

**THE IMPLEMENTATION OF CO-TEACHING AND CO-PLANNING IN
THE PRE-SELECTED ENVIRONMENTS OF SENA's TECHNICAL AND
TECHNOLOGICAL PROGRAMS IN RISARALDA**

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Licenciatura en Bilingüismo con énfasis en inglés

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-Santiago Naranjo Hernandez

Just as the expert navigator feels fear when venturing into unknown waters, these months have been a journey where sometimes the north was blurred in confusing tribulations. However, just like that navigator who aspires to run into the lighthouse in the distance, I have found shelter in my own sources of light:

To professor Dolly Ramos for her constant patience, and her leadership; Alejandra for her understanding and disposition; To Germán for his unconditional support; to Mariana for being a shelter to me at all times, to the *Universidad Tecnológica de Pereira* for the good times, and to the *Servicio Nacional de Aprendizaje* for receiving me at its facilities.

-Michael S. París Pulgarín

Abstract

The purpose of this project is to find and create a way to implement the acquisition of the English language in the National Learning Service (SENA). SENA oversees investing in the social and technical development of Colombian workers, offering and executing comprehensive professional training, for the incorporation and development of people in productive activities that contribute to the social, economic, and technological development of this country. Thus, this classroom project through co-planning and co-teaching activities look for the implementation of the proficiency levels required for each specific program offered by the institution. The purpose of these activities and spaces lies in the lack of effectiveness that the different entities in charge of teaching the English language have had in the target populations. We hope to awaken an interest in the students for learning English as a second language, and also to understand this project as a space for developing teachers to have their first steps in the professional world. Likewise, the meetings between both institutions will allow us the application knowledge learned during the program, thus being able to generate a positive impact on the future of its students.

Keywords: Co-planning, Co-teaching, lesson, cooperative, ESP

Justification

The needs of a capitalist society demand that individuals in a work environment use more than one language to communicate at an international level in order to be competent, thus being of utmost importance that state institutions have second language teaching programs. The United Nations Educational, Scientific and Cultural Organization (UNESCO) was born as a dependency of the United Nations with the aim of re-establishing the educational institutes of the allied

countries after the end of the Second World War. Today, it has an almost worldwide presence, serving as a mediator and promoter of educational matters in Colombia. With that information, the Ministerio de Educación Nacional (MEN) has established the importance of teaching the English language in Colombia, being aware of the linguistic richness of the country by being multilingual and multicultural conducting the Programa Nacional de Bilingüismo allowing the creation of a global society through the implementation of foreign languages. Through this project, the Servicio Nacional de Aprendizaje (SENA), an institution that has been offering free public and technical training to the Colombian population since 1957, and a direct link to the world of work, will improve the English language in students from the different programs, it is a requisite for students due to the second language purpose of the institution for each program which demands a mandatory level of English so they can graduate.

It is well known that the policies have favored the development of a foreign language in Colombia, as in English because it would help students to develop strategies that will foster their competency in the national labor market. As English has become the language most used for communication, Rojas (2011) suggests that teachers have to be prepared enough to match the requirements of schools and learners in this multilingual context. 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. 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 are a little bit out of context.

The purpose of this project lies in creating conversation clubs that are out of a traditional class. Also, to implement the co-teaching and co-planning according to Mimi Bryant and Sue

(1998) and Friend and Cook (2010). Moreover, to contribute to the acquisition of the English language in the National Learning Service (SENA), understanding the constantly growing need for bilingual citizens in the different Colombian work areas. Thus, through co-planning and co-teaching activities. The purpose of these activities and spaces are based on some difficulties that the different entities in charge of teaching the English language have had in the target populations. Based on the aim previously mentioned, its contribution is based on encouraging the teachers to start performing co-planning and co-teaching strategies that are already mentioned, so that way students can be provided with specialized services in a general education classroom (Friend and Cook, 2010), and that will create a more complete and competent learning environment which can be useful in all the different areas that the SENA covers, in order to prepare all students to face the real international work environments.

Complementing the above, the results and discoveries of this project intend to feed the notions that exist in the educational field. On the other hand, they will also seek to expand the knowledge they have in English for specific objectives, being able to train future teachers in this area. Finally, it is intended that the same project can contribute to the development of bilingualism in the country and the institution.

Consequently, it is therefore pertinent to mention one more detail of the environment and job competencies in which students of technical and technician programs are involved. Thus, it is understood that the project starts from the basic skills that can be obtained in primary basic education (personal skills and social skills). On the other hand, the project also aims to include the generic skills necessary to develop in a work environment: proactivity, creativity, and emotional intelligence. In this way, we do not limit ourselves to mere learning of the language, but we can find a balance between all the fields that a SENA student requires.

Objectives

Teaching objectives

General objectives

- To implement co-planning strategies based on the specific needs of each SENA technical and technological program, adapting their specific needs in terms of work and language proficiency.

Specific objectives

- To keep a record of the support and accompaniment provided to students in technical and technological programs in the area of English at pre-established times.
- To supply students with alternatives for studying and acquiring English tailored to their real needs, ensuring a level of A2 and B1 proficiency in the English language.

Learning objectives

General objectives

- To reach a proficiency English level mediated by the needs required by SENA in technical and technological programs.

Specific objectives

- To provide students with cultural spaces such as the English event, with the aim of bringing them closer to an Anglo-Saxon context where they can have contact with native users.
- To improve the four skills (listening, reading, writing, and speaking) through the incorporation of ESP according to the students' program.

Conceptual Framework

Within the framework of the project named: *The implementation of co-teaching to the technical and technological English course at the SENA*, the concepts are taken as the basis of the conceptual framework are co-planning and co-teaching. Mimi Bryant and Sue (1998) land defines co-planning as a specific time when two professionals work to achieve educational goals for all students. Planning is not meeting, and it is not copying the plans of general education teacher courses; It is a moment of sharing experiences, expertise, and content, that the learning process is a system used by teachers to make decisions about teaching.

When we use this term, we can find other perspectives from different authors. For example, Wendy W. Murawski in *A Meta-Analysis of Co-Teaching Research* (1998) defines co-planning as the most important and the most complicated component of co-teaching: The experts on co-teaching have repeatedly noted that without co-planning, teachers tend to teach without differentiation strategies and resort to a One Teach/One Support paradigm; The entity *Texas education agency*, explains co-planning as an ongoing activity, preferably with specific, designated planning times, that the benefit of the co-teaching planning process is the ream ability to orchestrate each lesson by tapping into each area of expertise and having thoughtful

conversations about students' needs. It also allows teachers to reflect on the effectiveness of co-teaching, celebrate successes, and address any questions or concerns.

To carry out co-planning it is necessary to bear in mind that it can present different stages depending on the purpose of the co-teacher, subject, topic, and other external factors. In this case, the one proposed by Mimi Bryant & Sue land in *Co-Planning Is the Key to Successful Co-Teaching* (1998) exemplified different stages for co-planning in a Hard-to-read text activity:

- **Planning decisions:** Before actual lesson planning begins, decisions concerning the length of the unit and the number of lessons by the professor, rules take concerning the amount of planning time required to plan the unit and to write daily lesson plans.
- **Unit and lesson planning:** Understanding and interpreting literature is a critical part of the middle school English curriculum, it is arduous to teach the same literature to all students when decent differences exist in areas such as reading level, comprehension, the ability to communicate ideas orally, and in writing.
- **Motivation:** The teachers motivate the students in several ways. The first technique was to hide a stuffed snake in different areas with a note attached that asked questions about the unit. Another technique was to incorporate art activities into the lessons (drawings and collages). Students give gummy snakes (candy) as prizes, and awards are given at the culmination of the unit for the cooperative group that earned the most point. What is proposed is to analyze the public we have, and depending on that, we can decide what kind of activities as a warm-up, we can apply with them.
- **Vocabulary development:** It is always significant to make sure students understand the vocabulary in their readings. It becomes an even more difficult task when students are not competent readers.

- **Comprehension questions:** The comprehension questions written by the teachers is to ensure success for all students. The teachers divided the story into four sections, and students only answered questions about one part. The students are divided into new subgroups to ensure they get separated by their aptness.
- **Evaluation:** A class review presented before the final test. Students worked in their groups to find answers to questions and earn points for correct answers.

As with the stages, the co-planning is composed of three dimensions that refer to three different aspects: The what, the who, and the how. In the what, co-teachers use their district's curriculum guides as the framework for instructional units, weekly plans, and daily lessons that they develop together. The teachers must decide how the content learning goals need to be modified, if at all, for students with learning disabilities. The average classroom today is composed of a diverse group of students: students with disabilities, students with gifts and talents, "average" students, and students at risk. When co-planning instruction in co-taught classes, the diverse needs of all students are considered: This information is gathered initially from sources such as report cards, standardized test results, pretest information, curriculum-based assessments, informal assessments, and teacher observation. In how the effective co-teachers use their complementary skills to provide students with enriched learning experiences. As content specialists, general educators understand critical dimensions that students must master to progress satisfactorily; special educators, as process specialists, understand potential learning problems many students experience and possible solutions.

When carrying out a co-planning, it develops content goals, co-teachers, and students' content as external factors. In the content goals, the objectives change according to the needs of the students. In co-planning it is essential to carry out an analysis in which these are established

at the moment. It analyzes what type of learning strategies will develop. The instructional plan to weave the key points and content together is coordinated. In the co-teachers factor, the Effective co-teachers use their complementary skills to provide enriched learning experiences. As content specialists, general educators understand critical dimensions that students must master to progress satisfactorily; special educators, as process specialists, understand potential learning problems many students experience and possible solutions. Ideally, co-teachers establish learning goals that enable their students to increase their subject matter knowledge and skills while becoming more effective and efficient learners, and Co-teachers must be equally invested in co-planning, developing, and delivering classroom instruction to accomplish these aims. Teachers who help; co-taught classrooms use many strategies, practice activities, and monitoring procedures (Bauwens & Hourcade, 1995; Korinek & Walther-Thomas, 1994). Instructional roles of co-teachers are dynamic: both teachers present to the large group, both monitor group and individual work, both clarify concepts, both supervise practice, and both participate in maintaining the classroom rhythm. And lastly, as learners, the students define the content goals since these contents; adapt their needs based on these strategies established and the lesson activities carried out.

Friend and Cook (2010) described co-teaching as an approach that provides specialized services to individual students in a general education classroom. Specifically, co-teaching involves two or more educators working collaboratively to deliver instruction to a heterogeneous group of students in a shared instructional space. In this environment, teachers blend their expertise, share materials, and develop common instructional goals. When we use this term, we can find other perspectives from different authors. For example, Sharon et al. (2016) define Co-teaching as a partnership between a general education teacher and a special education teacher

that includes shared planning, instruction, and assessment of students with and without disabilities. Holliday (2011) explains co-teaching when two, or more teachers share the roles of planning, implementing, classroom management, and assessing to ensure that students have met the goals of their objectives.

To carry out co-teaching, it is necessary to bear in mind that it presents three dimensions; Co-planning, co-instructing, and co-assessing. Those are a propose by Greg Conderman in *Middle School Co-Teaching: Effective Practices and Student Reflections* (2011). He wanted to exemplify three different dimensions when co-teaching:

- **Co-planning:** In co-planning, both teachers actively contribute by suggesting instructional methods, materials, assessments, and accommodations and modifications for students with diverse learning needs. Friend and Cook (2010) suggest that planning meetings should have an agenda with discussion topics following a three-part sequence:
 - 1. Before the meeting: the general educator prepares a brief overview of curricular topics to be addressed, such as chapters, stories, concepts, and projects.
 - 2. During the meeting: co-teachers decide how they will address the content using the co-teaching approaches.
 - 3. Co-teachers discuss individual students and their needs.
- **Co-instructing:** the team implements instructional approaches agreed upon and designed during co-planning. Six basic co-teaching models by Friend & Cook (2010) have been described in the professional literature, often ascribing lead and passive roles to the two co-teachers. Co-teachers need to use the approach that best matches the instructional

objective and the teachers' areas of expertise; each teacher should experience the lead and passive instructional roles. The co-teaching approaches include

- 1. One teaches, one observes: In this approach, one teacher leads instruction while the other strategically analyze individual the students, a group of students, or even the co-teacher to gather data that will inform future instructional practices. For example, the observer might collect on-task students, note leadership roles during cooperative activities.
- 2. One teach, one assist: In this model, one teacher assumes the active teaching role while the other circulates and helps individuals or small groups by answering questions, clarifying directions, redirecting students, or reexplaining the assignment.
- 3. Station teaching: During station teaching, students rotate among several different learning stations. Each co-teacher leads one of the stations, and the remaining stations are completed independently by students or with supervision from a paraeducator or other volunteer.
- 4. Parallel teaching: The class gets divided into two heterogeneous groups, and each teacher instructs the group using the same lesson
- 5. Alternative teaching: This model allows a small group of students to receive lessons, reteaching, review, or accelerated instruction from a co-teacher while the other teacher leads the remaining large group. This approach is appropriate for students who have been absent or who need skill enrichment or remediation.
- 6. Team teaching: In team teaching, an approach often cited as the end goal of co-teaching; both teachers equally share instructional delivery.

- **Co-assessing:** The team gathers information from multiple sources to reflect upon the effectiveness of their instructional efforts. Co-teachers can assess their co-teaching efforts by frequently meeting for the sole purpose of reflecting on lessons; gathering and analyzing student academic or behavioral data; and soliciting input from administrators, parents, and students.

Some school districts are now employing co-teaching as an instructional approach to support learning in diverse classrooms and use the expertise of two licensed teachers (Conderman, 2011). It is why academic institutions, schools, universities, and different entities need the help of people capable of bringing the service as co-teacher; the Sena as an institute of Colombia works as a principal space to practice and count with an auxiliary into the classroom for planning and teaching.

Due to the nature of this project, the implementation of the English for Specific Purposes (ESP) is presented as the most suitable way forward for the adequate and meticulous planning of each of the content that is intended to be taught. However, given the changing nature of the times we face, embracing different perspectives sponsored by different authors is vitally important to building a broader and more inclusive vision. For this reason, the vision that Jesús García Laborda and Dawid Juraszked give us will be the one that will be used to define the aspects we need.

(Quote) tells us that ESP refers to that situation in which the English language is taught with a specific context, either for a group of university students or for a group of people who are already working, referring to the vocabulary, needs and specific skills that they may need. Thus, it is possible to carry out contextualization with SENA since the nature of the institution requires

that there be a specific element of the aforementioned aspects, either from the technical or technological programs offered by the institution.

Although it may seem contradictory, the limitation of the content taught in class can lead to better results being achieved in shorter periods of time, being able to really stimulate at a deeper level, and being able to connect with the needs of the learners

Literature Review

English is the preferred language of the world when it comes to business, economics, diplomacy, and many other professional fields. Colombia is an emerging power that has begun to include in its policies plans to include English as a second language for each of the individuals who aspire to be professionally competent people. For this reason, proficiency levels ranging between B2 - C1 are necessary for anyone aspiring to graduate from a university program. Under these needs, technical and technological training programs cannot be left behind in their process of including English, putting them into practice through experiences such as those presented in the study; *An International Immersion into Co-Teaching: A Wake-Up Call for Teacher Candidates in General and Special Education* (2017) and *Planning in the middle: Co-planning between General and Special Education* (2012) can ensure higher proficiency levels, taking the SENA situation as a reference.

The employment of co-planning before implementing a co-teaching class provides the opportunity to know the necessities of the students and identify the best practice in the lessons for achieving the academic goals. Kimberly et al. (2012) provide an analysis of middle school plans focusing on adding needs in co-taught classes in the study *Planning in the middle: Co-planning*

between General and Special Education (2012); The authors aim to give suggestions about the importance of the written process related to co-teaching, specifically co-planning in secondary school; in detail, 155 lesson plans were analyzed, which were into 755 days of planning over three years conducted in a partnership with the Arkansas Department of Education and a group of researchers at the University of Central Florida, that pulled all the lesson plans from secondary school teachers ranging from 6th grade to 8th grade which size of the class and the number of students were not analyzed to collect data, the researchers designed a research tool; it was a lesson plan format that allowed teachers to fill information in a two-page instrument. The page is divided into half-page, for being completed by the general educator and the other half by the special educator. The results indicate that teachers used several co-taught models to develop classes; however, model one lead, one support was the dominant model in teachers' lesson plans. Also, the study indicates that no planning together and the lack of understanding of the importance of written lesson plans affect students who need it and are engaged to these supports by missing all the tools to facilitate success in co-teaching.

The impact of more than one teacher in the classroom helps the class environment in which both can support one another by achieving the expected goals of the class. In regards to successful co-teaching, Oh et al. (2017) debunk the potential threats that can lead the co-teaching through a non-positive experience due to the lack of open communication. Thus, the authors discuss that for open communication, there must be a successful partnership, and for addressing this situation, there are some ingredients that would place teachers to be achieving the purpose of collaborative work. Oh, et al. (2017) conducted the study *An International Immersion into Co-Teaching: A Wake-Up Call for Teacher Candidates in General and Special Education*; this study was based on a collaborative project between a *United States University on the West Coast*

and a *Major University in South Korea*, the study was done in a Korean school in which the participants were four pre-service teachers, four in-service teachers, two staff, and 30 students ranging from 2nd grade to 11th grade. To collect data; multiple qualitative instruments were used: participants were asked to complete the S.H.A.R.E (Sharing Hopes, Attitudes, Responsibilities, and Expectations) worksheet, daily reflective journals, one-on-one interview, and post-trip interview. In the end, the data was analyzed across all eight participants to understand the phenomenon. The results showed that teachers' training at the university level must be implemented in their classes for collaboration and co-teaching so that pre-service teachers can have a chance to experience co-planning, co-instruction, and co-assessing themselves, allowing future teachers willingness to do collaborative work and co-teach.

In the educational field, teachers are one of the most important channels of knowledge. It is important to have efficacy in addressing the main goals in the class. This situation leads teachers to look for alternatives to achieve the expected goals, so implementing new strategies will impact the language proficiency, and students will perform better. The study conducted by Kimberly et al. (2012) showed an impact of implementing co-planning in the classroom highlighting the importance of having collaborative work before giving a class, contributing to this study the benefit of positive influences of teachers' beliefs about the nature of teaching and learning, providing both teachers a time to come together as experts in the field bringing through their shared knowledge to the classroom. These positive outcomes impact the purpose of this project, determining success when both teachers are actively involved in the planning process by increasing the level of achievement of the expected goals in the class.

Finally, Oh et al. (2017) affirm in their research that co-teaching must be included in the classroom to benefit students in their English language proficiency by being aware of the

importance of having both; teachers engaged and proactively contributing in the classroom. The willingness to have open communication was identified as a key ingredient for having success in co-teaching experience giving positive impacts in teaching English (Oh et al. 2017). Keeping in view that this study conducted by Oh et al. (2017) suggests that pre-service teachers should be immersed in co-teaching experiences because it results in positive perceptions, the findings have led the way for further set-ups of co-teaching experiences. This study draws up the purpose of this implementation by integrating co-teaching and improving the English language performance. Either co-planning or co-teaching lead to the achievement of successful performance in the education field.

Methodology

Since every process requires a detail of the context and the steps that will be considered for the implementation of English classes at SENA, an exploration of the population, directors, objectives, impact of the implementation, educational needs, and environment will be carried out with the aim of preparing the ground to land the methodology to choose.

Setting and Context

The Servicio Nacional de Aprendizaje (SENA) founded in 1957 is a Colombian public institution, ascribed to the Ministry of Labour and Social Security, which offers gratuitous instruction in technical, technological, and complementary programs aiming at the economic, technologic, and social development of our country. It was created as a tripartite entity in which the government, employers, and employees joined efforts to increase the companies' productivity in multiple sectors of the economy such as the industry, commerce, and services, the primary and

extractive sector, technology, or health. As of 2017, the institution graduated 1.3 million apprentices from 530 programs in the presence-based modality, and 5.7 million students were receiving instruction virtually or through long-distance education (Revista Dinero, 2017).

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

In response to the globalization of the economy and the need to equip students with the necessary language competencies to face the challenges of opening to international market opportunities, the SENA, via the Acuerdo 16 de 2005, implemented face-to-face bilingual programs in 2005, and it transitioned to virtuality two years later (Periódico SENA).

The Servicio Nacional de Aprendizaje is divided into 33 regional headquarters, and 117 training centers along with the Colombian territory. The Risaralda regional was created in 1967, and it went from offering two programs to two hundred to "train operators, assistants, technicians, technologists and technological specializations" (Noticias SENA). According to local governmental authorities, SENA has been a fundamental actor in the development of our community. By 2018, 230.000 places were offered to provide gratuitous and quality education to

students in the area. At present, the branch comprises three training centers: Commerce and Services Center, Center for Design and Industrial Technological Innovation, and the Agricultural Sector Attention Center. The latter is where we will carry out a 30-hour assistantship to support the English instructors to address language needs detected, in order to contribute to the fulfillment of the goals set in the SENA's bilingualism program.

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

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

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

and 175 teachers. The Dosquebradas campus currently has 25 technological and 25 technical programs within which students receive English classes (5 hours per week) to reinforce and improve their skills in the second language and their linguistic competencies when performing their professional work. To achieve these goals, the English Language Teaching Department has 12 teachers and several conversation clubs to train groups of between 30 and 35 students. Finally, this institution offers free English courses to its students.

Participants

Under the agreement between the Universidad Tecnológica de Pereira (UTP) and the National Learning Service (SENA), under the direction of the Magister Dolly Ramos Gallego with the accompaniment of Marcela María Cardona as English Coordinator. The students Michael Steven Paris (1192779017) and Santiago Naranjo (1004719998) will carry out the implementation of classes, co-planning sessions, and the design of an English language event at SENA.

Needs of the institution

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

fulfill a course; and defines the strategies and resources to be applied in order to achieve the objective of the institution language-wise (Circular 237, 2017). Given what is raised in the historical context, we can identify the following needs:

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

Each of the three needs has been thought of within the contextual framework offered by the day-to-day reality of SENA, seeking to fill each of its shortcomings in order to ensure the highest levels of sufficiency.

Instructional design

With the help of the previously stated needs, it is possible to understand that the general objectives start from the contribution to the community in general with material based on English for Specific Purposes, and specialized accompaniment according to the students' needs in learning a foreign language, to the specific ones that encompass to facilitate the application of the new pedagogical methodologies and strategies to English classes; to design virtual academic events to promote the implementation of English for Specific Purposes in the classes; to collaborate with teachers with the design of pedagogical material based on ESP to support English classes, and to prepare teachers in the use of new methodologies to teach a foreign language (English).

Expected results



The implementation of this project has a series of expected results that range from social, institutional, student body, and professional. Thus, it is expected that: With the implementation of this project, it is expected to provide practitioners, teachers, and students with the necessary information in terms of fundamentals and knowledge to achieve the level of English required in the SENA guidelines. We understand that it is planned to do so through the social, institutional, and professional dimensions. In society, it is expected that the importance of highlighting the project English for Specific Purpose; applying this, the main idea is to positively impact society by developing students able to use English as a second language in their professional field. This contributes to promoting the ideal field where they can take advantage of this skill. In the institution, it is expected that there will be a great impact as both the directors of SENA and the directors of the program seek to generate new dynamics and spaces that ensure higher levels of proficiency in the classroom. It is therefore expected that this is a way of creating new English programs that will be applied to more professional programs, hoping that the same will increase the prestige of both institutions. In the student body, the aim to develop is to awaken an interest in the students for learning English as a second language. Also, to generate experiences and create an adequate space inviting them to participate in the different activities created, to socialize their knowledge, concepts, and learning experience. It is important to involve the students in teamwork because it helps them to be more competent professionals who take advantage of their second language. En lo profesional Understanding this project as a space for developing teachers to have their first steps in the professional world. Likewise, the meetings between both institutions will allow the application of knowledge learned during the duration of the program, thus being able to generate a positive impact on the future of its students.

Instruments

The results and records of each of the classes, activities, and co-planning must be recorded in the corresponding lesson plans following a specific format that allows the collection of all the necessary data (aspects to improve, results and reflection) and in the given formats by the Quality Management System known as "Advanced Format".

Each of these formats will be collected in a database that will be created by the practitioners in order to systematically analyze each of the shortcomings and positive aspects that appear throughout the process.

Example of the format:

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Lesson plan

1. **Name of practitioner:** [Santiago Naranjo Hernandez](#) and Michael París Pulgarín.
2. **Grade:** Students of technical and technological programs from SENA Institute

3. Date: 10/11/2021

4. ESP: Work environment - Greetings and Job interview

5. Aim for this session: To Emphasize the use of greetings in formal and informal, taking into account the grammatical structures that are used to order things in a polite way.

6. Students' previous knowledge (prerequisites): General knowledge about natural exposure to the English language Procedure.

Minutes	Procedures	Anticipated problems and possible solutions
<p>15 - minutes</p>	<p>1. Warm-up/introduction:</p> <p>We are going to wait five minutes for the students to start in case there are missing students, also for them to begin to feel comfortable and create a circle.</p> <p>(Icebreaker) Then, we make students narrate a story from the morning, completing sentences using only six words, when they use the six words,</p>	<p>In the first class, it is common that they will be shy about participating. In this case, we are going to call someone randomly to participate, if this person does not want to talk, we can use Spanish as a last resource</p>

	they will pass, and will be the time for another classmate to complement the story.	
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<p>10- minutes</p>	<p>2. Main activity(ies):</p> <p>We are going to present a video, but before; we will explain to them what the video will be about, what kind of words they are going to find (greetings) and that the main purpose of the video is about two people that just meet each other and exchange basic information.</p> <p>(While this happens, the other partner will be proving that the media is working for projecting the video)</p>	<p>When we finish presenting the context, we will ask them for doubts they would have, it will be explained (in case they do not understand, we will use translanguaging for ensuring the understanding of the information)</p>
<p>10- minutes</p>	<p>The video: Explain the video that will be about to introduce yourself, show your objective, and give the context of the situation:</p> <p>https://learnenglish.britishcouncil.org/skills/speaking/intermediate-b1/meeting-face-to-face</p> <p>The video will be played twice to ensure a better understanding of it.</p> <p>Once the video finishes, there will be a recognition of the grammatical forms and vocabulary related to the topics mentioned above. We will ask them about</p>	<p>If the media presents problems with the reproduction of the material, we will share the video as a link with the students, or we have the option of interpreting the</p>

<p style="text-align: center;">15 - minutes</p>	<p>the words they identify as greetings. When they finish saying those words, we will write them on the board the whole sentence for checking the grammar and structure of the sentence. Also, The dashboard will be used too for recording the pertinent information.</p> <p>Also, for complementing the video, we are going to teach them the different greetings formal and informal that exist. For example:</p> <ul style="list-style-type: none"> ● What's up? ● How's it going? ● What are you doing? ● Hey! ● What's going on? <p>And so on...</p>	<p>material as a casual conversation.</p> <p>If they have serious problems understanding the video, we would turn on the closed caption for a better understanding. The main idea is to develop the most skills we can take approach without overwhelming.</p> <p>We do not consider they would have problems identifying the words we are asking for, but if there is the case, we will ask in general what they understood about</p>
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		<p>the video and will explain what the situation is. Also, the idea of writing the sentences on the board is for making the understanding of the sentences and the context of the words.</p>
<p>10- minutes</p>	<p>3. Closing activity(ies):</p> <p>After making the correct explanation of the grammar, the students will be asked to stand up and try to imitate the vocabulary presented.</p> <p>After this, the exercise will be done in pairs, ensuring that all students can present themselves with their real information.</p>	<p>Maybe if they are noisy, we will ask them to do it in silence and there is no necessity of screaming or yelling. If they do not understand the activity, we are going to do a simulation of what we are asking for.</p>

Attachments/materials

- TV/projector
- HDMI
- Board
- Markers
- Desktop / Laptop
- <https://learnenglish.britishcouncil.org/skills/speaking/intermediate-b1/meeting-face-to-face>
- <https://www.fluentu.com/blog/educator-english/esl-conversation-lessons-for-adults/>

Limitations

Every time we allude to theory and pedagogical paradigms we tend to see the immediate world as perfect, methodical and always heading in the same direction. However, reality is a much more capricious entity, and in the vast majority of the cases, it is beyond our control. Likewise, the application of this project was based on a series of bases, which from the imaginary of the researchers, covered all the needs, and anticipated all the possible problems, but at the time of its application, problems were denoted that included from the coordination between both entities, lack of assistance from the student body, limitations on the part of the suggested curriculum, and serious feedback problems.

A common problem that the different offices (SENA de Pereira, SENA de Cerritos, and SENA de Dosquebradas) had was the lack of coordination between the various project participants: Both the directors of each SENA office, as well as the in-service assigned teachers

who lacked in-depth knowledge of the nature of the project, demonstrating totally different conceptions from those raised from the beginning.

Situations could be evidenced in which the interactions were limited to a mere co-planning, but at the time of the implementation of the co-teaching the managers were limited to taking refuge in the corners. On the other hand, it was also noted that one of the institutions (SENA de Pereira) already had an English language teaching program led by a native teacher who was developing his own exchange project, so the spaces dedicated to bilingualism and the development of the project itself became much more scarce.. In addition to this, problems were also reported for the establishment of schedules, since it seems that the different parts of SENA work in an isolated manner, and not jointly. That is to say: At the time of establishing the spaces in which the project was intended to be executed, ambiguous information was provided that changed according to the person in charge.

As a result of this, many students still perceived the spaces created as superfluous, and as mere filler activities. This increased to a greater extent due to the needs of the population that it was intended to address, since many of them were elderly with various responsibilities which did not allow them to attend to other spaces beyond those that their immediate needs allowed them. Increasing that “snowball effect”, that intermittency in the spaces caused the students who did attend regularly to fall behind, and it was not possible to advance at the desired pace.

It should also be noted that in the SENA offices of Pereira and Cerritos, serious limitations were found in the application of the autonomy that was needed, given that there was already a fairly strict curriculum with which it had to be complied with, and the which was not at all related to the new ideas that were intended to be applied. In this way, some of the

methodologies that had been planned lacked a space for their correct development. In addition to this, the archetypal approach of these classes made the affective filter of the students increase, making the perception of the project worse.

The sum of the above factors ended up leading to a very critical limitation, which lies in the lack of feedback spaces that could be evidenced in the three SENA offices, since the closest thing to it was limited to text messages. or to lose comments about moments of the classes. Under the previous concept of ideas, corrections and feedback was merely an autonomous task, although we cannot speak of its reliability since we did not have an objective reference that could illustrate the strengths or weaknesses found throughout the process.

Implications

The implications of the following classroom project conceived as a propaedeutic practice can be grouped as follows: academic implications, both for the impact on classrooms and for third parties and other participants in the teaching process; social implications, as there is a direct impact on the perception of foreign language teaching; scientific implications, as spaces were created for the generation of scientific knowledge; and labor implications, especially for the SENA student population.

Within the academic implications we must consider two aspects; analysis of the academic progress in the SENA, and its contributions to our process as teachers in development. We can highlight that the link between these two entities (UTP & SENA) can develop great projects hand in hand, beyond that our support within the institute is to promote the development of English in search of that bilingual Colombia. When students are involved in innovative teaching processes

such as: monitoring, co-teaching and extracurricular activities, a remarkable progress can be seen in contrast to traditional forms of teaching in the areas of language teaching. We know that it is necessary for them to have access to a certain level of English to aspire to their graduation in the different programs that are offered, but not only this; it is also important for their performance in their working life, and perhaps daily life. For us, SENA adds that classroom experience, the knowledge to be able to adapt our planned content for them, and the achievements obtained when each student exceeds their requirements. All the information collected serves for future plans that the university may have in its link with SENA, thus making a mutual contribution between what students are expected to accomplish at the academic level, and the expectations planted from the directors to us as teachers in development.

At a social level it is known that different students may be interested in English, but many times they do not have the opportunity to have access to an academy, institute and so on. Thanks to SENA and the project that we carry out, we are in charge of giving them the opportunity to not only exercise their profession in our country, but also to extend their frontiers. We as instructors are in the task of sharing our knowledge to support them in their process as students. Even so, it is worth mentioning that there were spaces that were not only provided to the students of the institute, for example open door conversation clubs, not only to give students of the different programs the opportunity to progress in English, but also for ordinary people who are interested in English, either by interest or need.

In the scientific part we got to deepen in different aspects, where we not only shared a class with the trainees, but we developed a denser content as in the linguistic part we explained the theory of Ferdinand de Saussure about the meaning and signifier in realia in order to improve the vocabulary of the students creating direct associations with the object or entity in question.

There were also presentations on topics of common interest such as the wonders of the world, where specific vocabulary was worked on and at the end an assessment was made on the topic presented, with the intention of strengthening their glossary. And in bootcamp, dynamic activities were developed to attract the attention of the public and to review the English vocabulary and implement simple English structures; these types of dynamics make the implicit learning of English strengthen their communicative skills.

It is important to realize that all those aspects previously mentioned can be part of some changes that constantly happens in all education processes, also in the way those changes can affect not only the institutions that are part of this project (UTP & SENA) but also all its participants, and through all those activities performed it is expected that a seed might be planted in a way that once it grows it can benefit a large population in Risaralda and why not in Colombia.

Professional Development Reflection

Professional Development Reflection part 1

During a long period in the Bachelor's program in Bilingualism with an Emphasis in English, students do not have contact with the reality that surrounds not only the educational world but also the world of work, so a good number of them arrive with stereotypes or idyllic conceptions of how the world works out there. Under this order of ideas, this project has allowed not only the development and production of scientific knowledge but also the application of the knowledge acquired during the program in a situation of real labor demand. Thus, it is important

to analyze its impact at the level of planning, teamwork skills, implementation of knowledge, development of the professional profile, and reflective teaching.

Given that one of the pillars of the project lies in the planning not only of classes, but also in the planning of spaces, and bilingual activities, it is therefore vital to understand that the impact of exposure to a real work environment has made the way of perceiving the curricular planning change: Although during the development of the program a strong emphasis is placed on the schematic way in which a class has to be divided (content, times, dynamics and corresponding pedagogies), when it comes to reality it is possible to notice that so many considerations, and such a "rigid" perception becomes counterproductive. Under the previous order of ideas, much more dynamic planning that leaves room for occasional improvisation, the freedom to dedicate time to details that the situation warrants, and content that has been previously mediated by the needs of the student body worked especially well for the particular situations found in each of the SENA offices.

Based on the above, it can be understood then that one of the components that underlie there ends up being teamwork, being conceived not only as the activities carried out by managers and teachers, but also by the joint work between students, and the faculty (and project members):

It is important not only to perceive education as an individualistic act but as a bidirectional act in which knowledge and learning flow in both directions (teacher and student). Thus, given that the average age of the student population at SENA campuses tended to be older, it became a favorite space for the emergence of situations in which students could fully express their passions, which would end up allowing real-time the teacher in charge could modify the content that was being given and vice versa. In addition, a consequence of the above was a much

more pleasant space for the students where they did not feel limited, nor embarrassed to express what they wanted, make their jokes, or merely share their day-to-day.

Complementing the above, -and as previously mentioned-, the reality we face differs in many cases from what is learned in the program, and the development of this project has been nothing more than another confirmation of this fact. Thus, it is possible to infer that only a specific part of the knowledge of the degree was really useful, being able to highlight the use of the pedagogical paradigms of Project Based Learning, translanguaging, communicative approach, and task-based learning, which would end up turning the cornerstone in the development of the classes, the creation of the events and the planning of the activities. Without further ado, it is pertinent to mention that the new adaptation to the approaches provided during the implementation of the project was complex given that the vast majority of courses were accustomed to mere grammar-based teaching/learning.

With the intention of concluding the exploration of this look at the past, we would like to present one of the definitions that would end up giving substance to the order in which these events have been presented (Pollard, 2005):

Reflective activity makes a powerful contribution to the learning of (Pollard, 2005) many professionals - engineers, doctors and nurses, police officers, architects, and lawyers, to name but a few.

(...)

We want to encourage teachers, as reflective practitioners, to think about what they do well, to reflect on what they could share with colleagues, as well as identifying their own learning needs.

Thus, it is recognition of the differences between that academic and real world is and has been fundamental to finish permeating those who intend to teach languages. Without further ado, we leave it as an experience full of nuances that welcomed us, and allowed us to carry out everything that has been gathered here.

Professional Development Reflection part 2

Teaching in an institute at a national level is a good complement for us as teachers in development. The SENA is an institute that complements itself with different articulations and projects such as the English Day, the Boot Camp, etc. The experience provided by this entity that offers a great opportunity to Colombians at the educational level surround a cupola of knowledge to different apprentices of different ages. Therefore, being a part of this project resulted in a fruitful experience for this process as a teacher.

SENA has different technical and technician programs that cover a great number of tasks, but what was the importance of English in these different areas and technical files? According to Rojas (2011) suggests that teachers have to be prepared enough to match the requirements of schools and learners in this multilingual context, this handle by English For Work. It was the basis of the conversation clubs, the monitoring and other teachings given to the students in the second language, besides being a requirement for them to acquire a certain level in it. It turned out to be very productive to provide them with the knowledge required to advance in their training process, with the help of different tools provided by the SENA itself, such as allowing the use of its own spaces; library, laboratory, classrooms, etc.

It cannot be denied that there were different adversities throughout the execution of the project, such as having other individuals who were doing their internships and practicums. In

addition, they performed a similar and simultaneous work, in fact it was the creation of a space for us Technological University of Pereira interns that caused greater competitiveness in the institute. To our great satisfaction, several of them finished their cycle faster than others, which created a wide range of activities to perform, in addition to providing support to the coordinator of the bilingualism area, Luz Myriam Vivaz.

To conclude, the whole experience can be condensed into a rewarding experience that allowed the implementation of co-teaching and co-planning in an optimal way at the time of teaching. In addition, Applying English for Work guides the classes very well and allows to see a prosperous result in the students, this also thanks to the projects already mentioned that are carried out in the SENA and attracts their attention making them interested in this second language. I emphasize again and to finish, that the experience gained during all the time that the project was executed gave me more than enough knowledge to climb that step in the path of the teacher.

Conclusion

The conclusions that can be drawn from the execution of the project presented in the preceding chapters are multiple. In order to obtain some clarity in the presentation, they have been divided into quantitative and qualitative aspects since they are considered the best references to classify what will be explained below:

We can note that from a quantitative perspective an improvement is evident from the period of time that begins with the application of the project, showing a general improvement of 3.33% in the scores of the tests that are presented at the end of each cycle. Even individual

improvements of up to 33.33% stand out. However, individual cases were found where the results worsened by 2.6%. Even so, and as mentioned before, at a general level the impact was merely positive.

On the other hand, the acceptance rates by students have increased greatly, and it has been reflected in much lower decision rates, and greater attendance at each of the sessions compared to the state of the classes before. of the project application. Thus, we understand that through the dynamization of the sessions, it has made the learners find a greater sense of permanence before the English programs of the different SENA headquarters.

In the qualitative part, we consider the students' progress in terms of attitude, and their oral and written production. Due to the lack of consideration of the instructors towards our support in the monitors, conversation clubs and other actions, many students made the decision to withdraw, absences, lack of interest and others, but the students who stayed were able to advance too much, they no longer wrote sentences but paragraphs, they no longer bubbled sentences but read paragraphs and finally, the students were able to increase their skills in the area of English; this seen from the progress that the students had in a positive way. Those who decided to abandon the process did so at their own will and it is also understandable that it was difficult for some of them to find the time available for such activities.

In order to really consider the progress mentioned, a regressive feedback was made in search of their positive progress, this was a relatively extensive work, where the classes revolved around the weaknesses presented, in structures, vocabulary, and types of texts. Not only focused on writing and reading skills, but also on listening and speaking with the help of conversation clubs,

in this way all second language skills could be worked on and with the focus on their fields and educational areas (ESP).

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