Developing Professional Skills in Foreign Language Training: Experience at the UIS Language Institute

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Thesis submitted in partial fulfillment of the requirements for the degree of Bachelors in Foreign Languages with Emphasis in English

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Dedication

I dedicate this achievement with all my love and gratitude to my sister, my mother, and my grandmother, the women who have been my inner strength and motivation. Their love, constant support, and words of encouragement have been the driving force that pushed me forward, even in the toughest moments. Without your presence, I would not have been able to reach this goal, this accomplishment is as much yours as it is mine. Thank you for being my rock, my inspiration and for awakening in me the desire to be a better person.

Acknowledgements

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Resumen

Título: Desarrollo de competencias profesionales en la formación en lenguas extranjeras: experiencia en el Instituto de Lenguas de la UIS*

Autor: Darío Parada Quintero**

Palabras clave: Lenguas extranjeras, tutorías virtuales, entrevistas diagnóstico, Instituto de Lenguas

Descripción: El presente trabajo muestra los resultados de las tutorías virtuales y entrevistas diagnósticas desarrolladas como parte de la práctica empresarial llevada a cabo en el Instituto de Lenguas de la Universidad industrial de Santander, Colombia. El trabajo fue realizado con estudiantes inscritos en los cursos de Pre-teenagers y Teenagers impartidos los sábados en el Instituto de Lenguas UIS. Se toma como base metodológica el concepto de aula invertida desarrollado por Jonathan Bergmann y Aaron Sams (2007), y su posterior formalización y difusión a nivel mundial con la publicación del libro *Flip Your Classroom (2012)*. Metodología en el cual la teoría se estudia en casa, dejando el tiempo en el aula para la parte práctica y el trabajo colaborativo.

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Abstract

Title: Developing Professional Skills in Foreign Language Training: Experience at the UIS Language Institute*

Author: Darío Parada Quintero**

Key Words: Foreign Language, Virtual Tutorships, Diagnostic Interviews, Institute of Language.

Description: This paper presents the results of the virtual tutoring sessions and diagnostic interviews developed as part of the Business Internship carried out at the UIS Language Institute of The Industrial University of Santander, Colombia. This work was done with students enrolled in the Pre-teenagers and Teenagers courses taught on Saturdays at the UIs Language Institute. The Flipped Classroom concept developed by Jonathan Bergmann and Aaron Sams (2007), and its later formalization and worldwide diffusion with the publication of the book Flip Your Classroom (2012), is taken as the methodological basis. Methodology in which theory is learned at home while classroom time is used for practice and collaborative learning.

* Degree Work

** Faculty of Human Sciences. School of Languages. Director: Edga Mireya Uribe Salamanca.

Introduction

The chosen modality was Business Internship for Senior Project I and II courses at the UIS Language Institute. This practicum boosts pedagogical competencies, provides valuable experience and fulfills graduation requirements. This experience gave me the opportunity to put into practice what has been learned and to go further and apply this knowledge in virtual sessions. It is a must to take advantage of these spaces given by the University, spaces that pave the way when it comes to put theory into practice.

Different activities were performed during this internship. First, tutoring sessions were executed via Zoom which allowed direct interaction with students, facilitating a free pressure learning experience and studying the key theoretical concepts. Thus, the time of the in-person class will be used for practice and group work. Second, diagnostic interviews were conducted using a predefined format and the Google meet platform with the intention of placing new students in the correct courses according to his or her level. And third, logistical support was given in the Language Institute's administrative area.

The main and most important objective among the different tasks mentioned above is that, after the virtual sessions in which concepts are learned and doubts are cleared up, students will feel more confident and willing to participate in the face-to-face classes on Saturdays.

This document is divided into three sections for a clear overview of this internship project. First, it opens with the context, justification and main objectives which led the practice. Second, the theoretical and legal frameworks are presented, emphasizing key concepts such as the Flipped Classroom and the effect of audiovisual materials on learning. It is followed by a description of the target population and a detailed description of the activities performed, including virtual tutoring and administrative support. And third, the report ends with an evaluation of the experience, especially the specific skills and professional knowledge gained during the process.

1. Contextualization

The industrial University of Santander was founded in 1944 and began its operation on March the 1st, 1948 with three engineering disciplines (chemical, mechanical and electrical) to meet the technical needs of the region. It gradually expanded its academic offerings to areas such as health, education and social sciences gaining recognition due to its diversified academic programs. Nowadays the University has approximately 45 undergraduate programs, 37 specialties and 50 master's degrees. For the first semester of 2026, the institution has more than 16,700 full time students on its main campus. This comes after a record-breaking start to the year where nearly 7.500 people applied to study here.

The UIS Language Institute is a self-sustaining academic and administrative unit affiliated to the University's Faculty of Human Sciences, created by Superior

Council Agreement No. 036 of April 5, 1990. During 35 years it has given continuous services to the region, and it is now one of the largest and more prestigious Language Institutes in Colombia.

1.1 Mission

The Industrial University of Santander is a public institution that educates citizens as upright professionals, ethical, politically aware, and innovative professionals; it appropriates, uses, creates, transfers, and disseminates knowledge through research, scientific, technological, and social innovation, artistic creation, and the promotion of culture; it builds collaborative processes and social trust to anticipate opportunities, recognize challenges, and develop solutions to its own needs and those of its environment.

1.2 Vision

By 2030, The Industrial University of Santander will be recognized nationally and internationally as an intellectual, diverse and ethical community that educates to interpret the challenges of the world. Also, because it is open to new ways of thinking and manages knowledge for the progress and transformation of society with the aim to improve the quality of life. UIS in order to reinforce its inherent public character, will have acted in accordance with human rights seeking the conservation of biodiversity, peaceful coexistence, sustainable development, social justice and democracy.

2. Justification

It is worth mentioning the importance of these spaces provided by the Industrial University of Santander, where teaching in a real-life setting can be experienced. Completing a business internship at a language institute gives the chance to put different pedagogical approaches into practice and provides a deeper understanding of the various administrative processes that are necessary for a business to function properly and keep everything running smoothly. In recent years the Language Institutes in Colombia have experienced a significant growth when it comes to popularity and enrolled students, this increase is caused by the understanding of how important it is to speak more than one language. Grimm (2020) maintains that learning two languages to communicate with a broader range of individuals is heavily valued. For reasons like the recognition of multiple languages as national languages and increased rates of intercultural travels, the prevalence of bilingualism is rising around the world.

According to the standards established by the National Universities Commission **(NUC, 2007)** Benchmark and National Commission for Colleges of Education **(NCCE, 2015)**, teaching practice helps students discover their own strengths and weaknesses in the classroom. As cited in Aglazor, 2017:

> It exposes student-teachers to real life classroom experiences under the supervision of professional teachers. Also, it provides the forum for trainee teachers to translate educational theories and principles into practice. It enables student-teachers to discover their own strengths and weaknesses in classroom.

Becoming a good teacher is not just about reading books and learning theories. Managing a classroom and building a bond with your students is also crucial to maintain them engaged. However, it is hard to keep them motivated when they miss classes and a learning gap appears. In order to avoid these kinds of difficulties the UIS Language Institute implemented virtual tutoring sessions through the Zoom platform as a way to bridge that gap and keep everyone on the same page. This situation raises the question whether digital support is good enough to stop students from falling behind, which leads to the main research question:

Does individual support through Zoom tutoring prevent learning gaps in students who were unable to attend the in-person classes at the UIS Language Institute?

The importance of this practicum lies in the fact that it represents a fundamental opportunity to strengthen teaching skills and abilities to interact in real-life educational settings. Through Zoom tutoring and personalized academic support students who missed classes will catch up and keep motivated. The purpose of this internship is to apply and enhance pedagogical and communicative skills by providing academic support and conducting diagnostic evaluations that ensure students are correctly guided in their learning process. Additionally, it aims to contribute to the academic quality and continuous improvement of the services offered by the UIS Language Institute.

3. Objectives

3.1 General Objective

To develop professional competencies including communication, organization, time management, and teamwork through active engagement in academic and administrative processes within an authentic institutional context.

3.2. Specific objectives

- To provide personalized academic support to students through both in-person and online tutoring sessions, focusing on strengthening specific language areas where they face difficulties.

- To develop the ability to conduct clear and effective online diagnostic interviews in order to determine the appropriate level for new students entering the English courses.

- To assist with administrative tasks such as document management, internal communication, and the coordination of institutional activities, thereby contributing to the efficient operation of the Language Institute

4. Theoretical Framework

In this section key concepts and theories will be discussed. First, there will be a literature review of the Flipped Classroom and Tutorship sessions as the methodological basis of this work. Then, the discussion will revolve around the different tools and techniques that can be used when implementing these sessions either to relax students or to motivate them.

4.1. Flipped Classroom

Taking into account that the main activity of this internship was performed using an online platform, the Flipped classroom methodology was ideal because it allowed students to catch up on the topics that were taught in the class they missed. As Bergmann and Sams (2012) argues:

A problem we noticed right away about teaching in a relatively rural school is that many students miss a great deal of school because of sports and activities. The “nearby” schools are not truly nearby. Students spend an inordinate amount of time on buses traveling to and from events. Thus, students missed our classes and struggled to stay caught up.

A slight difference lies in the fact that, in this case, students did not learn or get familiar with the new topic watching pre-recorded videos or listening to a podcast, they did it by having a real-time online interaction with a tutor. Unlike pre-recorded materials, these online meetings gave learners the chance to ask and clarify doubts during the same session. Luckily, it had the same positive impact on

the student's confidence due to knowing in advance what the class will be about and thus, being eager to participate. With this in mind, virtual tutorship sessions are the ideal tool because it allows students to study and understand the theory at home while leaving the in-person class for practice and collaborative learning.

4.2. Virtual Tutorships

It is noteworthy how technology is transforming multiple aspects of our lives. Xia et al. (2022) argue that "With the rise of the gig economy, online language tutoring platforms are becoming increasingly popular. They provide temporary and flexible jobs for native speakers as tutors and allow language learners to have one-on-one speaking practices on demand (p.1).

When it comes to virtual tutorship, it should be noted that tutorships are a key aspect in educational institutions as a fundamental part in student training, not only at the cognitive and intellectual level but also with their social and human development (León, 2018). Besides, student learning can be guided by « adapting it to their individual conditions and learning style, so that each student achieves the highest level of mastery possible» (Fernández-Salinero, 2014, p. 163). Furthermore, Eraso and Genoy (2021) point out that the design of a virtual learning environment for strengthening reading and writing skills in English uses computational thinking, employing three of its components: decomposition, abstraction, and pattern recognition. These three skills help the student to understand, analyze and recognize patterns of the English language.

4.3 The Impact of Audiovisual Materials on Virtual Sessions

It is a must to provide students, who face challenges when learning the English language, with some tools that will enhance their grammar, writing, and speaking skills. This section will first discuss the benefits of using music in English classes, highlighting how it supports language acquisition and student engagement. Then, it will focus on the advantages of incorporating audiovisual materials, which help improve comprehension, listening skills, and learning experiences in general. Rezaei (2015) points out that songs are not just a source of entertainment, but can also serve as a pedagogical tool to boost learners' listening comprehension.

Songs support the development of listening skills, pronunciation, and vocabulary acquisition in a natural and enjoyable manner. Chen and Chen (2009) emphasize that the use of popular English songs can significantly enhance students' motivation and academic performance. Musical activities not only help in language retention but also make it easier to remember new vocabulary and expressions. Rahbar (2013) states: A clear example that music boosts memory is that many people can recall the lyrics of their favorite high school songs even decades later, after 20 or 30 years.

It is important to remark how music can promote a learning environment in the classroom. As explained by Sohrabi (2015), music is an essential part of human existence. Different kinds of birds have different cries, songs and melodies to communicate about their world. Similarly, music is used by human beings to express their thoughts and feelings about their inner world. Incorporating music into the

English classroom is particularly beneficial, as it creates a more engaging and enjoyable learning environment. According to Abbott (2002), activities such as chanting and listening to music are frequently associated with feelings of happiness and relaxation. In the words of Džanić (2016), songs are enjoyable and have the ability to keep students engaged and motivated. As a result, musical activities can inspire, emotionally engage, and calm students. Additionally, songs support the development of listening skills, pronunciation, and vocabulary acquisition in a natural and enjoyable manner.

These benefits are not limited to auditory materials; visual resources such as videos and films also contribute to language development. In the same sense, Yildiz (2017) suggests that watching movies or videos with subtitles in the target language can effectively support vocabulary acquisition. Ilie, Buda, and Pahome (2023) reinforce this idea, noting that:

> The results obtained confirm that discovery learning, facilitated through film viewing, is an effective strategy for stimulating student interest and facilitating the acquisition of new knowledge. In this study, films, particularly videos, proved to be effective tools for uncovering new information and acquiring a large volume of knowledge, providing a motivating approach to learning. By appropriately utilizing audiovisual materials, teachers can help correct misconceptions and foster accurate mental representations. (p. 65)

Also as mentioned by Rodgers et al. (2017), when the words show up on the screen, it’s easier to catch phrases you might miss just by listening, and it helps you

connect how things sound with how they're actually written. It also makes following the story smoother because you don't have to pause all the time, you can read and listen at the same time. Additionally, Wang (2019) points out that the captions are useful to learn vocabulary and to improve comprehension, in fact, students performed better when they read the captions than when they did not have any.

Using tools like Netflix can be really helpful in education. It gives quick access to tons of audiovisual content that can be adapted to what students like and the level they're at. These platforms let teachers bring real-life situations, natural conversations, and cultural context into the classroom, which makes learning feel more engaging and relatable for students. Siddiqui et al. (2023) writes: Authenticity refers to the idea that by watching content on Netflix, viewers gain cultural insight and can better grasp how English is used in real-life contexts, since most series and movies tend to feature informal and conversational language.

In summary, incorporating music, and audiovisual materials in the English language classroom, even with online classes, offers significant pedagogical advantages. These tools contribute to a positive learning atmosphere, enhance language acquisition, and foster long-term retention of knowledge.

4.4 Affective Filter

From a high-stress environment where mistakes are shamed and students are reluctant to participate, to a safe and welcoming classroom where errors are

permitted. Learners face multiple factors that can positively or negatively affect their performance in language acquisition. Shen & Chang (2023) found that despite the efficacy of flipped classrooms, it is limited by the student's motivation to learn because it requires high levels of autonomous learning and self-discipline skills. Krashen (1982, as cited in Amin. 2020. p.8) asserts that:

> The affective filter hypothesis is widely known for dealing with the emotional aspects of the effects of second language acquisition. As a language learner is an individual as well as a part of a group, much depends on how the learner feels about the whole learning process

When teaching, a main priority is to create a low-pressure setting where students can interact and learn collaboratively, without the usual stress associated with formal evaluation. Duarte et al. (2012) claim that students can pronounce lots of words freely and correctly in a non-scaring environment. Many learners have experienced classrooms where humor or carefree comments were discouraged. Fortunately, these thoughts have changed as Morreall (2008) states:

> Today there are many primary and secondary teachers trying to overturn this traditional and pointless prejudice against humor and playfulness. They agree on the central benefits of humor in the classroom, making the teacher appear fully human, relaxing the students and creating an open and non-threatening atmosphere for learning. Additionally, it gets and holds attention, increases retention of learned material and promotes critical and creative thinking (p. 499).

5. Legal Framework

The business internship program conducted at the Language Institute of the Industrial University of Santander (UIS) complies with Colombian regulations governing higher education and the completion of professional internships as an integral part of academic training. First, it is based on Law 30 of 1992, which establishes that higher education institutions must offer practical training opportunities that strengthen the connection between theory and professional practice. Furthermore, the internship program is aligned with the provisions of Law 115 of 1994 (General Education Law), which promotes comprehensive student development and the strengthening of communication skills.

Similarly, this experience is based on Law 1780 of 2016, which encourages university students to participate in business internships as a transition mechanism between academic training and the workplace, promoting the acquisition of real-world experience before graduation. In the field of foreign language teaching, the program is aligned with the Basic Learning Rights (BLR) and the Basic Standards of Foreign Language Competencies established by the Ministry of National Education (MEN), which promote the progressive development of skills in comprehension, oral and written production in English. Additionally, the guidelines of the Common European Framework of Reference for Languages (CEFR), used by the UIS Language Institute to classify and place students according to their level of language proficiency, are used as a reference.

At the institutional level, the internship is governed by the Academic Internship Regulations of the Industrial University of Santander (UIS) and by the internal guidelines of the UIS Language Institute, which regulate the use of digital tools such as Zoom for virtual tutoring and diagnostic interviews. This framework ensures that the activities carried out contribute to both academic quality and the strengthening of the intern's professional skills in authentic educational environments. This legal framework guarantees that the business internship developed at the UIS Language Institute not only complies with national and institutional educational guidelines but also contributes to the strengthening of key academic processes such as guidance, placement, and personalized support for students. By being aligned with national and international language teaching standards, this internship acquires significant formative value, both for the quality of the educational service offered by the institution and for the development of the intern's professional skills.

6. Population and Sample

6.1 Population

This Practicum stage was developed in the UIS Language Institute located in the city of Bucaramanga, Santander department, Colombia. The UIS Language Institute benefits more than eight thousand students. In the 2025-1 period it had 4,000 postgraduate students, 3,348 on the central campus and UIS Floridablanca, and 1,653 students at the regional campuses. The population that was the object of the study consisted of students enrolled in Saturday English courses at the UIS Language Institute during the semester 2025-1, who regularly participate in the

teaching activities. In operational terms, the population includes all children enrolled in such courses during the business internship period.

6.2 Sample

From the population described above the sample was made up of students who participated from the tutorships via Zoom or from the diagnostic interviews at the very beginning of their learning processes. It was a convenience sampling and also purposive, due to the fact that only those participants who attended the sessions were included. In total there were 14 participants involved. Eraso & Genoy (2021) assert that a sample is a subset of the population. Population sampling is the process of selecting a subgroup of subjects that is representative of the entire population. The sample must be large enough to ensure statistical analysis. (p. 48)

6.2.1 Demographic Information

A total of 14 students received virtual tutoring or diagnostic interviews as part of the business internship. 64% were identified as girls and 36% as boys, as we can see in the illustration 1. They were aged between 9 and 11 years old. All participants were enrolled in Saturday English classes taught by the UIS Language Institute.

Figure 1.

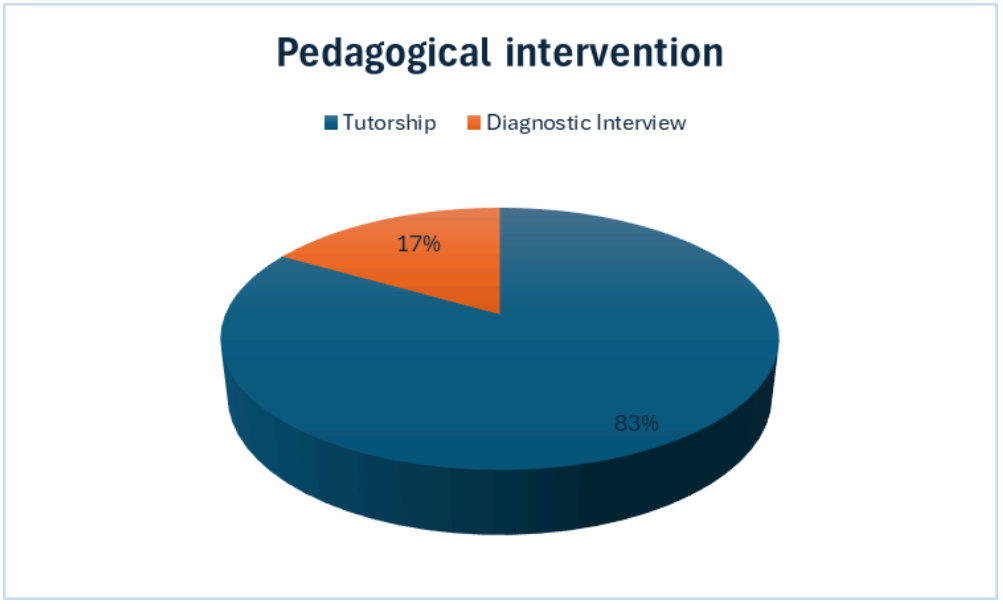
Gender



Note: The figure shows the gender breakdown of the participating students, with 64% being girls and 36% being boys.

It is also worth mentioning that 12 students received tutorships while just 2 students received diagnostic interviews, as shown in illustration 2. Due to a larger number of students receiving virtual tutorship there were more opportunities to develop a better performance session after session. In contrast, the limited participation in diagnostic interviews led to a smaller improvement when it comes to applying them.

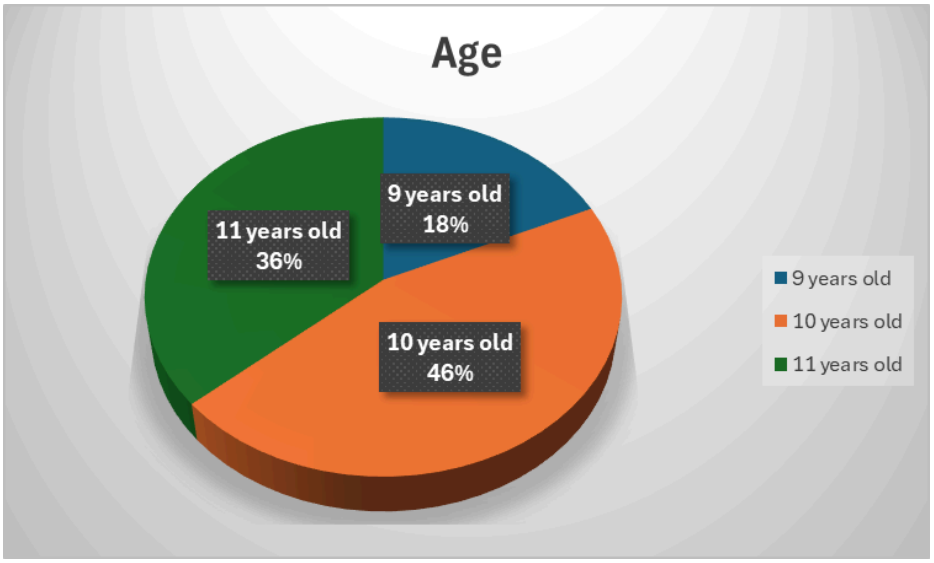
Figure 2.



Note: The figure shows the kind of pedagogical intervention that students received..

The participants were children ranging from 9 to 11 years old, this is reflected in the graphic by the clear distribution of ages that are grouped within this narrow developmental stage. This concentration permits a more consistent comparison of performance and behavior because all participants share similar cognitive and academic characteristics that are typical of a group of this age.

Figure 3.



Note: The figure shows the age of the students and the percentages that they represent.

7. Activities Implemented

During the internship, Zoom was the primary means of conducting support tutoring and Google Meet for diagnostic interviews. Through these tools, it was possible to communicate directly with students, assess their language skills in real time, and offer personalized academic support (García, 2019). This experience paved the way to understand the platform's potential not only as a means of communication, but also as a pedagogical space that fosters closeness and individualized follow-up.

The continuity in the student learning process was promoted from a virtual environment, reinforcing the role of the teacher as a guide and tutor and the capacity of using technological tools in a pedagogical and professional way. Conducting Zoom tutoring sessions and Google Meet diagnostic interviews as part of a business practice is invaluable because it demonstrates adaptive capacities to digital learning environments, something extremely important in these times when technology is a part of everyday life. Vallas and Schor (2020) suggest:

> Major platform-based companies such as Airbnb and Uber are now a decade old. Their emergence coincided with the Great Recession, which facilitated the companies' expansion by creating a ready pool of workers, especially among recent graduates, who could be matched with value-seeking

> consumers. The platform economy has experienced rapid growth since then, and now encompasses a wide array of digitally mediated economic transactions involving the exchange of goods and services (p. 274).

7.1. Academic Tutoring via Zoom

7.1.1. Activity Description.

During this practicum stage, the activities that were developed had a direct impact on the students' academic support and the continuity of their educational process. Weekday tutoring sessions via Zoom provided a personalized space for those who missed Saturday classes, allowing them to reinforce content, resolve doubts, and prevent academic delays. This additional support not only boosted their performance but also helped maintain their motivation and sense of belonging to the course, as they felt they had close and timely follow-up. Guzachava (2020, as cited in Nadezhda. 2021. p. 2) claims that:

> The Zoom platform is an active medium in this new teaching modality, its synchronous videoconferencing service that provides the ability to share content and helps English teachers to bring their students together in a real-time, synchronous remote environment, allowing for more dynamic activities with more realistic communication interactions.

Virtual tutoring via Zoom was available for students who were unable to attend Saturday's class. During the one-hour tutoring session, the student was able to catch up with the topic covered in the class that he or she missed, having the advantage of a one-to-one session and receiving a more personalized assessment.

7.1.2. Platform Used.

Zoom is a video conferencing platform widely used in educational and professional settings. It allows users to connect in real time via audio, video, and chat, facilitating communication even when participants are not in the same location. One of its main advantages is that it doesn't require complex equipment or advanced installations; a computer or cell phone with internet access is all that's needed to participate in the sessions. In the academic field, this platform has become a key tool for developing personalized classes, tutoring, advising, and meetings. The platform allows for screen sharing, presentations, audio-visual playback, and recording sessions, which is especially useful for students who cannot attend in person. Thanks to these features, instructors can adapt their teaching to the pace and needs of each student, maintaining a dynamic interaction despite the distance.

The use of Zoom allowed the development of real-world communication and interaction skills in a digital learning environment. By providing personalized tutoring it was possible to discover the importance of creating a trusting environment even through a screen, as many students felt more confident asking questions or expressing their difficulties in this one-on-one format. As reported by García (2019):

In that sense, as far as the profile is concerned, it is usually highlighted that the professional must use suggestive methods, be a pleasant person, like what he does, propose equally interesting activities, be able to create a comfortable climate in personal relationships so that everyone feels free to participate by giving their opinions and views, providing information. These experiences not only contributed to

professional development but also allowed the understanding of the real impact of proper academic guidance from the beginning of their courses.

7.1.3. Results Obtained.

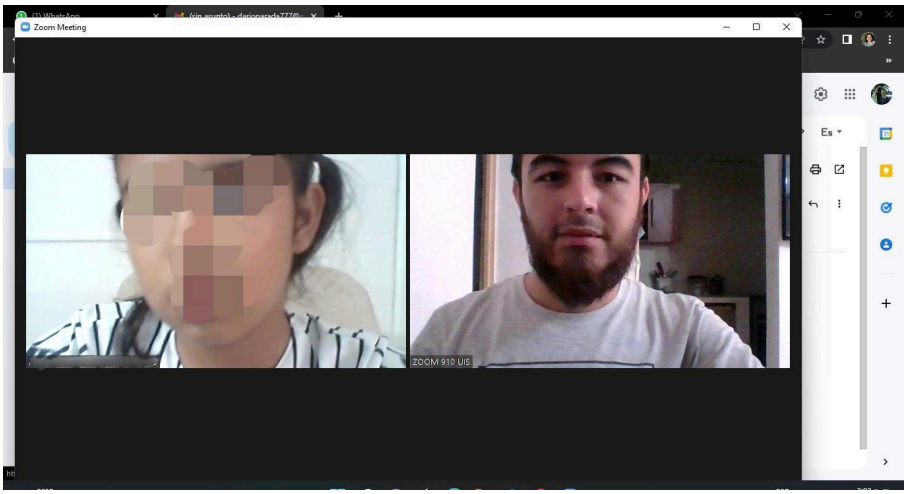
Students manifested an improvement in their performances, knowing about the topic made them feel confident and thus their eagerness to participate increased too. In accordance with Fernandez (2014), tutoring is therefore an inherent component of university education. It shares its aims and contributes to their achievement, facilitating adaptation to university life, learning experience and academic performance, curriculum guidance, and career guidance.

Actions such as keeping the camera on, speaking up, active participation in the chat, constant formulation of questions, or simply attending to the sessions can serve as indicators of student engagement with the process. These behaviors permit the establishment of clear relationships between the level of engagement and the results obtained, which helped to identify that students who are more involved tend to understand the content better and as result they improved their grades. Likewise, these behaviors allow us to observe not only the visible participation of students but also their internal disposition toward learning. When students take an active role by asking questions, interacting with their classmates, or showing consistent interest throughout the session, a more dynamic environment is created that fosters comprehension of the content.

Session # 1

Observation Format	
Activity: Tutorship via Zoom	**Creation date:** 25/04/25
Objective: To help the student understand and apply the present simple tense.	
Execution date: 26/04/25	**Responsible:** Dario Parada
Activity description: 1 hour tutorship	**Analysis:** The student was motivated to participate and was not afraid to ask questions

Figure 4.

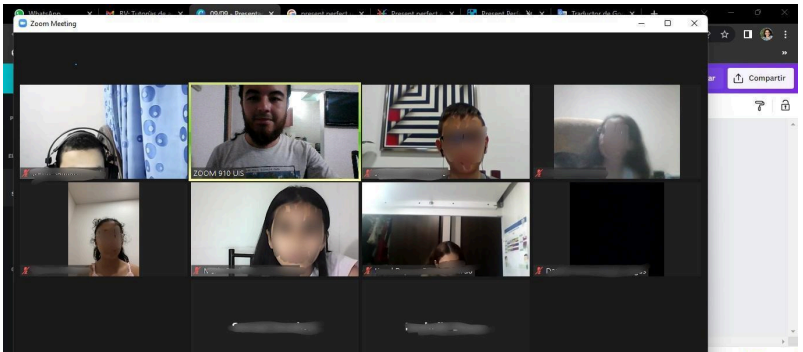


Note: The figure shows the tutorship done through the Zoom platform..

Session #2

Observation Format	
Activity: Grupal tutorship via Zoom	**Creation date:** 08/05/24
Objective: To explain the topic and clarify doubts about the use of present simple.	
Execution date: 10/05/24	**Responsible:** Dario Parada
Activity description: 1 hour tutorship	**Analysis:** The class flowed naturally due to students' eagerness to participate

Figure 5.

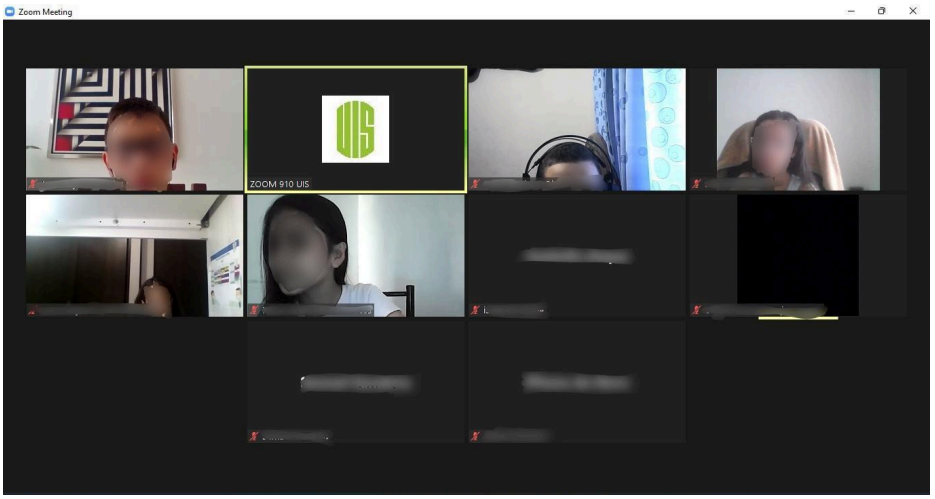


Note: The figure shows the tutorship done through the Zoom platform.

Session # 3

Observation Format	
Activity: Grupal tutorship via Zoom	**Creation date:** 16/05/25
Objective: To explain and then clarify doubts about the use of present continuous.	
Execution date: 17/05/25	**Responsible:** Dario Parada
Activity description: 1 hour tutorship	**Analysis:** The interaction between teacher and students facilitated the understanding of grammatical structures when theoretical explanations and practical activities were combined

Figure 6.



Note: The figure shows the tutorship done through the Zoom platform.

7.2. Level diagnostic interviews

7.2.1. Activity Description.

Individual interviews were conducted with new students to assess their prior knowledge and determine the appropriate level for beginning their English courses. Furthermore, the diagnostic interviews were essential for understanding the new students' starting point. Through these, it was possible to identify their English level, strengths, and specific needs before starting formal classes. This information was key to adapting the support and proposing strategies to each profile, ensuring a more equitable and effective learning process from the start.

Although these interviews are a more informal interactive conversation with students, they serve a similar role to diagnostic assessments which is to evaluate student’s existing knowledge, strengths and weaknesses. Tozcu (2016) maintains that diagnostic assessment within the context of language learning provides learners with meaningful feedback and recommendations that help them attain the next higher level of language proficiency in speaking, reading, and listening comprehension. Together, both activities strengthened not only pedagogical skills but also the ability to respond to real and diverse contexts within the educational environment.

Additionally, conducting diagnostic interviews was an experience that strengthened the criteria for assessing each student's level of language proficiency. During this process, crucial indicators of pronunciation, fluency, comprehension, and

language use were identified, which made it easier to recommend the most appropriate level for each participant's learning process. What makes these interviews so valuable is that they assess reading, writing, listening comprehension, and grammar/vocabulary skills are evaluated and therefore help language institutes place students in suitable classes. Collazo (2018) asserts that:

> It can be considered that if a student is taking an English level that is not appropriate for their level of proficiency, either because it is too high or too low for the student's level of language proficiency, it can negatively impact their learning and performance in the course.

To sum up, a good English Placement Test is crucial because it facilitates to define realistic learning objectives, evaluate individual progress, reaffirm the student's confidence and open doors to academic and professional opportunities. Knowing the exact level of students helps when selecting the right course, identifying areas of improvement, and focusing the classes effectively to achieve individual goals.

Diagnostic Interview Format

Protocolo entrevistas de clasificación
Programa de niños y jóvenes

1. Las entrevistas se hacen de manera remota enviando un correo a la dirección compartida en la tabla de Excel de Entrevistas, en caso de que el estudiante no se conecte a la hora indicada, inmediatamente llamar a los números registrados en esa tabla de Excel para informar a los acudientes que se envió el correo (se confirma la dirección) y que se está a la espera de que el estudiante se conecte.
2. Saludar y dar la bienvenida al estudiante y sus padres al Instituto de Lenguas.

3. Determinar el programa al que el estudiante ingresa de acuerdo a la edad cumplida de la siguiente manera:
   7 – 8 años= Kids (Los niveles de Kids se ofrecen en la tarde en la sede Principal, en la jornada de la mañana solo se ofrece el nivel Kids 1 en la sede de Floridablanca)
   9-11 años = Pre - teenagers
   12- 14 años= Teenagers
   Nota: *El estudiante debe tener la edad cumplida para ingresar al programa, o en su defecto, cumplirla en el ciclo en el que pretende iniciar. También se les recuerda a los acudientes que las clases son totalmente presenciales.*
4. Preguntarles a los estudiantes nuevos sobre el día en que pagaron el valor de la inscripción; en caso de que no la hayan pagado, se le informaría al coordinador para que él pueda generar el recibo con el valor de ese concepto. Preguntar a los padres la jornada en que desean que el estudiante sea matriculado y también preguntar a los estudiantes nuevos la razón por la que solicitaron la entrevista. En este paso se indaga sobre el proceso de aprendizaje de lengua extranjera que el estudiante haya desarrollado y su nivel de exposición a la misma. Existen algunos casos comunes para tener en cuenta:
   1.1 Algunos estudiantes vienen de colegios con alto nivel de inglés, o han hecho cursos en otros institutos. En este caso se procede a la entrevista.
5. Debido a que la entrevista es remota, antes de iniciarla, se le solicita al estudiante que encienda la cámara y se le recuerda que la entrevista es individual y no puede consultar ninguna página; esto es con el propósito de clasificarlo en el nivel apropiado. Proceder a realizar las preguntas de la entrevista para determinar el posible nivel a cursar. La dificultad de las preguntas es gradual y el entrevistador da por finalizada la sesión cuando el estudiante deje de responder con fluidez y de manera coherente.
6. Es recomendable realizar clasificaciones en los niveles que se comience libro. De ser necesario clasificar en niveles donde no se inicia el libro, se debe explicar a los acudientes que el libro no será trabajado en su totalidad e informar en qué momento deberán adquirir el nuevo libro.

Aquí podrás ver los niveles, los libros y las unidades que corresponden a cada nivel, también se puede consultar ingresando al Drive de Gmail, carpeta 1. https://drive.google.com/file/d/1etvaVYnN2TX8ZoqLCfJs8Nu4gzYSIysC/view?usp=share_link

7.2.2. Platform Used

According to the definition given on the website of the University of Arkansas at Little Rock, Google Meet is a video communication service developed by Google,

it allows users to conduct virtual meetings through video, audio, chat and screen sharing. It is a secure and easy-to-use platform available on the web, as well as on Android and iOS mobile devices, and is integrated into Google Workspace. Some of its features are: secure meetings, all video and audio streams are encrypted and administrators can customize security settings; meeting capabilities, users can start instant meetings or schedule them in advance; users participation features like audio/video controls, subtitles, screen sharing, a “raise hand” option, and virtual backgrounds; breakout rooms, hosts of the meetings can divide participants into smaller groups for more focused discussions.

7.2.3. Results Obtained

These diagnostic interviews were a fundamental support in ensuring that each student began their learning process at the level that truly corresponded to their skills and prior knowledge. By placing the learners properly, the chances of them experiencing frustration due to very advanced content or feeling demotivated by tasks that do not present a real challenge were reduced. This proper initial placement did not only contribute to a more balanced experience adapted to the needs of each student, but also promoted a longer stay in the course and higher levels of satisfaction because from the very beginning they felt that they were progressing at an appropriate and meaningful pace.

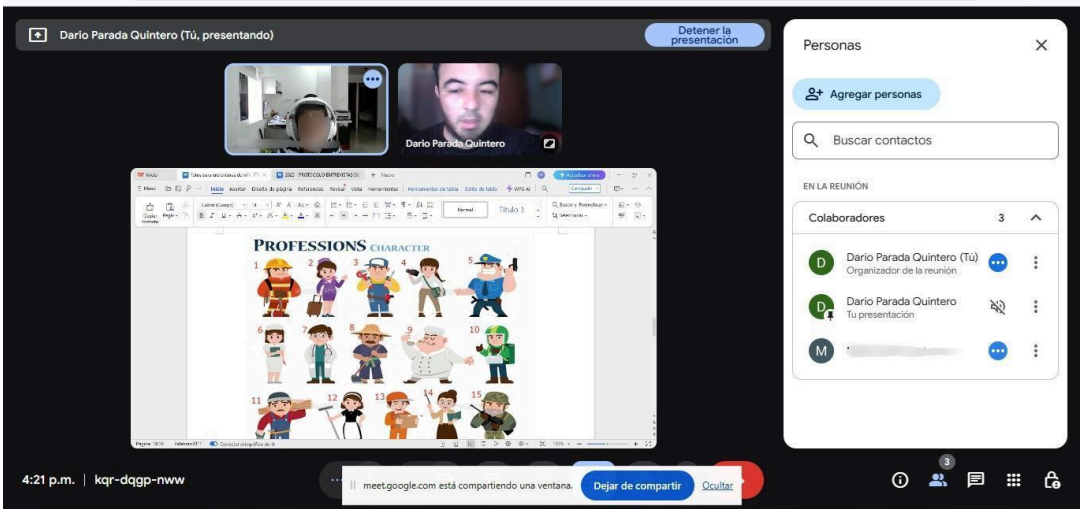
Additionally, motivation also played a significant role in students who performed well on the diagnostic interview. Most of them began the course with higher perception of competence, which translated into greater confidence to

participate, ask questions and affront linguistic challenges. This initial confidence positively influenced attendance, consistency, and commitment to course activities which are essential aspects for a program where attendance is once a week. These diagnostic assessments not only measure knowledge but also impact the emotional and attitudinal state with which students approach learning, strengthening their motivation from day one.

Session # 4

Observation Format	
Activity: Diagnostic Interview	**Creation date:** 21/05/25
Objective: To place the student into the right course according to her level.	
Execution date:22/05/25	**Responsible:** Dario Parada
Activity description: 30 minutes interview	**Analysis:** It permitted to identify the initial mastery level of the student and the areas in which she required more support

Figure 7.

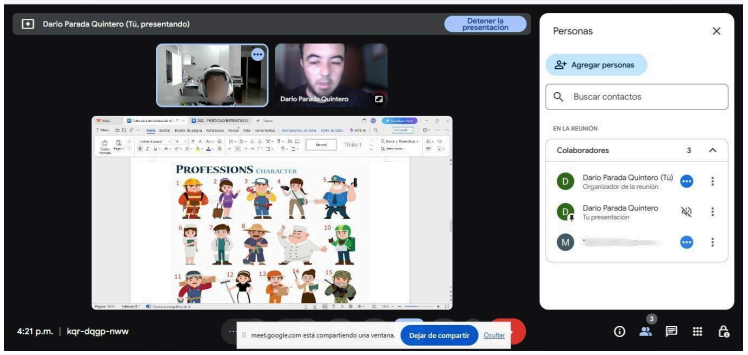


Note: The figure shows the diagnostic interview done through the Google Meet platform.

Session # 5

Observation Format	
Activity: Diagnostic Interview	**Creation date:** 28/05/25
Objective: To place the student into the right course according to her level.	
Execution date:29/05/25	**Responsible:** Dario Parada
Activity description: 1 hour tutorship	**Analysis:** It permitted to identify the initial mastery level of the student and the areas in which she required more support

Figure 8.



Note: The figure shows the diagnostic interview done through the Google Meet platform.

7.3 Support in Administrative Tasks

7.3.1 Activity Description

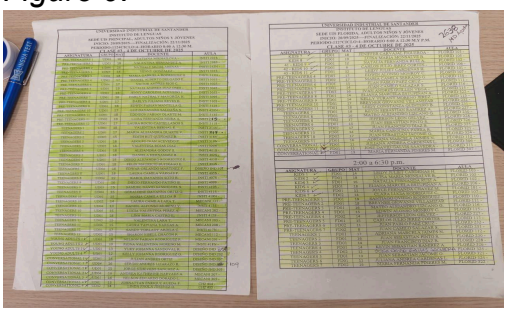
The administrative support role at the UIS Language Institute included organizing and classifying exams, worksheets and booklets that were sent to each professor at the Bucaramanga and Floridablanca campuses. This process required carefully reviewing the materials, verifying that they corresponded to each course and level, and preparing the necessary packages for delivery or shipment. Thanks to this work, it was possible to streamline the distribution of academic material and

ensure that each professor had the necessary resources in a timely manner for the proper development of their classes, preventing delays and improving the planning of pedagogical activities.

Session # 6

Observation Format	
Activity: Support in Administrative Tasks	**Creation date:** 14/08/25
Objective: To contribute to the efficiency of the academic and logistical activities of the UIS language Institute	
Execution date:16/05/25	**Responsible:** Dario Parada

Figure 9.

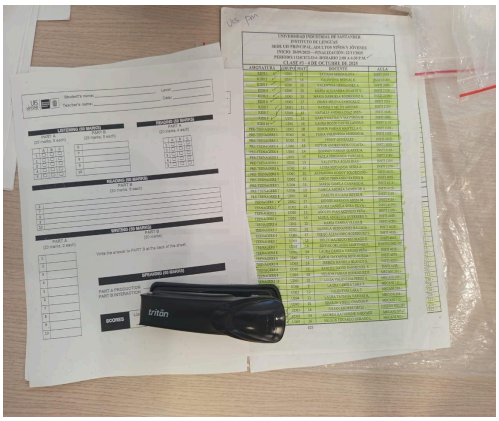


Note: The figure shows the support administrative tasks done at the UIS language Institute.

Session # 7

Observation Format	
Activity: Support in Administrative Tasks	**Creation date:** 21/08/25
Objective: To contribute to the efficiency of the academic and logistical activities ot the UIS language Institute	
Execution date:23/08/25	**Responsible:** Dario Parada

Figure 9.

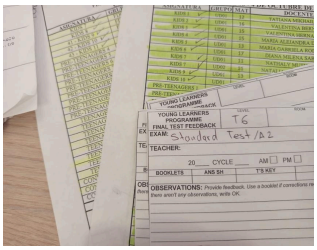


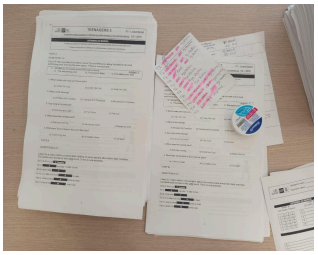
Note: The figure shows the support administrative tasks done at the UIS language Institute.

Session # 8

Observation Format	
Activity: Support in Administrative Tasks	**Creation date:** 11/09/25
Objective: To contribute to the efficiency of the academic and logistical activities ot the UIS language Institute	
Execution date:13/09/25	**Responsible:** Dario Parada

Figure 10.





Note: The figure shows the support administrative tasks done at the UIS language Institute.

8. Evaluation and Conclusion of the Practice

All scheduled activities during the internship were successfully completed. Each phase allowed the development and application of practical skills in real educational and administrative contexts. The set objectives were achieved, and a positive impact was observed both in the teaching-learning process and in the organizational support provided to the UIS Language Institute.

Considering that the general objective was to develop professional competencies including communication, organization, time management, and teamwork through active engagement in academic and administrative processes it can be said that the goal has been fully achieved. Below, there is a detailed elaboration on the progress made on each skill.

During this practicum, there was effective **communication** with both the administrative staff and the students. On one hand, a constant dialogue was maintained with coordinators and assistants to ensure that actions were aligned with the administrative needs and thus, the goals were reached. On the other hand, this skill was put into practice during virtual sessions via Zoom, where complex linguistic information had to be conveyed to students in a clear and empathetic manner. **Organizational** skills were put into practice by managing the flow of paperwork for the two locations of the UIS language institute. The main task was sorting and filing worksheets, exams, and answer sheets so that each site always had the right materials ready for its students. By doing this, the distribution process became much faster and common mistakes were minimized. This ability to organize high volumes of data and documentation improved professional efficiency and kept the administrative processes running smoothly.

Regarding effective **time management**, it was achieved by strategically distributing the time among a diverse set of responsibilities. The schedule required a high level of discipline to balance direct student support, such as tutoring sessions, with more formal administrative tasks like conducting placement interviews. By

prioritizing these activities based on their urgency and the institute's calendar, neither the academic quality of the tutorships nor the efficiency of the administrative support was compromised, proving the ability to handle a multifaceted workload within a professional environment. Finally, **teamwork** was fostered through consistent and effective communication with the staff at the language institute. Rather than working in isolation, insights were shared, logistical problems were solved, and a cohesive experience for the students was ensured. This collective effort not only improved the overall workflow of the office and classrooms but also reinforced the idea that it is crucial to function as part of a synchronized team, contributing to a supportive and productive institutional culture.

Furthermore, during this practicum the coordination between administrative staff and instructors could be seen. This process created a better flow of information and reduced small delays that sometimes affect academic routines. It also showed how helpful clear communication and basic task organization can be when it comes to keep work on track. When unexpected situations appeared, the team handled them calmly and found simple, effective solutions that allowed everything to continue without major problems.

These actions supported both the teaching process and the weekly administrative tasks. They also contributed to creating a more organized environment for students and teachers, especially during busy periods. In general, the activities completed during the internship helped improve the rhythm of academic and logistical tasks, offering steady support to the services provided by the UIS Language Institute.

9. Skills and Knowledge Acquired for Professional Development

During this practicum stage at the UIS Language Institute valuable knowledge and skills that strengthened both professional and personal competencies were gained. It was not just about putting my technical training to the test; it was also about learning how to navigate a real office environment and collaborate effectively with a team to get things done. Teaching abilities like conducting student placement assessments and delivering effective tutoring sessions through virtual platforms were improved. Pedagogical strategies were developed and adapted to different proficiency levels, which enhanced planning skills and instructional flexibility. Thus, improving both hard and soft skills.

9.1 Hard Skills: Administrative & Technical Execution

The main goal throughout this internship was to master the daily operations that keep a language school running behind the scenes. It was about much more than just following a list of rules; it was about understanding how every small task fits into the bigger picture to ensure everything works well in a busy, fast-paced setting. Learning to manage the technical side while staying organized required a high level of attention to detail and a constant focus on efficiency.

- **Handling Virtual Classes:** This was about more than just starting a video call. It meant being in full control of Zoom and Google Meet. This included setting up small group rooms, sharing the screen for lessons, and fixing tech problems quickly so the class didn't have to stop.

- **Testing & Student Levels:** A lot of effort went into improving how new students were interviewed. The focus moved from just asking simple questions to looking for real signs of how well a student speaks. This made it easier to put people in the right class for their actual level.

- **Organizing School Materials:** Keeping track of files became a big part of the job. Instead of just saving documents, a better system was created for exams and worksheets. The point was to make sure teachers and students always had the right files ready exactly when the lesson began.

Soft Skills: Communication & Personal Growth

This side of the internship focused heavily on personal development and navigating the human elements of a professional environment. It wasn't just about finishing tasks; it was about learning how to connect with people and grow within the roles of both the office and the virtual classroom.

Adjusting in the Moment: Giving these tutoring sessions was a lesson in how to break down hard ideas fast. Success meant reading a student's reaction through a screen and changing the explanation right then and there to make sure the

concept actually clicked.

Building a Welcoming Space: Since those first interviews are often a student's first look at the school, the job was to make people feel at ease. The goal was to be welcoming while still staying professional enough to give an honest and fair report on their English level.

Staying Calm Under Pressure: Handling a tight schedule of tests alongside a constant stream of meetings was a real lesson in how to manage a busy workday. It meant learning how to quickly figure out which tasks were truly urgent and which ones could wait a few minutes. Staying organized was the only way to keep the workflow moving, especially when several different things needed attention at once. Developing this kind of focus made it possible to stay steady and professional, ensuring that even on the busiest days, every student and every exam still got the care they deserved without any unnecessary stress or delays.

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Appendices

Appendix A

Certificado o carta de paz y salvo del representante legal de la empresa donde se realizó la práctica.

Bucaramanga, 10 de noviembre de 2025

A QUIEN INTERESE

Certifico que el estudiante **Darío Parada Quintero** identificado con Cc.XXXXXXXX de Bucaramanga, estudiante de Licenciatura en Lenguas Extranjeras con énfasis en inglés código: XXXXXXX realizó prácticas académicas y administrativas en el Instituto de Lenguas UIS. Durante el segundo periodo académico del año 2025, con duración total de 30 horas en la cuales apoyó las tutorías de manera remota, realizó entrevistas de clasificación de estudiantes y apoyó en la logística de exámenes para el programa de niños y jóvenes.

La presente se expide a solicitud del interesado

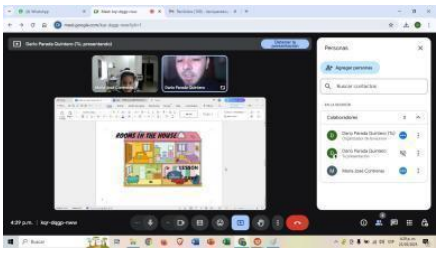
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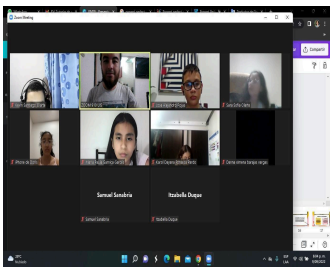


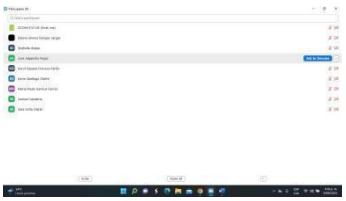
NATHALIA RODRIGUEZ SAAVEDRA
Coordinadora de Evaluación
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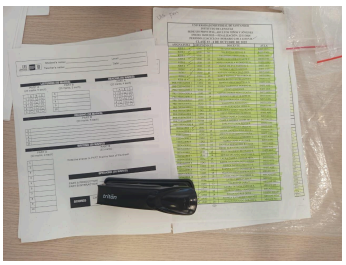
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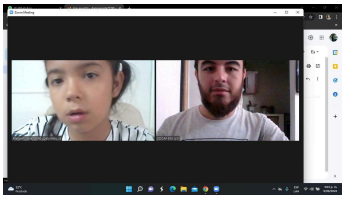
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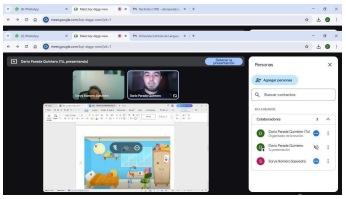


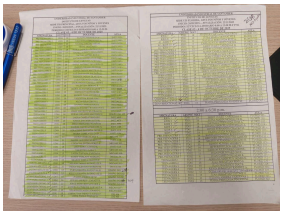

Samuel Sanabria
Itzabella Duque

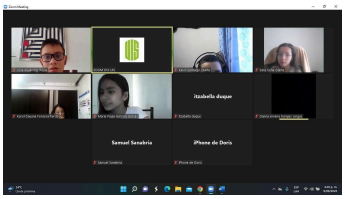


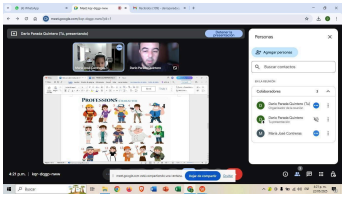




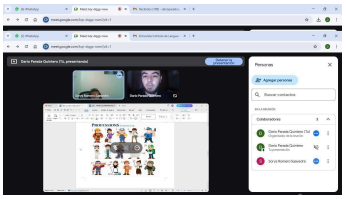


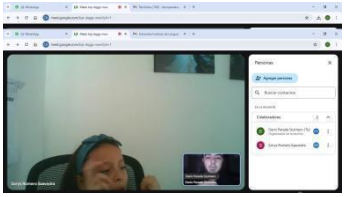


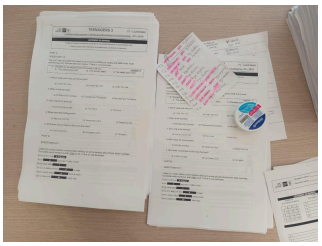

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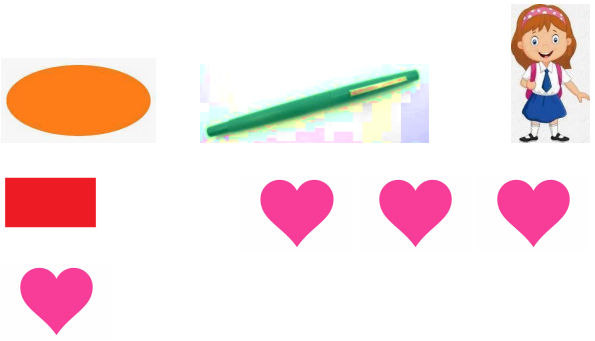




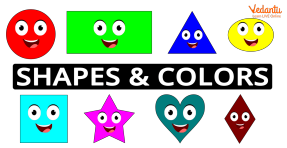


Appendix C

Kids 1 (Book: Boost Up)

		What's your name? How old are you? How do you spell your name? What colour is this? (Show 4 - 5 objects with different colours) What is this? (Show several pictures) How many hearts can you see? Touch your… (Mention several parts of the body)	

Kids 2

- What is your favourite colour? Show the student some shapes (square, circle, triangle, etc.) and ask them to name it and its color. For example, what is this? This is a green circle. - Show the student a picture about a family and ask them related questions. For example, what is your mother's name? Ask the student to identify the family members in the picture. - Do you like toys? What is your favourite toy? How many toys have you got? - Show the student different animal pictures and ask them related questions.	    

Kids 3

- Describe your house or apartment (Check if the student can mention several rooms)
- What things or objects have you got in your bedroom? (Ask the student to say full sentences)
- Describe your mom's / dad's / brother's / sister's physical appearance.
- Do you like zoos? What animals can you see in these places? What does she / he look like? (Show pictures)



- Do you like zoos? Say six animals you can see in a zoo.

Kids 4

- What is your favorite food? Say its ingredients. (Make *Yes / No* questions; e.g. *Do you like carrots? What colour are they?*)
- Say these numbers: 11, 13, 18, 20.
- What can a bird / fish / monkey / horse / Shakira do? (Ask the student to say full sentences)
- Do you like Santa Marta? What's your favourite place? (Show a beach, shells, crabs and the ocean to check vocabulary)
- Show picture of a bedroom (Check if the student can say There is / there are, provide an example if it's necessary)

Kids 5

- Where is the dog in pictures A, B and C.
- How am I feeling? (pretend you are happy or excited, sad, nervous).
- Can you ride a horse? Can you drive a bus?
- What can you do in a park?
- How many students has your classroom got?
- What activities can you do with a big and a small ball?







Kids 6

- When is your birthday?
- What don't you like to eat?
- Which numbers are these? 78 – 39 – 63
- What do you need for a birthday party?
- What subjects have you got on Monday? (You can give an example)
- What do you like to eat? What don't you like to eat?
- What subjects have you got in your school? (You can give an example)

Kids 7	Kids 8
- Say these numbers: 32, 58, 79, 100. - What objects do you like? (Show pictures of sweets, balloons, cake, presents) - What time is it? (Show the pictures) - What does your mother /dad do on Tuesday at 7 pm? (Make some similar questions) - Show some pictures and ask: *What's the weather like?* (Windy, rainy, snowy, sunny)	●Show some pictures and ask about the activities they are doing (dance, watch, eat, talk) ●Show some pictures of different farm animals and have the students make some comparisons. (Big, small, tall, short) ●Check the use of the verb *Be* in past showing pictures that involve these vocabulary: *kind, naughty, wet, happy, sad, dirty*. Provide an example. ●Check the use of *There was(n't) / were(n't)* showing a picture of a bedroom.

Kids 9

• What are your favorite hobbies? (student must say "like" + the verb with –ing ending)
• What's your mom's / dad's hobby? (student must say "like" + the verb with –ing ending)
• What's your mom's /dad's favorite object?
• Can you describe the summer and winter? (weather and activities people can do).
• Where are Kangaroos from? (You can show some pictures of representative things of the next countries: Russia, Spain, Brazil, the UK, the US and Egypt).

Kids 10

- What activities can you do on a beach and in the sea? (check if the students know the words "surf, snorkel, waterski, sail)
- Listen to or read the next descriptions and say the name of those occupations:

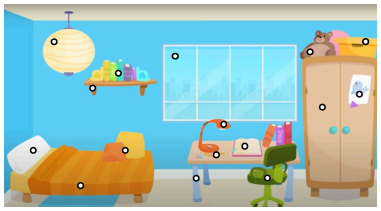
- I have a beautiful voice and you can listen to me in concerts.
- I work at a theater or you can see me at the cinema.
- I work at a school and I have students.

• Imagine you and your family are at a beach. Say the activity that each family member is doing now. • Tell me two activities your mother does and two your mother doesn't do on Sundays.

Kids 11
● Make three comparisons between cats and dogs. ● (You can help the student by asking him/her about their sizes, weight, character, etc.) ● Say two rules and prohibitions that are common in a park. ● Say the ingredients that a hamburger has. ● Tell me five different means of transportation, for example, "Ferry" (if necessary, show some pictures to help the student: taxi, train, helicopter, motorbike, bus, plane)
Kids 12
• What objects has your bathroom got? (soap, shampoo, brush • Where were you last holidays? Who was with you? How did they feel? (happy, sad, cheerful, relaxed, worried) (here you'll check verb "be" in past") • Did you go to the cinema last night? • What did your mother or father cook this morning? (Check the correct use of the past, be flexible with its pronunciation)

PRE-TEENAGERS

Pre-Teens 1	**Pre-Teens 2**	**Pre-Teens 3**
● What colour is this? (Show different objects) ● Say six objects that your bedroom has got.	● Say three physical abilities that you have. (check the use of "can") I can swim in the pool	● Check prepositions of place showing the picture and making questions (check: on,



- Think about a member of your family. Describe that person's physical appearance. You can give an example: My father is tall (check of the student can use the verb "have")



- When is your birthday?
- What are the plural forms of "man", "person" and "box"?
- Check the use of **"To Be"** by asking the student to tell you what's missing:
  - I ___ a teacher
  - You _____ a student

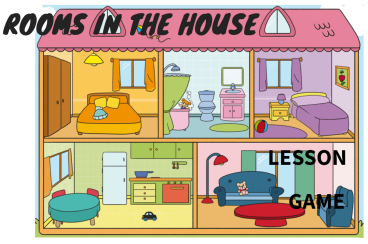
Check if the student can say their **negative forms** correctly:
- The Sun _____ blue
- We ____ aliens

- Tell me the names of the next occupations (describe or show pictures of an actor, waiter, football player, farmer and a nurse)



- What do you usually do on Sundays?
- Who is with you at home?
-
- What is your mom doing right now or at the moment?
- Say the names of the next rooms:

1) You cook here. 2) You watch TV here. 3) You sleep here.

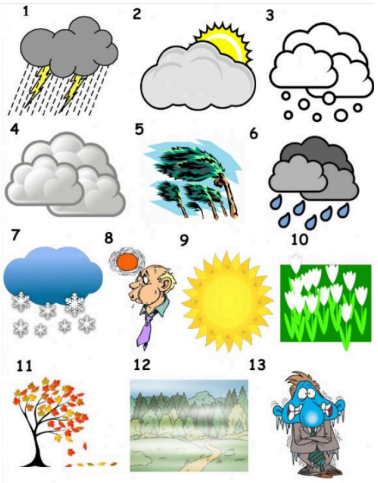


next to, under, between, in)

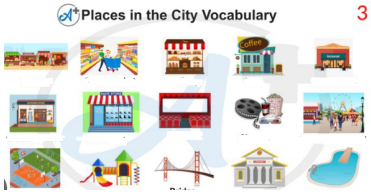
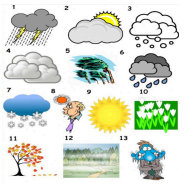
- Where were you yesterday at 10 am?
- What's the weather like?



(show pictures to check the next vocabulary: sunny, snowy, rainy, cloudy and windy)



- What did you do last weekend?

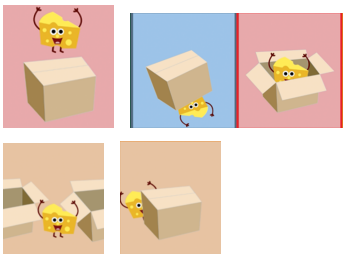
Pre-Teens 4	Pre-Teens 5	Pre-Teens 6
● Say five different places you usually visit in your city (you can give descriptions or show pictures of places such as a mall, park, library, museum, stadium, cinema, restaurant)  ● Describe a park in Bucaramanga. (Use adjectives) ● Say two activities that your mother/father does on Sundays. ● Does your mum/dad swim on Tuesdays? (check the use of the auxiliary) ● Say six subjects you take at school. ● Describe your house. Describe your living room.	● What can't you do well? ● What TV programmes are you watching these days? ● Tell me some of the things you have to do and don't have to do at school. ● When were you born? ● What did you do yesterday? ● What do you usually do on Friday evenings? ● Do you like playing/watching sports? Why? /Why not?	● What is the weather like today?  ● Which city would you like to visit in the world? Why? ● Which forms of transport do you usually use?  ● Who is the tallest in your family? ● Compare two cities in Colombia. ● What special days do you celebrate with your family? ● Where did you go in your last holidays? ● Which activities did you do? Name at least three.

Pre-Teens 7	Pre-Teens 8	Pre-Teens 9
● How often do you make your bed? ● How often do you do the washing-up or do the ironing? ● Do you play a musical instrument? ● Do you like collecting things? What do you collect? ● When were you born? ● Can you mention some natural features? ● What were you doing last night at 7 pm?	● What is your favourite food? ● What are its ingredients? ● Can you describe your personality? ● What are you good at doing? ● What type of job would you like to have? ● What should you do if you are in a storm? ● When was the last time you were ill? What did you have?	● What's your favorite free time activity? Why? ● What's your favorite TV programme / movie? ● Have you ever cooked a meal? What? ● What's the best film you have ever seen? ● What's the most important invention of the past 100 years? ● What sports are played on a court? ● How much time do you spend on social networking sites every day?

Pre-Teens 10	Pre-Teens 11	Pre-Teens 12
● Describe a special day in your life ● Mention three personal items when you travel ● What are you doing at this moment? ● Have you ever gone to a concert? If so, when was it? Who was the main artist? ● Are you going to the cinema next week? ● What are your plans for next weekend?	● How many good friends do you have? How do you know you have a good friend? ● Complete the sentence: Unless you study…. ● Complete the sentence: She will be happy…. ● Use an indirect question to ask me about a bank near here. ● Use an indirect question to ask me about a concert. ● Have you ever felt disappointed with something? Could you tell me the story? ● Had you studied English before you came to this school?	● What media job would you most like to do? Why? ● Describe what homeschooling/ boarding school is. ● Name five things that are breakable/ downloadable/ enjoyable/recyclable. ● Name three states and three private schools from your city or country. ● Name five fashion accessories. ● Do you know a self-confident/self-centered/self-disciplined person in your family/friends? Who is it

		and why do you think they are like that?

TEENAGERS

Teens 1	Teens 2	Teens 3
● Say the capital cities of some countries and the student has to say the name of each country and its nationality (Washington, Madrid, Paris, Berlin, Tokyo, Lima). Give this example: Bogotá – Colombia - Colombian ● What kind of clothing items are you wearing today? 	● Do you live in a house or in an apartment? Describe it. (Check if the student can mention its rooms) ● Where is the cheese?  ● What does your dad / mom / grandma__look like? ● Say three **physical abilities** that you have. (check the use of “can”). I can swim in the pool	● What do you usually do on Saturdays in the afternoon? ● What does your dad / mom do on Sundays? ● How often do you eat fast food? ● How often do you travel to Dubai? ● Say five sports that people play with a ball. ● Where is the Liberty Statue? ● Who is Maluma? ● When is Christmas? ● What is sushi? Do you like it? Why? ● Why is English important? ● How do you spell your name? ● How do you feel today?

Teens 4	Teens 5	Teens 6
● Describe your routine at school. (What time do you arrive? What do you do during the break?, etc.) ● Say three activities that your mother usually does on weekends in the afternoon and in the evening ● Do you like fast food? What's your favorite dish? How often do you eat it? Say its ingredients. ● Do you drink water? How much do you drink? ● Do you like cheese? How much cheese do you eat weekly?	● Do you like technology? What kind of technological devices do you like? ● What is your pet / your mom / your dad doing right now? ● Where can you fish? ● What kind of geographical accident is the Everest / San Andrés? ● Make three comparisons among cats, dogs and hamsters. (Encourage the student to make also superlative sentences) ● Check the use of the past tense of **"To Be**" by asking the student to tell you what's missing: - Albert Einstein ___ a scientist. - You and your family _____ happy on your last birthday Check if the student can say their negative forms correctly: - Yesterday _____ Saturday. -Me and my friends ____ at school last Sunday.	• What is his / her occupation? ● What does s/he do in his/her job?  ● What did you do last holiday? Say five activities (make questions that involve irregular verbs and the negative form to check them) ● What did you <u>eat / drink</u> there? ● Did you take photos using a professional camera? ● What are you going to do next holiday? ● Who are you going to be with?

Teens 7	Teens 8	Teens 9
● Do you do household chores? Which ones do you like and hate? ● What does your dad usually do on Monday in the evening? What is he doing right now? ● Make some comparisons between dogs, cats and birds. (Check comparatives and superlatives) ● Do you think this amount of paper work is enough? Why? 	● Are you a healthy person? Why? ● What do you take with you when you travel? ● Imagine that you went to the USA with your family last summer, what activities were you doing during the first day? (one activity in the… morning, afternoon and evening) ● I have got the flu. Give me three pieces of advice, please. ● What do you usually have to do at home? ● You had your perfect holidays last December. Where did you go and what did you do?	● Mention three zoo restrictions. ● Make two predictions that involve medicine in 10 years' time. ● Do you want to be famous? Why? ● Do you want to marry and have kids? Why? ● What are you and your family doing tonight at 7:30? ● Mention three common airport restrictions. ● Make two predictions that involve entertainment and technology in 10 years' time (for example, video games, cinema, etc.).
Teens 10	**Teens 11**	**Teens 12**
● Say four things people can do now and four things that were not possible (suggest the use of "can" in past to check the modal "could") ● Make four comparisons keeping in mind cellphones and computers. (small, heavy, fast, portable, etc.) ● What did you do on your last trip?	● What's your biggest dream/ambition in your life right now? ● Have you ever tried an extreme sport or new food? Speak about that experience. ● What are you going to do when you finish secondary school? ● Make three predictions about some technological devices. ● Speak about three things you have never	● Say the things you do that make your parents angry. ● What gadget is not necessary but very useful? Why? ● What things you aren't allowed to do at home, but you would like to do? ● What are the most common things that humans do that hurt our environment?

● What's your mom doing right now? ● Tell me one thing you hate.	done, but you would really like to do.	● A friend of yours is being bullied at school, what will you do to help him/her?