

IMPLEMENTING THE STUDENT SCHOOL NEWSPAPER IN ORDER
TO IMPROVE WRITING SKILLS IN BRIGHTON HIGH SCHOOL

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TEACHING PRACTICUM
PAMPLONA

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**IMPLEMENTING THE STUDENT JOURNAL SCHOOL NEWSPAPER
IN ORDER TO IMPROVE WRITING SKILLS IN BETHLEMITAS
BRIGHTON HIGH SCHOOL**

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Table of Contents

| | |
|---|--------------------------------------|
| Chapter III: Outreach Component | ;Error! Marcador no definido. |
| Introduction | ;Error! Marcador no definido. |
| Justification..... | ;Error! Marcador no definido. |
| Objectives | ;Error! Marcador no definido. |
| General Objective | 34 |
| Specific Objectives | 34 |
| Methodology..... | ;Error! Marcador no definido. |
| Findings | ;Error! Marcador no definido. |
| Chapter IV: Administrative Component..... | ;Error! Marcador no definido. |
| Introduction | ;Error! Marcador no definido. |
| Justification..... | ;Error! Marcador no definido. |
| Objectives | ;Error! Marcador no definido. |
| General Objective | ;Error! Marcador no definido. |
| Specifics Objectives | ;Error! Marcador no definido. |
| Methodology..... | ;Error! Marcador no definido. |
| Findings | ;Error! Marcador no definido. |
| Bibliography | ;Error! Marcador no definido. |
| Appendices | ;Error! Marcador no definido. |

Introduction

In our time English language has acquired an important position worldwide, it remains indispensable in different social fields and it is mandatory to speak and understand it. Nevertheless, learning a second language demands taking into account the different aspects it involves, the different available processes it implies, and the communicative and linguistic competences the learner can work with. Also the external factors that affect the learner such as needs and goals they have when learning a second language, not to mention the particular aspects of a second language in context like expressions, dialects and accents the learner should be aware of.

Taking this into account, the education ministry has proposed the plan “Colombia bilingüe” seeking to reform English teaching and quality in the country, in both teachers and students. For this purpose, the ministry has adopted the Common European Framework of Reference guidelines that “encourages all those concerned with the organization of language learning to base their work on the needs, motivations,

characteristics and resources of learners” (Common European Reference Framework, pag 5), to carry out this reform that proposes, among others, to give to the country a national curriculum and the learning material publication to 6th and 11th graders. But most important this program aims to “raise to 2018, Pre Intermediate B1 level from 2% to 8% and from 7% to 35% of students in Basic level A2. Reaching this goal will allow students throughout the education system to communicate better and better in English and to access better jobs and career opportunities. (Ministerio de Educación. S.f)

Some classroom observations carried out in a public school in Pamplona, made evident that the students do not have the target level established by the bilingual program. Despite seeing the teacher makes the most of the time and the available material, the work of the four competences is not equal. The abilities the students practice the most are: reading comprehension, listening comprehension and oral production, giving less importance to the written production. In order to deal with this problematic situation at Bethlemitas Brighton School, the pre-service teacher decided to implement the “writing to writing” strategy in the letter writing to enhance written and reading skills in the students.

Problem

After two weeks of classroom observations at Bethlemitas Brighton High school the Pre-service teacher was able to identify that the students have some difficulties to write in a correct way due to the lack of vocabulary and morph syntaxes knowledge. All the students had grammar mistakes in the written activity. Those aspects mentioned before enlighten the pre-service teacher to choose the writing activities from “writing for writing” proposed by Harmer (2007) to reinforce the writing skill.

The implementation of this writing strategy can encourage students towards learning English allowing them to have self-awareness in their language learning processes and achievements, as well as to improve their reading and writing skill in order to reach a higher English level in their tests.

Justification

This proposal aims to improve writing and reading skill as a result of the activities development. In addition, the proposal takes into account the “pruebas saber 11” test the students will present later on, which has an English component.

This research project is divided into four chapters. The first one is the pedagogical component in which the pre-service teacher introduces the key concepts of the project such as writing skill and the collaborative approach. The second is research component in which the researcher presents the type of research and the specific information about the population, the instruments for collecting the data and the data analysis procedures applied. The third chapter introduces the outreach component, which describes the main extracurricular activities carried out in the school in order to level up students from the countryside pedagogical method and the last chapter that provides the information about the institutional activities the pre-service teacher is involved.

Objectives

General Objective

- To implement the “writing for writing” stages while writing letters to reinforce reading and writing skill at Bethlemitas Brighton high school in Pamplona.

Specific Objectives

- To use the letter structure following the “writing for writing” stages to create a mailbox in the classroom.
- To analyze students perception after the “writing for writing” implementation.
- To organize with the English teachers the TALENT SHOW presentation.

Institutional Observation

Bethlemitas Brighton School is located on Carrera 4 N°6-84 in the El Carmen neighborhood in Pamplona, Norte de Santander. The school’s foundation was officially known under the resolution N° 0011253 December 14th, 2004; providing the community education in Pre-school and primary levels from 1st to 5th grade. Likewise, the resolution N° 004767 November 10, 2009 confers the school the name of “Institución Educativa”. This institution belongs to the A calendar and also presents the first bachelors academic degree. In this institution the authorities are the major members of the school, among whom we can name: the principal nun, the academic coordinator and the discipline coordinator. Brighton School was founded on April 13th, 1896 by Pamplona sisters’ founders. The school was offered as a Charity Home named Holy Family on April 17th.

In addition, this proposal integrates the mission and vision of this institution in order to implement them on the lesson classes by promoting students’ cultural awareness and quality education. In this way the mission and the vision of this public institution are:

Mission: “Orientar a nuestros educandos en su proceso de formación integral, brindándoles una educación de calidad, inclusiva, fundamentada en los valores humano-cristianos, los principios éticos, científicos, tecnológicos, investigativos y participativos,

inspirados en el amor a Jesucristo y la experiencia pedagógica de nuestros santos fundadores, fomentando en la niñez y la juventud el cuidado y la preservación del medio ambiente, el respeto de lo público, el ejercicio de los derechos y deberes humanos para una sana convivencia y un buen desempeño en el mundo laboral”.

Vision: “La Institución Educativa Bethlemitas Brighton será una entidad reconocida por la vivencia de los valores humano-cristianos, con proyección hacia el liderazgo en la innovación educativa, pedagógica y técnica, de carácter inclusiva, consolidada en el proceso de formación integral de personas altamente cualificadas, respetuosos de lo público, que ejerzan los deberes y derechos para una sana convivencia, comprometidas con su propio desarrollo y generadoras de acciones de cambio en la sociedad, mediante el desempeño de competencias laborales”.

Principles at Bethlemitas Brighton school



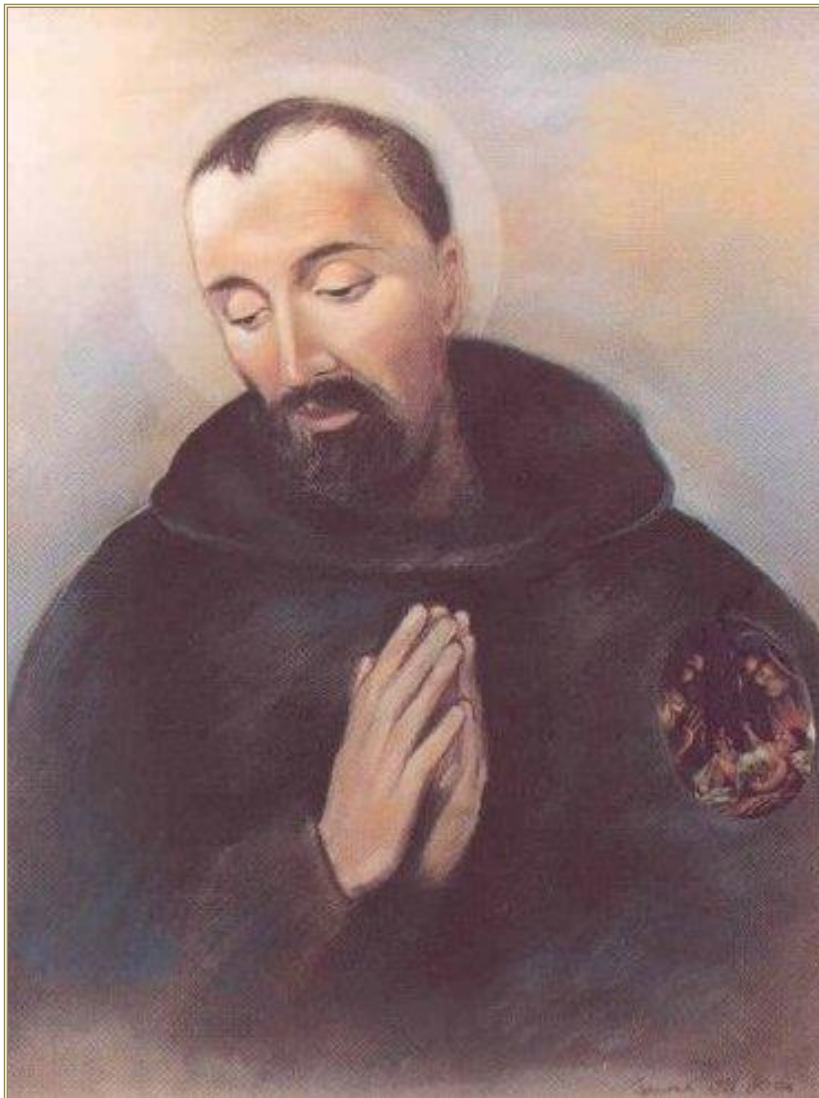
The institutional documents of Bethlemitas Brighton School have affronted the demands of nowadays world throughout some principles, as the “PEI” (Proyecto Educativo Institucional) establishes:

1. The Bethlehemite education is founded on Catholic beliefs which take into account the person as “a unique and unrepeatable being”.
2. The Bethlehemite person is free, responsible and autonomous for taking decisions, also is fraternal and supportive with others.
3. **Community dimension of the human being:** the human being is better with and for the others: principle of fraternity-solidarity and communion.
4. **The educative pastoral:** it streamlines the relationship science-culture- gospel; therefore, Bethlehemite School education lights from faith the different disciplines of knowledge in order to build new men and women creators of a new fraternal and fair society.
5. **The academic excellence:** for instance, the curriculum encourages the adequate use of reason and intelligence, the right judgment, the knowledge, the conceptual rigor, the research process; the artistic and cultural creation, as well as the interaction between theory and practice. Nowadays the institution is introducing the collaborative method to the curriculum.
6. **The Community Outreach:** it is founded on actions which strengthen the sensibility, the tenderness, the affection, the commitment and the solidarity with the needy.
7. **The civic education:** it is founded on respect and love to the person and on the knowledge, defense and promotion of human rights; it engages all the members of the community in the education of honest, fair, democratic, solidary citizens, constructors of peace.
8. **The new global culture:** it encourages the defense and care of life in all its forms; the protection of the environment, the dignity and equality of human beings as well as the appreciation and respect of the cultural diversity.

9. **The institutional Bethlehemita culture:** it is strengthened through the free, autonomous, reflexive, critical, and democratic participation; the human, spiritual and professional quality; the sense of ownership and the interaction among the different members of the educational community.
10. **Marry:** “Our mother of Belen”, model of human dignity and welcoming and humble service to others.
11. **Timetable** (see appendix 1)

BETHLEMITA’S PHILOSOPHY

PEDRO DE BETANCUR Y MARÍA ENCARNACIÓN ROSAL DOS SANTOS EDUCATORS



PEDRO DE BETANCUR

He was a Great educator. Concerned at the formation of those who lacked basic knowledge of its first letters he began an educational work with the foundation of a free school for children; he becomes the first literacy teacher Central America. His awakened mind understands the supreme benefit of teaching. His simplicity, kindness and innocence were the secret of success in his work as

an educator. He did get to level his disciples and enter into intimate communication with them; his joy helped him in the results obtained in its educational mission. For his intuition he implemented a procedure that teaching later become system: The use of singing.

**BEATA MADRE
MARÍA ENCARNACIÓN ROSAL**



The mother created in the School a pleasant family atmosphere, where all was joy, warmth, trust, friendship, spontaneity and freedom of spirit. She also convinced that the transformation of society is done by changing people, insisted above all in social and religious education of girls, so that they were able to engage in the task of fraternizing and transform society. Genuine educator,

for the integral formation of the students, paying particular attention to the virtue piety and love of God cultivation. She created a series of incentives and also she did organized associations in which girls, by age could participate and thus encouraged to improve in their studies and to work out in of virtue.

Chapter I: Pedagogical Component

Introduction

The Ministry of National Education has adopted the Common European Reference Framework to guide from now on the second language teaching process and assessment in the country. The Common European Reference Framework proposes 6 different levels to classify the students according to what they are able to do with the language. Besides with this classification is easier to identify the weaknesses so they can overcome them to reach the required English level according to the grades they are in. In this way the 10th grade pre-service teacher at Bethlemitas Brighton School have decided to join in a project that follows the communicative approach.

For its development it was decided to be focused in writing skill, develop the “writing-to-learn” activities proposed by Homstad & thorson (1996) along with the topics from the textbooks “Let’s Learn”.

As Graham and Perin (2007) states “Writing well is not just an option for young people — it is a necessity. Along with reading comprehension, writing skill is a predictor of academic success” it is important to pay particular attention to this skill because is the one with the lower level. In regards to develop written activities from the “let’s” textbook implementing the strategy mentioned. As a result is expected that learners have a new way to develop written activities with the proposed topics on the textbook. This pedagogical project is centered in the development of written activities proposed in the “let’s learn” textbook, because in this way, students will get a new approach regarding the written activities development. The writing activities will be guided by the teacher and they will be assessed during the whole process.

Justification

The present proposal focused on the writing skill aims to upgrade the writing student's level with the application of the "writing for writing" stages, in order to reinforce not only the writing skill but also the reading skill at Bethlemitas Brighton high school in Pamplona. Furthermore, it will involve both the "writing for writing" stages and the school curriculum fused together so none of them will be neglected. The writing skill improvement will be developed based on Harmer (1996) conclusions stating that:

"It is essential for students to be taught how to brainstorm to generate ideas and plan by making a well-rounded outline before they actually start writing. This would help ease the writing process itself and students could focus on conveying the intended meaning rather than continuously searching for ideas to continue writing."

Additionally, because of what was found in the classroom observation carried out during two weeks. The pre-service teacher noticed that the student's English level is under the ministry requirements especially in the written skill, because they are not able to express their ideas or their thoughts in a written way correctly. In addition, it was evident that the lack of writing activities guidance blocked its development making the students frustrated and apathetic towards writing.

From those relevant aspects presented above, the pre-service teacher wants to provide a set of activities, in order to give the students a trustworthy guidance they can work with and improve the written activities quality.

Objectives

General Objective

- To implement the “students newspaper” in teaching a foreign language to reinforce writing skill at Bethlemitas Brighton high school in Pamplona.

Specific Objectives

- To use the letter structure following the “writing for writing” stages to create a mailbox in the classroom.
- To increase vocabulary through news writing activities
- To raise students creativity in the writing activities development.
- To implement reading comprehension as the complement to improve writing skill

Theoretical Framework

To better understand the pedagogical component, it is indispensable to define the theoretical aspects, how the communicative approach works linked with the project and what the writing skill in English learning definition. These aspects are clearly explained in this theoretical framework. The terms that guided our project and which are explained in this section are: Writing Skill, communicative approach.

Writing Skill

Writing is one of the most difficult skills to work in the classroom, as Jim A.P (2010:2) stated “writing skill is complex and difficult to learn. Requiring mastery not only grammatical patterns but also the rule of writing such as high degree of

organization in the development of ideas and information and also choosing the appropriate vocabulary and sentence structure to create a style which is appropriate to subject matter.”

Besides, to master this skill is necessary to work on some other aspects more than vocabulary and grammar. Meyers (2005:2) stated that “Writing is also an action or a process of discovering and organizing your ideas, putting them on paper and reshaping and revising them.” Those writing stages are sometimes left aside in the classroom activities development.

Communicative Approach

According to Richard and Rogers (1986) “The communicative approach that aims to make communicative competence the goal of a language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.” Giving the students the opportunity to see the second language learning as something they can and will use in real life.

Communicative teaching is based on the work of sociolinguists who theorized that an effective knowledge of a language is more than merely knowing vocabulary and grammar and pronunciation rules. Learners need to be able to use the language appropriately in any business or social context.

Vocabulary learning

Vocabulary is the basis of the language. According to “Teaching Vocabulary to English Language Learners” (n.d.) book “a factor to consider is that English Language Learners need to develop a basic oral and reading vocabulary of the most frequent

English words.” It gives a really important suggestion in the vocabulary input the language learning should follow.

Moreover Yougqi Gu (n.d.) states that the vocabulary should be known and used in all the learning process. Vocabulary is meant to be not only remembered or repeated, it is essential touse words in real context in order to acquire the word meaningfully

The communicative approach is described by Nunan (1991) in these characteristics:

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
- An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language learning with language activities outside the classroom.

In this way, it is important to take the language real use to the classroom and make the students aware of its importance worldwide.

Methodology

The present project focused on writing news implementing “ stages in order to give 10th graders a guide to follow when developing the activities proposed by the teacher and the “let’s learn” textbook in order to reinforce their writing

skill. In this way students followed the curriculum established by the institution and the action research inclusion was not disturbed this process.

Students wrote some news during the process and in the end they chose 3 of them to exchange with classmates in a classroom mailbox.

Lesson Planning Principles

For 10th grade the pre-service teacher used the subjects and activities from the textbook “let’s learn” and adapted them in order to include the stages proposed by Harmer (2007). The pre service teacher prepared two lesson plans per week to the teacher/supervisor to be corrected. After supervisor submits the recommendations the pre-service teacher developed the lesson with the students. The school provides the pre-service teacher with a lesson chart (see appendix 2). The first one describes the English course in a general way with: standards, main theme, dimensions, performance indicator – competences, transversality and evaluation criteria. The second chart is about unit to work, it needs to have performance competences defined (conceptual, procedural and attitudinal development). Finally a class chart or class diary that has the following aspects: group, level, class number, date and hours per week. For matters of the action research, the pre-service teacher will complete this information adding specific objectives (communicative objective, linguistic objective and sociolinguistic objective), and also divide the class in stages (Warm-up/, Introduction to a new lesson, Presentation, Practice, Evaluation) based on Brown (2001) described as follows. (See appendix 3)

Opening: In this stage, the pre-service teacher usually greeted the students and directed some prays in English taking into account the school religious relevance.

Warm-up: as school requirement it is mandatory to start with the date (day / month year) on the board for quality certification matters. Then, the pre-service teacher will carry out different activities such as board and memory games that could raise students' attention on the class.

Introduction of a new lesson: pre-service teacher will develop a particular reading activity to introduce the new topic.

Presentation: Teacher will explain deductively the use of the grammar structures used on the text, vocabulary bank will be provided in this stage in order to ensure students' comprehension of the topic. Then the students will develop activities along with teacher's explanation

Practice: Students will develop different activities without the teacher's explanation

Evaluation: Teacher will correct students' activities in group and individually. Teacher also has to indicate the mistakes they made.

| | | | | | | |
|--------------------------------|-----------------------------|---------------------|-----------------------------|----------------------------|-----------------|----------------------------------|
| TEACHER'S NAME: | | SUPERVISOR: | | | Mentors: | |
| GROUP: | | LEVEL: BOOK: | | CLASS NUMBER: Time: | | DATE: |
| COMMUNICATIVE OBJECTIVE | | | LINGUISTIC OBJECTIVE | | | SOCIOLINGUISTIC OBJECTIVE |
| STAGES | ACTIVITY/DESCRIPTION | TIME | SKILLS | SUBJECT-MATTER | MATERIAL | COMMENTS |
| OPENING | | | | | | |
| (WARMING UP ACTIVITIES) | | | | | | |
| PRESENTATION | | | | | | |
| PRACTICE | | | | | | |
| EVALUATION | | | | | | |
| CLOSURE | | | | | | |

The stages proposed by Harmer (2007) are described as follows:

- **Stage 1:** students will read a text and answer questions in which they discuss features such as characters, places, date, events. This is made orally involving all students.
- **Stage 2:** teacher will present some excerpts from reading. Students will choose which question they answer. What happen? To whom? How? When? Why?
- **Stage 3:** teacher will ask the same questions What happen? To whom? How? When? Why?
- **Stage 4:** students will answer the questions writing one or two sentences to create the first draft.
- **Stage 5:** the teacher will make the first draft corrections and the students will make the final version

Development of the Activities

This first step considers the activities, lessons, worksheets, brainstorming that can be developed during a course and that could be useful for the next step. The teacher is the person in charge of choosing the type of activity and the way of correcting it to provide the student a feedback.

Reading process

In this part, the students were given a reading (news). Then, the students had to do a general reading, identifying features (introduction, main facts, hypothesis or evidences). Then they looked for the unknown vocabulary. After that, they re-read the text and answered some questions such as “what happened? When? How? To whom?

Why? Give the possible reasons of the fact”. This comprehension activity was developed in an oral way.

Vocabulary activity

The second stage was about choosing a subject for their written work. Once the students had selected one, they had to identify the key word and develop the vocabulary activity described above, in which they had to find synonyms and related words based on the key word and write them down drawing a three silhouette. Those words were used in the writing activity

Writing activity

Once the students had chosen the subject and looked for the potential vocabulary to use in the written piece, they started with the draft. To do this drafting stage, they were asked to answer some questions according to the subject selected before. The questions were: “what happened? When? How? To whom? Why? Give the possible reasons of the fact” and had to be answered in one or two sentences according to the details the students wanted to add. This draft was then structured using the list of connectors given by the teacher in the previous period.

After that, the collection of the writing activities was divided into two steps. The first time the students presented the news draft to the teacher in order to be corrected. The draft was returned and then the students, in the second step had to submit the corrected final version to the teacher. This activity was developed in with sheets, written by hand by the student.

The activities developed are described in the next chart:

| Number | Subject |
|---------------|----------------|
|---------------|----------------|

| | |
|------------|-----------------------------------|
| Activity 1 | Criminal news |
| Activity 2 | Predictions about technology news |
| Activity 3 | Diseases in the future |

Selection

The selection of the news published in the journal was decided by each the students, the 10th grade group decided to submit one out of the three papers of their choice to the teacher in order to be published. (see appendix 2)

Survey

Some of the students were selected randomly to answer a survey designed to know the students perception towards the project implementation and their learning process modification due to the activities developed. After the data analysis, are described in the next chart:

| Previous strategies for writing production and reading comprehension | Strategies to use for now on | Aspects they would improve in the project implementation | Perceptions about vocabulary | Appreciation |
|---|--|---|--|---|
| Most of the students used online translator | Students were receptive to the writing | As a general opinion they would change | The students declared that this is a great | They found the vocabulary activity really |

| | | | | |
|--|--|--|---|---|
| <p>such as “google translate” or online dictionaries. It was easier for them to know the Spanish version of the texts in order to understand what they were doing. Just 2 students mention that they asked foreign language students or private tutors for help.</p> | <p>strategies developed with the project. Most of the students mentioned that they found very easy to write in this way and that they felt like they were learning. In addition they said that the reading comprehension were useful for the “Pruebas Saber” training. Moreover, the students add to their answers that this</p> | <p>nothing in the project, but it is important to say that, some of the students suggested aspects such as, different types of text and more written activities.</p> | <p>activity to learn vocabulary. However, the use of the dictionary is not really appealing for them, not even the online dictionaries they have on their phones.</p> | <p>creative and useful. They also said that they can see their progress in activities like the ones implemented on this project. Moreover the students mention that working on the book and worksheets is boring because they do not feel the real usage of the language.</p> |
|--|--|--|---|---|

| | | | | |
|--|--|--|--|--|
| | strategy used was easier to understand than the activities from the book. | | | |
|--|--|--|--|--|

Findings

After the implementation of this project for four months involving the 10th grades, it is possible to say that the objectives were achieved. To explain it in a detailed way, the findings are divided into 2 sections:

Reading comprehension and writing production

It was evident that combining these two competences the work can be developed in a better way. It was easier for the students to have the examples given in the reading comprehension activities to write their own pieces after. They seemed to work in a more fluent way developing the activities, acting like they know what they were doing, different from other written activities developed in the guide book. Understand a reading was a motivating an activity that triggers the writing competence in them.

Even if the students were not completely aware of the use of a strategy or a systematic set of steps, they found this activity more organized than others performed before.

Vocabulary

In this second section, the work with the “vocabulary three” was successful; it was easier for the students to have part of the vocabulary needed in the written activity,

than looking for it in the writing process. The use of the dictionary increased in the classroom, the students seemed interested in having the required tools to develop the activity. However, most of the students do not like to use the dictionary; they think it is a boring activity as expressed in the survey.

In a general way, the implementation of this pedagogical component gave a lot of benefits, but the most important was to make the pre-service teacher aware of the importance to introduce interesting and creative activities that can catch students' attention. It is also important to take into account the teenagers preferences to choose the subject to work in the classroom, everything that can help the learning process.

Chapter IV: Research component

Formation of the reflective spirit in the PLEX teacher trainee, training tool to qualify the pedagogical practice

Introduction

In the context of training in the PLEX, pedagogical practices of teachers in training are emerging as one of the focuses of interest and update to study and document for improving the teaching-learning for qualification education.

It was considered appropriate to formulate a project that implements a reflective approach to practice as a way of objectifying knowledge, behaviors and attitudes that guide the teaching; also as an exercise of inwardness, dipping and conscious exploration of teacher subjectivity, by asking questions and finding information for troubleshooting and even self-recognition.

General objectives

- To implement reflection as transformative tool of the pedagogical processes of integral practice.
- To promote in the teachers-trainee the development of a critical spirit for analyzing their pedagogical work.

Specific objectives

- To socialize criteria, share ideas and guidelines to take their teaching practice in an effective way in the institution.
- To identify and analyze the strategies that the student uses in his pedagogical practice.
- To implement reflection workshops and development of teaching units to guide reflection of teachers trainee.

Theoretical framework

The theory of the teaching profession, reflection, reflective practice and teaching practice, constitute the conceptual framework of this study. To have a greater degree of clarity on the concepts covered in close connection with this research project, we present an approach to each of them.

- The Teaching Profession

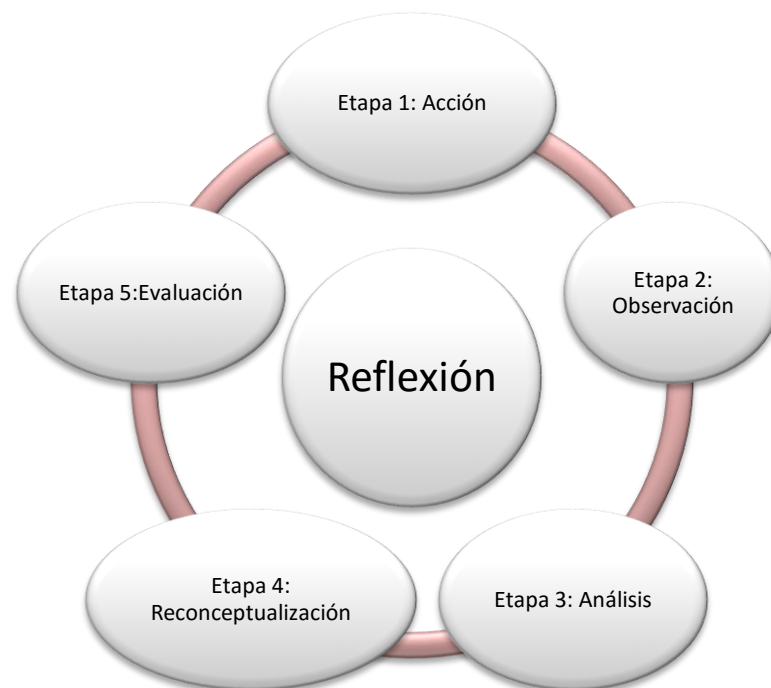
One of the key members of any educational institution is the teacher who has the function of imparting knowledge in a particular science or art but who also has among its responsibilities the integral formation of students.

- Reflection

Talking about reflection, involves addressing different conceptions of this notion. Reflection as a process, and reflection as a theme: for this reason , to deepen their definition, two aspects are taken into account. (Correa Molina et al 2010)

The reflection as a process

Reflection is performed from a series of steps cyclically resulting process. According to Schön (1983) cited by Correa Molina et al (2010) reflect on the experience involves "a kind of reflective dialogue with the situation, where language would promote access to the experiences of the individual, which would extract a new structuring situation. The stages of the reflection process are evident in the following scheme:



Reflection as a thematic

The concept of reflection is based on a topic that is related to the concept. For this and with reference to Grimmett et al (1999) cited by Correa Molina et al (2010) , reflection is based on three perspectives: reflection as instrumental mediation of action, reflection and deliberation and reflection as reconstruction experience . As for the first two perspectives, the external aspects , the source of knowledge that allows for reflection ; and contextual aspects allowing the exercise of reflection on the third perspective. In turn, these perspectives have mediators to that process run; in the first instance is the action , context, colleagues and the same person who reflect

Reflective Practice

Update and qualify the University academic proposals and guide the students to new ways of relating to the world , it is necessary that teachers be questioned on their own practice and the impact it has generated ; that is able to objectify their behavior, and assume different roles in the pedagogical relationship .

The teacher plays a central role in today's educational world; It acts in a complex space under constant change determined by the interaction of various factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and ELLIOT : 1986) . In this context the issue of practice, class spaces require special treatment aimed at understanding and social interaction.

Teaching practice

For analysis and reflection about practice is considered adequate recourse to a conceptual operation methodologically classification practice; for this purpose the proposal Zeichner who has established several modes of practice and is assumed:

Academic Practice

It aims to prepare teachers able to reflect on their courses, so that transform into understandable structures for students.

Practice social efficiency.

It is achieving effective teaching by applying teaching techniques that follow from general principles to which educational research has come. In this case, reflection is a strategic decision "to select from the range of techniques available which is considered most effective."

This is the way of proceeding of technical rationality.

Developmental

The teaching is based on the interests and development of students, and at the same time considers teacher development as a teacher and as a person

Social reconstruction

The object of reflection is the social, economic and political context, so that truly democratic relations in the classroom are encouraged, and equal and fair in the social sphere.

Generic

Programs refer to generically reflection, but without specifying the pretensions of programs and the contents that should reflect or strategies to encourage reflective learning.

Methodology

The methodological strategy has a central axis reflection that further contemplated holding meetings for strengthening the collective practice as an initial space where the teachers' trainee will talk about education and labor issues. The organization principles are autonomy, planning and self-observation.

To review the impact of the proposed reflection about this process will take just a process of socialization and systematization of it.

This study is part of the qualitative research approach, from the perspective of reflection as professionalizing space that will contribute greatly to the description, identification and analysis of pedagogical practice itself.

To collect data in this project, the application of the following instruments are proposed:

Reflection workshops

The reflection workshops have as fundamental purpose to guide the process of reflection of student-practitioners, but also to socialize and share own experiences to enrich their work process and insert new tools to transform their teaching practices.

Sheet self-observation

The record of self-observation has a main objective is to guide the teachers trainee in their own process like teacher and their role in the classroom and in the environment of the educational community of which they are part.

Narrative

The exercise of reflection will allow the students to express on their work from the narrative of their experience as a way to make sense of the everyday life of the teacher.

Population

The total population is composed for thirteen students of the tenth semester of the Foreign Language Program English at the University of Pamplona.

The direct beneficiary population:

Training teachers

Teachers Supervisors

The indirect beneficiary population:

It is composed by the teaching community and Foreign Languages Program.

Articulated business units Project

Foreign Language Program

Department of Languages and Communication

Education Faculty

External institutions involved in the project

Colegio José Antonio Galán

Colegio Brighton

Colegio La presentación

Normal Superior de Pamplona

Chapter III: Outreach Component

Introduction

This component describes the extracurricular activities that will be carried out in the Brighton high school in order to complement the language learning process. It is important as a teacher to be a part of the school community in different aspects not only the classroom. For this purpose the pre-service teacher will work in two kinds of activities in order to help English teachers improve their area in the school in a general way.

First, the pre-service teacher will offer tutorial meetings to those students that have weaknesses in the English learning process and those who are willing to attend to reinforce their knowledge. Second, in collaboration with other pre-service teachers and supervisors, the TALENT SHOW planning will be made.

Justification

After the classroom observation it was seen that some students are new in the school, they came from other institution and from the countryside. Those students are not in the same level as the others which have an impact in the learning process. In order to level up those students pre-service teacher will carry out a tutorial meeting in which all their doubts and questions will be clarified and answered.

In addition, the Talent Show preparation is scheduled in the pre-service teacher presence in the school which is a great opportunity to innovate and nourish this event with new ideas that could improve it.

General Objective

- To fill the students' weaknesses and doubts through tutorials in 9th and 10th grades in Bethlemitas Brighton high school.

Specific Objectives

- To create spaces to help students who need an extra explanation about topics of the English classes.
- To motivate students to participate in the extracurricular activities in order to improve their writing skills.
- To improve the extracurricular through a better planning and development.

Methodology

This outreach component is proposed by the pre-service teacher in order to level up students from 9th and 10th grade, by offering a tutorial meeting and providing the students a different space where they could talk, solve their doubts, be aware of their difficulties and find their own learning strategies.

Moreover, the pre-service teachers will design a timetable to carry out the Talent Show. They also will be in charge of rehearsal activities, logo design, prizes selection, jury invitation, sound system rent and other activities that would arise in the process.

(see appendix 3)

Tutorial meetings

| Time | Mon | Tue | Wed | Thu | Fri | Sat |
|---------|-----|-----|-----------------|-----|-----|------------------|
| 10:00am | | | | | | 10 th |
| 11:00am | | | | | | grade |
| 2:00 pm | | | 9 th | | | 9 th |
| 4:00 pm | | | grade | | | grade |

Talent show rehearsals

| Monday | Tuesday | Wed | Thursday | Friday | Sat |
|--------------------|--------------------|--------------------|--------------------|--------------------|---------------|
| | | | | | |
| | | | | | |
| | | | | | |
| Break REHEARSAL | Break REHEARSAL | Break REHEARSAL | Break REHEARSAL | Break REHEARSAL | REHEA RSAL |
| | | | | | |
| | | | | | |
| | | | | | |
| AFTERNOON | | | | | |
| | | REHEARSAL | | REHEARSAL | |

Findings

Pre service teacher worked in two different levels so particular outreach activities could get carried out. On the one hand, the outreach time in two main activities during

the stage period. First, students' rehearsals for the Talent Show participation. Second, work with ninth and tenth graders Wednesday from 2:00 pm to 4:00 pm and Saturday from 10:00 am to 12:00pm and from 2:30 to 4:00 in tutoring sessions. The idea was to work on the students' needs and also improve the work presentation by the students that were weak in this aspect. This activity, in fact was worth it, because the pre-service teacher was able to see how some low proficiency students were improving. Also, it is important to mention that, the assistance was increasing as the progress of the students attending from the beginning was seen by the others or mentioned by the supervisor teacher. However, some students with lot of difficulties never went to the tutoring meetings, they considered other activities, such as gym, music groups or sports more important than tutoring; some others had to work with their parents.

Conclusions

- Students increased their interest in the English learning process through the tutoring meeting implementation.
- The fact that the students were studying English in a context different from the classroom was a positive change for the students learning process.
- The tutorial meeting assistance made the students aware of their own learning process, especially when they are able to identify the mistakes they made.

Chapter IV: Administrative Component

Introduction

This component concerns the pedagogical activities that were developed in Bethlehem Brighton School, in order to involve all the educational community. As it

was observed the majority of the planned activities and events were settled in the institution with the idea of engaging and involving both teachers and students, and so they could communicate satisfactorily in the target language. At the same time those activities were helpful for the pre-service teacher in order to recognize the administrative procedures at any educative establishment.

Justification

The events promoted by the educational community allowed the active integration of all its members as important factors for the integral development of the institution. For this reason the teacher needs to take part in the different extracurricular activities that had been planned by the school, such as the role play festival and others. Likewise, the teacher trainee's participation in those kinds of events should be active, creative, dynamic and enthusiastic.

This component aims at offering administrative and organizational services to the institution as well as the teacher's knowledge. Another important aspect was the opportunity to be useful for the community and also to contribute with the growing of the Colombian educational system.

To summarize, the main was goal to contribute and to be involved in each one of the activities that the school has planned during the second semester.

Objectives

General Objective

- To be useful for the institution, taking an active role in all the events organized by Bethlemitas Brighton high school in Pamplona.

Specifics Objectives

- To accompany students in the development of the institutional activities.
- To organize with the English teachers the TALENT SHOW presentation.
- To offer organizational services for creating the appropriated environment in order to develop satisfactorily the events proposed by the establishment.

Methodology

As the current pre-service teachers, it was important to take an active part and to get involved in the activities proposed by the institution. Throughout this component, pre-service teacher were ready to face and to work on all the events and activities supporting them with her all knowledge, offering their services when necessary by organizing, decorating and participating in extracurricular activities in order to express their commitment with the community and the institution. Besides, the three pre-service teachers will work together planning the TALENT SHOW. For this activity pre-service teachers will propose different stages (motivation, auditions and rehearsals) in order to improve this event organization. In addition some other suggestions will be presented, like a logo design, the sound system improvement, a red carpet welcome for teachers, students and guests. (*see appendix 3*)









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Findings

Pre-service teacher was part of several activities planned by the institution Bethlemitas Brighton high school from the beginning which allowed her to know the members and the building of the institution.

It was important to be part of those activities because with their organization and performance the pre-service teacher was able to see how all the school principals is the

basis for the members of the community, how they conjugate everything and it can be perceived in every member's spirit.

In addition, the pre-service teacher, along with the other members of the English area, organized a Talent Show, which gave her the opportunity to be related to the organization dealing with people from outside the school community as a representative of it. This made her aware of the importance of the behavior and presentation importance, since she was representing Bethlemitas High School.

Moreover, the pre-service teacher was able to know all the time and dedication the school activities needs, how to motivate students to be part of them and how they contribute to the students education in a general way.

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APPENDIX

- Appendix 1

School timetable

| CRONOGRAMA MES DE FEBRERO | |
|---|---|
| VALOR: LA MISERICORDIA. "ENSEÑAR AL QUE NO SABE" | |
| FECHA | ACTIVIDADES |
| 1 | LANZAMIENTO PROYECTO SER CON VALORES SECUNDARIA REUNION GESTION DIRECTIVA Y DOCENTES AREA SOCIALES |
| 1-8-15-22-29 | JORNADA PEDAGÓGICA |
| 2 2-12 | LANZAMIENTO PROYECTO SER CON VALORES PRIMARIA REUNIÓN DE ESTUDIANTES CON COMPROMISO DISCIPLINARIO SENSIBILIZACIÓN GOBIERNO ESCOLAR |
| 3 | 4:00 p.m. REUNIÓN PADRES DE FAMILIA PRIMARIA-- ELECCION DE PADRES DE FAMILIA REP. DE CURSO |
| 4 | INDUCCIÓN ESTUDIANTES NUEVOS 4:00 p.m. REUNIÓN PADRES DE FAMILIA SECUNDARIA- ELECCION DE PADRES DE FAMILIA REP. DE CURSO |
| 5 | EUCARISTÍA DE INICIACIÓN PRIMEROS Y SEGUNDOS |
| 7 | EUCARISTÍA FAMILIAR BETHLEMITA GRADO 4-01 |
| 8 | PRESENTACIÓN CANDIDATOS GOBIERNO ESCOLAR ELECCIÓN COMITÉ DE CONVIVENCIA DOCENTES |
| 9 | PRESENTACIÓN CANDIDATOS VOCEROS ELECCIÓN ESTUDIANTES CONCILIADORES |
| | REUNIÓN SIGCE |
| | REUNIÓN COMITÉ DE CONVIVENCIA |
| 10 | MIÉRCOLES DE CENIZA EUCARISTÍA GRADOS 3ro a ONCE |
| 11 | ELECCIÓN DE REPRESENTANTES DE GRUPO |

| | |
|----|--|
| 14 | EUCARISTÍA FAMILIAR BETHLEMITA GRADO 4-02 |
| 15 | LANZAMIENTO DE CAMPAÑA A LA PERSONERÍA Y CONTRALORÍA |
| 16 | REUNIÓN ESTUDIANTES CONCILIADORES |
| 17 | ENCUENTRO CON CRISTO GRADO ONCE EUCARISTÍA REUNIÓN CONSEJO DE PADRES |
| 18 | ENCUENTRO CON CRISTO 5-01 |
| 21 | EUCARISTÍA FAMILIAR BETHLEMITA GRADO 4-03 |
| 24 | IZADA DE BANDERA QUINTO 01 Y 02 ENCUENTRO CON CRISTO 5-03 |
| 25 | DÍA DE REPARACIÓN ENCUENTRO CON CRISTO 5-02 |
| 26 | EUCARISTÍA QUINTO 01-02-03 IZADA DE BANDERA GRADO ONCE |
| 28 | EUCARISTÍA FAMILIAR BETHLEMITA GRADO 3-01 |

“LA MISERICORDIA DE DIOS SE RENUEVA CADA DÍA”

MES DE MARZO – VALOR LA HONESTIDAD

| FECHA | ACTIVIDADES |
|-------|--|
| 2 | • EUCARISTIA FAMILIAR BETHLEMITA 5-01 |
| 3 | • JORNADA PEDAGÓGICA |
| 4 | • REUNIÓN CONSEJO DIRECTIVO |
| 5 | • MIERCOLES DE CENIZA |
| 6 | • ELECCIÓN GOBIERNO ESTUDIANTIL • REUNIÓN DIRECTIVA ASOCIACIÓN DE P. DE FLIA. |
| 7 | • DIA DE LA MUJER • ENCUENTRO CON CRISTO 6-02 |
| 9 | • EUCARISTIA FAMILIAR BETHLEMITA 5-02 |
| 10 | • JORNADA PEDAGÓGICA |
| 12 | • ENCUENTRO CON CRISTO 6-03 • REUNIÓN COMITÉ SIGCE |
| 13 | • REUNIÓN CONSEJO ESTUDIANTIL |

| | |
|-------|--|
| 13-21 | • PRUEBAS DE CALIDAD BASICA SECUNDARIA |
| 14 | • ENCUENTRO CON CRISTO 7-01 |
| 16 | • EUCARISTÍA FAMILIAR BETHLEMITA 5-03 |
| 17-21 | • PRUEBAS DE CALIDAD PRIMARIA |
| 18 | • ESCUELA DE PADRES |
| 24-28 | • ESTRATEGIAS DE MEJORAMIENTO |
| 25 | • DIA DE REPARACIÓN • NOTIFICACIÓN PADRES DE FAMILIA |
| 26 | • IZADA DE BANDERA TERCEROS • ENCUENTRO CON CRISTO 7-02 |
| 27 | • IZADA DE BANDERA DÉCIMOS |
| 28 | • INAUGURACIÓN DE JUEGOS INTERCLASES • FESTIVAL ARTISTICO Y TALENTO BETHLEMITA • FINALIZACIÓN PRIMER PERIODO |
| 30 | • EUCARISTÍA FAMILIAR BETHLEMITA |

HORARIO PRUEBAS DE CALIDAD BASICA PRIMARIA

| LUNES 17 | MARTES 18 | MIERCOLES 19 | JUEVES 20 | VIERNES 21 |
|-------------|--------------|-----------------------|----------------------|---------------|
| MATEMATICAS | ESPAÑOL | CIENCIAS NATURALES | CIENCIAS SOCIALES | INGLES |

“LA PERSONA HONESTA POR SÍ MISMA ES GARANTÍA DE FIDELIDAD, DISCRECIÓN, TRABAJO PROFESIONAL Y SEGURIDAD”

CRONOGRAMA MES DE ABRIL – VALOR LA SOLIDARIDAD

| FECHA | ACTIVIDADES |
|-------|--|
| 1 | ESCUELA DE PADRES – TEATRO JAUREGUI |
| 2 | ENCUENTRO CON CRISTO 7-02 |
| 1-10 | EUCARISTIA Y COMPARTIR FRATERO POR GRUPOS |
| 4 | CONFESIONES SEDE AFANADOR |
| 6 | EUCARISTIA FAMILIAR BETHLEMITA GRADO 6-02 |
| 7 | COMISIONES DE EVALUACIÓN QUINTO Y SECUNDARIA |
| 8 | COMISIONES DE EVALUACIÓN PRE-ESCOLAR Y PRIMARIA REUNIÓN REPRESENTANTES DE GRUPO |
| 9 | ENCUENTRO CON CRISTO 8-01 |

| | |
|---------|--|
| 11 | SANTO VIACRUCIS |
| 13 – 20 | SEMANA SANTA |
| 21 | JORNADA PEDAGÓGICA DOCENTES - ADMINISTRATIVOS |
| 22 | ENTREGA DE BOLETINES PRIMARIA – SECUNDARIA |
| 23 | DIA DEL IDIOMA PRIMARIA ENCUENTRO CON CRISTO 8-02 REUNIÓN CONSEJO DIRECTIVO |
| 24 | FIESTA DEL SANTO HNO. PEDRO DE BETANCOURT REUNIÓN CONSEJO ACADEMICO |
| 25 | DIA DE REPARACIÓN ENCUENTRO CON CRISTO 9-01 |
| 27 | EUCARISTIA FAMILIAR BETHLEMITA 6-03 |
| 28 | JORNADA PEDAGÓGICA – PROYECTO ONDAS |
| 29 | DIA DEL IDIOMA SECUNDARIA TEATRO JAUREGUI |
| 30 | ENCUENTRO CON CRISTO 9-02 |

EUCARISTÍA Y COMPARTIR FRATERNAL

| LUNES 31 | MARTES 1 | MIÉRCOLES 2 | JUEVES 3 | VIERNES 4 |
|--|-----------------|--|---------------------------------------|----------------------------------|
| 3:00 p.m. DOCENTES Y ADMINISTRATIVOS | 8:00 TRANSICIÓN | 7:00 a.m. 7º y 9º 8:30 a.m. 5º y 6º | | 7:00 a.m. 3º y 4º CONFESIONES |
| LUNES 7 | MARTES 8 | MIÉRCOLES 9 | JUEVES 10 | VIERNES 11 |
| 7:00 PRIMEROS | CONFESIONES | 7:00 a.m. 8º y 10º 7:00 a.m. 2º. | 8:00 a.m. Once y Padres de familia | |

CRONOGRAMA PROCESIONES SEMANA SANTA

| LUNES 14 | MIÉRCOLES 16 | JUEVES 17 | VIERNES 18 |
|-----------------------|--|--|-----------------------------|
| 6:30 p.m. SÉPTIMOS | 2:30 p.m. CUARTOS 6:30 p.m. OCTAVOS | 9:00 p.m. QUINTOS 2:00 p.m. NOVENOS | 7:00 p.m. DECIMOS Y ONCE |

CREO EN JESUCRISTO CRUCIFICADO – MUERTO Y RESUCITADO

CRONOGRAMA MES DE MAYO. VALOR: LA OBEDIENCIA

| | |
|---|--|
| 1 | INICIACIÓN MES DEDICADO A NUESTRA SEÑORA DE BELÈN |
| 5 | OFRENDA MARIANA 5-01 Y 4-01 JORNADA PEDAGÓGICA – PLAN DE MEJORAMIENTO |

| | |
|--------------|---|
| 6 | OFRENDA MARIANA 5-02 Y 4-02 |
| 7 | OFRENDA MARIANA 5-03 Y 4-03 ENCUENTRO CON CRISTO 9-02 |
| 8 | OFRENDA MARIANA 6-01 Y 3-01 ENCUENTRO CON CRISTO 10-01 |
| 9 | OFRENDA MARIANA 6-02 Y 3-02 ENCUENTRO CON CRISTO 10-02 |
| 11 | EUCARISTIA FAMILIAR BETHLEMITA SEPTIMO 01 Y SEPTIMO 02 |
| 12 | OFRENDA MARIANA 6-03 Y 3-03 JORNADA PEDAGÓGICA – EUCARISTIA JESUS MAESTRO |
| 13 | OFRENDA MARIANA 7-01 Y 2-01 |
| 14 | OFRENDA MARIANA 7-02 Y 2-02 CELEBRACION DIA DEL MAESTRO – ONCE – ASOCIACION DE PADRES DE FAMILIA. |
| 15 | OFRENDA MARIANA 8-01 y 2-03 DIA INTERNACIONAL DE LAS FAMILIAS DIA DEL MAESTRO |
| 19 | OFRENDA MARIANA 9-01 y 9-02 Y 2-04 JORNADA PEDAGOGICA |
| 20 | OFRENDA MARIANA 8-02 Y 1-01 IZADA DE BANDERA NOVENOS |
| 21 | OFRENDA MARIANA 9-02 Y 1-02 IZADA DE BANDERA 2-01 y 2-02 ENCUENTRO CON CRISTO 4-01 TALENT SHOW |
| 22-30 | PRUEBAS DE CALIDAD SEGUNDO PERIODO |
| 22 | OFRENDA MARIANA 10-01 Y 1-03 |
| 22 | OFRENDA MARIANA PARROQUIA DEL CARMEN 4°5°6° 11° |
| 23 | OFRENDA MARIANA 10-02 y 1-04 |
| 23 | ENCUENTRO CON CRISTO 4-02 |
| 23 | CAMPAÑA ANTIBULLYING |
| 25 | EUCARISTIA FAMILIAR BETHLEMITA OCTAVO 01 |
| 26 | OFRENDA MARIANA TRANSICIÓN 01 JORNADA PEDAGOGICA |
| 27 | OFRENDA MARIANA TRANSICIÓN 02 |
| 28 | OFRENDA MARIANA TRANSICIÓN 03 ENCUENTRO CON CRISTO 4-03 |
| 30 | CLAUSURA MES DE MAYO ONCE |

HORARIO PRUEBAS DE CALIDAD

| JUEVES 22 | VIERNES 23 | LUNES 26 | MARTES 27 | MIÉRCOLES 28 | JUEVES 29 | VIERNES 30 |
|----------------------|-----------------------|---------------------|----------------------|-------------------------|--------------------------|-------------------------|
| INGLES | FISICA | FILOSOFIA | MATEMATICAS | ESPAÑOL | CIENCIASNATURALES | CIENCIASSOCIALES |

“NUESTRA SEÑORA DE BELÉN, MUJER SIEMPRE OBEDIENTE A LA VOLUNTAD DE DIOS”

CRONOGRAMA MES DE MAYO. VALOR: LA OBEDIENCIA

| | |
|--------------|--|
| 1 | INICIACIÓN MES DEDICADO A NUESTRA SEÑORA DE BELÈN |
| 5 | OFRENDA MARIANA 5-01 Y 4-01 JORNADA PEDAGÓGICA – PLAN DE MEJORAMIENTO |
| 6 | OFRENDA MARIANA 5-02 Y 4-02 |
| 7 | OFRENDA MARIANA 5-03 Y 4-03 ENCUENTRO CON CRISTO 9-02 |
| 8 | OFRENDA MARIANA 6-01 Y 3-01 ENCUENTRO CON CRISTO 10-01 |
| 9 | OFRENDA MARIANA 6-02 Y 3-02 ENCUENTRO CON CRISTO 10-02 |
| 11 | EUCARISTIA FAMILIAR BETHLEMITA SEPTIMO 01 Y SEPTIMO 02 |
| 12 | OFRENDA MARIANA 6-03 Y 3-03 JORNADA PEDAGÓGICA – EUCARISTIA JESUS MAESTRO |
| 13 | OFRENDA MARIANA 7-01 Y 2-01 |
| 14 | OFRENDA MARIANA 7-02 Y 2-02 CELEBRACION DIA DEL MAESTRO – ONCE – ASOCIACION DE PADRES DE FAMILIA. |
| 15 | OFRENDA MARIANA 8-01 y 2-03 DIA INTERNACIONAL DE LAS FAMILIAS DIA DEL MAESTRO |
| 19 | OFRENDA MARIANA 9-01 y 9-02 Y 2-04 JORNADA PEDAGOGICA |
| 20 | OFRENDA MARIANA 8-02 Y 1-01 IZADA DE BANDERA NOVENOS |
| 21 | OFRENDA MARIANA 1-02 IZADA DE BANDERA 2-01 y 2-02 ENCUENTRO CON CRISTO 4-01 TALENT SHOW |
| 22-30 | PRUEBAS DE CALIDAD SEGUNDO PERIODO |
| 22 | OFRENDA MARIANA 10-01 Y 1-03 |
| 22 | OFRENDA MARIANA PARROQUIA DEL CARMEN 4°5°6° 11° |
| 23 | OFRENDA MARIANA 10-02 y 1-04 |
| 23 | ENCUENTRO CON CRISTO 4-02 |
| 23 | CAMPAÑA ANTIBULLYING |
| 25 | EUCARISTIA FAMILIAR BETHLEMITA OCTAVO 01 |
| 26 | OFRENDA MARIANA TRANSICIÓN 01 JORNADA PEDAGOGICA |
| 27 | OFRENDA MARIANA TRANSICIÓN 02 |
| 28 | OFRENDA MARIANA TRANSICIÓN 03 ENCUENTRO CON CRISTO 4-03 |
| 30 | CLAUSURA MES DE MAYO ONCE |

HORARIO PRUEBAS DE CALIDAD

| LUNES 26 | MARTES 27 | MIÉRCOLES 28 | JUEVES 29 | VIERNES 30 |
|---------------------|----------------------|---------------------------|----------------------|-------------------------|
| MATEMATICAS | ESPAÑOL | CIENCIAS NATURALES | INGLES | CIENCIA SOCIALES |

“NUESTRA SEÑORA DE BELÉN, OBEDIENTE A LA VOLUNTAD DE DIOS”

| CRONOGRAMA MES DE JUNIO | |
|---|--|
| VALOR: EL ORDEN | |
| 3 – 5 | NOTIFICACIÓN PADRES DE FAMILIA |
| 3-13 | ESTRATEGIAS DE MEJORAMIENTO |
| 4 | ENCUENTRO CON CRISTO 3-01 REUNIÓN COMITÉ DIRECTIVO SIGCE |
| 5 | DIA INTERNACIONAL DEL MEDIO AMBIENTE IZADA DE BANDERA AREA DE CIENCIAS NATURALES PRIMARIA – SECUNDARIA |
| 6 | CAMPAÑA ANTI BULLYING |
| 8 | EUCARISTIA FAMILIAR BETHLEMITA 11:00 a.m. OCTAVOS |
| 9 | REUNIÓN DEL CONSEJO ESTUDIANTIL JORNADA PEDAGÓGICA |
| 10 | 4:45 p.m. DIA DE LA FRATERNIDAD BETHLEMITA |
| 11 | ENCUENTRO CON CRISTO 3-02 |
| 12 | FIESTA MUNDIALISTA |
| 13 | ENCUENTRO CON CRISTO 3-03 FINALIZACIÓN SEGUNDO PERIODO |
| 16-20 | DESARROLLO INSTITUCIONAL |
| 16 | ENTREGA DE PLANILLAS A SECRETARIA |
| 13 – 4 | RECESO ESTUDIANTIL |
| CRONOGRAMA MES DE JULIO – VALOR LA PAZ | |
| 7 | INICIACIÓN TERCER PERIODO |
| 13 | EUCARISTIA FAMILIAR BEHTLEMITA 9-01 |
| 14 | ENTREGA DE BOLETINES BASICA SECUNDARIA |
| 15 | ENTREGA DE BOLETINES TRANSICIÓN - PRIMARIA |
| 16 | ENCUENTRO CON CRISTO 2-01 y 2-02 |
| 18 | ENCUENTRO CON CRISTO 2-03 |
| 20 | EUCARISTIA FAMILIAR BETHLEMITA 9-02 |
| 21 | JORNADA PEDAGÓGICA |
| 22 | IZADA DE BANDERA 2-03 Y 2-04 |
| 23 | ENCUENTRO CON CRISTO 2-04 IZADA DE BANDERA OCTAVOS |
| | DIA DE REPARACION |
| 25 | ENCUENTRO CON CRISTO 1°-01 |
| 28 | JORNADA PEDAGÓGICA |
| 30 | ENCUENTRO CON CRISTO 1-02 |
| 31 | CONCURSO AREA DE SOCIALES |

| CRONOGRAMA MES DE SEPTIEMBRE | |
|---|--|
| VALOR: AMISTAD | |
| “JESUS EL AMIGO QUE NUNCA FALLA” | |
| 1 | ENTREGA DE PLANILLAS III PERIODO A DOCENTES INICIACIÓN MES DE LA SANTA BIBLIA |

| | |
|-------------|---|
| | REFLEXIÓN PEDAGÓGICA REUNIÓN COMITÉ DE CONFLICTOS |
| 2 | ENTREGA DE INFORME DE NOTAS A COORDINACION |
| 2-10 | ESTRATEGIAS DE MEJORAMIENTO 3er. PERIODO |
| 3-5 | NOTIFICACION A PADRES DE FAMILIA |
| 3- | ENCUENTRO DE PERSONEROS Y CONTRALORES |
| 7 | EUCARISTIA FAMILIAR BETHLEMITA TRANSICIÓN 03 BINGO BETHLEMITA – SEDE RAFAEL AFANADOR |
| 7-14 | SEMANA POR LA PAZ |
| 8 | REFLEXIÓN PEDAGÓGICA |
| 9 | REUNIÓN CONSEJO DIRECTIVO REUNIÓN DE REPRESENTANTES DE GRUPO |
| 10 | EUCARISTIA SEÑOR DEL HUMILLADERO 6° Y 8° |
| 11 | REUNIÓN SIGCE |
| 12 | CELEBRACIÓN AMOR Y AMISTAD DIA DE LA PAZ ENTREGA DE PLANILLAS A SECRETARIA |
| 13 | RETIRO JOVENES DE CONFIRMACIÓN |
| 14 | EUCARISTIA FAMILIAR BETHLEMITA 3-01 PROCESION DEL SEÑOR DEL HUMILLADERO 7° |
| 15 | SIMULACRO PRUEBAS SABER 3°, 5° Y 9° JORNADA PEDAGÓGICA |
| 16 | COMISIONES DE EVALUACIÓN PRIMARIA |
| 17 | COMISIONES DE EVALUACIÓN SECUNDARIA |
| 18 | IZADA DE BANDERA SEXTOS |
| 19 | REUNIÓN DE CONCILIADORES |
| 21 | EUCARISTIA FAMILIAR BETHLEMITA 3-02 CONFIRMACIONES IGLESIA DEL CARMEN |
| 22 | ENTREGA BOLETINES BASICA SECUNDARIA |
| 23 | ENTREGA DE BOLETINES PRE-ESCOLAR – PRIMARIA VISITA A LOS RECLUSOS |
| 24 | IZADA DE BANDERA 1° 03- 1°-04 DIA DEL RECLUSO |
| 25 | DIA DE REPARACIÓN |

| | |
|-----------|--|
| | REUNIÓN DE CONSEJO ACADEMICO |
| 28 | EUCARISTIA FAMILIAR BETHLEMITA 3-03 |
| 30 | CLAUSURA MES DE LA BIBLIA SIMULACRO PRUEBAS SABER 3°, 5° Y 9° |

- **Appendix 2**

PARAMETROS PLAN GENERAL DE AREA 2016

ASPECTOS:

A NIVEL GENERAL DE CADA AREA

- PORTADA
- IDENTIFICACION
 - Nivel de Educación
 - Área
 - Responsables: Docentes área de...
- JUSTIFICACION
- METAS DE CALIDAD PARA EL AREA (PRUEBAS EXTERNAS Y DIA E)
- OBJETIVOS DEL AREA
- ESTRUCTURA DEL AREA
- NATURALEZA DEL AREA
- ENFOQUE Y ESTRUCTURA DEL AREA SEGÚN ESTANDARES O LINEAMIENTOS CURRICULARES
- ESTANDARES BASICOS
- METODOLOGIA
- EVALUACION
- ACTIVIDADES DE REFUERZO Y SUPERACION PARA ESTUDIANTES CON DIFICULTADES
- ADAPTACIONES CURRICULARES PARA ESTUDIANTES CON NECESIDADES EDUCATIVAS ESPECIALES O CAPACIDADES EXCEPCIONALES
- RECURSOS
- BIBLIOGRAFIA

NOTA: TIPO DE LETRA: ARIAL 11, PAPEL TAMAÑO OFICIO.

PLAN DE PERIODO

AREA _____ PERIODO _____ INTENSIDAD HORARIA
SEMANAL _____

LOGROS PROMOCIONALES:

| ESTÁNDARES | EJE TEMÁTICO | DIMENSIONES | INDICADOR DE DESEMPEÑO – COMPETENCIAS | TRANSVERSALIDAD | CRITERIOS DE EVALUACION |
|------------|--------------|--|---------------------------------------|-----------------|--------------------------------------|
| | | CONCEPTUAL PROCEDIMENTAL ACTITUDINAL | | | DIAGNOSTICA FORMATIVA SUMATIVA |

OBSERVACIONES

| PLANEADOR DE UNIDAD TEMATICA | | | Fecha de vigencia |
|------------------------------|---------|-------|-------------------|
| DOCENTE | PERIODO | GRADO | ÁREA/ASIGNATURA |
| | | | |

| CONTENIDO TEMÁTICO | | FASES METODOLÓGICAS | ACTIVIDAD A DESARROLLAR | | | | | | | | |
|---|----------------|----------------------------|-----------------------------|----|-------|----|--------|----|---------------------------|----|--|
| INDICADORES DE DESEMPEÑO- COMPETENCIAS DESARROLLO CONCEPTUAL: DESARROLLO PROCEDIMENTAL DESARROLLO ACTITUDNAL | | AMBIENTACION | - | | | | | | | | |
| | | ACTIVIDADES | - | | | | | | | | |
| | | EVALUACION | | | | | | | | | |
| | | RETROALIMENTACION | - | | | | | | | | |
| | | ESTRATEGIA DE MEJORAMIENTO | - | | | | | | | | |
| INT. HORARIA PREVISTA | FECHA INICIO | FECHA FINAL | VERIFICACIÓN DE ACTIVIDADES | | | | | | TOTAL DE HORAS EJECUTADAS | | |
| 5 H | 25 – MAYO/2015 | 29 – MAYO/2015 | EVAL. PROCESOS | | GUIAS | | TAREAS | | OTROS CRITERIOS | | |
| | | | SI | NO | SI | NO | SI | NO | SI | NO | |

Hna Flor Elba Torres
Rectora

Appendix 2

ASHLY EISEN VILUMIZAR CARVAJAL-DELMO 2.

THE BAR "GLAMOUR" HAS BEEN INAUGURATED TODAY AND JAMUEL BOTENO IS THE PROTAGONIST.

THIS AFTERNOON, HAS BEEN INAUGURATED THE BAR "GLAMOUR", IT IS LOCATED IN THE BIG APPLE, NEW YORK.

THE FAMOUS INTERIOR DECORATOR LATIN AMERICAN JAMUEL BOTENO HAS BEEN HIRED TO DECORATE THIS PLACE, BECAUSE (THEIR) HIS DESIGNS ARE WELL KNOWN.

THIS TIME THE WORK HE DID WITH THE BAR, HAS BEEN VERY FLATTERED BY THE OWNERS OF THE PLACE AND THE CELEBRITIES WHO HAVE BEEN INVITED TO THE INAUGURATION.

ADRIANA MUJENA GEJUEZ.

Two cars have been compromised in an accident. A lady of about 45 years old has been the most affected. Five people have been the victims of this accident. The wounded have been carried to the city hospital.

This accident has been registered last week Tuesday in Bucaramanga road to Barranca Bermeja. The main causes are speeding and alcohol of the two drivers.

de paseo. En
el papa y la hija, la madre
queda gravemente herida el
el hijo solo con rasguños y
golpes en todo su cuerpo

Public road crash

Being 2 is the afternoon in
the road paplona - Cucla.
near to "LA HONDA" a truck
collides with a family car
that traveled to cucuta to
spend a pleasant weekend.



!AN ACCIDENT!

Two cars have been compromised in accident in the road, Medellin - Bogota. One of the cars is a bus with transported 30 people of the result has been 5 injuries and 1 dead. The police have arise to the place to help the victims. The p-victim was a woman of 33 years old who left 2 children orphaned.

Giordan Ivan Espinel

10:02

2016

Terrorist attack

New York A bomb had been located in the hall of a building at midnight. A letter has been found by the authors in a place nearby.

The attack had been done by a terrorist group whose name was "The World" and had come from California. The group was inspired by people from USA.

Duration: 30/2
Algarista
Members
Machines

ADRIANA MILIENA GEJUEZ.

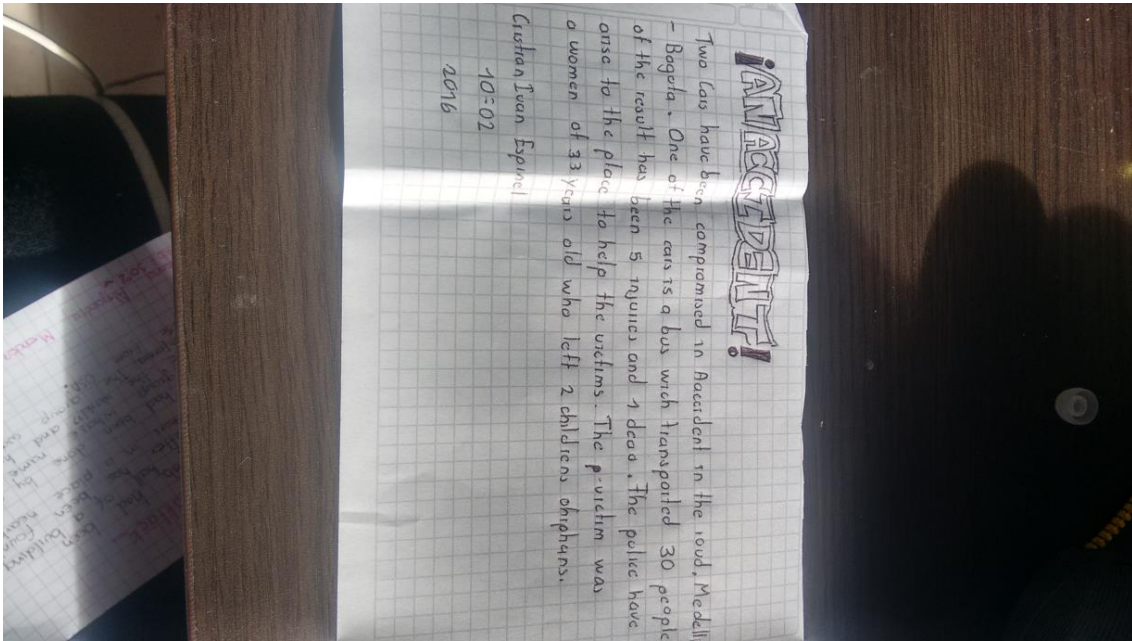
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Public road crash

Being 2 is the afternoon in
the road paplona - Cocha.
near to "LA HONDA" a truck
collides with a family car
that traveled to Cucuta to
spend a pleasant weekend.



Appendix 3









