

**Research Analysis Refort: Design and Updating of Contextualized Pedagogical Mediations
for the Saber 11 Examination**

Sandra Patricia López Sánchez

Asesora

Norma Suleima García Fonseca

Universidad Nacional Abierta y a Distancia UNAD

Escuela de Ciencias de la Educación ECEDU

Licenciatura en Lenguas Extranjeras con Énfasis en Inglés LILEI

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Dedication

This work is dedicated, first and foremost, to God, whose guidance, strength, and blessings made it possible for me to complete this important stage of my academic and personal journey.

I dedicate this achievement with profound gratitude to my mother, Olga Sánchez, and to my siblings, Brian, Marcela, and Angélica, for their unconditional support, encouragement, and constant belief in my goals throughout this process.

Likewise, I dedicate this work to my children, Kevin and Kenen, who have been my greatest motivation and inspiration to continue pursuing personal and professional growth through perseverance and dedication.

Special recognition is also extended to my husband and life partner, Miguel, for his patience, understanding, and continuous support during the development of this internship and research process.

Finally, I dedicate this achievement to the Universidad Nacional Abierta y a Distancia (UNAD), to the professors, institutional leaders, and academic community whose guidance and commitment contributed significantly to my professional formation.

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I also express my gratitude to the Universidad Nacional Abierta y a Distancia (UNAD), particularly to the Escuela de Ciencias de la Educación (ECEDU), for providing the academic guidance and institutional support that contributed to my professional and pedagogical formation.

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Likewise, I sincerely thank the English instructors who contributed their professional perceptions and pedagogical appreciations regarding the updated proposal developed during this study. Their reflections enriched the qualitative and analytical perspective of the research process.

Finally, I express my gratitude to my husband and children for their patience, understanding, and unconditional support during the completion of this internship and research experience.

Abstract

This research analysis report presents the observational and documentary review process developed during the internship immersion experience carried out within the PAEBM program at the National System of Permanent Education (SINEP) of the Universidad Nacional Abierta y a Distancia (UNAD). The study focused on the analytical updating of pedagogical materials designed for English language preparation in the Saber 11 examination, particularly within the CLEI cycles of flexible educational environments.

The research adopted a qualitative observational approach with an exploratory-descriptive scope developed from an administrative support role during the internship process. Through documentary review, pedagogical observation, institutional analysis, and qualitative perceptions collected from English instructors linked to SINEP-UNAD, the study identified pedagogical needs related to contextualization, language-learning components, methodological organization, and alignment with national and international communicative assessment standards.

From a documentary perspective, the updated pedagogical proposal incorporated analytical references derived from the ICFES Reference Framework and the Preparing for the ACT guidelines in order to strengthen the organizational structure and alignment with Saber 11 assessment criteria of the instructional materials. Likewise, the proposal considered the incorporation of contextualized readings, visual mediations, reflective activities, mind maps, and audiovisual resources intended to support autonomous learning processes and assessment-related language components within flexible educational environments.

The findings of the observational and analytical review highlighted the relevance of contextualized pedagogical mediations, documentary analysis, and institutional observation as important components for the pedagogical updating of English language instructional materials within adult

education programs. Furthermore, the qualitative perceptions collected from English instructors contributed to strengthening the analytical and institutional coherence of the updated proposal.

Keywords: pedagogical mediation, English learning, adult education, Saber 11, contextualization..

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Introduction

The learning of English in contemporary educational contexts represents a fundamental component for academic, professional, and social development within increasingly globalized societies. In Colombia, national bilingualism policies have emphasized the importance of strengthening communicative competence in English as a strategy to improve educational quality and expand access to labor and higher education opportunities. Within this framework, the National System of Permanent Education (SINEP) of the Universidad Nacional Abierta y a Distancia (UNAD) assumes a significant role in providing flexible educational processes for youth and adult populations who face social, economic, and territorial barriers that affect their academic continuity and performance.

In the specific case of students enrolled in the CLEI cycles of the PAEBM program, the educational context observed during the internship immersion process revealed characteristics commonly associated with youth and adult learners participating in flexible educational environments. Through institutional observation and documentary review, it was identified that many students combine academic responsibilities with work and family commitments, circumstances that may influence the continuity of their learning processes and their preparation for standardized assessments such as the Saber 11 examination.

Considering this educational reality, the present research analysis report focuses on the design and updating of contextualized pedagogical mediations intended to improve the pedagogical organization, contextual relevance, and methodological coherence of instructional materials used for English language preparation within the PAEBM program. The proposal integrates national standards from the ICFES Reference Framework with international evaluation criteria derived from the Preparing for the ACT guidelines, allowing the pedagogical design to incorporate analytical

dimensions related to writing production, language knowledge, reading comprehension, and conventions of standard English. Consequently, the updated booklet is conceived as a structured pedagogical resource designed to support English language preparation through contextualized and academically coherent instructional materials adapted to the realities of adult learners.

From a theoretical perspective, the study is grounded in the principles of meaningful learning proposed by Ausubel (1963) and the sociocultural theory developed by Vygotsky (1978). These theoretical foundations supported the incorporation of contextualized pedagogical resources, visual strategies, and techno-pedagogical mediations intended to improve the organization and presentation of instructional content within flexible educational environments.

Finally, from a heutagogical perspective, understood as a self-determined learning approach in which learners assume greater responsibility for their own learning processes (Hase & Kenyon, 2000), the report examines the potential relevance of techno-pedagogical mediations such as mind maps, audiovisual resources, and contextualized learning activities within flexible educational environments. These resources were incorporated to support instructional organization, content accessibility, and autonomous learning processes among adult learners enrolled in the PAEBM program.

Justification

The present internship report is justified by the growing need to strengthen English language teaching processes within flexible educational models aimed at youth and adult populations in Colombia. In contemporary educational systems, English has become an essential requirement for academic advancement, employability, and social participation in globalized contexts. However, significant inequalities persist in access to quality language education, particularly among students enrolled in alternative educational programs such as the CLEI cycles developed by the PAEBM program at SINEP-UNAD. These populations frequently experience social, economic, territorial, and academic limitations that directly affect their opportunities to achieve the proficiency levels required by national educational policies and standardized assessments.

From an institutional and pedagogical perspective, this research is relevant because it addresses the necessity of updating the didactic resources used for the preparation of the Saber 11 examination in English. During the internship process, it was identified that several of the existing pedagogical materials presented technical limitations related to contextualization, linguistic coherence, and alignment with the sociocultural realities of adult learners. In many cases, the instructional resources did not fully respond to the educational characteristics and learning conditions observed among adult learners enrolled in the PAEBM program. The documentary review and institutional observation process revealed the need for materials that were more contextualized, flexible, and aligned with the realities of students participating in alternative educational pathways. The proposal incorporates contextualized pedagogical resources, visual supports, and technopedagogical mediations intended to improve the accessibility, organization, and relevance of instructional content within flexible educational environments. Consequently, the documentary review and institutional observation process highlighted the need for more contextualized,

pedagogically coherent, and updated instructional materials aligned with the educational characteristics of youth and adult learners enrolled in the PAEBM program.

Likewise, this intervention acquires academic relevance because it integrates national and international evaluation frameworks into the pedagogical design process. The proposal incorporates the standards established by the ICFES Reference Framework and complements them with international evaluation criteria derived from the Preparing for the ACT guidelines. This articulation reinforces the technical rigor of the pedagogical resource by organizing it into analytical dimensions related to written production, language knowledge, reading comprehension, and conventions of standard English. Therefore, the updated booklet not only serves as a preparation tool for standardized assessments but also constitutes a structured pedagogical mediation aimed at promoting critical literacy and meaningful learning processes within flexible educational environments.

From a theoretical and analytical perspective, the present study is supported by the principles of meaningful learning, sociocultural theory, and heutagogical approaches as conceptual references for the review and updating of pedagogical resources. Through the documentary and observational analysis conducted during the internship immersion process, the study identified the relevance of incorporating contextualized mediations such as mind maps, reflective activities, and audiovisual resources within English preparation materials. These pedagogical elements were considered as potential supports for facilitating comprehension processes and promoting more flexible and reflective learning experiences among adult learners enrolled in the PAEBM program.

Finally, the relevance of this report lies in its contribution to educational inclusion and pedagogical innovation within the context of permanent education programs. Beyond its administrative function during the internship experience, the project contributes to the construction of contextualized educational strategies that respond to the territorial realities and learning conditions of

youth and adult populations. Consequently, the study promotes a broader understanding of English language learning as a mechanism for social mobility, academic empowerment, and community transformation, reinforcing the role of pedagogical mediations as instruments for equity and educational access in flexible learning environments.

Objectives

General Objective

To analyze teachers' perceptions regarding the pedagogical contribution, contextual relevance, and alignment of the updated English instructional materials with the competence assessed in the Saber 11 examination and the proficiency levels established by the Common European Framework of Reference for Languages (CEFR) within the PAEBM program of SINEP-UNAD.

Specific Objectives

To identify the degree of alignment between the contents of the booklet, the competence assessed in the Saber 11 English examination, and the proficiency levels established by the Common European Framework of Reference for Languages (CEFR), from the teachers' perspective.

To explore teachers' perceptions regarding the usefulness of the booklet as a pedagogical resource for strengthening students' preparation for the Saber 11 English examination.

To formulate recommendations for the improvement and future implementation of the booklet based on teachers' perceptions and experiences within the educational context of the PAEBM program.

To formulate methodological recommendations for the future implementation of contextualized pedagogical resources within flexible educational environments, considering the heutagogical approach and the territorial characteristics of the SINEP-UNAD agreements.

Internship Context

The professional internship was carried out within the National System of Permanent Education (SINEP) of the Universidad Nacional Abierta y a Distancia (UNAD), specifically in the Literacy, Basic, and Secondary Education Program for Youth and Adults (PAEBM). This institutional context is oriented toward providing flexible educational opportunities for populations that have experienced interrupted educational trajectories and require alternative pathways to complete their academic formation.

Within this framework, the internship focused on the documentary review, analysis, and updating of pedagogical materials used for English language preparation in the Saber 11 examination. The process involved identifying opportunities for improvement related to pedagogical organization, contextual relevance, linguistic coherence, and alignment with national and international educational standards.

Additionally, the internship included the review of existing instructional resources, the design of updated pedagogical mediations, and the collection of teachers' perceptions regarding the usefulness, organization, and contextualization of the proposed materials. Consequently, the study concentrated on the analysis and improvement of educational resources rather than on the direct measurement of student learning outcomes or language performance.

Company Presentation

The present internship and research process was developed within the Universidad Nacional Abierta y a Distancia (UNAD), specifically through the National System of Permanent Education (SINEP) and its Literacy, Basic, and Secondary Education Program for Youth and Adults (PAEBM). UNAD is recognized as one of the main public higher education institutions in Colombia dedicated to promoting educational access through distance and flexible learning models aimed at diverse social populations. Within this institutional framework, SINEP functions as a strategic educational initiative focused on reducing educational exclusion and strengthening opportunities for academic continuity among vulnerable youth and adult populations.

From an institutional perspective, SINEP is oriented toward providing formal educational services in literacy, primary education, secondary education, and academic support processes for students enrolled in CLEI cycles. Its pedagogical model is grounded in principles of inclusion, flexibility, autonomous learning, and meaningful knowledge construction, allowing students with work responsibilities, interrupted educational trajectories, and territorial limitations to continue their academic formation (SINEP-UNAD, n.d.). Consequently, the program assumes an important role in the democratization of educational opportunities within regions characterized by social and economic inequalities.

Regarding its institutional structure, SINEP operates under the Vice-Rectoría for Social Inclusion, Regional Development, and Community Outreach (VIDER) of UNAD, integrating administrative, academic, and territorial coordination processes. Through alliances established in different Colombian regions, including Tolima and Guaviare, the institution promotes educational strategies adapted to the sociocultural realities of local communities. This territorial approach seeks to strengthen educational participation and improve students' preparation for national standardized

assessments such as the Saber 11 examination, which is considered an important mechanism for academic advancement and social mobility (Icfes, 2017).

Historically, the institutional development of SINEP has been characterized by its commitment to educational inclusion and lifelong learning processes. The program has progressively consolidated flexible educational models that respond to the needs of populations traditionally excluded from conventional educational systems. In this context, the teaching of English acquires particular relevance because in a foreign language is currently recognized as a key component for participation in academic, professional, and global contexts promoted by the national bilingualism policies established in Colombia (MEN, 2006).

In accordance with its institutional mission, SINEP seeks to promote comprehensive education processes that contribute to the personal, academic, and social development of students through critical literacy and meaningful learning approaches. Likewise, its institutional vision emphasizes the strengthening of pedagogical innovation, techno-pedagogical mediations, and autonomous learning processes as mechanisms for improving educational quality within flexible learning environments. These principles establish the institutional foundation upon which the present pedagogical intervention and research analysis were developed.

Institutional Mission, Vision, and Educational Values

The institutional mission of SINEP-PAEBM is centered on providing comprehensive, flexible, and inclusive educational opportunities for youth and adult populations through pedagogical approaches grounded in critical literacy, meaningful learning, and social participation. In accordance with the educational principles promoted by the Universidad Nacional Abierta y a Distancia (UNAD), the program seeks to strengthen students' academic competence while simultaneously fostering personal empowerment, autonomous learning, and community transformation processes (SINEP-UNAD, n.d.). Within this framework, education is understood not only as an academic process but also as a mechanism for social inclusion and lifelong human development.

Likewise, the institutional vision of SINEP emphasizes the consolidation of a leading permanent education model in Colombia, recognized for its pedagogical innovation, flexible learning environments, and integration of techno-pedagogical mediations. The institution promotes educational inclusion, flexible learning opportunities, and access to academic formation through pedagogical strategies aligned with national educational policies and institutional quality standards. In this regard, the development of English language proficiency is considered a strategic component for improving students' participation in academic, labor, and global contexts, particularly among populations that historically have experienced conditions of educational exclusion (MEN, 2006; Icfes, 2017).

From a pedagogical perspective, the institutional philosophy of SINEP is supported by educational values associated with autonomy, inclusion, social responsibility, respect, and regional solidarity. These principles are closely related to heutagogical approaches that promote the active participation of students in their own learning processes and encourage the development of reflective and self-directed educational experiences. Consequently, the implementation of contextualized

pedagogical mediations within the PAEBM program seeks to respond not only to academic needs but also to the emotional, social, and territorial realities of youth and adult learners.

Furthermore, the institutional emphasis on educational inclusion and territorial development establishes an important foundation for the present research process. Through the integration of contextualized didactic resources and flexible pedagogical strategies, SINEP promotes learning environments that recognize the diversity of students' experiences and encourage equitable access to educational opportunities. In this sense, the institutional mission, vision, and educational values provide the pedagogical framework that supports the design, implementation, and evaluation of contextualized educational resources intended to facilitate students' preparation for the Saber 11 English examination.

Institutional Organizational Structure

The organizational structure of the National System of Permanent Education (SINEP) within the Universidad Nacional Abierta y a Distancia (UNAD) is composed of administrative, academic, and territorial coordination levels that collectively support the implementation of flexible educational processes for youth and adult populations. This institutional organization facilitates the articulation of pedagogical management, academic supervision, and regional educational strategies aimed at strengthening educational inclusion and academic continuity in different Colombian territories.

At the management level, SINEP operates under the Vice-Rectoría for Social Inclusion, Regional Development, and Community Outreach (VIDER), which is responsible for promoting institutional policies related to educational access, territorial development, and social participation. This administrative structure establishes the institutional guidelines that orient the pedagogical and operational functioning of the PAEBM program within flexible educational environments (UNAD, 2026).

At the administrative-academic level, the SINEP Academic Secretariat coordinates the implementation of educational processes, curriculum organization, pedagogical supervision, and institutional monitoring activities. This coordination plays a fundamental role in the management and updating of didactic resources, as well as in the articulation of academic strategies designed to support students enrolled in CLEI cycles. Likewise, the Internship Directorate supervises the professional practice processes developed by undergraduate students, ensuring coherence between institutional objectives and pedagogical intervention activities.

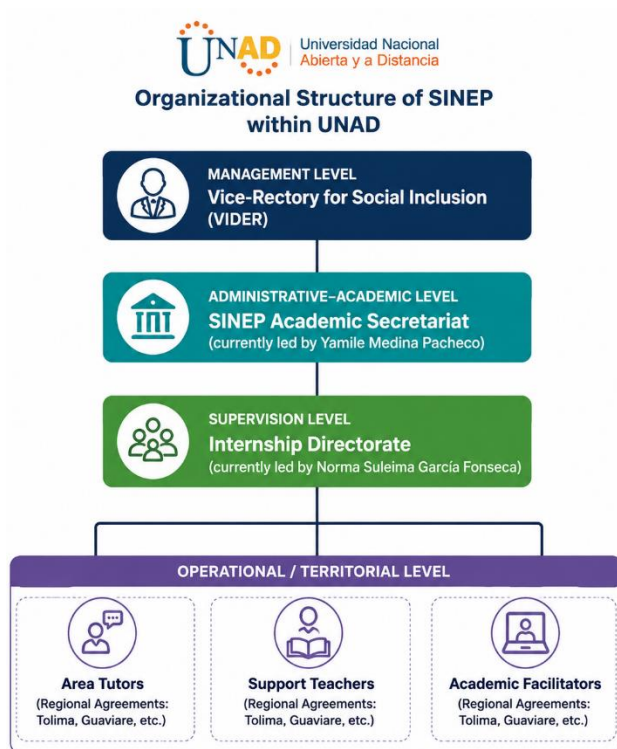
At the operational and territorial level, the institutional structure includes tutors, support teachers, and academic facilitators responsible for implementing educational strategies within regional agreements established in departments such as Tolima and Guaviare. These professionals contribute to the adaptation of pedagogical resources according to the sociocultural characteristics and educational needs of local communities. Consequently, the territorial organization of SINEP becomes essential for the development of contextualized pedagogical mediations that respond to the realities of students participating in flexible education programs.

Within the framework of the present internship and research process, the organizational structure of SINEP facilitated the identification of institutional needs associated with the preparation of students for the Saber 11 examination in English. The interaction among administrative, pedagogical, and territorial coordination processes enabled the observation of challenges related to educational materials, English language learning component, and pedagogical mediation strategies, thereby contributing to the analytical foundation of the present study.

The following organizational structure illustrates the institutional distribution of administrative, academic, and territorial coordination processes within SINEP-UNAD. This structure demonstrates the articulation among management, pedagogical supervision, and regional educational

implementation levels that support the development of flexible educational programs for youth and adult populations. Furthermore, the diagram contextualizes the institutional environment in which the present internship and pedagogical intervention were developed.

Figure 1

Institutional Organizational Structure of SINEP-UNAD

Note. Institutional organizational structure of the National System of Permanent Education (SINEP) within the Universidad Nacional Abierta y a Distancia (UNAD). The figure illustrates the hierarchical and operational distribution of the administrative, academic, and territorial coordination processes involved in the implementation of flexible educational programs. Created by the author based on institutional information provided by SINEP-UNAD (2026).

Researcher: Sandra Patricia López Sánchez

Program: Bachelor's Degree in Foreign Languages with an Emphasis on English (LILEI)

Institution: Universidad Abierta y a Distancia (UNAD)

Department: SINEP – PAEBM

Project Title

Design and Updating of a Contextualized English Booklet for Saber 11 Preparation within the PAEBM Program of SINEP-UNAD

Problem Situation

During the internship immersion process carried out within the PAEBM program of SINEP-UNAD, a documentary review and institutional observation of the instructional materials used for English language preparation in the Saber 11 examination revealed several opportunities for pedagogical improvement. The analysis identified limitations related to contextualization, instructional organization, linguistic coherence, and alignment with the competence assessed in the Saber 11 English examination and the proficiency levels established by the Common European Framework of Reference for Languages (CEFR).

Likewise, the review of the existing materials showed a limited incorporation of visual resources, techno-pedagogical mediations, contextualized learning activities, and autonomous learning strategies adapted to the characteristics of youth and adult learners enrolled in flexible educational environments. Several instructional activities were primarily focused on isolated grammatical content and presented opportunities for improvement regarding their connection with students' sociocultural realities and educational needs.

Additionally, the analysis revealed the need to strengthen the pedagogical structure of the instructional materials through the incorporation of updated assessment activities, contextualized reading and writing tasks, visual learning supports, and resources aligned with national and

international educational frameworks. These findings highlighted the importance of updating the existing booklet in order to improve its pedagogical coherence, contextual relevance, and alignment with the requirements of the Saber 11 English examination.

Consequently, the present study focuses on the design and updating of contextualized pedagogical mediations and on the analysis of teachers' perceptions regarding the pedagogical contribution, organization, and relevance of the updated instructional materials within the PAEBM program of SINEP-UNAD.

Research Question

What are teachers' perspectives regarding the design and implementation of a contextualized English booklet intended to support Saber 11 English examination preparation in the PAEBM program at SINEP-UNAD?

Justification

The present research is justified by the educational need to update and contextualize the instructional materials used for English language preparation within flexible educational programs in Colombia. In contemporary educational contexts, the quality, relevance, and pedagogical organization of instructional resources play a fundamental role in supporting learning processes and facilitating alignment with national and international assessment standards. Within contemporary educational contexts, English language learning has become a fundamental component for academic development, employability, intercultural communication, and social participation in increasingly globalized societies. In this regard, the national bilingualism policies promoted by the Colombian Ministry of National Education emphasize the importance of preparation for the Saber 11 examination o strengthening the pedagogical quality of instructional materials as a strategy for

reducing educational inequality and expanding access to academic and professional opportunities (MEN, 2006; Icfes, 2017).

In the specific case of the PAEBM program at SINEP-UNAD, the need to redesign and update pedagogical materials for the preparation of the Saber 11 examination emerges from the identification of persistent academic and pedagogical limitations affecting students enrolled in CLEI cycles. Through the internship process and the systematic observation of institutional practices, it was identified that several instructional resources lacked contextualization, methodological flexibility, and alignment with the sociocultural realities of adult learners. Consequently, the documentary review suggested opportunities to strengthen the connection between instructional content and the personal, territorial, and educational realities of adult learners through more contextualized and pedagogically organized learning materials.

Likewise, this pedagogical proposal acquires particular relevance because it addresses the need for instructional materials that are better adapted to the characteristics of youth and adult learners participating in flexible educational environments. In terms of operational design, Vygotsky's (1978) sociocultural principles are directly integrated through reading comprehension tasks rooted in local territories—such as Mariquita, Purificación, and Guaviare—ensuring that English language acquisition is structurally tied to the learners' immediate social environments. Concurrently, Ausubel's (1963) meaningful learning framework is operationalized through scaffolding tools like conceptual mind maps and audiovisual capsules. These techno-pedagogical mediations function as cognitive organizers that facilitate independent text decoding, directly countering the academic limitations and time constraints observed in adult CLEI cycles. Therefore, this theoretical synergy transforms the updated booklet from a rigid assessment tool into an inclusive, self-directed learning environment.

Furthermore, the present proposal integrates national educational standards established by ICFES with international assessment criteria derived from the Preparing for the ACT framework, thereby strengthening the technical and methodological rigor of the pedagogical design (ACT Education Corp., 2025; Icfes, 2017). for: supforting English language learning through analytical dimensions associated with writing production, reading comprehension, language knowledge, and conventions of standard English. Consequently, the updated booklet is conceived not merely as an evaluative resource but as a pedagogical mediation aimed at improving the pedagogical organization, contextual relevance, and instructional coherence of English language preparation materials within flexible educational environments.

Finally, this study contributes to the improvement of instructional resources used within the PAEBM program by providing an updated and contextualized pedagogical booklet aligned with the competence assessed in the Saber 11 English examination. Additionally, the study offers evidence regarding teachers' perceptions of the pedagogical value, organization, and contextual relevance of the proposed resource within flexible educational environments.

Contextual and Documentary Supfort

The present research is supported by the documentary and observational analysis conducted during the internship immersion process at SINEP-UNAD, particularly regarding the review of pedagogical materials used for English language preparation within the CLEI cycles. Through administrative observation and institutional document analysis, it was identified that several instructional resources required technical updating and greater alignment with current communicative assessment standards. This need became particularly relevant in regions such as Tolima, where English performance continues to represent a challenge within the context of flexible education programs, according to institutional observations and national assessment reforts.

From a documentary perspective, the study takes as a reference the educational goals established by the Colombia Bilingüe program promoted by the Colombian Ministry of National Education, which proposed increasing the percentage of students achieving B1 proficiency levels from 2% to 8% and A2 levels from 7% to 35% within the national educational system (MEN, 2006; Icfes, 2017). In relation to these standards, the observational analysis carried out during the internship process identified the importance of strengthening pedagogical resources capable supporting English language learning and preparation for the Saber 11 examination among youth and adult learners.

Likewise, the documentary review of the ICFES Reference Framework facilitated the identification of proficiency scales associated with the Saber 11 English examination, including the score ranges corresponding to A2 levels (58–70 points) and B1 levels (71–100 points) (Icfes, 2017). These technical references served as analytical criteria for updating the pedagogical proposal, ensuring greater coherence in the teaching materials.

International Assessment References and Technical Criteria

As part of the documentary review process developed during the internship immersion experience, international assessment references were analyzed in order to identify technical and methodological elements that could contribute to the updating of the English preparation booklet. Among these references, the Preparing for the ACT framework was considered relevant because it organizes through analytical dimensions associated with written production, language knowledge, and the conventions of standard English (ACT Education Corp., 2025).

The documentary analysis of this international framework allowed the identification of percentage-based evaluation criteria associated with communicative performance, including Writing Production (38–43%), Language Knowledge (18–23%), and Conventions of Standard English (38–43%) (ACT Education Corp., 2025). These technical percentages were considered as reference

indicators for the pedagogical organization of the updated proposal and for the analytical review of components included in the instructional materials. These percentages were not adopted as assessment weights but served as a technical reference for balancing the different language components addressed throughout the updated booklet.

The incorporation of these international references does not imply the implementation of experimental intervention processes but rather the analytical use of technical criteria intended to strengthen the pedagogical coherence and structural organization of the proposed materials. Consequently, the updated proposal seeks to maintain alignment between national educational standards established by ICFES and complementary international assessment perspectives, thereby contributing to the construction of more structured, contextualized, and academically coherent pedagogical resources for students enrolled in flexible educational environments.

Theoretical Dialogue and Mediations

From a sociocultural perspective, the booklet incorporates contextualized learning experiences based on Vygotsky's concept of mediation and the importance of connecting learning to learners' social and cultural environments (Vygotsky, 1978).), using contextualized texts about territories such as Mariquita or Purificación so that learning remains closely connected to students' realities. The use of mind maps and video capsules responds to Ausubel's Meaningful Learning theory, facilitating the processing of complex information and facilitating the organization and comprehension of information for the "working student" with limited time.

Finally, the research promotes heutagogy, where the student assumes an autonomous and reflective role. This is operationalized through self-reflection tables and progress tracking integrated into the booklet, allowing for the incorporation of reflective activities and learning supports intended

to improve the pedagogical organization and contextual relevance of the instructional materials without relying exclusively on external administrative resources.

Methodology Approach and Observational Scope

The present study adopts a qualitative observational approach with an exploratory-descriptive scope focused on the documentary and pedagogical analysis of instructional materials used for English language preparation within the PAEBM program at SINEP-UNAD. The research was developed within the framework of the internship immersion strategy carried out from an administrative support role, which allowed the observation of institutional processes related to the organization, review, and updating of pedagogical resources used in the CLEI cycles.

From this perspective, the study did not involve the direct implementation of experimental pedagogical interventions or the application of evaluative instruments to students. Instead, the research process was oriented toward the systematic observation of institutional practices, Documentary review of educational materials and analytical examination of pedagogical mediations associated with communicative competences in English. This methodological approach allowed the identification of technical, contextual, and pedagogical needs related to the instructional resources used for preparation for the Saber 11 examination.

Participants and Context

The study was conducted within the PAEBM (Programa de Alfabetización, Educación Básica y Media) at SINEP-UNAD, a flexible educational program designed to support the academic progression of youth and adult learners through the CLEI cycles. As part of the qualitative observational approach, three English language teachers linked to the PAEBM program participated as key informants.

Participants were selected through purposive sampling based on the following criteria: (a) active involvement in the implementation and mediation of English mock Saber 11 tests, (b) direct experience using the instructional materials analyzed in the study, and (c) familiarity with the pedagogical and assessment processes developed within the program. Their professional experience provided valuable insights into the relevance, organization, contextualization, and pedagogical effectiveness of the updated instructional materials.

Documentary Sources and Analysis

The documentary analysis included the review of institutional booklets, ICFES reference frameworks, national bilingualism policies, and international assessment references such as the Preparing for the ACT framework (ACT Education Corp., 2025; Icfes, 2017; MEN, 2006). Likewise, the study considered theoretical perspectives associated with meaningful learning, sociocultural learning theory, and heutagogical approaches in order to analyze the pedagogical coherence of the proposed updating process (Ausubel, 1963; Vygotsky, 1978).

Perception Instrument

Additionally, the research process incorporated the collection of qualitative perceptions from the three English instructors currently linked to the SINEP-UNAD PAEBM program. Data were collected through a Google Forms-based semi-structured survey composed of fifteen open-ended questions. The instrument was designed to explore teachers' perspectives regarding the relevance, contextualization, pedagogical coherence, organizational structure, implementation conditions, inclusion considerations, and alignment of the updated instructional materials with the competence assessed in the Saber 11 English examination.

The purpose of this perception instrument was not to measure the direct effectiveness of the pedagogical proposal through experimental implementation, but rather to gather reflective and

professional appreciations from instructors familiar with the educational realities of the CLEI cycles and the institutional dynamics of English language preparation within the PAEBM program.

Consequently, the collected perceptions constituted a complementary source of qualitative analysis within the observational scope of the present study.

Analytical Categories

For the analytical organization of the study, the qualitative information obtained from documentary sources and teachers' perceptions was examined through nine analytical categories: (1) teacher profile, (2) relevance and contextualization of the material, (3) pedagogical quality and instructional design, (4) formative assessment and feedback, (5) institutional implementation conditions, (6) educational inclusion, (7) material improvement proposals, (8) impact on students' performance and learner autonomy, and (9) teacher training and institutional support.

These categories facilitated a systematic examination of the strengths, limitations, and improvement opportunities of the updated instructional materials. Furthermore, they allowed the integration of documentary evidence and practitioner perspectives within the qualitative observational framework of the research.pedagogical proposal.

Assessment Standards Used for Material Design

Although the present study is framed within a qualitative observational approach, the documentary analysis incorporated quantitative reference components derived from national and international assessment frameworks. These references were not used for statistical measurement or experimental validation but rather as technical criteria for the analytical review and updating of the pedagogical proposal.

Among the principal documentary references considered in the study were the educational goals established by the Colombia Bilingüe program, which proposed increasing the percentage of students achieving B1 proficiency levels from 2% to 8% and A2 levels from 7% to 35% within the

Colombian educational system (MEN, 2006; Icfes, 2017). Likewise, the research considered the proficiency score ranges established within the ICFES Reference Framework for the Saber 11 English examination, particularly A2 levels corresponding to scores between 58 and 70 points and B1 levels corresponding to scores between 71 and 100 points (Icfes, 2017).

Additionally, the documentary analysis incorporated technical references derived from the Preparing for the ACT framework, specifically the percentage-based dimensions associated with Writing Production (38–43%), Language Knowledge (18–23%), and Conventions of Standard English (38–43%) (ACT Education Corp., 2025). These qualitative references function as analytical indicators for the organizational review of the components included in the updated pedagogical materials. Furthermore, the documentary review considered the technical structure of the Saber 11 English examination, including the distribution of 40 questions designed to be completed within 60 minutes, as established by the ICFES Reference Framework (Icfes, 2017). In addition, the updated pedagogical proposal incorporated a complementary reading and writing section consisting of eight analytical items organized according to evaluation criteria derived from the Preparing for the ACT framework (ACT Education Corp., 2025). These quantitative and organizational references were not used as statistical measurement instruments but rather as technical guidelines for the analytical restructuring and updating of the instructional materials reviewed during the internship immersion process.

Analysis and Justification of the Proposed Resources

The observational and documentary analysis carried out during the immersion process of the practices allowed us to identify several pedagogical needs related to the organization and contextualization of the teaching materials used for the preparation of the English language within the PAEBM program in SINEP-UNAD. Based on this analytical process, the updated proposal

considered the incorporation of specific pedagogical mediations intended to strengthen the relationship between communicative content, flexible learning environments, and the territorial realities of students enrolled in the CLEI cycles.

One of the principal pedagogical resources considered in the updated proposal was the incorporation of mind maps as organizational and visual support tools. From an analytical perspective, these resources were selected because they facilitate the hierarchical organization of information and the visualization of conceptual relationships, particularly in contexts where adult learners experience limitations associated with study time and cognitive overload. The documentary review of meaningful learning approaches supported the inclusion of these visual mediations as potential pedagogical supports for comprehension and autonomous learning processes (Ausubel, 1963).

Likewise, audiovisual resources such as YouTube video capsules were considered within the updated proposal as complementary pedagogical mediations intended to facilitate asynchronous learning opportunities in flexible educational environments. These resources were analytically valued because they allow communicative and grammatical content to be presented through visual and explanatory formats that may contribute to greater accessibility and flexibility for students balancing academic responsibilities with work and family obligations.

Another relevant component identified during the analysis process was the importance of incorporating contextualized readings and communicative situations connected to the territorial realities of students from regions such as Ibagué, Mariquita, Purificación, and Guaviare. According to sociocultural learning perspectives, educational content acquires greater meaning when it is associated with students' lived experiences and local contexts (Vygotsky, 1978). Consequently, the updated proposal considered the inclusion of contextualized materials as a strategy intended to

strengthen the connection between English language learning activities and students' sociocultural realities.

Finally, the analytical review also supported the inclusion of discontinuous texts and reflective activities aimed at promoting critical reading and communicative interpretation processes rather than isolated grammatical memorization. From this perspective, the proposed pedagogical updating sought to encourage more reflective and participatory learning experiences aligned with the principles of critical literacy and autonomous learning within flexible educational environments.

Pedagogical Structure of the Updated Proposal

This section presents the pedagogical organization of the updated instructional proposal developed during the internship immersion process at SINEP-UNAD. The proposal was informed by the documentary review of institutional materials, national assessment frameworks, international assessment references, and the qualitative feedback provided by English instructors associated with the PAEBM program. Based on these sources, the instructional materials were updated to improve their contextual relevance, pedagogical coherence, and alignment with the competence assessed in the Saber 11 English examination.

The following sections describe the main instructional components, pedagogical mediations, and organizational criteria incorporated into the updated booklet. These elements were selected in response to the needs identified during the documentary and observational analysis and were intended to support English language preparation within the flexible educational environment of the CLEI cycles. The updated proposal was designed from an observational and documentary perspective, considering the pedagogical needs identified during the administrative immersion process and the qualitative perceptions collected from English instructors linked to the PAEBM program. Consequently, the following sections describe the technical structure, components, and

pedagogical mediations considered during the updating and analytical organization of the instructional materials.

Integration of the Seven Components of the Saber 11 English Examination

The updated pedagogical approach was based on the organizational structure established in the ICFES Reference Framework for the Saber 11 English exam (ICFES, 2017). Through a documentary and analytical review of the assessment structure, the teaching materials were reorganized to maintain greater coherence within the standardized national assessment framework.

From this perspective, the updated question bank incorporated 40 analytical items distributed according to the seven components identified in the Saber 11 English exam. These components include lexical recognition, pragmatic comprehension, communicative interpretation, grammatical coherence, literal comprehension, inferential reading, and contextual use of language. The organizational structure of these components was considered a technical reference for the pedagogical update process, rather than a direct evaluative implementation.

Likewise, the didactic organization sought to maintain progressive complexity through the integration of activities associated with the basic and intermediate levels of proficiency. Consequently, the updated proposal was analytically structured to facilitate alignment with the competency standards and evaluation criteria established by ICFES within the national framework of bilingualism.

Incorporation of International Assessment References (ACT)

As part of the documentary analysis conducted during the internship immersion process, the updated pedagogical proposal incorporated organizational references derived from the Preparing for the ACT framework. This reference was selected because it provides clear technical criteria for the organization and balance of language components, which contributed to improving the pedagogical coherence and structural organization of the updated instructional materials. (ACT Education Corp.,

2025). These international references were considered as complementary analytical criteria for the pedagogical restructuring of the booklet within the observational scope of the present study.

The review of the ACT framework allowed the identification of communicative dimensions associated with Writing Production (38–43%), Language Knowledge (18–23%), and Conventions of Standard English (38–43%) (ACT Education Corp., 2025). These percentage-based dimensions were considered as organizational references for balancing the different language components included throughout the updated booklet and for supporting the pedagogical organization of the instructional materials.

Consequently, the incorporation of these international assessment references sought to strengthen the structural organization, pedagogical coherence, and balance of the updated instructional materials without implying experimental intervention processes or statistical validation procedures. From this perspective, the updated proposal maintained alignment between national assessment standards established by ICFES and complementary international reference criteria relevant to English language preparation for the Saber 11 examination.

Didactic Pathway and Techno-Pedagogical Mediations

The updated pedagogical proposal was analytically organized through a didactic pathway intended to maintain coherence between pedagogical organization, contextualized learning processes, and flexible educational environments. This organizational structure emerged from the documentary and observational analysis conducted during the internship immersion process, as well as from the review of pedagogical needs identified within the instructional materials used in the PAEBM program at SINEP-UNAD.

From an analytical perspective, the proposed didactic pathway was structured into three complementary stages. The initial stage focused on the exploration of students' prior knowledge and

the recognition of the assessment structure and language components of the Saber 11 English examination. This stage was considered relevant because adult learners participating in CLEI cycles frequently require greater familiarity with assessment formats and communicative task organization within standardized examinations.

The intermediate stage incorporated techno-pedagogical mediations such as mind maps, contextualized readings, visual supports, and audiovisual resources intended to facilitate the organization and comprehension of instructional content related to English language preparation. These pedagogical mediations were selected based on the documentary review of meaningful learning and autonomous learning approaches, particularly considering the educational conditions of students balancing academic, work, and family responsibilities within flexible learning environments (Ausubel, 1963).

Finally, the proposal considered a production and analytical review stage focused on the organization of contextualized learning activities aligned with the structural characteristics of the Saber 11 English examination. This stage included the incorporation of analytical exercises, reading and writing tasks, and instructional activities designed according to national and international assessment references, allowing greater coherence between the updated instructional materials and the evaluation criteria considered during the booklet updating process.

Teachers' Perception Questionnaire

Within the framework of this study, qualitative perception instruments were considered complementary analytical resources for reviewing the updated pedagogical proposal. Specifically, a semi-structured interview consisting of fifteen open-ended questions was administered to the teachers who acted as mediators during the implementation of the Saber 11 English mock test. The instrument was designed to gather reflections on the relevance, contextualization, organizational coherence, and

pedagogical structure of the teaching materials developed for English preparation within the PAEBM program.

The questions were organized into nine analytical categories: (1) teacher profile, (2) relevance and contextualization of the material, (3) quality and pedagogical design, (4) formative assessment and feedback, (5) conditions of institutional implementation, (6) educational inclusion, (7) proposals for improving the material, (8) impact on student performance and autonomy, and (9) teacher training and institutional support. These categories facilitated a systematic analysis of participants' perceptions of the strengths, limitations, and possible improvements of the updated pedagogical proposal. As part of this analytical process, a Google Forms survey was designed and directed to English instructors currently linked to SINEP-UNAD. The instrument included open and reflective questions intended to explore teachers' perceptions concerning the updated proposal, particularly regarding pedagogical coherence, contextual relevance, instructional organization, and the potential applicability of the proposed mediations within flexible educational environments. These perceptions constituted a complementary source of qualitative analysis within the research process.

Pedagogical Reflection Components Included in the Booklet

Likewise, the updated proposal incorporated reflective activities and self-monitoring components intended to support autonomous and participatory learning processes. From a theoretical perspective, these elements were considered coherent with heutagogical approaches and adult education principles focused on reflective learning and student participation within flexible educational contexts.

It is important to clarify that the incorporation of these reflection components did not seek to establish experimental validation processes or direct measurements of pedagogical effectiveness.

Instead, these resources were conceived as pedagogical supports integrated into the instructional materials and analyzed within the documentary and observational framework of the internship immersion experience.

Analysis of Teachers' Perceptions Regarding the Updated Booklet

The analysis of the responses revealed a high level of agreement among participants regarding the relevance of the updated instructional material. All teachers highlighted that the booklet presents a clearer alignment with the competence assessed in the Saber 11 English examination and offers a more organized pedagogical structure than traditional preparation materials commonly used within flexible educational environments.

One of the most recurrent themes identified in the responses was the contextualization of learning activities. The instructors emphasized that the inclusion of situations, readings, and examples connected to students' realities may contribute to greater engagement with instructional content and facilitate the interpretation of communicative tasks. This finding is particularly relevant considering that adult learners enrolled in the CLEI cycles frequently combine academic responsibilities with work and family obligations.

Another recurring aspect identified in the survey was the perceived usefulness of the booklet for supporting students' preparation for standardized assessments. According to the participants, the instructional organization of the material may help students become more familiar with the structure, language demands, and assessment criteria associated with the Saber 11 English examination.

Likewise, the instructors positively valued the incorporation of visual supports, contextualized activities, reflective components, and techno-pedagogical mediations. These resources were considered important for improving content accessibility and promoting more autonomous learning processes within flexible educational environments.

The responses also highlighted the importance of maintaining continuous improvement processes. Teachers suggested strengthening the incorporation of digital resources, multimedia materials, accessibility adaptations, and complementary instructional supports that may facilitate the participation of diverse student populations.

Overall, the collected perceptions indicate that the updated booklet was positively evaluated in terms of pedagogical organization, contextual relevance, alignment with assessment standards, and potential applicability within the educational context of the PAEBM program. Although the study did not involve experimental implementation with students, the professional judgments provided by the participating instructors constitute valuable qualitative evidence regarding the pedagogical contribution of the proposed instructional material.

Table 1*Main Categories Identified in Teachers' Perceptions*

Category	Frequency (n=3)	Percentage
Alignment with Saber 11	3	100%
Contextualized activities	3	100%
Support for autonomy	3	100%
Visual resources	3	100%
<i>Inclusive practices</i>	3	<i>100%</i>
<i>Formative assessment</i>	3	<i>100%</i>

Note. Frequencies correspond to the number of teachers.

The thematic analysis demonstrated a high degree of agreement among the participating instructors regarding the principal strengths of the updated booklet. The most consistent finding was the recognition of the contextual relevance of the instructional materials, as all participants highlighted the incorporation of activities, readings, and examples connected to the realities of adult learners enrolled in CLEI cycles.

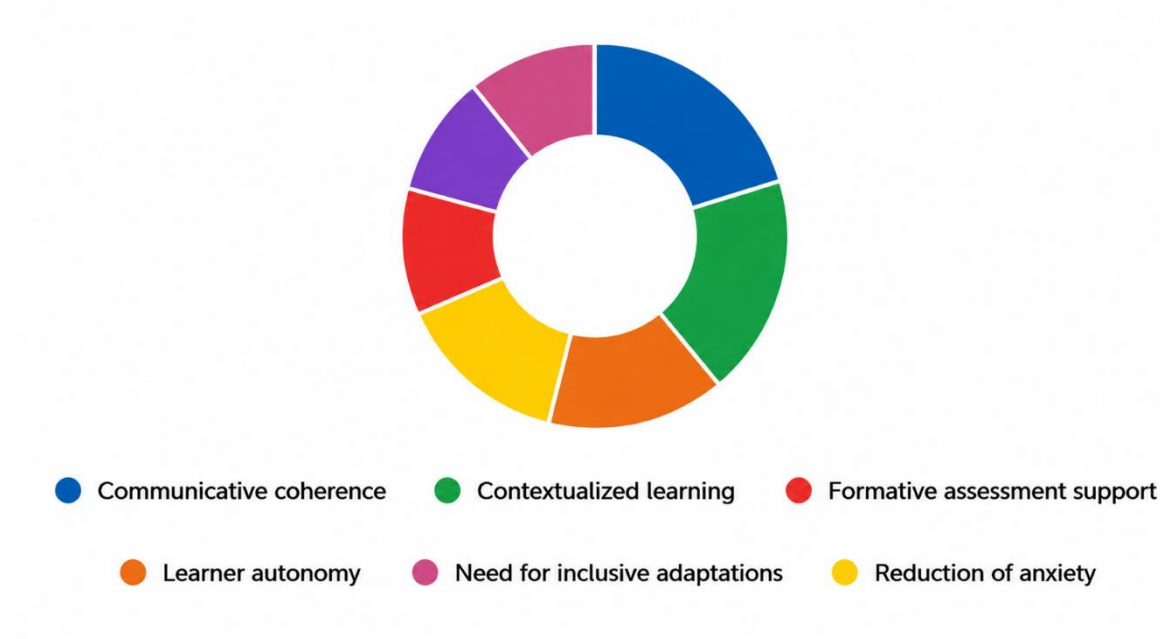
A second relevant finding was the perceived alignment between the updated booklet and the competence assessed in the Saber 11 English examination. Participants emphasized that the organizational structure of the materials reflects the characteristics of the national assessment and may contribute to students' familiarity with the examination format and requirements.

Likewise, teachers consistently valued the pedagogical organization of the proposal, particularly the sequencing of activities, the incorporation of visual supports, and the integration of techno-pedagogical resources. These elements were perceived as contributing to greater instructional coherence and accessibility within flexible educational environments.

Regarding future development opportunities, all participants suggested the incorporation of additional digital resources, multimedia materials, and accessibility adaptations. These recommendations indicate potential directions for the continuous improvement of the instructional materials and reinforce the importance of maintaining inclusive and context-sensitive pedagogical resources within the PAEBM program.

Figure 2

Teachers' Perceptions of the Updated English Booklet



Note. The figure summarizes the principal categories identified through the qualitative perception survey applied to English instructors linked to SINEP-UNAD. All participants highlighted the relevance of contextualized learning activities, alignment with Saber 11 competence, learner autonomy, formative assessment support, visual resources, and inclusive educational practices within the updated pedagogical proposal.

Conclusions

The present research made it possible to identify the pedagogical and contextual need to update the instructional materials used for English language preparation within the PAEBM program at SINEP-UNAD. Through the internship immersion process developed from an administrative support role, the observational and documentary analysis revealed limitations related to the contextualization, instructional organization, and pedagogical coherence of the pedagogical resources used in the CLEI cycles.

These findings highlighted the importance of strengthening instructional materials aligned with the sociocultural realities and educational conditions of youth and adult learners participating in flexible educational environments. Likewise, the study emphasized the relevance of integrating national and international assessment references as analytical criteria for the pedagogical restructuring of instructional materials. The documentary review of the ICFES Reference Framework and the Preparing for the ACT guidelines allowed the identification of organizational structures, communicative dimensions, and technical criteria associated with English language learning and assessment. In this sense, the updated pedagogical proposal sought to maintain greater alignment with assessment standards within instructional contexts, without implying processes of experimental intervention or direct pedagogical validation.

From a theoretical perspective, the analysis highlighted the usefulness of meaningful learning, sociocultural learning principles, and heutagogical approaches as conceptual frameworks for the design and review of instructional materials within flexible educational contexts. The observational analysis supported the relevance of incorporating contextualized readings, visual supports, reflective activities, and techno-pedagogical mediations to support the instructional organization, contextualization, and accessibility of instructional materials intended for adult

learners. Consequently, the study emphasized the importance of designing pedagogical resources connected to students' territorial realities, educational experiences, and learning conditions.

Additionally, the incorporation of qualitative perceptions collected from English instructors linked to SINEP-UNAD contributed to strengthening the analytical and institutional coherence of the updated proposal. The perceptions gathered through the Google Forms survey provided reflective and professional appreciations regarding the instructional organization, contextual relevance, and potential applicability of the updated instructional materials within the CLEI cycles. These qualitative contributions enriched the observational scope of the research and supported the pedagogical analysis developed throughout the study.

Finally, the present research contributes to the improvement of instructional materials used for English language preparation within the PAEBM program of SINEP-UNAD. The documentary analysis, institutional observation process, and review of pedagogical resources made it possible to identify opportunities for updating, contextualization, and alignment with assessment standards. Furthermore, the study provided evidence regarding teachers' positive perceptions of the instructional organization, contextual relevance, and potential usefulness of the updated booklet as a complementary resource for Saber 11 English examination preparation within flexible educational environments.

Recommendations

Based on the documentary analysis, institutional observation process, and teachers' perceptions collected throughout this study, several recommendations can be proposed for the future implementation and continuous improvement of the updated instructional materials developed for the PAEBM program at SINEP-UNAD.

First, it is recommended that the updated booklet be periodically reviewed and revised in order to maintain alignment with the competence assessed in the Saber 11 English examination, as well as with future updates to national educational policies and assessment frameworks. Continuous updating may contribute to preserving the pedagogical relevance and technical coherence of the instructional materials.

Second, it is advisable to strengthen the incorporation of digital and multimedia resources that support autonomous learning processes among youth and adult learners. The inclusion of interactive activities, audiovisual materials, and complementary online resources may facilitate greater accessibility and flexibility within the educational context of the CLEI cycles.

Likewise, future implementations of the booklet should consider the incorporation of additional accessibility strategies that respond to the diverse educational needs of students enrolled in flexible learning environments. These adaptations may contribute to promoting more inclusive and equitable learning opportunities.

Furthermore, it is recommended that teachers and academic facilitators receive continuous pedagogical support and training regarding the use of contextualized instructional materials, technopedagogical mediations, and innovative teaching strategies for English language learning within adult education programs.

Finally, future studies may explore the implementation of the updated booklet with larger groups of students in order to analyze its potential contribution to English language preparation processes and its applicability within different regional and educational contexts associated with the PAEBM program and other flexible education initiatives.

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Appendices

Appendix A

Internship Work Plan and Administrative Immersion Activities

Percentage Distribution Table by Phase (320 Hours)

Research / Internship Phase	Weeks	Assigned Hours	Percentage of Total
Phase 1: Diagnosis and Foundation	1 – 4	80	25%
Phase 2: Design and Contextualization	5 – 8	80	25%
Phase 3: Data Collection and Analysis of Perceptions*	9 – 12	80	25%
Phase 4: Systematization and Results	13 – 16	80	25%
TOTAL	16	320	100%

Note. The following appendix presents the work plan developed during the internship immersion process carried out within the PAEBM program at SINEP-UNAD.

Appendix B

Update of the booklet - preparing for the Saber tests in the SINEP

The complete version of the updated pedagogical booklet developed during the internship immersion process is available through the following digital access resources:

Direct Access Link:

<https://heyzine.com/flip-book/5b91aaebe4.html>

QR Code:



The booklet contains the updated instructional materials, contextualized learning activities, assessment preparation exercises, visual supports, reflective components, and technological resources designed to support English language preparation within the PAEBM program at SINEP-UNAD.

Appendix C

Systematization of Administrative and Pedagogical Activities Developed During the Internship

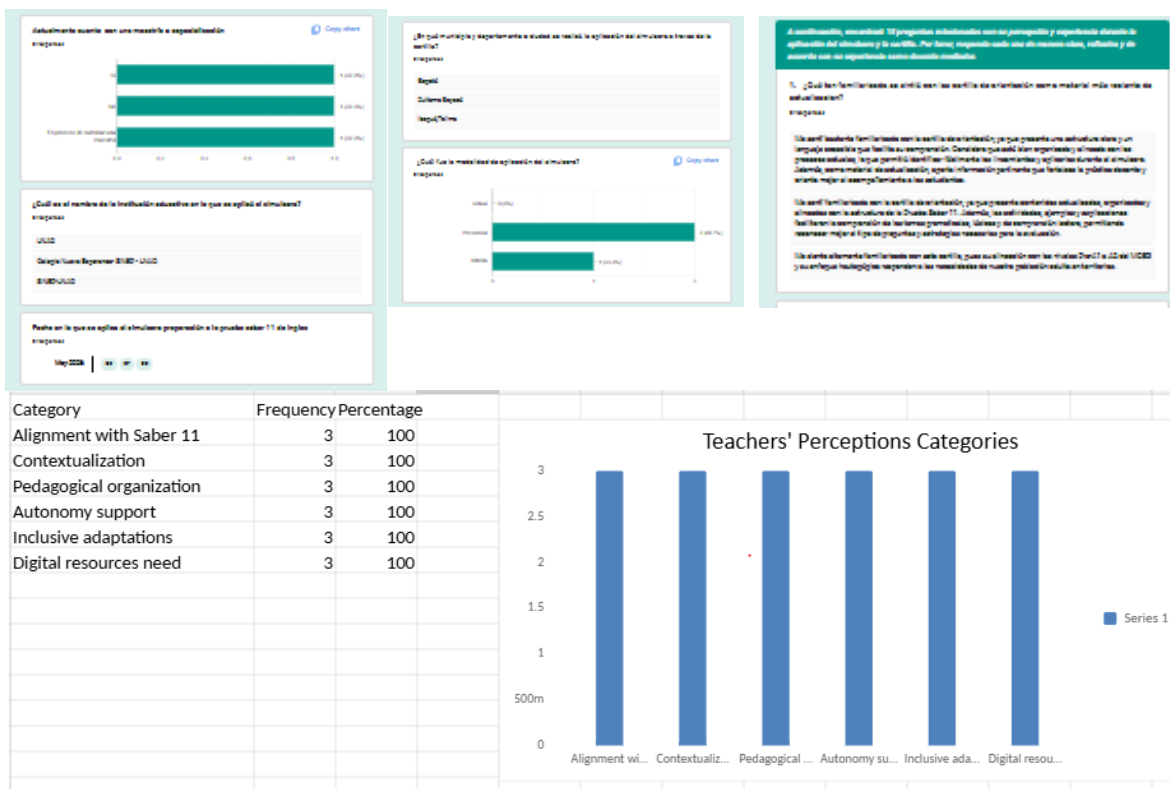
Process

Name	Owner	Date modified	File size
Cartilla de Ingles_ACTUALIZADA_Para docentes_con hoja de Respuest...	me	May 13	2.1 MB
Cartilla de Ingles_Estudiantes.pdf	me	May 13	2 MB
First Research Analysis Report_Sandra Patricia Lopez Sanchez.pdf	me	Apr 23	302 KB
Propuesta Metodológica_Cartilla de Ingles.pdf	me	Apr 17	1.9 MB
RECOMENDACIONES PARA EL DOCENTE.pdf	me	Mar 19	159 KB
Sistematización de la Experiencia..pdf	me	Mar 19	152 KB

Note. This appendix presents the systematization of the principal activities developed during the internship immersion process carried out within the PAEBM program at SINEP-UNAD.

Appendix D

Qualitative Perception Survey Applied to English Instructors at SINEP-UNAD



Note. Screenshots corresponding to the qualitative perception survey applied to English instructors through Google Forms as part of the observational and documentary analysis.

Appendix E

Certification of Internship Completion and Fulfillment of Academic Hours



Universidad Nacional Abierta y a Distancia
UNAD
Vicerrectoría de Inclusión Social para el
Desarrollo Regional y la Proyección
Comunitaria VIDER
Sistema Nacional de Educación Permanente
SINEP
Programa de Alfabetización Educación Básica y Media para Jóvenes y
Adultos PAEBM

CERTIFICACIÓN FINALIZACIÓN DE PASANTÍA

La suscrita, en calidad de secretaria Académica del Sistema Nacional de Educación Permanente – SINEP de la Universidad Nacional Abierta y a Distancia – UNAD.

CERTIFICA QUE:

La estudiante **Sandra Patricia López Sanchez**, identificada con cédula de ciudadanía No. **52845351**, desarrolló su opción de grado bajo la modalidad de **Pasantía** en el Sistema Nacional de Educación Permanente – SINEP, cumpliendo satisfactoriamente con las actividades y compromisos asignados dentro del proceso formativo y académico establecido.

De acuerdo con la revisión de los reportes y controles de asistencia, la estudiante completó un total de **trescientas veinte (320) horas de pasantía** hasta el día **04 de junio de 2026**, dando así cumplimiento al requisito establecido para su opción de grado.

La presente certificación se expide a solicitud de la interesada para ser anexada al informe final correspondiente.

Dada en Bogotá D.C., a los cuatro (4) días del mes de junio de 2026.

Atentamente:



Yamile Medina Pacheco
Secretaria Académica SINEP

Note. This appendix presents the institutional certification corresponding to the completion and fulfillment of the academic internship hours developed within the PAEBM program at SINEP-UNAD.