

Implementing skimming and scanning techniques to improve students' reading and writing
skills at Cristo Rey high school in Pamplona, Colombia: An action research

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Tutor: Daniel Pedraza

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Approval Comment

DANIEL PEDRAZA

Mentor

PRACTICUM COMMITTEE

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This trump is for my two sisters, Lauren Graciela and Marlin Juliana, you are my love, my life, finally I would like to extend my gratitude and love to my girlfriend Maryed Santamaria I will love you forever.

Introduction

Now-a-days, English is the most used language around the world by non-native speakers. That is why many countries have highlighted the importance of learning this foreign language. Colombia it is not the exception and its national ministry of education (MEN) is implementing the program called “Colombia very well” (2015-2025) as a strategy for improving the quality of teaching English in Colombia. The Program aims to increase the communicative competences in English throughout the educational system and reinforce the national competitiveness.

This project is expected to achieve the goal of making Colombia the most educated country in Latin America and the country with the best level of English in South America in 2025. Besides, the MEN believes that it is very important to dominate all the competences (listening, speaking, writing and reading) required in English as a foreign language (EFL), because when people speak several languages, they have more chances to access into this competent world, which means, more opportunities in the educational and labor field.

So that, Colombian teachers with an adequate level of English must implement a set of new teaching models and strategies to encourage students to learn English and reinforce their students' communicative, linguistic and cultural competences in this second language learning process.

Furthermore, the professor trainee aims to implement skimming and scanning techniques to improve students' reading and writing skills in English at Cristo Rey high school in order to allow them to express their creativity through the creation of their own tales, cartoons, poems and short stories. Also, through the use of these techniques the researcher arises to reinforce their grammatical competence and

improve their reading comprehension process and at the same time to enhance student's vocabulary acquisition.

Problem

Having observed five classes in 8th and 9th grades, the researcher identified the following aspects:

Lot of use of L1: around the 80% of the class, the L1 is used by the teacher, to give instructions, explain the topic, and advise the students. Another aspect is that most of the time the professor read the texts aloud and she asked students to repeat it after her. Besides, the researcher noticed that students had difficulties when they read texts and tried to answer questions in an analytic way; in addition, they made lots of pronunciation mistakes when they should read aloud, because they pronounced the words as they are written. Moreover, some of them did not do English tasks because they did not have the reading habit. The researcher also evidenced that when examining some evaluations, they had difficulties at the moment of answering questions where it was necessary to understand some short texts.

Justification

Colombian society does not have the reading habits, it is evident inside the school context, due to the problems of understanding when students take reading tests, most of the time, and the problems they have to comprehend the directions given on it; since they were not able to interpret them, the aim of the current proposal consists on improving reading and writing skill through the use of skimming and scanning techniques among 9th graders which will allow the scholars the opportunity to enhance their reading comprehension competence and to develop their own writing productions.

Objectives

General objective:

- To implement the use of skimming and scanning techniques in order to improve students' reading and writing skills among 9th graders at Cristo Rey high school.

Specific objectives:

- To reinforce students' lexical competence through the implementation of different types of texts (articles, short stories, poems and tales).
- To implement the skimming and scanning techniques in order to know their effectiveness in reading comprehension skill.
- To motivate students to create their own poems, tales, cartoons and short stories.

Institutional observation

Location

This project will be executed in a Colombian public secondary school which is located in 5n street N° 12-3660 "Cristo Rey" neighborhood high side in Pamplona, Norte de Santander and which is a branch belonging to "San Francisco De Asís" Main high School institution located in the 3rd street 8-204, "Los Cerezos" neighborhood. According to the government Decree No000932 on December 2007, which modified the Decree No 000132 on January 28th2003, that establishes "Institución Educativa Instituto Tecnico Arquidiosesano San Francisco De Asís" is a

set of different scholar Institutions, which are “Sede Central, Rafael Afanador Y Cadena, José Antonio Galán, Cuatro De Julio” and “Santa Marta”.

Institution General Authorities.

NAME	OCCUPATION
Bernardo Wilchez Gelvez	Rector
Jose Joaquin Rincon	Coordinador
Carmen Rosa Daza	Lic. Lenguas Extranjeras Ingles – Francés

P.E.I. (Institutional Educational Project-from its initials in Spanish-)

Concerning the most relevant aspects of the PEI, we may find below the general and the specific objectives.

General Objective:

The primary aim of the Cristo Rey High School and its entire headquarters is to educate sensitive, supportive and productive people with cultural identity, self-suggestive capacity who act harmoniously with themselves, their pairs and the environment. Equally important, communication is the basis of individual and group affirmation.

Specific Objectives:

- To favor a co-educative model toward the construction of real spaces of equality in opportunities, respect and integration of the differences between men and women.

- To develop communicative skills to read, comprehend, write, listen, talk and express correctly in the student's first language and in a foreign one (English).
- To stimulate the development of activities and habits that enhances the conservation of physic and mental health and the rational use of free time.
- To promote the capacity to create, adapt and transfer the required technology in the development processes of the country.
- To enhance the study of values and the knowledge and respect of the characteristics differences of each social group.

The "Institución Educativa Instituto Técnico Arquidiocesano San Francisco De Asís" bases its doctrine on the following philosophy:

Mission

Providing our students the formation spaces which guarantee them and their families, the city, the region and Colombia, learning and life experiences, which can be applicable as labor alternatives to solve their economic problems, so that they consolidate responsibly their projects of life. Thereby, the institution will impel projects directed to strength the human talent, the communitarian participation, the preparation for work, the inclusion of all without any type of discrimination in a tolerated and respectful scope of man and woman and the environment.

Vision

By the end of the year 2020, the educational institution must demonstrate competitiveness in the social, cultural, sporting and academic gaining recognition in the local, regional and national scope.

Code of conduct

The board of directors of the Cristo Rey institution adopted a unique rulebook which establishes the general basic criteria of institutional coexistence; the rulebook is based on the following

Characteristics:

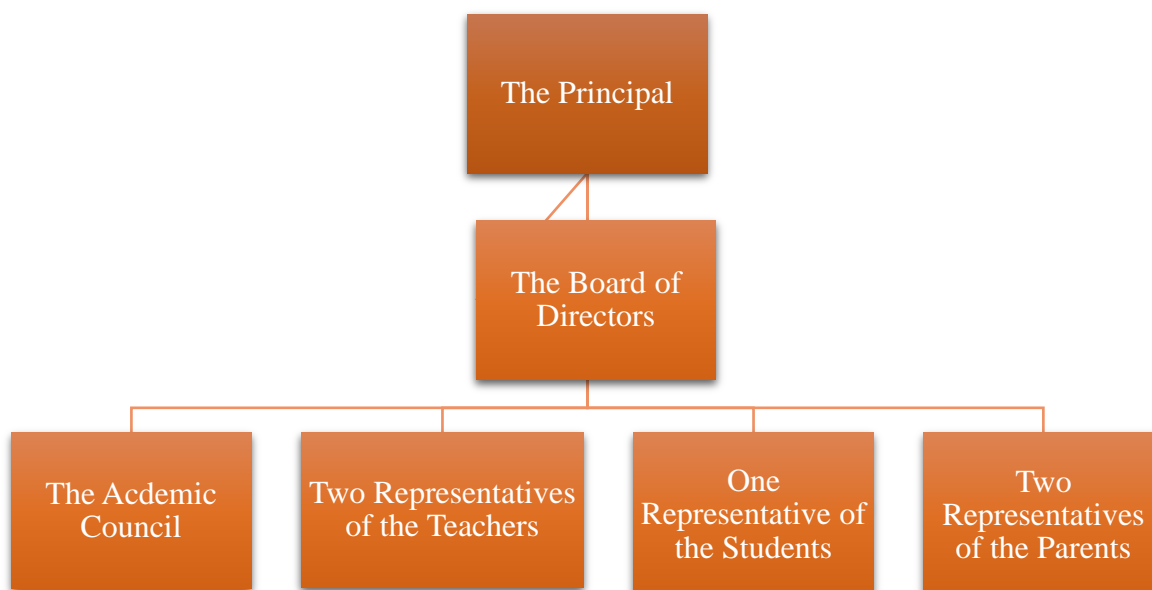
- All educative communities participate.
- Rights, duties, and inhibitions of all educative members
- Pacific and respectful coexistence.
- Parameters, procedures and mechanisms to solve academic and behavioral problems.

Maintenance

This educational institution is composed by one stage. This floor comprises 10 classrooms, Cafeteria, Coordination office, Teachers' office, Computing lab, 1 Playing Field and band's room.

Organization Chart of the Institution

According to the Ley 115 de 1994 in the Artículo 142, the school government of all the public schools in Colombia must be organized in this way:



Scholar Calendar

	<p>I.E. INSTITUTO TÉCNICO ARQUIDIOCESANO SAN FRANCISCO DE ASÍS Pamplona – Norte de Santander</p>
	<p>CRONOGRAMA DE ACTIVIDADES 2016</p>

ENERO

FECHA	ACTIVIDADES
12 AL 15	DESARROLLO INSTITUCIONAL – ELECCIÓN DE REPRESENTATES DOCENTES AL CONSEJO DIRECTIVO
18	INICIACIÓN DEL PRIMER PERIODO ACADÉMICO EN TODOS LOS NIVELES
18 AL 2	DESARROLLO ACADÉMICO - SOCIALIZACIÓN DEL MANUAL DE CONVIVENCIA, SISTEMA INSTITUCIONAL DE EVALUACIÓN DE L@S ESTUDIANTES Y MANUAL DE FUNCIONES,DIAGNÓSTICO ACADÉMICO
DEL 25 AL 29	DESARROLLO ACADÉMICO - SOCIALIZACIÓN DEL MANUAL DE CONVIVENCIA, SISTEMA INSTITUCIONAL DE EVALUACIÓN DE L@S ESTUDIANTES Y MANUAL DE FUNCIONES,DIAGNÓSTICO ACADÉMICO

FEBRERO

FECHA	ACTIVIDADES
1 AL 5	DESARROLLO ACADÉMICO
4	SESIÓN CONSEJO ACADÉMICO – ELECCIÓN DE REPRESENTANTES DE AREA Y/O GRADO REVISIÓN DE PLANES DE ÁREA – ADOPCIÓN DE ESTRATEGIAS DE EVALUACIÓN
8 AL 12	DESARROLLO ACADÉMICO ELECCIÓN DE ESTUDIANTES REPRESENTANTES DE GRUPO ELECCIÓN DE PADRES DE FAMILIA REPRESENTANTES DE GRUPO SOCIALIZACIÓN SIEE Y MANUAL DE CONVIVENCIA A PADRES DE FAMILIA ELECCIÓN REPRESENTANTE PADRES AL CONSEJO DIRECTIVO
12	ENTREGA DE PRUEBAS – SIMULACROS 11º GRADO A SECRETARIA REMISIÓN DE PLANES OPERATIVOS DE COORDINADOR@S A RECTORÍA – VIA CORREO ELECTRÓNICO ELECCIÓN PERSONER@ ESTUDIANTIL, REPRESENTANTE ESTUDIANTES AL CONSEJO DIRECTIVO Y CONTRALOR ESTUDIANTIL
15 AL 19	DESARROLLO ACADÉMICO
19	SIMULACRO DIAGNÓSTICO 11º GRADO
22 AL 26	DESARROLLO ACADÉMICO
29	DESARROLLO ACADÉMICO
29	PLAZO MÁXIMO PARA ENTREGA DE DOCUMENTOS POR PARTE DE L@S ESTUDIANTES A SECRETARÍA – RESPONSABILIDAD TITULARES, COORDINADOR@S Y SECRETARIAS.

MARZO

FECHA	ACTIVIDADES
1 AL 4	DESARROLLO ACADÉMICO
3	SESIÓN CONSEJO ACADÉMICO
7 AL 11	DESARROLLO ACADÉMICO
14 AL 18	DESARROLLO ACADÉMICO
18	ENTREGA A SECRETARÍA INSTRUMENTOS SIMULACRO 11º GRADO
21 AL 25	RECESO ESCOLAR – DESARROLLO INSTITUCIONAL – FERIA FRANCISCANA
28 A 31	DESARROLLO ACADÉMICO

ABRIL

FECHA	ACTIVIDADES
1	DESARROLLO ACADÉMICO
4 AL 8	DESARROLLO ACADÉMICO
8	SIMULACRO 11º GRADO
11 AL 15	DESARROLLO ACADÉMICO
13	DÍA 'E' SESIÓN ORDINARIA CONSEJOS DIRECTIVO Y ACADÉMICO
18 AL 22	DESARROLLO ACADÉMICO
22	ENTREGA DE INSTRUMENTOS DE PRUEBA DE CALIDAD 1º A 9º GRADOS – SECRETARÍA
25 AL 29	DESARROLLO ACADÉMICO
26	IZADA DE BANDERA – DÍA DEL IDIOMA. PARTICIPAR TODOS LOS GRADOS PRIORIZAR MANIFESTACIONES ARTÍSTICAS Y CULTURALES CON LOS ESTUDIANTES
29	PRUEBAS DE CALIDAD PREESCOLAR Y BÁSICA CICLOS DE PRIMARIA Y SECUNDARIA. TERMINACIÓN 1º PERIODO ACADÉMICO PREESCOLAR Y BÁSICA CICLOS DE PRIMARIA Y SECUNDARIA.

MAYO

FECHA	ACTIVIDADES
2 AL 6	DESARROLLO ACADÉMICO – ACTIVIDADES DE RECUPERACIÓN PRUEBA DE CALIDAD 1º PERIODO PREESCOLAR Y BÁSICA PRIMARIA Y SECUNDARIA
2	INICIO 2º PERIODO ACADÉMICO PREESCOLAR Y BÁSICA CICLOS DE PRIMARIA Y SECUNDARIA
5	SESIÓN ORDINARIA CONSEJO ACADÉMICO – BINGO INSTITUCIONAL FINANCIACIÓN FIESTA DE LA FAMILIA
6	ENTREGA DE INSTRUMENTOS DE EVALUACIÓN DE CALIDAD 1º PERIODO 10 Y 11º A SECRETARÍA
10 AL 13	DESARROLLO ACADÉMICO
13	PRUEBA DE CALIDAD 10º Y 11º GRADOS 1º PERIODO ACADÉMICO ENTREGA DE REPORTES ACADÉMICOS A SECRETARÍA – PLAZO MÁXIMO PARA PREESCOLAR, PRIMARIA Y SECUNDARIA
16 AL 20	DESARROLLO ACADÉMICO – RECUPERACIÓN PRUEBAS DE CALIDAD 1º PERIODO 10º Y 11º GRADOS
16	INICIO 2º PERIODO ACADÉMICO MEDIA TÉCNICA
19	ASAMBLEAS ACADÉMICAS SESIÓN ORDINARIA COMITÉ CONVIVENCIA
20	DÍA DEL EDUCADOR
23 AL 27	DESARROLLO ACADÉMICO
25	ENTREGA INFORMES ACADÉMICOS A SECRETARÍA 1º PERIODO MEDIA TÉCNICA
25 A 29	DESARROLLO ACADÉMICO
31	DESARROLLO ACADÉMICO

JUNIO

FECHA	ACTIVIDADES
1 AL 3	DESARROLLO ACADÉMICO
2	SESIÓN ORDINARIA CONSEJO ACADÉMICO
3	ENTREGA DE INSTRUMENTOS SIMULACROS 11º GRADOS A SECRETARÍA DÍA DE LA FAMILIA
7 AL 10	DESARROLLO ACADÉMICO
10	SIMULACRO GRADO 11º
15	SALIDA DE ESTUDIANTES A VAACACIONES 1º SEMESTRE
16 AL 17	DESARROLLO INSTITUCIONAL – RECESO ESCOLAR
20 AL 30	VACACIONES DIRECTIVOS, DOCENTES, ESTUDIANTES

JULIO

FECHA	ACTIVIDADES
5 AL 8	DESARROLLO ACADÉMICO ENTREGA DE INFORMES ACADÉMICOS A PADRES DE FAMILIA TODOS LOS NIVELES
7	SESIÓN ORDINARIA CONSEJO ACADÉMICO
8	ENTREGA A SECRETARÍA DE INSTRUMENTOS PARA SIMULACRO PRUEBAS SABER 11º
11 AL 15	DESARROLLO ACADÉMICO
15	SIMULACRO PRUEBAS SABER 11º
18 al 22	DESARROLLO ACADÉMICO REVISIÓN ACADÉMICA 11º GRADO
19	IZADA DE BANDERAS CELEBRACIÓN INDEPENDENCIA DE COLOMBIA PARTICIPAN TODOS LOS GRADOS CON MANIFESTACIONES ARTÍSTICAS Y CULTURALES
20	DESFILE DÍA DE LA INDEPENDENCIA – ESTUDIANTES 11º GRADO
25 AL 29	DESARROLLO ACADÉMICO REVISIÓN CONCEPTUAL 11º GRADO

AGOSTO

FECHA	ACTIVIDADES
1 AL 5	DESARROLLO ACADÉMICO
4	SESIÓN ORDINARIA CONSEJO ACADÉMICO
7	DESFILE BATALLA BOYACÁ
8 AL 12	DESARROLLO ACADÉMICO
16 al 19	DESARROLLO ACADÉMICO
17	ENTREGA INSTRUMENTOS PRUEBA DE CALIDAD 2º PERIODO PREESCOLAR PRIMARIA Y SECUNDARIA
22 AL 26	DESARROLLO ACADÉMICO
23	PRUEBA DE CALIDAD 2º PERIODO PREESCOLAR PRIMARIA Y SECUNDARIA
24 AL 26	ACTIVIDADES DE RECUPERACIÓN PRUEBA CALIDAD 2º PERIODO PREESCOLAR PRIMARIA Y SECUNDARIA HASTA 8º GRADO
26	TERMINACIÓN 2º PERIODO ACADÉMICO PREESCOLAR, PRIMARIA Y SECUNDARIA
29 AL 31	DESARROLLO ACADÉMICO
29	INICIACIÓN 3º PERIODO ACADÉMICO PREESCOLAR, PRIMARIA Y SECUNDARIA
31	ASAMBLEA ACADÉMICA Y COMPORTAMENTAL PREESCOLAR PRIMARIA Y SECUNDARIA

SEPTIEMBRE

FECHA	ACTIVIDADES
1 al 2	DESARROLLO ACADÉMICO
2	ENTREGA DE INSTRUMENTOS SIMULACRO SABER 3° 5° 9° ENTREGA DE INFORMES ACADÉMICOS 2° PERIODO A SECRETARÍA
5 al 9	DESARROLLO ACADÉMICO
9	SIMULACRO PRUEBAS SABER 3°5°9°
12 AL 16	DESARROLLO ACADÉMICO ENTREGA DE REPORTES ACADÉMICOS 2° PERIODO PREESCOLAR, PRIMARIA Y SECUNDARIA A PADRES DE FAMILIA
16	ENTREGA DE INSTRUMENTOS DE EVALUACIÓN PRUEBA DE CALIDAD 2° PERIODO 10Y11°
19 AL 23	DESARROLLO ACADÉMICO
23	PRUEBA DE CALIDAD 2° PERIODO MEDIA TÉCNICA TERMINACIÓN 2° PERIODO ACADÉMICO MEDIA TÉCNICA
26 AL 30	DESARROLLO ACADÉMICO
26 AL 28	ACTIVIDADES DE RECUPERACIÓN PRUEBA DE CALIDAD 2° PERIODO 10° Y 11°
26	INICIACIÓN 3° PERIODO ACADÉMICO MEDIA TÉCNICA
29	ASAMBLEAS ACADÉMICAS 10° Y 11° GRADO SESIÓN ORDINARIA COMITÉ CONVIVENCIA 10° Y 11° GRADO

OCTUBRE

FECHA	ACTIVIDADES
3 AL 7	DESARROLLO ACADÉMICO
3	ENTREGA INFORMES ACADEMICOS 2° PERIDO MEDIA TÉCNICA A SECRETARÍA
10 AL 14	RECESO ESTUDIANTIL – DESARROLLO INSTITUCIONAL
14	BINGO INSTITUCIONAL
18 AL 21	DESARROLLO ACADÉMICO ENTREGA DE INFORMES ACADÉMICOS MEDIA TÉCNICA A PADRES DE FAMILIA
20	IZADA DE BANDERA: INCLUSION, VALORES ECOLÓGICOS. DESCUBRIMIENTO DE AMÉRICA PARTICIPAN TODOS LOS GRUPOS CON EXPRESIONES ARTÍSTICAS Y CULTURALES
24 al 28	DESARROLLO ACADÉMICO
31	DÍA DEL ESTUDIANTE

NOVIEMBRE

FECHA	ACTIVIDADES
1 AL 4	DESARROLLO ACADÉMICO
3	SESIÓN ORDINARIA CONSEJO ACADÉMICO
4	ENTREGA DE INSTRUMENTOS DE EVALUACIÓN 3º PERIODO TODOS LOS NIVELES.
8 al 11	DESARROLLO ACADÉMICO
11	PRUEBA ACADÉMICA DE CALIDAD 3º PERIODO PARA ESTUDIANTES TODOS LOS NIVELES
15 al 18	DESARROLLO ACADÉMICO – RECUPERACIONES PRUEBAS DE CALIDAD 3º PERIODO TODOS LOS NIVELES
21 al 25	DESARROLLO ACADÉMICO – RECUPERACIONES FINALES
25	IZADAS DE DE BANDERA ENTREGA SIMBOLOS
25	ASAMBLEAS ACADÉMICAS POR SEDES COMISIÓN DE CONVIVENCIA COMISIÓN DE EVALUACIÓN Y PROMOCIÓN
26	GRADOS
28, 29 Y 30	DESARROLLO INSTITUCIONAL

DICIEMBRE

FECHA	ACTIVIDADES
1 AL 2	DESARROLLO INSTITUCIONAL ENTREGA INFORMES FINALES

Pre-service teacher schedule

LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
7:00-7:55 AM OCTAVO	7:55-9:45 AM SEPTIMO			
8:50-9:45AM NOVENO	10:15-12:00 OCTAVO			
12:00-12:50 PM SEXTO	12:00-12:50 PM SEXTO	11:10-12:50 NOVENO	12:00-12:50 PM SEPTIMO	

Chapter I: pedagogical component

Introduction

Nowadays, learning English as a second language has become the goal of the educational institutions, for that reason, learning a second language requires mastering four communicative skills: speaking, listening, reading and writing, for the student to understand and being understood in the target language and to become more competitive in many situations.

The professor will implement skimming and scanning techniques to reinforce students' skills (Reading and writing) in order to help them to raise the goal of becoming more competitive in their ESL (English, Second, language) learning process. This project will allow the students to express their creativity through the creation of their own writings and thus to practice their communicative competences (reading comprehension and written production) but without letting behind speaking and listening skills.

Justification

The present pedagogical project is focused on applying the skimming and scanning techniques in order to improve the reading and writing skills in the 9th students from Cristo Rey High School. During six classroom observations, the researcher noticed the troubles they had at the moment of reading, such as lack of vocabulary, wrong use of some grammatical structures, lack of coherence and incorrect pronunciation at the moment of reading aloud, they read each English word as they were in the texts, besides revising students written productions, the researcher found that students lacked an in-depth knowledge of vocabulary and grammar structures. Because of that, their productions are very limited and they do not engage

in spoken English. Considering all those aspects presented above, the trainee teacher want to provide a didactic strategy through the implementation of skimming and scanning techniques in order to reinforce the reading and writing skills.

The pre-service teacher will implement pre, while and post reading activities such as: titling a story, changing parts of a tale, discussions about the stories, puzzles, role plays, dialogues, writing their own story, tale, poem., in order to motivate students to actively participate in the class development. Also this will be an opportunity for students to develop writing skill and to express their creativity through their own written compositions.

Objectives

General objective

- To improve reading and writing skills through the use of skimming and scanning techniques among 9th graders.

Specific objectives

- To enhance reading comprehension competences through the use of short stories, cartoons, tales, poems and articles by the implementation of skimming and scanning exercises.
- To reinforce students' lack in knowledge of vocabulary.
- To develop students' writing skill through the creation of their own short stories, poems, and tales.

Theoretical framework

Due to this proposal aims to improve the student's readings and writing skills through the implementation of skimming and scanning techniques, it is important to highlight some key concepts such as: Reading, Writing, Skimming and Scanning before knowing what this pedagogical component is about.

Reading

Reading: Goodman (1969), who points out that reading, is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. There is thus an essential interaction between language and thought in reading. The writer encoded thought as language and the reader decodes language to thought. Also Ríos & Valcárcel, (2005) point out that reading is a receptive language process in which the reader recognizes and decodes any kinds of symbols. This process ends when the reader gives sense and meaning to the decoded written language and transfers the information understood into his experience and thought".

Writing

Writing is a way of communication that permits people to put their feelings and thoughts on paper, to shape their knowledge and views into convincing arguments, and to transmit meaning through well-constructed text. Coulmas, (1999) describes writing as a set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system. Similarly, Daniel, et al. (1996) describes writing as a system of more or less permanent marks used to represent an utterance in

such a way that it can be recovered more or less exactly without the intervention of the utterer.

Skimming and Scanning techniques

Freedman (2012), defines skimming as one of the most effective methods for beginning the kind of thoughtful reading necessary for academic work is to get a general overview of the text before beginning to read in detail. Skimming is reading selectively to get a general idea of what an article is about. The main objectives of skimming are to understand the main points and central ideas of the texts. Maxwell (1972) defines skimming as getting the main idea or gist of a selection quickly in a written text where the students develop powers of inference through systematic practice which encourage them to anticipate the content of a text. According to Maxwell (1978), scanning is defined as the ability to locate specific facts and details quickly, is regarded as a desirable reading skill and is taught in most developmental reading courses. When do we need to scan? Brown (1994) suggested that "perhaps the two most valuable reading strategies for learners as well as native speakers are skimming and scanning. Often skimming and scanning are used together when reading a text. For example, the reader may skim through first to see if it is worth reading, then read it more carefully and scan for a specific piece of information to note" Finally Acuña (2013) defines Skimming and Scanning techniques as the following:

Skimming: refers to the process of reading only main ideas within a passage to get an overall impression of the content of a reading selection

Scanning: is a reading technique to be used when you want to find specific information quickly. In scanning you have a question in your mind and you read a passage only to find the answer, ignoring unrelated information. (p. 24-25)

Methodology

In teaching, the methodology in a Foreign Language has a notion related to the students and teachers' role in teaching and learning processes. EFL teachers bear in mind different strategies, techniques, activities, methods to use into the classroom; all of them should be related to students' interest and learning styles in order to achieve a meaningful learning.

Brown (2001) states the following stages in order to guide reading comprehension activities.

- Pre-reading activities: they draw students' attention to a text and allow them to make predictions on the text content by activating their prior knowledge and schema.

In this stage the pre-service teacher will develop activities to contextualize students in the content of the readings for Example:

Skimming the title: showing images with the main character of the short stories

Ask students to organize puzzles with images taking from the texts in order to encourage them to formulate hypothesis about the story.

- While-reading activities: help students to read strategically by focusing on decoding skills.

Implementing some scanning activities to enhance students' reading comprehension such as look for the meaning of the unknown words, highlight grammatical patterns: past tense of the verb, regular and irregular verbs, etc..., look for specific information about the events, characters, places presented in the story.

- Post-reading activities: They expand the knowledge students have acquired through reading by allowing them to discuss and critically analyze the text content, thus deepening their understanding of the text. After reading the different texts students will develop the following activities:

- Matching exercises
- Titling exercises create a new title for the story, poem, tale and cartoon.
- Change parts of the poem, tale and cartoon; create new endings, to add a new character in the story.
- Create a new poem, tales, short story and cartoon.

Guiding writing activities

The pre-service teacher will guide the writing process following the four main stages proposed by Harmer, (2004) to develop writing skill.

- Planning: on this stage students will create the structure of the text also they will decide about the purpose, audience they will write to and the contents they will write about.

- Drafting: on this stage the student will write the first version of the story, poem, cartoon and tale as a draft.

- Editing: (reflecting and revising) after producing draft, students will read about they have written to see where it works and where it doesn't. This process

is often helped by other readers or editors (in this case the teacher) who comments and makes suggestions that will help the author to make the appropriate revision and changes if it is necessary.

- Final version: once students have edited their draft making the changes they consider to be necessary, they will produce their final version.

The lesson plan

To develop each lesson the pre-service teacher will use the planning model proposed by Brown H.D (2001).

(1) Warm-up/Review: It encourages learners to use what they have been taught in previous lessons. (2) Introduction to a new lesson: focuses learners' attention on the objective of the new lesson and relate the objective to their lives. (3) Presentation: introduces new information, checks learner comprehension of the new material, and models the tasks that the learners will do in the practice stage. (4) Practice: provides opportunities to practice and apply the new language or information. (5) Evaluation: enables the instructor and learners to assess how well they have grasped the lesson, the classes taking into account all these stages.

(See appendix #1)

Implementing one short story and one poem

Date	Title	topic	Objective	Activities
				Pre-reading Skimming the title.

Third week	<i>The uncle John ghost story.</i>	Horror and comedic story	To reinforce past continuous and simple past	(Brainstorm) Glossary While-reading Highlight the verbs in past tense. Highlight sentences in past continuous (a list). Post-reading Scanning the text to answer questions and a role play.
Seven week	<i>Now, she is</i>	Poem	To explain simple present.	Pre- reading Skimming the title. (Brainstorm) While-reading Create a glossary Highlight verbs in simple present Post – reading To represent each stanza of the poem through drawings.

Reading skill

“The Uncle John ghost story” (short story)

Pre-reading activities: during this stage students did a brainstorm with the title of the story (“The Uncle John ghost story”). Then, they had to do predictions about what would happen in the story, Also they had to highlight the unknown words and create a glossary. **(See appendix #2 and #3)**

While-reading activities: In this stage students read the three part of the story and they had to highlight the entire past verb after they identified and did a list of all the sentences in past continuous of the story.

Post-reading activities: On this stage students developed a vocabulary exercise and they read the story, they answered the following questions. (Workshop) and finally they developed a role play: in group of three students, they selected a part from the story to present it in front of the class. One was the narrator and the rest of the group was the characters. **(See appendix #4)**

Writing skill

One of the objectives of this proposal was to develop writing skill and the pre-service teacher implemented the stages for developing writing skill proposed by Harmer (2004).

Planning: for students to start writing in this case a short story the pre-service teacher designed a chart for them to do the planning section of it. In this chart they had to write ideas about the story they will create, for example, the title, the characters, the setting, and the time in which the story will be developed. **(See appendix #5)**

Drafting: in this part students wrote their story as a draft for the teacher starting the revision.

Editing: in this stage the pre-service teacher did the revision of all the stories and corrected the mistakes (spelling mistakes, word order, grammar mistakes, and vocabulary) students wrote. **(See appendix #6)**

Final version: The final version of the stories of students. **(See appendix #7)**

Outcomes and conclusions

The main purpose of this research was to reinforce reading and writing skills through the implementation of scanning and skimming techniques for students to improve their English learning process. There were implemented a sort of activities proposed by two main authors Brown (reading skill) and Harmer (writing skill) in order to accomplish the main goal of this pedagogical proposal. As pre-service teacher has to say that when were implemented these techniques, it was really hard since we live in a society which does not like reading, students were reluctant to work on reading activities. However, it is here where we as teachers have to look for the solution of such problem. We must recognize that our society has an unsatisfactory glance toward reading.

During this all of this process the pre-service teacher could apply one short story and one poem, it was very challenging to fix the school schedule for applying them, because of the institution's extracurricular activities but at the end it was done. In addition, before the implementation of the skimming and scanning techniques, the teacher trainee explained to the students the type and structure of the texts used in

order to help them better comprehend them and get the general sense and the purpose of the readings. It was necessary to explain to the students each one of the techniques. It was useful since knowing how the techniques worked; it helped students to identify what type of technique (skimming or scanning) they should use depending on the readings' questions. It was not easy to find stories to catch students' attention because most of them admitted that they did not like reading too much even in their L1, but with the implementation of the Pre, while and post activities proposed by Brown, (2001) the pre-service teacher could find a variety of activity such, games, role plays, creating glossaries etc., that engaged students in the classes development, and most of them actively participated in class.

Another aspect to highlight is the importance of productive skills in English language learning; this proposal allowed the students the space to produce the language mainly in written exercises through the creation of their own stories and poems but also in an oral way. And also it showed that learning English does not have to be boring as much of the students thought it was.

As a conclusion, it is very important to affirm that the way the teacher trainee carried out the different classes, following the stages and phases proposed by Brown (2001), was satisfactory because he was able to encourage my students to read comprehensively different types of texts. During every stage he did something different: after reading I asked students to underline unknown words, while reading the teacher trainee asked students to give a synonym of some words and after reading, He asked students to answer questions about the reading activities. Moreover, the students became familiar with the reading techniques. Additionally, undertaking this research, the teacher trainee realized that with the use of guiding questions the struggle with new vocabulary lessened since, with these guiding questions students

could deduce by themselves the general sense of the sentences it is to say as they heard the word in the question afterwards they only had to seek for the same word in the text facilitating the understanding. Consequently regarding the grammatical part we noticed that the use of similar content, reading material helped students to familiarize them with the grammar topic because every single unit had a grammar objective to be worked and readings were related to the grammar part.

Chapter III: Outreach component

Introduction

The researcher has noticed that the basic school teachers' lack of knowledge and linguistic skills to teach English, as they are responsible for teaching all the subjects to the same grade but they do not have a required formation to teach a foreign language to their students, for instance, those primary teachers said that they do not have an English proficiency because their professional studies are not based on this subject. Furthermore, primary teachers affirm that they do not have the materials and English resources to prepare an English class.

Justification

The ministry of education has been nowadays working in the English national program 2015-2025: COLOMBIA very well, "is a comprehensive, long-term and inter-sectorial strategy attempts to make students use English as a tool to communicate with the world and improve their employment opportunities" (Ministry of education, 2014, p.4). Taking into account the initiative led by the Ministry of Education with

other government entities and the private sector aims at developing the English skills in Colombia. It can be inferred that this task-based learning project will help to achieve the national program objective as we have noticed that there are not qualified teachers in primary schools.

Consequently, it is relevant to focus on the pre-service foreign language teachers' practice through the teaching of English as second language fourth and fifth grade learners through a pedagogical intervention which aims at raising awareness among students about the importance of caring for the environment by learning and teaching English.

General Objectives

- This pedagogical intervention attempts to raise awareness among students about the importance of caring for the environment by teaching English as a second language through creating their own recyclable products in second, third, fourth and fifth grade learners at Cristo Rey primary school.
- To assist English learning-training needs in Elementary School children in the city of Pamplona.
- To integrate the linguistic training of the students from the degree on Foreign Languages English – French to the educational reality of English teaching in primary school in Pamplona, Colombia.

Specific Objectives

- To familiarize primary school children of Pamplona with basic knowledge of English.
- Developing in students, environmental attitudes and knowledge.

- Encouraging students to save the planet and in this way, the same students can teach to other people a great global perspective.
- Developing the skills in English that needs a beginner level: speaking, listening, writing, and reading.
- Involving students of the Degree program in Foreign Languages English-French in the teaching of English in primary school in the city of Pamplona.
- Articulating the training of students of the Degree program in Foreign Languages English- French with social outreach programs offered by the Office of social interaction at the University of Pamplona

Literature review

Several research studies have been conducted in the area of education; there are researches that connect the teaching of English as a foreign language with the relevance of teaching environmental issues. Ten papers will be briefly explained below, these are divided into two categories, the first research related to the teachers and students' involvement towards environmental education and the second, the implementation of environmental topics inside the students' classroom.

Language teaching

International Language Policies

"UNESCO has been concerned for several years about the role of languages in the global context. In its general conference in 1991 the organization adopted the term "multilingual education" to refer to the use of at least three languages: the mother tongue, a regional or national language and an international. This resolution came from the idea that the requirements of national and global participation, and care of

the particular needs of culturally and linguistically distinct communities, can only be served through multilingual education. Cruz M, Loyo G, E & Mendez (2011). UNESCO (2003) believes that languages are not only media, but represent the very fabric of cultural expressions; are carriers of identity, values and worldviews, for that reason it proposes as a principle for cultural diversity maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and at the same time, to support the learning of international languages that offer access to global communication and exchange of information. To achieve this, UNESCO suggests promoting multilingualism and intercultural dialogue and develops policies for the translation into all possible means of written and visual in order to promote the circulation of ideas and works of art materials. "

According Lima M (2006), "Learning foreign languages is now an unavoidable necessity, but it is also inseparably learning the cultures that they represent. Languages are the spirit and conscience of the people, says the poet; They are the best instrument for access to other cultures, other stories, other ways of seeing and understanding the world ; erased the distances and we also approach the science and technology " . All learning is vital for human sociability as this allows properly perform in different contexts; learning a foreign language or several languages focuses both professional and personal life of an individual allowing it to be successful and fruitful in their doing and know-how.

Why learn LE primary?

Frandino and Bermudez J, & Vasquez V (2012) cite Madrid and McLaren (1981) who say "there are different types of reasons for learning a foreign language at school. For example, based on several studies indicate that:

- Children who begin studying a foreign language in school tend to get a more positive performance than others.
- Children show not only a special ability to imitate sounds and colloquialisms but also great flexibility, spontaneity and daring that overcomes the youth and adults.
- Children tend to have not only not afraid to commit faults but usually acquire and convey meaning through gestures and pantomime.
- Children are at a stage of life in which the plasticity of their brains helps them learn languages.

To summarize learning process of human is based on experiences with the medium in which you are influenced by prevailing cultures and identify their idiosyncrasies and autonomy; especially among young people in the life cycle of childhood, where from a myriad of theories from the psychological, sociological argues that learning occur through observation and listening to sounds that put into primary focus the senses of each individual.

Teachers and students' involvement towards Environmental Education

Taking into account the environmental education, we also have to think of people who are inside this topic who are the educators; environmental educators have globally accepted this role of preparing students to become critical thinkers, informed decision-makers and able communicators. Athman & Monroe (2000) stated that: "Environmental education helps learners achieve environmental literacy, which has attitude and behaviour components in addition to a knowledge component" (p.37); so that, the goal of environmental education is to involve learners knowledge about providing good opportunities to save the world; in the same way, the environment and motivate them to be curious and enthusiastic for taking care the nature. Findings

highlighted that effective environmental education programs empowered learners with skills to help prevent and address environmental issues and with a sense of personal and civic responsibility.

Similarly, Thang and Kumarasamy (2006) study was made in a secondary Malaysian school and attempted to investigate students' perceptions of environmental issues in the English language syllabus, if they felt that learning about the environment would help them to improve in their language skills and finally if the gender and proficiency levels had any effect on their perceptions of the environmental topics. The sample consisted of 100 secondary students between their seventeen to eighteen years old that were selected randomly. 38 respondents were males and 62 were females. Two instruments were used in this study, the first of them was a questionnaire used as the principal instrument divided into two sections; the section A was about students' background while section B measured perceptions of the environment in general, environmental topics taught and to what extent these topics helped improve respondents' language skills. The second instrument was a standardized open-ended interview used to verify and supplement the quantitative data. The findings revealed that regardless the gender the students felt that learning about environmental issues would help them to improve their English abilities and their concern to conserve the planet for the future generations. However, female students were more concerned about protecting the environment than the males. This could perhaps be due to the nurturing instinct in females which makes them want to care and protect more than males.

Methodology

The pre-service teacher will conduct the classes, four hours per week, at Cristo Rey primary school where the project denominated "*Little guardians of the planet: learning English and taking care of the planet*" will be implemented; this project was also implemented last semester in the researcher's social project at La Salle school. The pre-service teacher will do explanations and will apply exercises for students to practice and reinforce all competences and will encourage students to save the planet and based on this, the same students can teach to other people a great global perspective.

This study will be developed through a task-based language teaching, before teaching linguistic facts, it is important to establish well-organized tasks which let to accomplish the goals proposed for this intervention. Therefore, it is necessary to examine and understand four aspects that are essential to carry out this pedagogical intervention:

First, a task-based language teaching "focuses on the use of authentic language and on asking students to do meaningful tasks using the target language" (Prahbu, 1987, P.2) as it sees the learner as the central element who has to work cooperatively to solve a given problem in a specific context according to a set of tasks. In addition, this task based language teaching comprises the use of authentic language through meaningful tasks; for example, establish safety rules, elaborate a motto, design an environmental booth, etc. Students are the most important in this learning process; therefore, the teacher encourages them to use the target language creatively and naturally through problem solving tasks. In addition (Nunan, 2004), proposed tasks will deal with a specific domain which is educational. Regarding to the Common European Framework of reference for languages: Learning, teaching, assessment:

CEFR (2001) the educational domain can be defined as: “the domain that is concerned with the learning/training context where the aim is to acquire specific knowledge or skill”. (CEFR, 2001: 15).

Second, the meaning of a pedagogical task; according to Breen (1987) “is assumed to refer to a range of work plans which have to overall purposes of facilitating language learning” cited by Nunan (2004) (P.3). Moreover, the tasks will be designed, developed and implemented following Ellis (2001) (“The first phase is ‘pre-task’ and concerns the various activities that teachers and students can undertake before they start the task, such as whether students are given time to plan the performance of the task. The second phase, the ‘during task’ phase, centers on the task itself and affords various instructional options, including whether students are required to operate under time-pressure or not. The final phase is ‘post-task’ and involves procedures for following-up on the task performance” (Ellis, 2001: p.80). In this way, as undergraduate teachers, we will encourage students to embrace the language and develop activities autonomously.

Third, there are seven principles for task-based language teaching that we will take into account while we are developing the intervention: First, scaffolding as the teacher will provide a basis in each task but are the students the main actors who will do autonomously the activities; second, task dependency as all the seven tasks are connected, the preceding task will be related to the next one and so forth; third, recycling as it allows learners to experience different situations in the target language through environmental activities. Fourth, active learning as students learn best by doing, we will provide them with task that let them unfold actively. Fifth, integration as each task will integrate the linguistic, communicative and socio-cultural objectives.

Sixth, reproduction to creation as our task include different videos where students will watch the process and then, they will create their own product. Seventh reflection as our students will be given opportunities to reflect on what they have learned, how well they are doing and how they can improve.

Fourth, a pedagogical task should take into account Shavelson and Stern (1981) components as follow: “• content: the subject matter to be taught. • Materials: the things that learners can observe/manipulate. • Activities: the things that learners and teachers will be doing during a lesson. • Goals: the teachers’ general aims for the task • Students: their abilities, needs and interests are important. • Social community: the class as a whole and its sense of groupness”. (Shavelson and Stern, 1981: 478). We will connect this task component with the three phases of a task in order to establish our own task design which will include: Objectives (linguistic, communicative and socio-cultural), students’ level, and task activities (pre, during and post) and materials.

Based on previous four aspects, we decided to establish the following seven tasks that will be developed during the first semester of this pedagogical intervention:

1. Establishing the little guardian’s safety rules
2. Designing the little guardian’s booth
3. Creating the little guardian’s motto
4. Designing the little guardian’s sash and badge
5. Creating the little guardian’s personal Identity card

6. Establishing the little guardian's rules guide

7. Building the little guardian's environmental booth

Timetable: little guardians of the planet

FIRST PHASE	
Introduction of the project	<ul style="list-style-type: none"> • First week
Presentation of the task-based project at Cristo Rey Primary School. Location of the recyclable box in the classrooms and around the primary school.	<ul style="list-style-type: none"> • Second week
Little guardians of the planet's Identity card creation.	<ul style="list-style-type: none"> • Second week
SECOND PHASE	
1. TASK: Little guardians of the planet's safety rules creation.	<ul style="list-style-type: none"> • Third week and fourth week
2. TASK: Little guardians of the planet's environmental booth creation.	<ul style="list-style-type: none"> • Fifth week

3. TASK: Little guardians of the planet's motto creation.	<ul style="list-style-type: none"> Sixth week and seventh week
4. TASK: Little guardians of the planet's emblem and honor mentions design.	<ul style="list-style-type: none"> Eighth week
5. TASK: Little guardians of the planet's membership creation.	<ul style="list-style-type: none"> Ninth week
6. TASK: Little guardians of the planet's manual creation.	<ul style="list-style-type: none"> Tenth week
7. TASK: Little guardians of the planet's environmental booth construction.	<ul style="list-style-type: none"> Tenth week

Project Schedule

	ACTIVIDAD	MES 1				MES 2				MES 3			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	OBSERVACIÓN INSTITUCIONAL												
2	-FORMULACIÓN DE LOS SUBPROYECTOS												
3	IMPLEMENTACIÓN DE LOS SUBPROYECTOS EN CADA INSTITUCIÓN												
		MAYO				JUNIO							

	ACTIVIDAD	MES 4				MES 5				MES 6			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	IMPLEMENTACIÓN DE SUBPROYECTOS EN CADA INSTITUCIÓN												
2	CONSOLIDACIÓN DEL INFORME												
3	EVALUACIÓN DE RESULTADOS Y DEL IMPACTO DE LA PROPUESTA												
4	SOCIALIZACIÓN. INTERACCIÓN CON LA COMUNIDAD BENEFICIADA												

Pre-service teacher schedule (primary school)

LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
		7:00- 7:50 am Cuarto B (15 estudiantes).		
7:55-8:50 am Cuarto A (16 estudiantes).		7:55 – 9:45 am Quinto (20 estudiantes).		

Results and conclusions

The pre-service teacher began to conduct an academic schedule, in order to teach English Foreign Language to students from Fourth and fifth grade which belongs to elementary school. The teacher trainee started to accomplish the out-reach

component in three courses whose population were: fourth grade A (19 children), fourth grade B (17 children) and fifth grade (17 children). In order to carry out the English classes, the teacher in charge of the group gave to the pre-service teacher a table of content, so that the topics approached were consistent of the curriculum. The pre-service teacher will need to approach the next topics during the conduction of the out-reach component:

Fourth grade

- Verb to be
- Personal pronouns
- Structure (three form : affirmative, negative and interrogative)
- Professions and jobs
- The verb to have
- Concept, use and structure.

Fifth grade

- Vocabulary of illness and body parts
- Professions and jobs
- Present continuous
- The verb to have

The teacher trainee has been working in a project about how to save the planet called "Little guardians of the planet: learning English and taking care of the planet". And he has developed some activities with his students of how to care the planet and

nature, because the world is our home. For instead, the students made some works about nature with recyclable materials and some recyclable boxes that were installed around the school. **(See appendix #8).**

Developing this pedagogical project in this community work space can be seen as demanding as gratifying. This intervention during two months has many rewards as the fact that working with kids was a wonderful and gratifying work. The students were really motivated for learning not only English but also about creating their own recyclable products.

On the other hand, this project not only promoted the learning process of English for students. Likewise, also contributed to our performance as future teachers, due to we had these primary grades in our disposition and enhancing our skills to control and guide English classes.

To sum up, the majority of students with whom we had contact needed a stimulus and reinforcement in their previous knowledge related to the English language, and it was possible to identify and enhance skills, abilities and qualities to learn English. Thanks to the implementation of this Project, the pre-service teacher created a favorable and interactive atmosphere for teaching English, in which students created their own knowledge and also to develop consciousness of environmental protection. It can be said that the implementation of environmental parameters at an early age is very important and representative for this generation, as it is possible generate and create awareness towards the environment.

As a final remark, we would like that future teachers in training will continue with this process of teaching English at high school "Cristo Rey" because this is a low-resource institution, which impedes a quality training. Equally, this

school needs more emphasis on teaching English because teachers do not have sufficient knowledge in this area.

Chapter IV: administrative component

Introduction

When working in an educative institution, everyone has an active role, each one has a schedule of cultural and academic activities in which students, teachers and parents interact and strengthen the relationships into the school, and it means that every individual is enrolled in the school in some way. Taking into account all of these aspects the teacher trainee's participation in those kinds of events will be dynamic, responsible and enthusiastic.

Justification

The aim of this component is to offer organizational services to the institution; teacher trainee offered as well her knowledge in the target language to propitiate the creation of an environment where students could express themselves in a creative and artistic way, besides the role of the student-teacher is not only teaching English or reinforcing topics in tutorials, but also to be with students and helping other teachers in the organization of the events the high school needed to carry out.

Objectives

General objective

- To take an active role in all the extra-curricular activities proposed by the academic institution.

Specific objectives

- To promote students' participation in the activities executed by the institution.
- To offer organizational services for creating the appropriated environment in order to develop the events created by the establishment.
- Get to familiarize with all the teachers and administration people who work for the Cristo Rey High School.

Methodology

Throughout this process; the pre-service teacher as a member of the institution will be involved in the activities and events organized in the educative community; such as: Turns to supervise the break time, academic and commemoration ceremonies and during the end of the term exams. The institution carries out activities as the discipline control in break time which lasts (30 minutes) daily. During this time, each teacher has to supervise a zone of the institution, while students stay and share with others. The length of the discipline control is 30 minutes, during this period as part of the institution; the pre-service teacher has to stay with our supervisor watching student's behaviors on the zone previously assigned by the coordinator per week.

Results and conclusions

The current pre-service teacher took an active role in two institutional activity, the first that was a parents meeting, it was organized by the school principal

Mario Wilches (April 4, 2016), in order to inform parents about a project that aims to put the roof on the court of the institution, this project will take two months, for that reason, the time of each class reduced 10 minutes and consequently the output of students is at 12 pm. The pre-service teacher's role was basically grounded on students' behavior, attitude and attention during the meeting. **(See appendix 9)**. The second in a flag raising (Language day), where three students participated declaiming a poem called "love rhymes", singing a song "diamonds (Rihanna)" and saying a tongue twister. **(See appendix 10)**.

Also, the institution carries out activities as the discipline control in break time which lasted (30 minutes) daily. During the break time, each teacher has to supervise a zone of the institution, while students share with others. The length of the discipline control is 30 minutes, in this period me as part of the institutions had to stay with my supervisor watching student's behaviors on the zone previously assigned by the coordinator per week. **(See appendix 11)**.

Working in this administrative component gave me the opportunity to have a different perspective of the educational field of combining with other teachers and get to know a different side of the practicum process; this part allowed me an important part that is how to handle with colleges ideas.

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

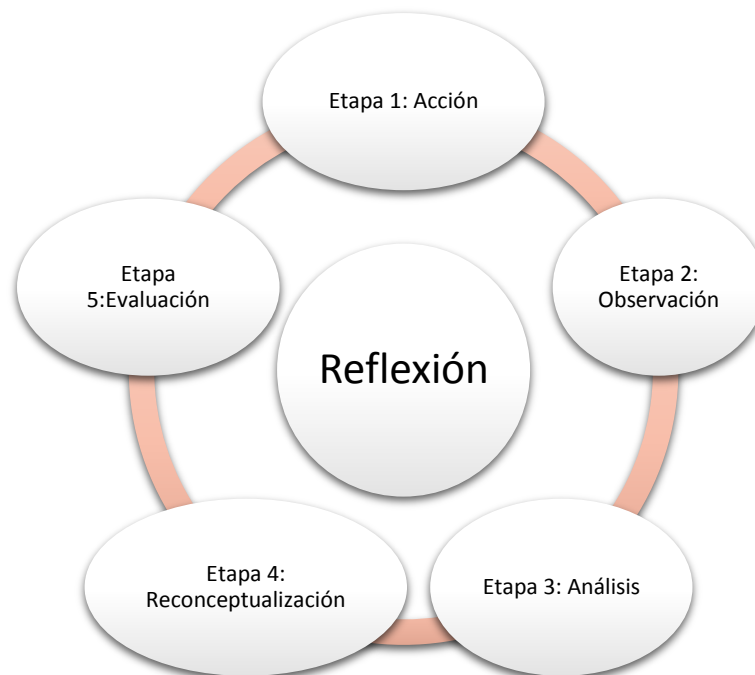
One of the key members of any educational institution is the teacher who has the function of imparting knowledge in a particular science or art but who also has among its responsibilities the integral formation of students.

- 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

Colegio José Rafael Faría

Results and conclusions

In this process is necessary to maintain a shared reflective attitude, because of this allows us to be more aware of what we are doing in teaching and in any other field. In addition, when we share our reflections also open the doors to the perceptions and opinions that others may have about our practices (in our classes with our students). With this view shared we can find a more complete description of what we are doing; we gain perspective. Reflecting on our teaching practice and sharing it with colleagues and students we will run less risk of being a bad teacher; on the other hand, there are teachers who do not know what do because they do not ask or themselves, or others, also there are teachers who do not know what do because they only ask themselves. For that reason, in my future profession it is necessary to carry out a continued and shared reflection because it will help to know what the pre-service teacher is doing and how others perceive it.

To sum up, the reflection is needed in our professional development as a teachers, because of we can acquire experiences and innovative ideas to implement in teaching, besides we should consider that reflection should be constantly renewed, since we can never stop thinking, because we should be analyzed on the issues raised in the reflections, creating another reflection on the new practice and so on. **(See appendix 12).**

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Appendices

Appendix #1

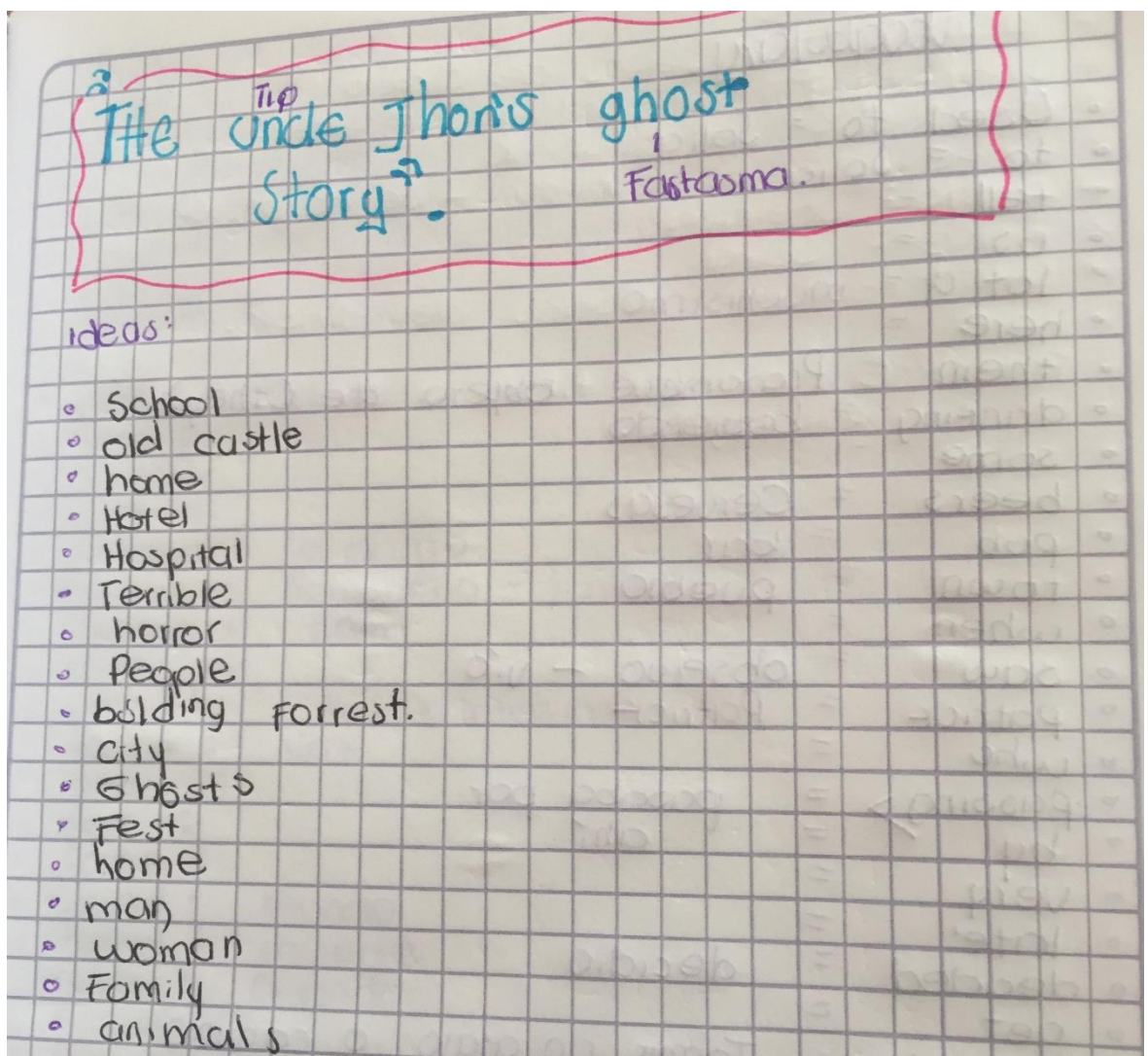
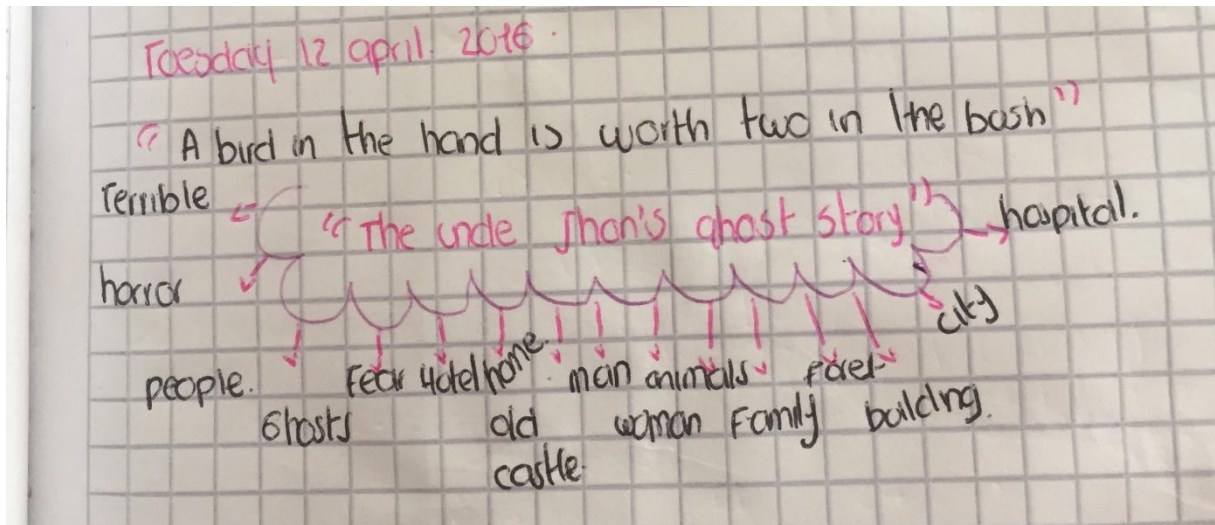
Planning model by Brown 2001.

GROUP: 8 th grade	LEVEL: A2	CLASS N°: 1
TEACHER: Camilo Casadiegos	TOPIC: practicing future simple and going to.	
COMMUNICATIVE OBJECTIVE: By the end of the class students will be able to: <ul style="list-style-type: none"> ✓ Use “going to” to express future plans. ✓ Use future simple to make predictions. 	LINGUISTIC OBJECTIVE: <ul style="list-style-type: none"> ✓ To practice future tenses (going to, will) their structures and uses. 	SOCIO-CULTURAL OBJECTIVE <ul style="list-style-type: none"> ✓ To know how to talk about the future events and make predictions in English language.

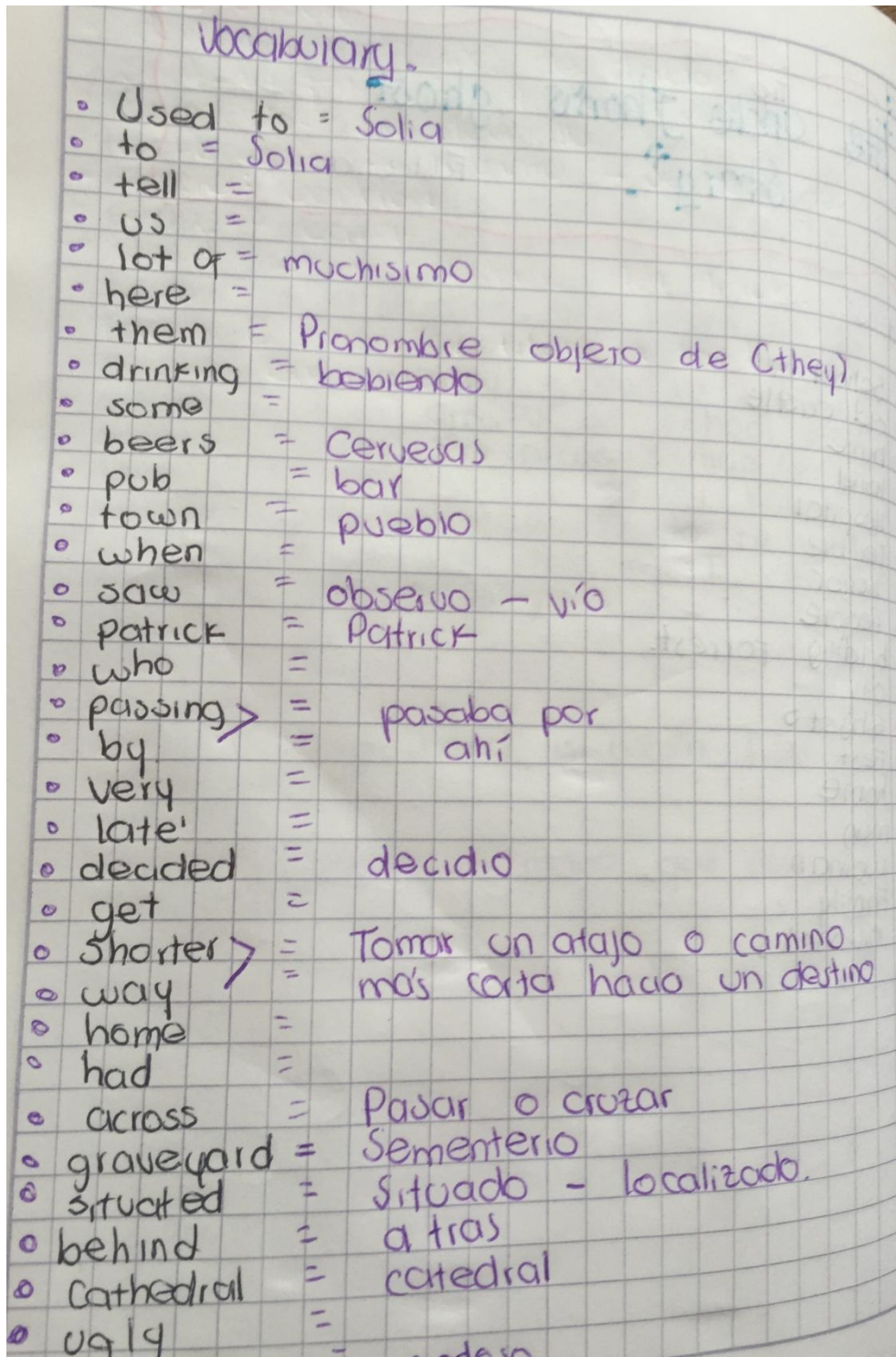
STAGES	DESCRIPTION OF THE ACTIVITY	TIM E	SKILLS	MATERIAL
Warm up	Puzzles: In group of five students, they will organized a puzzle with images taken from the story, as fast as they can.	10'		Puzzles With images of the story.
Presenting the story.	After organizing the puzzles, the teacher will ask students about the character they have in each puzzle. Who are the character of the story? What they think is the role of each character? The set of the story, the places where the events happened ...	10'	Listening speaking	Puzzles

Developing	<p>Reading the first two paragraph of the story: The teacher will give students the first two paragraph of the story, students will read it, then they will highlight the unknown vocabulary and will look for the meaning of each word in their dictionaries.</p>	20'	reading	Story
	<p>Stuck in the middle activity: once students had read the first two paragraphs of the story, the teacher will ask them to answer the following questions. (Appendix 2)</p>	20'	writing	
	<p>Once students had finished their predictions, one by one will read them in front of the class. After finishing reading students productions the teacher will give then the rest of the story and they will read it, in order to compare which students were closer to the original version.</p>	20'	reading	
Closing	<p>Matching exercise: the teacher will divide the board into two sections, in the first part he is going to paste six images and in the second part he will write the definition of each one.</p> <p>Students will pass in front on the board and will match the definition with the correspondent image. See appendix 3</p>	15'	Lexical competence	Board Markers Images
Evaluation	Write a comment about the story	10'	writing	

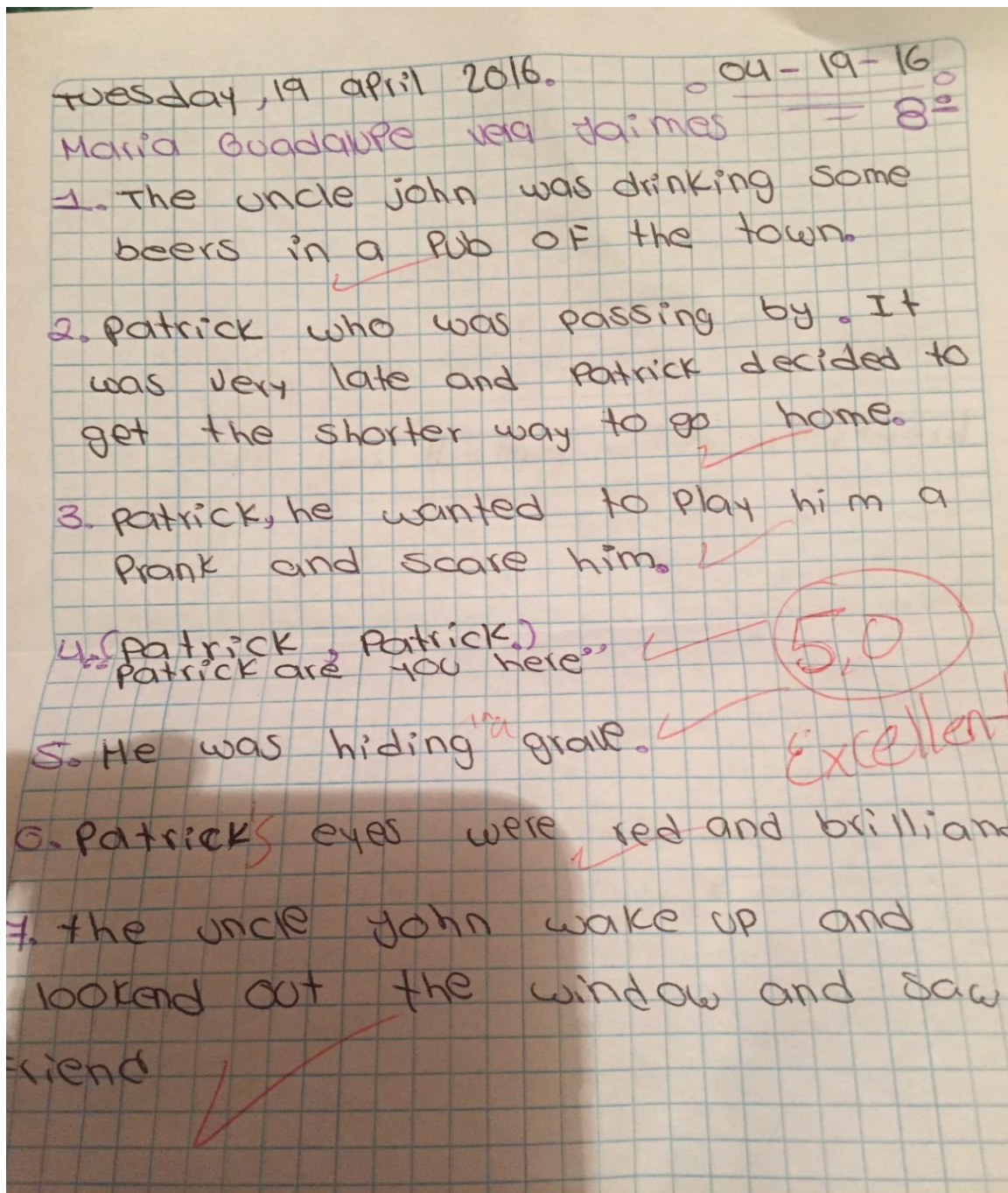
Appendix #2



Appendix #3



Appendix #4





Appendix #5

1 hacer una lluvia de ideas

(5.0)

2 completar el siguiente cuadro.

Title	My mother
Topic	Thanks - happyness.
setting	house - city
characters	Mother

Name Slenda Gareth Florez Contreras.
Date Wednesday, 18th may, 2016.

1 Hacer una lluvia de ideas

(5.0)

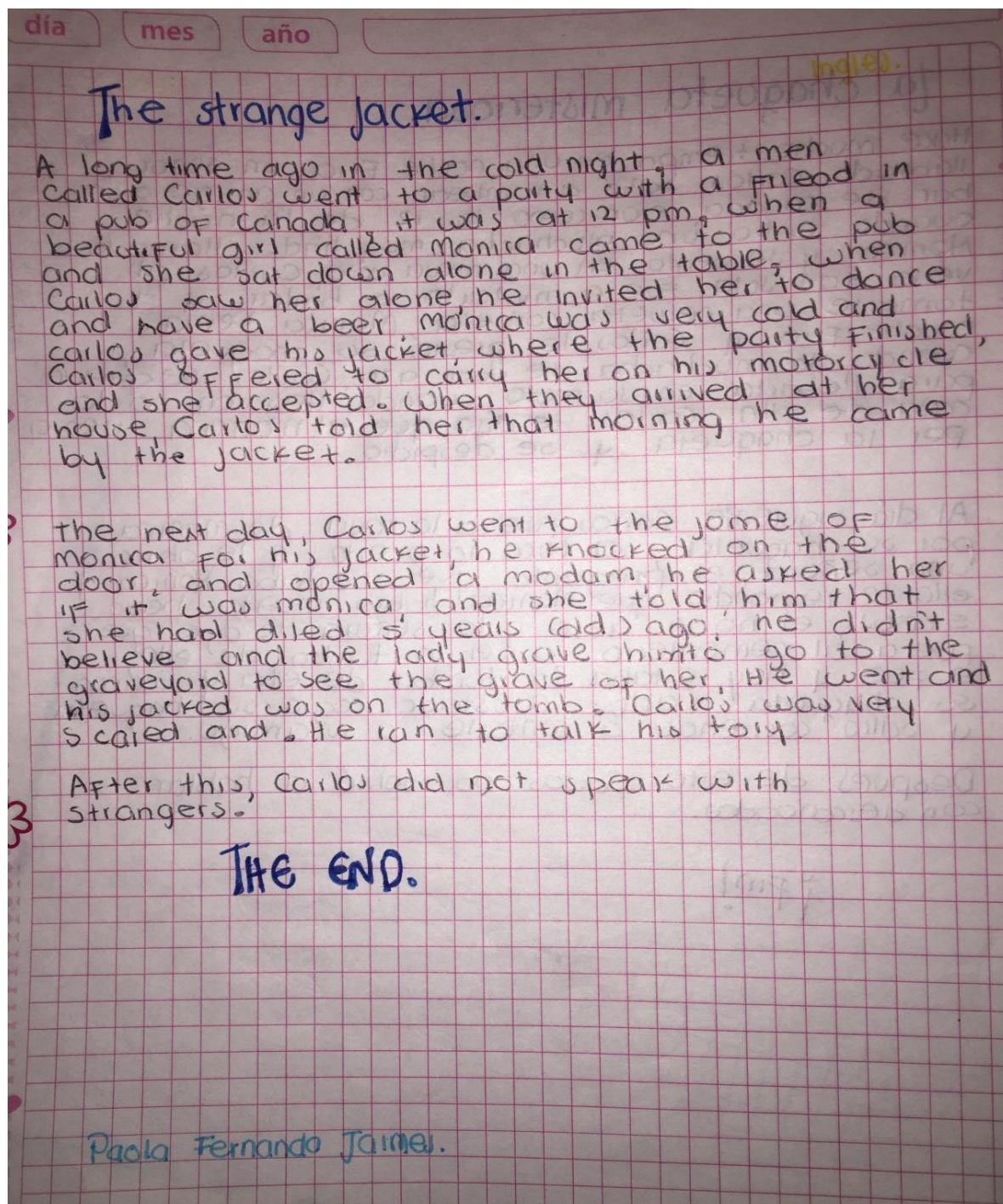
2 completar el siguiente cuadro

Title	A dream come true
Topic	true love - happy - Night-life blue - friend
setting	city - house
characters	I - mother

Appendix #6

title?
thanks mother mi amor
(For each year) you have given me love,
(For) each month in your womb gave
me warmth, For each day with
me these, For each hour of
happiness.
Thanks mother
by For giving me your shoulders to cry
mourn, to dry my tears and my give me
side being, For loving me so much
and my wounds heal, For all that
you do for me.
Thanks mother
For your words, For your advices
that make me
think, by your touch full of goodn-
ess, For your kisses around me
Peace by your arms that always
want to take care of me.
Thanks mother
By always strive and fighting for me.
For teaching me to walk,
(First words we celebrate), For teaching me
the joy of bread call. speak.
and overall, For teaching me to love, I love you - o -
(and life would go on to thank me,
because you are an example of a
woman who wisely know to
respond, questions I needed
to know.) este esta bien pero no lo tacheas.
(40)
(today I want to talk,
and breast thanks spell)
my heart.

Appendix 7



i The Park Home!

There was something strange about it. Mr. Smith's old house on the coast of Transylvania. Many people thought that there was a ghost in the rooms on the east side. On windy nights, people heard strange noises there. They thought it was a baby crying. But there wasn't a baby in the house. For years, many people tried to find the answer to the mystery.

Finally, people "sell the house". Mr. Smith sold the house to Bill Gates.

But the strange noises continued. After some time, Mr. Gates said "I think the noises come from the old apple tree next to house. Its branches hit the east side of the house when there's a strong wind. He cut down the old apple tree. But the stranger noises continued. "move the house" people said. Wooden houses are easy to move and, Mr. Gates was a rich man. He called in some workmen.

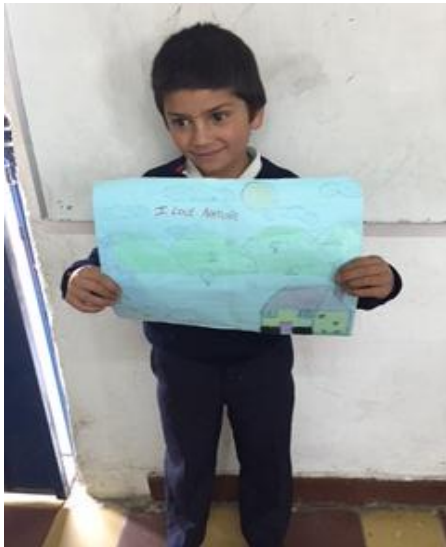
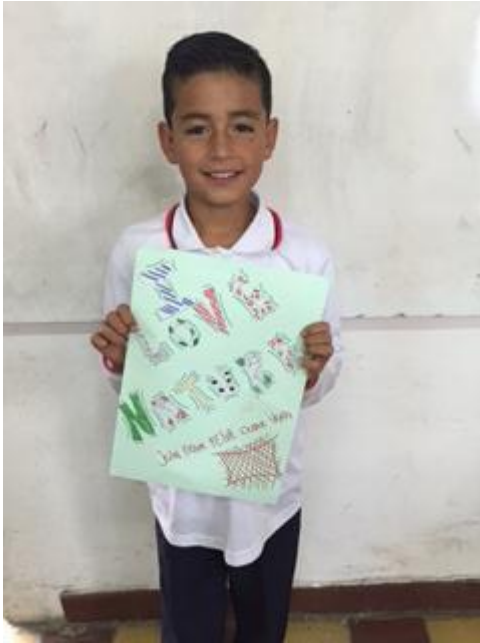
"move the house to a new place, in part street" he said. While the workmen were moving the house, they found an old box under the floor. There was a child's ghost made the strange noises.

"Bury the child they" said. Mr. Gates buried the child.

But on windy nights, the strange noises continued...

When Bill Gates died, his son Frank lived in the house. Frank didn't believe in ghosts. Some time later, there was a fire in the house. It burnt part of a room on the east side. Frank called in some workmen. "repair the room" he said. While the workmen were repairing the room, they discovered something in one of the chimneys. They found a wind harp. They, the builders, put the harp into the chimney to make music on windy days. They told Frank.

Appendix #8





Appendix# 9





Appendix #10





Appendix #11



Appendix #12

UNIVERSIDAD DE PAMPLONA

LICENCIATURA EN LENGUAS EXTRANJERAS

PRACTICA INTEGRAL

REFLEXIÓN SEMANA 1

En mi primera semana como practicante, me sentí ansioso y nervioso porque era la primera vez que iba a dictar clases a una población estudiantil observadora y detallista. Primero que todo, asistí puntual y sin contratiempos a la institución educativa Cristo Rey, aproximadamente a las 6:45 am. A las 7 am se forman a los estudiantes, se reza y se escucha al coordinador que da las informaciones de la semana.

En mi primer contacto con los estudiantes durante la semana en cada curso, como dije anteriormente, me sentí ansioso y nervioso pero seguro de mí mismo porque ya las clases estaban planeadas. Realice actividades para conocer a cada estudiante y desarrolle las clases según los planes. Es necesario resaltar, que la disciplina en cada salón fue buena porque todos los estudiantes estaban a la expectativa de mi desenvolvimiento.

Como puntos positivos, en mi primera semana me ayudo mucho el control de la disciplina que lleve en clases con ayuda de la Proferosa. Mi supervisora es una excelente maestra porque sabe manejar muy bien cada grupo y en esa semana me dio valiosos consejos para que el desarrollo de mis clases . Como puntos negativos debo remarcar que me equivoque en algunas partes de gramática donde afortunadamente tuve la ayuda de la Proferosa para corregir rápidamente.

Finalmente tuve una semana buena porque pude completar todas las actividades de clase, saqué algunas notas y sobretodo observe y es algo que me llena mucho, que mis estudiantes estuvieron agradecidos con mi trabajo.

CAMILO ANDRÉS CASADIEGOS NIZ

UNIVERSIDAD DE PAMPLONA

LICENCIATURA EN LENGUAS EXTRANJERAS

PRACTICA INTEGRAL

REFLEXIÓN SEMANA 2

En esta segunda semana de mi práctica integral que fue después de Semana Santa, llegue puntual al colegio sin ningún contratiempo antes de las siete 7 A.M. Después los estudiantes se formaron, se siguió el protocolo y entraron a sus respectivos salones.

En la semana, en todas mis clases tuve un buen rendimiento pues di los temas previstos en los planes y realice todas las actividades. Como puntos negativos debo decir que hubo indisciplina, lo cual llevó a la profesora intervenir mucho en la clase es algo que debo mejorar. otro aspecto negativo debo decir que en algunas ocasiones mi supervisora intervino en la clase algo que no tenía previsto (improvisando algunas actividades y dejando tareas) para mi es algo negativo porque pienso que debo desarrollar la clase a mi manera y no como la profesora diga, pero obviamente también es algo enriquecedor tener la experiencia de una profesora que sabe manejar un grupo y entiende la lengua.

Para concluir mi experiencia de esta semana tengo resaltar que desarrolle todas las actividades de la clase, saqué algunas notas, guarde los consejos de la profesora que son valiosos para mi profesión, y finalmente ayude a la disciplina en el recreo y trabaje con la primaria en algunos aspectos de como cuidar nuestro planeta.

CAMILO ANDRÉS CASADIEGOS NIZ

UNIVERSIDAD DE PAMPLONA
LICENCIATURA EN LENGUAS EXTRANJERAS
PRACTICA INTEGRAL
REFLEXIÓN SEMANA 10

Mi experiencia en la última semana de mi practica integral fue muy buena, primero porque durante toda la semana llegue puntual a mis clases y sin ningún contratiempo.

En esta última semana debo resaltar como puntos positivos que logré terminar con todas las actividades respecto a mi proyecto, donde mis estudiantes me colaboraron de la mejor manera con sus trabajos y su buena participación, también cabe destacar que no se perdieron horas de clases lo que me ayudo mucho para cumplir con el desarrollo de mis plannings. Debo hablar que el comportamiento de mis estudiantes en esta última semana fue fabuloso ya que se sentían muy motivados con las actividades finales de mi proyecto.

El punto más que negativo, es saber que terminaba mi práctica integral en una gran institución y con unos brillantes estudiantes, sinceramente para mí esta última semana fue atípica porque sentía que debía dejar a mi institución, al ritmo de trabajo que llevaba y sobre todo a mis queridos estudiantes que me mostraron sus prueba de afecto diciéndome muchas veces que me quedara, lo que hizo que se estremeciera mi corazón de alegría pero a la vez de nostalgia y tristeza.

Finalmente debo decir que esta primera experiencia para mi fue la mejor, porque gracias a Dios llegue a una institución excepcional, con mucha calidad profesional y sobretodo humana, además me encontré con unos estudiantes nobles, humildes y brillantes que me demostraron todo su apoyo y cariño con sus buenas actitudes hacia mí y hacia mi proyecto. Debo decir con orgullo y honor que me siento honrado de ser un docente y de construir personas íntegras para el mañana.

CAMILO CASADIEGOS NIZ

APRECIACIÓN SOBRE EL DESARROLLO DE LOS PROCESOS DE PRÁCTICA I SEM 2016

Apreciado estudiante-practicante solicitamos muy comedidamente completar la siguiente información con base en su desempeño realizado hasta el momento en el proceso de práctica integral

Estudiante-practicante: CAMILO ANDRÉS CASADIEGOS NIZ

Institución Educativa: CRISTO REY

Ciudad: PAMPLONA

Aspectos relevantes y/o dificultades presentadas en el desarrollo del componente pedagógico (propuesta-desempeño de las clases, metodología, planeación, materiales, etc.)	Aspectos relevantes y/o dificultades presentadas en el desarrollo del componente investigativo (temas de las reflexiones-ficha de auto-observación, envío de reflexiones)	Aspectos relevantes y/o dificultades presentadas en el desarrollo del componente de extensión a la comunidad (temas abordados, metodología, etc.)	Aspectos relevantes y/o dificultades presentadas en el desarrollo del componente administrativo (relación con la comunidad educativa en general, participación en actividades supervisor(a), etc.)	Asistencia a tutorías, comunicación con el/la tutor(a) de práctica frente a su proceso	Consideraciones y/o sugerencias frente al proceso de práctica en general
<p>En este aspecto debo decir que el desempeño en mis clases cada día ha ido mejorando ya que me he acoplado mejor a cada grupo y he adquirido un buen ritmo de clase. En cuanto a mi propuesta he implementado hasta hora un poema y una historia corta donde he podido apreciar la buena participación y colaboración de los estudiantes. Todas estas actividades son totalmente planeadas con el fin de llevar una clase exitosa y guiada según mi</p>	<p>En este componente debo decir que me agrada mucho hacer estas reflexiones ya que me ayudan a darme cuenta cuales son mi falencias en mi desempeño como practicante y buscar la solución o la estrategia adecuada para mejorar cada día más como docente, de la misma manera, también me han ayudado a destacar mis puntos positivos como docente y a trabajar en ellos</p>	<p>En este componente debo resaltar que me encanta dictar clases en primera porque los niños de Cristo rey además de ser muy inteligentes son muy colaboradores lo que me ha permitido trabajar este componente de una manera genial. En este componente esto trabajando como a través del inglés mis estudiantes puedan contribuir al cuidado de</p>	<p>En este componente debo remarcar que la relación con mis estudiantes es óptima y con los profesores y los administrativos es muy buena ya que en la institución trabajan personas muy amables y ricas en todo Tipo de buenos valores. En cuanto a las actividades he participado en una izada de bandera con motivo del día del idioma el 25 de abril, en esa oportunidad participaron día</p>	<p>En este aspecto debo decir que he tenido una buena comunicación con mi tutor, he tenido casi toda las tutorías (falte una vez ya que estaba en Cúcuta diligenciando el asunto de mi libreta militar). Debo resaltar que he puesto en práctica los consejos de mi tutor y que todos ellos me han servido de una forma fantástica, también he puesto en práctica algunas páginas de internet que mi tutor me</p>	<p>Yo creo que este proceso es muy bueno y que las profesoras encargadas están haciendo un excelente trabajo ya que cada semana gracias a las reflexiones estamos en comunicación. Como aspectos Negativos no encuentro ninguno.</p>

<p>proyecto (los planes de cada clase los entrego cada viernes a mi supervisora). Las dificultades presentadas en este componente es principalmente el control de la disciplina donde la supervisora ha tenido que intervenir (para subsanar este aspecto he implementado en cada salón una lista negra y una lista azul, la primera para la indisciplina y la segunda para la participación y el Buen comportamiento).</p>	<p>para que sean cada, estos aspectos sean más sólidos y se multipliquen. En cuanto al envío de las reflexiones cabe destacar que las he enviado todas hasta el momento, sin embargo las tres primeras semanas no las envié debido a que se me olvido, pero en las siguientes semanas las he enviado puntualmente.</p>	<p>nuestro planeta (mis estudiantes hicieron un póster con material reciclable y también todos lo recreos hacemos campaña de aseo en la institución).</p>	<p>estudiantes del Grado noveno y uno del grado once, del grado noveno una estudiante intérprete de una manera fantástica una canción de rihana llamada "Diamonds" y otra estudiante declamó un poema que yo hice el semestre pasado llamado "love rhymes" y por último el estudiante de once participó con un trabalenguas. En cuanto a mi supervisora es una gran maestra como profesional y persona, que sabe cómo tratar a los estudiantes y es todo una dama en definitiva estoy muy orgulloso y agradecida que la Proferosa Carmen sea mi Proferosa, ella es excelente.</p>	<p>sugirió para buscar actividades y mejorar mi ingles.</p>	
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AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGOGICA

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGOGICA

I. PLANIFICACIÓN

		1	2	3	4
1	Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área.				x
2	Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar.			x	
3	Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo.			x	
4	Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes.			x	
5	Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de l@s estudiantes.				x
6	Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y autoevaluación.			x	
7	Planifico mi actividad educativa de forma coordinada con el resto del profesorado.				x

II. REALIZACIÓN

Motivación inicial de l@s estudiantes

		1	2	3	4
1	Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad.				x
2	Planteo situaciones introductorias previas al tema que se va a tratar.			x	

Motivación a lo largo de todo el proceso

3	Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado.			x	
4	Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real.			x	
5	Doy información de los progresos conseguidos así como de las dificultades encontradas.				x

Presentación de los contenidos

6	Relaciono los contenidos y actividades con los conocimientos previos de mis estudiantes.			x	
7	Estructuro y organizo los contenidos dando una visión general de cada tema (índices, mapas conceptuales, esquemas, etc.)			x	
8	Facilito la adquisición de nuevos contenidos intercalando preguntas aclaratorias, sintetizando, ejemplificando, etc.				x

Actividades en el aula

9	Planteo actividades variadas, que aseguran el logro de los objetivos didácticos previstos y las habilidades y técnicas instrumentales básicas.			x	
10	En las actividades que propongo existe equilibrio entre las actividades y los trabajos en grupo.				x

Recursos y organización del aula

11	Distribuyo el tiempo adecuadamente: (breve tiempo de exposición y el resto del mismo para las actividades que l@s estudiantes realizan en la clase).			x	
12	Adopto distintos agrupamientos en función de la tarea a realizar, controlando siempre que el clima de trabajo sea el adecuado			x	
13	Utilizo recursos didácticos variados (audiovisuales, informáticos, etc.), tanto para la presentación de los contenidos como para la práctica.				x

Instrucciones, aclaraciones y orientaciones a las tareas de los alumnos

14	Compruebo que l@s estudiantes han comprendido la tarea que tienen que realizar: hago preguntas, hago que verbalicen el proceso, etc.			x	
15	Facilito estrategias de aprendizaje: cómo buscar fuentes de información, pasos para resolver cuestiones, problemas y me aseguro de la participación de tod@s			xx	

		1	2	3	4
Clima del aula					
16	Las relaciones que establezco con mis estudiantes dentro del aula son fluidas y desde perspectivas no discriminatorias.				x
17	Favorezco la elaboración de normas de convivencia con la aportación de tod@s y reacciono de forma ecuánime ante situaciones conflictivas.			x	
18	Fomento el respeto y la colaboración entre los estudiantes y acepto sus sugerencias y aportes.			x	

Seguimiento/ control del proceso de enseñanza-aprendizaje

19	Reviso y corrijo frecuentemente los contenidos y actividades propuestas dentro y fuera del aula.			x	
20	Proporciono información a l@s estudiantes sobre la ejecución de las tareas y cómo pueden mejorarlas.				x
21	En caso de objetivos insuficientemente alcanzados propongo nuevas actividades que faciliten su adquisición.				x
22	En caso de objetivos suficientemente alcanzados, en corto espacio de tiempo, propongo nuevas actividades que faciliten un mayor grado de adquisición.			x	

Atención a la diversidad

23	Tengo en cuenta el nivel de habilidades de l@s estudiantes y en función de ell@s, adapto los distintos momentos del proceso de enseñanza- aprendizaje			x	
24	Coordino apoyo, para modificar contenidos, actividades, metodología, recursos, etc. y adaptarlos a l@s estudiantes con dificultades.				x

III. EVALUACIÓN

		1	2	3	4
1	Tengo en cuenta el procedimiento general para la evaluación de los aprendizajes de acuerdo con la programación de área.			x	
2	Aplico criterios de evaluación y criterios de calificación en cada uno de los temas de acuerdo con la programación de área.				x

3	Realizo una evaluación inicial a principio de curso.			X	
4	Utilizo suficientes criterios de evaluación que atiendan de manera equilibrada la evaluación de los diferentes contenidos.			X	
5	Utilizo sistemáticamente procedimientos e instrumentos variados de recogida de información sobre l@s estudiantes.				X
6	Habitualmente, corrijo y explico los trabajos y actividades y, doy pautas s l@ estudiantes para la mejora de sus aprendizajes.				X
7	Utilizo diferentes técnicas de evaluación en función de la diversidad de estudiantes, de las diferentes áreas, de los temas, de los contenidos...			X	
8	Utilizo diferentes medios para informar a padres, profesores y estudiantes (sesiones de evaluación, boletín de información, entrevistas individuales) de los resultados de la evaluación.				X