THE IMPLEMENTATION OF CO-TEACHING TO THE TECHNICAL AND TECHNOLOGICAL ENGLISH COURSE AT THE SENA

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Abstract

Labor competitiveness in our country increasingly demands that new workers must have different skills to complement their professional profile and achieve a better performance in the provision of work; the ability to communicate in English is essential to complete a suitable professional profile and increases the possibilities of being hired and keeping a job. Due to this, the Servicio Nacional de Aprendizaje (SENA), which is the institute responsible for offering the majority of technical and technological training in our country, includes in the curriculum of its programs different compulsory English courses to obtain the degree. The participants of the Intervention Project are learners from different areas of training: commerce and finance, industry, computer science, design, as well as the work group that will accompany them to strengthen language skills in L2 and reach to the English corresponding levels of English needed by learners, A2 for technical programs and B1 for technologists, the practitioners were three students of the degree in bilingualism of Universidad Tecnológica de Pereira. This academic accompaniment focuses on the application of the methodologies of co-planning and co-teaching as well as the creation of content for the teaching of English with a specific purpose among facilitators of the Servicio Nacional de Aprendizaje (SENA) and Universidad Tecnológica de Pereira (UTP). Also, through tutoring sessions, English events such as Semana de los Idiomas or Bootcamps, and conversation clubs. During this process, teamwork with the apprentices was accomplished and strategies to facilitate the acquisition of new linguistic resources were given satisfactorily, this was evidenced when the apprentices showed an improvement in the English lessons, minimizing the gaps that they have at the beginning and increasing the fluency and the participation when talking in English. Finally, this pedagogical

accompaniment provided the students with different alternatives to improve their L2 (English) through the agreement made by SENA institutions and the UTP.

Key words: Co-teaching, Co-planning, apprentice, strengthen, L2, language skills.

JUSTIFICATION

To develop a professionally competent profile in our society nowadays, it is necessary to acquire different skills that allow us to function in a practical and efficient way in our work context, for this reason, the functional command of English has become an essential requirement to obtain a better job or even a degree in the institutions of our country. The Servicio Nacional de Aprendizaje (SENA) as the public institution that is mainly in charge of technical and technological training in our country, requires that its apprentices acquire different levels of language proficiency in English depending on the program being studied, for example, for technician and assistants would be up to A2, and for technologists B1 in English language. To meet SENA's achievements of providing good linguistic skills to its L2 learners, the institute implements a teaching model based on ESP, according to Dudley-Evans (1997) which consists of teaching English for academic purposes or teaching English for vocational or professional purposes, for this reason, to complement the English teaching process, for a long time El Servicio Nacional de Aprendizaje made agreements with other institutions such as the UTP to support English teaching processes and administrative procedures with the collaborative work of practitioners who offer support together with the instructors in charge.

In view of the fact that the apprentices must to have good communication skills in English, since this language has gained important relevance internationally because of its high demand in terms of communication and business, SENA institution has made an effort to raise the levels of competence and acquisition of competence in the members of its community. It is well known that English since it is a language with; as is highlighted by Bhatt (2001), English has become the most spoken and taught language worldwide. In the national context, Roldan and Pelaez (2017) highlight that the application of English programs to promote the learning of a second language has presented certain issues since there is no progress in the achievement of the learning goals raised by the Ministry of

education. Regarding the National Bilingual Programs such as the COFE project(Colombian Framework for English), the law 115 Of 1994 (General law of Education), the "National Bilingualism Program" (PNB), the law 1651 (law of Bilingualism), and the program "Colombia Bilingue" 2014-2018, have shown complications in their applications within the Colombian academic contexts (Roldan & Pelaez, 2017). According to research made by Correa., et al (2014) in the "Escuela de Idiomas de la Universidad de Antioquia" found that the programs previously mentioned and the PNB is a little bit out of context since their methodologies are decentralized and the teachers association claim to have genuine participation into the decisions and constructions of those pedagogical practices. It is important to highlight that the context where this research was made, was in Antioquia, a Department of Colombia. It was carried out in 21 municipalities of Antioquia with the participation of 180 English teachers. Based on this research, it can be evidenced that the national policies require certain changes where those learning national programs with bilingual approaches include the contribution of all the educators who have the principal roles in the construction of a bilingual nation.

Taking into consideration the deficiencies presented by the studies that support this project, in the bilingual education from basic secondary schools there is not a real connection of the educational objectives proposed by the Ministry of education with the context in which the learners are involved since when they pass to technical secondary schools they have many shortcomings that block the learning process. Therefore, the following is sought strengthen the linguistic skills in L2 of the SENA learners through teaching and planning processes in Second language, thus, with the orientation from the students of the ninth semester of the language teaching program, during the execution of the practica conducente; it also seeks to taking advantage of the benefits that the teamwork involves, such as being able to more effectively serve students with help needs in the area of English, work cooperatively with the teacher in charge in the conditions necessary to learn from each other, and create a positive environment for the development and practice of language skills in the different technical programs during their teaching stage. Also by creating spaces for interaction, such as conversation clubs, English events and personalized

meetings, our group of 4 practitioners seeks to stimulate the development of oral and communication skills with their respective specific focus according to the work context of the apprentice. . This project requires the delimitation of academic responsibilities and the equitable distribution of content among the teachers involved, co-teaching works best when the couple agrees on who does what, and when clearly defined roles and responsibilities avoid the feeling in one of the two of seeing her responsibilities surpassed (Friend, M. & Cook, L. 1996).

The purpose of this project is to help strengthen the linguistic competence in ESL for students of the technical and technological programs of the SENA institute, and provide support for the processes of lesson planning, co-teaching, conversation clubs, design of English events, promoting the active participation of trainees during these events and methodological activities, encouraging them to interact orally or in written form, individually or through teamwork, as well as the identification of possible shortcomings in the teaching methods used and seek a solution for them. Every teacher, based on his or her experience, knows that difficulties such as adaptability may arise in every teaching process since the way students learn may vary according to their previous knowledge, culture, and needs. Therefore, certain setbacks are generated that without sufficient support and knowledge can lead to spoiling the teaching process (5% of the SENA students have a B1 level of English) (Colombia Very Well, PNI.). Based on this statistic, it highlights that there is a lack of effectiveness in the teaching process and to overcome this problem, teamwork is a fundamental tool since after every lesson or activity, a kind of round table can be held where each of the participants will share their ideas and give a kind of collective feedback in order to design new strategies and improve all those areas or problems identified. It is necessary to emphasize that this is a very significant project since the collective work between an experienced teacher and an apprentice who carries a whole range of new knowledge and experiences could be a fundamental factor in the design of modern learning environments adapted to the students' needs.

In accordance with the above, this project seeks to contribute to the educational field by providing experiences and subjects who have developed their second language learning process under various methods related to ESP and thus determine whether their relevance in the field is necessary, in addition to expanding what is known so far about teaching English for specific purposes. Likewise, this project seeks to train and provide professionals who can effectively communicate and perform their assigned function in their field using English as a second language. Finally, it is intended that this project can also contribute to the country and the educational institutions involved, leaving satisfactory results for both students and service teachers and thus contribute to the promotion of quality professionals

Glossary

To carry out the practica organizacional conducente that aims to strengthen English language skills for students of technical programs of the SENA institute in conjunction with the inservice teacher, it is necessary to implement approaches and methods that involve the cooperation of both facilitators for the achievement of the objectives established for the practice and the institution; The creation of content through co-planning for this project increases the capacity of teachers to identify student's abilities and thus search for more precise teaching strategies that help students to understand in a practical way a possible work context in l2. The pedagogical activities must evaluate the class content in different phases, first they must include the test that the teacher would usually apply the course, then the support teachers will propose an additional resource that reinforces and helps to contextualize the topics in a practical way, to through metacognitive strategies, events or conversation clubs.

English for Specific Purpose (ESP)

As people continue growing, certain sectors that contribute to the construction of a strong society must also develop, the educational, commercial, or financial fields are some examples of this. The educational domain is well known that it has broad areas of performance, one of which is known as English for Specific Purpose (ESP) and is considered a recent addition to the field. Since it has its own approach, methodologies and integrates with other disciplines in order to create learners specialised in certain fields of work who also know how to communicate effectively in a second language, it is considered quite effective in meeting the needs of learners (Chalikandy, 2013). Several situations such as wars or internal problems can be a trigger for a country or sector to decide to implement ESP according to the authors (Hutchinson & Waters, 1987). ESP will be taken into account for the implementation of this project given the educational approach of SENA (Servicio Nacional de Aprendizaje), and it is also considered relevant since there is an estimate of the

diversity of programmes and students, so that inservice teachers can generate methodologies and content that can meet the demands of each programme and in turn develop the skills of students in terms of their second language.

A concept of Co-planning

The successful application of co-planning favors the didactic perspective for the achievement of objectives, this allows to cover and establish in a broader way different aspects in the evaluative activities through a pedagogical discussion, for Pratt, et al. (2017) co-planning occurs every time co-teachers come together to look at the long-term goals and objectives, as well as the finer, more defined needs of students. The outcome of co-teaching and the inherent co-planning relies on a focus on both long term goals and day-to-day adjustments to achieve the final objectives. The planning for the execution of our practice infers that students need a constant restructuring of the evaluative activities that qualify them, in order to achieve more pertinent pedagogical processes that achieve better results; the roles of each educator are made explicit in the planning with a specific focus in order to enhance the diagnostic capacity. The knowledge construction process examines whether the information in the classroom encompasses multiple perspectives and voices, it also encourages teachers to help students critically examine how, why and by whom the material they use was developed, (Van Garderen & Whittaker, 2006).

Impact of Co-teaching implementation

When it comes to teaching another language, the collective work between teachers is essential. For this reason, Co-teaching is an appropriate educational method where two educators, an experienced teacher, and a teaching candidate, work together into a collaborative teaching scenario. As Murawski (2010) states, the premise of co-teaching rests on the shared expertise that a special educator and a classroom teacher collaboration bring to the instruction; therefore, this educational method represents benefits such as the

improvement of classroom atmosphere and the enhancing of student-teacher relationships. Besides, in a co-taught classroom, teachers share the planning, presentation, evaluation, and classroom management in an effort to enhance the learning environment for all students; in this way, educators can provide more integrated services for all students, regardless of learning needs (Gately & Gately, 2001, p.2). Based on the authors, it can be said that an additional benefit of this method is the increasing opportunities to develop student-teacher relationships during the implementation of small group activities or personalized sessions according to student's needs. Besides, since the improvement of classroom management depends on the teacher's full agreement on all classroom policies and procedures, Friend (2008) argues that classroom teachers should work together to "bring unique areas of emphasis to the partnership" and work equally to help the achievement of all students. Finally, it is important to highlight that in this process, the intervention of the teachers in development will be very enriching because they can provide new ideas and a different perspective for teaching based on their background knowledge.

Regulating metacognitive faculties

Self-reliance when initiating a learning process is a skill that many teachers seek to develop in students, as they consider it important for students to develop an interest in what they are learning, and this is where metacognitive strategies come to play a fundamental role in the classroom. Metacognition can be defined as the ability to adopt and apply a strategy with the purpose of achieving a personal learning goal (Rasekh & Ranjbary, 2003). In turn, learning strategies are described as the way of each language learner to acquire the knowledge that he or she desires (O'Malley & Chamot, 1990); having these concepts clarified, metacognitive strategies are understood as the actions and processes that a learner takes in order to self-monitor his or her learning process (Flavell, 1976; Goh, 2008). Several authors such as those mentioned above agree about the relevance that the metacognitive strategies have in the learning process of the students and consider that these strategies can build qualities in students, such as autonomy and confidence, it is for this

reason that for this project the role played by metacognitive strategies in the classroom and in the teaching of English for specific purpose has been taken into account, seeking to implement them and obtain the expected results.

Conversations clubs and spaces to interact

For many English learners, speaking is the most difficult part of the language to master, that is why conversation clubs can be considered an excellent strategy to enhance not only students' confidence at the time of speaking but also to learn about other cultural backgrounds. The British Council (2013) highlights that the implementation of English conversation clubs provides the students with the opportunity to practice the second language in a calm and informal context, and allows them to get involved with new social circles of people. Besides, Ziegler, et al. (2013) suggest that interactions should be elemental to the progress of the communication strategies, conversational styles and interactional components that are crucial to achieve a strong second language improvement. This means that conversation clubs provide a great contribution to L2 development and discursive ability since they give students a different and comfortable alternative to improve speaking skills. On the other hand, Subina Sanchez., et al (2015-2016) explain in their research which are the characteristics that should be carried out in a conversation club; they mention that it is important to have a monitor that provides specific topics to promote the speech act and the integrants can listen and contribute information to the conversation progress.

On the other hand, a good conversation club is characterized by having an organized structure composed of principal steps such as a warming up routine, themes of conversation and a suggestion box (Subina, et al, 2015-2016). According to their research, the monitor or the teacher in charge of the conversational club must establish a warming up routine that helps to catch students' attention in each session. This activity could be teaching one adjective, one verb and one noun through a dynamic activity to provide them with new vocabulary that can be used in their conversation skills. Besides, those sessions

must be based on particular topics of conversation that the monitor or teacher establishes;it is important to highlight that the students have the possibility to suggest topics of their particular interest in order to motivate them to participate. Moreover, by the end of each session, the students can use the suggestion box to give the teacher ideas about what they would like to talk about in the nexts classes or which aspects should be added or taken away.

Literature Review

Being a second language speaker facilitates employment options and expands the perspective of those who conceive life from a new linguistic code, internalizing new concepts, expressions and logical patterns for daily use. In our context, the demand for technical training is quite high, and having a high linguistic competence in L2 is part of the requirements to perform in some work, it also expands the range of possibilities in migration processes for professionals in these areas. SENA (Servicio Nacional de Aprendizaje) is the institute in charge of mainly offering technical programs in our country, and due to the practical and labor focus of its programs, it includes in the curriculum of each academic process, the development of competence in English as a second language; for professional technical programs and technologists, the level to be reached is B1, and for technical programs it is A2. To achieve this objective, different academic curricula are developed in order to the needs of the students when dialogue is stimulated from different conversation strategies and agreements are made that seek to strengthen the language skills of the learners. Practica Conducente is a good resource that seeks to improve the language skills of students in some technical programs, through different pedagogical and metacognitive strategies which help us to be aware of our learning process and to regulate our mental faculties.

Lesson planning is an essential resource for teachers. Since they need to prepare course content and think on the pedagogical strategies that should be implemented, along with a detailed step by step description about what the teachers will do during a class. According to Jensen (2001) the basic components of planning are to decide what to teach, what order and for how much time. Also, states that it is a guide that helps teachers to decide what to do next. Based on that, it can be said that effective lesson planning is also a key factor to succeed when teaching ESL, as it provides the necessary tools to explore the student's interests and knowledge. Thus, pick the most accurate activities based on the curriculum standards and help them to grasp the subject matter. It is important to highlight that making well-structured planning is indispensable for setting objectives for the

implementation of a bilingual program in the SENA's curriculum, and will be fundamental for their achievement. In this way each step of the process can be coordinated and have control over its execution both at an administrative and practical level.

The creation of didactic content by a teaching group, favors the focus of the activities due to it covers different pedagogical perspectives proposed by the teachers involved in the correlation of knowledge, this helps to achieve a better empathy with the needs of the students. Murawski (2012) exposes that premise of co-teaching rests on the shared expertise that special educator and classroom teacher collaboration brings to the instruction, not merely on having two adults in the classroom; for the application of this concept during a conducting practice, the teaching approach, objectives to be achieved the (implementation of evaluations, materials class, problem identification, development of directed didactics), must first be established between both teachers. In terms of evaluation, a feedback that includes different appreciations by the teachers involved, includes more items that help to understand more objectively what the final performance has been and why, and which aspects should be reinforced, this contributes a lot to the academic reflection.

Certain aspects must be considered in order to have and provide a language learning experience, for instance, the strategies that are going to be addressed during this process. In the educational field there are a variety of strategies that seek to help students in their educational development, in this case, metacognitive strategies that facilitate the learning of vocabulary and reading comprehension will be discussed. A number of authors do not agree on the definition of metacognition, but it can be referred to as the knowledge, awareness, and control of the individual's learning. Pintrich, Wolters and Baxter (2000) affirm that there are three components inside the metacognition concept, which are the metacognitive knowledge, metacognitive monitoring and self-regulation, the combination of these aspects suggest a good management of the learning process due to the fact that involves interaction between personal and situational factors such as the recognition of strategies and methods to assess the knowledge acquired. The application of metacognitive strategies is of great relevance for the accompaniment that seeks to strengthen the linguistic abilities of the

learners in technical areas; it provides learners with freedom in the way they learn English as a second language, stimulating autonomous training through reflection and individual effort guided by activities.

On the other hand, in order to plan a successful language learning experience it is important to take into account the whole required components that are part of the development of a language learning program. One of those aspects is the conversational competence, Jaroszek (2013, P.62) points out that Communication is viewed as "a spontaneous allocation of power materializing in the negotiation of meaning, yet also in culturally-bound social practice" which means that the locutionary act is seen as the exchange of meaning and cultural conciliation of knowledge. Among the skills that will be carried out during this language learning process, it is important to highlight that the discursive practice will be focused on conversational strategies according to each technical environment in which the learner will be immersed. The application of those strategies will provide students with useful tools to address communication and discursive topics without a stumbling block that tends to take the students to fear speaking or to create conversations.

In summary, the adequate execution of the pedagogical components that conducting practice includes is the crucial factor that will drive this accompaniment to achieve the proposed objectives; the use of metacognitive strategies for understanding and reviewing grammatical patterns should contrast with the activities that are usually carried out with the other teacher, to the extent that the practice of a new topic is more creative, objective and stimulates interest. by learning the second language. It is important to consider that the discursive approach, and the didactic material must include the record of the semantic field which the group belongs, in order to bring the students closer to a possible field of labor action. In addition, conducting practice requires teachers to adapt to any situation in order to create a good teaching and learning atmosphere. This will facilitate the development of the activities and enhance students' motivation, as well as the communication and interaction. Fillally, one of the most important characteristics of a practitioner is the ability

to discover areas of opportunity in terms of teaching, and look for possible solutions that guarantee students' learning.

Methodology

CONTEXT:

The Servicio Nacional de Aprendizaje or SENA, is a public institute that offers free training in technical programs, technologists and complementary assistants to millions of Colombian citizens in order to train them for work to meet the industrial demand of our country and improve market competition. SENA belongs to the Ministry of Labor, which creates and manages an information system on job offers in order to integrate its graduates into the labor field as soon as possible and facilitate the search for trained workers by companies. The students of the technical programs who seek to strengthen their skills and capacities in relation to their performance have the opportunity to conduct a practice in different enterprises and compañies around the country. The practices in courses are offered in different shifts (morning daytime and evening). The average age ranges between 16 years (adolescence) and adulthood, of any age, race or social stratum.

The SENA institute has three campus in the municipality of Dosquebradas, each campus has a different training approach, for example: the main headquarters of SENA which is located in the Santa Isabel de Dosquebradas neighborhood, is in charge of offering most of the technical programs, among which we could find: Pre-hospital care, finance, industrial design, video game development, construction etc. And also it offers virtual training through its SENA Sofia platform as: Administration in human resources, agriculture and ecology, programming, English, among others. CDITI (Centro de Diseño e Innovación Tecnológica Industrial) is in charge of offering technical advisory services to strengthen quality standards in the line of technological development for the industrial area. The Tecnoacademia headquarters offers complementary training in technological development with specialized environments to basic and high school students in Dosquebradas schools. The purpose of imparting technical training from the basic and intermediate training stages

is to develop skills for solving problems in the environment with the help of applied research in the technological área.

PARTICIPANTS PROFILE:

The profile of the learners involved in the current practice project is highly diverse, for daytime schedules, students range from approximately 16 to 55 years, also including a different genders. Meanwhile, in the evening shift, students are generally found from 22 years and older, the institution does not limit apprentices by their age. SENA has a total of 7,230 learners distributed as follows: in face-to-face mode, there are 4,992 technical learners and 1,418 registered technologist learners, also remotely and online education there are 820 technologist apprentices. The students of the technical programs that will be accompanied to strengthen their respective linguistic skills in L2, belong to courses in different areas, mainly commerce and finance, although students of industrial, technological and marketing programs will also participate.

INSTITUTIONS' NEEDS:

The main need of the institution is to provide functional skills in English for technicians and technologists due to the demand for a competent workforce in a second language; it seeks to strengthen primarily the comprehension of texts and oral interaction, for this the students must comply with a period of 180 hours of English for technicians and 360 hours of English for technologists. SENA requires a specific level of English for each student depending on the chosen educational program, in the case of technicians, the required level is A2, while technologists are expected to reach B1. In order to achieve and demonstrate the level of foreign language competencies, the institution needs its facilitators to apply a curriculum focused on teaching English for specific purposes, in this case, with the purpose of bringing the student closer to a possible field of labor action. SENA has different objectives regarding the level of English proficiency that its graduates must have, this depends on the type of training, which generally focuses on the labour aspect, as it is

attached to the Ministry of Labour, the institution seeks to provide a well-trained and skilled human resource base for the country.

- For the assistant, the institute seeks to formalize a profile that meets the basic competencies, such as knowing how to introduce oneself, answering personal information questions, understanding elementary texts and conversations, for this the student must reach level A1.

- For technicians, the institute has the objective of offering linguistic skills that allow them to describe important and elementary aspects of their environment at different times, the graduate must also exchange information in simple conversations related to the field of labor action, the level to be reached is A2.

- Technologists or professional technicians must comply with the objective of developing communication skills that allow them to express more abstract aspects through speech, express their needs and their different points of view in English, students must also acquire the ability to refer in different verb tenses, past, future, etc.Learners in this category need to have a greater exposure to the language to meet the required B1 level; through cultural journeys such as the English event, the institution integrates the learners of the different technological programs in an Anglo-Saxon context, they also need spaces where they can strengthen linguistic competence with the help of different facilitators through the execution of the co-planning and co-teaching in conversation clubs.

SPECIFIC OBJECTIVES:

- To provide support for students of technical programs in academic activities related to the area of English.

- Establish spaces such as conversation clubs to enhance the interaction where learners can practice their oral skills

- Offer learners optional strategies for the acquisition of the target language and improvement of study habits to reach the required level of English, A2 and B1.

- Strengthen the four basic skills through complementary activities related to the topics seen in the monitoring sessions.

- Facilitate the review of the topics seen in class in a dynamic and interactive way through the use of ICT.

- Propose cultural space as the English event to bring students closer to the Anglo-Saxon context from the labor perspective through co-planning and co-teaching with the facilitators involved.
- To make a co-planning of the event called "Bilingual week" with the instructors and the administratives of SENA institutions.

EXPECTED IMPACT

In the implementation of this project, developing teachers and students hope to provide the practitioners with the necessary foundations and knowledge to reach the level of English required by the institution, impacting from different perspectives such as social,

institutional and professional, but also taking into account the impact that the students will have through the intervention process to the institution.

SOCIAL:

Taking into account the information provided about English for Specific Purpose (ESP), during the implementation of this project, the aim is to have a social impact by generating professionals who can perform in their field and communicate in a second language, thus contributing to the quality of the personal and the work they execute, promoting an example of preparation and generating an environment in which employees and employers can benefit.

INSTITUTIONAL:

At the institutional level, an important impact is expected since the directors of the institutions involved seek to generate new spaces and methods for the correct teaching of English, in addition to achieving the objectives proposed by the teachers in charge of the project. It is expected that this will lead to new programmes in which the teaching of English is gradually integrated into different professions, increasing the level and the prestige of both institutions (SENA - UTP).

STUDENTS:

The expected impact on the students is to produce interest in learning a second language in the students, at the same time, generate new experiences and spaces for their academic and professional development, taking into account their motivation and commitment, promoting teamwork and socialisation with other learners who are at the same level of proficiency and as a result of the whole learning process they undertook, can communicate in their second language in the field of their preference.

PROFESSIONAL:

This project represents a significant opportunity for the in-service teachers and their development as professionals. Therefore, it is expected that the meetings between them and the SENA students will take place as expected and that as

the classes and spaces are developed, they will acquire more experience, be able to apply everything they have learned from the beginning of the program and be prepared to generate a positive change in their future students, in this way, they can gradually become integrated into the country's education system and learn about the needs and gaps it has, so that in-service teachers can prepare themselves to fill those gaps and build quality education in whatever area of the educational field they work in

MATERIALS AND RESOURCES REQUIRED FOR THE PRACTICUM:

For the execution of our practice, facilitators and students must have the basic digital tools such as a computer, camera and microphone, in order to achieve a satisfactory connection; the use of printed material will only be optional and will be part of more dynamic strategies for strengthening memory. The platforms to establish the meetings can be Google Meet or Zoom, it is also necessary to create a virtual space where each student includes their respective deliveries, for this Google Drive platform will be used. Teachers must have the curriculum and material suggested by the institution, such as books, guides, primers or platforms, also the tool by which all instructors, including language instructors, carry out learning activities is Territorium. For graduate training, SENA has a language classroom that includes 30 computers for learners and one for teachers, the institution also has different resources for bilingual strengthening through the use of support tools for teaching English for specific purposes such as: Slangapp software, which currently includes 460 learners from different technical programs and technologists.The IVEP (International Virtual Exchange Project) is an exchange project led by the Asia-Pacific Virtual Exchange Association (APVEA) which seeks to contribute to the strengthening of the foreign language reading-writing skills of SENA learners and Asian-Pacific ring students, and the

language week, which is another resource that the institution implements to support the learning of English among certified training learners.

Internship Results

On the following pages, there will be presented detailed evidence of all the activities and events programmed and designed during the teaching process such as the bilingual week, boot camps, conversation clubs, tutoring sessions, co-teaching, and co-planning that the practitioners carried out with SENA to achieve the objectives proposed by the institution.

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PERFORMED ACTIVITIES:	● **06/09/2021 (reunión)** Inducción al programa de bilingüismo CASA e información sobre el intercambio virtual. Iniciamos la sesión con información sobre el intercambio virtual IVE Project que realiza el SENA desde el año 2016. La instructora nos contextualiza sobre el objetivo y el manejo del intercambio virtual con las siguientes generalidades: - El próximo intercambio iniciará el 11 de octubre y terminará el 10 de diciembre 2021. - El primer intercambio del 2021 lo manejaron las practicantes Angelica y Tatiana; mediante la intervención, en cada uno de los dos grupos inscritos, una vez a la semana durante una hora en la formación de inglés. En esta intervención, las practicantes se aseguraban de los aprendices ingresaran a la plataforma y participaran en los foros seleccionados para cada sesión; adicionalmente, brindaban apoyo a los aprendices para escribir sus mensajes y publicar sus videos o notas de voz.

Además, se nos indica a cada uno de nosotros que estaremos a cargo de un grupo para brindarle apoyo durante el tiempo que dura el intercambio. Se nos indicó que en la primer sesión de intercambio que apoyaremos tendremos que:
- comunicarles a los aprendices cuáles son sus usuarios y contraseñas para ingresar a la plataforma del intercambio
- Orientar a los aprendices sobre el cambio de contraseña inicial que deben realizar obligatoriamente.
- Orientar a los aprendices sobre el consentimiento de manejo de información personal que deben diligenciar una vez ingresen a la plataforma por primera vez.
- Dar inducción a los aprendices sobre el uso de la plataforma, ingreso a foros y publicación de mensajes.
- Indicar a los aprendices que deben participar en el primer foro INTRODUCE YOURSELF, con las indicaciones de información a incluir que ellos otorguen.

Tambien se nos comunica que los grupos del intercambio serán los de las instructoras Angy Ceballos y Jennifer Pulido de los miércoles en la jornada de la tarde. El grupo de Jennifer pertenece al programa Tecnólogo en Gestión Integrada de Calidad, Medio Ambiente, Seguridad y Salud Ocupacional y llevan estudiando inglés desde el mes de febrero 2021, mientras que el grupo de Angy es un Técnico en Sistemas que iniciaron con la formación de inglés desde el mes de julio 2021. Luego de que se nos informara esto, se me asigna el grupo de la instructora Jennifer.

- **07/09/2021 (reunión, co-planing) Programación de los clubs de conversación del mes de septiembre**

La Profesional de Bilingüismo inicia la sesión brindando información a cerca de la Semana de los Idiomas SENA. Esta semana se realizó de forma virtual sincrónica en el año 2020 y para este año también se realizará de la misma manera. El objetivo de este evento es generar un espacio cultural donde

	se realicen varias actividades en diferentes idiomas para aprendices e instructores. Luego, se continua revisando nuestros horarios para dar disponibilidad a los clubs de conversación que se llevaran a cabo en este mes dando como resultado la siguiente información:
	Anderson:
	Lunes: todo el día hasta las 6pm
	Martes: todo el día
	Miércoles: 2pm a 6pm
	Jueves: 6pm a 8pm
	Viernes: 8am a 12pm
	Despues de haber acordado los horarios disponibles por parte de nosotros los practicantes, se da paso a la creación de la agenda para los clubs de conversación:
	Miércoles: 3-4 pm **Practicante UTP**: Anderson Sanchez García *Fechas*: septiembre 15 Septiembre 22 Septiembre 29 Instructora: Jennifer Pulido
	Jueves: 7-8 pm - Fechas : Septiembre 16 Septiembre 30 Instructora: Luz Elena Herrera
	Viernes: 8-9 am - Fechas: septiembre 24 - Instructor: Andres Corrales
	08/09/2021 (reunión) **Inducción a los estudiantes sobre el intercambio virtual.** En esta sesión se programaron a los dos grupos que estarán en el intercambio virtual IVE para realizar la inducción del programa al que harán parte. Nosotros tuvimos que asistir para apoyar a nuestra instructora Jenny y asi poder presentarnos a los grupos de los

	cuales estaremos encargados.
	● 16/09/2021 (Reunión) **Planeación semana de los idiomas CASA 2021** Esta reunión tuvo como objetivo dar a conocer las indicaciones por parte de la instructora acerca de la semana de idiomas del año 2021; las cuales fueron: La semana de los idiomas se llevará a cabo del 25 al 29 de octubre 2021. Cabe resaltar que debido a la contingencia actual se recomienda realizar las actividades en modalidad virtual o en modalidad presencial atendiendo los lineamientos establecidos en la Circular 3-2021-000130 del 16 de julio de 2021. **Temática**: Interculturalidad **Nombre**: "Viviendo la interculturalidad a través del diálogo y la identidad" **Objetivo**: Fortalecer las competencias comunicativas en una segunda lengua o lengua extranjera, en el marco de la inclusión, a través de actividades culturales y formativas que Contribuyan a la consolidación de lazos de convivencia en la comunidad SENA. Tambien se nos comunicó cuales fueron los inconvenientes que se tuvieron en el evento del año anterior para evitar repetirlos. Por otro lado se nos indicó que las actividades deben ser cortas y dinámicas, el evento se celebrara en tres días de la semana, la plataforma para realizar el evento debe ser amigable y fácil de usar; y nosotros como practicantes debemos apoyar a los aprendices en las actividades que quieran realizar. Cabe resaltar que se dividió y asigno a cada practicante las diferentes actividades y dinámicas para que el trabajo fuera equitativo y exitoso. **● 21/09/2021 (Reunión)** **Planeación semana de los idiomas CASA 2021**

	Temas a tratar:
	   - Revisión de las ideas presentadas en la sesión del 16 de septiembre
	   - Plantear un cronograma inicial para la Semana de los Idiomas CASA 2021
	
	Iniciamos la sesión revisando los videos de las grabaciones de la semana de los idiomas 2020; allí vimos en general algunas de las actividades que se desarrollaron ese año en tres días diferentes.
	
	Posteriormente, se hizo una revisión de las fichas programadas cada día de la semana en las jornadas de la mañana, tarde y noche, esto con el fin de seleccionar los tres días y jornadas en las cuales hay más grupos programados en inglés para agendar las actividades de la semana de los idiomas. Estos grupos son la audiencia fija que debe haber en el evento, ya que a esas horas estarían normalmente en formación de inglés, mientras que los demás grupos, serán la audiencia aleatoria, ya que debemos solicitarles a los instructores de las otras competencias que les permitan a los aprendices asistir al evento.
	
	Luego, definimos que vamos a estar acompañando a los aprendices en caso de que necesiten alguna asesoría o apoyo para generar los videos o cualquier otro material para la semana de los idiomas.
	
	Para el tema de las presentaciones de los aprendices, mi compañero kevin y yo definiremos los lineamientos e indicaciones para los aprendices y los estarán acompañando durante la creación de estas presentaciones para el evento de la semana de los idiomas. Se sugieren stands de países donde se resalten temas culturales.

OBSERVACIONES:	● Se realizaron reuniones alternas con mi compañero kevin para planear algunos temas para los clubs de conversación puesto que tenemos grupos con niveles de inglés similares. ● Fuera de las reuniones con la instructora, se llevaron a cabo dos horas de club de conversación por semana.

	● El grupo de los miércoles de la instructora Jennifer presentan poco manejo de inglés y poca participación en las primeras sesiones.
CONCLUSIONES:	● **En las primeras sesiones de los clubes de conversación pude identificar que hay mucho por mejorar en cuanto al manejo de la segunda lengua puesto que los aprendices no cuentan con un buen nivel en inglés. Sin embargo, se trabajó arduamente en planear cada una de las clases para llevar un proceso escalonado desde lo más básico hasta sesiones un poco más complejas.** ●

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PERFORMED ACTIVITIES:	• **07/10/2021 (reunión)** **Entrenamiento: Intercambio virtual** **Puntos a desarrollar:** *Inducción a la plataforma del intercambio virtual IVE Project* **Objetivo:** *Conocer la plataforma del intercambio virtual IVE Project y resolver dudas al respecto.* Esta sesión se llevó a cabo en conjunto con diferentes instructores del programa regional de bilingüismo del SENA, para dar a conocer el manejo y funcionamiento de la plataforma en la cual se realizara el intercambio virtual. El encargado de dar la inducción sobre la plataforma era el australiano Eric Hagley quien hace parte del grupo de entrenamiento y formación internacional del programa "International Virtual Exchange". En la inducción se explicó cómo manejar la plataforma desde la perspectiva del aprendiz y también desde la perspectiva del instructor. Se realizaron las siguientes recomendaciones: 1. Una vez el aprendiz haga el ingreso por primera vez, debe cambiar la contraseña asignada inicialmente por una que pueda seguir recordando. 2. Cuando los aprendices ingresan por primera vez deben llenar un formulario de consentimiento de manejo de datos en el cual deben marcar SI para poder participar del intercambio. 3. Cada vez que los aprendices ingresen a la plataforma deben revisar primeramente sus notificaciones de respuesta a los mensajes posteados para que se pueda continuar con la cadena de conversación. Se nos indicó que una vez la Profesional de Bilingüismo recibiera los usuarios y contraseñas de los aprendices para ingreso a la plataforma, se les enviaría a ellos la información para que guiaran los grupos en las sesiones de inglés de los miércoles en la tarde. **Conclusión:**

	El practicante Anderson trabajará en el intercambio virtual con el grupo de la instructora Jennifer todos los miércoles en la tarde desde el 13 de octubre hasta el 15 de diciembre.
	● **07/10/2021 (reunión)** **Planeación semana de los idiomas** Posterior a la reunión de entrenamiento, se dio inicio a esta sesión donde la jefe inmediata Jenny Viviana Grajales López comenzó indicando como se llevara a cabo la semana bilingüe y cuáles serán las actividades de las que estaremos a cargo. La instructora nos contextualiza sobre la planeación de este evento con las siguientes generalidades: - Serán tres días en los que se darán las diferentes dinámicas diseñadas por el grupo de trabajo encargado, en ese caso nosotros. - Cada uno estará encargado de un dia en específico. - Cuáles serán los países asignados para las presentaciones culturales de cada uno de ellos. - Cuantos integrantes tendrá cada uno de los grupos de exposición y cuál será el tiempo límite para las presentaciones. - Tendremos que apoyar el proceso de diseño y creación de cada una de las exposiciones llevando a cabo diferentes sesiones donde podamos dar retroalimentación sobre aspectos como pronunciación, estrategias para hablar en público y sobre la parte estética de las presentaciones. - Tambien se propuso cuáles serían los posibles problemas que se presentarían durante este evento y como podrían solucionarse en caso de que llegasen a suceder. ● **22/10/2021 (reunión)** **Programación específica de las actividades a desarrollar para la Semana de los**

Idiomas día número 2.
Objetivo: *Programar las actividades a desarrollar para la Semana de los Idiomas día 2.*
En la sesión con el practicante Anderson, se definió que el cronograma específico para la actividad de la semana de los idiomas correspondiente al miércoles 27 de octubre sería el siguiente:

CRONOGRAMA 27 OCT. 3PM	
Actividad	**Responsable**
Apertura del evento y anuncios legales	Comunicador SENA Risaralda- Joan Sebastián Jiménez
Bienvenida e información sobre premiaciones	Profesional Bilingüismo- Jenny Grajales
Presentación instructor virtual Carlos Comas quien va a hablar sobre la importancia de los cursos virtuales de inglés	Comunicador SENA Risaralda- Joan Sebastián Jiménez
Sensibilización E-learning- cursos virtuales de inglés	Tutor Virtual- Carlos Comas
Introducción presentaciones aprendices y explicación de la logística de las presentaciones	Practicante UTP- Anderson Sánchez
Presentación Francia y actividad interactiva	Aprendices ficha 2252367 y Practicante UTP- Anderson Sánchez
Anuncio ganador primer premio	Practicante UTP- Anderson Sánchez y Profesional Bilingüismo- Jenny Grajales
Presentación Inglaterra y actividad interactiva	Aprendices ficha 2252367 y Practicante UTP- Anderson Sánchez
Anuncio ganador segundo premio	Anderson Sánchez y Jenny Grajales
Presentación Japón	Aprendices ficha 2254782 e instructora Angy Ceballos
Presentación Rusia	Aprendices ficha 2254782 e instructora Angy Ceballos
Presentación Grecia y actividad interactiva	Aprendices ficha 2252367 y Practicante UTP- Anderson Sánchez
Anuncio ganador quinto premio	Practicante UTP- Anderson Sánchez y Profesional Bilingüismo- Jenny Grajales
Presentación Suiza y actividad interactiva	Aprendices ficha 2252367 y Practicante UTP- Anderson Sánchez
Anuncio ganador sexto premio	Practicante UTP- Anderson Sánchez y Profesional Bilingüismo- Jenny Grajales
Cierre del evento	Profesional Bilingüismo- Jenny Grajales y

conclusiones:
1. Anderson estará a cargo de la mayor parte del evento para el 27 de octubre.
2. Jenny Grajales debe habilitar a todos los aprendices y personas que requieran

	compartir pantalla en el TEAMS. 3. Anderson y Jenny Grajales estarán conectados el día del evento con una hora de anticipación. ● **25/10/2021 (reunión)** **Simulacro semana de los idiomas** Esta reunión tuvo como objetivo realizar un pequeño simulacro del evento. Se puso a prueba la plataforma por la cual se llevaría a cabo la semana bilingüe para ensayar las opciones de compartir pantalla, reproducir video, y la capacidad de integrantes. Se nos dio una pequeña inducción de cada una de las herramientas que usaríamos en la plataforma para evitar posibles problemas durante el evento.
OBSERVACIONES:	● Durante el mes de octubre se llevaron a cabo seis sesiones de los clubes de conversación y tres sesiones de apoyo para diseñar las presentaciones de la semana bilingüe. ● Se me asignaron los dos grupos de los cuales mi compañero kevin estaba a cargo puesto que no continuó con el proceso de práctica. De esta manera, estaré a cargo de los dos grupos de intercambio y de todos los clubs de conversación durante el mes de noviembre.

CONCLUSIONES:	● Para concluir, puedo resaltar que los clubes de conversación fueron muy satisfactorios puesto que se ha visto un avance significativo en algunos aprendices respecto a la participación. También cabe resaltar que el grupo de los jueves tiene un buen nivel de inglés, y por lo tanto la participación y aporte de ideas a través del uso de la segunda lengua fue un éxito. ● Por otro lado, el trabajo de la planeación de la semana bilingüe fue muy arduo y detallado, puesto que cada practicante aportó ideas muy creativas para la estructuración y diseño de este evento.

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PERFORMED ACTIVITIES:	● **07/10/2021 (reunión)**
	Entrenamiento: Intercambio virtual
	Puntos a desarrollar: *Inducción a la plataforma del intercambio virtual IVE Project*
	Objetivo: *Conocer la plataforma del intercambio virtual IVE Project y resolver dudas al respecto.*
	Esta sesión se llevó a cabo en conjunto con diferentes instructores del programa regional de bilingüismo del SENA, para dar a conocer el manejo y funcionamiento de la plataforma en la cual se realizara el intercambio virtual. El encargado de dar la inducción sobre la plataforma era el australiano Eric Hagley quien hace parte del grupo de entrenamiento y formación internacional del programa "International Virtual Exchange".
	En la inducción se explicó cómo manejar la plataforma desde la perspectiva del aprendiz y también desde la perspectiva del instructor. Se realizaron las siguientes recomendaciones:
	1. Una vez el aprendiz haga el ingreso por primera vez, debe cambiar la contraseña asignada inicialmente por una que pueda seguir recordando.
	2. Cuando los aprendices ingresan por primera vez deben llenar un formulario de consentimiento de manejo de datos en el cual deben marcar SI para poder participar del intercambio.
	3. Cada vez que los aprendices ingresen a la plataforma deben revisar primeramente sus notificaciones de respuesta a los mensajes posteados para que se pueda continuar con la cadena de conversación.
	Se nos indicó que una vez la Profesional de Bilingüismo recibiera los usuarios y contraseñas de los aprendices para ingreso a la plataforma, se les enviaría a ellos la información para que guiaran los grupos en las sesiones de inglés de los miércoles en la tarde.
	Conclusión:

El practicante Anderson trabajará en el intercambio virtual con el grupo de la instructora Jennifer todos los miércoles en la tarde desde el 13 de octubre hasta el 15 de diciembre.

- **07/10/2021 (reunión)**
  Planeación semana de los idiomas
  Posterior a la reunión de entrenamiento, se dio inicio a esta sesión donde la jefe inmediata Jenny Viviana Grajales López comenzó indicando como se llevara a cabo la semana bilingüe y cuáles serán las actividades de las que estaremos a cargo.
  La instructora nos contextualiza sobre la planeación de este evento con las siguientes generalidades:
  - Serán tres días en los que se darán las diferentes dinámicas diseñadas por el grupo de trabajo encargado, en ese caso nosotros.
  - Cada uno estará encargado de un dia en específico.
  - Cuáles serán los países asignados para las presentaciones culturales de cada uno de ellos.
  - Cuantos integrantes tendrá cada uno de los grupos de exposición y cuál será el tiempo límite para las presentaciones.
  - Tendremos que apoyar el proceso de diseño y creación de cada una de las exposiciones llevando a cabo diferentes sesiones donde podamos dar retroalimentación sobre aspectos como pronunciación, estrategias para hablar en público y sobre la parte estética de las presentaciones.
  - Tambien se propuso cuáles serían los posibles problemas que se presentarían durante este evento y como podrían solucionarse en caso de que llegasen a suceder.
- **22/10/2021 (reunión)**
  Programación específica de las actividades a desarrollar para la Semana de los

Idiomas día número 2.

Objetivo: *Programar las actividades a desarrollar para la Semana de los Idiomas día 2.*

En la sesión con el practicante Anderson, se definió que el cronograma específico para la actividad de la semana de los idiomas correspondiente al miércoles 27 de octubre sería el siguiente:

CRONOGRAMA 27 OCT. 3PM

Actividad	Responsable
Apertura del evento y anuncios legales	Comunicador SENA Risaralda- Joan Sebastián Jiménez
Bienvenida e información sobre premiaciones	Profesional Bilingüismo- Jenny Grajales
Presentación instructor virtual Carlos Comas quien va a hablar sobre la importancia de los cursos virtuales de inglés	Comunicador SENA Risaralda- Joan Sebastián Jiménez
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Presentación Inglaterra y actividad interactiva	Aprendices ficha 2252367 y Practicante UTP- Anderson Sánchez
Anuncio ganador segundo premio	Anderson Sánchez y Jenny Grajales
Presentación Japón	Aprendices ficha 2254782 e instructora Angy Ceballos
Presentación Rusia	Aprendices ficha 2254782 e instructora Angy Ceballos
Presentación Grecia y actividad interactiva	Aprendices ficha 2252367 y Practicante UTP- Anderson Sánchez
Anuncio ganador quinto premio	Practicante UTP- Anderson Sánchez y Profesional Bilingüismo- Jenny Grajales
Presentación Suiza y actividad interactiva	Aprendices ficha 2252367 y Practicante UTP- Anderson Sánchez
Anuncio ganador sexto premio	Practicante UTP- Anderson Sánchez y Profesional Bilingüismo- Jenny Grajales
Cierre del evento	Profesional Bilingüismo- Jenny Grajales y

conclusiones:

1. Anderson estará a cargo de la mayor parte del evento para el 27 de octubre.

2. Jenny Grajales debe habilitar a todos los aprendices y personas que requieran

	compartir pantalla en el TEAMS. 3. Anderson y Jenny Grajales estarán conectados el día del evento con una hora de anticipación. ● **25/10/2021 (reunión)** **Simulacro semana de los idiomas** Esta reunión tuvo como objetivo realizar un pequeño simulacro del evento. Se puso a prueba la plataforma por la cual se llevaría a cabo la semana bilingüe para ensayar las opciones de compartir pantalla, reproducir video, y la capacidad de integrantes. Se nos dio una pequeña inducción de cada una de las herramientas que usaríamos en la plataforma para evitar posibles problemas durante el evento.
OBSERVACIONES:	● Durante el mes de octubre se llevaron a cabo seis sesiones de los clubes de conversación y tres sesiones de apoyo para diseñar las presentaciones de la semana bilingüe. ● Se me asignaron los dos grupos de los cuales mi compañero kevin estaba a cargo puesto que no continuó con el proceso de práctica. De esta manera, estaré a cargo de los dos grupos de intercambio y de todos los clubs de conversación durante el mes de noviembre.

CONCLUSIONES:	● Para concluir, puedo resaltar que los clubes de conversación fueron muy satisfactorios puesto que se ha visto un avance significativo en algunos aprendices respecto a la participación. También cabe resaltar que el grupo de los jueves tiene un buen nivel de inglés, y por lo tanto la participación y aporte de ideas a través del uso de la segunda lengua fue un éxito. ● Por otro lado, el trabajo de la planeación de la semana bilingüe fue muy arduo y detallado, puesto que cada practicante aportó ideas muy creativas para la estructuración y diseño de este evento.

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PERFORMED ACTIVITIES:	
	● **Monitorias:** **Objetivo**: *proporcionar acompañamiento y solución a cada una de las dudas que los aprendices tengan sobre su proceso de aprendizaje en ingles en el instituto.* Durante el mes de noviembre, se llevaron a cabo 4 sesiones de monitorias para los aprendices de diferentes técnicos y tecnológicos del instituto SENA. En cada una de las monitorias se explicaron temas relacionados con presente simple, condicionales, preposiciones, entre otros. Proporcionando asi, un espacio para resolver y aclarar cada una de las inquietudes. ● **Clubes de conversación:** **Objetivo**: *Mejorar, mediante la práctica didáctica, el habla y escucha en ingles de los aprendices.* En el mes de noviembre se llevaron a cabo 5 sesiones del club de conversación en diferentes grupos del sector agropecuario. En cada una de estas sesiones, los aprendices debían abordar diferentes temas propuestos por el monitor y asi lograr una participación colectiva donde se diera al mismo tiempo una retroalimentación colectiva. ● **Intercambio virtual:** **Objetivo:** *Brindar un acompañamiento apropiado durante la experiencia de intercambio virtual, monitoreando la participación de cada uno de los aprendices.* Durante el mes de noviembre, cada semana se llevó a cabo dos sesiones, en las cuales se brindó el acompañamiento a los dos grupos seleccionados para participar en este

	intercambio virtual. Se logró completar cada uno de los cuatro bloques en los que estaría dividida esta experiencia. Por otro lado, logre que cada aprendiz desarrollara un interés por compartir aspectos de nuestra cultura con muchos integrantes de la plataforma a nivel internacional. Se logró mostrar y compartir cada uno de los aspectos culturales que caracterizan nuestro pais y las diferentes prácticas culturales nativas de colombia.
OBSERVACIONES:	● Debido a que algunos aprendices realizarán sus prácticas desde el dia 2 de diciembre, se llegará a un acuerdo para finalizar el intercambio virtual, puesto que este finaliza el dia 10 de diciembre.
CONCLUSIONES:	● El intercambio virtual se ha venido desarrollando con total normalidad, los aprendices respondieron correctamente en cada una de las actividades diseñadas para este intercambio. Sin embargo, debido a que mi compañero de trabajo no pudo seguir con el proceso de enseñanza, me hice cargo de los grupos que estaba guiando en este proyecto para lograr culminar con éxito su proceso de aprendizaje.

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AREA:	**Programa de Bilingüismo**
IMMEDIATE BOSS:	**Luz Miriam Vivas Espinal** *Instructor:* **Dolly Ramos**
PERFORMED ACTIVITIES:	● **16/09/21 (Meeting)** The main objective of this session was to discuss some important aspects to consider for the entry of students to the SENA, such as ✔ Execution of language skills, especially the groups that will begin with the practicum and those that are about to finish the process. ✔ Take advantage of the application slangapp - presentation of the monitoring report. ✔ Virtual exchanges (2 semester) APVEA Project. ✔ Agreement with a guest named Laurel Dusek - SENA - Fulbright Agreement. Conversation and multiculturalism club Finally, there was a participation of Valentina Reyes and I, in which we presented ourselves as practitioners of the degree in Bilingualism with an Emphasis in English and participants of the SENA - UTP agreement. In this participation, the objectives of this alliance were presented, such as strengthening the knowledge or competencies in English of the SENA learners, support in conversation clubs, participation in

	co-teaching and co-planning of activities focused on bilingualism etc ...

● 28/09/21 (Meeting)
I had a meeting through meet with the instructor Juan José Herrera Duque. The purpose was to inform me about the topics and methodologies that were used in their classes and the knowledge students have in terms of an L2 (English)

This group has students from Meza and Bar and some of them are from Food Management.
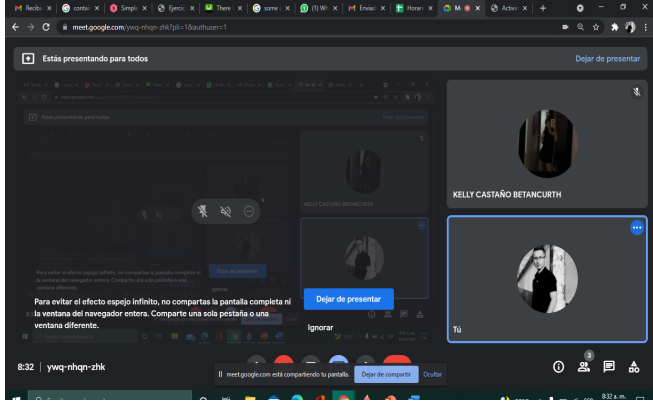
The instructor has developed some topics such us:

- Introducing your self
- Preparation of dishes
- Food names
- Recognize the name of foods
- Attention at the table
- Dialogues between bartender and waiter
- How to order a dish
- Rules of courtesy
- Ingredients of food
- Giving directions
- Countable & uncountable nous

According to the instructor, the learners have a very basic English level and have some difficulties when learning it. He said that one of the reasons or causes of this, is the little interest or ignorance that students have about the great importance of English today and the great impact it has in the workplace.

Additionally, the instructor Juan José gave me information about his assessment process. He also gave me information about the tasks or deliveries that the apprentices had pending.

Finally, the instructor provided me with a list of students that need to have some coaching sessions. (I contacted the students.) |

	Monitoring session Schedules: Thursdays: from 8 a.m to 10 a.m Fridays: 4 p.m to 6 p.m ● **29/09/21 (Monitoring session)** This was the first follow-up session; it was held with student Kelly Dahiana Castaño. In first instance, I introduced myself as a monitor and talked a bit about the purpose of the monitoring. Then, she gave me some information about how she felt about English, what she knew and what subjects she remembered. She showed me the tasks that had pending, and one of them was about giving personal information (Introducing yourself). Therefore, the session was focused on that topic. We were working during 2 hours.
OBSERVACIONES:	● There are some difficulties with the communication with the English instructors since not all of them were participating or inviting their students to join the monitoring sessions. ● Not all students have participated in the monitoring sessions. However, strategies are being sought to increase their interest in improving their English skills. ● Because the SENA Comercio institute is new to the agreement with the UTP. There were

	some difficulties in terms of defining my role for English classes and monitoring sessions. ● There were no difficulties with the organization of the schedules for the monitoring sessions. It was necessary to cover different days.
CONCLUSIONES:	● It is a very good strategy to have a meeting with the instructors, since this way we can solve doubts and have a general idea of the student's strengths and weaknesses, this way we will be able to make our cases more personalized. ● Students have a very basic English level and it is necessary to adapt our classes according to their needs. ● The students are from different courses and have different necessities. so It´s indispensable to divide the sessions and have different groups.

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IMMEDIATE BOSS:	**Luz Miriam Vivas Espinal** *Instructor:* **Dolly Ramos**

PERFORMED ACTIVITIES:	
	● **04/10/2021 (Monitoring session)** Esta monitoria se realiza con los aprendices pertenecientes al programa BIlingual Expert on business process outsourcing. La unidad que estos aprendices debían de reforzar era. - Describir de forma oral y escrita en inglés personas, situaciones, y lugares. Durante esta sesión trabajamos el vocabulario relacionado a los principales lugares de la ciudad e información básica sobre ellos. Por ejemplo: Seguido de esto, se dio una breve explicación acerca de el uso de there is y there are, para referirnos a cantidad de lugares. Por ejemplo - There are 2 Hospitals - There is a church
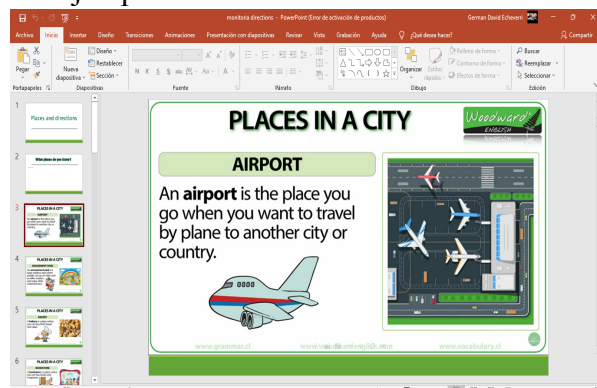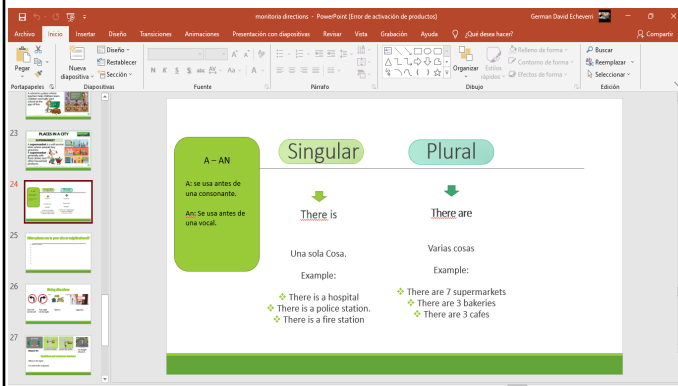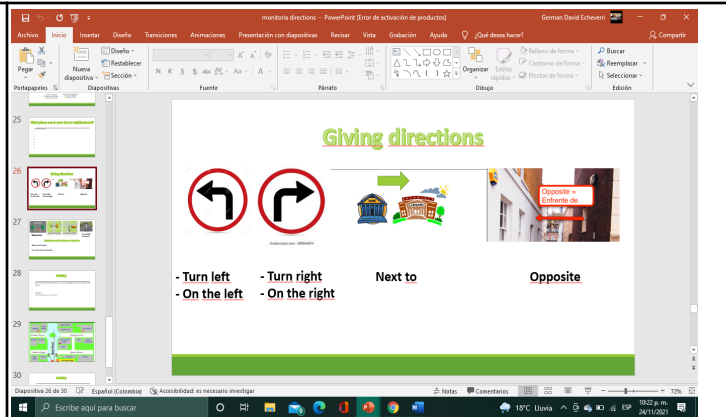
- **06/10/2021 (Meeting, Bilingualism program)**
Esta sesión tuvo como objetivo la preparación y planeación de la semana de los idiomas.
Las actividades que se realizarán a cabo y la asignación de los horarios.

Esta reunión fue de suma importancia ya que se dieron a conocer los objetivos de cada actividad y la manera en que estas serían desarrolladas.
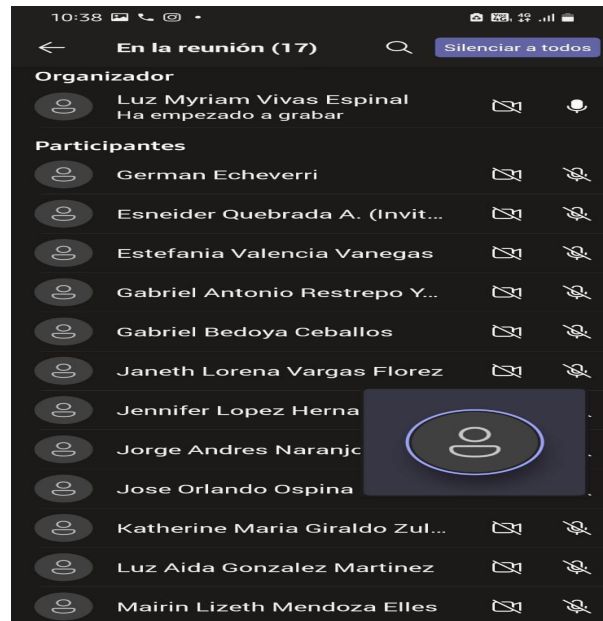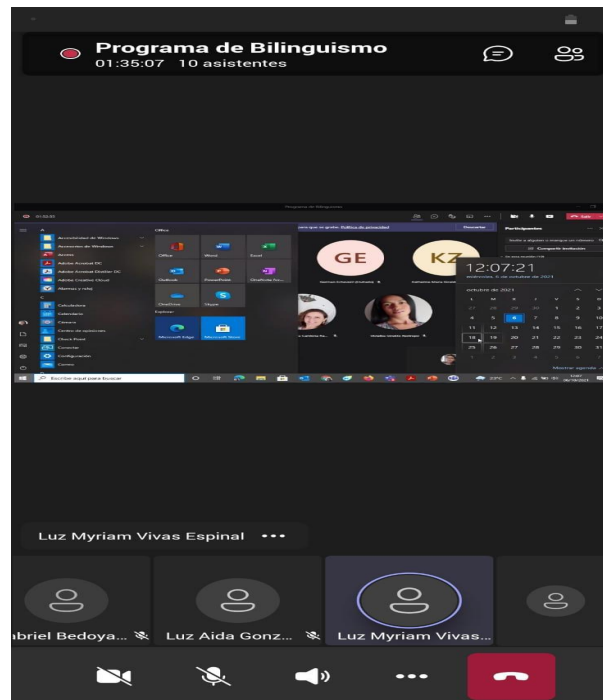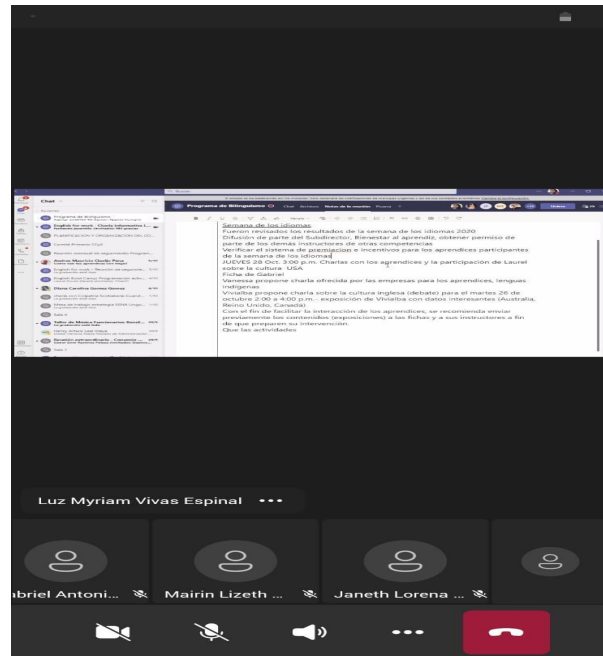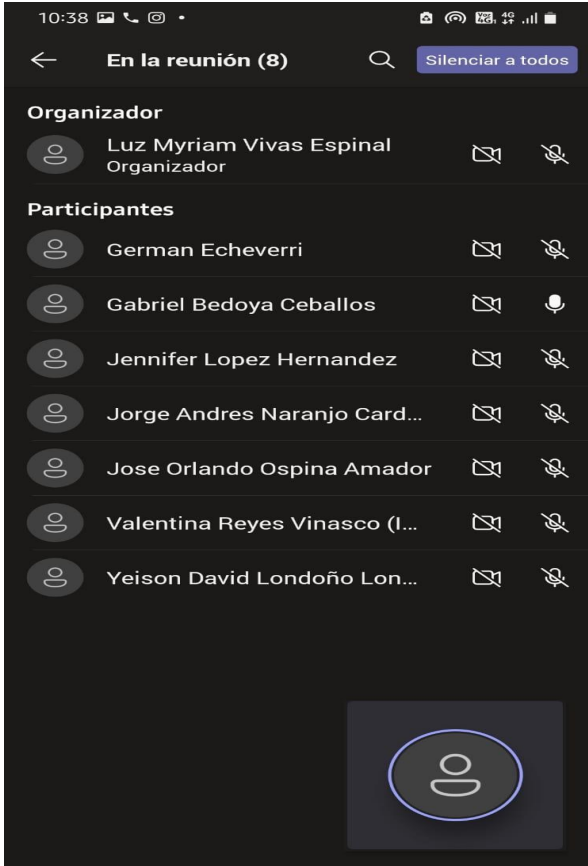
- **12//10/2021 (2st Boot Camp)**
  Este es el primer Boot Camp que el SENA comercio realizará.
  La presente reunión se realizó para planear las actividades que se desarrollarán y las

personas encargadas de la misma.
Cada una de las actividades requiere de unos materiales específicos, así que cada persona estaba encargada de diseñar material.

- **20/10/21 (Monitoring session)**
  Monitoring session with Estephania Bastidas,
  Aprendiz. Esta fue una sesión personalizada.
  Debido al tiempo disponible de la aprendiz,
  tuve que ajustarme y destinar un horario
  específico.

  Esta sesión tuvo como objetivo el repaso de
  countable nouns, y vocabulario relacionado a
  frutas y algunos alimentos.
  Además, se repasó el uso correcto de There is
  y There are, tanto en sus formas afirmativa,
 negativa e interrogativa.
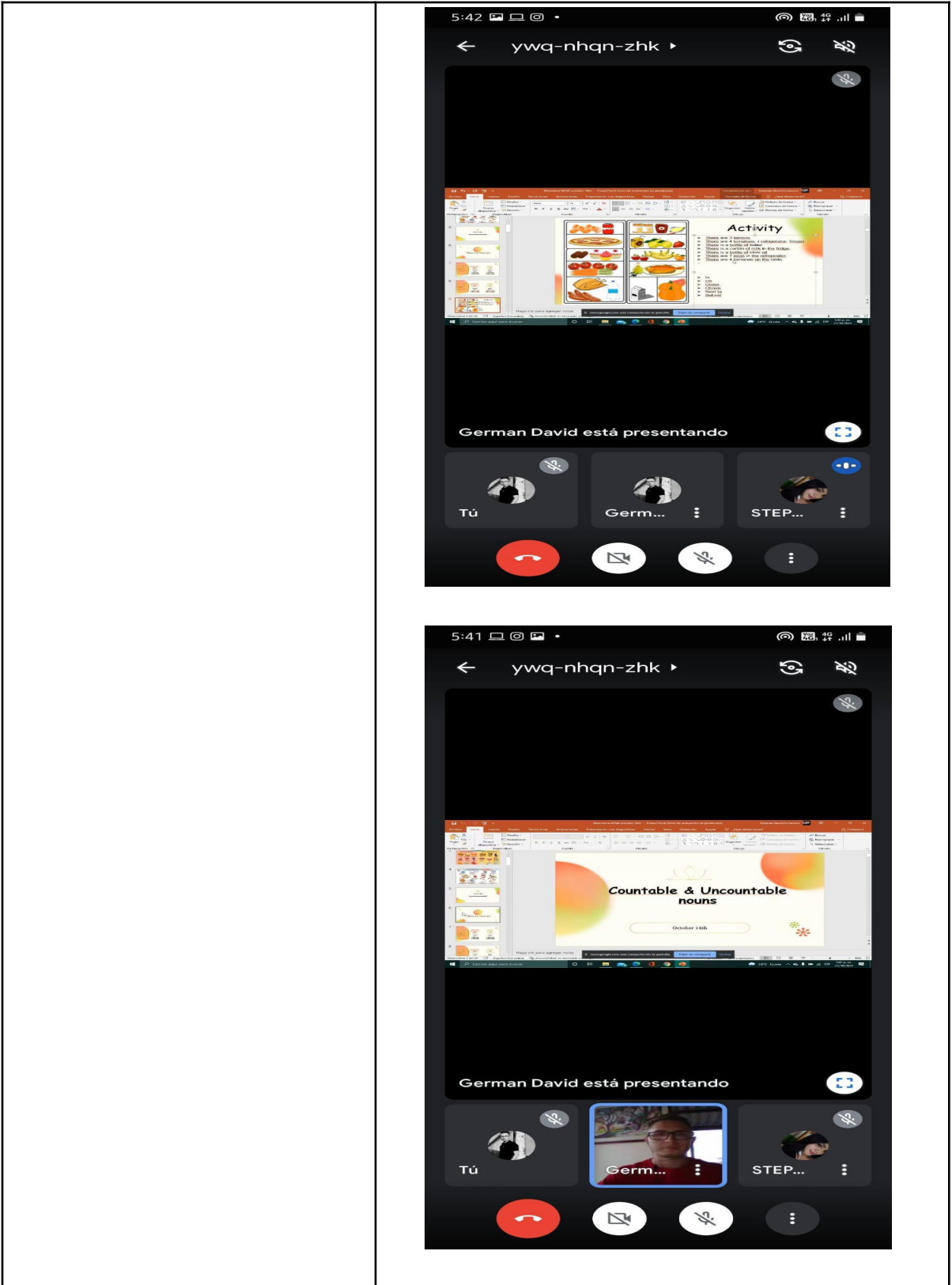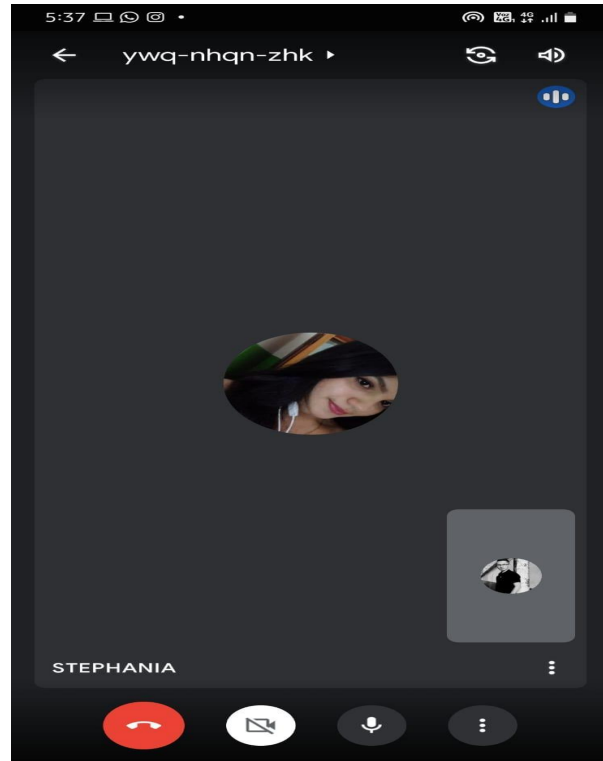
- **21/10/21 (Idiom's week)**
  Esta reunión se enfocó en aclarar todas aquellas dudas referentes al desarrollo de la semana de los idiomas. Además de ultimas todos los detalles.

- **21/10/21 (Monitoring session Part 2)**
  Esta sesión de monitoria fue con la aprendiz Estephania Bastidas.
  Aquí nos enfocamos en el uso y construcción de preguntas con How much y How many, además de la estructura de las respuestas y sus posibles variaciones.
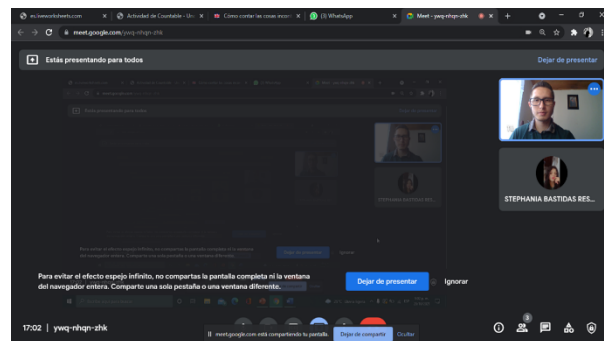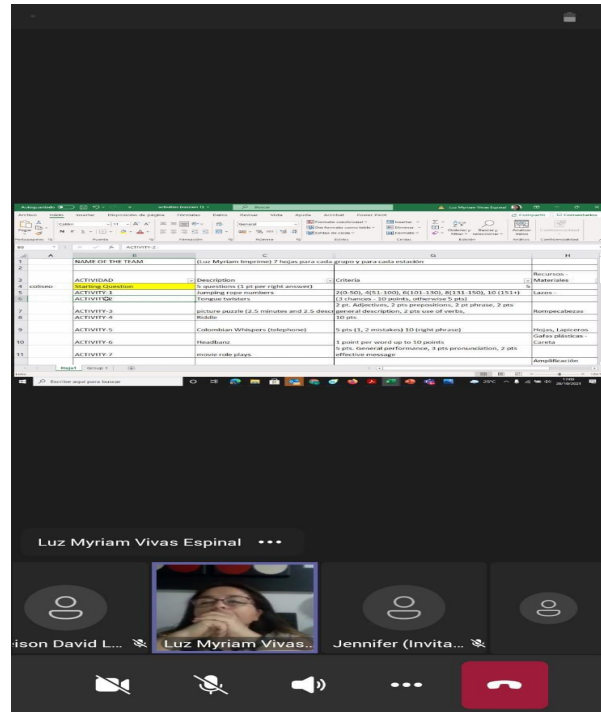
- **28/10/21 (1st Boot Camp)**
  Esta sesión tuvo como objetivo ultimas los detalles para el Boot Camp que se desarrollaría el día 29 de noviembre.
  Se confirmo las personas que estarían encargadas de cada actividad, los lugares de cada estación, reglas, metodología, tiempo y todo relacionado con la logística.
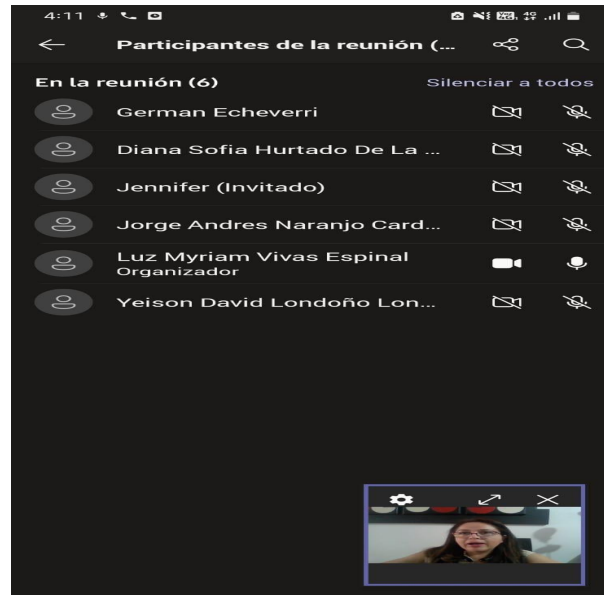
- **29/10/21 (1st Boot Camp)**
  Este dia fue de suprema importancia y que se realizo e primer Boot Camp de el centro de Comercio y Servicios. Esta actividad se realizo en el parque Consota desde las 8 de la mañana hasta las 3 de la tarde.

  En primer lugar, se procedió a realizar la presentación de los instructores y los monitores (en este caso German Echeverri y Valentina Reyes). Después se dio las instrucciones correspondientes a los aprendices que participarían de la actividad.

  En este Boot camp se realizaron 7 actividades.
  1- Jumping Rope
  2- Tongue Twister
  3- Picture Puzzle
  4- Riddle
  5- Colombian Whispers
  6- Headbanz
  7- Movie role play

	Cada una de etas actividades tiene como objetivo repasar vocabulario, estructuras simples del inglés y tratar de hacerlo desde una perspectiva más dinámica y no tan tedioso.

OBSERVACIONES:	● Not all students have participated in the monitoring sessions. However, strategies are being sought to increase their interest in improving their English skills. ● Because the SENA Comercio institute is new to the agreement with the UTP. There were some difficulties in terms of defining my role for English classes and monitoring sessions.
CONCLUSIONES:	● We will have some meetings in order to create new strategiesm to increase students' participation in monitoring sessions outside of their regular classes. ● It was evidenced that most of the students have A1 English level. ● Students are very active a the time of doing different activities that are carried out in a different place. They feel more comfortable and motivated to practice. ● It´s necessary to think of a different way to collect the apprentice´s contact information such as phone number, Email. Also, It's necessary to create a google form that instructors can use to subscribe their students to the monitoring sessions, so that monitors can manage time and schedule the classes more efficiently. ● There were no difficulties that spoiled the process of developing the activities during this month.

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IMMEDIATE BOSS:	**Luz Miriam Vivas Espinal** *Instructor:* **Dolly Ramos**
PERFORMED ACTIVITIES:	● **04/11/2021 (Feedback first Boot Camp)** During this session we shared the final comments on the development of the first Boot Camp that took place in Consota Park. First of all, we talked about the positive aspects. Second, we made some comments about the things that should be improved for the next Bootcamp and all the things that did not work as expected were mentioned. Finally, we established certain strategies or modifications so that the following activity would be much more productive. 1- During the analysis that was carried out, we were able to determine that there were multiple logistical failures, such as: - The amplification did not work correctly. - The meeting place had not been reserved, so we had to find another place where we could carry out the activity. 2- Positive: -There was a lot of participation from SENA apprentices. - The students demonstrated that through different recreational activities they can

improve their skills in a second language.

- **11/11/2021 (Monitoring session)**
  During this session we discussed the topics students that students need help with, define schedules for the monitoring sessions and answer any questions they may have.

- 17//11/2021 (2st Boot Camp)
  The objective of this meeting was to determine the files and the list of apprentices that would participate in BootCamp #2. What requirements are needed for its development, and some recommendations to take into account, such as
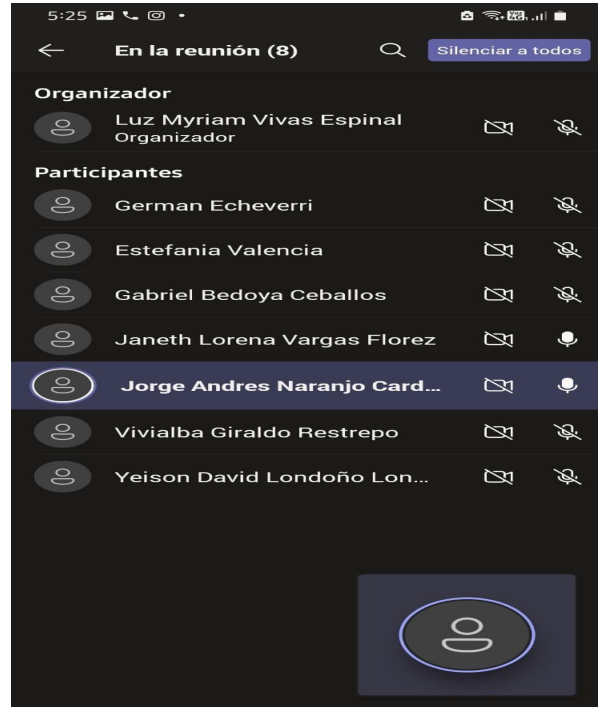 1- Time to begin the activity.
  2- Important documents
  3- Use of comfortable clothing, sunscreen. Etc.
  4- Information about the snack and lunch.
  5- Biosecurity protocols.

FICHA	APRENDICES
2184769	18
2142446	11
2184863	11
2289275	16
2236775	14
2142308	1
	71

- 18/11/21 (Meeting)
  This meeting was held with the aim of defining what would be the activities to be carried out in Boot Camp #2
  - Define the stations of each activity
  - Managers of each of the stations
  - Define the time and the points to obtain in each activity
  - Distribution of the groups

	NÚMERO DOCUME	NOMBRES	Talla camiseta	PERSONAL DE APOYO
57				
58	10007421	Jorge Andres Naranjo		Instructor(a)
59	10885389971	German David Echeverri Pulgarin		Practicante UTP
60	42087892	Luz Myriam Vivas Espinal		Profesional Bilinguismo
61	16074547	Yeison David Londoño Londoño		Instructor(a)
62	1010024	Laurel Igram Dusek		Docente Fulbright
63	1053813771	Estefania Valencia Vanegas		Instructor(a)
64	75103095	Gabriel Bedoya Ceballos		Instructor(a)
65	1094928145	Janeth Lorena Vargas	M	Instructor(a)
66	1088273173	Vivialba Giraldo		Instructor(a)
67	42090403	Diana Sofia Hurtado de la Roche		Bienestar
68				Bienestar

- 25/11/21 (Boot Camp #2)
  This day the second Bootcamp was held in which about 71 apprentices and some English instructors participated.
  Our job as practitioners was to provide support throughout the logistics process, equipment installation, group management.
  We were also in charge of one of the stations, where the activity called Picture Puzzle was carried out.
  - For this activity, the learners had to put together a puzzle and then describe the image. For this description they should use:
  - 2 verbs
  - 2 Adjectives
  - Simple sentences
  - Use of prepositions
  - General description
  -

- 26/10/21 (Monitoring session)
This monitoring was carried out with the apprentices of the instructor Gabriel.
The objective of this was to prepare students for an exam of each of the units seen. In total 5 units.
A general review of them was made.
The units had content such as the use of There is, there are, giving directions, parts of the house, body parts, descriptions of people.

- 02/12/21 (Monitoring session)
In this session we reviewed Unit 3, which was focused on the description of people, both physically and the personality.

In addition, a reviewed the parts of the body, pronunciation, and writing.

- 03/12/21 (Monitoring session)
We practiced vocabulary related to the parts of the house and the objects in each of its spaces.
Vocabulary:
-Dining room
- Living room
- Bathroom

	- Kitchen -Bedroom -Front/Back yard - Roof etc… - Additionally, we reviewed how to write a simple sentence o describe as part of the house. For example The house has 2 bedrooms - There is a bathroom
OBSERVACIONES:	● The participation of the students was very good in all the activities. ● The instructors showed more interest in the improvement process that the UTP practitioners were carrying out, for this reason, the communication between practitioners and the instructors improved positively. ● Participation in the different activities was of great help to improve our communication skills and to be able to interact with students of different ages.
CONCLUSIONES:	● • The SENA commerce learning center is still very new in this alliance with the Technological University and therefore it was a bit complicated to adjust each of the roles. However, once monitoring began, participation increased little by little and the corresponding adjustments were made. ● In the first place, a previous meeting should be held with the instructor of the students who would attend the monitoring. In this session, the topics to be discussed and the strengths and weaknesses of the apprentices are defined. For this reason, the monitors were more personalized and effective. ● Carrying out activities in an environment outside the institution helps students to relate more to each other. In addition, it was shown

	that this type of activity, such as Boot Camp, are a great strategy to motivate learners more and help improve some of their skills in a second language.

Universidad Tecnológica de Pereira

FORMATO AVANCES

SISTEMA DE GESTION DE CALIDAD

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IMMEDIATE BOSS:	**Luz Miriam Vivas Espinal** **Dolly Ramos**
PERFORMED ACTIVITIES:	● **07/09/21 – Meeting** The main objective of this session was to discuss, propose and share some ideas of activities in order to work together and support the bilingual program at the SENA. During the meeting, the linguistic objectives of the academic programs that the interns were going to support were explained. In addition to the above, the professional Luz Myriam informed me about a special case with a trainee who needed to complete his English levels immediately since he was about to graduate. Therefore, it was decided to conduct intensive personal counseling for several weeks with the

objective that the apprentice would meet the requirements established by his technical career to obtain his degree.

- **09/09/2021 – Phone call**

The purpose of this call was to have the first contact with the previous instructor of the trainee who required intensive English assessments in order to obtain his title. The instructor's name was Juan Jose Herrera and during the call he updated me on the trainee's process and the gaps that he has and needed to fulfill to complete his English levels. He explained in detail the activities proposed for his final evaluation (written works, interactive activities, and a video) and provided me with material for the assessments and evaluations.

- **09/09/2021 – WhatsApp Interaction**

The first contact with the apprentice who required intensive English counseling was made, his name was Harold Restrepo and he belonged to the SENA cooking program. after this, schedules were established for the counseling during the following two weeks, by mutual agreement it was established that the counseling days would be Monday, Wednesday, and Friday, Tuesday and Thursday through two-hour video calls where I would reinforce certain topics and assign activities, and on Friday an hour by WhatsApp where the apprentice would send his assigned activities and tasks and I would give feedback.

- **16/09/2021 – Meeting**

The main objective of this session was to discuss some important aspects to consider for the entry of students to the SENA, such as

- Execution of language skills, especially the groups that will begin with the practicum and

those that are about to finish the process.

- Take advantage of the application slangapp - presentation of the monitoring report.

- Virtual exchanges (2 semester) APVEA Project.

- Agreement with a guest named Laurel Dusek - SENA - Fulbright Agreement. Conversation and multiculturalism club

Finally, there was a participation and presentation of Germán Echeverry and me, in which we introduced ourselves as practitioners of the degree in Licenciatura en Bilingüismo con énfasis en Inglés, and participants of the SENA - UTP agreement.

In this participation, the objectives of this alliance were presented, such as strengthening the knowledge or competencies in English of the SENA learners, support in conversation clubs, participation in co-teaching and co-planning of activities focused on bilingualism. The SENA instructors were able to recommend and suggest topics of interest and strategies in order to catch the attention of the learners, among other interventions.

- **20/09/21 – Meeting**

I had a meeting with Harold, the trainee with intensive counseling. During this meeting I made a survey of the trainee's previous knowledge and topics to start with, after the survey, I continued with the topic: introducing ourselves, and simple descriptions with adjectives, all related to his technical career. With each topic I proposed an activity that the trainee performed satisfactorily. For the evaluative activity of the mentioned topics I assigned a written work describing in detail the preparation of a recipe of his preference.

- **22/09/2021 – Meeting**

For our second meeting, I continued with the topic of personal introductions and simple descriptions with adjectives, applicable both to people (in this case clients and diners) and to specific foods and dishes. In this meeting we worked on speaking and listening skills and did multiple interactive activities such as kahoots and questions related to the trainee's technical career. I assigned him another description exercise to reinforce writing and vocabulary, but this time, focused on people.

- **24/09/2021 – WhatsApp interaction**

In our interaction by WhatsApp, the trainee sent me the work assigned during our previous sessions by video calls and expressed his doubts regarding the topics seen. On my part, I gave him feedback and provided him with a vocabulary list with the purpose of making the corrections and showing them to me on Monday during our meeting. The doubts were clarified, and the trainee was ready to perform the assigned.

- **27/09/2021 – Meeting**

In this meeting I reviewed the final deliveries of the work assigned the previous week, gave them an approval and made a small oral evaluation of what was learned regarding descriptions and personal presentations, having successfully completed these topics, I indicated to the trainee that he should start with a part of his unfinished English evaluation project that consisted of the written description of a recipe chosen from a textbook of his career, in this way, as we saw the topics, he solved a part of his final evaluation.
After that, I started the topics of food, types, flavors, etc. and kitchen utensils; virtual flashcards were used to reinforce the new vocabulary and to perform the activities of the respective topics. As homework they were assigned to record an audio in English mentioning their favorite foods to prepare and the utensils required for these.

	● **29/09/2021 – Meeting** In our last session of the month we continued with the topics: food and kitchen utensils, the interactive activities were key for the learner to incorporate the vocabulary, this session focused on reading skills, it was done with the help of short stories about healthy and unhealthy food, and a book of simple recipes in English. As an assignment the trainee had to explain by means of an audio or video what was his/her favorite type of food (to consume).
OBSERVACIONES:	● Not all students have participated in the monitoring sessions. However, strategies are being sought to increase their interest in improving their English skills. ● Because the SENA Comercio institute is new to the agreement with the UTP. There were some difficulties in terms of defining my role for English classes and monitoring sessions.
CONCLUSIONES:	● The trainee progresses faster with interactive activities and not only grammatical ones, is very attentive and willing to receive feedback and ensures that he/she understands more clearly than before the monitoring.

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PERFORMED ACTIVITIES:	● **01/10/21 – WhatsApp interaction** The purpose of this WhatsApp interaction was to provide the necessary feedback to the trainee regarding their last two assignments during the tutorials, the student was also given a vocabulary list to study and apply to their final project. ● **04/10/2021 – Meeting** For this meeting, the final delivery of the tasks assigned to the trainee was reviewed and approved. Then, the topics of giving instructions, specific food ingredients and quantities were discussed. For the topic of giving instructions, speaking skills were worked on, while for ingredients and quantities, writing and reading skills were more important, again, with simple recipes in English as an example and conversations with the instructor to assimilate the vocabulary of instruction. ● **06/10/2021 – Meeting** The purpose of this meeting was to finalize the

topics of instructions, ingredients, and quantities to allow Harold to carry out the final part of his evaluation project, which consisted of recording a video preparing, describing, and specifying two recipes of his preference. The video had to last more than two minutes and compiled all the topics seen and worked on in the counseling sessions, so part of the meeting focused on the simulation of the making of the video, on feedback related to grammar and pronunciation, use of the vocabulary given during the previous two weeks, etc. At the end of the meeting the trainee was instructed to also complete the grammatical part of his final work, which was to fill in the blanks with the appropriate vocabulary and do word searches.

- **06/10/2021 – Meeting**

The purpose of this meeting with the SENA instructors was to discuss and be informed about:

- Language week programming

- Execution of the Bilingualism program - complementary training.

- Alliance SENA - Mayor's Office of Pereira

- Strengthening of English for teachers in Risaralda – Lingochamp

- Execution of the Bilingualism program - Qualified Training

- SENA - UTP Alliance

- **11/10/2021 – Meeting**

Contact was established with the instructor Gabriel Bedoya to schedule monitoring to a group of

students who had A1 level in English according to the instructor, formats were established to share information on the topics seen and required for the review and accompaniment and the schedules were established on Mondays from 8:00 am to 10:00 am and Fridays from 1:00 pm to 3:00 pm.

- **15/10/21 – Monitoring meeting**

The monitoring sessions began for about 10 students, rules and methodologies were established, a survey was made, and the students were asked about the topics in which they had the most difficulty. According to the instructor Gabriel, we had to start with a review of the parts of the house, vocabulary of objects and family, among other similar topics. We proceeded to review these topics with the support of flashcards and personal questions related to the subject. At the end of the review, they were given homework on the topic of the house, the parts of the house and objects, as well as the family, a grammar exercise in which they would have to describe their homes and their family and share it orally next class.

- **18/10/2021 – Monitoring meeting**

In this monitoring session the assigned task was reviewed, most of the trainees participated in the activity and after giving feedback on pronunciation, the topic of *there is/there are* was started with the newly learned vocabulary, flashcards were used and examples were asked to the trainees during the virtual meeting, as a task they had to record an audio expressing the plural and singular things that were in their respective homes.

- **21/10/2021 – Meeting**

The purpose of this meeting was to establish the protocols and activities that were going to be carried out during the language week, as well as to form

	teams and brainstorm on how the students were going to be accompanied in order to assess their English learning process.
	● 22/10/2021 – Monitoring meeting No trainee attended this meeting. **● 27/10/2021 – Meeting** At this meeting, logistical details were finalized for the bootcamp to be held at Consota park on Oct. 29. **● 29/10/21 – Bootcamp** During the development of this activity, my colleague German and I teamed up to accompany the trainees at one of the bootcamp stations designed to improve and practice the trainees' English. At this station we waited for the trainees and told them that they had to solve a puzzle and then describe what was in the picture, using prepositions, simple sentences, basic descriptions, and verbs. At the end we gave the participants feedback and the instruction to continue with the other proposed activities.
OBSERVACIONES:	● Non-attendance of trainees at a monitoring session.

CONCLUSIONES:	● The trainees are very shy, but they are also very participative when they want to be. ● They do not interact with the instructor immediately; it takes time for them to feel confident to speak in English or to solve an exercise.

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PERFORMED ACTIVITIES:	
	● 01/11/21 – Monitoring meeting This session was attended by only one trainee who required advice on the construction of simple and compound sentences, so we worked on the basis of this gap throughout the meeting. Grammar and vocabulary were very helpful, speaking and reading were used to highlight the differences between simple and compound sentences. According to the trainee, all doubts were clarified correctly, at the end of the meeting she was assigned a task or practical activity of writing and grammar. **● 04/11/2021 – Meeting** The purpose of this meeting was to take stock of the day lived on October 29th during the bootcamp and to improve the shortcomings found, as well as to start planning the next bootcamp and the distribution of activities and proposals. **● 05/11/2021 – WhatsApp interaction** One of the trainees I was mentoring informs me that due to multiple schedule changes in their careers and early start of internships, they will no longer be able to attend the weekly meetings. **● 06/12/2021 – Accompaniment pilot test** I accompanied and instructed a pilot English test for SENA apprentices during the morning, the test consisted of the 4 skills and was virtual.
OBSERVACIONES:	

CONCLUSIONES:	● The absence of trainees from tutorials represents a possible recurrence of low English proficiency levels.

Conclusion

To achieve a satisfactory intervention, it is essential that the execution of the planning formats and the creation of didactic material be approached in an equitable way by each of the teachers involved, for this reason the use of the concept of co-planning is essential for the distribution of roles within the classroom, where autonomy and pedagogical consensus on the part of the facilitators of this project are reflected. The application of metacognitive strategies is of great relevance for obtaining good results during our practice, because it strengthens the acquisition of new learning habits, stimulates self-reflection and evaluates our cognitive abilities in order to identify possible obstacles or disadvantages that frustrate understanding the topics covered in class. Interaction spaces, such as events and conversation clubs, are intended to improve oral skills through an active participation guided by the teachers in charge, in this way students can have an approximation of a work space where their skills in English are evidenced.

Limitations.

In the following chapter we are going to talk about the limitations we faced during the teaching practicum at SENA institution.It is important to mention that it has been a very enriching experience since we were able to put into practice our knowledge and gain experience. During this process we noticed that there are many things that do not go that well in terms of teaching in a virtual environment. Therefore, our role has been dedicated to work together with the English instructors in order to look for alternatives and possible solutions to face those difficulties and help carry out the learning process. Some of those drawbacks have to do with three principal factors such as students' participation, internet connection and the student's English level.

Participation

Certainly, virtuality has been one of the biggest complications due to the fact that students do not participate in classes most of the time; additionally, we as teachers cannot ensure that students' learning environment is accurate since it is possible that they do not have the proper workplace to attend the classes. Also, there are many distractions such as television, family members, among others. Thus, students get distracted, hindering their interaction in class. This problem was present in the majority of the lessons since many of the learners did not show a positive predisposition to participate and interact in class. Then, we had to apply diverse teaching strategies to promote and increase students' participation such as making questions to each student, selecting a learner randomly to make an activity, and giving them extra points for each interaction. Additionally, in the international virtual exchange project (IVE PROJECT) that we conducted with the learners, they were asked to complete certain tasks autonomously each week; although some groups participated and finished the activities, other learners did not complete the process and the results were not as expected.

Internet connection

Even if all apprentices had an internet connection, there are situations in which it is not as good as we expect. Many factors such as weather, internet speed, bad connection or even device issues, are some of the most common problems when conducting a class. This is evidenced not only in students but also teachers who might have these kinds of inconveniences. The strategies or methods used to face these problems were: recording the sessions so that they can watch it any time, sending emails or whatsapp messages if there's a novelty, or rescheduling the session if necessary.

Students' english level

The expected English level for the learners is A1 or A2. However, when conducting a class, this was not evidenced. The students' knowledge or skills in English as a second language is very low and they have a lot of difficulties when learning new vocabulary, using simple grammar structures or when following instructions. To overcome this, we used to send some extra resources so that they can practice. We had monitoring sessions in which we reviewed the lessons they took with the instructor, the activities were easy to understand, and we made simple and compact presentations with the information of the topics in order to facilitate the learning process of the apprentices. Sometimes, monitoring sessions were scheduled after an arrangement between the apprentices and the monitors, this with the purpose of clarifying specific doubts about what they were learning and to balance the level of English of the different groups assigned.

Communication

During the monitoring and accompaniment process, there was a gap between the instructors' communication with each other and with the apprentices; this not only creates interference between them, but also can be an inconvenient for us at the time of the monitoring, since there is no clarity on the topics to be

taught and the previous knowledge of the trainees or the ways to approach them to start their learning process.

Given these points, it has been concluded that during the process of accompanying the SENA, we did not anticipate all the limitations presented, which may have interfered both in the teaching and learning process. As a result of this, it has been very challenging to make a balance between the different students' English levels and ensure that the teaching process is effective. Besides, the lack of different factors such as internet connection, little participation and instructors' communication, impacted the teaching process. Thus it is not possible to predict or foresee all the limitations that we can face in the teaching process. Therefore, we can make use of the tools with which we base our project such as co-planning that has been one alternative to solve the lack of participation and communication. Or the creation of face to face, virtual or interactive spaces that promote students motivation and participation.

Implications

When starting a teaching process at SENA there are certain aspects that the practitioner should keep in mind for the teaching process to be successful. Therefore, based on our experience, we have some suggestions that can serve as a guidance in order to avoid possible problems and mistakes during the teaching process. These recommendations are supported by different situations found in classrooms that helped to solve certain academic issues and doubts during these months of teaching. Said that, it is important to highlight that working with SENA institutions implies being responsible, respectful and creative with the whole educational process.

Initially, one of the most important aspects that implies being a practitioner at SENA, is the responsibility with the institution and with the job that you are required to do. When the teaching process starts, it is suggested that the practitioners keep a professional behavior in order to fulfill the institution's needs with the learners. Given the fact that one of the institutions' aims is to provide professionals with the proper aptitudes to realize their duties in the occupational field, the practitioners must guarantee that the learning and teaching processes have to be successful in a simple and concrete way. Moreover, this is not only for the learners to be able to apply the second language in real life situations, but also to use it in their professional lives.

In addition, It is well known that the teaching methods are changing and becoming more demanding in the educational field. For this reason, creativity is one of the key points to encourage student's motivation and have innovative classes. Being creative teachers, also serves as a tool to make our sessions different, more interesting and to have a good classroom environment. Besides,the implementation of creative strategies in English

teaching can help to give to the students a positive perspective about learning a second language. Finally, some activities that can be implemented are: classroom discussions, team activities, conversation clubs and bootcamps through which students can improve their skills in English as a second language, and achieve each one of the learning goals.

The teaching process is constantly changing, which is why new perspectives in the field must be taken into account in order to reach students successfully. The previous aspects were exposed and considered relevant for future interventions at the moment of the implementation and accompaniment of the project with the SENA based on the experience and the evidence of the apprentices towards us.

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