulty. The results show that most students recognized the majority of the vocabulary, correct writing included, facilitating the next stage of the session.

Nickname ∨	Rank ∨	Correct answers ∨	Unanswered ∨	Final score ∨
angelica	1	80%	1	14 470
Lina Vargas	2	80%	1	13 530
paula	3	70%	1	12 329
Luisa	4	70%	1	12 119
Gustavo	5	65%	4	11 599
alejandro	6	70%	2	11 373
Nora celis	7	65%	1	11 090
Carlos Zuleta	8	65%	2	10 283
Lina	9	60%	3	9 428
Farid	10	35%	7	5 316
Miguel	11	30%	9	5 239
Anthony	12	15%	13	2 307

Image 1. It evidences that out of 12 apprentices, 9 recognized most of the vocabulary.
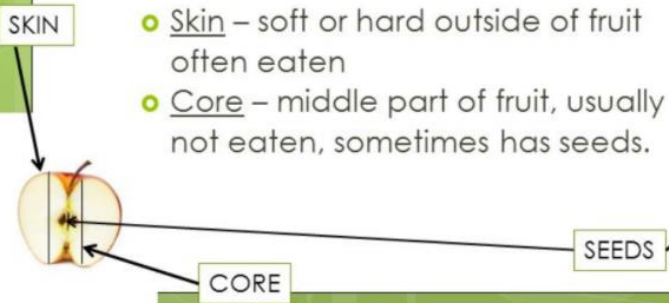
   The meeting continued by presenting a video to practice the pronunciation of the lexicon already presented via writing. Subsequently, vocabulary implemented to describe the appearance of fruits and vegetables was introduced (seed, flesh, skin, rind, round, bumpy, etc.) to later practice sentence creation and speaking. The practice portion of the session consisted of a guessing game. Each apprentice had to provide clues for their
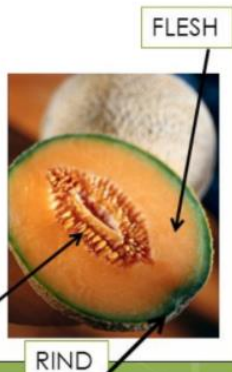
classmates to guess what product they were referring to, thereby intertwining all the information presented in the class.
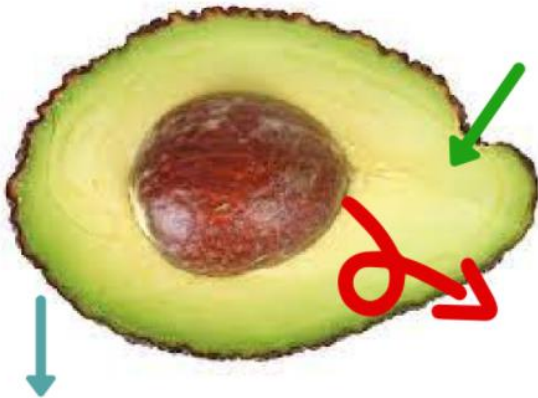
Its flesh is creamy
It has a large seed
It has a pear-like shape

Describing fruits

What is the shape?

Is it soft or hard?

What is the color?

Is its skin soft, rough or hairy?

Program: Virtual Exchange

Dates: Thursday, May 13th

The second session of the virtual exchange was conducted to review the posts the apprentices had uploaded to the Moodle platform relating to their personal information and interests. We went over the students' publications seeking to share with the class what participants from other countries had replied, thus presenting the language and cultural components. Moreover, instructions for the second post were delivered. The participants were provided an example post for them to have a reference to follow when editing their own; however, it was not meant to be restrictive. Since the overall group's English level was A1, the template text was composed of single independent clauses and past simple tense sentences. A brief review of such structures was presented.

HELLO EVERYONE!

I wanted to share with you a beautiful memory of my childhood. This is me when I was 5 years old. For halloween, my mom dressed me up as a ballet dancer. I really loved this custome.

I remember that my sisters and I helped her put on the pink sequins to the dress. That is why is so special to me, because we did it together!

I would like to know about your favorite custome. Greetings from Colombia!

1.SALUDO

3.¿POR QUÉ ES ESPECIAL?

2.EXPLICAR LA FOTOGRAFÍA

4.PREGUNTAR ALGO RELACIONADO

Program: Guianza Turística

Dates: Thursday, May 13th

The first portion of the session consisted of an assessment activity, where the apprentices had to match words with their corresponding definitions. The vocabulary list encompassed some adjectives and nouns used when referring to the places of interest of a touristic destination, and it had been already presented in a previous session. As evidenced in the results' table, 3 out of the 5 respondents recognized more than half of the words, being 4 correct answers the average result.

Landscape or scenery	
Surroundings	
Shopping district	
Scenic	
Downtown	
Business district	

Area n a city where you can find multiple stores

Area in a city where you can find many offices

Relating to views of impressive or beautiful natural scenery.

The things and conditions around a person or thing.

Relating to the central part of a city

All the visible features of an area of land, often considered in terms of their aesthetic appeal.

Nombre y apellido	Puntuación	Hora
Geral	6	15.5
Liz	4	1:33
Angelly	4	2:17
Cristian Laverde	3	2:46
Jhon	3	2:58

The next section of the meeting was focused on practicing the speaking and listening skills. Students were instructed to think about a specific place (city, country, landmark, etc.) and then provide clues using the expression 'this place is known for' so that the other classmates could guess the reference. Students were encouraged to explore what animals are found in such a place, autochthonous food, famous festivals, etc. to enrich the description. I started the activity looking to exemplify the explanation. The dynamic

proved to fulfill the purpose of inviting the participants to create sentences, use the vocabulary presented in past sessions, communicate their ideas, and active listening to their partners'.

THIS PLACE IS KNOWN FOR...

Animals

Festivals

Highlights

Food

Monuments

Program: Técnico en Sistemas

Dates: Thursday, May 20th

This session could not be developed because students expressed their desire to support the national strike and decided not to attend classes in general.

Program: Virtual Exchange

Dates: Thursday, May 20th

It was the third encounter with the group I was assigned to lead throughout the virtual exchange. For this session, the apprentices had already published their post responding to the forum topic 'Photos from Our Childhood', and we explored their interactions.

The following images evidence some of the interactions that took place.
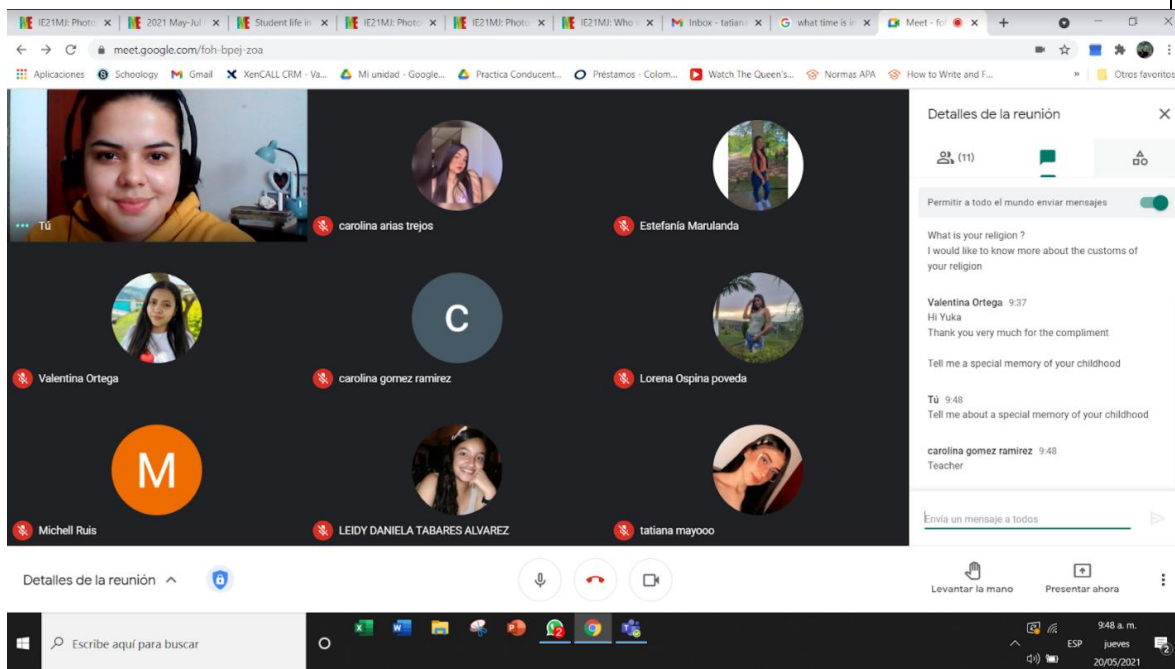
Photos from our childhood
de Maria Valentina Ortega Gallo (CO) - Thursday, 13 de May de 2021, 10:00

Hello
 In this photograph I was one year old. It was my first custom, I dressed up as a doll, it is important to me because I loved dolls, it was one of my favorite costumes and I really liked going out trick-or-treating with my family, thank you

What was your favorite costume?
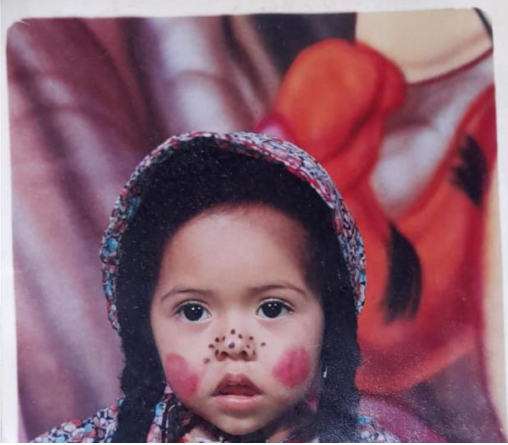
Re: Photos from our childhood
de Yiseth Daniela Rodriguez Duarte (CO) - Friday, 14 de May de 2021, 12:09

Hello!

Maria Valentina

I do not have a favorite custom because my religion you don´t have the habit of dressing up.
21 palabras

Enlace permanente   Mostrar mensaje anterior   Editar   Dividir   Responder

Re: Photos from our childhood
de Maria Valentina Ortega Gallo (CO) - Thursday, 20 de May de 2021, 09:29

Hello Yiseth Daniela
I'm glad you answered me

How are you?
What is your religion?
I would like to know more about the customs of your religion.

27 palabras

Enlace permanente   Mostrar mensaje anterior   Editar   Dividir   Responder

Photo from our childhood
de Juliana Orozco Ramírez (CO) - Thursday, 13 de May de 2021, 09:58

Hi everyone

How are you?

I wanted to share this photo with you because, this day I was also turning five years old, I remember that day my whole family was together.

This special photo for me because I spent a very special time with my whole family, at this time I was off the sail and asking for a wish.

¿WHAT TIME OF YOU CHILDHOOD OS SPECIAL FOR YOU?

Re: Photo from our childhood
de Emre Sipahi (TR) - Sunday, 16 de May de 2021, 13:27

Hi Juliana, it is a very cute photo 😊 Birthday photos are important for me too. I have a lot of them since my mother cares about birthday parties and photos a lot. I will upload here when I find an opportunity.

Do you remember what you wished for by the way? 😊

53 palabras

Enlace permanente   Mostrar mensaje anterior   Editar   Dividir   Responder

Re: Photo from our childhood
de Juliana Orozco Ramírez (CO) - Tuesday, 18 de May de 2021, 18:01

Hello emre!💁
What a nice photo, no, I don't remember what I wanted, I don't have a good memory.🙆

18 palabras

Enlace permanente   Mostrar mensaje anterior   Editar   Dividir   Responder

Re: Photo from our childhood
de Emre Sipahi (TR) - Sunday, 23 de May de 2021, 03:41

Hello Juliana,

Haha it is okay 😊 The photo is still nice. Childhood photos are special. I like looking at mines a lot.

23 palabras

Enlace permanente   Mostrar mensaje anterior   Editar   Dividir   Responder

Program: Técnico en Agroindustria Alimentaria

Dates: Thursday, May 20th

This session could not take place due to the calamity at La Virginia. Most of the students of this program live in the area.

Program: Técnico en procesamiento de frutas y hortalizas

Dates: Thursday, May 27th

The purpose of this session, besides continuing presenting fruit-related vocabulary, was to introduce the grammatical structure used to express likings. Looking to take advantage of this bi-weekly interaction, and given the structural similarities, the conceptual distinction between like, love and prefer was pointed out.

Initially, the fruit-related vocabulary list was expanded. Moreover, once explained the usage of each of the verbs abovementioned,

BANANA AVOCADO PINEAPPLE ORANGE STRAWBERRY

POTATO GRAPES TOMATO BROCCOLI KIWI

Do you like mangos?
yes, I do
No, I don't

What fruits **do you** *like?*
I like _____, _____ and _____

Which fruit **do you** *prefer, orange or pineapple?*
 I prefer _____

What fruits **do you not** *like?*
I do not like _____

Program: Virtual Exchange

Dates: Thursday, May 27th

This session marked the beginning of a new cycle in the virtual exchange. This time, students were asked to share their thoughts regarding the topic 'Student life in our culture', aiming to inquire about the group members' school life. In order to enrich the language learning process and the interactive experience, the apprentices were required to reply to the forum via videorecording. The participants could expand on why they chose their program/institution, what was the current dynamic with the classes given the pandemic we are facing, what is their campus like, or the after-school activities they attend, etc. A video-example was recorded for students to have a notion of the task they were required to submit.
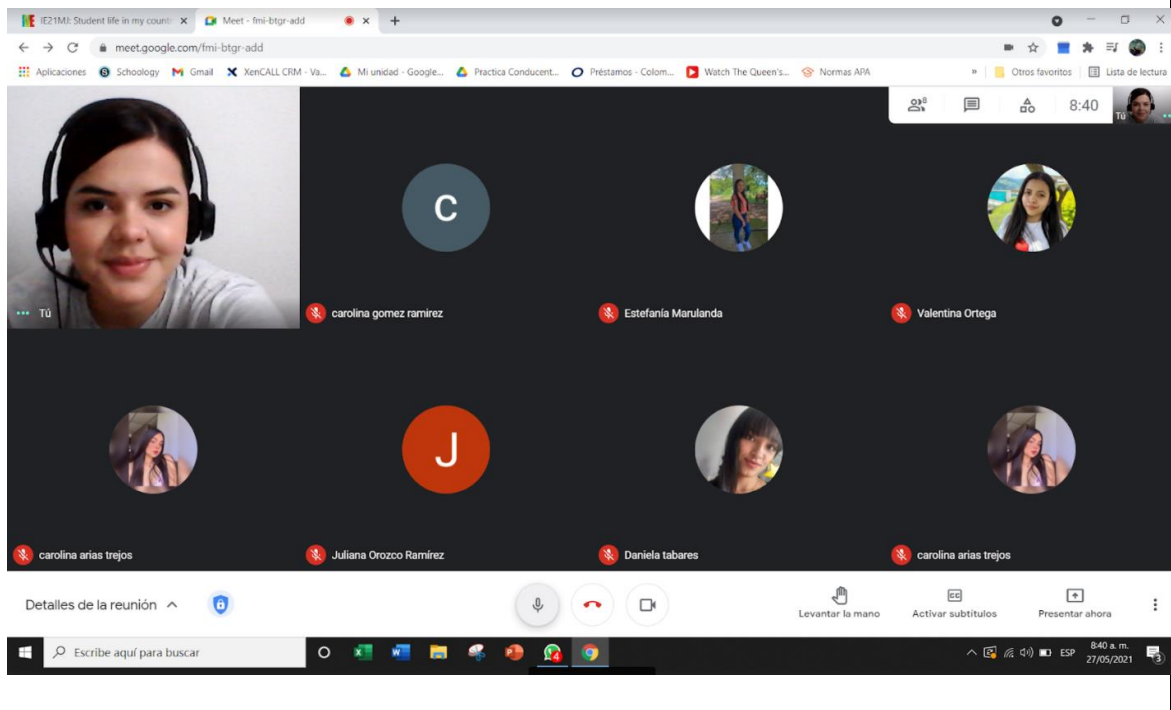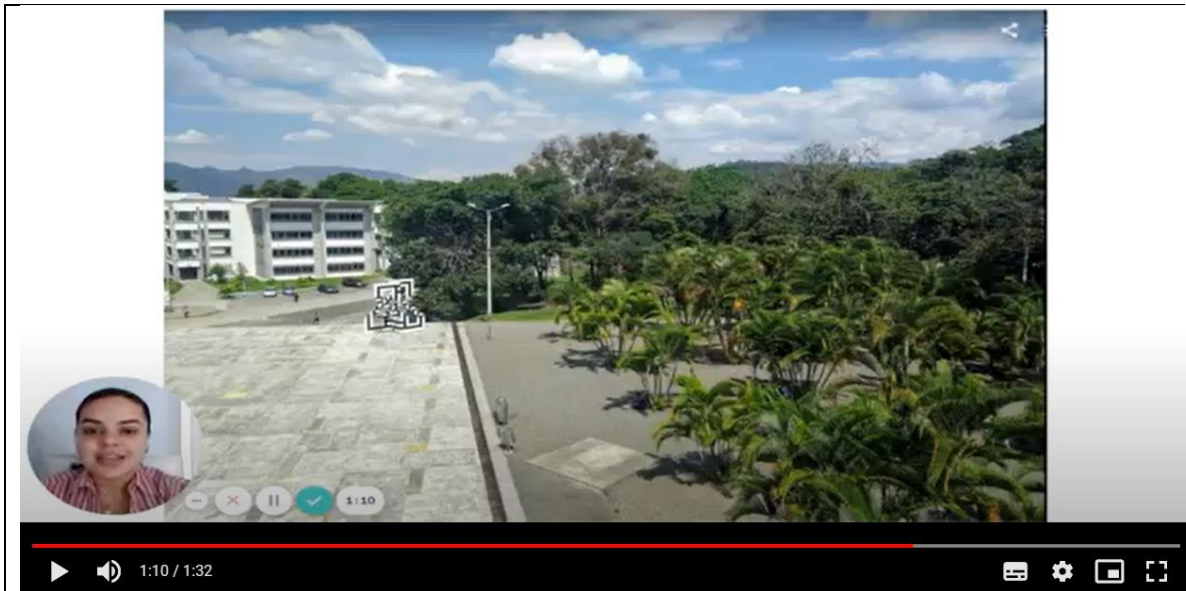
Program: Guianza Turística

Dates: Thursday, May 27th

Since the last session was mainly focused on practicing the speaking skill, this one was centered around expanding tourism-related vocabulary. The input designated for doing so was a reading titled "Protecting Antarctica from Tourism", which besides pointing out a tourism-derived problem and incentivize critical thinking, it contained vocabulary worth reviewing (destination, ecosystem, or wilderness). Four students attended this meeting.

Protecting Antarctica from tourism

For people who really want to *get away from it all*, a new holiday **destination** has *sprung up* – Antarctica. However, this new **hotspot** might only be for those with the *deepest pockets* if a new **policy** gets under way. Tourism on Antarctica has been increasing **dramatically** in the past twenty years, from a few thousand people in 1985 to more than 30,000 in 2011. The growing numbers are having a negative effect on the **pristine** environment of the South Pole. Many researchers agree that the frozen **wilderness** must be protected from **modern** tourism. Antarctica is the last **unspoiled** place on Earth. It has a very delicate **ecosystem** that could be easily upset by **hordes** of tourists landing in airplanes and using snowmobiles. However, It is difficult to protect Antarctica because it is not a country and therefore has no government to make laws or **guidelines** to control the number of visitors.

Ecosystem	Dramatically	Wilderness	Policy	Hotspot	Pristine
Guidelines	Destination	Hordes	Modern	Unspoiled	

[ ]	A large crowd moving in a noisy uncontrolled way	[ ]	In a very impressive way or manner
[ ]	Extremely fresh or clean, not spoiled or damaged	[ ]	Rules or instructions about the best way to do something
[ ]	Unchanged for a long time, does not have a lot of new buildings	[ ]	A large area of land that has never been developed
[ ]	The relationship between animals and plants in an environment	[ ]	The place that someone is going to
[ ]	A place that is currently popular or famousA place that is currently popular or famous	[ ]	Something officially agreed on by a political party, business or other organization
[ ]	Belonging to the present time or most recent time		

Enviar Respuestas

OBSERVATIONS

The attendance rate, even though steady, remained low.

The virtual exchange increased the students' interest in interacting in English.

CONCLUSIONS

The session conducted during this month proved to be beneficial to the apprentices' English learning process. Several evaluating activities carried out evidenced that students are grasping the content reviewed in class. Moreover, due to the longevity of the conversation club, they feel more comfortable which helped to increase their oral participation.

Likewise, the virtual exchange platform allowed me and the apprentices to interact with language students from other countries thus enriching not only the linguistic but also the cultural competence. Moreover, the apprentices were exposed to varied multimedia sources that permitted the strengthening of the reading, writing, listening and speaking skills in English.

Progress Format – June

NOMBRE:	Angélica Osorio
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EMPRESA:	SENA – Centro Atención Sector Agropecuario
ÁREA:	INGLÉS
JEFE INMEDIATO	Jenny Grajales
FECHA:	June 1st – June 30th

ACTIVITIES

- Meetings with professor Jenny, June 22n and June 29th.
- Virtual Exchange
- English event

Conversations Club

OBSERVATIONS

- Several meetings took place in the planning of the English event.
- Planning of the activities for the English event.
- English event day was performed with around 50 students.

Conversations clubs twice per week with the same groups we have been working

CONCLUSIONS

- There were some logistics problems in the English event, some students did not know how to use Kahoot, so it was necessary to explain while doing the activities.
- The duration of the event was longer than expected and we did not have the

- opportunity to present all the activities planned.
- Who wants to be a billionaire was the main activity of the night and participants liked it a lot
- We did a survey to know the opinion of the participants about the activities and the event.
- Students are still working on the Virtual Exchange which ended this month.

Studnets showed great enthusiasm with the Virtual Exchange and the activities.

Progress Format - August

NOMBRE:	Olga Tatiana Rhenals Torrado
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EMPRESA:	SENA – Centro Atención Sector Agropecuario
ÁREA:	INGLÉS
JEFE INMEDIATO	Jenny Grajales
FECHA:	August 1st – August 31st

ACTIVITIES

Drive link: Drive - Olga Tatiana Rhenals

The coordinator of the SENA's English department, Jenny Grajales, deemed it pertinent to implement an alternative strategy to continue supporting the institution's English teaching process. Therefore, we transitioned from a conversation club to leading a weekly monitoring session. The instructors were asked to determine which apprentices required support to urge them to attend a session per week. Grajales also extended the

invitation to all students for those who would like to strengthen their learning process by attending voluntarily. Since it is a heterogeneous group, the classes were focused on general English rather than English for Specific Purposes.

First Monitoring Session

Date: Thursday, August 5th

Date: Tuesday, August 10th

Aligned with the SENA's goal to meet the market needs in terms of workforce, the first session revolved around the topic English at work. Concepts such as resumé, CV, or interview were presented. Moreover, the structure of a resume was explained alongside the adjectives employed to describe skills and work attributes. Looking to practice the grammatical component and the speaking ability, a role play was proposed in which I acted as the interviewer and the attendants played the interviewees. They were asked to use the adjectives that best described their personality. In total, 10 students were a part of these two initial sessions, three following the instruction of their tutor, and seven as volunteers.

... **Describing your personality (I am)**   EF

Easy-going
A relaxed person who is easy to get along with

Committed
A person who is loyal to a project or person

Honest

Hard-working
Someone who works well and is not lazy

Methodical
A person who pays attention to details and works in a logical way

Trustworthy
Someone who you can rely on

Proactive

Focused
Someone who is not easily distracted

I am **extremely** committed to every project I embark on

REGISTRO GENERAL - PLAN DE MEJORAMIENTO AGOSTO 5, 7:00 P.M.				
Aprendiz	**Indicación de Instructor**	**Voluntario**	A esta primera sesión asistieron 5 aprendices, 4 de los cuales lo hicieron en calidad de voluntarios. Por sugerencia de la profesora Jenny Grajales, el tema de la sesión fue Ingles para el trabajo, enfocado en redaccion de hoja de vida, y vocabulario para definir cualidades. El formato de asistencia indica 2 personas que siguieron la indicación del profesor, pero en una sesión la aprendiz Leidy Villa expresó haberse equivocado al diligenciarlo.	**Link- Google Form Asistencia**
Juan Esteban Uribe Idarraga		X		https://docs.google.com/forms/d/1FNACKwRL4UEoyp4 RrMylt3hDZCM4m3WAjg9XFy4Qx1k/edit#responses
Nidia emilce pulido moreno		X		
Lorena ospina Poveda		X		
Alexander Moreno Alvarez	X			
Leidy Villa		X		

REGISTRO GENERAL - PLAN DE MEJORAMIENTO AGOSTO 10, 4:00 P.M.				
Aprendiz	**Indicación de Instructor**	**Voluntario**	A esta primera sesión asistieron 5 aprendices, 3 de los cuales lo hicieron en calidad de voluntarios. Por sugerencia de la profesora Jenny Grajales, el tema de la sesión fue Ingles para el trabajo, enfocado en redaccion de hoja de vida, y vocabulario para definir cualidades.	**Link- Google Form Asistencia**
Leidy Tatiana Roa Mayo		X		https://docs.google.com/forms/d/1RxKM8KhrdBNZYVe oqVj77uMQaqp4iB839An8-i0mhGI/edit#responses
Jeferson Quiceno	X			
Maria Valentina Ortega		X		
Antony Leandro Moncada motato		X		
Maria Valentina Correa Londoño	X			

Attendance format

Second Monitoring Session

Date: Thursday, August 12th

Date: Tuesday, August 17th

Even though the previous session was thought to cover one of the situations students will face once they graduate and submit a job application, they were not very receptive. Some of the attendants recently started their studies in the institution, and their English-speaking competence is just developing. Therefore, this class focused on the present progressive tense, which adjusts more to the apprentices' English level.

The meeting started with a vocabulary-reviewing activity. Students had to follow my orientation-related instructions to move around a grid, and depending on where my indication stopped, they had to mention a word starting with the letter in that square. It

was an entertaining activity, it activated their listening skill, and it helped boost students' confidence by reassuring the language knowledge they already have.
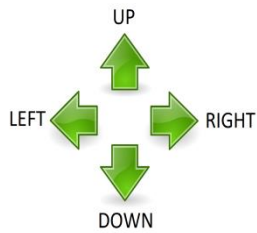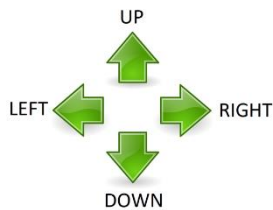
An explanation of when to and how to use the present progressive tense was presented.

In the controlled practice portion of the session, students were asked to solve several exercises. The first one consisted of correcting the sentence provided according to the information the image conveys, thus practicing the affirmative and the negative structures. In total, ten students attended the sessions, two of them by instructor advice, and eight as volunteers.

8 Look at the pictures and correct the sentences.

He's listening to the teacher.
He isn't listening to the teacher.
He's listening to music.

1 He's drawing a cat.

2 They're speaking Chinese.

3 She's writing a book.

4 They're reading a comic.

5 She's using a computer.

6 He's studying French.

Letter: Carta
English: Inglés
Sign: Aviso
Hieroglyphics: Jeroglíficos

Word Bank
- skate
- ride
- eat
- walk
- talk
- listen
- wear (x4)

n this picture we are celebrating cultural diversity at school. Patty ____ _____ (a) a kimono. Pedro, my best friend, ____ _____ (b) a Mexican hat. Look at him, he ____ _____ (c). The all girl is Sally. She ____ _____ (d) to music. She ____ _____ (e) a typical French :ap or "beret." Santiago is a sports fan, so he ____ _____ (f) a bicycle. He is Spanish. My teacher ____ _____ (g) a traditional Colombian hat. She ____ _____ (h) an ice cream. And me? Well, I ____ _____ (i) on the phone.

REGISTRO GENERAL - PLAN DE MEJORAMIENTO AGOSTO 12, 7:00 P.M.				
Aprendiz	**Indicación de Instructor**	**Voluntario**		**Link- Google Form Asistencia**
Leidy Villa		X	A esta sesión asistieron 5 aprendices, 4 en calidad de voluntarios y 1 por instrucción de su instructor. El tema de la sesión fue el uso y estructura del presente progresivo	https://docs.google.com/forms/d/1__Ul1M1n11nKigSK m56KMhcuncHHi1X4coCkA6xi6I4/edit#responses
Alexander Moreno Alvarez	X			
Elizabeth Agudelo		X		
Anyi Mosquera		X		
Angela Maria Gómez		X		

REGISTRO GENERAL - PLAN DE MEJORAMIENTO AGOSTO 17, 4:00 P.M.				
Aprendiz	**Indicación de Instructor**	**Voluntario**		**Link- Google Form Asistencia**
Anlleli tatiana lopez londoño		X	A esta sesión asistieron 5 aprendices, 4 en calidad de voluntarios y 1 por instrucción de su instructor. El tema de la sesión fue el uso y estructura del presente progresivo	https://docs.google.com/forms/d/1su3CdpxsX76UlfjI SYgF2tLBN3ghZeFH2botrykYA/edit#responses
Milagros Manso Pescador		X		
Kelly Valentina Largo		X		
Anthony Leandro Moncada		X		
Valentina Correa	X			

Third Monitoring Session

Date: Tuesday, August 24th

Date: Thursday, August 26th

Date: Tuesday, August 31st

This class was intended to continue practicing the present progressive tense structure and present the past progressive guidelines. Initially, apprentices were prompted to create sentences stemming from the image below, using the structure reviewed last session. While it is true that some monitoring and correction on my end took place, overall, students were able to formulate sentences depicting what each character is doing, which demonstrates grasping of the explanation. Furthermore, I used the exercise to review vocabulary about colors, clothing, and food to complement students' creations.

Examples of such sentences are:

-Sam is drinking soda

-Lucy is wearing purple pants

-Helen and Eve are eating pizza

-Lucy is dancing Salsa music
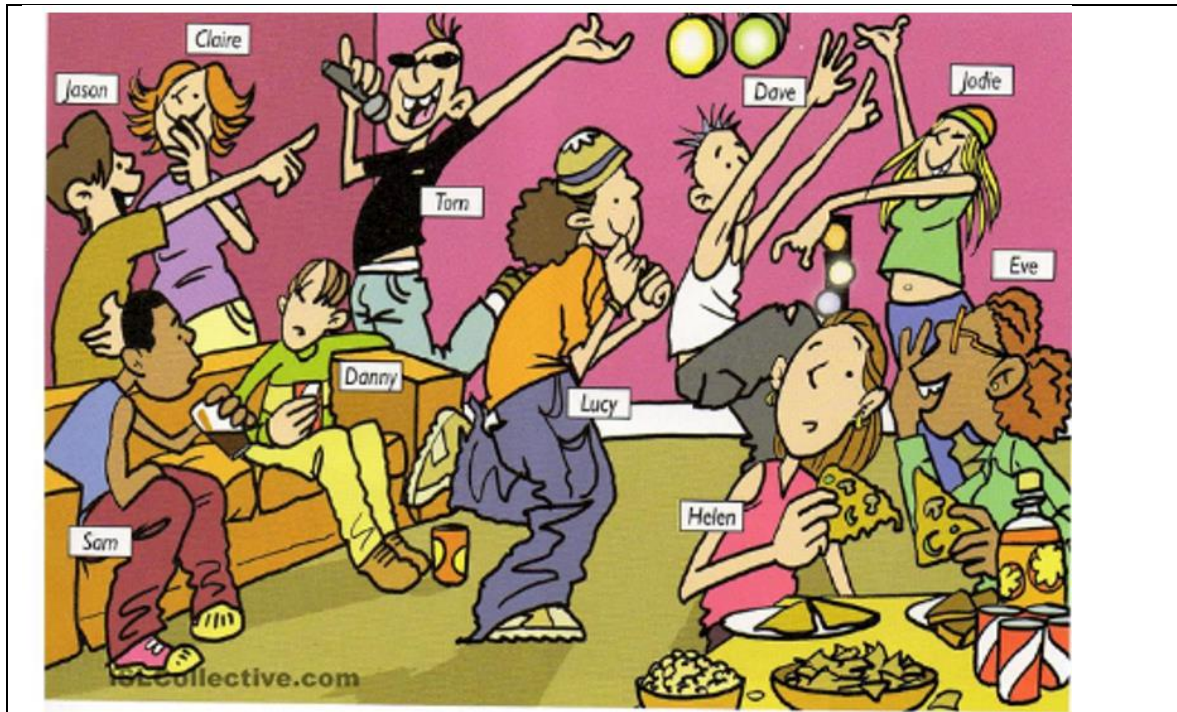
EAT – DRINK – SPEAK – LAUGH – SING – DANCE - LISTEN

The second portion of the class consisted of the explanation and practice of the past progressive tense. Both stages emphasized the variation of the verb 'to be' since, grammatically speaking, it is the main difference between the past and present progressive.

I WAS
YOU WERE
HE WAS
SHE WAS
IT WAS
THEY WERE
YOU WERE
WE WERE

TO BE
ERA O ESTABA

I _was_ an architect
You _were_ my mom's friend
He _was_ a great actor
She _was_ in her sister's house
It _was_ a beautiful dress
They _were_ my friend's friends
You _were_ late for school
We _were_ in the supermarket

Cuando el sustantivo es PLURAL
utilizamos WERE.
Cuando el sustantivo es SINGULAR
utilizamos WAS

Exercise

Completa la oración con was/were según el caso. Sigue el ejemplo.

0. The elephants **were** playing with water yesterday
1. They _____ crying yesterday because their dog died.
2. She _____ thinking about the beach
3. I _____ reading a book about the space
4. We_____ drinking soda and eating french fries
5. Camila_____ walking to the supermarket
6. My horse _____ running yesterday
7. You_____ buying a car last week
8. Lemons_____ green, now they are yellow.
9. My cousin _____ talking on the phone with her sister
10. The door_____ making a strange sound.

   As a final exercise, students had to respond via speaking some questions based on a chart provided. Such a chart included two different characters, a specific time, and an action they were performing at that time. The verbs included in the activity were reviewed in advance to guarantee students knew them.

   Even though we were targeting the past progressive tense structure, this exercise also helped review WH words, giving the time, possessive nouns, and the order of interrogative sentences.

Examples of such sentences are:

-At 8.00 a.m. Jake's father was preparing breakfast

-At 11.15 a.m. Jake was playing computer games

-At 2.00 p.m. Jake's father was doing the laundry

1. What was Jake doing at 8:00 a.m.?
   He was getting up.
2. What was Jake's father doing at 5:30 p.m.?

3. What was Jake's father doing at 11:15 a.m.?

4. What was Jake doing at 2:00 p.m.?

5. What was Jake's father doing at 8:00 a.m.?

6. What was Jake doing at 11:15 a.m.?

7. What was Jake's father doing at 2:00 p.m.?

8. What was Jake doing at 7:45 p.m.?

9. What was Jake doing at 5:30 p.m.?

10. What was Jake's father doing at 7:45 p.m.?

PAST CONTINUOUS (last Saturday)

● *Look at the pictures and answer the questions below.*

| play soccer | prepare breakfast | play computer games | wash the car | swim in a pool |
| wash dishes | play a guitar | do the laundry | play with the dog | get up |

	8:00 a.m.	11:15 a.m.	2:00 p.m.	5:30 p.m.	7:45 p.m.
Jake					
Jake's father					

Lastly, an evaluation activity was conducted through the platform Wordwall.com. It was an interactive exercise where students had to rearrange the sentences taking into consideration if it was affirmative, negative, or interrogative. Unfortunately, the website did not register the participation of all the participants. However, the results I did obtain suggest that students recognize and use appropriately all structures involved.

0:27 ✓0 1:01 ✓0

was the car Jake's father washing

studying Is Spanish Tom ?

3 of 15 4 of 15

examples of the interactive activity

Student	Score	Correct	Incorrect	Time
Leidy Villa	116	15	0	2:27
Luisfer	95	15	0	3:25

Leaderboard

REGISTRO GENERAL - PLAN DE MEJORAMIENTO AGOSTO 24, 4:00 P.M.				
Aprendiz	Indicación de Instructor	Voluntario		Link- Google Form Asistencia
Milagros Manso		X	Esta sesión estuvo compuesta por dos aprendices, ambos asistieron de manera voluntaria. La sesión se enfocó en practicar el uso y estructura del pasado progresivo.	https://docs.google.com/forms/d/17rtxTypd8baxulQXqBx6eqvcbmDbq8G6wROWZvmEaxY/edit#responses
Anthony Moncada		X		

REGISTRO GENERAL - PLAN DE MEJORAMIENTO AGOSTO 26, 4:00 P.M.				
Aprendiz	Indicación de Instructor	Voluntario		Link- Google Form Asistencia
Leidy Johanna Villa		X	Esta sesión estuvo compuesta por tres aprendices. Todos asistieron de manera voluntaria. La sesión se enfocó en practicar el uso y estructura del pasado progresivo.	https://docs.google.com/forms/d/1aYjpgrgis5taxPGEVlvg7SZGTkQsY_v89N2Te8eLRHM/edit#responses
Elizabeth Agudelo		X		
Nidia Pulido		X		

REGISTRO GENERAL - PLAN DE MEJORAMIENTO AGOSTO 31, 4:00 P.M.				
Aprendiz	Indicación de Instructor	Voluntario		Link- Google Form Asistencia
Anlleli Tatiana		X	Esta sesión estuvo compuesta por dos aprendices, ambos asistieron de manera voluntaria. La sesión se enfocó en practicar el uso y estructura del pasado progresivo.	https://docs.google.com/forms/d/15Y_XaVnlQ4VpldnCtOlNbzb_k-1OtirWLsTXZ2bM8lc/edit#responses
Anthony Moncada		X		
Nidia Emilce Pulido		X		
Nancy Yanet Guapacha		X		
Leidy Villa		X		
Said Jimenez		X		
Luis Fernando Martínez		X		

Attendance format

Meeting with Jenny Grajales

Date: August 24th

This was a follow-up meeting for me to inform the status of the monitoring sessions.

Professor Grajales requested me to send her and instructor Gustavo Tangarife a summary email detailing the attendance.

The following is a copy of such an email:

Informe Monitorías Agosto - Olga Tatiana Rhenals

Tatiana Rhenals <tatiana.rhenals@utp.edu.co>   9:43 AM (1 hour ago)
to Jenny, gtangarife

Buenas tardes instructores,

Escribo este correo con el propósito de dar cuenta de la asistencia de los aprendices a las monitorias de inglés propuestas para el mes de agosto. En general, los asistentes han expresado que consideran que este espacio ha sido de ayuda para su proceso de aprendizaje de inglés.

En total participaron 16 aprendices, de los cuales 3 han asistido por indicación de su instructor por lo menos a una sesión:

Alexander Moreno (2 de 3 sesiones)
María Valentina Correa (2 de 3 sesiones)
Jefferson Quiceno (1 de 3 sesiones)

A pesar de haber firmado un acta de compromiso, se notó baja asistencia por parte de los aprendices que, según el criterio de sus instructores, más lo requieren. Para el mes de septiembre se propone un seguimiento más particularizado para incentivar asistencia.

Adjunto el registro detallado de asistencia, y una de las evidencias presentadas.

En este enlace podrán encontrar las grabaciones de cada sesión: Monitorias- Agosto

OBSERVATIONS

It was challenging to carry out the monitoring sessions given that the group was quite heterogeneous English-level wise.

It was encouraging to know that most participants attended voluntarily, expressing genuine interest in learning the language.

CONCLUSIONS

I consider that the change of format was beneficial for the attendants. It allowed students to continue strengthening their overall language skills. This level of personalization helps evidence the English level apprentices truly have and permits them to focus on the aspects they need to improve.

Progress Format – September

|	
NOMBRE:	Angélica Osorio Castillo
CÓDIGO:	1088034555
EMPRESA:	SENA Cerritos
ÁREA:	Inglés
JEFE INMEDIATO:	Jenny Grajales
FECHA:	September 2021

ACTIVITIES:

- Meeting with Professor Jenny to define the activities for the next months.
- Planning of monitories.
- Monitories on Mondays from 8 am to 9 am and on Fridays from 8 am to 9 am.
- Meeting with Professor Jenny for a follow-up on monitories sessions.

OBSERVATIONS:

- Conversations Clubs finished, so we can start with the monitories.
- At the beginning of the monitories, I did a diagnostic test to confirm the level of English of the students.
- The monitories will be two days per week for August and September.
- Some students are under an improvement plan, so it was necessary to do a follow-up to those students.

CONCLUSIONS

- Conversations Clubs ended since it became a monotonous activity due to the activities and the sessions that we have been having.
- The monitories sessions were open for those apprentices who wanted to join to improve their English level.
- It was defined that the instructors will also choose students who will need to improve their English level.
- In each session, 4 - 5 students joined and they were personalized sessions. Also, I sent evidence to the instructors of those students who were under the improvement program.

PRESENT SIMPLE PRACTICE

SIMPLE PRESENT
When do we use the simple present?

Habits
I always drink coffee at work.
He goes to bed at 11 p.m.
They often eat lunch at school.

Future timetables/schedules
The train arrives at 3 p.m.
We fly to Paris on Monday.
Classes begin next week.

General facts/truths
The Earth is not flat.
The sun rises in the east.
Water boils at 100 degrees C.

True in the present
I live in Washington, D.C.
She is sixty years old.
He works at Microsoft.

PRESENT SIMPLE PRACTICE

Adverbs of frequency

frequency	adverbs	examples
100%	always	You're always late.
90%	usually	We usually go to the cinema on Sunday.
70%	often	He often cooks pasta.
50%	sometimes	We sometimes order pizza for dinner.
10%	hardly ever rarely	She hardly ever smiles.
0%	never	They are never at home when we call.

test-english.com

Complete the sentences with the correct form of the verbs

- Sally _____ (watch) TV every evening.
- The children _____ (play) in the yard.
- Ben and I _____ (listen) to music.
- Nick _____ (read) comics every day.
- You _____ (clean) your room.

Complete the sentences with the correct form of the verbs

- Sally **watches** TV every evening.
- The children play in the yard.
- Ben and I listen to music.
- Nick reads comics every day.
- You clean your room.

LISTEN AND MATCH

- Have a guitar lesson
- Tidy my room
- Play tennis
- Wash my dog
- Play basketball
- Go to burger-world
- Visit my grandfather

Monday	Tuesday
Wednesday	Thursday
Friday	Saturday
Sunday	

LISTEN AND MATCH

- Play tennis   Monday

LISTEN AND MATCH

•Wash my dog **Tuesday**

LISTEN AND MATCH

•Tidy my room Wednesday

LISTEN AND MATCH

• Have a guitar lesson **Thursday**

LISTEN AND MATCH

• Visit my grandfather

Friday

LISTEN AND MATCH

• Play basketball

Saturday

LISTEN AND MATCH

• Go to burger-world

Sunday

Look at the pictures. What does Molly do on each day?

Tuesday Friday Saturday Monday

Look at the pictures. What does Molly do on each day?

Thursday Sunday Wednesday

Look at the pictures. What does Molly do on each day?
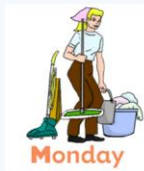
Monday

On Monday, Molly does housework.

Progress Format – October

NOMBRE:	Olga Tatiana Rhenals Torrado
CÓDIGO:	1001974998
EMPRESA:	SENA – Centro Atención Sector Agropecuario
ÁREA:	INGLÉS
JEFE INMEDIATO	Jenny Grajales
FECHA:	October 1st – October 31st

ACTIVITIES

Drive link: Drive - Olga Tatiana Rhenals

Virtual bilingual event "SENA Language Week"

Date: October 26th

This virtual bilingual event corresponded to the last strategy we were assigned to plan and execute as a part of our graduation project. I was instructed to develop engaging activities for the opening day of the Language Week, which would have to revolve around language and culture.

As the initial activity, we decided to carry out a discussion about costums of different cultures, and how the place we live in shapes our vision of the world and behaviors. We had four guests: Camilo Moreno, who lived in France for three years; Hannah Haynes, born and raised in the USA, but living in Colombia for over 8 years; Cesar Maigara, representative of the Embera culture, and Manuela Gonzalez, who has lived in USA for 2

years. For each topic of discussion, we would provide context about customs in different areas of the world, and then we would ask the participants to chime in according to their experiences.

Some examples of discussion topics included: Ways of greeting in each culture, typical foods, stereotypes, or festivities. Looking to involve the language as well, at the end of the conversation, we asked the guests to provide an equivalent in the other language they master of certain Spanish expressions such as "hacer vaca", "ella/él es mi traga", o "son como uña y mugre". Overall, based on attendees and instructors' comments, it was a very successful activity in terms of organization, dynamic and content.

Tíbet

Etnias Polinésicas Maoríes
Nueva Zelanda

Japón

For the second activity, two students were invited to share their insights on participating in the last virtual exchange.

As the closing activity for the first day of the Language Week, we decided to reuse an activity that proved to be entertaining in the last virtual bilingual event: Who wants to be a Millionaire? It was a set of 17 language and culture related questions. We offered a prize for the three top scores.

The following are examples of the questions asked:

OBSERVATIONS

Unlike the previous virtual event, this one did not present significant technical issues.

The comments were very positive in regards to organization, format of the activities, and the hostess' leadership.

The activities were fairly simple but embodied the concept of what the SENA Language Week represents.

CONCLUSIONS

Overall, this event allows me a positive takeaway. Having the opportunity to contribute to a small extent to such a prestigious institution as SENA is very rewarding because it reminds me that great deeds are composed of small acts. This event responds to the need for alternative, more joyful, and meaningful language-use scenarios that incentivize learners to continue their English learning journey. Hopefully, that was its outcome.

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