



SERVICIO NACIONAL DE APRENDIZAJE

PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

FORMATO GUÍA DE APRENDIZAJE

IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- Denominación del Programa de Formación: **análisis y desarrollo de sistemas de información**
- Código del Programa de Formación: **228106**
- Nombre del Proyecto: Centro de gestión empresarial para sistemas de información
- Fase del Proyecto **EN EJECUCIÓN**
- Actividad de Proyecto
- Ficha de Caracterización: **2453692**
- Competencia: **comprender textos en inglés en forma escrita y auditiva**
- Resultados de Aprendizaje Alcanzar:

PROGRAMA DE INGLES GENERAL MCER	NIVEL BÁSICO A1
COMPETENCIA LINGÜÍSTICA:	RESULTADOS DE APRENDIZAJE
3227 - PRODUCIR TEXTOS EN INGLÉS EN FORMA ESCRITA Y ORAL	<p>436279 - LEER TEXTOS COMPLEJOS Y CON UN VOCABULARIO MÁS ESPECÍFICO, EN INGLÉS GENERAL Y TÉCNICO.</p> <p>436280 - COMPRENDER LAS IDEAS PRINCIPALES DE TEXTOS COMPLEJOS EN INGLÉS QUE TRATAN DE TEMAS TANTO CONCRETOS COMO ABSTRACTOS, INCLUSO SI SON DE CARÁCTER TÉCNICO, SIEMPRE QUE ESTÉN DENTRO DE SU CAMPO DE ESPECIALIZACIÓN.</p> <p>436282 - RELACIONARSE CON HABLANTES NATIVOS EN UN GRADO SUFICIENTE DE FLUIDEZ Y NATURALIDAD, DE MODO QUE LA COMUNICACIÓN SE REALICE SIN EFUERZO POR PARTE DE LOS INTERLOCUTORES.</p> <p>436283 - BUSCAR DE MANERA SISTEMÁTICA INFORMACIÓN ESPECÍFICA Y DETALLADA EN ESCRITOS EN INGLÉS, MAS ESTRUCTURADOS Y CON MAYOR CONTENIDO TÉCNICO.</p>

2. PRESENTACIÓN

A person is shown from the waist up, wearing a dark hoodie and blue jeans, holding a light-colored tablet horizontally. On the screen of the tablet, there is a digital representation of a globe with a network of lines connecting various points, symbolizing global connectivity and digital communication. To the right of the tablet, there is a block of English text.

The digital era is no longer exclusively for the military, it has expanded globally and has brought great advantages to humanity starting with connectivity between people, access to education, updating and entrepreneurship of companies, etc.

This learning guide will demonstrate how much has

been learned in relation to programming and the foreign language-English.

TOPICS

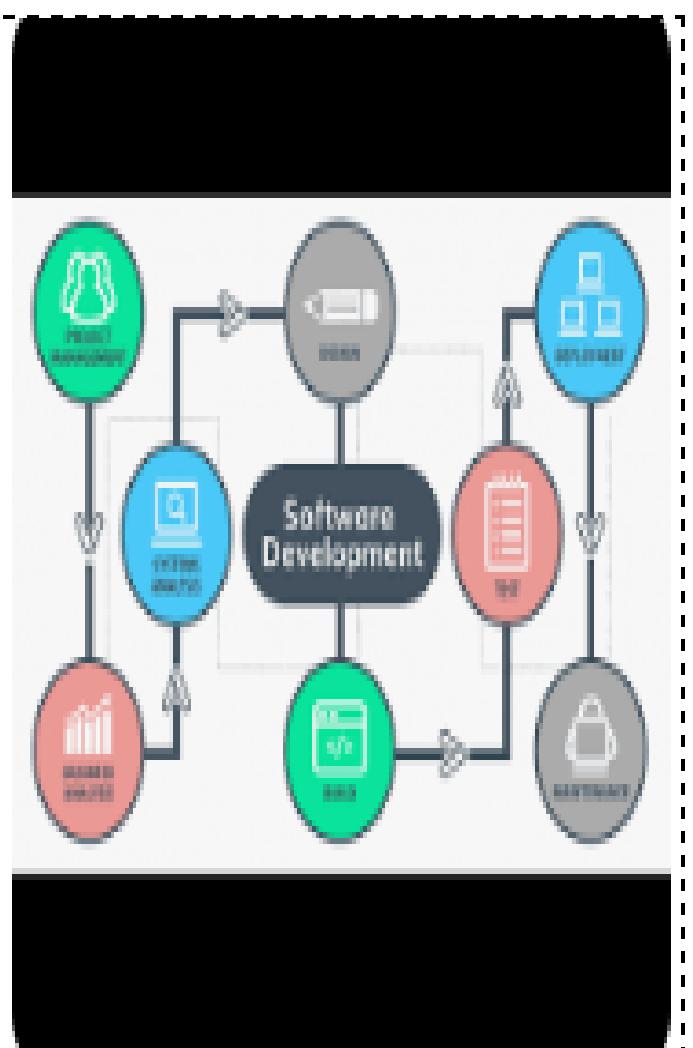
PROGRAMMING LANGUAGE CONCEPTS

GRAPHIC USER INTERPHASE

DATABASE

PROGRAMMING LANGUAGE

SYSTEM ANALYSIS IN SOFTWARE DEVELOPMENT



DESCRIPTION OF ACTIVITIES

READING AND SPEAKING SKILLS

ACTIVITY 1. LOOK AT THE PICTURES CAREFULLY.

- **What can you tell about the pictures you are looking at, right now?**

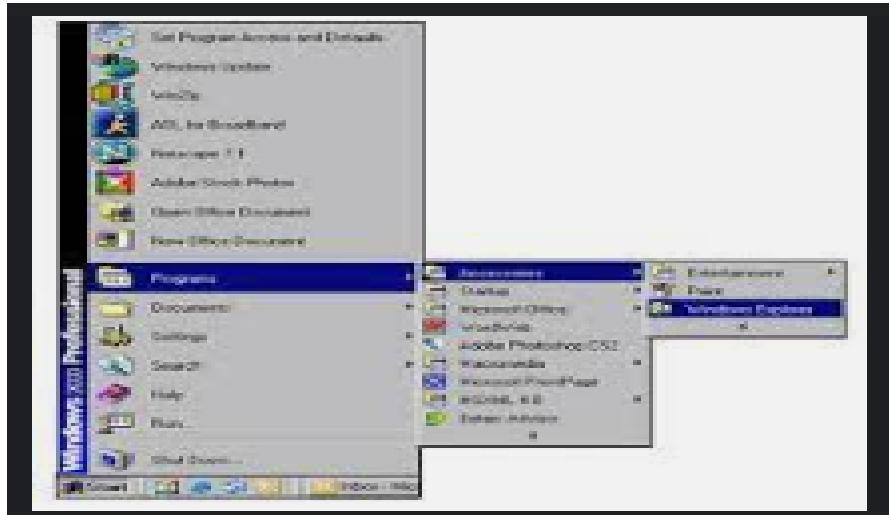
What I can observe from the different images is that they are graphical interfaces.

- **Can you describe each one of the pictures?**

In three of the four images we can see an interface that shows different applications being that the first is of a computer or a smart-tv, the third image is the interface of an old version of a computer and the fourth of the version of Windows 10.

- **Do you know what does mean GUI?**

It is a type of interface that allows users to interact with devices or programs using graphical elements such as icons, buttons, and windows, instead of text commands.

A screenshot of an Administrator Command Prompt window. It displays a command-line interface for a file backup process. The output shows the path C:\Program Files\cyphertite\cyphertite -cwb files c:\Users\Mike\Documents, the number of files found (2), and the progress of the backup. The total time taken is 12.82s.

ACTIVITY 2.

- Read the next text and extract the unknown words.
- Highlight or underline all of the verbs you can find in the text.
- Write sentences using these verbs.

What is a GUI?

GUI is the acronym for **graphical user interface**—the interface that **allows** users to **interact** with electronic devices, such as computers, laptops, smartphones, and tablets, through graphical elements. It's a valuable part of software application programming in regard to human-computer interaction, replacing **text-based commands** with user-friendly actions. Its goal is to present the user with decision points that **are easy to find, understand** and **use**. In other words, GUI lets you control your device with a mouse, pen or even your finger.

GUI was **created** because text command-line interfaces **were complicated** and difficult to learn. The GUI process lets you **click** or **point** to a small picture, known as an icon or widget, and open a command or function on your devices, such as tabs, buttons, scroll bars, menus, icons, pointers, and windows. It is now the standard for user-centered design in software application programming.

Programs that use GUI are **known** as “GUI programs.” The program creates small pictures of tasks or functions and **waits** for the user to interact with them. The user controls when and how they will be used. To select functions, users can either use a keyboard, pointing device, such as a mouse, touchpad or touchscreen depending on the device.

Sentences

allow

- The teacher allows students to ask questions in class.
- The manager allowed him to leave early yesterday
- They were allowing visitors to enter the museum during the renovation.
- The access was allowed only to authorized personnel.
- We have allowed extra time for completing the project

Find

- She finds her keys easily because she always puts them in the same place
- I found a beautiful seashell on the beach yesterday
- They were finding it difficult to understand the instructions
- The lost wallet was found by a kind stranger and returned to its owner.
- We have found a solution to the problem

Use

- He uses his laptop for work every day.
- She used her phone to take pictures at the party last night.
- They were using the new software to analyze the data
- The used books were donated to the library
- We have used this method successfully in the past.

know

- She knows how to play the guitar very well.
- He knew the answer to the question.
- They were knowing each other for a long time before they started dating.
- The information is known to only a few people.
- We have known each other since childhood.

understand

- She understands the concept easily.
- He understood the instructions after reading them twice.
- They were understanding the situation as more information became available.
- The complex topic is understood by only a few experts.
- We have understood the importance of communication in our team.

Present Simple		Past simple	progressive		Past Participle	Present Perfect	
You we they	He she it	I you he she it they	He she it	You we they	I you he she it they	He she it	You we they
are	is	Was/were	Is/was	Are/were	been	has	have
allow	allows	allowed	allowing		allowed	allowed	
Interact	Interacts	interacted	interacting		interacted	interacted	
understand	understands	understood	understanding		understood	understood	

Use	uses	used	using	used	used
find	finds	found	finding	found	found
create	creates	created	creating	created	created
complicate	complicates	complicated	complicating	complicated	complicated
click	clicks	clicked	clicking	clicked	clicked
point	points	pointed	pointing	pointed	pointed
wait	waits	waited	waiting	waited	waited
will	wills	would	-	-	-

ACTIVITY 3.

- Place the User Interface Elements descriptions written below from 1 to 9, and the pictures in the corresponding box.

User Interface Elements

Interface elements include but are not limited to:

Input Controls: checkboxes, radio buttons, dropdown lists, list boxes, buttons, toggles, text fields, date field

Navigational Components: breadcrumb, slider, search field, pagination, slider, tags, icons

Informational Components: tooltips, icons, progress bar, notifications, message boxes, modal windows

Containers: accordion

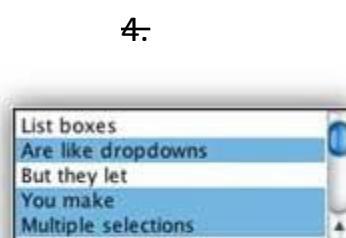
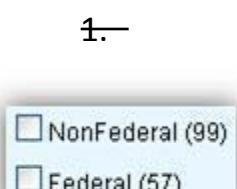
ELEMENT	DESCRIPTION	EXAMPLE
CHECKBOXES	4. Checkboxes allow the user to select one or more options from a set. It is usually best to present checkboxes in a vertical list. More than one column is acceptable as well if the list is long enough that it might require scrolling or if comparison of terms might be necessary.	5.
RADIO BUTTONS	3. Radio buttons are used to allow users to select one item at a time.	1.
DROPDOWN LISTS	9. Dropdown lists allow users to select one item at a time, similarly to radio buttons, but are more compact allowing you to save space. Consider adding text to the field, such as 'Select one' to help the user recognize the necessary action.	2.

LIST BOXES	8.List boxes, like checkboxes, allow users to select a multiple items at a time, but are more compact and can support a longer list of options if needed.	4.
BUTTONS	1.A button indicates an action upon touch and is typically labeled using text, an icon, or both.	7.
DROPDOWN BUTTON	5.The dropdown button consists of a button that when clicked displays a drop-down list of mutually exclusive items	6.
TOGGLES	7.A toggle button allows the user to change a setting between two states. They are most effective when the on/off states are visually distinct.	3.
TEXT FIELDS	2.Text fields allow users to enter text. It can allow either a single line or multiple lines of text.	9.
DATE AND TIME PICKERS	6.A date picker allows users to select a date and/or time. By using the picker, the information is consistently formatted and input into the system.	8.

DESCRIPTIONS

1. A button indicates an action upon touch and is typically labeled using text, an icon, or both.
2. Text fields allow users to enter text. It can allow either a single line or multiple lines of text.
3. Radio buttons are used to allow users to select one item at a time.
4. Checkboxes allow the user to select one or more options from a set. It is usually best to present checkboxes in a vertical list. More than one column is acceptable as well if the list is long enough that it might require scrolling or if comparison of terms might be necessary.
5. The dropdown button consists of a button that when clicked displays a drop-down list of mutually exclusive items.
6. A date picker allows users to select a date and/or time. By using the picker, the information is consistently formatted and input into the system.
7. A toggle button allows the user to change a setting between two states. They are most effective when the on/off states are visually distinct.
8. List boxes, like checkboxes, allow users to select a multiple items at a time, but are more compact and can support a longer list of options if needed.
9. Dropdown lists allow users to select one item at a time, similarly to radio buttons, but are more compact allowing you to save space. Consider adding text to the field, such as 'Select one' to help the user recognize the necessary action.

IMAGES



5.



6.



7.



8.



9.

ACTIVITY 4.

Complete the information in the chart below.

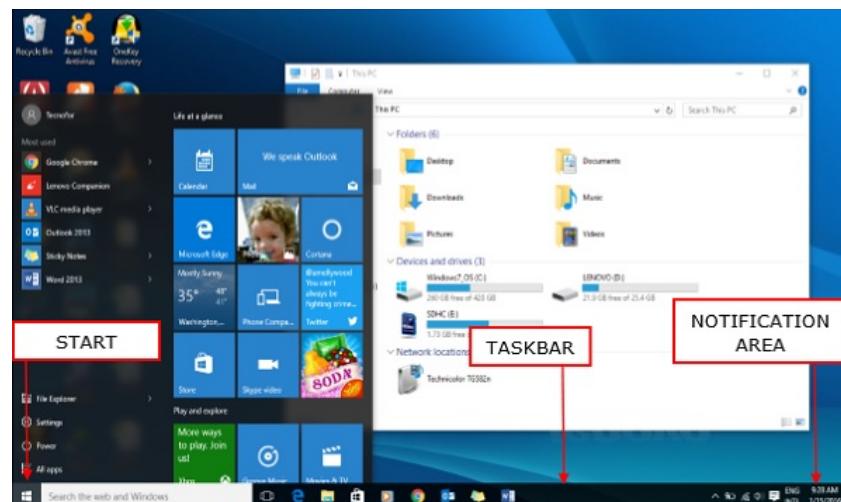
Navigational Components

ACTIVITY 5.



Windows 10 - GUI BASIC

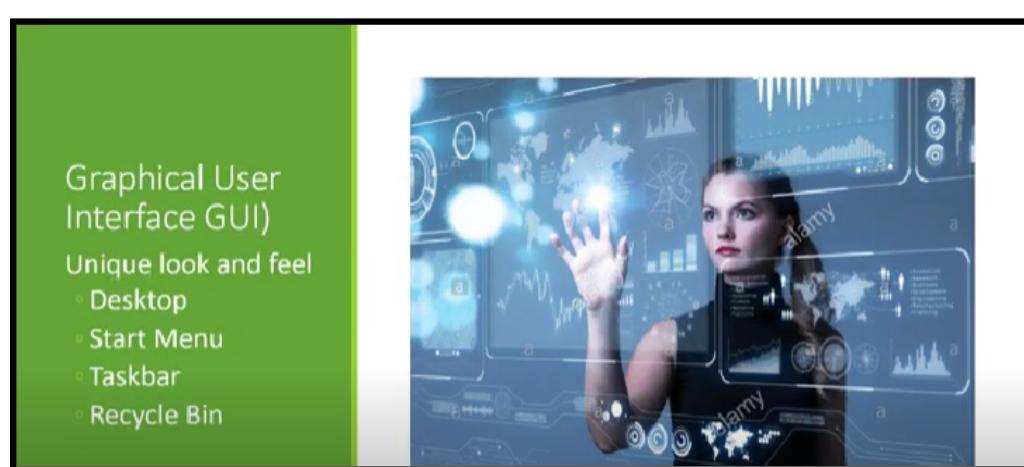
Once you get to the Windows Desktop screen, here are some basic features you will see.



One of the most important parts of your Desktop is the Taskbar. By default, it sits at the bottom of your screen giving you access to the Start Menu, several application icons, and the Notification Area.

Windows

GUI

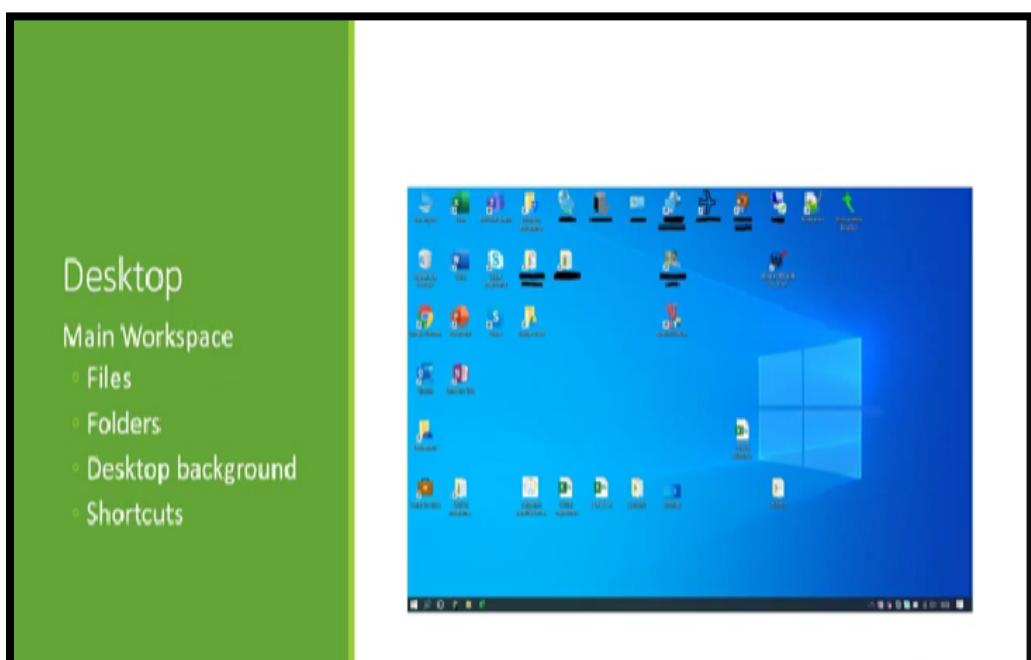


LET'S START



This is the Desktop

Write on your own words what you can find in the Desktop.



Talk about what you can find in the start Menu. Respond orally the next questions.

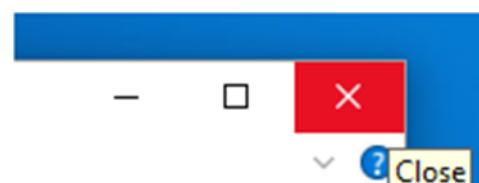


- What do you understand about Icon? How does it pronounce?
- How does it open?
- Do you recognize the taskbar and buttons?
- Tell what the difference between Bottom and Button is.
- All you can see in the Desktop background receive the names of _____ -?
- In what order are the icons displayed?

The Start Menu interface is shown on the left, with a green sidebar containing sections for 'How to open', 'Displays', and 'How to Search'. The main area shows a grid of pinned apps including Mail, Photos, Microsoft Edge, Weather, Facebook, Skype, Sling, Kindle, and several Microsoft Office apps. A sidebar on the left lists pinned apps like Netflix, Adobe Digital Editions, and Amazon.



In Windows 10, if an application is active or opened, you will see a green line below its icon. Clicking the icon will bring the application Windows up.



Every open window features three buttons in the upper-right corner. These are used to minimize, maximize, or close the window –

Minimizing means that the window will hide in the Taskbar.

Maximizing will bring the window to a full-screen size.

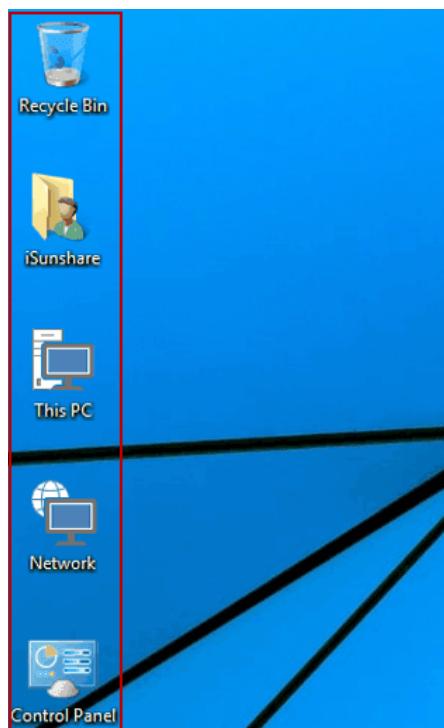
Windows can be moved around or resized as you please –

To move a window, just click on its Title Bar on the upper side of the window and drag it.

To resize a window, move your mouse to any corner until you see a double-sided arrow. Then click and drag until you reach the desired size.

Icons

Most Windows versions will feature different icons on the background. An icon is simply a graphic representation of an application or a file. To open or access an icon, just double click on it.



Although the amount and type of icons will vary, depending on the computer, you can add more icons by following these steps -

Step 1 - Right-click on the Desktop Background.

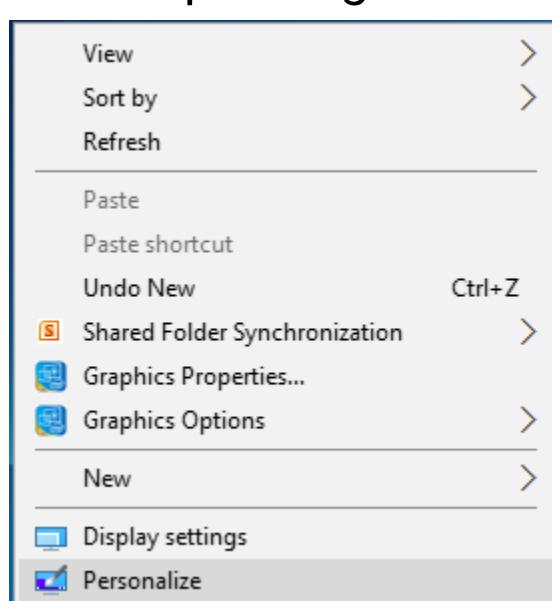
Step 2 - Choose "New" and "Shortcut".

Step 3 - Browse for the application or file you want to create a shortcut to.

Step 4 - Assign a name to the shortcut and click "Finish".

Icons can also be moved around by clicking on them and dragging them to another place in the screen.

Desktop Background



Another component of your Desktop is the Background. This is simply an image that appears at the back of your screen. Most computers come with a pre-selected background, but you can change it to any image you want.

To change the background, follow these steps -

Step 1 - Right-click on the background and choose "Personalize".

Step 2 - From the Personalization window, choose from a series of pre-selected pictures or browse for your own.

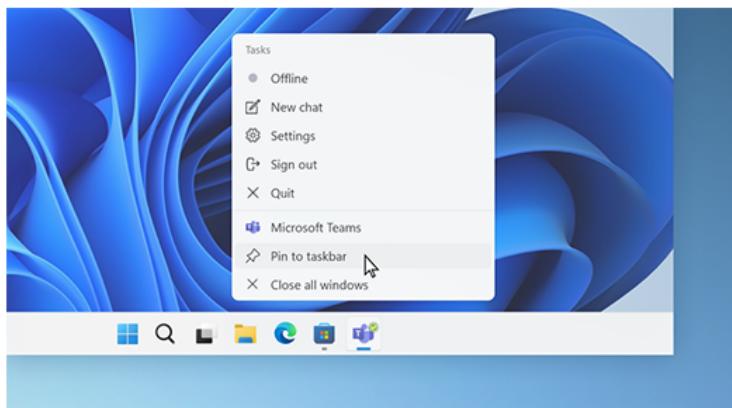
the taskbar

How to use the taskbar in Windows

Use the taskbar for more than seeing your apps and checking the time. You can personalize it in many ways—change the color, pin your favorite apps to it, and move or rearrange taskbar buttons. You can also check your battery status and minimize all open programs momentarily so that you can take a look at your desktop.



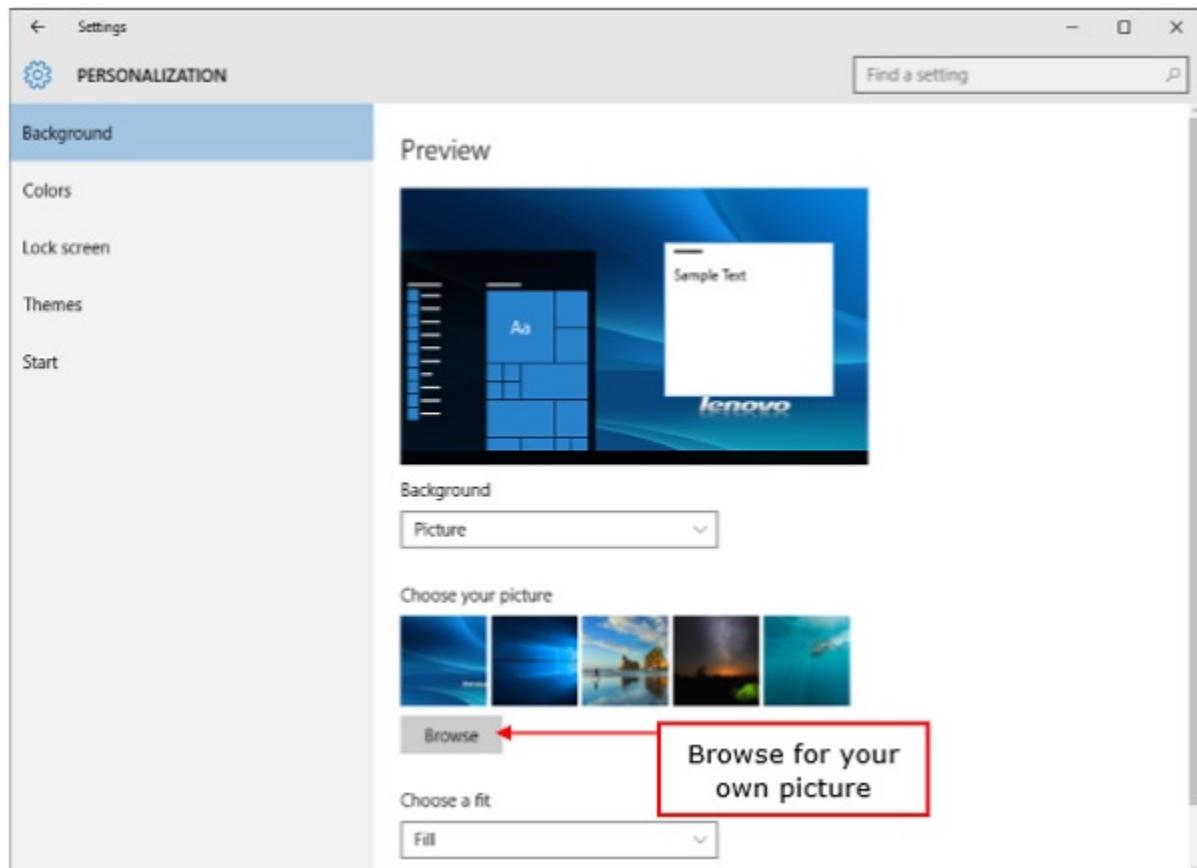
Pin an app to the taskbar.



Pin an app directly to the taskbar for quick access when you're on the desktop. (Or unpin it if you want.) You can do it from Start or the Jump List—which is a list of shortcuts to recently opened files, folders, and websites.

Change your taskbar settings.

Customize the taskbar from the taskbar itself. If you want to change multiple aspects of the taskbar at one time, use Taskbar settings. Press and hold (or right-click) any empty space on the taskbar, and then select **Taskbar settings**. In the **Taskbar settings**, scroll to see the options for customizing, choosing icons, and much more.



WEBGRAFIA

https://www.tutorialspoint.com/windows10/windows10_gui_basics.htm#

[https://support.microsoft.com/en-us/windows/how-to-use-the-taskbar-in-windows-0657a50f-0cc7-dbf7-ae6b-05020b195b07#:~:text=and%20tablet%20mode.,Press%20and%20hold%20\(or%20right%2Dclick\)%20any%20empty%20space,bottom%20edge%20of%20your%20screen.](https://support.microsoft.com/en-us/windows/how-to-use-the-taskbar-in-windows-0657a50f-0cc7-dbf7-ae6b-05020b195b07#:~:text=and%20tablet%20mode.,Press%20and%20hold%20(or%20right%2Dclick)%20any%20empty%20space,bottom%20edge%20of%20your%20screen.)

<https://www.youtube.com/watch?v=hIrlHlegbCSY>

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

ACTIVIDAD	DESCRIPCIÓN	AMBIENTE REQUERIDO	MATERIALES
Diferenciar el uso y estructura de algunas formas gramaticales dentro de contextos técnicos.	Se desarrollarán talleres de gramática con el fin de interiorizar el uso de estructuras básicas y complejas para la producción de textos en inglés.	Ambiente con medios audiovisuales	Computador Portátil Tablet Celular con acceso a internet
Analizar y extraer datos importantes de un escrito de acuerdo con la temática abordada por los diferentes textos.	Se presentarán textos más complejos para que los aprendices seleccionen y relacionen información específica de acuerdo con el contexto.	Ambiente con medios audiovisuales	Computador Portátil Tablet Celular con acceso a internet
Reconocer ideas y conceptos en inglés técnico y general basados en los textos propuestos para el área.	Se llevarán a cabo actividades que exijan al aprendiz la aplicación del vocabulario técnico estudiado en las sesiones de formación.	Ambiente con medios audiovisuales Ambiente dispuesto para la socialización	
Hacer uso de expresiones y vocabulario técnico según la situación planteada.	Participar de las actividades simuladas de contexto técnico con el fin de aplicar expresiones y vocabulario propios de situaciones laborales.	Ambiente con medios audiovisuales Ambiente dispuesto para la socialización	
Organizar la información y extraer datos relevantes de un discurso o argumentación según el caso presentado.	Se realizarán actividades de comprensión auditiva que permitan identificar tanto expresiones y vocabulario técnico como las estructuras gramaticales.	Ambiente con medios audiovisuales	Computador Portátil Tablet Celular con acceso a internet
Comprender los contenidos generales y específicos de un texto identificando secuencias adecuadas y en detalle.	Los aprendices abstraerán información específica de un texto de acuerdo al requerimiento del instructor y al contexto.	Ambiente con medios audiovisuales Ambiente dispuesto para la socialización	Computador Portátil Tablet Celular con acceso a internet
Expresar con claridad puntos de vista mostrando acuerdo o desacuerdo sobre un hecho o situación particular.	Participará en actividades orales dando cuenta de su nivel de comprensión y producción.	Ambiente con medios audiovisuales Ambiente dispuesto para la socialización	Computador Portátil Tablet Celular con acceso a internet
Discutir sobre problemas, inconvenientes y dar consejo o instrucciones en temas relacionados con su especialidad.	Los aprendices participarán en discusiones o debates de temas relacionados con su área de trabajo, aplicando estructuras más elaboradas.	Ambiente con medios audiovisuales Ambiente dispuesto para la socialización	Computador Portátil Tablet Celular con acceso a internet

Tomando como referencia la planeación pedagógica y las orientaciones para elaborar guías de aprendizaje citado en la guía de desarrollo curricular

4. ACTIVIDADES DE EVALUACIÓN

Tome como referencia la técnica e instrumentos de evaluación citados en la guía de Desarrollo Curricular

Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
Evidencias de Conocimiento: * Presenta pruebas escritas u orales identificando las formas y expresiones gramaticales desde temáticas técnicas. * Realiza aportes a las sesiones de formación mediante una participación activa y pertinente. Evidencias de Desempeño * Escribe textos claros y detallados sobre una amplia serie de temas relacionados con su especialidad.	* Traduce del inglés documentos técnicos sencillos en tiempo presente y pasado * Proporciona explicaciones, argumentos y explicaciones lógicas sobre aspectos técnicos de su profesión en un debate. * Sostiene una conversación con naturalidad, fluidez y eficacia, incluso sobre temas especializados de su profesión.	Observación directa: Lista de chequeo Guía de preguntas Rúbricas Simulación: Debates y grupos de discusión

<p>* Relata en inglés historias breves con fluidez y espontaneidad.</p> <p>Evidencias de Producto:</p> <p>PRESENTACIÓN DE PRUEBA DEMOSTRACIÓN ACTIVA DE LAS FUNCIONES DE GUI.</p>	<ul style="list-style-type: none"> * Puede iniciar un discurso, tomar la palabra, y terminar una conversación técnica de su profesión. * Puede extraer información adecuada y precisa y tomar nota de una conversación, programa, clase, etc.; referido a su profesión. * Puede completar frases basado en información leída previamente en un texto. * Puede realizar actividades de verdadero o falso, basados en una conversación que ha escuchado o en un texto que ha leído. * Realiza resúmenes de la información relevante y detallada de un texto técnico en inglés. * Puede relacionar textos en inglés con imágenes o con títulos que le sean adecuados. * Puede responder cuestionarios de selección múltiple, escritos en inglés. * Puede inferir el significado de una palabra u oración dentro de un texto en inglés, así este no esté explícito. 	<p>Actividades interactivas</p> <p>Formulación de preguntas: Guía de preguntas Cuestionarios</p> <p>Pruebas y producciones de aprendizaje: Pruebas orales Pruebas escritas Test</p> <p>Valoración de productos terminados o en proceso: Lista de chequeo Informes</p>
--	---	--

5. GLOSARIO DE TÉRMINOS

Adaptabilidad: Es el mayor o menor grado de disposición de la persona para efectuar el cambio de actitud o estilo de comportamiento que sea necesario, esta adaptación será por cambios en la metodología de trabajo, cambio de autoridades o jefe directo, ingreso de nuevos compañeros, cambio de sector, tareas, variabilidad del mercado laboral, la incorporación de nuevas tecnologías, el trabajador debe estar preparado para una estabilidad y mejorar su capacidad de adaptación lo cual se ajuste a la situación laboral.

Competencia: Conjunto de comportamientos directamente observables en realidad y que permiten responder de forma eficaz y eficiente a las exigencias que plantea un determinado puesto de trabajo en una organización.

Competencias laborales: Se refiere a las actitudes, conocimientos, y destrezas necesarias para cumplir exitosamente las actividades que componen una función laboral, según estándares definidos por las organizaciones, hacen parte de esta actitudes la etapa de evaluación de competencias laborales, el desempeño laboral de una persona y la Certificación de Competencias, que corresponde al proceso de reconocimiento formal, después de una competencia laboral debería seguirse la capacitación para así fortalecer a las personas que salen de este proceso y puedan adquirir mucho más conocimientos, habilidades y capacidades y puedan acceder a mejores oportunidades laborales.

Desempeño: rendimiento laboral o académico, relacionado con el nivel que consiga alcanzar de acuerdo a su destreza y a su esfuerzo.

6. REFERENTES BIBLIOGRÁFICOS

Programas de formación SENA

Planeación Pedagógica Bilingüismo CAE

7. CONTROL DEL DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
Autor (es)	Ingrid Jhoanna Nomesque Morales Ibeth Tatiana Guapacho	Líder de Bilingüismo Instructora Bilingüismo	Centro Agroecológico y Empresarial	Enero 2022

8. CONTROL DE CAMBIOS (diligenciar únicamente si realiza ajustes a la guía)

	Nombre	Cargo	Dependencia	Fecha	Razón del Cambio
Autor (es)					