December 3rd., 2024



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AGENDA: ONLINE SESSION – TUESDAY 3RD., DECERMBER, 2024

1. Greeting and Welcome
2. Cognitive Activator
3. General Aspects of the Evidence to present
4. Assessment Instrument
5. Evidence Development
6. Material
7. Questions, Suggestions or Comments
8. Deadline and Farewell

2. WARM UP



WHAT IS AN IDIOM?

a group of words in a fixed order that has a particular meaning that is different from the meanings of each word on its own.

BITE THE BULLET

MEANING: ACCEPT TO DO SOMETHING DIFFICULT OR UNPLEASANT BUT NECESSARY



During the pandemic the economic situation was very hard. So, many companies had to ***bite the bullet*** *and cut jobs or even closed their businesses.*

3. GENERAL ASPECTS OF THE EVIDENCE– DATE OF PRESENTATION

AP (Project Activity) : Determine the logical and technological structure of the system.

Phase 2: Planning.

GA4-240202501-AA1: To establish improvement actions related to expressions and structures according to the training program.

GA4-240202501-AA1-EV01. Questionnaire.

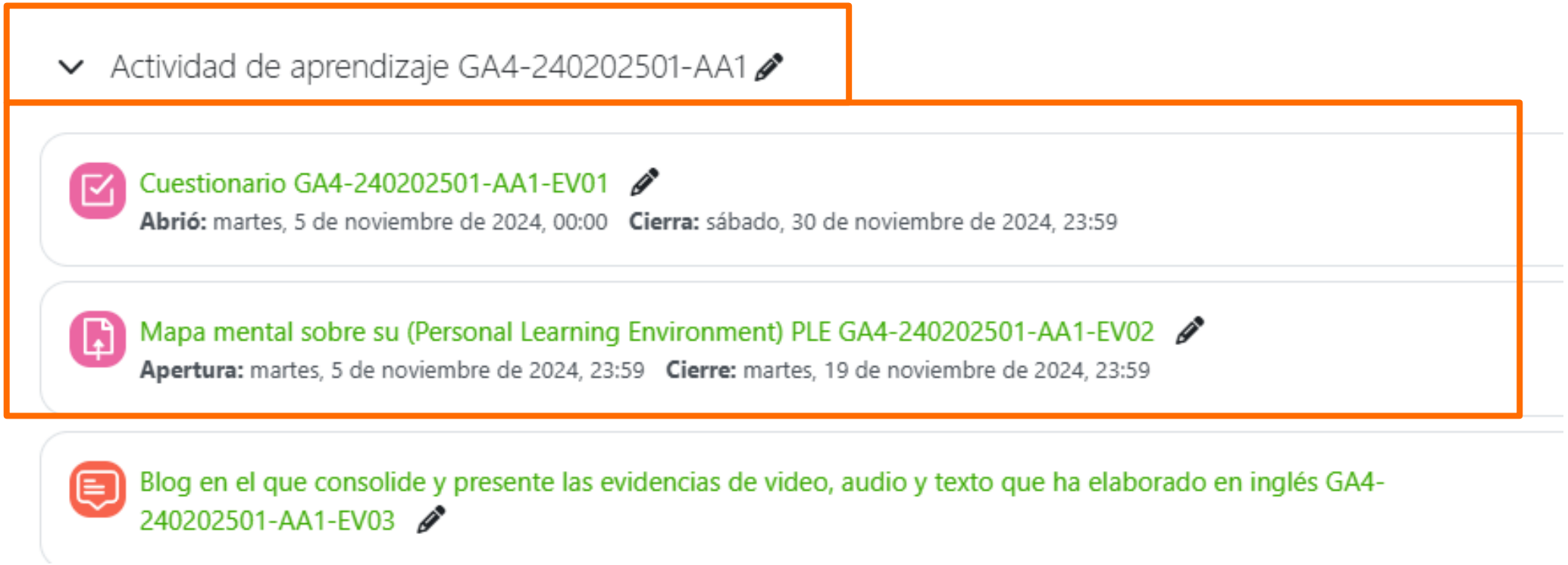
GA4-240202501-AA1-EV02. Mind map

240202501-04 To implement improvement actions related to the use of expressions and structures according to the learning outcomes formulated for the program.

3. GENERAL ASPECTS OF THE EVIDENCE



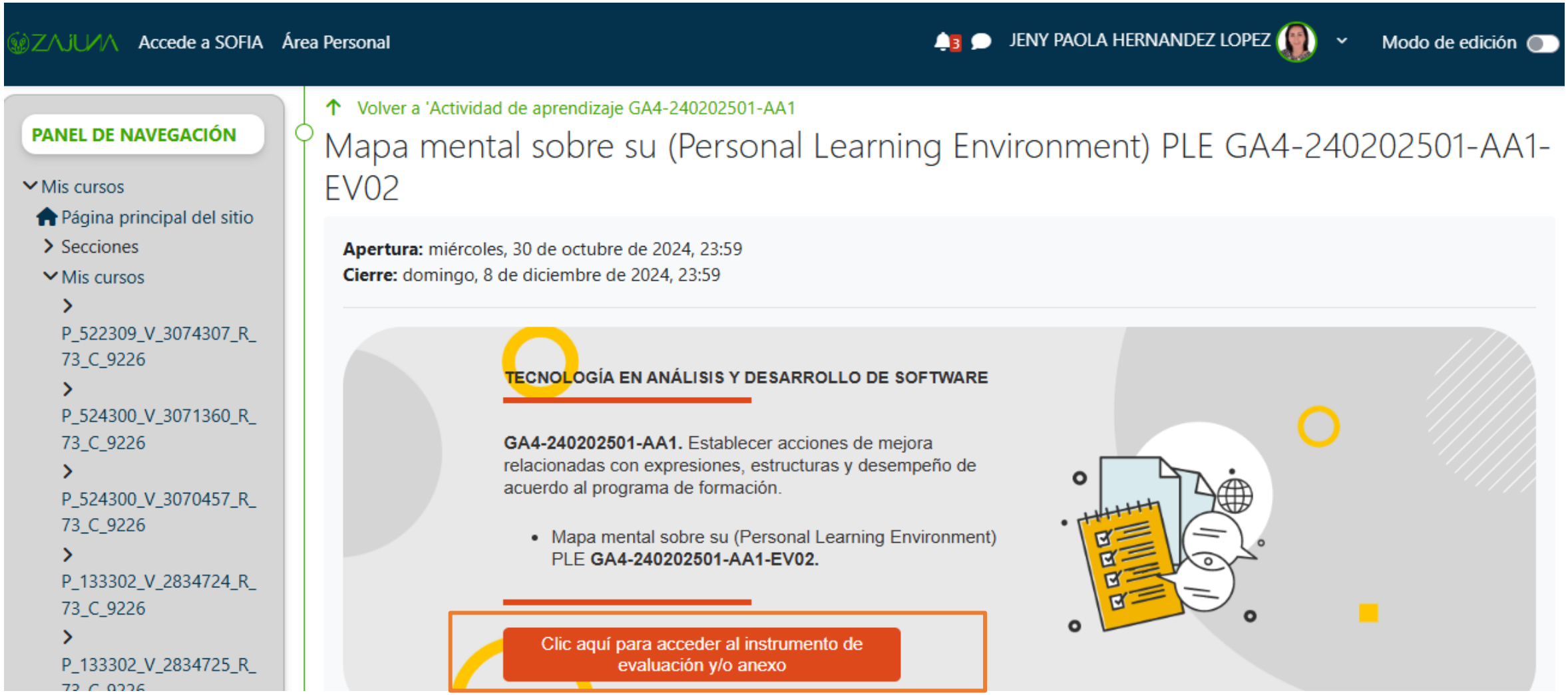
3. GENERAL ASPECTS OF THE EVIDENCE



3. GENERAL ASPECTS OF THE EVIDENCE



3. GENERAL ASPECTS OF THE EVIDENCE



3.1. ASSESSMENT

2. Lista de chequeo

No.	Variables/Indicadores de logro	Cumple		Observaciones
		Sí	No	
1	El mapa representa (*Personal Learning Environment*) PLE a partir de sus estrategias de aprendizaje de una lengua extranjera y su aplicación a su entorno laboral inmediato haciendo buen uso del idioma inglés.			30 %
2	Se representan ideas, textos y algunos elementos gramaticales que permiten evidenciar el manejo del idioma extranjero inglés.			20 %
3	El aprendiz en el esquema del mapa mental hace una muestra evidente el espaciamiento para acomodar de manera equilibrada las ideas o subtemas.			15 %
4	Los temas y subtemas están articulados y jerarquizados, según el sentido de las manecillas del reloj,			15%
5	La organización de la información da cuenta de la coherencia y cohesión entre los conceptos y uso del vocabulario propuesto en el componente formativo.			5%
6	Cumple con todos los requisitos para el desarrollo del PLE.			5 %
7	La entrega se realiza en las fechas establecidas por el instructor.			5 %
8	Desarrolla la evidencia según indicaciones del instructor y la envía a través de la plataforma virtual de aprendizaje.			5 %

3. GENERAL ASPECTS OF THE EVIDENCE

3.4. Actividades de aprendizaje de la competencia Interactuar en lengua inglesa de forma oral y escrita dentro de contextos sociales y laborales según los criterios establecidos por el Marco Común Europeo de Referencia para las Lenguas (240202501)

Durante el desarrollo de las actividades de esta competencia se debe comprender vocabulario y expresiones en inglés en contextos personales acorde con nivel principiante e intermedio A2.2 y B1.1 de acuerdo con el MCERL (la construcción de los diferentes programas de la formación en inglés emplea el MCERL como instrumento de referencia para proveer los conocimientos requeridos para alcanzar el nivel)

3. GENERAL ASPECTS OF THE EVIDENCE

3.4.1 Actividad de aprendizaje GA4-240202501-AA1 - Establecer acciones de mejora relacionadas con expresiones, estructuras y desempeño de acuerdo al programa de formación.



El manejo de una segunda lengua como el inglés es una de las habilidades contemporáneas que mayor se valoran y de alto impacto en el mundo laboral, por eso, en esta actividad se plantean actividades generales y específicas para el desarrollo de la competencia, teniendo en cuenta el aprendizaje articulado de las 4 habilidades de la lengua (leer, escribir, hablar y escuchar) alineado al MCERL (Marco Común Europeo de Referencia para Lenguas) como estándar del nivel de conocimiento de lengua y categorización de los conocimientos en niveles de competencia en un idioma.

Duración: 48 horas.

Material de formación: el contenido de soporte para el desarrollo de la actividad es **“Level 6 - MCE B1,1+”.**

4. EVIDENCE DEVELOPMENT

DESCRIPCIÓN DE LA EVIDENCIA.

Evidencia GA4-240202501-AA1-EV01. Cuestionario.

Presente un cuestionario de acuerdo con el contenido formativo del sexto nivel “Level 6 – B1,1+”. El cuestionario consta de quince preguntas y un tiempo aproximado de 40 minutos.

Lineamientos generales para la entrega de la evidencia:

- **Producto a entregar:** cuestionario.
- **Duración:** 40 minutos.
- Para desarrollar la evidencia remítase al área de la actividad correspondiente y acceda al espacio: **Cuestionario. GA4-240202501-AA1-EV01**.



4. EVIDENCE DEVELOPMENT

DESCRIPCIÓN DE LA EVIDENCIA.

Evidencia GA4-240202501-AA1-EV02. Mapa mental

Elaborar un mapa mental que relacione su **(Personal Learning Environment) PLE** a partir de sus estrategias de aprendizaje de una lengua extranjera y su aplicación en su entorno laboral inmediato.

Para el desarrollo de esta evidencia siga los pasos que se describen a continuación:

1. Ingrese al componente formativo denominado **“Level 6 - B1,1+”,** allí encontrará los elementos gramaticales de importancia para el desarrollo de la evidencia.
2. Realice una revisión del artículo *Constructing Personal Learning Environments through ICT-Mediated Foreign Language Instruction* **https://easychair.org/publications/preprint/kxvw** y elabore el mapa mental en el que represente ideas, conceptos e información que permitan reconocer los elementos que utiliza o ha utilizado para gestionar su aprendizaje y la aplicación en el entorno laboral.

4. EVIDENCE DEVELOPMENT

DESCRIPCIÓN DE LA EVIDENCIA.

3. Para la realización del mapa mental se recomienda consultar las orientaciones presentadas en el documento **“anexo_Guia_para_hacer_mapa_mental”.**

4. Para la elaboración del mapa mental descargue o acceda a alguna de las siguientes herramientas digitales que facilitan la construcción y presentación del mismo Goconqr, Mindmeister, Draw.io, Coggle o Mindomo. Una vez elegida la herramienta elabore el mapa mental.

5. Cuando tenga el producto final deberá descargarlo en un formato de imagen JPG o archivo PDF para enseguida adjuntarlo en la plataforma virtual en el espacio designado para dicha evidencia en las fechas establecidas por el instructor.



4. EVIDENCE DEVELOPMENT



DESCRIPCIÓN DE LA EVIDENCIA.

Lineamientos para la entrega de la evidencia:

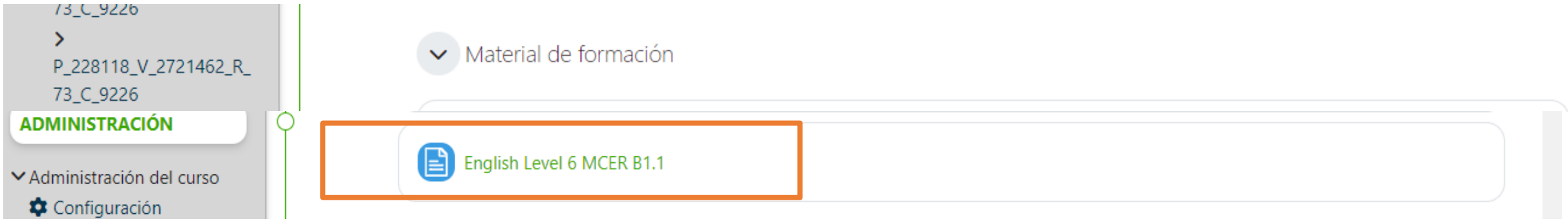
- **Producto a entregar:** mapa mental que representa las ideas, conceptos e información que permitan reconocer los elementos que utiliza o ha utilizado para gestionar su aprendizaje y la aplicación en el entorno laboral, sin olvidar elaborar un esquema de su propio PLE.

- **Formato:** exportar a PDF el mapa mental desde la herramienta digital utilizada.

- **Extensión:** el mapa mental debe contener al menos 5 niveles de bifurcación.

Para hacer el envío de la evidencia remítase al área de la actividad correspondiente y acceda al espacio **Mapa mental. GA4-240202501-AA1-EV02.**

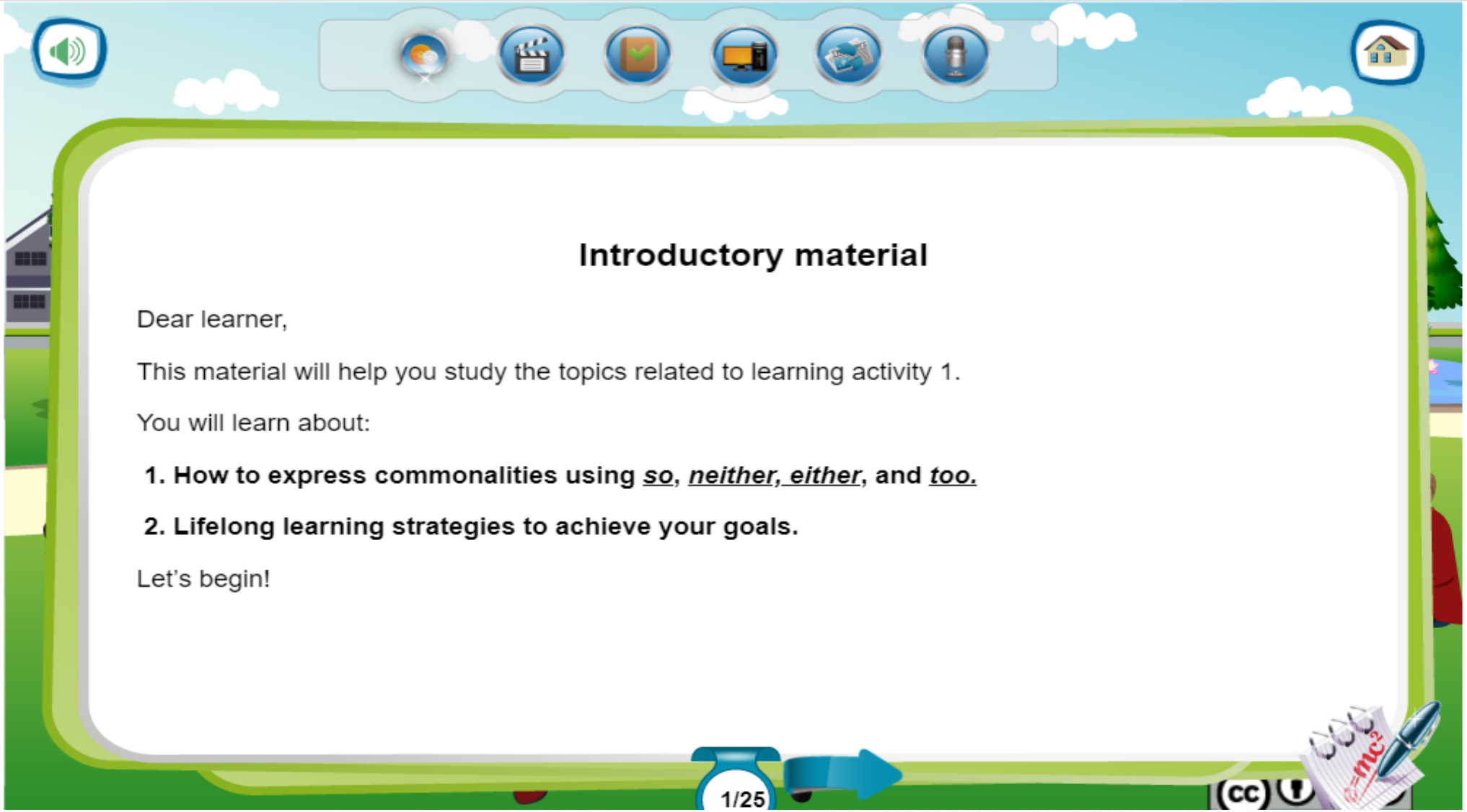
5. MATERIAL


73_C_9226
P_228118_V_2721462_R_
73_C_9226
ADMINISTRACIÓN
Administración del curso
Configuración
Material de formación
English Level 6 MCER B1.1

5. MATERIAL


ZAJUNA
Accede a SOFIA
Área Personal
JENY PAOLA HERNANDEZ LOPEZ
Modo de edición
Mis cursos / Cursos / (oculto/s) / P_228118_V_2977419_R_73_C_9226 / FASE 2 PLANEACIÓN / Actividad de proyecto 04 / Material de formación / English Level 6 MCER B1.1
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P_522309_V_3074307_R_73_C_9226
P_524300_V_3071360_R_73_C_9226
P_524300_V_3070457_R_73_C_9226
Volver a 'Material de formación
English Level 6 MCER B1.1
TECNOLOGÍA EN ANÁLISIS Y DESARROLLO DE SOFTWARE
The road towards selfactualization
Cultural literacy
Hidden messages mass media
Reporting what somebody said
6

5. MATERIAL


Introductory material
Dear learner,
This material will help you study the topics related to learning activity 1.
You will learn about:
1. How to express commonalities using so, neither, either, and too.
2. Lifelong learning strategies to achieve your goals.
Let's begin!
1/25

5. MATERIAL

SO & NEITHER OR TOO

AGREEMENT (AGREE) OR
DISAGREEMENT (DISAGREE)

It is used 'so do I' to say that a positive sentence is also true for me, and I use 'neither do I' to say that a negative sentence is also true for me:

5. MATERIAL



Me too

I do too

So, do I

AGREEMENT (AGREE)

5. MATERIAL



Diana loves travelling

Cindy too

She does too

So, does she

AGREEMENT (AGREE)



My niece and I <u>went</u> to see Inside Out 2 to the cinema last weekend

Me too

I did too

So, did I

AGREEMENT (AGREE)

Read the following examples:

Speaker A	Speaker B
They **are** successful.	So **am** I.
Carlos **is** going to travel next week.	So **is** Monica.
Mark **looks** elegant today.	So **does** his wife.
Luisa **has** two daughters.	So **do** I.
We **bought** a new apartment last year.	So **did** our parents.
I **would** love some hot tea now.	So **would** I.
They **will** get married in June.	So **will** Peter and Jane.
He **has** traveled all over South America.	So **has** my sister.
Mario **can** speak German.	So **can** Mariana.
My teacher **should** be more organized.	So **should** I.
You **could** be anyone you want.	So **could** you.



I don´t like smoking

Me neither

Neither, do I

I don´t either

DISAGREEMENT
(DISAGREE)



I am not at the office now

Me neither

Neither, am I

I´m not either

DISAGREEMENT
(DISAGREE)



Tim shouldn´t offend her

She neither

Neither, should his wife

His wife shouldn´t either

DISAGREEMENT (DISAGREE)

Speaker A	Speaker B
They **aren't** proactive.	Neither **am** I.
Carlos **isn't** going to travel abroad.	Neither **is** Monica.
Mark **doesn't** look neat today.	Neither **does** his wife.
Luisa **doesn't** have children.	Neither **do** I.
We **didn't** buy a new apartment last year.	Neither **did** our parents.
I **wouldn't** go out with her.	Neither **would** I.
They **won't** get married in June.	Neither **will** Peter and Jane.
He **hasn't** traveled all over South America.	Neither **has** my sister.
Mario **can't** speak Chinese.	Neither **can** Mariana.
My teacher **shouldn't** be so impolite.	Neither **should** her students.
You **couldn't** be more right.	Neither **could** you.

In the case of ***neither***, you just need to use the following formula when you want to show agreement or express commonalities:

Subject + negative auxiliary + either

In the following examples, speaker B will reply to what speaker A said in the previous exercise. This time, though, speaker B will use *either*.

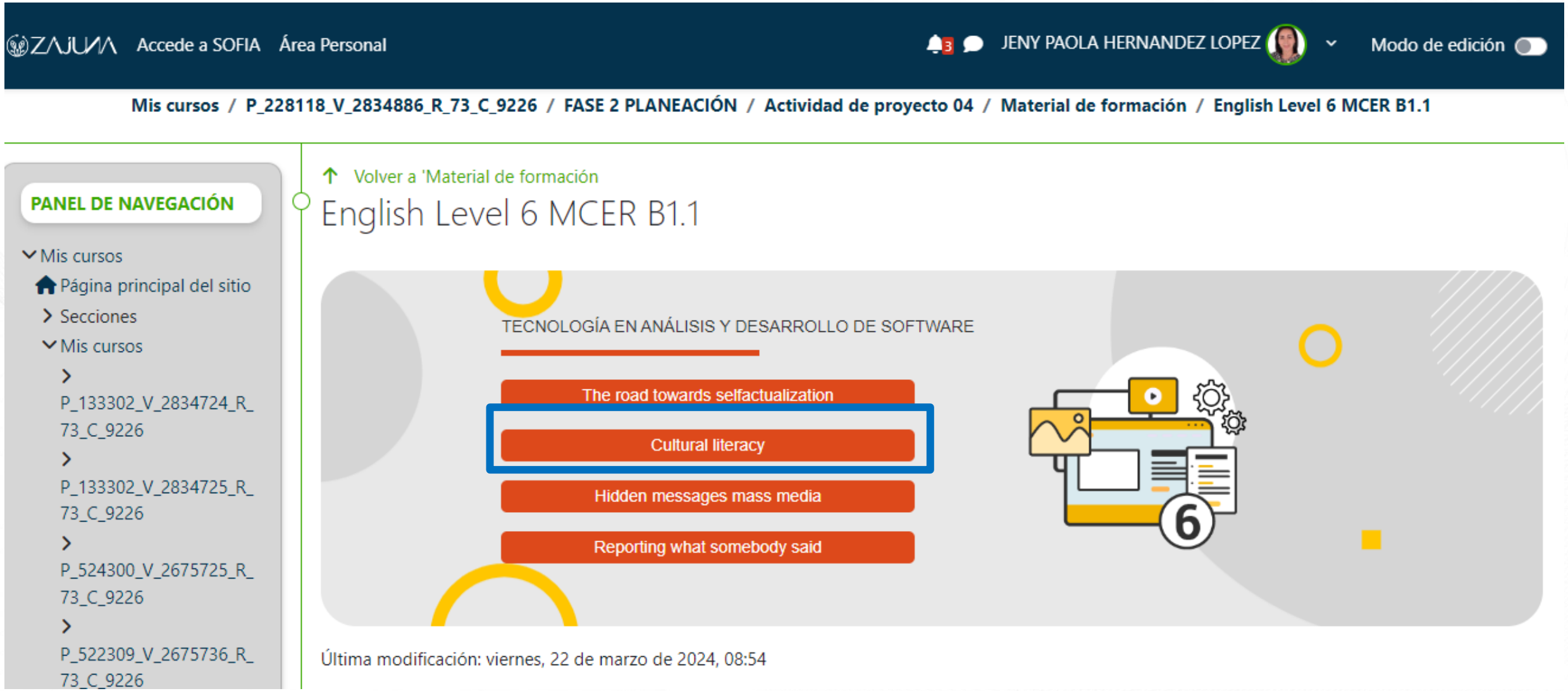
Speaker A	Speaker B
They **aren't** proactive.	I'm **not** either.
Carlos **isn't** going to study abroad.	Monica **isn't** either.
Mark **doesn't** look professional today.	His wife **doesn't** either.
Luisa **doesn't** have a topic for her thesis.	I **don't** either.
We **didn't** buy a new apartment last year.	Our parents **didn't** either.
I **wouldn't** go out with her.	I **wouldn't** either.
They **won't** get married in June.	Peter and Jane **won't** either.
He **hasn't** traveled all over South America.	My sister **hasn't** either.
Mario **can't** speak Chinese.	Mariana **can't** either.
My teacher **shouldn't** be impolite	I **shouldn't** either

5. MATERIAL



https://wordwall.net/es/resource/14393142/so-i-i-tooneither-i-it-either
https://wordwall.net/es/resource/4798979/i-do-too-so-do-i-neither-do-i-i-dont-either-i-do-i-dont

5. MATERIAL


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6
Última modificación: viernes, 22 de marzo de 2024, 08:54



https://www.grammarly.com/blog/adjective-clause/

I have to read a lot of reports. They are complicated

I have to read a lot of reports **which** are complicated





An adjective clause describes or modifies nouns, just like individual adjectives do. Like all clauses, adjective clauses contain a subject and a verb. You can identify adjective clauses because they usually begin with a relative pronoun like *that*, *which*, or *who*.

https://www.grammarly.com/blog/adjective-clause/

A number of friends went to the cinema. It was the birthday of one of them

A number of friends went to the cinema, one of **whom** was the birthday boy. (The birthday boy was one of them. Not the birthday boy was one of they.)



Easy tip to tell the difference between who and whom

We explained that **“who”** is a pronoun like **“I” or “he.”** Also, **“whom”** is a pronoun like **“me” and “him.”** So, sometimes it can help you to rewrite the sentence and replace who/whom with another pronoun so that you can see the relationships more clearly.
If you can replace the word with “he” or “’she” then you should use who. However, if you can replace it with “him” or “her,” use whom.

https://ielts.idp.com/prepare/article-grammar-101-who-vs-whom

Phase 2 Development of graphics elements

Mind Map Personal Learning Environment

Files: 2675736 - 2675738

Versión: GA4-240202501-AA1-EV02

Aprentices:

Instructor: Jeny Paola Hernández López

Sena – Industry and Construction Center

Visual Graphics Media Development

August – 2023

Table of contets

1. Introduction 3

2. Development of evidence

2.1 Mind map PLE 4

3. Conclusions 5

4. References 6

1. Introduction

In the digital era, Information and Communication Technologies (ICT) have revolutionized the way we learn and acquire new knowledge. In this context, the concept of Personal Learning Environment (PLE) has emerged as an innovative strategy to facilitate foreign language learning. PLE refers to the set of tools, resources, and digital environments that individuals choose and use for their own learning, becoming a powerful ally in developing language skills in a personalized and effective way.

Gone are the days when language learning was confined to traditional classrooms and textbooks. Nowadays, ICT offers a plethora of resources and applications that allow for a more dynamic, interactive, and accessible learning experience. From mobile apps for vocabulary and grammar practice to online platforms that promote cultural exchange and real-time communication with native speakers, PLE opens up a world of possibilities for those eager to immerse themselves in foreign language study.

In this mind map, we will explore how ICT integrates into the PLE, acting as facilitators in each stage of the language learning process. From the initial motivation to learn to the assessment of progress, as well as practice and immersion in the linguistic environment, every step of the way is enhanced through the intelligent use of technology.

In summary, this mind map invites us to delve into the fascinating world of the Personal Learning Environment, highlighting how Information and Communication Technologies become indispensable allies in foreign language learning. Join us on this journey of discovery and educational transformation towards a more interactive, personalized, and rewarding learning experience.

2 Development of evidence

2.1 Mind map PLE

To see the mind map presentation, click on the link:

https://miro.com/app/board/uXjVMxMCcjA=/?share_link_id=172935609

3. Conclusions

The mind map about Personal Learning Environment (PLE) as a strategy for foreign language learning with the support of Information and Communication Technologies (ICT) has revealed the importance and potential of this methodology in the digital age. Through this exploration, we can draw the following conclusions:

Personalized learning: PLE allows students to build a customized educational path, tailored to their needs and learning preferences. The diversity of digital resources available offers a wide range of options to enrich and enhance the process of acquiring a new language.

Accessibility and flexibility: ICT democratizes access to knowledge, making language learning possible anytime and anywhere. The portability of mobile devices and the variety of available apps give students greater flexibility to organize their study and practice time.

Interaction and communication: Using ICT in the PLE encourages interaction with native speakers and other language learners, promoting effective real-time communication. This interaction enriches cultural understanding and improves communicative skills in the target language.

Motivation and engagement: Incorporating novel and engaging technological resources in the learning process increases students' motivation and interest. This translates into greater commitment to language study and a willingness to explore and overcome challenges.

Autonomy and responsibility: By building their own PLE, students take on a more active and responsible role in their learning. This autonomy promotes self-regulation and self-direction, essential skills for lifelong learning.

Continuous improvement: PLE allows for the constant integration of new resources and tools, facilitating adaptation to the latest technological trends and educational methodologies. This ensures that the learning process remains dynamic and constantly evolving.

6. QUESTIONS, SUGGESTIONS OR COMMENTS







December 8,2024

THANK YOU

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