

PERFORMING READING ACTIVITIES BASED ON THE LITERACY TRANSVERSAL AXIS TO
REINFORCE THE WRITTEN PRODUCTION COMPETENCE IN TENTH GRADE STUDENTS AT
THE EDUCATIONAL INSTITUTION MANUELA BELTRÁN IN SAN JOSÉ DEL GUAVIARE: AN
ACTION RESEARCH

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LANGUAGES ENGLISH- FRENCH PRACTICUM

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DEDICATION

I thank God for having me here, for giving me the strength I need every day for not to give up and for blessing my home so nothing lacks.

This thesis work is the fruit of more than 10,000 hours of study and hard work for more than six years, years in which I wanted to give up, sleep more, eat better but I didn't do it for my mom, that's why all this is dedicated to her, I dedicate this thesis work and my degree to my mother **Marisol Portilla Villamizar**, who with so much hard work throughout her life never allowed me to have any lack and who by putting all her dreams in me made me work twice and harder every day in order to never give up. Thanks to her and to my brothers **Leonard Pineda Portilla** and **Yeison Daniel Pineda Portilla**, for their support and for being the loves of my life. Also, I want to say thank you to my lovely boyfriend **José Yesid Gutiérrez Quintero** for all his patience, love and sacrifice during these months, I love you and I love the way you motivate me every day to continue growing up. Thanks to you, to your parents and all the people who accepted me as a part of you and help us to achieve this goal.

Likewise, I want to thank each of the people who brought their grain of sand so that I would always do well, my family, my friends and other people who throughout my degree came into my life and gave me a push to get here.

This is the last stage of my degree, but the first of the rest of my life. I thank all my teachers, not only those from the university, but also my teachers from the school because they taught me everything I needed to be able to perform in these last six years and who gave me a nice vocation for teaching. Thanks to all the teachers of my foreign languages degree too, who were part of my first to tenth university process, thank you for teaching me so much, for having so much patience and love to guide me through all these years. Thank you all.

APPROVAL NOTE

Practicum Committee Signature

Cooperative Teacher Signature

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Presentation

Nowadays, the students' formation has become responsibility of teachers. In this way, future teachers have the challenge of breaking paradigms and changing the traditional methodologies and learning models in order to get better functional and integral human beings for society. That is why; the practicum in last semesters students become essential and necessary to form human, conscious, proactive and integral English teachers, being this experience a process of reflection where pre-service teachers face a series of challenges in a real context what allowed them to learn being prepared to form the utopic society we need.

This project is divided into four main chapters or components, each one highlights the purpose of the pedagogical, research, administrative and outreach role of an English pre-service teacher. Concerning the first chapter, a pedagogical component was developed as an action research in a public school in San José del Guaviare, implementing texts and interactive activities in EFL classroom as a tool to foster the transversal reading and writing skill. The second chapter is related to the research component; which consists of an investigation inquiring pre-service teachers' pedagogical reflections. The third chapter is composed of the outreach component in which the pre-service teacher implemented flashcards as a way to reinforce the low vocabulary knowledge in primary school, focused on second grade students. Finally, what concerns to the last chapter, dealing with the administrative component, the description of what duties the pre-service teacher should do in order to get involved in the teaching ambiance in a public school in San José del Guaviare was presented. Each one of those components refers to different aspects that work in function to the practicum of the Degree in Foreign Languages.

Introduction

As tenth semester foreign languages student, the practicum is a final and productive stage the pre-service teacher needs to accomplish which consists of a rigorous pedagogical process where the student works in a high school and face a real experience as teacher.

Taking into account the afore mentioned, the National Education Minister (MEN) in Colombia, affirms that the learning of English as foreign language, has become one of the pillars for the internationalization of knowledge, since it represents the educative link the government wants to create with other countries and in this way to make students being capable of setting out new business and enterprises.

In this way, the pre-service teacher has the responsibility in her practicum, of fostering different new strategies that help the selected community to improve the English skills and also herself to reflect on her future role as teacher. As such, in this practicum, in the “Manuela Beltrán” public school in San José del Guaviare, Colombia, during a period of 14 weeks, through the implementation of reading activities based on the literacy transversal axis to reinforce written production in tenth grade students, four different components were developed; pedagogical, research, administrative and outreach, previously explained, in order to reinforce the weaknesses, found in the selected English grades.

This integrated project also needed the institutional recognition by the pre-service teacher in order to identify the main pedagogical needs for creating the project that helps to fix the found lacks. On this wise, before the pedagogical interventions, the pre-service teacher carried out an observation week where the necessary information was identified, concerning the physical, pedagogical and administrative structure of the high school. During this week,

some needs and problems in the learning of English as foreign language were presented as a result of some causes such as: the lack of mastery of the English language from teachers and students and a lack of vocabulary in students which are only able to recognize some basic words from family, friends, hobbies and clothes, and some sentences using the structure of the different tenses.

Classes are limited to workshops, examples and short grammar explanations that are based on speaking and listening causing the students to leave the reading and writing skills aside.

Based on the observation carried out at the institution, the most common strategies observed and used by the English teacher in 10^o and 11^o grades are: the use of the board, workshops and individual work in class.

In this way, these factors observed by the pre-service teacher, and the suggestions of the supervisor English teacher of the institution, allow her to think of the possible practical strategies that can be applied as new tools for English classes, implementing an innovative project that can help to solve the selected high school community needs regarding the skills leaving aside (reading and writing). Strategies such as: the use of audio-visual ancillaries and reading texts that can complement the weaknesses found.

Justification

The school Manuela Beltrán is an educational institution of San José del Guaviare with emphasis on Business Management and projects, it has physical and teaching resources suitable for the training of its students in the different competences and skills of the 21st century. Despite this, there are a number of gaps in the English language level of the students of the institution, due to the lack of implementation of modern strategies, materials and methodologies adapted to the new needs presented by the different learning styles found in the classroom. Thus, the student of the University of Pamplona, in her role as practitioner of foreign languages, finds the need to improve the processes of the assigned courses as there is an important lack of implementation of new methodologies in the English classroom. The practitioner also finds the motivation to support these processes since the students of this institution are part of a vulnerable population, the majority of them are children victims and displaced by violence, people who daily live in very violent environments and their only refuge is at school.

This is how the practitioner commits to generate a positive impact in the institution through the implementation of new strategies that allow to strengthen the linguistic skills of the students, but also allow them to demonstrate a healthy and conducive educational climate for learning English as a foreign language.

In this way, this project was aimed at benefiting the students of the second, tenth and eleventh grades of the institution, by involving them in all the innovative activities proposed here to fill the linguistic gaps and improve the pedagogical processes of the Manuela Beltrán school. All this, in order to develop their reading and writing skills based on the need they have to critically analyze texts and written productions through interactive reading and writing activities in which students can practice some knowledge they have learnt before.

Objectives

General objective

- To implement reading activities based on the literacy transversal axis to reinforce the written production competence in tenth grade students of the Manuela Beltrán Educative Institution.

Specific objectives

- To know the impact of reading activities as reinforcement of the written production competence on tenth grade students.
- To implement pre-service teachers' reflection as a transformative tool to improve pedagogical practicum processes.
- To address English training needs in Children at primary school in Colombia.
- To participate collaboratively in extracurricular academic events, activities and meetings developed by the school integrating them into the experience of being a teacher.

Institutional observation

The educational institution Manuela Beltrán (IEMABE) is a public school located in San José del Guaviare. It has primary and secondary headquarters in the same establishment with a

single journey in the morning from 6:30 am to 1:00 pm where more than 80% of its students are victims of armed conflict or displaced by violence, due to San José del Guaviare city belonging to the red zone where groups outside the law stay in this area of the country.

As for the history of the institution, on February 7, 1984, a group of people worried about the education of their young people in the “Barrio Porvenir”, build a school that initially takes its name. In the same year, she receives the name of “Manuela Beltrán School Concentration” in honor of a great hero, being the director Martha Penagos who was in charge of 5 teachers and 180 students from First to Third grade. In addition, night school begins operating with the CAMINA program.

In 1985, the current rector Mrs. Ligia Honoria López Rincón arrives, who with her management and ingenuity makes this progress and that year after year there is coverage and pedagogical innovations that allow her to grow at a cultural, social and sports level. Thereby, and thanks to teachers, parents, children, community in general, that with their dedication make this an option for the best future and progress of the Guaviare.

Location

The educational institution Manuela Beltrán is located in the northeast of San José del Guaviare, Colombia, specifically in race 18 No. 10 -72 Porvenir neighborhood in the urban area of the city.

Institutional authorities

At the head of the institution is the rector, Ligia Honoria López, followed by the coordinators; Primary academic coordinator Mr. Fredy Martínez in the company of the co-

ordinator also co-primary Mrs. Elizabeth Villar. We also find in the institution, the high school academic coordinator, Mrs. Lina Mireya Murcia, in the company of the co-ordinating coordinator, also high school, Mrs. Martha Figueredo.

Important aspects of the IEP

This document is the thinking and acting of the educational community; It contains guidelines for the organizational and educational processes of the institution.

Mission

IEMABE is an educational institution that offers the levels of Pre-school, basic and Middle education, with emphasis on Business Management, we help in the construction of Life Projects inspired by the formation of values in search of an integral human being.

Vision

By 2020 IEMABE is seen as a pioneer institution in the construction of life projects committed to the development of the department. Its graduates will stand out for their leadership and participation in the progress of the region.

Principles

The Educational Institution Manuela Beltrán guides its action with the Educational Community based on the principles of knowledge, belonging and service, and from which the values of autonomy, creativity, perseverance, responsibility, reliability, discipline, respect, civility and cooperation are oriented; it forms integral and integral people that contribute positive values to Colombian society.

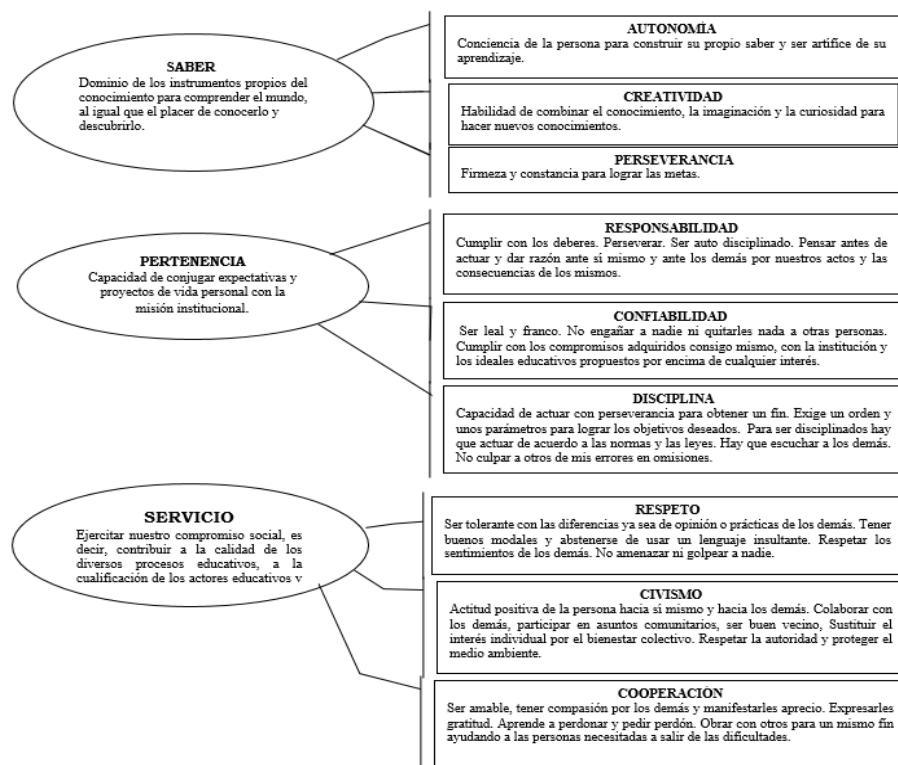


Figure 1. Institutional Principles

Institutional objectives

The following are objectives of the Educational Project of the Educational Institution Manuela Beltrán:

- Ensure compliance with the aims of education and quality goals.
- Generate processes so that the Institution becomes more competitive, improving its capacity for performance, administration and evaluation.
- Enable children, girls and young women, and adult women to carry out their own life project by appropriating institutional principles and values.
- Consolidate spaces for the development of cultural, social, artistic and sports skills.

- Promote and promote ecological education and culture to achieve a healthy and harmonious environment.
- Promote a Christian and Catholic education through ethical, religious and moral values, assuming with respect and tolerance the freedom of worship.
- Stimulate the integration of the educational community, especially with parents, so that they really contribute to the education and training of their children as direct responsible, so that the Institution finds new forms of coexistence and participation .
- Develop pedagogical projects where the educational community is involved.
- Seek the pedagogical quality of the Institution.
- Satisfy the requirements of a training not only academic, but also for the development of skills towards work performance.
- Train in respect and tolerance for cultural, ethnic, religious and linguistic diversity for the construction of peace and peaceful coexistence.

Summary of relevant aspects of the community handbook

The community handbook of the educational institution Manuela Beltrán, is a document which is made up of 16 chapters and 122 articles. Within this document, aspects related to the services offered by the institution, the objectives that guide it, as well as its principles, mission, vision and institutional values can be found.

We also find general aspects such as institutional badges, anthem, shield, flag, institutional motto, correct use of the uniform, requirements for the registration process, among others.

Similarly, taking into account the educational community, within the handbook are the rights and duties of students towards the institution in terms of training and coexistence aspects, and in turn, refers to the comprehensive evaluation system. Decree 1290 established by the Ministry of National Education (MEN), where stimuli are established for the promotion of the institution's students. Similarly, at the time of conceiving this community handbook, the institution, in an integral way, wanted to include the role that the parent plays. Thus, it is shown how important it is for the entity and for the process of formation of the student's construct, profiling thus, some rights and duties that must be fulfilled by them, to generate a complete educational climate for students.

Regarding the structure of the school government of the institution, we find that the statute tends to build spaces that promote self-criticism of the current process and proposals for educational development, such as the creation of an academic, executive, electoral council, of students, of parents; along with the presence of a student comptroller.

With regard to managers and teachers, the community handbook, within its thorough task of having a suitable teaching staff that meets the institutional requirements, proposes a professional teaching profile. Hence, it is formed in a tripartite manner between knowledge, know how to be and know how to do, so that this in turn, generate change trainers and self-critical people of their own society for continuous improvement.

Institutional Philosophy

Within the teaching process, the construction of knowledge is sought to learn by doing and learn to learn by facilitating the development of creativity, reflection, analysis,

criticism and self-training; advising him for capacity development.

Institutional motto

“Helping to build life projects”

Flag

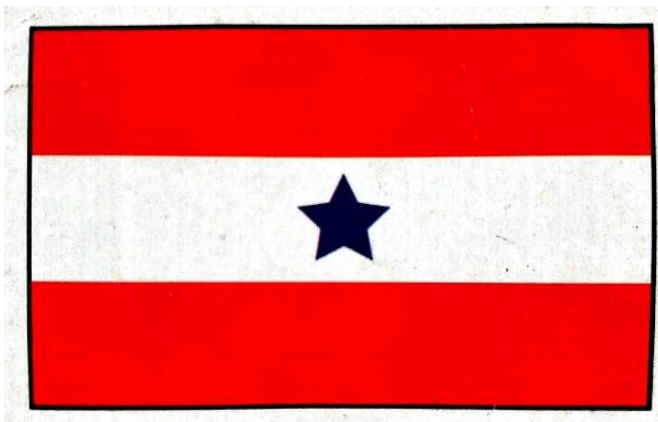


Figure 2. Institutional Flag

The flag consists of three equal horizontal stripes, in its order, red, white and red; in the center of the white strip a five-pointed star of blue king whose meaning is:

RED COLOR: First color of the solar spectrum means love, effort, freedom.

WHITE COLOR: Color of light, means open field, peace, tranquility, satisfaction, harmony that must reign in the institution.

BLUE KING COLOR: Means nobility, water, safety and depth in the study.

THE STAR OF FIVE BLUE KEY POINTS: Represents the institution that stands out and stands out for its work, the five points signify the formative axes that are taken into account in the institution.

Shield



Figure 3. Institutional Shield

The main features of the shield are: its frame is made up of a circumference of two black lines leaving a silver background where the name of the INSTITUCIÓN EDUCATIVA MANUELA BELTRÁN is read. The black lines demarcate an open field, symbol of objectivity, principles and universality of spaces. It reads in its emblem "autonomy and wisdom". Demarcation lines, limit, definition, authority and hierarchy.

The anthem

Adopt as the official anthem of the Educational Institution Manuela Beltrán, the lyrics and music created and presented by Mr. Heriberto Ariza and the musical arrangements of Master Oscar Zuluaga.

The educational community

In the Educational Institution MANUELA BELTRÁN the educational community is made up of people who have direct responsibilities in the organization, development and evaluation of the Institutional Educational Project.

- The educational community is made up of:
- The students enrolled
- Parents or guardian
- Teachers and teacher managers linked to the institution
- Psychologist, librarian
- General service staff
- Graduates to participate
- Community representatives

Academic Performance Evaluation

Assessment scale for the areas and subjects in each academic period

The Educational Institution MANUELA BELTRÁN adopts an institutional assessment scale of zero (0) to fifty (50) points as a qualification of student performance.

The equivalence between the institutional valuation and the national valuation scale is shown in the following table:

INSTITUTIONAL GRADE SCALE (50 POINTS)	NATIONAL GRADE SCALE
46-50	Superior

40-45.9	High
33-39.9	Basic
0.32.9	Low

Table 1. Institutional grade scale

Services

- Cafeteria
- School guidance or psychology service
- Library service

Distribution of the physical plant

The educational institution Manuela Beltrán within its physical training spaces has an area of 10,000 M2 in which you can find all of its facilities allowing you to have everything you need to offer a correct service.

The Institution is divided into two groups of blocks. In the first group are elementary students whose physical plant has nine classrooms on one floor. On the contrary, the second block, in which high school students are located, has three blocks of classrooms, two of them with two floors and the last one with three, thus providing twenty-eight classrooms for teaching to the students.

In the same way, the educational institution has 1 multiple classroom, with 3 restaurants, two indoor soccer fields, four sanitary floors, one teacher's room, one coordination room, one computer room, one dance room, one library, one bicycle shop and one yard.

Organization chart of the institution

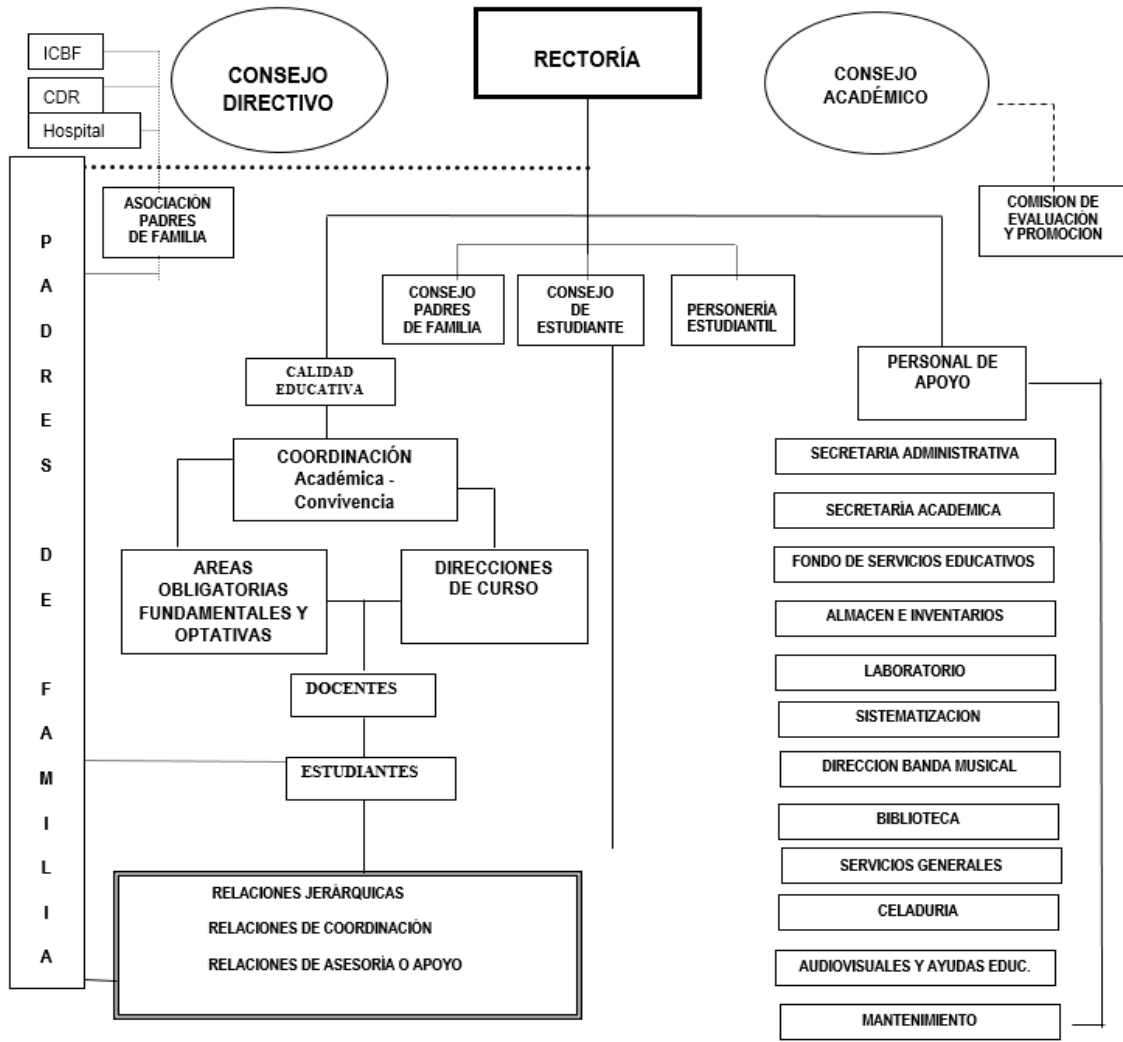


Figure 4. Organization Chart of the Institution

School calendar of the institution

First semester school period

1. First academic period: January 21st to March 31st
2. Second academic period: April 1st to June 16th

Second semester school period

3. Third academic period: July 1st to September 8th
4. Fourth academic period: September 9th to November 24th

Institutional Development Activities

First week: January 14th-20th

Second week: April 15th-21th

Third week: October 7th to 13th

Fourth week: November 25th to December 1st

Fifth week: December 02nd to 08th

Weeks of student recess

Holy Week: April 15th-21th

Half a year: June 17th-30th

Half of the second semester: October 07th to 13th

New Year's holiday: December 25th-29th

New Year's holidays: December 30th to January 19th, 2020

Teachers' vacations and teacher managers

First week: June 17th-30th

Second week: December 09th-29th

Third week: December 30th to January 12th, 2020

Institutional schedule

It is necessary to point out that, in the Educational Institution MANUELA BELTRÁN, there are different schedules depending on the activities carried out daily or weekly. This is how the following schedules are presented at the institution:

Institutional Schedule

Schedule 1 – General Schedule

ACTIVIDAD	HORA
BLOQUE 1	6:30 a 8:30
DESCANSO 1 (DESAYUNO)	8:30 a 8:50
BLOQUE 2	8:50 a 10:50
DESCANSO 2	10:50 a 11:00
BLOQUE 3	11:00 a 1:00

Table 2. General Schedule

Schedule 2 – Group direction

ACTIVIDAD	HORA
DIRECCIÓN DE GRUPO	6:30 a 7:00
BLOQUE 1	7:00 a 8:50
DESCANSO 1 (DESAYUNO)	8:50 a 9:10
BLOQUE 2	9:10 a 10:00
DESCANSO 2	11:00 a 11:10
BLOQUE 3	11:10 a 1:00

Table 3. Group Direction

Schedule 3 – Emergency Schedule

ACTIVIDAD	HORA
BLOQUE 1	6:30 a 7:50
DESCANSO 1 (DESAYUNO)	7:50 a 8:10
BLOQUE 2	8:10 a 9:30
DESCANSO 2	9:30 a 9:40

BLOQUE 3	9:40 a 11:00
ACTIVIDAD	11:00 a 1:00
EXTRACURRICULAR	

Table 4. Emergency Schedule

Schedule 4 – Family parents meeting schedule

ACTIVIDAD	HORA
BLOQUE 1	6:30 a 7:30
BLOQUE 2	7:30 a 8:30
DESCANSO 1 (DESAYUNO)	8:30 a 8:50
BLOQUE 3	8:50 a 10:00
REUNIÓN DE PADRES DE	10:00 a 1:00
FAMILIA	

Table 5. Family parents meeting

Schedule 5 – Departure at 12 M schedule

ACTIVIDAD	HORA
BLOQUE 1	6:30 a 8:10
DESCANSO 1 (DESAYUNO)	8:10 a 8:30
BLOQUE 2	8:30 a 10:10
DECANSO 2	10:10 a 10:20
BLOQUE 3	10:20 a 12:00
ACTIVIDAD PROGRAMADA	12:00 a 1:00

Table 6. Departure at 12 M

English supervisor's Schedule

Schedule week 1

BLOQUE	HORA	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
1	06:30-07:30	601	1101	1103	601	703
	07:30-08:30	601	1101	1103	601	703
20 min D E S A Y U N O						
2	08:50-09:50	1002	A.P	703		1003
	09:50-10:50	1002	A.P	703		1003
10 min D E S C A N S O						
3	11:00-12:00	1003	1102		1103	
	12:00-01:00	1003	1102		1103	

Table 1. English Supervisor's Schedule Week 1

BLOQUE	HORA	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
1	06:30-07:30	601	A.P	1103	601	703
	07:30-08:30	601	A.P	1103	601	703
20 min D E S A Y U N O						
2	08:50-09:50	1002	1101	703	1102	1101
	09:50-10:50	1002	1101	703	1102	1101
10 min D E S C A N S O						
3	11:00-12:00	1003	1102	R.A	1002	
	12:00-01:00	1003	1102	R.A	1002	

Table 2. English Supervisor Schedule Week 1

Pedagogical aspects observed

During the week of institutional observation, the practitioner carried out a series of analysis of aspects such as the physical plant and teaching staff of the institution, the recognition of the educational community. Besides, the reading of the different institutional documents,

coexistence manual, institutional educational project (IEP), schedules and institutional schedules. Furthermore, inspection of the different resources used in the English class, area plan and programmatic contents of the subject, teacher schedules and planners, among other aspects that allowed to the practitioner to have a starting point for the realization of the pedagogical project to implement.

Planning

Regarding the planning by the teacher of the English area, the constant use of the plan and class preparation was evidenced taking into account the area plan proposed by the Ministry of National Education (MNE). However, despite the fact that class plans are carried out regularly by the teacher, the lack of implementation of these plans in the classroom was observed. Despite the fact that teacher prepares the activities based on the proposed topics, these activities are not carried out, class plans are not met mostly due to the teacher, lack of time, lack of willingness on the part of students and lack of institutional organization to carry out these plans as the ministry demands it.

Course support material

Speaking of the support material found in the English classroom, it was possible to demonstrate the lack of resources of the subject such as: methods or books that guide program content, dictionaries among other basic materials for language teaching. Despite this and taking into account other support materials such as reading books, vocabulary cards and technological material such as computers, tablets, teacher does not use televisions, video beams among others. Therefore, these elements are in the institution and are available of the teacher and the students of English, but since there is no internet connection and because of the number of students who

request these spaces and materials daily, the English teacher prefers to access other types of more traditional materials such as photocopies and the use of board. Thereby, the teacher leaves aside the possibility of conducting more dynamic and interactive classes.

Primary School

During the week of institutional observation, the practitioner also had the opportunity to have contact with primary; an observation was made in second grade. This is how many shortcomings and gaps were found in terms of planning aspects, materials, contents, among others because in the Educational Institution MANUELA BELTRÁN, in primary school, there is no English teacher for the subject.

In this institution as in the majority of public education establishments, a single teacher is in charge of giving all the subjects of a course and usually this teacher is not too accurate at all. Commonly these teachers work with files downloaded from the internet and use the Translation of words for knowledge of basic vocabulary in the language. This is how an enormous need is found to support these processes within the extension component, through the implementation of new didactic strategies that can contribute to the increase of Basic English language skills taking into account the learning styles of children in Second grade of primary school.

CHAPTER I
PEDAGOGICAL COMPONENT

PERFORMING READING ACTIVITIES BASED ON THE LITERACY
TRANSVERSAL AXIS TO REINFORCE THE WRITTEN PRODUCTION COMPETENCE
IN TENTH GRADE STUDENTS AT THE EDUCATIONAL INSTITUTION MANUELA
BELTRÁN IN SAN JOSÉ DEL GUAVIARE: AN ACTION RESEARCH

Introduction

Communication is the main axis of humans. To communicate we use languages, we use them to express how we feel with situations with others. Through a language we plan our future and preserve our past; we exchange ideas and experiences and form our social and individual identity (Cook, 2016). Thus, knowing another language may mean getting a better job; a chance to get better educated; the opportunity to immigrate to another country; an expansion of one's literary and cultural horizons; the expression of one's political opinions or religious beliefs; beyond others.

In that way, in a world where more people probably speak two languages than one, the acquisition and use of second languages are vital to the everyday lives of millions and monolinguals are nowadays almost an endangered species. That is why, helping people to acquire a second language effectively, has become the most important task teachers have in the twenty-first century.

Nowadays, more and more children around the world are learning English as a second language, and the contexts in which they are learning are perhaps more varied than in previous

decades. In some parts of the world, children are learning English in small groups, in well-equipped classrooms, with creative materials, and being guided by more than one specialized English teacher. Nevertheless, in other parts, we can face the big part of the reality, children who are learning English in under resourced classrooms, without the necessary materials and learning the language from teachers who may not have appropriate foreign languages teaching qualifications.

Under those circumstances, Colombian education, especially in foreign languages today is facing innovation in its teaching processes, which becomes a challenge not only for foreign languages teachers but also for EFL learners. Every student is implicated in this globalized world and teachers have the responsibility of facing and adapting themselves to all those advancements.

Hence, Byram, Gribkova and Starkey (2002) state that teachers must be prepared with different new strategies and innovative teaching processes to call the students' attention and to create in students, enough motivation for practicing the English language. Consequently, the English teacher has the role to foster learning strategies in order to help students to handle these new challenges to make the difference in the EFL classrooms and processes.

Statement of the problem

The Manuela Beltrán Educational Institution is a public school that has teaching resources suitable for the academic development of its students. However, in the area of English, although there are excellent foreign language teachers in the institution, some shortcomings and gaps are noticeable in the English classroom due to the lack of implementation of new strategies and materials for teaching and practicing communicative skills in English as a foreign language.

During the institutional observation week for the identification and recognition of

language needs in the institution, four primary and four secondary courses were assigned to the practitioner where the following aspects were observed:

As regards primary courses, there is a very low level of language in second grade students (201, 202, 203, 204) taking into account that the institution does not have an English specialized teacher for primary school, but it is a single teacher with very basic knowledge in the language who gives all the subjects including English. This made essential for the practitioner to intervene with new strategies such as games, songs and flashcards in order to strengthen the basic knowledge of the language in the students of second grade of the institution.

As regards one of the most important elements of the practitioner's role in the institution, language teaching in secondary education; based on the observation and the words of the practitioner's supervisor teacher, big part of secondary students have difficulties when reading texts and trying to answer questions. Then, when students read aloud, they made many pronunciation mistakes because they read as the words are written; students do not take into account that each language has its own phonetic rules. This is also evident in not only classes but also when they took different language exams in which the main component is reading. In fact, with the help of the supervisor teacher, the practitioner examined the low scores obtained by the eleventh grade students in the "Saber 11^o" and talking with the supervisor teacher, she states that these low English levels are caused because the time stipulated for the teaching of English is very little.

According to her, this is why she as teacher of foreign language of tenth and eleventh grades students, in her English classes she just uses grammar exercises, workshops, songs, and writing exercises as short poems. The supervisor also ensures that the English level of high school students has some gaps mainly in reading and writing skills because the foreign language

teacher emphasizes aspects focused on the vocabulary, using traditional methodologies such as the use of the board and photocopies, leaving aside reading and writing skills so elementary at these levels.

At this regard, this action research is guided by three main questions: What impact do reading activities have to reinforce the written production have on tenth grade students? Did students notice the reinforcement of their written skills? Did students enjoy the literacy reading activities purposed by the practitioner?

Justification

Taking into account that foreign languages teaching has become a constant challenge for English teachers, due to the shortcomings found mainly in public education institutions, where the Ministry of Education requires through the learning rights, a set of requirements and standards to be met by teachers and students, as Broughton et al (2002) state, they are not fully accomplished due to the lack of efforts on the part of the teachers to bring to the classrooms new methodologies and strategies, that allow students to discover and build their own knowledge.

Nevertheless, new English teachers have the personal and professional commitment to innovate in academic processes to improve the learning process of students and make of this, something more meaningful. In this way, language learning strategies used by the teachers to handle this new language are the clue to make the difference in the students' learning process. Griffiths (2015) updated a new definition of L2 learning strategies: "Language learning strategies are actions chosen either deliberately or automatically, for the purpose of learning or regulating the learning of a language" (p. 4). The highlights that most of the students that use different

learning strategies to learn a second language have a higher level than those who do not use them.

That is why, it was proposed from the English teacher supervisor's suggestions and based on the needs identified during the observation week, that the pre-service English teacher performs teaching strategies, in order to 10th grade students from 1002 classroom at Manuela Beltrán High School, improve their writing skills based on the literacy transversal axis with the implementation of reading activities in EFL classroom through the guidance of the following questions:

- Could have an improvement in literacy skills using pre, while, post reading activities?
- Can students get motivation through the vocabulary acquisition?

Objectives

General objective

- To reinforce the written production competence through the implementation of reading activities based on the literacy transversal axis in 10th grade students of Manuela Beltrán High School in San José del Guaviare.

Specific objectives

- To improve literacy skills through reading activities in the EFL classroom
- To develop diverse reading activities to promote the collaborative learning
- To identify new vocabulary through texts analysis
- To enhance written production through pre, while, post reading activities stages

Theoretical framework

This theoretical framework introduces some key terms that allow readers to have a better understanding about foreign languages teaching, integrated skills, basic learning rights, literacy as transversal axis, reading comprehension, reading and writing skills of the subject of study in this action research.

Foreign languages learning and teaching

Teaching and learning a foreign language has changed throughout the time, since 1959 when the Audio Lingual Approach (ALM), which consisted as Moeller and Catalano (2015), stated: “It promoted an imitation and practice approach to language development. The major figure in the ALM classroom was the instructor who was cast into the role of drill sergeant, expert, and authority figure” (p. 327). The methodology implemented had not a real objective referred to the use of the language. After the ALM, there were implemented new approaches facing the demands of the epoch. For instance, there were “Associative-Cognitive CREED, Skill

Acquisition theory, Input Process theory, Process ability theory, Concept-Oriented Approach, and the Interaction Framework. (Moeller and Catalano, 2015, p. 328). It is important to mention the communicative and the action approach which involved many aspects of the real life like interaction, learning culture through solving situations between others.

All of the above theories mentioned before have developed the environment of teaching and learning foreign languages. According to Moeller and Catalano (2015) the process of learning and teaching a foreign language “refers to the teaching or learning of a nonnative language outside of the environment where it is commonly spoken. A distinction is often made between ‘foreign’ and ‘second’ language learning” (p. 327). Considering this, teaching and learning languages have been in constant change, it exists a need of improvement in the process according to the exigencies of the world. That is why the use of new learning and teaching strategies have faced the contemporaneous language teachers.

Integrated Skills

Communication is part of one of the most important elements of human survival, so language means the means by which people communicate with each other across the time. From this, it can be said that in the learning of a language there are four different competences that must be taken into account in order to get the knowledge in an accurate, complete and useful way. Thus, in the learning of English, the competences of reading, writing, listening and speaking cannot be set aside, nor can they be completely separated and worked by individual. These competences must be integrated in order to generate in the student a more complete and meaningful learning.

In that way, Richards, Platt, and Weber (1985) define the teaching integrated skills in the Longman Dictionary of Applied Linguistics: "the teaching of the language skills of reading,

writing, listening, and speaking in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing”. Therefore, students can exchange information, showing evidence of their own ability and, most important, confidence due to the accuracy of the all skills.

Basic Learning Rights

The Ministry of National Education (MEN) in 2014 defined the Basic Learning Rights (DBA) as the set of basic rules to fulfill in the English classroom. In the area of English, they are a useful tool to protect the education quality for children from 6th to 11th grade of secondary school. These rights are aligned with the suggested curriculum structure and the pedagogical principles for English teaching in Colombia that draws the path for the English teacher to follow depending on the level of proficiency of the grade and the competences required for the students in that grade.

Literacy

Since 2011, within the framework of the National Reading and Writing Plan "Read My Story", the Ministries of Education and Culture in Colombia have implemented measures to ensure that, particularly children, adolescents and young people, incorporate reading and writing into their everyday life.

In this regard, the Ministry of National Education (MEN) in 2014 proposed the design and implementation of actions to promote the development of communicative skills in initial, preschool, basic and secondary education, through the strengthening of school and family in the training of readers and writers.

The National Reading and Writing Plan, through comprehensive management and

planning actions that recognize local initiatives, provides technical assistance to the Education Secretariats and educational establishments to promote innovative dynamics and become the hotbed of present and future generations of readers and writers.

The objectives of this component are:

To advise and accompany the Education Secretariats of territorial entities certified for the institutionalization of the PNLE (National Literacy Plan) in their territories, by including them in actions for their proper implementation and sustainability; to guide and accompany educational establishments focused on the National Literacy Plan for the strengthening of their management in the areas of directive, pedagogical, administrative and financial, and community service, guiding the formulation and implementation of Institutional Projects of Reading, Writing and orality (PILEO), its inclusion in the Plan of Institutional Improvement (PMI) and as transversal axes of the Institutional Educational Project (PEI).

Reading

Day & Bamford (2000) argue that reading is the construction of meaning from a printed or written message. In English as a Foreign Language (EFL) contexts, the construction of meaning has to be guided by the teacher.

This project adopted a definition about reading proposed by Goodman (1969), stated 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. That is way in the EFL classroom is necessary that students are in constant reading contact in order to better develop writing and analytical skills.

Reading Comprehension

Reading comprehension is not just a receptive process, it implies a complex process in which the readers identify basic information and are able to predict, to infer, to argue and to recognize writers' points of view. According to Partnership (2005) reading comprehension is about understanding a text which is read through the process of constructing meaning from the text. Comprehension is a constructing process because it involves all elements of the reading process working together as a text is read to create a representation of the text in the readers' mind.

Writing Skills

Writing skills are an important part of communication, taking into account that it allows not only to create a text but also to evaluate and improve the language level. Troyka (1987:3-4) states that "writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express one self, to provide information for one's reader, to persuade one's reader, and to create a literary work". Besides, Raimes (1983) proclaim that "writing is considered as a tool in learning due to three reasons. 1) In the process of writing, students are applying their knowledge in grammar, idioms, and vocabulary. 2) They have an opportunity to be exploratory with the language. 3) They become very much involved with the new language.

Literature review

In the foreign languages teaching, many studies showing the effort of teachers on improving the teaching methodologies through the implementation of new strategies are daily

presented. Many of those studies focus on the enhance of reading skills which is one of the most difficult competences to master. In this sense, for this literature review, two main categories have been created: Reading and writing EFL teachers' strategies to improve literacy and EFL Reading Strategies for the development of Literacy Transversal competence where some studies are focus on the diverse reading activities as meaningful strategies to improve students' written production.

Reading and Writing EFL Teachers' Strategies to Improve Literacy

Learning to read and write is a basic skill that unfortunately not everybody acquires sufficiently. Lack of teachers and time in school are some of the reasons, but in addition the enormous rise in informational activities due to the Internet and other information sources, has made literacy skills increasingly important to ever more people. This means literacy education must be improved and promoted by English teachers in order to contribute to children with the development of better methods for learning to read and write in early years.

To this regard, Polyxeni Manoli & Maria Papadopoulou (2014) in their study "Elementary EFL Teachers' Familiarity with Reading Strategies" which aimed, particularly, at gaining an insight into whether they instruct students in using strategies in their attempt to derive meaning when interacting with written texts in EFL. Stated that most of the teachers were not involved in teaching students how to use reading strategies to approach and comprehend written texts in EFL, which means reading skills may be known and implemented by teachers in EFL classrooms in order students to improve their communicative competences.

Taking this statement into account, Jana Doležalová (2015) in her study "Competencies of Teachers and Student Teachers for the Development of Reading Literacy" shares Manoli &

Papadopoulou idea by stating that reading literacy is an important transversal competence for diverse life aspects. According to her, it is considered as a means of the development of society since early children's educative formation as a whole. This author perceives the literacy competence as a set of knowledge, skills and attitudes when working with information, and explains that it means a key aspect of education in the lifelong learning concept and that this transversal competence should be promoted by teachers to contribute to its development, and thus everyone should be prepared for the development thereof.

EFL Reading Strategies for the development of Literacy Transversal competence

Concerning reading strategies for the development of the literacy competence, according to Jolana Ronková & Radka Wildová (2016) in their study "Reading strategies activated in experimental research" affirm that reading literacy is the ability to decode information is a means to success in many fields of human life and a key without which one cannot live effectively in today's society.

Taking in mind this idea, Elena Delgadova (2015) in her study "Reading literacy as one of the most significant academic competencies for the university students", supports the literacy concept given by Ronková & Wildová by adding the important role this competence has in university students to build a competitive knowledge-based society, and according to the author, this goal can be achieved only if student are educated, creative and well-prepared human, able to respond in a flexible manner to rapid social changes. Then, are university but also high school students who should be well prepared and ready to get adapted to all the demands set by the society.

Concerning to literacy itself, Radka Wildová (2015) in another similar study intitled “Monitoring the use of innovative psycho-didactic processes in reading literacy development” emphasizes the importance of reading literacy in everybody’s life by stating that the beginning of the new century is marked by rapid development of various literacy fields. Besides reading literacy, we could mention other types of literacy in daily human life, but due to the fact that all these literacies are built on the skills developed through reading literacy, it is this type of literacy which may be considered as a central base of one’s lifelong learning and may be taught from high school to final university levels in order to get better professionals.

Pedagogical Methodology

In this section of the research, it is necessary to describe the principles and the foundations that allow to formulate the pedagogical objective to reach in this period of time. Reading is the most important activity in any language learning process. A person reads in order to get information or verify existing knowledge about his or her interests, or in order to critique someone else’s ideas. A person may also read for having fun, or enhancing knowledge of the language being read. In this way, reading is not only a source of information and pleasure, but also an essential part of language instruction at every level, supporting learning in multiple ways, principally by implementing different materials to teach reading skills, teachers bring different innovative opportunities to students to get new vocabulary, grammar, and discourse structure as they occur in real English learning contexts (Ibrakhimovna, 2016).

Pre, While, Post Activities

In the same way, Ibrakhimovna (2016) states that a reading lesson may have three different stages: a pre-reading stage; a while-reading stage and a post-reading stage.

Considering the Pre-reading stage, it is composed of reading tasks that students do before they read in detail a text, where students and the teacher prepare themselves for the while-reading tasks and familiarize themselves with the topic of the reading exercises. These activities contain: Predicting based on the title, predicting based on vocabulary, Predicting based on the true or false questions, Discussions, Brainstorming, among others.

This author also purposes a While-reading stage, which includes activities that enable pupils to achieve the lesson aims at handling the text in different ways: By means of reading discussion, answering of questions, prediction about what is next, matching games, reading puzzles, True/ False activities, among others.

Finally, he assures that concerning the Post-reading stage, it allows to help students to use their acquired knowledge in similar readings, to make use of key words and structures to summarize the reading passage, to extract the main ideas of a reading text and to interpret descriptions (outlining and summarizing). Useful and interesting activities of this stage are: Retelling, Reporting, Discussion, writing a paragraph, Role play, Gap-filling, Summarizing. These activities provide the students with opportunities to relate what they have read and what they already know.

Authentic Materials

According to Morrow (1977), it has been difficult for scholars to agree on a definition of the terms authenticity, authentic materials, and authentic language use in language

teaching terms. The complexity of this inconsistency lies in the multiple areas in which the term authenticity falls, and the participants involved. According to Mishan (2005), the concept of authenticity in language learning throughout history has fallen into three different groups: communicative approaches, materials focused approaches, and humanistic approaches. The communicative approach has highlighted authenticity as the need to communicate, which presupposes an emphasis on meaning rather than on form.

Contrary to this, the materials focused approach allowed the implementation of other approaches such as the scholastic approach, which consisted in breaking down words into their constituent parts, and the inductive approach, whereby readers infer grammar rules out of authentic texts. Finally, the humanistic approach sees the learner as a whole where all the sensory repertoire of the brain is required (Mishan, 2005). It is therefore evident how the term authenticity has been understood and applied in the search of achieving that ultimate goal of communication.

Authentic Tasks

Scholars such as Brown and Menasche (as cited in Shoomossi & Ketabi, 2007, p. 152) provide a rather controversial view by noting that “there is probably no such thing as ‘real task authenticity’ since classrooms are, by nature, artificial.” However, Widdowson (as cited in Mishan, 2005, p. 70) claims that “it is the relationship between the learner and the input text, and the learner’s response to it, that should be characterized as authentic, rather than the input text itself.”

Thus, in foreign language learning contexts where exposure to the language being learned is scarce, there was an imperative need to implement materials and design tasks which enabled learners to meaningfully and purposefully use the language. According to

Nunan (2001), “a communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing, and interacting in the target language while their attention is principally focused on meaning rather than form” (p. 10). As these definitions refers to in-class work with the added values of interaction and real-life simulation, it is then worth looking at the distinction made by Nunan (2001) between what he terms “realworld” tasks and the more traditional “pedagogic tasks.” Nunan (2001) states that “real-world tasks require learners to approximate, in class, the sorts of behavior required of them in the world beyond the classroom, pedagogic tasks, engage learners in tasks they are unlikely to perform outside the classroom” (p. 40).

Furthermore, McGrath (2002) highlights the use of authentic tasks in the classroom as they help learners replicate or rehearse the communicative behaviors which were required by them in the real world. Hence, in order to design authentic tasks, it is vital to consider six guidelines proposed by Mishan (2005) with regard to task authenticity: 1. Reflect the original communicative purpose of the text on which they are based. 2. Be appropriate to the text on which they are based. 3. Elicit response to/engagement with the text on which they are based. 4. Approximate real-life tasks. 5. Activate learners’ existing knowledge of the target language and culture. 6. Involve purposeful communication between learners. Which involve learners in situations that emulate natural authentic language use.

Writing skills development

Examining reading and writing development in first, second and foreign language contexts Goodman (1996), Hudelson (1994) and Clavijo, (2001) share ideas and define writing as a dynamic and creative process that occurs in a context giving writers the opportunity to express their perceptions about their world and what happens around them.

Therefore, writing needs to be taught in a rich and authentic environment that engages children in the exploration of language actively, taking into account that children reflect how written language works as they are immersed in meaningful writing experiences, they need to be immersed in an environment with lots of authentic, meaningful and appealing literacy experiences, as well as lots of support and trust, children gain valuable information about written language that allows them to develop control over orthography, phonology and punctuation.

Lesson planning principles

The lesson plans were presented once per week (each Tuesday) to the practitioner supervisor, according to the topics established in the institutional curriculum and area plan.

These lesson plans are used in the English classroom as a tool for teachers to organize the time, activities, materials and evaluation of each topic. For achieving this goal and using CLT, pre-service teacher decides to adapt the guidelines proposed by Harmer (2001) who claims that “students should have a purpose for communicating, they should be focused on the content of what they are saying or writing rather than on a particular language form (...) the activities should attempt to replicate real communication”.

The lesson plans took into account the following stages: Date, hour, course, Objectives (communicative and linguistic objective), activity, description, materials and sources. This educative tool is considered as an academic resource which composes a series of stages:

Opening

-Teacher trainees start the class with a reflection in English about values and giving the time to analyze it and express their opinions about it.

-After that, pre-service teachers present the topic through flashcards, readings or listening activities in order to involve students to the lesson.

Development

-Pre –service teachers explain the topic and give some examples

-Students do activities (sentences, questions, repetition) in order to mechanize the topic

-Students do a practice exercise with the help of teachers trainees in order to solve doubts

-Students develop a worksheet applying what they have learnt during the class.

-Students do an oral activity to practice the topic

-Teachers give the opportunity to students to write phrases or small text about the topic.

Closure

-The class finishes with an evaluation for knowing what students learnt and take into account some aspects to check for the next class

-Pre-service teachers give a homework to practice what students have learnt

In this regard, the intervention plan for this project consists on the implementation of a series of reading activities based on the literacy transversal axis to reinforce written production in tenth grade students at Manuela Beltrán High School, students who have two hours of English in week 1 and four hours in week 2 where this project was implemented.

The implementation of these activities conform three different stages (pre-reading, while-reading, post reading of academic texts regarding social subjects proposed in the curriculum. These activities were applied along the ten weeks of the project, during two sessions in a same week each 15 days.

Those stages begin with the pre-reading tasks: identification of the context, purpose, vocabulary every basic detail around the text. Afterwards, the students did some tasks while reading: identification and relation between main and secondary ideas. Once done the mentioned before, students carried out some final tasks after the reading: graphic organization and summary of the read text.

It is important to highlight that the pre-service teacher before developing a class, should send the lesson plan through e-mail to the supervisor teacher, in order to know what the class is going to be about, how the topic is going to be taught and what activities are going to be developed by the pre-service teacher.

Research Methodology

This project aims at giving solution to the language gaps in tenth grade students at Manuela Beltrán High School, in which students have low level in written production. The methodology followed to reach the objectives for this study are presented

in function of the type of research, the design, the population, the context, the instruments of data collection and the type of the information analysis.

Action research

Action research is a participatory process concerned the educational field in which there is a process of practicing evaluation to solve real organization problems. It is conceived as an interactive method with the purpose of collecting information to explore topics of teaching, contents, methodologies, and students' behavior. As it was stated by Geoffrey Mills (2007) in Southern Oregon University:

Any systematic inquiry conducted by teacher researchers including library media specialists], principals, school counselors, or other stakeholders in the teaching/ learning environment, to gather information about ways that their particular schools operate, how they teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment, and improving student outcomes and the lives of those involved. (P.90)

In this regard, action research is used by teachers in order to observe and to improve their own practice and it is essential to follow some steps. To clarify what these criteria means, seven steps proposed by Creswell (2002) and adapted by Mertler (2006) about the action research process are presented:

1. The area of focus should involve teaching and learning and should focus on your own practice.

2. The area of focus is something within your locus of control.
3. The area of focus is something you feel passionate about.
4. The area of focus is something you would and can change or improve. Within the plan for action, the teacher researcher should be able to:
 5. Describe the situation to change or improve.
 6. Describe the evidence currently held that shows there is a problem.
 7. Identify the critical factors that seem to affect the problem locally.

Population

The target population for this study corresponds to the tenth grade students at Manuela Beltrán High School. The students come from San José del Guaviare and its surroundings, where this public school is located. Their age is between 14 and 18 years old.

In this regard, this project was carried out with one of the groups of 10th grade students (1002). This group was selected by suggestion of the supervisor English teacher, due to the lack of reading preparation in these students in comparison with eleventh grade (11th) students.

According to this, the direct contact for the project execution with those students was about four hours every two weeks. What means one session each 15 days.

Context

This project was carried out at Manuela Beltrán High School, located in San José del Guaviare in Colombia. This educational institution has primary and secondary headquarters in

the same establishment with a single journey in the morning from 6:30 am to 1:00 pm where more than 80% of its students are victims of armed conflict or displaced by violence, due to San José del Guaviare city belonging to the red zone where groups outside the law stay in this area of the country.

Sample

In order to collect the data, the sample for this research was composed of 5 students of 37 of a tenth grade course (1002). To choose the participants, some criteria was taken into account like the constant participation, the wish of participation, and the responsibility in the different activities of the class.

Instruments

With the aim of knowing the contributions of the implementation of the reading activities in order to reinforce the written production; three writing journals (one per session), three participatory observations (one per session) and a final survey were carried out.

Writing journal

Writing journals are a common practice within education in various fields. A reflective journal is an individual activity in which teachers commit ideas, thoughts, reflections and feelings to paper in various learning contexts (Gilmore, 1996). Reflective journal is proposed to be done three times by the pre-service teacher, at the beginning, in the middle and at the end of the process; with the purpose of knowing how the interactive speaking activities have been carried out and if there is any advantage in their learning process. They are going to be digitally written and save in a portfolio.

During the 8 weeks of implementation of the project, due to the holidays, only 3 reading sessions could be carried out. After each session, a journal entry was created, in total three entries, in order to record the details observed during the session and each of the important elements to be analyzed in the treatment of results.

ENTRADA DE DIARIO 1 – SESIÓN 1

Fecha: 16 de septiembre 2019

Lugar: Institución Educativa Manuela Beltrán – Salón 114

Grupo: 1002

Tema: La globalización

El día de hoy lunes 16 de septiembre del 2019 llevé a cabo mi primera sesión de la propuesta pedagógica "Performing Reading activities based on the literacy axis to reinforce the written production competence in tenth grade students in Manuela Beltrán High School in San José del Guaviare: An action research". Hace una semana, tuve la oportunidad de hablar con los padres de familia de los estudiantes participantes para pedir el respectivo permiso para trabajar con los estudiantes y para que estuvieran al tanto del proceso; recolecté las firmas necesarias y acordé una cita con los 12 estudiantes de muestra para llevar a cabo la primera entrevista el día lunes 16 de septiembre a las 5:00 de la tarde.

El día de hoy, les informé a los chicos de lo que íbamos a trabajar para que fueran colaboradores y estuvieran atentos para que juntos podamos avanzar y ver si esta propuesta tenía viabilidad o no. En primer lugar teniendo en cuenta que fue mi primera clase, hice una actividad de contacto en la cual nos presentamos a la clase antes de comenzar con la actividad.

Luego de este primer acercamiento, comencé la sesión del proyecto que se les venía a la cabeza con la palabra "GLOBAL" en inglés. Luego de conocer algunas respuestas les pregunté si sabían qué era la Globalización, escribí la palabra en el tablero e hicimos una lluvia de ideas, luego de tener muchas palabras clave, entre todas pudimos llegar a una conclusión de Globalización y ellos pudieron relacionar el fenómeno con su vida diaria. A continuación les hice la lectura de un texto en inglés que mostraba mediante un ejemplo de la vida cotidiana en qué elementos podíamos evidenciar la globalización y les pedí que tomaran apuntes de las palabras que lograran identificar. Luego de la lectura, les entregué el texto y volví a leer. A continuación hicimos una socialización del propósito del autor con el texto. Luego les pedí que subrayaran el vocabulario desconocido y lo escribí en el tablero y definimos cada palabra. Luego de conocer el texto y el tema un poco mejor. Nos dispusimos a hacer una lectura colectiva y luego

realizaron por grupos la conceptualización del texto y crearon su propia definición de Globalización teniendo en cuenta los aspectos allí expuestos. Finalmente, les dejé como deber en casa traducir esta definición con la ayuda de un traductor de Cambridge el cual les permitiría no sólo obtener la traducción sino también el significado de cada palabra.

ANÁLISIS DE LA SESIÓN

Con esta primera sesión me sentí muy ansiosa ya que no conocía muy bien a mis estudiantes y no quería generar una mala impresión en la primera clase. Aun así, ellos respondieron positivamente a las actividades de lectura planteadas en la clase.

El primer aspecto importante que observé, es que aunque ellos son grandes, aun actúan como niños, hay mucha indisciplina en el aula y es difícil que todos permanezcan en silencio y concentrados por mucho tiempo. Yo creo que las actividades de lectura son muy buenas para ellos pero debo buscar la manera de hacerlas más dinámicas y lúdicas para que muestren interés natural.

En segundo lugar, pude notar que les gusta mucho la estimulación audio visual, les encantan las películas y teniendo en cuenta que también debo pensar en sus gustos, creo que debo implementar actividades que estén relacionadas con cortos o películas de acuerdo al tema que se esté trabajando y ligarlas a las actividades de lecto escritura.

Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. Participant observation serves to become involved in activities at the research setting. This offers excellent opportunities to see experiences from the views of participants. A participant observer is an observational role adopted by researchers when they take part in activities in the setting they observe. As a participant, you assume the role of an “inside” observer who actually engages in activities

at the study site (Creswell, 2002). The pre-service teacher had the opportunity to observe students' reaction concerning the reading activities in each session with the role of participant observer.

Survey

Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). Besides, survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods). This type of research allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation. That is why, along this project a survey was an important instrument for gathering data which was used at the beginning for assessing students about their knowledge talking about the use of game- based learning method and at the end when the project finishes in order to know what do they learn from the project.

https://docs.google.com/forms/d/e/1FAIpQLSfm1BkirxJoGyil-1q9piSXHtDmJMSrb_i-ICCm-pkqjj8qsg/viewform?usp=sf_link

ENCUESTA PROYECTO PEDAGÓGICO DE ACTIVIDADES DE LECTURA PARA REFORZAR LA COMPETENCIA DE PRODUCCIÓN ESCRITA EN INGLÉS

El siguiente formulario va dirigido a estudiantes de décimo grado de la Institución Educativa Manuela Beltrán que hayan participado del proyecto pedagógico de lectoescritura de la docente practicante de inglés Angie Portilla en el cuarto período del año 2019.

***Obligatorio**

FECHA DE REALIZACIÓN DEL CUESTIONARIO *

Fecha
dd/mm/aaaa

CURSO *

Tu respuesta

Figure 5. Survey part 1

EDAD *

Tu respuesta _____

¿DEL 1 AL 10 QUÉ NIVEL CONSIDERA USTED QUE TENÍA EN COMPRENSIÓN DE LECTURA EN INGLÉS ANTES DEL PROYECTO DE LECTOESCRITURA DE LA DOCENTE PRACTICANTE? *

1 2 3 4 5 6 7 8 9 10

¿DEL 1 AL 10 QUÉ NIVEL CONSIDERA USTED QUE TIENE EN ESTE MOMENTO EN COMPRENSIÓN DE LECTURA EN INGLÉS DESPUÉS DE HABER PARTICIPADO DEL PROYECTO DE LECTOESCRITURA DE LA DOCENTE PRACTICANTE? *

1 2 3 4 5 6 7 8 9 10

Figure 6. Survey part 2

¿DEL 1 AL 10 QUÉ NIVEL CONSIDERA USTED QUE TENÍA EN PRODUCCIÓN DE TEXTOS EN INGLÉS ANTES DEL PROYECTO DE LECTOESCRITURA DE LA DOCENTE PRACTICANTE? *

1 2 3 4 5 6 7 8 9 10

¿DEL 1 AL 10 QUÉ NIVEL CONSIDERA USTED QUE TIENE EN ESTE MOMENTO EN PRODUCCIÓN DE TEXTOS EN INGLÉS DESPUÉS DE HABER PARTICIPADO DEL PROYECTO DE LECTOESCRITURA DE LA DOCENTE PRACTICANTE? *

1 2 3 4 5 6 7 8 9 10

¿QUÉ ACTIVIDADES DE LECTURA RECUERDA HABER REALIZADO A LO LARGO DEL AÑO ESCOLAR ANTES DE LA LLEGADA DE LA DOCENTE PRACTICANTE? *

Figure 7. survey part 3

¿QUÉ ACTIVIDADES DE LECTURA RECUERDA HABER REALIZADO A LO LARGO DEL CUARTO PERÍODO CON LA LLEGADA DE LA DOCENTE PRACTICANTE? *

Tu respuesta _____

¿QUÉ ACTIVIDADES DE PRODUCCIÓN DE TEXTOS RECUERDA HABER REALIZADO A LO LARGO DEL AÑO ESCOLAR ANTES DE LA LLEGADA DE LA DOCENTE PRACTICANTE? *

Tu respuesta _____

¿QUÉ ACTIVIDADES DE PRODUCCIÓN DE TEXTOS RECUERDA HABER REALIZADO A LO LARGO DEL CUARTO PERÍODO CON LA LLEGADA DE LA DOCENTE PRACTICANTE? *

Tu respuesta _____

Figure 9. Survey part 4

¿CREE USTED QUE MEJORÓ O QUE DISMINUYÓ EL NIVEL DE COMPRENSIÓN LECTORA EN INGLÉS GRACIAS A LAS ACTIVIDADES DE LECTURA IMPLEMENTADAS POR LA DOCENTE PRACTICANTE? ¿POR QUÉ? *

Tu respuesta _____

¿CREE USTED QUE MEJORÓ O QUE DISMINUYÓ EL NIVEL DE PRODUCCIÓN TEXTUAL EN INGLÉS GRACIAS A LAS ACTIVIDADES DE LECTURA IMPLEMENTADAS POR LA DOCENTE PRACTICANTE? ¿POR QUÉ? *

Tu respuesta _____

SI USTED CREE QUE SU NIVEL DE COMPRENSIÓN LECTORA EN INGLÉS MEJORÓ, EXPLIQUE CUÁL SEGÚN USTED FUE LA CLAVE PARA LOGRARLO (si usted respondió que el nivel disminuyó no responda esta pregunta)

Tu respuesta _____

Figure 8. Survey part 5

SI USTED CREE QUE SU NIVEL DE COMPRENSIÓN LECTORA EN INGLÉS DISMINUYÓ, EXPLIQUE CUÁL SEGÚN USTED FUE EL ELEMENTO QUE PRODUJO ESTO (si usted respondió que el nivel mejoró no responda esta pregunta)

Tu respuesta _____

SI USTED CREE QUE SU NIVEL DE PRODUCCIÓN DE TEXTOS EN INGLÉS MEJORÓ, EXPLIQUE CUÁL SEGÚN USTED FUE LA CLAVE PARA LOGRARLO (si usted respondió que el nivel disminuyó no responda esta pregunta)

Tu respuesta _____

SI USTED CREE QUE SU NIVEL DE PRODUCCIÓN DE TEXTOS EN INGLÉS DISMINUYÓ, EXPLIQUE CUÁL SEGÚN USTED FUE EL ELEMENTO QUE PRODUJO ESTO (si usted respondió que el nivel mejoró no responda esta pregunta)

Tu respuesta _____

Figure 11. Survey part 6

¿RECOMENDARIA EL TIPO DE ACTIVIDADES DE LECTURA IMPLEMENTADAS POR LA DOCENTE PRACTICANTE PARA REFORZAR LA COMPETENCIA DE PRODUCCIÓN ESCRITA EN INGLÉS? *

Sí

No

¿POR QUÉ RECOMENDARÍA O POR QUÉ NO RECOMENDARÍA ESTE TIPO DE ACTIVIDADES DE LECTURA? *

Tu respuesta _____

¿TIENE ALGUNA SUGERENCIA O COMENTARIO POR HACERLE A LA DOCENTE PRACTICANTE SOBRE LA EJECUCIÓN DEL PROYECTO?

Tu respuesta _____

Figure 10. Survey part 7

Data Analysis

Data on the project was gathered and analyzed during the 10-week length of the practitioner practicum process. Final data was represented by means of the information collected through the purposed instruments and the final products taken from students written productions of the selected research group (1002) of the tenth (10th) grade courses of the institution.

Inductive analysis method.

Considering the fact of analyzing data collection during the practicum process, it was relevant to implement an inductive data analysis given that it allowed to group common points and generalization. According to Ngulube, P. (2015) quoting Hatch (2002), an inductive data analysis “consist of organizing the particular pieces of evidence with the purpose of finding relations among them in order to arrive to analytical frameworks and generalization, which allows to give a meaning to those phenomena under study”. In this term, thanks to this data method, the researcher broadly gets relevant aspects to be analyzed from the particular to generalization within the instruments used. Besides, the analysis process helps the researcher to figure out that working with games and implementing

Practitioner project schedule (week 2 institutional schedule)

BLOQ	HORA	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
UE	06:30-07:30					
	07:30-08:30					
1	20 min	D	E	S	A	Y
				U	N	O

2	08:50-09:50	1002				
	09:50-10:50	1002				
10 min D E S C A N S O						
3	11:00-12:00				1002	
	12:00-01:00				1002	
JORNADA TARDE	12:30-01:30					

Table 3. Practitioner Pedagogical Project Schedule

Methodology of the implementation of the pedagogical proposal

Taking into account that this project was designed to reinforce written production through reading activities based on the literacy transversal axis; a route from pre, while and post activities were designed to accomplish the main objectives.

Chronogram of activities

In order to better carry out each session, a chronogram of activities was established and it has been almost completely accomplished. Nevertheless, due to a familiar loss of the practitioner and an institutional permission given to her in the 5th week of practicum, one of the sessions of the pedagogical project, , the third one, it had to be postponed to the 7th week of practicum.

Week	Date	Activity
1	September 16th – 20th	✓ First session
		✓ Explanation of the project.
		Rules and topics.
		✓ First Participant observation
		✓ First interview

		✓ First Journal entry
		✓ Planning 1
3	September 30 th – October 4 th	✓ Second session ✓ Second Participant observation ✓ Second Journal Entry ✓ 30 min 1st class recording ✓ Planning 2
4	October 7 th – 11 th	REST WEEK
5	October 15 th – 18 th	Third session *postponed due to a permission and holidays*
9	November 18 th – 22 th	Third session Third Participant observation Third Journal Entry Planning 3 30 min second class recording Fourth Participant observation Fourth Entry
8	November 18 th – 22 th	Last interview

9	November 18th – 22th	Data analysis
10	Novemeber 25th – 29th	Results delivery

Table 4. Chronogram of activities

Session 1: “everyday globalization”

In this first session held on September 16th in the second block from 8:50 to 10:50 am at the Manuela Beltrán Educational Institution, in the classroom 114 with 37 students from 1002. The first reading session was implemented with “Globalization” as its central theme. Taking into account that this project worked with pre, while and post reading activities; these were carried out as follows:

Pre activities

In this section, after the recognition of the population and the presentation of the project, as indicated in the lesson plan, exploration activities were carried out, where a series of questions are proposed that allowed each student to question his or her reality and discover on his or her own the topic to be developed during the lesson. As first activity, questions are proposed in the classroom around the central theme. Students were brainstorming in Spanish and English, which at the same time leads to a previous revision of unknown vocabulary and allows the student to appropriate the topic before emphasizing it. As a second warming activity, a false and true activity was proposed, an exercise that allows students to be critical in their thinking and to take more and more ownership of the topic. As a third pre reading activity, the recognition was made of the key words that must be identified by the student on the text to work. The teacher proposed an English vocabulary bank on the board and the students together must reach the meaning of

each word until they know each word and if necessary with the help of examples.

While activities

In this part of the lesson, after the activities of warm up, recognition of the topic and the respective vocabulary, another series of activities of practice and structuration were carried out; this time around the main reading text. First of all, the teacher read the text aloud so that students could identify the vocabulary previously studied, then handed over the text and did a reading together where students practiced their pronunciation, intonation and could identify new unknown vocabulary not yet studied. After the reading of the text and the complete recognition of the vocabulary, the discussion takes place; taking into account the type of text, purpose and intention of the author, main and secondary ideas among other details that may emerge from the analysis.

Post activities

Finally, after the two previous stages, the moment of validation and transfer of the knowledge acquired through the realization of the final activity or product of the lesson is given in this case a summary as written production. For the realization of the final product of the lesson, first an instructional activity must be done, where the teacher equips the students with the information necessary to structure the summary, in this final part of the class, the teacher taught how to structure a summary and gave students expressions that connect main ideas with secondary. This is how after this oral explanation and having received written material with these expressions, students are assigned the task. Students in pairs must first make the selection of a main and two secondary ideas taken from the text. After having the ideas properly structured in

English, students should join these ideas using the expressions taught by the teacher to finally get a summary of the text as written production and final product of the session.

Results of the first session

Keeping in mind that this was the first session of the project, this lesson was a session of experimentation that sought to know the learning rhythm of the students, their interests in this type of activities and make an analysis and reflection to rescue the activities that worked and to rethink those that were not so well accepted by the majority of students.

It was possible to conclude from the reflections, the journal of the teacher and the participatory observations in this first session of the project that the implementation of a variety of pre, while and post activities to a text allows students to learn how to analyze in depth a text according to a topic of daily life, allows at the same time the reinforcement of the written production through a final product that is carried out after the consolidation of the ordered sequence of reading activities that equip the student with enough tools to meet this challenge.

Regarding the choice of activities and their effectiveness in the reading session, it should be noted that although the activities initially proposed for the first session achieved the objective and were well accepted by the students, their interests must be taken into account in order to maintain their motivation in the other sessions throughout the implementation of the project and not to fall into monotony for what in each session the activities of pre and post as product should be varied and changed.

Final product of the first session

In the first reading session a final product was collected from students. It was a text

showing the personal perspective about what did the Globalization text show.

Session 2: "communication and technology"

In the second session held on Thursday 03 October in the second block from 8:50 to 10:50 am at the Manuela Beltrán Educational Institution, in the classroom 114 with 34 students from 1002. The second reading session was held with the central topic "COMMUNICATION AND TECHNOLOGY" following the themes proposed by the educational institution and the basic learning rights proposed by the national ministry of education MEN. On this occasion, taking into account the narratives, the teacher's journal and the participatory observations, a reflection was made based on the results of the first session and it was decided to change some of the activities of the reading session including more didactic materials such as videos and images. In this second session of the project the initial methodology, pre, while and post activities were maintained, but this time, the activities were changed in order to maintain the motivation and interest of the students in the reading sessions as follows:

Pre activities

In this lesson, the opening activity of the session changed from a moment of questions to a space where the teacher through images generates curiosity in the students and allows them to discover for themselves through a rain of collective ideas on the topic to be developed. As an exploration activity, and from the vocabulary generated from the students' opinions about the images, a recognition of unknown vocabulary was made. As third activity of the section, there was a discussion with students about their knowledge about the history of communication and technology, a subject of general culture from which everyone could draw their own points of view.

While activities

After having allowed the students to discover for themselves the topic to work, a different activity was proposed for the clarification of the doubts previously generated. An animated English video on the history of communication and technology was screened and was helpful in capturing students' attention and giving the session a fun touch. After the screening of the video the students were very satisfied with this activity and we held a discussion about the intention of the video and the details that we found in this one. After this new activity, it was time to execute the main reading activity of the session which was carried out in the same way as in the first session, reading by the teacher aloud, delivery of the text individually and finally reading together doing the extraction of unknown vocabulary which as in the previous session allowed the critical analysis of part of the students. Finally, it gave way again to a discussion; taking into account the type of text, purpose and intention of the author, main and secondary ideas among other details that may emerge from the analysis.

Post activities

Finally, after the two previous stages, it gave way to the moment of validation and transfer of the knowledge acquired through the realization of the final activity or product of the lesson that in this case it is also advisable to vary and change to another activity that fits all previously performed; in this case, extracting in pairs the main ideas in English using the simple past of the history of communication and technology in the form of a timeline taking into account the video and the text worked. This activity allowed to fragment all the previously acquired knowledge and connect it with the grammar explanations given in previous classes

which allows the student to have an advance in the written production competence, at the same time practicing grammatical structures and obtaining vocabulary.

Results of the second session

As second session, some observations found in the different instruments applied in the first one were adjusted and adapted in this second one; adjustments in the type of activities and materials such as images and videos were changed in order to maintain the motivation of the students. The participatory observations made it possible to note the importance of varying and changing pre and post activities between sessions, since this made the project have a much more fun and significant impact on the participants which positively influences the results of written productions of students who have demonstrated the effectiveness of the project.

Final product of the second session

In the second reading session a final product was collected from students; it was the elaboration of some main ideas using past simple and the communication and technology images and vocabulary seen during the session.

Session 3: “products, services and economic systems”

In the third session held on Monday 28th October and Thursday 07th November at the Manuela Beltrán Educational Institution, in the classroom 114 with 32 students from 1002. This third reading session was held with the central topic: “PRODUCTS, SERVICES AND ECONOMIC SYSTEMS” following the themes proposed by the Learning rights and the institution. In this opportunity, taking into account the results got from the two firsts sessions, the reading material was adjusted to the students’ interests. That is why, a movie was used as the

reading material of the session throughout the use of the English subtitles as a reading tool.

Pre activities

As an exploratory activity, a film titled "Contagion" that deals with how a virus is spread worldwide and creates panic in people due to information manipulated through social media. It was proposed in order to develop activities to recognize vocabulary, expressions in English, similarly to develop a critical spirit in students through the expression of their opinions and the realization of summaries or main ideas.

While activities

As practice and structuration activities, after the movie, the students had to remember the most important aspects of the story through a group discussion; after remembering the events, a quiz of knowledge about the movie was applied in order to evaluate the students' knowledge. Similarly, in order to retain in the minds of the students the most relevant aspects for the analysis of the movie, a recognition of unknown vocabulary was made through images taken from the it, with which they by themselves had to chronologically assemble the story taking into account the key moments. After sequencing the story with the images, a discussion space was opened where the general elements were exposed such as the global health problem, the use of technology, power, money among other topics addressed throughout the period in order to generate a critical spirit in students in the creation of ideas and synthesis of information.

Post activities

After the different discussions generated around the topics addressed by the film, and after knowing the unknown vocabulary, the elaboration of main ideas of the story were proposed as an activity, which would be helpful for the construction of the film summary that was made as a product of the session.

Results of the third session

Considering that reading material had always been used for the sessions and that the students had already asked to work with elements closer to them, the methodology was changed and a film and its English subtitles were used as reading material to change the dynamics and motivate students to work on the reading sessions more actively. This new methodology was a great success. Taking into account what was observed during the four-hour session, divided into two different days, it can be said that the acceptance and active participation of students in this activity compared to the other two significantly improved. Especially since the students got out of the routine, They enjoyed the film which was a suggestion made by themselves and were willing to carry out the proposed activities based on history for the reading session without inconvenience and with the best disposition. Finally, through those stipulated in the newspaper, it could be observed that changing activities and changing the context of students, taking them out of the classroom generates a unique motivation among students in terms of reading activities that are sometimes seen as monotonous activities by students. It should be noted that a film can be seen as reading material provided that the subtitles are in English and history analysis activities are carried out that allow the development of the knowledge obtained during the film, taking into account that at the same time as there is written input in the foreign language there is a constant oral input which allows the reinforcement of other skills such as listening and speaking apart from reading and writing. So the implementation of movies with English subtitles in reading sessions can be seen as a useful, effective and fun tool for students with which to generate meaningful learning.

Final product of the third session

In the third reading session, two products were collected from students. The first product

was the knowledge quiz about the movie and the second product was a summary of the story.

Materials

For the development of this project, the choice of material is crucial for the implementation of the reading activities. Although the session revolves around the analysis of a text, each stage requires a specific type of material. In the Pre Reading stage, the teacher must have at hand the questions of false and true, images, video and text to work with the words of the previously identified unknown vocabulary. For the While Reading activities, it is necessary that the teacher take the text to the classroom to work initially and deliver it individually, for this and considering the number of students, the teacher should look for strategies to save paper by printing two or three texts per sheet and if possible use this same sheet for printing the expressions of the third stage to be used in the final product. Finally, for the third stage of the meeting, Post Reading, the teacher should equip the students with the expressions that she taught for the elaboration of the abstract as a written production that serves as a guide for the students to make the final product; for this reason, the joining of materials was previously advised to reduce paper costs.

Conclusions of the component

At the beginning of this practicum, a pedagogical project was made based on a methodology proposed by a series of authors who propose the use of pre, while and post activities for the development of writing competences in students of English as a foreign language. Taking into account the initial project, two reading sessions have been held so far, taking into account this methodological route and respecting the objectives set for this purpose.

First, it is important to note that any project should be subject to an initial test where the

real viability of the activities and objectives can be ascertained. Thus, in the first session of this project a series of test activities were carried out which allowed to know the real state of the students in terms of their language level and interest in the realization of the project. Taking these factors into account, in the second session it was possible to make certain adjustments for the learning process of the students

It can be concluded through the analysis of the data collected through the weekly reflections, the teacher's journals, the survey and participatory observations, that the different pre, while and post reading activities proposed in the three different sessions have been effective for strengthening literacy skills in tenth grade students, taking into account that the development of these allowed the student the acquisition of vocabulary and motivation to read in foreign language and the literacy necessary skills for the production of texts.

Regarding with the reading motivation through vocabulary acquisition, from the inductive analysis done through the different instruments, it was found that students acquired new vocabulary in each of the reading sessions by means of texts and activities and according to the participants, this daily acquisition of vocabulary during English classes, It allowed them to create a motivation to continue the habit of reading in a foreign language because by knowing the main vocabulary of a reading they could understand and make sense of it.

On the other hand, regarding with the literacy skills improvement: Students demonstrated before starting reading activities, have difficulties with reading and writing in English due to a lack of knowledge of vocabulary and motivation to continue regularly with the habit of reading and producing foreign language texts. Based on the observations and voice of the participants taken through the survey, they claim to have improved their reading and writing skills through a

variety of reading activities that contributed to the acquisition of vocabulary and expressions necessary to understand the texts and also produce verbatim in English which according to the participants generated at the same time a high motivation to read and write in English in a fun and effective way. It should also be noted that through these activities, not only the written production and understanding are strengthened, but also these activities and this methodological route allow the other two competences (listening and speaking) be strengthened during the sessions.

CHAPTER II

RESEARCH COMPONENT

Introduction

In PLEX training context, training teachers' pedagogical practices are one of the interest and update focuses to study and document for the enhancement of the teaching-learning process in order to qualify education.

Even though there is a clear interest in light of the evident necessity to understand and transform the pedagogical practicum. Hence, it is beneficial that local studies specially focus on the learning problem than in matters of teaching.

It has been considered to design a project that involves a reflective approach on the practicum with the aim of objective knowledge, behavior and aptitudes that helps to guide teachers' labor.

Additionally, as an assimilation, immersion, and mindful exploration exercise upon the own

teachers' subjectivity. By means of questions wording and searching of information to seek a solution for any problem and for the self-recognition.

Justification

The design of this Project in the foreign languages integral practicum context focuses on a more professional conception of the practicum as a cutting edge to sharpen educative processes in centers where PRADO is held. It is considered that conceding relevance to the reflection role in the teaching process that is the first step to fathom the difficulties of the profession, the own performances and to take an interest on the models and approaches to face a problematic situation and establish an analytic gaze on it. In agreement with what the philosopher in education Jhon Dewey, precursor in the teaching applied reflective thinking realm, it is justified the necessity of this study in order to give analytic tools and self-observation to the students that allow them to distinguish between a daily action and reflective action. It is considered that a reflective approach shields the agents in a traditional context of inertia and the authority they have in the school.

Statement of the Problem

At school, the core aspects of the constitution of the subjects are assumed, of the institutional life without question, those have been seen as imprints, stable and invariable features that are part of the identity and the school culture.

When the events unfold without major alteration, the teacher runs the risk of being installed in logic of action that does not allow the pedagogical evolution and the renovation of

the school culture. A practice lacking in reflection does not lead to the emergence of problematic situations; these realities are ignored, invisible. In this way, the pedagogical practice is assumed from reproductive codes that install the teachers in a traditional way, of cultural reproduction becoming a barrier for the appearance of emerging practices tending to generate transformations of thought and knowledge, to respond to social needs.

Because of this situation, which affects teachers to a greater or lesser extent, it is required that the teacher training process, in the future teacher, encourage a critical and reflective spirit that contributes to the improvement of their pedagogical practices, so that these at the same time are essential elements that impact and transform their work and future professional performance.

In the case of the Foreign Languages degree in the University of Pamplona, the reflection is conceived as a fundamental exercise so that students who carry out their integral practice, self-evaluate, install a critical and constructive look at their work in the teaching role.

To start this study, the following guiding questions are formulated:

- How does the implementation of reflection contribute to the transformation of the pedagogical processes inherent to development of integral practice?
- How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

Objectives

General objectives

- To implement the reflection as a transforming tool of the pedagogical processes of

the practicum.

- To promote in Students-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

Specific objectives

- To consolidate a group of teachers-practitioners with a critical spirit who reflects and presents proposals and alternative solutions to problems presented in their pedagogical practice.
- To share criteria, ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To identify and to analyze the strategies that the student uses in his / her pedagogical practice.
- To implement workshops for reflection and development of didactic units that guide the reflection of Students-Practitioners.
- To analyze one's own beliefs about the work of teachers and students.

Theoretical Framework

The theory about teaching profession, reflection, the reflective and pedagogical practice, they all comprise the theoretical framework of this study. To be slightly clear about these concepts concerning this research project, we present an approximation of each one of them.

Teaching profession

The teacher is one of the most important elements of each educational institution, and

he/she has the function of imparting knowledge based on a science or art. In addition, he/she has the responsibility his/her students' comprehensive training.

Teaching demands the development of some skills that currently constitute a conceptualization and a way to operate in the planning and management of human resources regarding to facilitate a link among management, work and education. Therefore, each teacher has to meet all the *teaching competences* that allows him/her to dominate the set of knowledge and capacities on the target area. Since, the first intellectual requirement of an expert is the level on which he/she develops his/her activity. Similarly, each teacher has to possess some competences dealing with the organization of content. It means, the pedagogical practice demands not only to organize the content for being learned by the students but also provide teaching conditions inside or outside the educational context. The most important function that a teacher has to develop is to design and provide teaching practice.

Reflection

Talking about reflection implies to address different conceptions about this notion. That is the reason why aspects such as reflection as a process and reflection as a theme to be taken into account to deepen in their definitions (Correa Molina et al, 2010).

Reflection as a process.

Reflection is developed through out a set of stages resulting in a cyclical process. According to Shön (1983) cited by Correa Molina et al (2010) reflect on the experience implies “un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las

experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación”

The stages of reflection as a process are shown in the following figure.

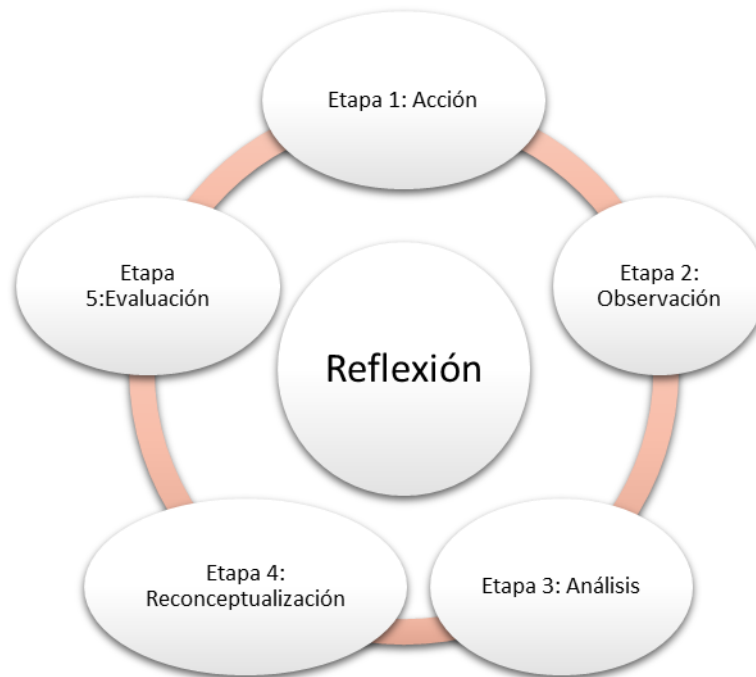


Table 5. Reflection as a process

Reflection as a theme

The conception of reflection is based on a theme linked to this concept. For it, and taking as a point of reference to Grimmet et al (1995) cited by Correa Molina et al (2010), reflection is based on three different perspectives: reflection as instrumental mediation of action, reflection as a deliberation and reflection as an experience reconstruction. For the first two perspectives, the external aspect is the source of knowledge that allows reflecting; and for the third perspective is the contextual aspects what allow the reflective exercise. Likewise, those perspectives count with mediators in order to well develop these factors, finding in the first instance;

action, context, colleagues and the same person that reflects.

On a second level, the reflection about the implicit presuppositions in the specific practices of the classroom. The consequences of the adopted strategies, the curriculum, and the practices are analyzed. It is opted the application of educational criteria to the teaching practice to make pedagogical decisions adapted to the institutional reality and the contexts.

In a third level, Van Manen establishes an exercise of critical reflection; at this level, it is presented the most elaborate reflection, a questioning of ethical, normative and moral criteria related directly or indirectly with the classroom.

Pedagogical practicum

For the analysis and reflection on the practice, it is considered appropriate to resort methodologically to a conceptual operation of classification of the practicum; for that purpose, it is assumed the Zeichner's proposal who has established several modalities of practicum as follows:

Academic practicum

It is guided at preparing teachers who are able to reflect about the courses they teach, so that they transform it into understandable structures for the students.

Social efficiency practicum

The purpose is to achieve an effective teaching through the application of didactic techniques that are deduced from general principles to which the pedagogical research has

reached. In this case, reflection is a strategic decision: "to select among the range of available techniques what is considered most effective". This is the way of proceeding from technical rationality.

Development

Teaching is based on the interests and development of students, and, at the same time, it considers the development as a teacher and as a person.

Social reconstruction

The object of reflection is the social, economic and political context, thus fostering reliable democratic relations in the classroom, and egalitarian and just in the social field.

Generic

The programs allude to reflection in a generic way, but without specifying the ambitions of the programs or the contents on what to reflect nor the strategies to foster reflective learning.

Reflection triggers

According to Schulman (1987), these triggers are the teacher's cognitive basis for classroom life; they are essential because they constitute the element of reflective thinking that contributes in the process of own knowledge that a good teacher needs to make decisions in the classroom.

Critical element on reflective thinking

This element of reflective thinking relates to "the moral and ethical aspects of

compassion and social justice" according to Sparks-Langer and Colton 1991: 39. The interest in social justice and ethics in education.

These authors established classification categories of knowledge

1. Knowledge of content
2. General pedagogical knowledge
3. Curricular knowledge (programs, materials etc.)
4. Teacher knowledge and professional configuration
5. Students' knowledge and their characteristics
6. Knowledge of educational contexts
7. The knowledge of fundamentals: philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton the narrative element, is another element of reflective thinking that is included in the present study as an instrument. This element relates to teachers' narratives, to encourage stories of their experiences in the classroom that are presented in many forms and achieve diverse functions in the subjectivity, and in the constitution of subjectivity. In this component are placed the teachers' journals in which writing triggers the elaboration of the teacher's reflective thought, about their experiences of practice, objective, subjective, and inter-subjective.

Methodology

The methodological strategy proposed has as central axis the ongoing reflection that, additionally, considers the convening of meetings to strengthen the collectiveness of practicum students as an initial space to approach the educational and professional problematic. The

organization principals are autonomy, planning and self-observation. To revise the incidence of the reflective project about this practicum process, it was carried out a process of socialization and systematization of itself.

This study belongs to qualitative research approach, from the perspective of reflection as vocational space that contributed to a large extent the description, identification and analysis of the own pedagogical practicum. For data collection in this project, it is proposed to implement the following instruments.

Reflective workshops

The reflective workshops have a fundamental purpose to guide students-teachers' reflective process, but at the same time to socialize and share own experiences of their endeavor to enrich their process and insert new tools that allow them to transform their pedagogical practicum. This three reflective shops helped us out to share all the thought we have on our minds and tell the experiences lived in the school.

Objectives

- To consolidate a collectiveness of pre-service teachers with a critical spirit that reflects and proposes alternatives of solution face to the educational problematic of their pedagogical practicum.
- To socialize criteria, share ideas and directives to assume their pedagogical practicum.
- To qualify, facilitate and be set in an effective way to the school.

Data collection

Self-observation card

The self-observation card has as main objective to guide the student teacher towards an own perspective from their professional activity as teacher; and from their role in the classroom and in the educational community environment to which they belong.

Narrative

The reflection exercise allowed students to express about their endeavor based on the narrative of their experience as a way to provide meaning to teacher's everyday life.

Class recordings

To have evidence of what teacher students do in the classroom, allowed to reflect upon different aspects in the foreign languages teaching/learning process that may have been taken into account or not by the pre-service teacher in his reflection process. These recordings allowed having an external and constructive view of their pedagogical practices. In this process, practicum students have to record a class of themselves in order to analyze and reflect about how was the process of teaching.

Context

On February 7, 1984, a group of people worried about the education of their young people in the "Barrio Porvenir", build a school that initially takes its name. In the same year, she receives the name of "Manuela Beltrán School Concentration" in honor of a great hero, being the

director Martha Penagos who was in charge of 5 teachers and 180 students from First to Third grade. In addition, night school begins operating with the CAMINA program.

The educational institution Manuela Beltrán (IEMABE) is a public school located in San José del Guaviare. It has primary and secondary headquarters in the same establishment with a single day in the morning hours from 6:30 am to 1:00 pm where more than 80% of its students are victims of armed conflict or displaced. IT becomes to San José del Guaviare in a city belonging to the red zone due to the groups outside the law that are in this area of the country.

Socialization role

This is about how youth learn about values; rules; behaviors; attitudes or aptitudes focus on the dominant social culture in the political and economical context that they belong. This role includes all the socialization processes in which the members of the school participate.

Instructive role

The instructive role uses two functions, the improvement of spontaneous process of socialization to ensure training of human capital that requires the labor market. This implies higher level of culture; knowledge; values etc. there is a greatest chance of adaptation.

Educational role

The educational role requires a community that includes life, democratic participation, intellectual searching, dialog and learning. An educational community that breaks down barriers between school and society a cultural environment where they learn concepts, technical tools and

codes of the culture of humankind. As consequence of this active participation an exchange of meanings, wishes and behaviors with their classmates and adults (Vizcaino, 2010).

Population

The total population of this study is constituted by thirty eight students of tenth semester, practitioners of the Program of Foreign Languages French-English of the University of Pamplona.

The direct beneficiary population

Teachers in formation, teacher's supervisors, and student community of the centers of implementation of the Integral Practice.

Indirect beneficiary population

It is composed of the teaching community of the Program and Foreign Languages, the results re-fed the program agents' vision of their practices and the collective of Integral Practice.

Institutional units linked to the Project

- Foreign Language Program
- Department of Languages and Communication
- Education Faculty

External institutions linked to the Project

- Manuela Beltrán High School of San José del Guaviare

Expected Results

The expected results are derived from the objectives proposed for this experience as follows:

- The formation of the reflective spirit in PLEX practitioners, as a training tool to qualify the pedagogical practice.
- Analyze the environment and the realities and social representations of teachers in training, notions and concepts about the school world.

Data collection process

For the development of this component, the collection of data through the different instruments is an essential part of achieving the objectives proposed that are aimed at reflecting on the pedagogical work of the practitioner.

In order to achieve the objectives proposed in this component, four instruments were used for data collection. Weekly narratives, which aim at creating a reflective spirit in students of integral practice that can allow them to improve processes as they analyze their actions; self-observations, which aim at generating in the student practitioner an inner critical look in his own work; reflection workshops, which allow interaction between all practitioners, the collective reflection of the teaching practice and the opportunity of continuous accompaniment and finally the class recordings as a collection instrument of pedagogical moments that can be improved through the collective study between tutors in order to improve day by day the practice and the processes in the classroom in a reflective and continuous way.

Narratives

To the date, eight weeks of practice have been carried out, including the process of institutional observation. During this period of time, five narratives have been executed taking into account the description of the classes, the materials, the climate in the classroom, the interaction among other details related to the teaching work. An analysis has also been made of the descriptive part of each lesson, taking into account the aspects to be rescued and improved in each class.

As a result of the analysis of the five narratives so far done, it can be concluded that this process of reflection is significant and necessary to maintain the aspects that have worked in the classroom and to modify practices that have not been effective in terms of students' motivation, their interests, the educational climate, the material, the evaluation system, the methodologies implemented for the development of each class among other factors that are given during each week.

These narratives also made possible to give evidence of the conditions in each institution, to realize that they are different in all educational establishments and that each has its own needs and characteristics. It also allows us to recognize that each population is different, since all students have different potentialities and have different learning rhythms with which the teacher must adapt and plan the necessary strategies to fulfill most of these needs even in the medium of diversity, also attending to students with special educational needs or with personal and social problems brought from their homes.

In the same way, these narratives made possible to give information not only of the academic process but also of the responsibilities that the institution has in terms of extra-academic activities such as class preparation, of material, classification of quices and works;

provision for the guidelines of the institutional authorities, participation in teaching activities, meeting of parents among others that are involved in teaching and what made this an integral activity.

Self-observations

Like in narratives, self-observations allow us to set reflection and analysis at a predetermined point within the classroom, including methodologies, resources, interaction, affective aspects, the management of discipline, the way in which each of these processes is being carried out by each of the practitioners and how they can be aware of their successes and failures, in order to make the necessary modifications if necessary for effective and meaningful processes in the teaching-learning process of both students and practitioners.

Workshops of Observation and Reflection

Workshops of observation are effective instruments for collaborative work among practitioners, as a collective reflection can be made in which the differences that exist between institutions regarding the academic and institutional processes, generate a continuous accompaniment of the practice which at the same time allows recommendations among the peers and in this way, the individual processes are strengthened and guided taking into account the experiences of others.

Class recordings

The class recordings allow the continuous monitoring and observation of the teaching

process of the practitioner. It is a tool that allows tutors to have a more real vision of what their practitioners are doing, how they are doing it and in this way, be able to support the process in a more meaningful and informed way, where recommendations are made to improve some aspects observed in the classroom that can improve the teaching and learning process.

Expected Results

The expected results are derived from the objectives proposed for this experience as follows:

- The formation of reflective spirit in PLEX practitioners, as a training tool to qualify pedagogical practicum.
- To analyze the environment and the realities and social representations of teachers in training, notions and concepts about the school world.

Findings

The practicum process is an important stage in the formation of a teacher at the university, that's why it is hereby necessary for the teacher to create a reflexive spirit to make himself aware of his teaching practices and habits and in this way improve them to benefit all the community. These findings are divided according to the instruments that were used to collect the data in the field: narrative texts, classroom observations and class recordings.

Narrative reflective texts

During the ten weeks of practicum, the practitioner had to send a narrative where

they tell the tutors and practicum coordinators how the process of teaching was going, if it has suffered changes, or a difficulty is being presented within a classroom of the school itself. What the pros and cons of being a practitioner in that school were, and how methodologies and techniques were affected by the experience of being a real teacher.

As an overall, narrative showed how I changed from a very traditional class to a full dynamic lesson integrating the four language skills needed for a good learning of English. The methods on how to evaluate and reflect over the mistakes the students committed.

Given that teacher told me about the limitations they had when giving homework or workshops, I initially limited my classes to a mere explanation of the topic and then a short mechanization for the students to revise. Just a few weeks after, I realized the students were capable of presenting homework since they expressed to me that they wanted me to give them worksheet and study the topics at home to prepare for the exams. This is only an example on how the narrative made me reflect on what I was doing right during the classes, and what I had to change from the way I gave them.

Classroom observations during the institutional week

The institutional week, as mentioned before was a pre-stage on the practicum where the students learn about how the school works, its PEI components, how is physically divided and what is the philosophy they follow. During this period, the practitioner carries out some classroom observation in which he identifies what are the main aspects of the English class at this school. I decided to do an observation in each group I was going to work with, and in these activities, I noticed some important aspects that guided my plans to work on the school as well as the design of my pedagogical planning according to the learning methods the students had.

From the observation I noticed two important aspects that were going to lead my practicum development. First, the methodology implemented in every grade of the school during the English class was practically the same. Where worksheet and grammar exercises were the main pillar of the English learning. And secondly, students didn't develop any reflective skill during these classes. Primary skill needed in the implementation and development of PBL. That's why I reformed the methodology of my project to be adequate for them to understand the tasks they had to solve and make them simpler.

Class recordings

As a requirement for the university supervision made by the tutors, two classes were recorded during the semester, due to limitations on the activities and loose of several classes mainly by rising flags events and pedagogical journeys. In the two recordings made, some important aspects were extracted from the way in which I implemented the methodology of the class and the activities I give them during the lessons.

First class recording: I recorded this video during the fifth week of my practicum when I was teaching personal information in ninth grade. I presented a video in which some British people were introducing themselves and answering some questions about their basic information. After this, I gave them a worksheet in which they have to answer some other questions but with their own information using present simple and numbers. Students fully understood the topic and improved their listening skills by means of audio visuals supports.

Second class recording: This video was made during a two different hours session since the students had some institutional exams so the class was shortened to 30 minutes. I decided to join the lesson of two groups in one single video to examine the proficiency of each

grade, being eighth and seventh grade the groups recorded respectively, in both cases, I made a little explanation about the day's topic (reflexive pronouns and there is/there are) giving direct examples of the uses of each one by writing some sentences in the board and making the students to reflect on its uses without any translation. After this, I gave them a worksheet in which the topic was going to be evaluated.

Methodology of the teacher in training

Thanks to the narratives, self-observations and class analysis done by another practitioner, the teacher in training was able to realize the elements that served and those that had to be modified in their methodology such as giving more priority to the use of the language, or giving more participation to the students, so that in this way, the learning process of students was more meaningful and enriching. Therefore, through the development of the critical spirit of the practitioner, throughout the practice, she adjusted her methodology in order to obtain much more complete and effective results at the end of the process.

Lesson Plan and planning of classes

Class planning is not a simple process in preparing a lesson. This was deduced by the practitioner after the process of continuous reflection throughout the practice process. Class planning is a rigorous process that must be done in a comprehensive and conscious manner if knowledge is to be effectively delivered to students. It is also important to note that planning should not only be seen as an institutional requirement but as a pedagogical tool of the teacher to manage the times and topics proposed within the established deadlines and be able to control over each aspect in the classroom and while it is true that there are factors that can change the planning, planning the amount of activities and setting the times allows the teacher to be more

organized in her work which always benefits the student.

Interaction with the students

In any human process, the most difficult part to develop is interaction, because in a new context people often feel vulnerable and it takes us a while to begin to build relationships with others. During the integral practice, the practitioner experiences a series of challenges in all aspects; if we talk about the interaction of this with its students we can say that at the beginning it was difficult for this interaction to occur since both the students and the teacher do not know each other and do not have very clear what role they played during this short process. Even though the students at first felt that their process had been interrupted by a stranger, as they got to know each other, interaction improved significantly and class participation ended up being very active on the part of the students who eventually recognized the practitioner as their English teacher.

Presentation of content to students

The integral practice is an enriching process as it throws the practitioner into a real context where he has to plan strategies and develop all his material himself to meet a real need for a real community. For the creation of the contents, the practitioner took into account the needs of the students, the rhythms of learning, the level, the area plan of the institution, the basic learning rights proposed by the national education ministry MEN, among other aspects suitable for achieving the objectives of the area proposed by the institution for each grade. From this the practitioner learned the sense of adaptability that must be present in a teacher when he arrives at an institution.

Activities in the classroom

The classroom activities proposed by the practitioner varied throughout the practice process. The first weeks, materials and activities were simple as a real rapprochement was established with the students, then the activities became a little more rigorous to be able to meet the objectives set together with the contents. Finally, taking into account the tastes of the students, the practitioner ended up implementing more playful and dynamic activities in order to maintain the motivation of the students until the end of the year. This whole process of changing activities could not have been possible had it not been for the constant reflection made through the different reflexive instruments.

Resources and classroom organization

The practitioner always gave priority to students in the classroom, this is how she always used dynamic materials such as videos, movies, images, workshops, games, texts, among many others so that the academic process would come out of monotony and the results would be better. As for the organization of the classroom, with the help of the supervisor, the practitioner varied the position of the chairs and tables to alternate students according to the time of day so that in this way knowledge reached everyone equally, she always worked with round tables, half moon or square shape so that everyone had good visibility of it and not encourage indiscipline.

Climate of the classroom

The practitioner, as she taught in each course, strengthened her ties with each of the students, always keeping in mind the limits of respect so that the classroom climate would be healthy and healthy for the students' process. The practitioner was a friendly but academically demanding teacher which created an appropriate climate for the acquisition of knowledge and

taking into account that she worked with the courses of the largest students, strong ties were forged due to the close ages of the students and the practitioner.

Attention to diversity

The practitioner had an enriching and rewarding experience with a difficult population regarding the economic, personal and family conditions of the students at a general level, but especially thanks to the fact that in both primary and secondary school the practitioner had two students with special educational needs who taught her a lot and created a challenge that consisted of integrating them into their peers and adapt the materials to match the rest. This process was successfully completed, the two students were always interested and committed just as the others were which generated satisfaction in the practitioner for the fulfilled duty and all the experience gained in this field.

Methodologies to control discipline

At first it wasn't easy to control discipline in some courses because earning students' respect takes time, it was thus as it was a continuous process of constant work was carried out thanks to the help and recommendations of the supervisor, this issue could be controlled effectively relying on the manual of coexistence of the institution, consequently the practitioner did not physically wear out in the control of the discipline, but by establishing rules and manifesting knowledge of the coexistence manual the students gradually demonstrated the maturity necessary to behave obediently during the classes.

Communication skills of teachers in training

This element was one of the most difficult considering that the practitioners are accustomed to use the foreign language constantly and to eliminate almost completely the use of

the mother tongue and this changes when in the majority of the institutions they reach, it becomes very difficult to continue with this method as students require the use of the mother tongue almost all the time and the foreign language is used to a very limited extent. Despite this, as a practicing teacher, this should encourage the student to use and become more familiar with the foreign language and not to be afraid of mistakes so that the level improves considerably and at the same time the teacher is not harmed in the loss of his or her skills communication in the foreign language.

Conclusion

Considering that the integral practice is a rigorous, complete and continuous process, it must also be a conscious process where the practitioner can reflect on his own actions. This is how the instruments proposed in this component such as narratives, self-observations, workshops of observation and reflection, and the class recordings ensure that this process of reflection is carried out in a continuous manner and detailing every important factor in the teaching work.

The reflective character in the practitioners is one of the most important elements of this practice process since it allows the future teacher to recognize their strengths and weaknesses to improve the classroom processes. This is how these weekly reflections made through the different instruments allowed me to transform my pedagogical practices day by day by observing from different perspectives what I was doing, how I did it, if it worked and what I could do next time to be better and to get better results in my students.

CHAPTER III

OUTREACH COMPONENT

Introduction

This chapter presents the activities that were developed inside one of the headquarters of the institution with the aim of incorporating the use of games with students in order to promote learners' motivation and extend student's knowledge of English in the classroom. This project attempted to improve learners' oral skills, as they are students from primary they do not have an English teacher, they only have access of what they teachers poorly know about the language. The main idea is to create a learning atmosphere for children where they can feel comfortable when learning English. Teachers are always looking for strategies where the students can interact with a foreign language.

In doing so, this project propose the use of creative activities such as: games, songs and flashcards to call children's attention. This project opened the door to new teaching experiences, especially in primary schools where students are full of expectations, and willingness to learn something new. In the same way, it gives the opportunity for students to keep improving other skills such as reading and writing, because they are children who are still in the process of enhancing the four skills in their mother tongue.

Justification

Nowadays, in Colombia the institutions which only have English teachers in primary are private schools, that is the reason why the teaching practice allowed to supply this necessity

through a project that aims at supporting English learning from primary with the purpose of creating strong knowledge basis of the language in order to have access to a higher educational quality, Although the ministry provides projects of bilingualism for the country, these are not correctly developed at all primary schools to face a growing world of the foreign languages.

During the observation week, it was possible to identify some difficulties in the English learning process. In addition, it was possible to demonstrate that the students of each group are provided with an English level deficit for the four communicative skills; since the knowledge of the language is limited, they have an English teacher prepared in the realm of English. For that reason, during some observations it was possible to state that children must extend its knowledge in vocabulary related to its habitual environment.

Objectives

- To teach English through creative activities, flashcards and games as a didactic way to develop speaking skills in 2nd grades at Manuela Beltrán High School.

Specific objectives

- To familiarize schoolchildren of San José del Guaviare city with fundamental knowledge of English.
- To meet the English Teaching demands of child population in primary school in San José del Guaviare city.
- To integrate the foreign languages education of the students belonging to the Bachelor Degree Program in Foreign Languages English-French to the educational reality

in primary school in San José del Guaviare city.

- To create lesson plans adapted to the learners' learning needs.
- To promote strategies that foster students' participation in each class and implement didactic material for the English learning of the different topics.

Methodology

During ten weeks of the development of this project, some activities were implemented for preparing learners to explore this skill, in this way, students can be promoted and helped in all their skills. The purpose of this study is to foster the learning language process of the L2 more precisely in speaking. It is considered to plan one lesson per week in order to achieve success, but exclusively in the English area. This project was carried out with 2nd grade (201, 202, 203, 204) graders. Four (4) hours per week that means one (1) hour per group. This project aims to supply a need found in students from public primary schools due to the fact they do not have an English teacher for the subject. The main aim of this outreach component is to improve pronunciation, vocabulary and basic communicative competences of second grade students through the implementation of flashcards in order to enhance listening and speaking skills at Manuela Beltrán High School.

In addition, the pre-service teacher worked with second graders four hours per week following what the textbook demands and creating innovating activities and didactic material that wake the students' interest to learn.

	HORA	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
BLOQUE						
	06:30-					201

	07:30					
	07:30-					203
	08:30					
20 min D S Y U N E A O						
	08:50-					
	09:50					
	09:50-			202		
	10:50					
10 min D S A N S E C O						
	11:00-					
	12:00					
	12:00-					
	01:00					
ORNADA TARDE	12:30-	204				
	01:30					

Table 6. Practitioner primary school schedule

Development of the methodology

Keeping in mind that the primary population of the Manuela Beltrán Educational Institution in San José del Guaviare is a population with many foreign languages needs due to the fact that they do not have a specialized teacher in English, but the same pedagogues are who teach all the subjects including English even if they have a lack in the basic level of the language for this work.

This is how the foreign language practitioner intended to meet a huge need in the second grade of the institution, through the implementation of creative activities, flashcards and games for teaching English in the primary population.

So far, it has been noticeable that children and teachers are extremely pleased with the impact of having a foreign-language graduate teach this subject.

Concerning the methodology, considering that in primary they have only one hour of English per week, the time is very short for the realization of a very long class sequence, this is why the practitioner carried out simple but significant activities with the recognition of vocabulary as the central axis through the use of flashcards and rounds or games such as hearing activities and worksheets for knowledge acquisition and tasks; due to the level of students ranging from six to eight years old.

The work done in primary school is one of the most beautiful and significant for the practitioner teacher due to the love with which the children accept and receive each class. This activity is enriching not only the children who are benefiting from this practice, but also the practitioner who learns from the true meaning of work by vocation, the importance of group management and discipline skills, among other challenges that need to be overcome in the classroom in primary school due to the diversity found in children of different ages, social strata and educational needs including special educational ones.

UNIVERSIDAD DE PAMPLONA

PRÁCTICA INTEGRAL-INSTITUCIÓN EDUCATIVA MANUELA BELTRÁN

PLAN DE CLASE SEMANA 1

Público: Segundo grado	Nivel: A1
Fecha: 16 – 20 septiembre 2019	Material:
Tiempo: 1 hora	<ul style="list-style-type: none"> • Flashcards,

	<ul style="list-style-type: none"> • Worksheets, • Tablero,
Docente: Angie Karina Portilla Villamizar	Tema: The body parts
Objetivo Lingüístico: Identificar 11 partes del cuerpo en inglés de forma oral y escrita (Shoulder/hombro, feet/pies, nose/ nariz, eye/ ojo, head/cabeza, ear/ oído, teeth / dientes, toes/ dedos de los pies, mouth/boca, fingers/dedos, knee/rodilla)	
Objetivo comunicativo: Expresar de forma oral las partes del cuerpo en inglés haciendo uso de su lenguaje corporal	
Objetivo socio cultural: Diferenciar los rasgos físicos que lo hacen diferente a los demás en medio de la diversidad.	
PROCEDIMIENTO	
Warm up : Tiempo : <u>10 minutos</u> Se saludará a los niños y se les preguntará como están. El profesor introducirá el tema a través de una ronda llamada “Head, shoulders, knees and toes”. Primero les enseñará a los niños el vocabulario y	

luego los pondrá de pie para la rona.

Desarrollo- Explicación del tema: Tiempo: 25 minutos

El profesor enseñará el tema a través de tarjetas coloridas o flashcards con las cuales los niños podrán escribir e identificar mejor cada parte. La profesora irá mostrando cada parte y la irá escribiendo en el tablero dejando tiempo para que los niños copien.

Actividad de Producción y Evaluación: Tiempo: 20 minutos

Después de enseñado el vocabulario y de haber pronunciado correctamente cada parte del cuerpo, los niños deben resolver una sopa de letras donde deben encontrar a través de la correcta escritura siete partes del cuerpo. Al final de la actividad el docente revisará la actividad y asignará una nota. **(ver anexo 2)**

Tarea: Tiempo: 5 minutos

Cada niño debe dibujarse a sí mismo en el cuaderno, decorar libremente el dibujo y debe identificar las partes del cuerpo en inglés en el dibujo.

Referencias:

<https://www.cambridge.org/es/cambridgeenglish/catalog/primary/fun-starters-movers-and-flyers-2nd-edition/resources>

<https://www.education.com/worksheet/article/parts-human-body/>

<https://www.educima.com/wordsearch/spa/index.html>

Chronogram

In the project a chronogram of topics and activities had been purposed for the teaching of English in primary, nevertheless, due to some suggestions of the primary teachers, the practitioner had to change most of the topics previously proposed. Furthermore, taking into account the institutional permission given to the practitioner and some institutional extra academic activities, some lessons had to be postponed to other dates; what means that the provisional and the real chronograms were changed.

TOPICS	DATE	OBJECTIVE
Observation week	Week 1	
	Week 2	
Greetings and personal basic presentation	Week 3	Students will be able to introduce themselves and their partner
Professions	Week 4	Students will be able to identify the different professions
Family members	Week 5	Students will be able to identify the members of their family
Means of transport	Week 6	Students will be able to choose their favorite means of transport
Parts of the house	- Week 7	Students will be able to point out

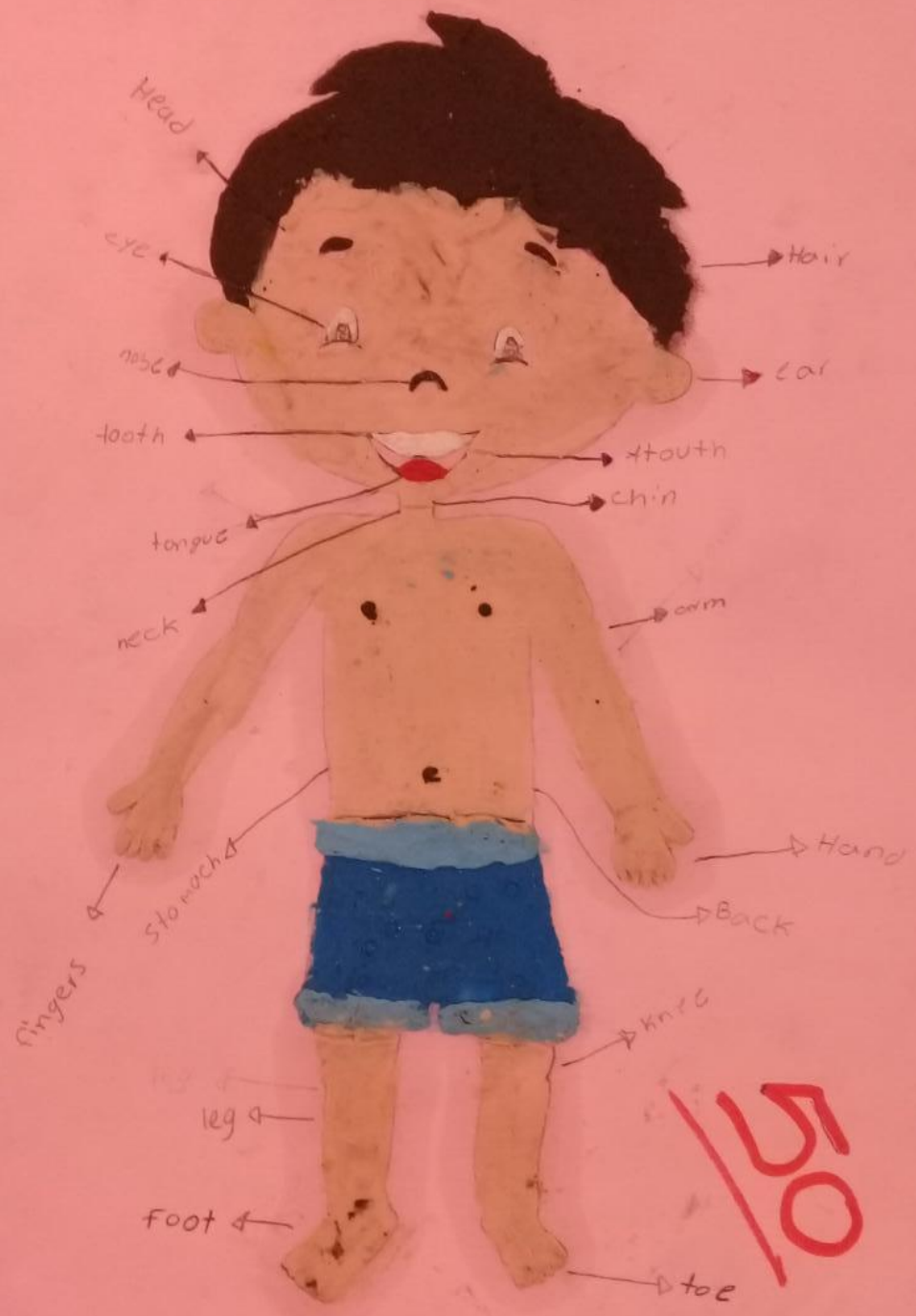
		his/her partner's body
Body parts	Week 8	Students will be able to point out their body
The classroom	Week 9	Students will be able to identify their classroom objects
Animals	Week 10	Students will be able to differentiate the different types of animals (farm-zoo)

Table 7. Chronogram primary school

Final products

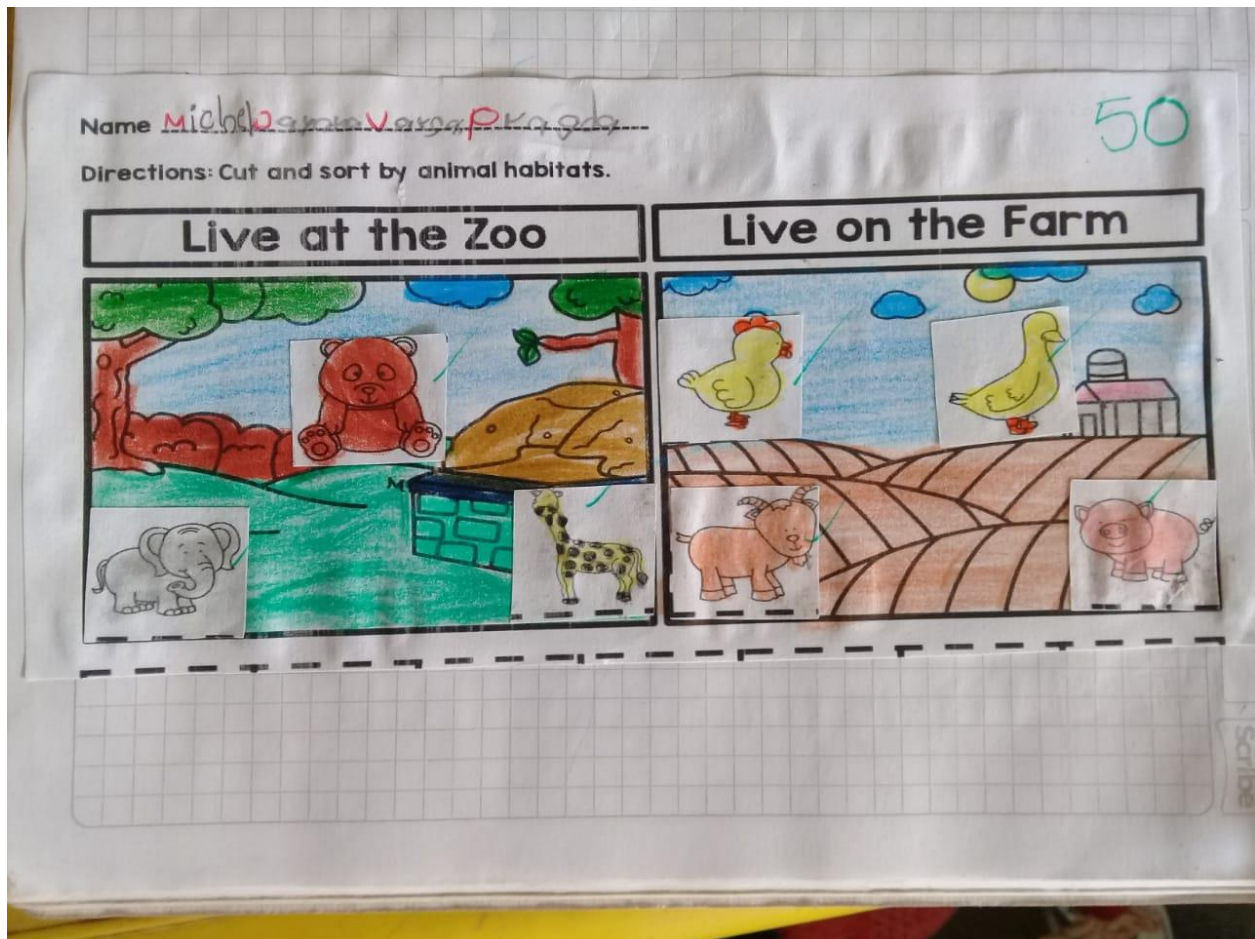


CONSC



150

Draw your body parts



Conclusions

Primary school work is one of the most significant activities in teaching practice due to the great impact it has on the institution and on children. During these weeks it has been possible to note not only how highly an English teacher is valued in primary but how necessary it is for this subject to be taught by a foreign language professional so that future knowledge of students is more easily and effectively adapted.

We find the need through teaching English in primary, to ensure that the teaching staff of the institution are equipped with the necessary tools and materials to enable them to conduct English classes in a meaningful way even if they do not have the language level sufficient for

this task. We proposed that they are at least trained to use innovative, easy and effective methodologies for English vocabulary skills to be implemented seamlessly in the classroom. For this, the practitioner through the execution of her classes with flashcards methodology has somehow taught the pedagogue teachers in charge of observing the classes, a strategy for teaching vocabulary in English and engaged with different teachers to let them the flashcards, lesson plans and all the material so that they can replicate these strategies next year and can meet the minimum standards required by the institution.

CHAPTER IV

ADMINISTRATIVE COMPONENT

Introduction

Being a teacher not only consists of going to the classroom and working with students on a certain topic, we have to work on diverse aspects as well, to implement values, to understand students' problems, to become a friendship hand to students and more importantly, to collaborate with the school itself, to have sense of belonging, to make cooperative work with other teachers, and to help in the activities established by the school.

In this way, the pre-service teacher was involved in the school activities, to keep permanency in the building in order to give aid, if needed, to teachers and directors and to get a better understanding of the school and to achieve the same time an insertion in the scholar context.

Manuela Beltrán high school in its annual chronogram purposes some academic and cultural events throughout the year in which most of the teachers get involved. In order to be part of those activities, the pre-service teacher participated as well to cooperate and collaborate in the organization and development

of some of those activities being inside or outside the institution.

Objectives

General Objective

- To get involved in the teaching ambiance by having a participant collaboration in the activities and events developed by the school.

Specific Objectives

- To collaborate in the organization of events and activities inside and outside the school.
- To become an active member in the activities proposed by the institution.
- To give aid and support to other teachers in the development of cultural activities.

Methodology

During the last term (4th) of classes of 2019 at Manuela Beltrán High School, diverse activities, such as masses, celebrations and extracurricular events were carried out in which the pre-service teacher should take place. Other important aspect the pre-service teacher has to attempt to is to deliver the students' grades to their parents or people in charge of them. Besides that, it is imperative the permanency in the school; the pre-service teacher should stay in the school for the whole journey, starting from 6:30 a.m. to 1:00 p.m. to keep abreast of everything inside the institution; during this period of time inside the institution she has to grade the students' notebooks, prepare didactic material and to be prepare to the following classes of each day.

Institutional events and activities

For the development of this component, it was necessary to involve the practitioner as an active member

of the institution in each of the activities proposed by the college in the schedule of activities previously presented in the project. The practitioner has participated and collaborated in various institutional activities such as the English Day, the Manuelista science fair, the business fair and several institutional activities proposed by the authorities of the institution as E-day or academic excellence day; which has allowed her to create a sense of belonging to the institution and to become even more familiar with the teaching work which is not limited only to the performance of the classes.

English Day

Although the English Day is an activity that corresponds to the area of English to which the practitioner belongs, due to the date of the beginning of the practice in the institution, the practitioner did not have the opportunity to take part in the organization, direction, realization and execution of the day; she only played the role of observer and external participant.

This day took place on August 30, date on which the practitioner did not yet make her formal presentation at the institution, but the institution extended her an invitation to take part in the different activities to know the English level of the students and the practitioner attended and became part of it as an observer.

The day served as a starting point for the practitioner to see the level of language in the students and teachers of the institution. Activities were carried out around the festivities and regions of Colombia divided by courses where many activities proposed by the English teachers were well seen by the practitioner as they indicated that there is a level of high commitment to the subject from students. Activities such as a gastronomic fair, traditional costumes, games and cultural and project shows were the different activities evidenced during the day that was finally evaluated in an area meeting.

The Manuelista Science Fair

The Manuelista science fair was an activity carried out by the teachers of natural sciences, physics and chemistry of the institution on 19 September; where the whole educational community took part in the day where the different science projects and experiments made by students of all grades were shown.

The role of the practitioner in this institutional activity was of course guide in the day, this means that the practitioner had to take charge of a course at a predetermined time to ensure that the visit to the fair was made at the times established by the institution and likewise it was the practitioner's duty evaluate the fair by means of a survey in order to gather the aspects to be improved for the next year.

Business Fair

The business fair was an institutional activity in charge of the teachers of business emphasis and was carried out by the students of 10th and 11th grades where in one day they exhibited their entrepreneurship projects worked in the subject of emphasis in partnership with the SENA who prepare them for a business opportunity once they graduate from school.

The practitioner played the role of course manager, which means that he had to take responsibility for a primary school group to take them to visit the business exhibition outside the school in the facilities of the Guaviare governorate within the urban centre. The practitioner had to guide the students to the point of the business fair and take a tour of the students to bring them back to the institution.

Day E or the Excellence Day

The 24th of September the day of the excellence took place in the institution where all the

teachers gathered in a schedule of 6:30 am to 1:00 pm at the school premises in order to evaluate the processes that are carried out in each of the subjects to review what is serving and what should be improved to implement it the following year.

On this day no students were quoted, work teams were formed by degrees and the different subjects were worked with disapproval statistics in order to propose new processes that would help institutional excellence and improve test scores among other processes.

The practitioner played a role of teacher collaborator of the area of English and was included in the activities like the other teachers, contributing ideas and proposals to be reviewed for the next year.

Manuelista Dance Festival and Reign of folklore

The 27th, 28th and 29th October 2019 the Manuelista Dance Festival and Reign of Folklore took place in “La Esperanza” coliseum from 6:00 pm to 11:00 pm the three nights. In this institutional event, the most important of the year, each course of the educational institution prepare a folklore fair to be presented during the festival taking into account the categories: Pre-childhood (1°-4°), childish (5°-8°) and youth (9°-11°). During this event also a reign is carried out taking a candidate from each grade from 1° to 11° to compete through an individual folkloric exhibition and some institutional questions in order to win the title of the Manuelista queen, a crown, an institutional scepter and other economic awards.

For this event, as active teacher of the institution, the practitioner participated in the reign committee where she had to accomplish a series of commitments such as: reign candidates’ parents’ meetings to inform the dates of dance rehearsals and the documents needed to participate in the reign; the elaboration of the event program, and the preparation of the documents for the three nights.

Thus, be part of this committee consisted in working actively during the three nights of event, what means that the practitioner had to wear a costume per night and help with the children and candidates organization the first two nights.

Also, the practitioner participated of the event as master of ceremony the third night, where she had to guide the development of the program of the last night in front of the hole institution, the parents and the community of San José del Guaviare.

Conclusion of the component

To have been an active part of the teaching staff of the institution, allowed the practitioner to know many of the aspects that are foreign to a university student and that a teacher does all the time. From this enriching experience, it can be said that the practitioner lived a real experience in a healthy and in the midst of a natural working environment to his teaching work.

Having participated in each of the institutional activities, allowed the practitioner at the same time, to create a sense of vocation and belonging for the profession and for the institution and these at the same time allowed her to gain ground in the field that from now will be part of her life.

Finally, being part of a group of people who work with a common purpose allows any human being to equip himself with tools and new skills that will allow him/her later to be able to develop new tasks and face new challenges. This is how the practitioner considers that this experience served her enough to be able to face without fear the new educational challenges that are approaching to her.

Chronogram of institutional activities and events (last term)

CUARTO PERIODO: septiembre 9 a noviembre 22

FECHA	ACTIVIDAD	RESPONSABLES
09 de septiembre	Jornada curricular complementaria: Registro de notas en plataforma.	Directivos docentes - Psicoorientación
10 de septiembre	Comisiones tercer período	Comisión de evaluación
13 de septiembre	Tercera entrega de informes académicos y de convivencia a acudientes.	Directores de grupo - Directivos docentes
	Feria de la ciencia y la creatividad de primer ciclo	Docentes primer ciclo
11 de septiembre	Consejo académico	Directivos docentes
16 al 27 de septiembre	Tercera jornada de oportunidades de mejoramiento	Docentes
17 de septiembre	Exposición de frisos	Docente Etica
18 de septiembre	Escuela de padres	Gestión comunitaria
18 de septiembre	Eucaristía	Psicoorientación - Grado 9°
19 de septiembre	Feria de la ciencia y la tecnología	Ciencias naturales – Informática y tecnología
23 de septiembre	Jornada curricular complementaria: coordinación de convivencia	Directivos docentes - Psicoorientación
27 de septiembre	Día de la fraternidad	Docentes de ética y religión
26 de septiembre	Comité de convivencia	Directivos docentes
01 al 31 de octubre	Cartelera	Enfasis - Grado 4°
01 de octubre	Consejo directivo	Rectoría
07 de octubre al 25 de noviembre	Apertura de plataforma y registro de calificaciones del cuarto período	Secretaria académica Docentes de asignatura Directivos docentes
02 de octubre	Eucaristía	Psicoorientación - Grado 10°
05 de octubre	Muestra empresarial	Enfasis
07 de octubre	Jornada curricular complementaria	Directivos docentes - Psicoorientación
16 de octubre	Consejo académico	Directivos docentes
21 de octubre	Jornada curricular complementaria	Directivos docentes - Psicoorientación
21 de octubre al 08 de noviembre	Entrevista de evaluación docentes y directivos docentes decreto 1278	Rectoría
23 de octubre	Eucaristía	Psicoorientación - Transición
	Escuela de padres	Gestión comunitaria
29 de octubre (miércoles 23 de	Pre-comisión cuarto período	Directivos- Docentes- Directores de grupo

Figure 12. Chronogram of Institutional Activities

octubre)		
31 de octubre	Comité de convivencia	Directivos docentes
01 al 22 de noviembre	Cartelera	Educación física - Grado 5°
02 de noviembre	Exposición de ritmos	Música
05 de noviembre	Consejo directivo	Rectoría
06, 07 y 08 de noviembre	Festival de danzas y reinado del folclor Manuelista	Danzas – Directivos – Docentes-
11 al 22 de noviembre	Apertura de plataforma y registro de calificaciones	Directivos - Docentes
	Resultados evaluación de desempeño docentes y directivos docentes escalafón 1278	Rectoría
13 de noviembre	Eucaristía	Psicoorientación - Grados 11 y 10°
	Entrega de símbolos	Grado 11°
14 de noviembre	Comisión cuarto período	Comité de evaluación y promoción
18 al 22 de noviembre	Cuarta jornada de oportunidades de mejoramiento	Docentes
25 de noviembre	Comisión final	Comisión de evaluación
21 de noviembre	Comité de convivencia	Directivos docentes
29 de noviembre	Cuarta jornada institucional de convivencia para trabajadores institucionales	Gestión comunitaria
03 de diciembre	Graduaciones transición	Directivos docentes – Docentes de transición
04 de diciembre	Clausura: primero a décimo	Directivos docentes- Docentes de primero a décimo
05 de diciembre	Graduaciones undécimo	
06 de diciembre	Entrega de informes a la SED	Directivos docentes

Figure 13. Chronogram of Institutional Activities

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ANNEXES

PEDAGOGICAL COMPONENT

Appendix 1: Project contents

RESEARCH PROJECT / FOURTH PERIOD TENTH GRADE CONTENTS				
LEVEL: MIDDLE VOCATIONAL		SUBJECT: ENGLISH		
GRADE: TENTH	PERIOD: FOURTH	NAME OF THE UNITY: EVERYDAY GLOBALIZATION	SUGGESTED TIME: 20-25 HOURS FOR INSTRUCTION AND EVALUATION	
MAIN GOAL				
Value the role of globalization in the use of everyday products				
LEARNING TO TEACH	LEARNING TO DO AND DESIGN STRATEGIES	LEARNING TO LEARN	LEARNING IN DIVERSE CONTEXTS	LEARNING TO COEXIST
The student makes hypotheses about advantages and disadvantages of a	The student uses different strategies to prepare summaries about	The student differentiates structures and uses of the infinitive and gerund.	The student makes an oral presentation about academic subjects	The student assumes a critical position about academic and social subjects of interest.

discussed subject.	relevant informatio n related to the globalizati on phenomen on.		of interest.	
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OBJECTIVES

- ✓ Distinguishes general and specific information in opinion texts and oral and written discussions about known topics
- ✓ Explains the ideas of an oral or written text about topics of interest or that are familiar to from the previous knowledge, inferences and interpretations
- ✓ Writes narrative, descriptive and expository texts related to topics of interest or familiar
- ✓ Produces written messages, such as clear and well-structured letters and e-mails, taking into account the context in which they take place
- ✓ Exchanges opinions about situations of personal, school or social interest.
- ✓ Has spontaneous and simple conversations about subjects that are for personal or academic knowledge or interest.
- ✓ Answers questions and doubts after performing an oral presentation about general or academic topics of interest.

SPECIFIC OBJECTIVES

- ✓ Assesses the role of globalization in everyday products.
- ✓ Expresses agreement and disagreement.
- ✓ Asks for clarification.
- ✓ Justifies points of view.
- ✓ Expresses conditions and opinions.
- ✓ Predicts future actions as a result of certain conditions.
- ✓ Makes hypothesis about the advantages and disadvantages of a presented topic.
- ✓ Recognizes general and specific ideas in short written argumentative texts on academic and scientific topics.
- ✓ Structures oral and written argumentative texts of medium length about academic and scientific topics.
- ✓ Expresses opinions about academic and scientific topics in spontaneous interactions.

FOURTH PERIOD CONTENTS

TOPIC	TO KNOW	KNOW HOW TO DO	KNOW HOW TO BE	GRAMMAR/LEXI CON	SESSION/D ATE
1. What is Globalization? • Advanta	✓ Recognizes general and specific	✓ Asks questions about the Globalizatio	✓ Values and respects own and	✓ Identifies and uses basic structures of present, past, and future tenses	SESSION 1 Monday 16

<p>ges/ Disadvantages</p>	<p>information in descriptive and narrative oral and written texts related to the Globalizati on</p>	<p>n and its effects in the community from defined expressions. ✓ Presents written summarie s taking into account the given structures.</p>	<p>others opinions</p>	<p>✓ Expressions to infer ✓ Vocabulary related to Globalization</p>	<p>September Thursday 27 September</p>
<p>2.Communicati on and technology</p> <ul style="list-style-type: none"> • History Bef-Aft G. • Relation with G. • Nowada ys 	<p>✓ Distinguishe s expressions and vocabulary related to the Globalizati on</p>	<p>✓ Shares orally one posture about advantage s and disadvanta ges of communic ation and technology before and after Globalizatio</p>	<p>✓ Assumes a critical position towards academi c or social topics of interest</p>	<p>✓ Identifies and uses basic structures of present, past, and future tenses ✓ ✓ Identifies and uses modal verbs ✓ Vocabulary related to social media and technological advances</p>	<p>SESSION 2 Monday 30 September Thursday 17 October</p>

		n using defined vocabulary			
3.Main economic and social systems/Product s and services • Advanta ges/ Disadvantages	✓ Analyses and takes notes about relevant information from texts related to the Globalizati on phenomen on	✓ Presents argumentat ive texts taking into account structured reasons following a defined model	✓ Expresses a critical position towards academi c or social topics of interest	✓ Identifies and uses conditionals ✓ Expressions to give hypothesis ✓ Vocabulary related to products and services	SESSION 3 Monday 21 October Thursday 31 October

Appendix 2: Lesson Plan 1st Reading Session

DISCIPLINAR AREA: ENGLISH	TEACHER: ANGIE KARINA PORTILLA	PERI OD: FOURTH	GR ADE: 1002	DATE: 16-19 September
TOPIC: EVERYDAY GLOBALIZATION	SUBTOPICS: What is Globalization?			
CLASSROOM DIAGNOSTIC				

Actual Status	Reported in SABER test	Wished situation:
Learning to improve / learning evidence (SABER results)	Aprendizaje, evidencia. <i>(Consultar el informe por colegio -y las evidencias matriz de referencia de la caja siempre Día E)</i>	
CBE	Factor, enunciado y subproceso a trabajar.	
LBR	Escribir el DBA en que se profundizará.	
Students characteristics	Describir sucintamente partiendo de los resultados internos.	
Possible solutions	Generar estrategias para que los estudiantes sigan instrucciones (cartelera de puntos).	

CLASSROOM ACTIONS FOR THE DEVELOPMENT OF COMPETENCES

LESSON MOMENTS	ACTIVITIES	REQUIRED MATERIALS	TIME AND PLACE
Exploration moment	<p>Questions moment</p> <p>-The teacher will write the word "GLOBAL" on the board. She will ask students if they know the word and what they think about that word.</p> <p>-After this first activity, the teacher will ask the students: -Do you know what Globalization is? And they will discuss until arriving to a clear concept.</p> <p>True or false activity</p>	<p>-Photocopies</p> <p>-Board</p> <p>-Markers</p> <p>-Notebooks</p> <p>-Pencils</p> <p>-English dictionary</p>	<p align="center">Monday 16 September Classroom 114</p>

	<p>(In this part the teacher reads some statements about Globalization and students must answer true or false)</p> <p>Unknown vocabulary activity</p> <p>-In this section of the lesson the teacher will write on the board some unknown words the students must see and try to find the meaning, which will appear in the text students will read.</p> <p>-After the students' answers, the teacher will explain the meaning of each word. Students must write them on their notebooks.</p> <p>-Students will repeat the word using well pronunciation</p>		
<p>Practic e and structuration moment</p>	<p>Text reading</p> <p>-The teacher will read once the text about Globalization in order students to take notes.</p> <p>-Later on, the teacher will give the students the text and they will read it one by one (not all but most of them will do it).</p> <p>-After this, all together will read aloud the text.</p> <p>-The teacher will ask the</p>		<p>Mond ay 16 September Classr oom 114</p>

	<p>students to find new unknown vocabulary.</p> <p>Topic discussion</p> <p>-The teacher will ask the students to discuss the main topic, the general and specific ideas and she will ask some questions found in the text.</p> <p>-Later on, the teacher will ask the students to work in groups, they must organize a written report of the text.</p> <p>-Then, the class together will share the final result of the summary. The teacher will ask the students to bring the next class the texts worked in class.</p>		
<p>Transfer ence and validation moment</p>	<p>PREVIOUS LESSON REVIEW</p> <p>-The teacher will ask the students if they remember the topic.</p> <p>-After this activity, the teacher will do a summary about the previous class.</p> <p>GRAMMAR REVIEW</p> <p>-Then, the teacher will explain the main aspects of the present tense structure found in the</p>		<p>Thursd ay 19 September Classr oom 114</p>

	<p>text.</p> <ul style="list-style-type: none"> -The teacher will ask for examples -Later on, the teacher will ask the students to complete a tenses exercises worksheet -The teacher will share the answers with students <p style="text-align: center;">PREMISE INDICATORS</p> <p>EXPLANATION</p> <ul style="list-style-type: none"> -Before the result of the first topic, the teacher will give the students the premise indicators in order the students to use them in the written report they have to do as final product of the week. <p style="text-align: center;">http://userpages.bright.net/~dclose/ctinfer.htm</p> <p style="text-align: center;">HOW TO DO A WRITTEN REPORT</p> <p>The students will follow the model given by the teacher for doing a written report and she will explain the different stages for the process: extracting general and specific ideas, writing, reviewing, and editing before presenting a final text.</p> <p style="text-align: center;">FINAL PRODUCT (SUMMARY)</p> <ul style="list-style-type: none"> -The teacher will ask the 		
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	<p>students to make a written report about a text the teacher will give the students about globalization taking into account the structures and indicators given by the teacher</p> <p>-Finally, if there is enough time, the teacher will show one of the reports and will read it to the class in order to correct some general mistakes and give some suggestions.</p>		
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ASSESSMENT PROCESS

ASSESSMENT PROCESS	IMPROVEMENT OPORTUNITIES
<p>Process: The assessment of this lesson will be carried out along the pre, while, post activities.</p>	<p>Students will have the opportunity to participate in all the activities and improve one by one.</p>
<p>Product: Students will do a written report of the Globalization text studied in class, using the structures given by the teacher along the lessons.</p>	<p>The teacher will give a written feedback to each student's production. If any student has big difficulties and mistakes in his/her summary, the teacher will give him/her the opportunity to correct it.</p>
<p>Consolidation: The teacher will give written feedback to students.</p>	

OBSERVATIONS

DATE OF DELIVERY: Thursday 19 September	OBSERVATIONS:	TEACHER SIGNATURE:
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2019		
DATE OF REVISION: Friday 13 to Monday 16 September 2019	SUGGESTIONS AND OBSERVATIONS:	COORDINATOR SIGNATURE:

Appendix 3: Lesson Plan 2nd Reading Session

DISCIPLINAR AREA: ENGLISH	TEACHER: ANGIE KARINA PORTILLA	PERI OD: FOURTH	GRA DE: 1002	DATE: 30 th September to 03 October
TOPIC: EVERYDAY GLOBALIZATION	SUBTOPICS: Communication and technology			
CLASSROOM DIAGNOSTIC				
<i>Actual Status</i>	<i>Reported in SABER test</i>	<i>Wished situation:</i>		
<i>Learning to improve / learning evidence (SABER results)</i>	Aprendizaje, evidencia. <i>(Consultar el informe por colegio -y las evidencias matriz de referencia de la caja siempre Día E)</i>			
CBE	Factor, enunciado y subproceso a trabajar.			
LBR	Escribir el DBA en que se profundizará.			
Students characteristics	Describir sucintamente partiendo de los resultados internos.			
Possible solutions	Generar estrategias para que los estudiantes sigan instrucciones (cartelera de puntos).			
CLASSROOM ACTIONS FOR THE DEVELOPMENT OF COMPETENCES				
LESSON MOMENTS	ACTIVITIES	REQUIRED MATERIALS	TIME AND PLACE	

<p style="text-align: center;">Exploration moment</p>	<p style="text-align: center;">Questions moment</p> <p>-The teacher will ask the students if they remember the previous class topic (simple future will and going to) and their differences.</p> <p style="text-align: center;">5 min</p> <p>After the answers, the teacher will do a review of the topic by means of a chart.</p> <p style="text-align: center;">15 min</p> <p>The teacher will do a quiz of the future simple tense</p> <p style="text-align: center;">5 min</p>	<ul style="list-style-type: none"> -Photocopies -Board -Markers -Notebooks -Pencils -English dictionary -Television -Videos 	<p style="text-align: center;">Monday 30th September Classroom 114</p>
<p style="text-align: center;">Practice and structuration moment</p>	<p style="text-align: center;">Grammar Explanation</p> <p>The teacher will explain the past simple taking into account the present simple structure and the differences between them.</p> <p>The teacher will give the students a list of the most used verbs in a chart with the past simple and past participle conjugation form.</p> <p>Students will give some examples 40 min</p> <p style="text-align: center;">Grammar Activity</p> <p>In this part of the class, the teacher will form groups of 4 people and will show a video with which each students must pay attention to</p>		<p style="text-align: center;">Monday 30th September Classroom 114</p>

	<p>the Mr. Bean's actions, write them in present simple on the notebook and finally, by groups, they must deliver 8 sentences taken from the video using the past simple tense.</p> <p>The teacher will give some examples and will let them working.</p> <p>30 minutes</p> <p>The teacher will give a general feedback to the class and as homework, she will ask her students to review the past simple tense in order to study for the next class quiz. 15 min</p>		
<p>Transference and validation moment</p>	<p>Before starting the class, the teacher will do the past simple quiz.</p> <p>15 min</p> <p>Questions moment</p> <p>-The teacher will paste on the board some images related to communication and technology. She will ask students what comes to mind with those images.</p> <p>Vocabulary moment</p> <p>-After this exercise, they will guess the main topic reviewing some familiar words in English concerning the topic.</p> <p>10 min</p> <p>Topic Structuration and</p>		<p>Thursday 03rd October Classroom 114</p>

	<p>Discussion</p> <p>-After this first activity, the teacher will ask the students: -Do you know the history of communication technologies?</p> <p>10 min</p> <p>-After the answers, the teacher will show a video concerning the topic, she will ask the students to discuss the video and later on to form groups of 4 people.</p> <p>15 min</p> <p>https://www.youtube.com/watch?v=7-P2_rGFg18</p> <p>Text reading</p> <p>- When the groups are already established, the teacher will give them a text about the history of communication technologies and she will read it.</p> <p>The students will say the teacher the main idea of the text.</p> <p>15 min</p> <p>Unknown vocabulary activity</p> <p>-In this section of the lesson students will tell the teacher which unknown words they found on the text and all together will find the meaning of each word. Students must write them on their notebooks.</p> <p>15 min</p> <p>Assessment Activity</p>		
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	<p>Then, students will read aloud the text with the teacher and finally, as assessment activity they must write one sentence per communication device shown in the video indicating their use by using past simple.</p> <p>15 min</p> <p>Homework</p> <p>The teacher will give some examples and she will ask the students to do as homework a creative timeline of the communication history using the sentences. They have to search the dates of the invention of each communication device and organize a timeline using images and the information worked in class.</p> <p>10 min</p>		
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ASSESSMENT PROCESS

ASSESSMENT PROCESS	IMPROVEMENT OPORTUNITIES
<p>Process: The assessment of this lesson will be carried out through a future simple quiz and a written production in past and present simple.</p>	<p>If students loose the quiz, they can do a workshop proposed by the teacher</p>
<p>Product: Students will do a timeline of the history of the communication using present and past simple.</p>	<p>The teacher will give a written feedback to each student's production. If any student has big difficulties and mistakes in his/her writing exercise, the teacher will give him/her the opportunity to correct it.</p>
<p>Consolidation: The teacher will give written feedback to students.</p>	

OBSERVATIONS

DATE OF DELIVERY: Sunday

OBSERVATIONS:

TEACHER SIGNATURE:

29th September 2019

DATE OF REVISION: Sunday

SUGGESTIONS AND

COORDINATOR SIGNATURE:

29th to Monday 30th September

OBSERVATIONS:

Appendix 4: Lesson Plan 3rd reading session

DISCIPLINAR AREA: ENGLISH	TEACHER: ANGIE KARINA PORTILLA	PERIOD: FOURTH	GRADE: 1002	DATE: 28 th October to 08th November
TOPIC: EVERYDAY GLOBALIZATION	SUBTOPICS: Social and economic systems/Products and services			
CLASSROOM DIAGNOSTIC				
<i>Actual Status</i>	<i>Reported in SABER test</i>	<i>Wished situation:</i>		
<i>Learning to improve / learning evidence (SABER results)</i>	<i>Aprendizaje, evidencia. (Consultar el informe por colegio -y las evidencias matriz de referencia de la caja siempre Día E)</i>			

CBE	Factor, enunciado y subproceso a trabajar.
LBR	Escribir el DBA en que se profundizará.
Students characteristics	Describir sucintamente partiendo de los resultados internos.
Possible solutions	Generar estrategias para que los estudiantes sigan instrucciones (cartelera de puntos).

CLASSROOM ACTIONS FOR THE DEVELOPMENT OF COMPETENCES

LESSON MOMENTS	ACTIVITIES	REQUIRED MATERIALS	TIME AND PLACE
Exploration moment	<p>The teacher will propose a movie for the development of the third reading session by means of the English subtitles as the reading material in order to change the methodology of work using something that students love: movies.</p> <p>Then, taking into account the movie, some activities will be carry out in order to practice the knowledge</p>	<ul style="list-style-type: none"> -Photocopies -Board -Markers -Notebooks -Pencils -English dictionary -Television -Movie room/Library -Movie CD -Videos 	<p align="center">Monday 28th October Manuela Beltrán Library</p>

	<p>got and assess the session by means of a written production for this opportunity a summary of the movie.</p> <p>First, the teacher will explain the dynamic of the session, later on, the teacher will show the movie "Contagion" (2011) by Steven Soderbergh, which concerns the spread of a virus transmitted by fomites, attempts by medical researchers and public health officials to identify and contain the disease, the loss of social order in a pandemic, and finally the introduction of a vaccine to halt its spread. Students must watch the movie in</p>		
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	<p>Spanish with the help of English subtitles as the reading material. They must pay attention to the movie, the plot, the topics presented, the characters, the story and the details around the movie.</p> <p>Then, in the next class, the next week; the students have to develop a series of activities about the movie.</p> <p>2 hours</p>		
<p>Practice and structuration moment</p>	<p>Movie Review</p> <p>In this session, the teacher and the students together will do in a first place, a review of the movie in order students to retake the main</p>		<p>Thursday November 07th Classroom 114</p>

	<p>aspects of the movie story.</p> <p>Then, the teacher will show the trailer of the movie in order students to remember some forgotten aspects.</p> <p>(see appendix 1)</p> <p>15 min</p> <p>Later on, the teacher will do a quiz in order to identify the level of knowledge of students about the movie, make them remember the story, its details; and guide them with the final product of the session that will be a summary. (see appendix 2)</p> <p>20 min</p>		
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	<p>Vocabulary recognition</p> <p>After the quiz, the teacher will give the feedback immediately and will go point by point in order to students better organize the vocabulary and their ideas for the summary.</p> <p>10 min</p> <p>Then, the teacher will ask the students for the unknown vocabulary found in the quiz and will write on the board word by word in English and Spanish for students write them on their notebooks.</p> <p>15 min</p>		
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	<p>Sort the story</p> <p>The teacher will give to 20 students approximately some images from important moments of the movie and they must organize them chronologically depending on the story.</p> <p>(See appendix 3)</p> <p>15 min</p> <p>Movie's Topics Discussion</p> <p>The teacher will ask the students to stop in one of the questions of the quiz: <i>"What of the following topics are presented in the movie?"</i> Students must</p>		
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	<p>answer and the teacher will open a space where students will argument what topics appear in the movie and in what specific moments.</p> <p>15 min</p>		
<p>Transference and validation moment</p>	<p>Summary as written production and result of the session</p> <p>Finally, taking into account the last point of the quiz: <i>"Write the 4 most important moments of the movie which would help you to do a summary"</i>.</p> <p>After the complete analysis of the movie and the different activities, using the ideas they wrote during the quiz, they must reorganize their ideas and</p>		<p>Thursday November 07th</p> <p>Classroom 114</p>

	<p>transform them into a summary of the movie using the studied vocabulary as final product of the session.</p> <p>30 min</p>		
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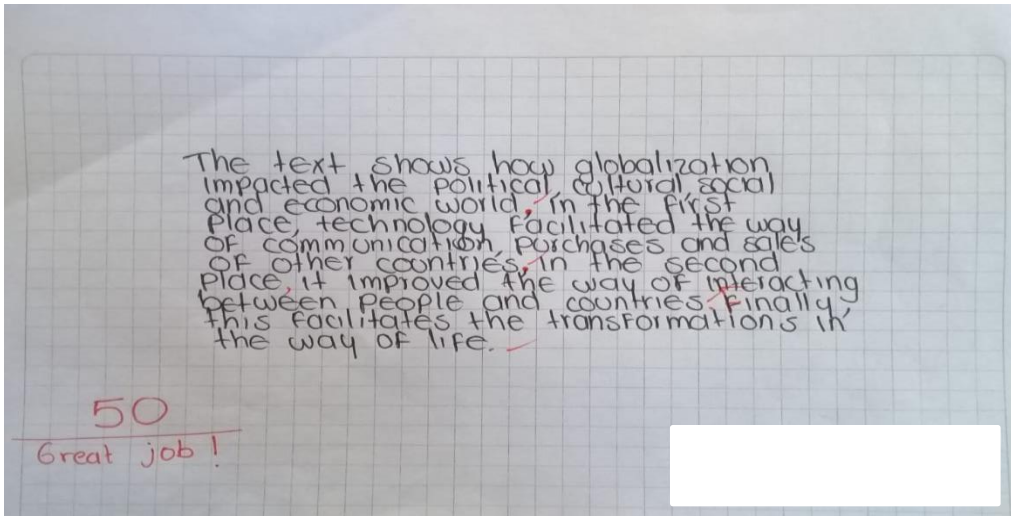
ASSESSMENT PROCESS

ASSESSMENT PROCESS	IMPROVEMENT OPORTUNITIES
<p>Process: This lesson will be carried out through the analysis of the movie "Contagion" by means of a series of activities to prepare students for the product of the lesson.</p>	<p>The teacher will give feedback as soon as each activity is carried out.</p>
<p>Product: Students must write a summary of the movie, taking into account the vocabulary guide given by the teacher and the main ideas built in class.</p>	<p>The teacher will give a written feedback to each student's production. If any student has big difficulties and mistakes in his/her writing exercise, the teacher will give him/her the opportunity to correct it.</p>

<p>Consolidation: The teacher will give oral and written feedback to students.</p>	
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OBSERVATIONS		
<p>DATE OF DELIVERY: Tuesday 12 November 2019</p>	<p>OBSERVATIONS:</p>	<p>TEACHER SIGNATURE:</p>
<p>DATE OF REVISION: Tuesday 12 November 2019</p>	<p>SUGGESTIONS AND OBSERVATIONS:</p>	<p>COORDINATOR SIGNATURE:</p>

Appendix 4.1: Reading Sessions' products



4.9

Last names _____ Date 07/11/19

"CONTAGION" MOVIE QUIZ

- What is the movie about? (Don't do a summary)
 the movie is about a virus that was scattered worldwide and caused fear in the population and killed many people.
- For you, what of the following topics are presented in the movie?
 - a. Globalization
 - b. Communication and technology
 - c. Social and economic systems
 - d. Products and services
- What would be another good title for the movie?
 - a. Plague
 - b. The virus
 - c. Infected
 - d. Epidemic
- Which of the following words belong to the movie?

<ul style="list-style-type: none"> <input checked="" type="checkbox"/> a. Antibodies <input checked="" type="checkbox"/> b. Prevention <input checked="" type="checkbox"/> c. Help <input checked="" type="checkbox"/> d. AIDS <input checked="" type="checkbox"/> e. Epidemic <input checked="" type="checkbox"/> f. Internet <input checked="" type="checkbox"/> g. Emergency Management <input checked="" type="checkbox"/> h. Health <input checked="" type="checkbox"/> i. Hong Kong <input checked="" type="checkbox"/> j. Texas <input checked="" type="checkbox"/> k. Immunity <input checked="" type="checkbox"/> l. Laboratory 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> m. Mutation <input checked="" type="checkbox"/> n. Pandemic <input checked="" type="checkbox"/> o. Family <input checked="" type="checkbox"/> p. Chicago <input checked="" type="checkbox"/> q. Bat <input checked="" type="checkbox"/> r. Quarantine <input checked="" type="checkbox"/> s. Spread <input checked="" type="checkbox"/> t. Transmission <input checked="" type="checkbox"/> u. Vaccine <input checked="" type="checkbox"/> v. Antidote <input checked="" type="checkbox"/> w. Pork <input checked="" type="checkbox"/> x. Cure
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- How the virus was spread?
 - a. Because of the alcohol drink the woman drunk in a Casino in Chicago
 - b. Due to a mosquito bite in Hong Kong
 - c. By means of the casino's pork infected by a bat
- Write the 5 most important moments of the movie which would help to do a summary
 - 1) when the woman kisses chef
 - 2) when they do the statistical analysis of the virus
 - 3) when the journalists influence panic in the population
 - 4) when they discover the cure
 - when they do the draw to distribute the cure

As señales de humo permitieron comunicarse con los demás.
The smoke signals allowed communicate with the rest.
As cartas eran muy utilizadas en los años anteriores.
Letters they were widely used in previous years.
As telegramas son muy buenos para comunicarse con las personas.
The telegram ~~they~~ ^{was} very good to communication.
El radio es muy común.
The radio it's very common.
El teléfono se utiliza para hablar con las personas oralmente a larga distancia.
The telephone it is used to speak with people orally to long distance.
El teléfono es muy común este año.
The smartphone it is very common this year.
El wifi sirve como internet para todo tipo de cosas.
The internet serves as internet for all kinds of things.

49

4.0

First, a ^{her} woman spread a virus to his son and they die. Later, many people is ^{are} infected with the virus and die. Then a doctor ~~x~~ found the cure but a man ^{man} spread fear by youtube and people commenced ^{started} to steal the houses of others. Finally, some [?] found the cause of the virus and with the vaccine people got cured.

Appendix 5: Survey results

Preguntas Respuestas **5**

FECHA DE REALIZACIÓN DEL CUESTIONARIO

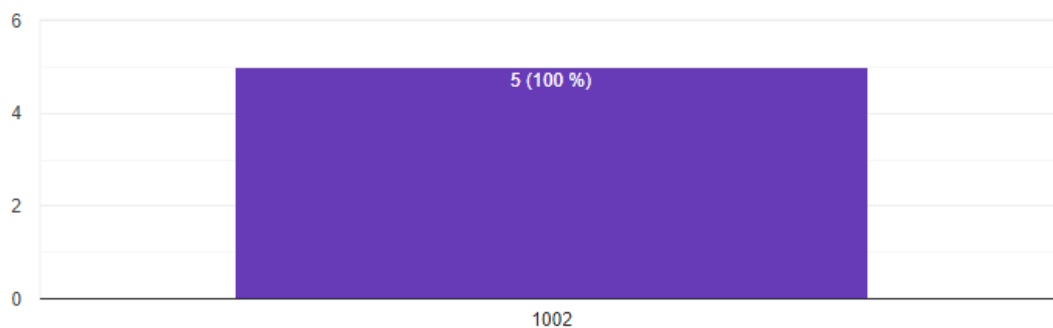
5 respuestas

nov. 2019

20 5

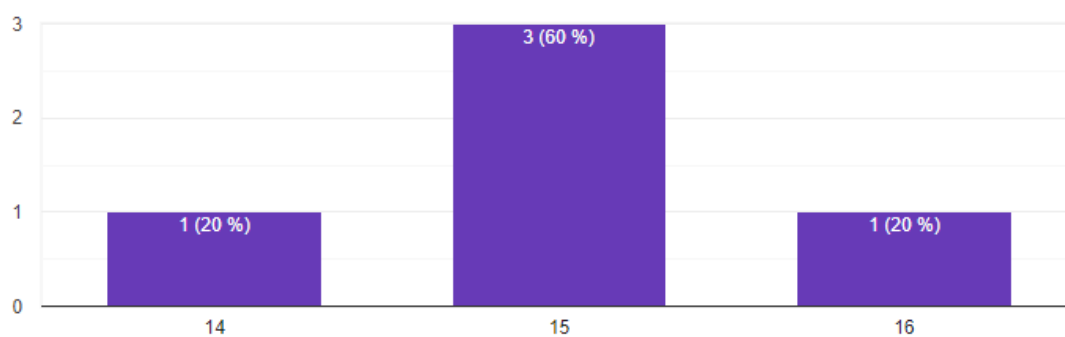
CURSO

5 respuestas



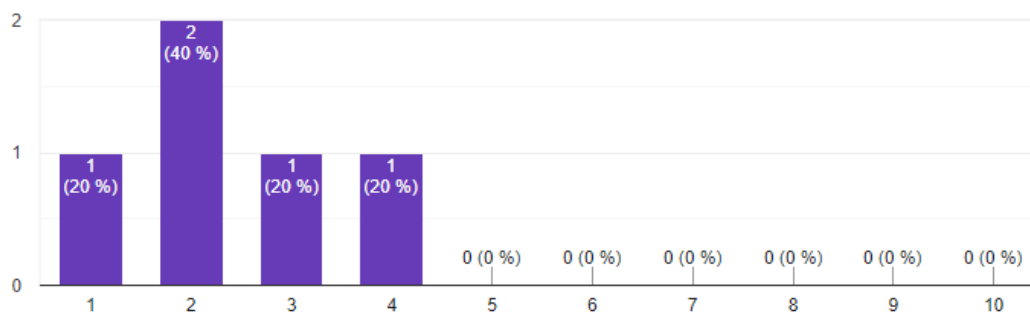
EDAD

5 respuestas



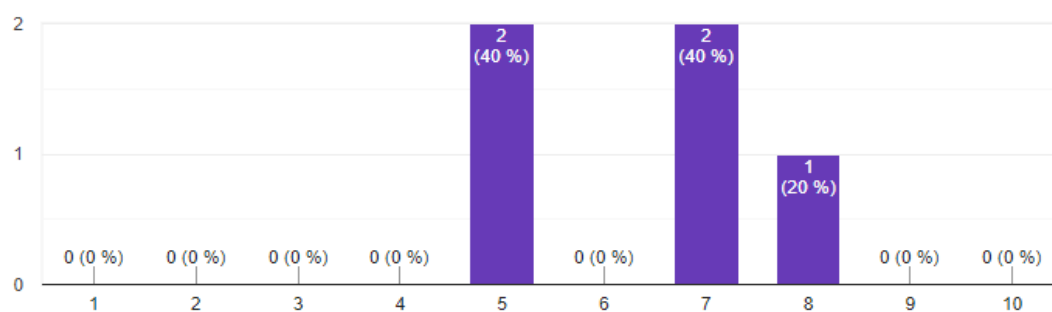
¿DEL 1 AL 10 QUÉ NIVEL CONSIDERA USTED QUE TENÍA EN COMPRENSIÓN DE LECTURA EN INGLÉS ANTES DEL PROYECTO DE LECTOESCRITURA DE LA DOCENTE PRACTICANTE?

5 respuestas



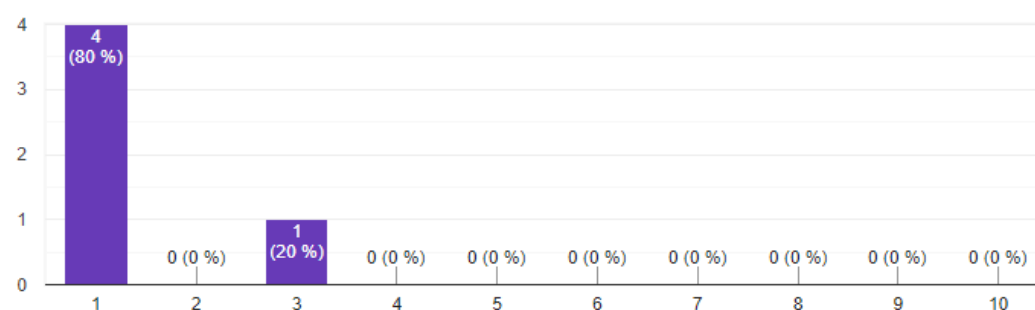
¿DEL 1 AL 10 QUÉ NIVEL CONSIDERA USTED QUE TIENE EN ESTE MOMENTO EN COMPRENSIÓN DE LECTURA EN INGLÉS DESPUÉS DE HABER PARTICIPADO DEL PROYECTO DE LECTOESCRITURA DE LA DOCENTE PRACTICANTE?

5 respuestas



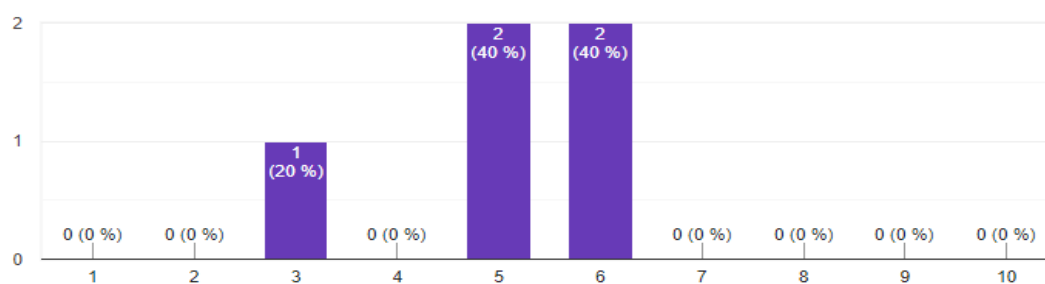
¿DEL 1 AL 10 QUÉ NIVEL CONSIDERA USTED QUE TENÍA EN PRODUCCIÓN DE TEXTOS EN INGLÉS ANTES DEL PROYECTO DE LECTOESCRITURA DE LA DOCENTE PRACTICANTE?

5 respuestas



¿DEL 1 AL 10 QUÉ NIVEL CONSIDERA USTED QUE TIENE EN ESTE MOMENTO EN PRODUCCIÓN DE TEXTOS EN INGLÉS DESPUÉS DE HABER PARTICIPADO DEL PROYECTO DE LECTOESCRITURA DE LA DOCENTE PRACTICANTE?

5 respuestas



¿QUÉ ACTIVIDADES DE LECTURA RECUERDA HABER REALIZADO A LO LARGO DEL AÑO ESCOLAR ANTES DE LA LLEGADA DE LA DOCENTE PRACTICANTE?

5 respuestas

la profe nos ponía a leer libros para niños y nos hacía dictados y otras actividades de leer

dictados, leer libros e historias, textos del libro de inglés

la profe nos imprimía hojas de libros para leer en la clase y en la casa y del libro de inglés leía también cosas

textos del libro, libros en inglés con historias, nos hacían dictados

pues hacíamos lecturas de libros con la profe o nos llevaba fotocopias para leer en clase

¿QUÉ ACTIVIDADES DE LECTURA RECUERDA HABER REALIZADO A LO LARGO DEL CUARTO PERÍODO CON LA LLEGADA DE LA DOCENTE PRACTICANTE?

5 respuestas

nos traía textos para leer todos juntos, traía imágenes, fotos y videos bonitos para después poder hacer ideas y un trabajo al final de la clase

textos de la globalización, vimos una película de un virus mundial, palabras en el tablero

textos de temas del mundo, palabras en el tablero, videos de los temas, una película y otras cosas

nos llevaba textos con imágenes y palabras en el tablero y videos y películas a veces

la profe Angie nos llevaba muchas más cosas porque llevaba textos de temas diferentes todas las clases, llevaba dibujos para pegar en el tablero, llevaba videos con subtítulos y nos puso una película en español con subtítulos en inglés

¿QUÉ ACTIVIDADES DE PRODUCCIÓN DE TEXTOS RECUERDA HABER REALIZADO A LO LARGO DEL AÑO ESCOLAR ANTES DE LA LLEGADA DE LA DOCENTE PRACTICANTE?

5 respuestas

la profe nos ponía a terminar las historias de los libros o a cambiar los finales o a contar cosas de nuestra vida

hacer cuentos cortos, cambiarle el final a una historia, hacer historietas

cambiar los finales felices de los cuentos por otros finales diferentes o contar historias

escribir historias de nuestra vida, hacer finales de libros cortos, fotocopias

no eran tan chéveres, tocaba escribir mucho sobre historias pero yo usaba el traductor de Google y ya

¿QUÉ ACTIVIDADES DE PRODUCCIÓN DE TEXTOS RECUERDA HABER REALIZADO A LO LARGO DEL CUARTO PERÍODO CON LA LLEGADA DE LA DOCENTE PRACTICANTE?

5 respuestas

despues de leer y de mirar las imagenes y sacar vocabulario que no sabiamos la profe nos ponía a hacer ideas de los textos o a resumir o a dar opiniones usando palabras que ella nos enseñaba y nos corregía

sacar ideas de los textos, hacer un resumen, dar la opinion, nos hizo un quiz de la pelicula con preguntas para responder de la pelicula

muchas actividades hicimos, leiamos y mirabamos palabras y videos y al final haciamos en grupos a veces el resumen o lo que pensabamos de los textos o sacar ideas sobre imagenes

ideas, opiniones, un quiz de la pelicula, un resumen

siempre nos ponía a escribir sobre lo que fuera traído ese día, si era un texto a hacer resumen o dar la opinion en ingles o si era la pelicula era hacer un quiz y poner las ideas principales de la historia de la pelicula

¿CREE USTED QUE MEJORÓ O QUE DISMINUYÓ EL NIVEL DE COMPRENSIÓN LECTORA EN INGLÉS GRACIAS A LAS ACTIVIDADES DE LECTURA IMPLEMENTADAS POR LA DOCENTE PRACTICANTE?
¿POR QUÉ?

5 respuestas

creo que mejore muchisimooo por que la verdad yo cuando intentaba leer en ingles no entendia nada nunca siempre quedaba perdida porque no sabia que decia ahi en cambio ahorita la profe nos enseñó muchas palabras de vocabulario antes de leer para entender mejor y creo que muchas palabras no se me van a olvidar eso espero

que mejore, por que antes no entendia nada cuando leiamos en ingles y ahora ya entiendo muchas palabras que nos enseñó ella en las clases

mejore. porque antes entendia mas o menos bien ingles cuando leia pero usaba mucho el diccionario y con la profe nueva no usabamos diccionario si no que ella nos enseñaba las palabras en el tablero y cuando leiamos ya sabiamos casi todo el texto

mejore por que ahora puedo comprender mas las lecturas que hacemos porque buscamos primero las palabras antes de leer y ya uno luego sabe cuando lee que es cada cosa

creo que mejore el nivel de comprension lectora con la practicante porque nos enseñaba a entender mejor los textos empezando a mirar las palabras desconocidas y en otros textos si salian las palabras ya las conociamos y ya entendiamos mejor

¿CREE USTED QUE MEJORÓ O QUE DISMINUYÓ EL NIVEL DE PRODUCCIÓN TEXTUAL EN INGLÉS GRACIAS A LAS ACTIVIDADES DE LECTURA IMPLEMENTADAS POR LA DOCENTE PRACTICANTE?
¿POR QUÉ?

5 respuestas

tambien creo que mejore en la produccion textual porque antes yo usaba mal el diccionario y no se me entendia nada y con la profe aprendimos frases y palabras para escribir cosas en ingles como pensamientos y resumens y ideas aunque tuvieramos errores ella nos correjia y la proxima lo haciamos mejor

que mejore tambien por que si no sabia cmo leer en ingles en escribir menos, era muydificil y tocaba usar el diccionario y quedaba mal entonces con la profe nueva aprendimos frases claves para resumir cosas o para dar las opiniones y escribir sobre un texto sin tantos errores

tmabien mejoro porque antes escribir poquito en ingles y ahora con la profe le escribiamos mas cosas y no quedaban tan mal porque sacabamos buena nota

mejore porque antes no me gustaba escribir y usaba traductor y quedaba mal y me regañaban pero con la profe lo hicimos en clase y fue mejor nos enseñaba a decir cosas y nos quedaba bien

mejoro mucho porque antes haciamos trampa y usabamos internet siempre y en cambio con ella haciamos todo bien hecho en clase en grupos a veces y nos ayudabamos y la profe nos ayudaba a corregir algunas cosas y haciamos textos bien hechos decia la profe

SI USTED CREE QUE SU NIVEL DE COMPRESIÓN LECTORA EN INGLÉS MEJORÓ, EXPLIQUE CUÁL SEGÚN USTED FUE LA CLAVE PARA LOGRARLO (si usted respondió que el nivel disminuyó no responda esta pregunta)

5 respuestas

yo creo que como la profe nos enseñaba todo. hacia las clases muy entretenidas con videos y nos enseñaba muchas palabras y hasta una vez nos puso una pelicula. todas las actividades con ella eran cheveres y aprendiamos a leer y entender el ingles

la forma en la que la profe nos enseñó palabras hablando de los temas entre todos y con videos cheveres y la pelicula, yo creo que muchas actividades nos ayudaron a ser mejores

la clave fue la profe porque enseñaba bien todo y con paciencia todos los dias los temas y nos corregia siempre

conocer las palabras antes de leer porque asi sabiamos cuando leiamos que decia cada palabra era mas chevere y rapido

en la lectura fue aprendernos tanto vocabulario nuevo para entender los textos eso ayuda demasiadoo

SI USTED CREE QUE SU NIVEL DE COMPRENSIÓN LECTORA EN INGLÉS DISMINUYÓ, EXPLIQUE CUÁL SEGÚN USTED FUE EL ELEMENTO QUE PRODUJO ESTO (si usted respondió que el nivel mejoró no responda esta pregunta)

3 respuestas

no

ninguno no

never

SI USTED CREE QUE SU NIVEL DE PRODUCCIÓN DE TEXTOS EN INGLÉS MEJORÓ, EXPLIQUE CUÁL SEGÚN USTED FUE LA CLAVE PARA LOGRARLO (si usted respondió que el nivel disminuyó no responda esta pregunta)

5 respuestas

que la profe nos enseñara como se decian las cosas en ingles para poder decirlas porque a veces uno quiere decir algo pero no sabe como entonces la profe nos explicaba antes de hacer la actividad de escribir todo lo que necesitabamos para hacerlo bien

saber las frases para escribir opiniones y cosas de los textos en ingles porque cuando la profe nos decia como era no nos quedaba mal

saber las palabras antes de leer los textos porque cuando leiamos ya podiamos saber que decia en español y nos parecia facil leer asi

hacer muchas actividades antes de escribir porque cuando uno iba a escribir y iba a utilizar una palabra esa palabra ya la habia visto con la profe y ya la sabia y la escribia y asi era mas facil

escribiendo mejore porque ayudarnos y hacerlo en clase y que la profe nos dijera y nos ayudara con las dudas era mucho mejor que traducir

SI USTED CREE QUE SU NIVEL DE PRODUCCIÓN DE TEXTOS EN INGLÉS DISMINUYÓ, EXPLIQUE CUÁL SEGÚN USTED FUE EL ELEMENTO QUE PRODUJO ESTO (si usted respondió que el nivel mejoró no responda esta pregunta)

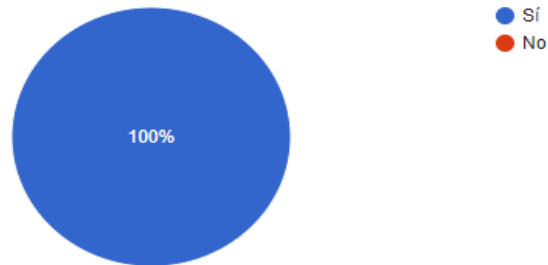
2 respuestas

no disminuyó

never x2

¿RECOMENDARÍA EL TIPO DE ACTIVIDADES DE LECTURA IMPLEMENTADAS POR LA DOCENTE PRACTICANTE PARA REFORZAR LA COMPETENCIA DE PRODUCCIÓN ESCRITA EN INGLÉS?

5 respuestas



¿POR QUÉ RECOMENDARÍA O POR QUÉ NO RECOMENDARÍA ESTE TIPO DE ACTIVIDADES DE LECTURA?

5 respuestas

porque si lo hacen como la profe lo hacia nosotros vamos a aprender mucho de como decir cosas en ingles y escribirlas y tambien al ver videos o leer ya conocemos palabras y ya entendemos mejor

si recomiendo a la profe por que trajo muchas actividades que nos gustaron a casi todos y el material lo llevaba y era bonito, las imagenes y los videos y la pelicula me gustaron todos y trabajar con mis compañeras e gustaba tambien

porque si nos enseñó a nosotros a leer que no eramos tan buenos quiere decir que puede enseñarle a otras personas así y van a aprender mas que nosotros a leer y escribir bien en ingles

si las recomiendo porque yo mejore todos los aspectos de ingles y me di cuenta que no es tan dificil pero hay que estudiar y aprenderse lo que la profe muestra y enseña

porque la profe fue excelente profesora de ingles y nos enseñó muchas cosas para leer textos y entenderlos y luego escribir cosas coherentes sin equivocarnos tanto y aprendimos muchas cosas que no sabiamos

¿TIENE ALGUNA SUGERENCIA O COMENTARIO POR HACERLE A LA DOCENTE PRACTICANTE SOBRE LA EJECUCIÓN DEL PROYECTO?

5 respuestas

fue muy bueno aprendimos mucho de ingles y aunque a veces no prestaban atencion algunos yo se que todos aprendimos y mejoramos en ingles para once

profe gracias por enseñarnos ingles con tantas cosas cheveres, ojala volviera en once para que nos vaya bien en el icfes yo se que si usted sigue enseñando asi se puede

no, estuvo bien profe

todo muy bien. aprendimos mucho

decirle que es una profe super super buena y que siga así que gracias porque aprendimos mucho y nos gustaban mucho sus clases y nos fue bien con usted y nos tuvo paciencia

Appendix 6: Writing journals

ENTRADA DE DIARIO 2 – SESIÓN 2

Fecha: 03 de octubre 2019

Lugar: Institución Educativa Manuela Beltrán – Salón 114

Grupo: 1002

Tema: Comunicación y tecnología

El día de hoy jueves 03 de octubre del 2019 llevé a cabo mi segunda sesión de la propuesta pedagógica "Performing Reading activities based on the literacy axis to reinforce the written production competence in tenth grade students in Manuela Beltrán High School in San José del Guaviare: An action research". Hace una semana, el pasado jueves 26 de septiembre del 2019, tuve la oportunidad de aplicar la primera entrevista a mis 10 participantes muestra del proyecto. Esta entrevista me va a permitir conocer el estado inicial de los estudiantes en cuanto a las habilidades de lecto-escritura y la entrevista final me ayudará a contrastar esta información averiguando qué tanto aprendieron a hacer los estudiantes con las actividades que yo llevé a cabo.

Esta vez no usé una palabra clave para hacer una lluvia de ideas acerca del tema, sino que seleccioné una serie de imágenes relacionadas con el tema y las organicé en orden cronológico para que ellos pudieran deducir el tema que en esta clase fue comunicación y tecnología. Luego de tener una lluvia de ideas y de discutir el tema, vimos un video, lo discutimos igualmente; leímos un texto y sacamos el vocabulario desconocido. Luego hicieron una producción escrita usando el pasado simple teniendo en cuenta el video y la lectura.

ANÁLISIS DE LA SESIÓN

Teniendo en cuenta las observaciones anteriores, esta vez, usé elementos más didácticos y llamativos como las imágenes y en cuanto a su gusto por las películas, utilicé un video animado que disfrutaron mucho.

En esta sesión, siento que les llamó mucho más la atención el proyecto y pudieron practicar los conocimientos de gramática que hemos estado trabajando por fuera de estas sesiones.

ENTRADA DE DIARIO 3 – SESIÓN 3

Fecha: lunes 28 de octubre y jueves 07 de noviembre 2019

Lugar: Institución Educativa Manuela Beltrán – Sala de cine de la biblioteca y Salón 114

Grupo: 1002

Tema: Productos, servicios y sistemas económico-sociales

Teniendo en cuenta que el día lunes 28 de octubre el salón iba a estar ocupado debido a un ensayo del festival de danzas, les propuse a mis estudiantes una película para cambiar un poco la metodología de las sesiones de lectura. Fue así como ese lunes vieron la película "Contagion" una película sobre un virus que se esparce a nivel mundial y causa pánico en todo el mundo. En esta película se evidencian todos los temas que hemos visto con los estudiantes de 1002, la globalización y su impacto en el mundo, la comunicación y la tecnología y el tema nuevo, los sistemas económicos y productos y servicios. Después de ver la película usando los subtítulos en inglés como instrumento de lectura, la semana siguiente el día jueves 07 de noviembre, llevamos a cabo la consolidación de la sesión de lectura y escritura teniendo en cuenta el material de la semana pasada: la película. En esta tercera sesión, llevé a cabo las actividades de lectura y escritura de manera diferente. En primer lugar, los estudiantes tuvieron que recordar los aspectos más importantes de la película a través de una discusión grupal; luego de recordar un poco la historia, les apliqué un quiz de conocimientos acerca de la película, con el fin de retener en su mente los aspectos más relevantes para el análisis de la película. Luego del quiz, hicimos un reconocimiento de vocabulario desconocido a través de unas imágenes extraídas de la película, con las cuales debían ellos mismos armar cronológicamente la historia teniendo en cuenta los momentos más primordiales de la cinta. Luego de armar secuencialmente la historia con las imágenes, se abrió un espacio de discusión donde los elementos generales fueron expuestos como la problemática de la salud a nivel mundial, el uso de la tecnología, el poder, el dinero entre otros temas abordados a lo largo del período. Luego de esta discusión, de conocer el vocabulario desconocido, nos dispusimos a elaborar las ideas principales de la película las cuales serían de ayuda para la construcción del resumen de la misma como producción escrita producto de la sesión.

ANÁLISIS DE LA SESIÓN

Teniendo en cuenta que siempre había usado material de lectura para las sesiones y que los estudiantes ya me habían pedido trabajar con elementos más cercanos a ellos, se me ocurrió cambiar un poco la metodología y utilizar una película para cambiar la dinámica y motivar más a mis estudiantes a trabajar en las sesiones de lectura de manera más activa e interesada. De hecho, fue un gran acierto, porque los estudiantes salieron de la rutina, disfrutaron la película y estuvieron dispuestos a realizar las actividades basadas en la película que les propuse para la sesión. Pude observar que variar las actividades y cambiarles el contexto a los estudiantes, sacarlos del aula de clase genera una motivación única en los estudiantes en cuanto a las actividades de lectura que a veces son vistas como actividades monótonas por los estudiantes. Debo decir que una película también puede ser usada como material de lectura si se usan los subtítulos y se saben guiar las actividades de análisis.

En cuanto a la sesión en sí, no cambió mucho, pude seguir evaluando aspectos de vocabulario, de discusión e interacción entre los estudiantes, siempre enfocado al producto final en este caso al igual que en los demás una producción escrita teniendo en cuenta el material, en esta sesión la película.

Appendix 7: Parents' written approval



Universidad de Pamplona
Pamplona - Norte de Santander - Colombia
Tels: (7) 5685303 - 5685304 - 5685305 - Fax: 5682750 - www.unipamplona.edu.co

San José del Guaviare, 13 de septiembre de 2019

Señor(a) padre-madre de familia,
Institución Educativa Manuela Beltrán

Cordial saludo,

Mediante la presente, yo ANGIE KARINA PORTILLA VILLAMIZAR identificada con cédula de ciudadanía n° 1094274743, estudiante de décimo semestre de la Licenciatura en Lenguas Extranjeras Inglés-Francés de la Universidad de Pamplona, en el ejercicio de practicante docente del área de inglés en la Institución Educativa Manuela Beltrán; me dirijo a usted con el fin de solicitarle me conceda el respectivo permiso para trabajar con su hijo(a) matriculado en el grado décimo dos (1002) de la institución, en el proyecto pedagógico titulado "PERFORMING READING ACTIVITIES BASED ON THE LITERACY TRANSVERSE AXIS TO REINFORCE WRITTEN COMPREHENSION AND PRODUCTION COMPETENCES IN TENTH GRADE STUDENTS OF MANUELA BELTRÁN PUBLIC SCHOOL IN SAN JOSÉ DEL GUAVIARE: AN ACTION RESEARCH" que llevaré a cabo durante las próximas ocho semanas, donde implementaré actividades de lectura para reforzar las habilidades de comprensión lectora y producción escrita en inglés, donde el grado al que su hijo pertenece fue elegido como muestra.

Para este proceso se implementarán diferentes instrumentos que permitirán completar las fases de un proyecto pedagógico e investigativo para el cual es necesaria la toma de evidencias entre ellas: la recolección de datos y la toma de fotografías por lo cual es solicitado su permiso y consentimiento informado.

Igualmente, queremos manifestarle que toda la información que se obtenga será llevada con la más estricta confidencialidad y el anonimato que caracteriza este tipo de actividades. Desde ahora, le agradezco su colaboración y comprensión a la solicitud aquí presentada. Sin otro particular,

Cordialmente,

Angie Karina Portilla Villamizar
Estudiante-practicante de décimo semestre Licenciatura en Lenguas Extranjeras Inglés – Francés
Universidad de Pamplona

Firma del padre de familia



Formando líderes para la construcción de un
nuevo país en paz

Appendix 8 : Materials

WHAT IS GLOBALIZATION?

Globalization is the way in which local and national things become global. Globalization allows people, beliefs, cultures and economies to be closer all around the world.

-Read the text below:

Sarah is an American schoolgirl. After her breakfast of a French croissant and an English muffin, she slips on her Italian shoes to go to school in her father's German car, which uses petrol from Middle East. After school, Sara and her brother Jack stop off at the local music shop to buy the latest chart topper. Although the album is by a famous Swedish pop star, the CD itself is made in China, and the brother and sister cannot wait to play it on their Japanese stereo. After dinner, Jack sends mysterious SMS messages, using his Finnish mobile phone, to his friends and Sarah switches on their made-in-Taiwan PC and surfs the net with their American web browser.

Text from a leaflet of European Commission about International Trade.

PRESENT SIMPLE TENSE

Name: _____ Date: _____

-Write the right conjugation of the verb in brackets.

1. We _____ breakfast at eight. **(have)**
2. Peter _____ to school at six. **(go)**
3. Anna _____ the guitar. **(not play)**
4. He _____ a nice cream. **(want)**
5. I _____ lemon juice. **(not hate)**
6. Kelly _____ TV. **(watch)**
7. _____ you _____ pizza? **(like)**
8. _____ Carolina _____ football. **(play)**





1



2



3



4.1



4



5



5.1

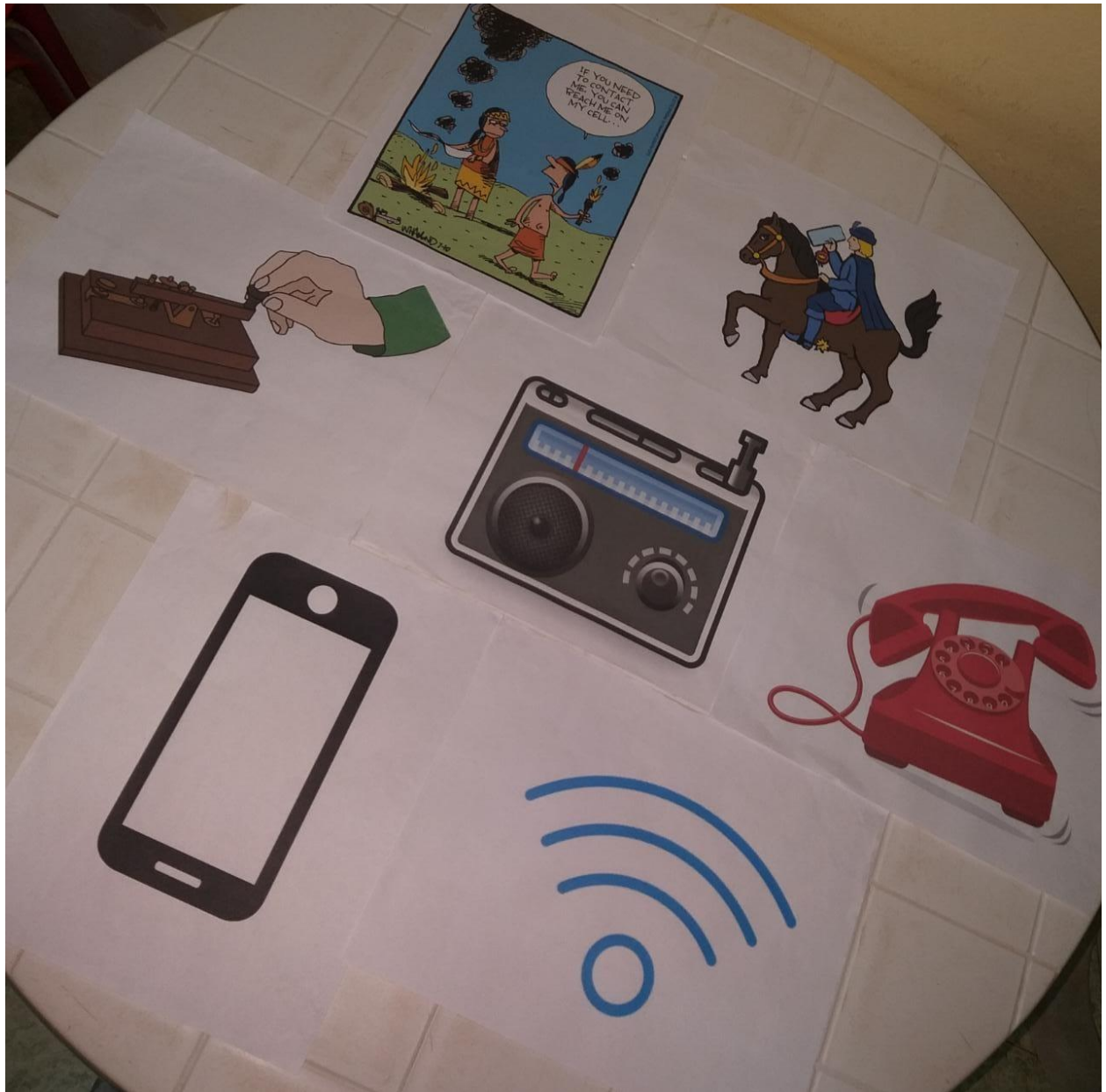


6



8





Appendix 9: Reading sessions evidences



POR FAVOR DEJAR EL SALÓN LIMPIO Y ORGANIZADO. SACAR LA BASURA A LAS CANECAS AL TERMINAR LA JORNADA UBICAR LAS SILLAS HACIA LA PARED 6 7 8 9

AIDS=SIDA











RESEARCH COMPONENT

Appendix 10: Self-observations

Auto-observación de clase, 2019-2

Puntos totales **0/59** ?

UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACIÓN
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN
LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS
PRÁCTICA INTEGRAL

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

Dirección de correo electrónico *

yiyiportilla@hotmail.com

I. PLANIFICACIÓN

Sin título

× Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área * .../8

1 2 3 4 5 6 7 8 9

 Siempre

Comentarios

si tengo presente los temas que son proporcionados por los estándares básicos del aprendizaje y me guió del libro de trabajo que maneja cada grado. en cuanto al proyecto, planeo y realizo actividades que acorde al proyecto pedagógico que se lleva en curso.

✗ Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar. * .../3

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Comentarios

si, trato de manejar diferentes recursos didácticos para que mis estudiantes puedan entender bien el tema. aunque, no todas las competencias son desarrolladas, por lo general no se suele trabajar mucho en la parte de escucha. Las habilidades que se han venido desarrollando en el transcurso del año son relacionadas a la estructura gramatical, léxico, lectura y traducción.

✗ Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo. * .../3

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Comentarios

si llevo una secuencia en los temas que enseño en cada grado, pero esta secuencia que sigo es por el libro que cada grado tiene. Aunque, este libro no presenta una secuencia lógica del contenido a enseñar así como tampoco esta muy acorde a los temas requeridos para cada uno.

✗ Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes * .../3

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Comentarios

las estrategias que manejo para cada tema son mas acordes a la metodología que se ha venido trabajando en cada grado. Lógicamente, trato que estas estrategias se adapten a los objetivos no solo del tema a enseñar sino también a la mejor manera de darne a entender a los estudiantes.

✗ Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de I@s estudiantes. .../3 *

1 2 3 4

Comentarios

las actividades que realizo son acordes a lo que el estudiante debe aprender. Pero, no hay mucha flexibilidad en ellas puesto que a veces debo seguir las actividades que se han venido desarrollando en cada periodo con normalidad y por las cuales se debe calificar al estudiante.

✗ Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y auto evaluación. .../3 *

1 2 3 4

Comentarios

si, antes de realizar cualquier evaluación, los estudiantes son informados de como se va a desarrollar y como se va a evaluar dicha actividad u ejercicio.

Comentarios

si, sigo un cronograma que esta ya establecido por la institución y que se debe cumplir por todos tanto estudiantes como docentes y practicantes.

Observaciones y propuestas de mejora: *

Ninguna

Comentarios

incluir mas actividades interactivas en los plan de clase, de manera que se explote mas estos recursos tecnológicos.

REALIZACIÓN:

-Motivación inicial de I@s estudiantes:

trato de hacer en cada clase un juego antes de empezar la explicación del tema. Pero por lo general antes se debe iniciar con la oración.

Appendix 11: Narratives

REFLEXIÓN #1

Estudiante-practicante: Angie Karina Portilla Villamizar

Fecha: 10 de septiembre 2019

Parte descriptiva

El día 02 de **Septiembre** del año 2019 comenzó uno de los últimos procesos pertenecientes a la culminación de mi carrera; mi práctica integral. Esta práctica la llevaré a cabo en la Institución Educativa Manuela Beltrán ubicada en la ciudad de San José del Guaviare, Colombia. El colegio Manuela Beltrán es una institución pública donde la gran parte de sus estudiantes son desplazados o víctimas de la violencia debido a que San José hace parte de la zona roja del país. A pesar de esto, la mayoría de sus estudiantes son niños y niñas con ganas de aprender para transformar su realidad y la de sus familias.

El día lunes 02 de **Septiembre** me presenté en la institución con el respectivo uniforme, carné, carta de presentación y la carpeta a ser entregada a la supervisora. Fue así como la coordinadora de secundaria nos recibió calurosamente, manifestando que nos estaban esperando. Entregamos formalmente la carta de presentación y fue así como la rectora y algunos directivos nos dieron la bienvenida a la institución.

Después de haberle explicado a la coordinadora lo concerniente al proceso de práctica, nos dispusimos a hacer el primer contacto con mi supervisora. Ella es una docente que lleva 14 años trabajando en la institución, es una excelente persona y profesional quien no tuvo problema con guiar mi proceso de práctica en la institución.

La coordinadora me mostró las instalaciones, salones, cafeterías, áreas de descanso biblioteca entre otros. Luego nos dirigimos a la oficina para facilitarme el manual de convivencia, el PEI, cronograma institucional y otros documentos importantes de la institución.

A lo largo de la jornada se encargó de presentarme con los demás docentes tanto de primaria como de secundaria y les hizo la recomendación de acogerme como un docente más, fue así como me incluyeron en el grupo de WhatsApp de docentes de la institución para estar al tanto de las actividades y de los imprevistos que se puedan presentar a diario, también me incluyó en las actividades extracurriculares de integración docente que hacen mensualmente con el fin de afianzar los lazos entre profesores y directivos, lo que me hizo sentir muy cómoda y bien recibida hasta el momento.

En los días siguientes, tuve la oportunidad de conocer a los estudiantes con quienes voy a trabajar durante las siguientes diez semanas. Hice la observación de los cuatro cursos que me correspondieron en secundaria (1002, 1101, 1102, 1103, 1104) y los cuatro en primaria (201, 202, 203, 204) y la tanto la supervisora como los docentes de primaria me dieron la oportunidad de presentarme con los estudiantes y de resumirles el objetivo de mi presencia en la institución.

Durante las horas de la tarde me dediqué a analizar la información recopilada en la jornada de la mañana para ir consolidando poco a poco la propuesta.

Los días restantes a esta observación institucional, terminé de esudiar en los aspectos relevantes del colegio y comencé a redactar mi propuesta después de haber visto las falencias en los cursos a mi cargo y teniendo en cuenta las sugerencias de la supervisora.

Parte reflexiva

El proceso de integración a la institución fue una sorpresa para mí ya que no esperaba que me recibieran de tan calurosa manera, todas las personas que hacen parte de la institución fueron muy atentas conmigo e incluso los estudiantes me mostraron su interés por que yo sea su profesora de inglés.

Una de las partes más difíciles de la adaptación al colegio fue la comprensión de los diferentes horarios institucionales teniendo en cuenta las actividades semanales. Existen dos horarios dependiendo de la semana en la que se encuentren y si hay alguna actividad, existen otros cuatro tipos de horarios creados con el fin de no perder clases.

En cuanto al proceso de redacción de la propuesta, me pareció un proceso muy difícil y exhaustivo, debido a la cantidad de criterios que debían ser incluidos allí. Cabe resaltar de igual manera que en el lugar donde vivo, la conexión a internet no es la mejor y en la institución este servicio no es prestado. Es así como elaborar la propuesta fue todo un reto. **Aún** así, hice todo lo que pude para cumplir con todos los aspectos solicitados y entregar una propuesta que sirva para cubrir las necesidades académicas de la población seleccionada por mi supervisora.

Es así como para concluir debo decir **que**, en esta primera semana, los tareas propuestas fueron llevadas a cabo exitosamente y hasta el momento no se presentan inconvenientes o imprevistos, me siento motivada y lista para comenzar con este nuevo rol como docente de lengua extranjera en esta maravillosa institución.

REFLEXIÓN #2

Estudiante-practicante: Angie Karina Portilla Villamizar

Fecha: 15 de septiembre 2019

Parte descriptiva

Del día 09 al día 14 de septiembre del presente año, experimenté una semana llena de obligaciones y compromisos por cumplir. El día lunes y día martes 10 de septiembre que por razones de tiempo y de conexión a internet entregué mi propuesta con un retraso de algunas horas claramente con previa autorización de mi tutor, igualmente esto me generó sentimientos de estrés y ansiedad, aunque también de alivio al haber entregado un documento tan importante que me llevó tantos días y tanto esfuerzo realizar. El día lunes de esa semana asistí a la institución normalmente, tuve una charla con mi profesora supervisora y estuvimos analizando mi trabajo realizado durante la observación institucional y me asignó una respectiva nota después de medir mis conocimientos sobre los documentos y procesos de la institución. El día martes fue el último día reglamentario de esta respectiva semana que asistí a la institución. Durante la jornada, la supervisora me propuso que asistiera el día viernes a las 10:00 am a la entrega de informes a los padres de familia para allí aprovechar el espacio para hacer firmar los consentimientos informados para poder trabajar con el proyecto pedagógico sin problema y poder hacer libre toma de evidencias en el salón 1002 que será mi muestra para este proyecto.

Es así como el día jueves no asistí a la institución, pero aproveché el tiempo para preparar la sustentación de la propuesta la cual se llevaría a cabo el día viernes a las 7:00 am vía Skype. Fecha que fue cambiada a solicitud mía y de mi tutor por coordinación de práctica ya que a esa hora de la mañana no encontraría donde generar la conexión a internet. Fue así como se pospuso para el día lunes 16 de septiembre a las 5:30 pm.

El día viernes 13 de septiembre como acordé con la docente, asistí a la jornada de entrega de informes académicos en la institución, me presenté con los padres de familia o acudientes de los 37 estudiantes con quienes trabajaré mi propuesta pedagógica, les informé de la idea del proyecto, de las consideraciones éticas del uso de estas evidencias solo para uso investigativo y les hice firmar los consentimientos. Todos los padres o acudientes firmaron y me autorizaron trabajar con sus hijos y con la información que fuera a ser recolectada.

El fin de semana del 13 y 14 de septiembre ha sido un fin de semana exhaustivo ya que he estado preparando la presentación de la propuesta, he estado trabajando en las correcciones, pero también en los contenidos programáticos, en los cronogramas y los primeros planes de clase de la primera semana del periodo cuarto de los cursos 1002, 1101, 1102, 1103, 1104 y 201, 202, 203, 204 para ser presentados ante la supervisora a primera hora el lunes.

Parte reflexiva

Teniendo en cuenta todo el trabajo realizado durante esta semana, en la propuesta pedagógica, en la institución con los padres de familia y con los documentos para entregarle a la supervisora, debo decir que ha sido otra semana exhaustiva pero completamente productiva ya que he aprendido poco a poco a trabajar bajo presión, a integrar tres diferentes roles, como estudiante, como directivo de la institución y como docente. No ha sido nada fácil, pero hasta el momento he cumplido satisfactoriamente con cada una de las tareas.

En cuanto a la propuesta, mi tutor se sintió complacido por haber revisado mi propuesta, y aseguró que lo estoy haciendo bien, que se notó que me tomé mi tiempo para hacer cada cosa, que todo está bien estructurado y que me felicitaba por el gran trabajo y esfuerzo lo que me motiva a seguir haciendo las cosas con amor y dedicación por más difíciles que sean. En el colegio la supervisora me asignó una muy buena calificación en lo que concierne a la semana de observación asegurando que hice todo lo que debía hacer tal y como estaba establecido. Por último, la reunión con los padres de familia me asustaba un poco ya que en muchas ocasiones uno no sabe en qué tipo de hogares están viviendo los estudiantes y cómo reaccionarían estas personas frente a un desconocido. Pero en realidad, quedé sorprendida, fue mucho más preponderante la buena aceptación y acogida por parte de los padres de familia que de los mismos estudiantes. No tuvieron problema ninguno de ellos en firmar el consentimiento y me dieron la bienvenida a la institución.

En conclusión, debo decir que, aunque han sido días muy estresantes y llenos de presión, esto me hace ser una buena futura profesional ya que esta es la realidad que voy a manejar en muchos momentos de mi vida y es bueno estarlo enfrentando desde ya. Además, porque de esta manera aprendo de lleno la responsabilidad del docente en su papel. Espero que en mi primera semana de clase y ya en mi rol como docente en la institución las cosas sigan marchando bien y en cuanto a la propuesta, que sea del agrado de los jurados para poder llevarla a cabo de la mejor manera posible.

REFLEXIÓN #3

Estudiante-practicante: Angie Karina Portilla Villamizar

Fecha: 23 de septiembre 2019

Parte descriptiva

El día lunes 16 de septiembre de 2019, comencé mi proceso como docente practicante en la Institución Educativa Manuela Beltrán. La semana pasada ya había entregado mis planeaciones de las respectivas clases que llevaría a cabo esta semana en los cursos 1002, 1101, 1102, 1103. Es así como ingresé a la institución como lo hago diariamente a las 6:30 am. El primer bloque que va de las 6:30 a las 8:30 no tuve clase por lo que me preparé para mi primer encuentro con los estudiantes de 1002 a las 8:50; a esta hora hice mi primer contacto con la mayoría de los 37 estudiantes como docente a cargo, ya que algunos de ellos estaban en un evento deportivo representando a la institución. A eso de las 9:00 am di inicio a la clase presentándome una vez más y dándoles la oportunidad a ellos de presentarse a través de una dinámica sencilla donde tenían que decir su nombre y qué esperaban reforzar en inglés en este período. Después de la presentación, les hice la socialización de las reglas, haciendo hincapié en la puntualidad, el uso correcto del uniforme, la prohibición del uso del celular, el cumplimiento con los horarios del aseo, la responsabilidad con los entregos y el respeto entre ellos y hacia mí como docente. Después de poner claro este punto, me dispuse para dar comienzo a la primera clase, indicándoles cuales serían los temas a abordar durante este período y teniendo en cuenta que 1002 es mi grupo focal para la implementación de mi propuesta pedagógica, les presenté el proyecto en general, les indiqué cómo íbamos a trabajar, cuál era su papel y les di a conocer las consideraciones éticas anteriormente socializadas con los padres de familia.

Fue así como después de todo esto, di comienzo con la primera sesión del proyecto pedagógico; La Globalización. Inicialmente les pregunté qué se les venía a la cabeza con la palabra "GLOBAL" en inglés. Luego de conocer algunas respuestas les pregunté si sabían qué era la Globalización, escribí la palabra en el tablero e hicimos una lluvia de ideas, luego de tener muchas palabras clave, entre todos pudimos llegar a una conclusión de Globalización y ellos pudieron relacionar el fenómeno con su vida diaria. A continuación les hice la lectura de un texto en inglés que mostraba mediante un ejemplo de la vida cotidiana en qué elementos podíamos evidenciar la globalización y les pedí que tomaran apuntes de las palabras que lograran identificar. Luego de la lectura, les

entregué el texto y volví a leer. A continuación hicimos una socialización del propósito del autor con el texto. Luego les pedí que subrayaran el vocabulario desconocido y lo escribieron en el tablero y definimos cada palabra. Luego de conocer el texto y el tema un poco mejor. Nos dispusimos a hacer una lectura colectiva y luego realizaron por grupos la conceptualización del texto y crearon su propia definición de Globalización teniendo en cuenta los aspectos allí expuestos. Finalmente, les dejé como deber en casa traducir esta definición con la ayuda de un traductor de Cambridge el cual les permitiría no sólo obtener la traducción sino también el significado de cada palabra.

Fue así como finalicé satisfactoriamente con mi primera clase, y la única en secundaria del día Lunes. Al finalizar la jornada de la mañana, de 12:30 a 1:30 tuve mi primera clase con primaria (204) fue así como me presenté frente a mis 12 estudiantes de segundo y ellos se presentaron también usando la expresión en inglés "My name is". En la primera clase con ellos trabajamos las partes del cuerpo tema que no habían visto todavía. Fue así como comencé con el reconocimiento del vocabulario necesario para la ronda llamada "Head, shoulders, knees and toes". Luego de haber cantado varias veces la ronda, a través de flashcards les enseñé 10 partes del cuerpo y de la cara en inglés. Les hice escribirlas en el cuaderno con su significado en español y les hice pronunciarlas en muchas ocasiones hasta ver un avance en su pronunciación. Luego como actividad en clase, les entregué una sopa de letras la cual llenaron con colores y pegaron en el cuaderno. Como tarea les pedí que se dibujaran en el cuaderno y que identificaran las partes del cuerpo en inglés.

El día siguiente, el día martes 17 de septiembre, ingresé a la institución a las 6:30 am pero tuve mi primera clase del día a las 9:10 am teniendo en cuenta que comió el horario debido a una formación en la primera hora. En el segundo bloque de la jornada me encontré con mis casi 40 estudiantes de 1101 con ellos hice la misma actividad de contacto que con los de 1002, me presenté, ellos se presentaron, les expuse las reglas, los contenidos y me dispuse a dar la clase. Las clases de undécimo grado las estructuré de la misma manera que las de 1002 teniendo en cuenta que los Derechos básicos de aprendizaje y el plan de área de la institución me sugirieron trabajar también la Globalización pero enfocada en la tecnología y la comunicación y cómo estas influyen sobre la privacidad de los jóvenes hoy en día. Fue así como trabajamos un texto diferente, hicimos el análisis del tema, la búsqueda del vocabulario desconocido pero en este caso, con los estudiantes de once grado, el trabajo en la clase estuvo enfocado en la identificación de la idea principal y de las ideas secundarias del texto para poder hacer un resumen del mismo. Como deber, los estudiantes tenían que traducir

REFLEXION #4

Estudiante: Angie Karina Portilla Villamizar

Fecha: 29 de septiembre 2019

PARTE DESCRIPTIVA

En la semana del 23 al 27 de septiembre del 2019 llevé a cabo mi segunda semana de implementación de proyecto. Durante esta semana al encontramos en semana 1 esto quiere decir solamente dos horas de inglés a la semana por curso, fue una semana más suave en comparación a la anterior. Durante esta semana, con 1002 quise implementar actividades diferentes para el repaso de estructuras gramaticales sencillas. 1002 es un curso difícil, la mayoría de los estudiantes fomentan el desorden en el salón y hablan mucho. Esta semana fue difícil llevar a cabo el planeador a pie de letra debido a la falta de concentración y de colaboración de los estudiantes. Incluso utilicé un video para llamar su atención, pero esta concentración duró poco. Con 1101, 1102 y 1103, la clase de esta semana fue espectacular, colaboraron mucho, trabajamos juiciosos en todo lo propuesto y cumplieron con todos los objetivos gracias a la implementación de actividades lúdicas para enseñar gramática. Los puse a trabajar en equipos y a competir entre ellos armando frases en diferentes tiempos verbales teniendo en cuenta un video que fue mostrado acerca del medio ambiente.

PARTE REFLEXIVA

Esta semana me permitió conocer un poco más los gustos de mis estudiantes. Sus intereses van más enfocados a las actividades lúdicas que a las actividades tradicionales incluso teniendo en cuenta que son estudiantes de niveles avanzados y los mas grandes de la institución. La mayoría me manifestaron querer continuar con estas actividades lúdicas y diferentes lo que me hace redirigir la planeación de las clases para continuar respetando los contenidos y objetivos propuestos pero también buscando nuevas estrategias para mejorar la atención y el comportamiento de los estudiantes en clase de lengua extranjera.

REFLEXION #5

Estudiante: Angie Karina Portilla Villamizar

Fecha: 07 de octubre 2019

PARTE DESCRIPTIVA

En la semana del 30 de septiembre al 04 de octubre del 2019 llevé a cabo mi tercera semana de implementación de práctica. Durante esta semana al encontramos en semana 2 en la institución, fue una semana mucho más pesada en comparación a la anterior debido a que debí preparar dos clases por curso y al mismo tiempo ya que hubo ciertos contratiempos que no me permitieron ejecutar las clases con normalidad.

Durante esta semana, con 1002 quienes hacen parte de mi muestra del proyecto pedagógico, llevé a cabo mi segunda sesión de lectoescritura. Esta vez no usé una palabra clave para hacer una lluvia de ideas acerca del tema, sino que seleccioné una serie de imágenes relacionadas con el tema y las organicé en orden cronológico para que ellos pudieran deducir el tema que en esta clase fue comunicación y tecnología. Luego de tener una lluvia de ideas y de discutir el tema, vimos un video, lo discutimos igualmente; leímos un texto y sacamos el vocabulario desconocido. Luego hicieron una producción escrita usando el pasado simple teniendo en cuenta el video y la lectura.

Con 1101, 1102 y 1103, avanzamos un poco en tema de gramática ya que ellos terminan antes que el resto del colegio así que debo volar con ellos. Repasamos las semanas anteriores los tiempos verbales simples y en esta semana nos enfocamos en el pasado simple ya que ellos deben hacer una sustentación de proyecto que manejan con el SENA y deben hacer la presentación en inglés, por esto, debo entrenarlos.

Esta semana hubo ciertos inconvenientes teniendo en cuenta que fue la semana de la muestra empresarial por lo cual los estudiantes de 11º el día viernes no tuvieron clase por encontrarse en la gobernación exponiendo sus proyectos de emprendimiento y los demás estudiantes de la institución tuvieron un cronograma para ir a visitar la muestra así que algunas clases no se llevaron a cabo, entre esas mi clase en 201, 203 y 1103.

Esta semana fue una semana en medio de todo productiva, y vamos al día con los contenidos inicialmente planeados. En cuanto al componente administrativo, la señora rectora de la institución, me incluyó en una de las actividades del cronograma, el festival de danzas, exactamente en el reinado institucional, el cual se **lleva** a cabo los días

28, 29 y 30 de octubre. Fue así como me incorporé al comité del reinado en el cual debo junto a otros tres docentes, preparar todo lo concerniente a la presentación de las reinas y los bailarines de la institución para el festival de danzas; esto incluye reuniones con padres de familia para pedir permisos, reunión con los estudiantes participantes para los ensayos de los bailes de presentación, preparación de material del reinado como premiación, elección del jurado, criterios de elección entre otros.

PARTE REFLEXIVA

Esta semana fue una semana **pesada**, pero tuvo varias variaciones debido a la muestra empresarial. Con los estudiantes de décimo tuve una clase muy productiva, llevamos a cabo todas las actividades planeadas y avanzamos en los contenidos. Me di cuenta que para no hacer las sesiones aburridas y monótonas para ellos debo seguir cambiando los **icebreakers** y actividades de reconocimiento del tema, que debo variar las actividades de lectura y **darle** más participación a los estudiantes para no terminar tan agotada al final de la clase.

En lo que concierne a los estudiantes de undécimo grado, con ellos casi no tuve clase y con ellos todo hasta el momento ha funcionado. Tuve la oportunidad de ir a ver sus proyectos de emprendimiento a la gobernación acompañada de mis estudiantes más pequeños de segundo grado y fue una experiencia muy enriquecedora ya que conocí de primera mano los diferentes proyectos lo que me servirá para la sustentación en inglés.

Con mis estudiantes pequeños la metodología de las **flashcards** ha sido muy bien recibida por ellos, les encantan las imágenes, pero me he dado cuenta que las ayudas de dibujos hechos en el tablero son mucho **más**, **significativos**, para ellos, que ponerlos a dibujar y colorear lo que están aprendiendo es mucho más impactante y divertido para ellos.

Finalmente, en cuanto a la invitación de la señora rectora al comité del reinado me pareció una gran oportunidad para integrarme aún más en las actividades extra académicas de la institución.

REFLEXION #6

Estudiante: Angie Karina Portilla Villamizar

Fecha: 29 de octubre 2019

PARTE DESCRIPTIVA

La semana del 21 al 25 de octubre, siendo semana 2, fue una semana difícil para mí teniendo en cuenta que volvía de un permiso que me dieron a causa de la muerte de mi abuelo y puesto que tenía que hacerme cargo de muchas cosas que dejé pendientes tales como: la retoma de actividades académicas y la recuperación de las horas tanto en primaria como con bachillerato, la revisión de las notas que llevaba cada estudiante hasta el momento para el informe de pre comisión del período, reunión de padres de familia, actividades de nivelación, retoma de las responsabilidades del comité de reinado para el festival de danzas y reinado del folclor de la institución, entre otras.

Para iniciar la semana, con los estudiantes de 1002, nos pusimos al día con notas, e incluso realizamos las actividades que estaban pendientes de la semana anterior con respecto al cierre del tema del pasado simple.

Con 1101, 1102 y 1103, al igual que con décimo, en primera instancia nos pusimos al día con las notas que hasta el momento llevábamos. Luego, nos concentramos en hablar sobre la última actividad que nos quedaba por llevar a cabo en este período que es la sustentación oral en inglés del proyecto de emprendimiento la cual había sido establecida para llevar a cabo el día viernes 25 de octubre. Sin embargo, teniendo en cuenta mi ausencia la semana anterior, yo le solicité a mi supervisora el cambio de esa fecha para después del festival, o sea para el día 08 de noviembre a lo cual ella accedió sin inconveniente. Es así como tuvimos más tiempo con los estudiantes de undécimo para preparar esta sustentación en cuanto a las diapositivas, un guion que será realizado para guiar la sustentación entre otros aspectos necesarios para tal fin, lo que los dejó mucho más tranquilos.

En la segunda clase de esa semana, con undécimo grado comenzamos con la agenda de preparación de la sustentación lo que incluyó el diseño de diapositivas efectivas.

se presentó a solicitar información acerca de las actividades de nivelación y sólo dos madres de familia se presentaron para pedir información acerca del proceso de sus hijos.

Finalmente, para cerrar la semana, retomé mis responsabilidades como parte del comité de reinado del festival de danzas **Marxista**, que se lleva a cabo los días 28, 29 y 30 de octubre en horas de la noche. Dentro de estas responsabilidades se incluyen actualización de hojas de vida de las candidatas, ensayos de baile de presentación, búsqueda de bandas, escarapelas y formatos para las calificaciones a ser otorgadas a las candidatas en cada noche.

PARTE REFLEXIVA

Teniendo en cuenta que al regresar a la institución luego de una ausencia de una semana, la cantidad de trabajo al que me enfrentaría sería bastante. A pesar de que no fue una semana fácil, cada una de las actividades que llevé a cabo me permitieron ganar experiencia y campo en el terreno. Finalmente quedé al día con todas las actividades institucionales y académicas y pude notar como una actividad institucional importante para un colegio, puede afectar considerablemente el curso regular de las actividades propuestas para cada clase. De igual manera estas semanas de planeación del festival me han permitido desenvolverme como docente activa de la institución y reflexionar en el papel docente en este tipo de actividades.

Fuente	Título	Partido	Estudios
<p>REFLEXION #7</p> <p>Estudiante: Angie Karina Portilla Villamizar</p> <p>Fecha: 03 de noviembre 2019</p> <p>PARTE DESCRIPTIVA</p> <p>La semana del 28 de octubre al 01 de noviembre siendo semana 1, fue una semana completamente diferente a las demás debido al evento más importante del año en la institución: El XXIV Festival de danzas y XVII Reinado del Folclor Maquellista. Evento que se lleva a cabo anualmente en la última semana del mes de octubre. Este evento es posible gracias a la colaboración de toda la comunidad Maquellista, en general; directivos docentes, docentes, estudiantes, padres de familia y diferentes entidades de la ciudad que se unen a esta celebración. El evento se organiza por equipos de trabajo o comités donde cada uno se encarga de algo en específico como: decoración, publicidad, disciplina, vestuario, reinado, entre otros. Este año, como practicante de inglés, tuve la oportunidad de participar activamente en este evento institucional, haciendo parte del comité de reinado junto a mi supervisora y tres docentes más. En este comité tuvimos muchas responsabilidades; entre esas, la búsqueda y selección del jurado, la elaboración de los diferentes formatos necesarios para las tres noches del evento: Hojas de vida de las candidatas y sus respectivos bailarines, permisos por parte de los padres de familia, rejillas de evaluación y valoración de las presentaciones para la elección de los ganadores, formatos de programa y demás documentos para ser leídos por los maestros de ceremonia, la solicitud de los premios, refrigerios y patrocinadores; además estuvimos a cargo de la elección de los trajes de las candidatas y de los ensayos para la coreografía de presentación de las mismas en la primera noche, entre muchas otras cosas que hicieron parte de la logística, organización y realización del reinado.</p> <p>Además, en la tercera noche, fui elegida como maestra de ceremonia, tuve que dirigir las presentaciones de la última noche y la elección y coronación de la reina maquellista 2019.</p> <p>Teniendo en cuenta que esta semana giró alrededor de las tres noches del festival: lunes, martes y miércoles desde las 6:00 pm hasta las 11:00 pm; las actividades académicas de esta semana se redujeron considerablemente ya que los estudiantes disponían de las clases para hacer sus últimos ensayos de sus respectivas presentaciones y también debido a que al finalizar el evento, los días jueves y viernes de normalidad académica, los estudiantes ya no disponían de la energía suficiente para</p>			<p>llevar a cabo las actividades ya que habían trasnochado los tres días y el desgaste durante semanas era notorio. Esto produjo la pérdida de clases durante toda la semana por lo que se tuvieron que ajustar muchas cosas en los planeadores de clase.</p> <p>Esta semana con 1002 por ejemplo, sólo tuvimos una clase, la del día lunes; les propuse una película ya que el salón iba a estar ocupado por un curso que iba a ensayar el baile, así que los llevé a la biblioteca a ver una película titulada "Contagion" sobre un virus que se contagia a nivel mundial en donde se ve reflejada la temática de estas semanas, globalización, tecnología, comunicación, productos y servicios y sistemas económicos. Teniendo en cuenta lo visto en la película pienso plantear la tercera sesión de lectura y las respectivas actividades.</p> <p>Con 1101, 1102 y 1103 también tuve poca clase teniendo en cuenta el festival. Con los tres cursos quedé al día en cuanto a pronunciación de verbos regulares en pasado simple, revisión de diapositivas y conectores lógicos para la sustentación del proyecto de emprendimiento la cual será la última actividad notada del año y la cual presentaran en esta semana el día viernes 08 de noviembre el mismo día que las notas de 11º deben quedar subidas al sistema para determinar quiénes se gradúan y quienes no.</p> <p>PARTE REFLEXIVA</p> <p>La participación activa en uno de los comités del festival de danzas y reinado maquellista me permitió tener una perspectiva real y propia de otra de las caras del papel como docente en una institución. Más aun cuando la institución es un colegio público con estudiantes de bajas recursos y con problemas sociales y familiares; esto hace que cada evento sea más difícil teniendo en cuenta las bajas posibilidades económicas de los padres de familia. Fue así como a pesar de todo el trabajo que me conllevó ser parte de este comité y siendo maestra de ceremonia en la última noche, me di cuenta de lo importante y satisfactorio que puede llegar a ser cada esfuerzo que se haga en pro a una actividad en común; que sin la colaboración de todos los comités y de todas las partes propias de la institución no habría sido posible sacar adelante un evento tan grande.</p> <p>En cuanto a la parte académica de la semana, me di cuenta que el trabajo docente en una institución educativa pública es un trabajo muy variante y limitado en muchas ocasiones y que cualquier evento puede irumpir con el desarrollo normal de las actividades planeadas lo que hace que las fechas se corran, que los procesos se alarguen y que los temas propuestos no se puedan llevar a cabo tal cual uno lo espera.</p>
<p>REFLEXION #8</p> <p>Estudiante: Angie Karina Portilla Villamizar</p> <p>Fecha: 11 de noviembre 2019</p> <p>PARTE DESCRIPTIVA</p> <p>La semana del 05 al 08 de noviembre siendo semana 2 y después de un lunes festivo, fue una semana muy diferente a la semana pasada debido a que los estudiantes ya habían salido del festival de danzas, aunque esto fue un poco perjudicial ya que la mayoría de ellos no tenían ganas de hacer mucho en la clase. Fue difícil volver a retomar el ritmo anterior, y fue difícil volver a motivarlos en las diferentes actividades pendientes para el cierre del año escolar. Aún así hice mi mayor esfuerzo y las actividades que preparé para esta semana las llevé a cabo con normalidad.</p> <p>Con undécimo grado, teniendo en cuenta que la institución necesita conocer quienes se gradúan y quienes no para hacer la promoción y al mismo tiempo el SENA tiene en cuenta la nota de inglés del colegio como nota de lengua extranjera del técnico que ellos hacen. Es así como yo debía cerrar académicamente actividades con ellos esta semana; y la única nota que nos hacía falta era la sustentación del proyecto de emprendimiento en inglés. Fue así como dispuse una rejilla de evaluación teniendo en cuenta aspectos como uso de diapositivas efectivas, uso de la lengua extranjera, manejo del tiempo y los aspectos con relación al tema con el fin de dar una nota máxima final de 10 puntos como última nota del periodo. Los estudiantes tenían la opción de hacer un video o de hacer la sustentación de manera presencial. De los tres onoes, sólo 4 grupos por curso decidieron sustentar de forma presencial y los demás optaron por hacer el video, teniendo en cuenta que la nota sería más difícil de obtener ya que tendrían más tiempo y facilidades en la realización de este. Fue así como al día viernes 08 de noviembre del presente año con undécimo grado todas las notas quedaron al día en cuanto a las actividades propuestas al principio del periodo y en cuanto a las nivelaciones propuestas para el refuerzo de las notas perdidas.</p> <p>Hablando de 1002 y teniendo en cuenta el festivo del día lunes, que causó la pérdida de dos horas de clase, esta semana llevé a cabo la tercera sesión de lectura debido a las múltiples pérdidas de tiempo por diversos factores tanto personales como académicos en la institución. En esta tercera sesión, y teniendo en cuenta la película observada la</p>			<p>discusión de la película, un quiz de conocimientos, reconocimiento de vocabulario desconocido, elaboración de ideas principales, organización de imágenes por momentos de forma cronológica para ordenar cada parte de la película, entre otras actividades que sirvieron para la elaboración del producto de esta sesión: un resumen de la película. Fue así como a través de un instrumento de lectura nuevo: una película a través de los subtítulos pude llevar a cabo una nueva sesión proponiendo algo diferente y del gusto de los estudiantes.</p> <p>PARTE REFLEXIVA</p> <p>Teniendo en cuenta que empieza un conteo regresivo para que el año escolar termine, esta semana fue una semana en la que debimos concentrar nuestros esfuerzos en organizar las notas pendientes y las obtenidas durante el periodo con el fin de dejar listo el proceso de grados de los estudiantes de undécimo. Esto me permitió darme cuenta de la responsabilidad que como docentes tenemos con la institución y con el futuro de cada estudiante. Puede vivir ciertas experiencias donde los estudiantes que iban bien, ya no querían continuar con las actividades propuestas y quienes iban mal, se acercaban a ofrecer la realización de cualquier tarea con tal de no perder la asignatura. En los dos casos, como docente me di cuenta que no puedo hacer cosas que se salen de mis manos o que puedan atentar contra mi ética profesional. Los estudiantes que iban mal tuvieron su oportunidad para presentar las actividades de nivelación y quienes van bien deberían ver las actividades restantes como una oportunidad de aprender algo nuevo.</p> <p>En cuanto a décimo, con ellos se tiene un poco más de tiempo para pasar notas, aun así hay que ir finalizando con las actividades para tener todo listo para la comisión final de promoción y finalmente en lo que al proyecto se refiere, en esta oportunidad cambié un poco la metodología del proyecto y en lugar de usar un texto, usé los subtítulos de una película como material de lectura para llevar a cabo las actividades de lectura para reforzar la escritura sobre un tema en específico. La película que escogí la adecuó al tema que estábamos viendo lo que permitió la secuencia de las actividades de análisis y de lectura para la construcción de un resumen como producción escrita para evaluar la lección. Al principio pensé que había sido una decisión osada trabajar con una película, pero me di cuenta que motivé a mis estudiantes usando algo que les gusta y al mismo tiempo les facilité el trabajo de producción con la guía orientada al estudio del vocabulario, temas principales, ideas y demás.</p>

REFLEXION #9

Estudiante: Angie Karina Porfilla Villamizar

Fecha: 17 de noviembre 2019

PARTE DESCRIPTIVA

La semana del 12 al 15 de noviembre siendo semana 1, se llevó a cabo la cuarta y última comisión del año. Durante esta semana tuvimos como docentes del área de inglés que subir notas al sistema de los diferentes cursos a cargo. Todo esto con el fin de saber ~~quienes~~ ^{quienes} pasan y quienes se van quedando en la materia para la semana que viene hacer las respectivas actividades de nivelación. Fue así como fue una semana decisiva donde se llevaron a cabo las actividades finales para cerrar notas y contenidos.

Con 1101, 1102 y 1103 esta semana ya habíamos finalizado y actualizado notas debido a que para ellos este proceso debe hacerse antes. Fue así como concluimos con los contenidos propuestos para este período con la revisión de la canción grupal "~~Pretty Woman~~" de Roy ~~Orbison~~. Teniendo en cuenta que trabajaríamos con esta canción, les llevé la letra impresa, estudiamos la canción con la letra en el televisor, desciframos el vocabulario desconocido y finalmente practicamos la pronunciación para poder presentar en grupo la canción la otra semana.

Por otro lado, con 1002 no tuve clase debido al festivo del día lunes 11 de noviembre.

PARTE REFLEXIVA

Esta semana me permitió darme cuenta de la importancia y de la responsabilidad que tenemos como docentes con las notas de cada uno de los estudiantes. Entendí la importancia de ser ordenada, organizada y eficaz proponiendo cada actividad y la manera de evaluarla con el fin de tener las notas suficientes para medir el aprendizaje de los estudiantes. Como parte de la institución subir notas al sistema es un deber que debe ser llevado a cabo dentro de unos horarios establecidos para que se les sea informado a los padres de familia del rendimiento académico y personal de los estudiantes en la institución.

REFLEXION #10

Estudiante: Angie Karina Portilla Villamizar

Fecha: 25 de noviembre 2019

PARTE DESCRIPTIVA

La semana del 18 al 20 de noviembre siendo semana 2, se realizaron solamente tres días de jornada debido al paro nacional del 21 de noviembre. Durante estos tres últimos días del año escolar, se llevaron a cabo las nivelaciones del cuarto período académico de los estudiantes que quedaron reportados en la comisión de la semana pasada. El fin de semana, llevé a cabo el ejercicio docente de realización de las diferentes nivelaciones de décimo y undécimo grado.

Con los estudiantes de 1101, 1102 y 1103 que perdieron el cuarto período, en cada una de las clases acordé un espacio para la realización de estas actividades y en el tiempo restante, culminé satisfactoriamente con los contenidos inicialmente establecidos para este cuarto período con el cierre del curso a través de la presentación grupal de la canción trabajada las últimas semanas: "~~„Pretty Woman“~~" de Roy Orbison.

Por otro lado, con 1002, recibí algunos trabajos pendientes, entregué y consolidé notas; les agradecí a los chicos por haber hecho parte de mi muestra de investigación y les pedí el favor de permitirme tomarles una foto para enviar a la universidad, foto que tomamos junto a un curso de primaria correspondiente a mi compañero de práctica en la institución.

De esta manera di por terminado mi trabajo directamente con los estudiantes. A parte de este trabajo en clase, por último, al finalizar la semana; realicé entrega de notas finales de nivelación a la comisión académica final de la institución en plataforma, realicé mi última entrega de informes a los padres de familia el día miércoles 20 de noviembre del 2019, solicité por parte de la rectoría de la institución el certificado de horas de práctica y me despedí de los estudiantes y personal docente y directivo docente que hizo parte de esta etapa de formación.

PARTE REFLEXIVA

Teniendo en cuenta que esta semana mi trabajo como docente practicante del área de inglés terminó en la institución, muchas sensaciones, pensamientos y sentimientos llegaron a mí a lo largo de la semana.

En primer lugar, la primera experiencia de nivelar estudiantes no fue tan fácil, ya que, como seres humanos, en ocasiones es muy difícil dejar la


parte sentimental a un lado, y ver a tantos estudiantes con tantas necesidades económicas y de afecto pidiendo puntos extra por x o y situaciones fue una prueba muy difícil debido a que por encima de muchas cosas yo no podía faltar a mi responsabilidad con la institución ni a mi ética profesional.

En segundo lugar, despedirme de mis estudiantes y de todo el personal, docente y administrativo que me acompañó y que me apoyó en este proceso no fue un momento fácil, siempre queda el sin sabor, ya que uno se acostumbra y tener que decir adiós nunca es fácil.

Por último, hacer una retrospectiva y darme cuenta de que ya lo más difícil ya pasó, en que todo salió bien, en que sobreviví a todos los retos que se pusieron en medio del camino y de que ya es muy poco lo que queda para conseguir mi título profesional también generó en mí una serie de sentimientos encontrados ya que la práctica integral es un proceso enriquecedor pero demandante de tiempo, energía y muchos más aspectos, pero finalmente llegó el momento de terminar con este proceso y darle paso a uno nuevo.

Appendix 12: Class recordings and the partner analysis of a class

<https://www.youtube.com/watch?v=WEV7RCGo7W8&t=1027s>



Clase 03 de octubre 2019 Angie Portilla

CRITERIO A OBSERVAR	COMENTARIOS DE LOS ASPECTOS OBSERVADOS DE LA CLASE	ASPECTOS POSTIVOS	ASPECTOS POR MEJORAR
METODOLOGÍA			
Número de actividades implementadas	4	Varía las actividades para mantener a los estudiantes atentos a la clase	
Qué habilidad se trabajó más	ESCUCHA - HABLA	El reconocimiento de vocabulario, la discusión sobre el tema y la muestra del video desarrollan en los estudiantes la dualidad entre estas dos competencias	
Evidencia un plan de clase. Utiliza actividades que evidencian la apertura y cierre de la clase	SI	Sigue el plan de clase tal cual lo establece y respeta los tiempos allí propuestos	Si bien es cierto que la docente practicante maneja muy bien los tiempos estipulados en el

			<p>plan de clase, se le recomienda añadir unos minutos extra en cada actividad por si alguna situación extra afecta el desarrollo corriente de la clase</p>
<p>La clase evidencia un trabajo de los objetivos lingüísticos, comunicativos y sociocultural</p>	<p>SI</p>	<p>Gracias a la variedad de actividades, se puede evidenciar fácilmente el trabajo de cada uno de estos objetivos.</p>	<p>Se recomienda establecer en el plan de clase los objetivos lingüísticos, comunicativos y socioculturales a menos que la institución no lo exija</p>
<p>Desarrolla actividades que privilegian los objetivos lingüísticos,</p>	<p>SI</p>	<p>Teniendo en cuenta que la docente practicante implementa muchas actividades con</p>	

comunicativos y sociocultural		objetivos diferentes, todos estos se ven bien estructurados allí	
Desarrolla las competencias subyacentes (fonética, sintáxis, etc)	SI	De manera deductiva refuerza fonética y sintaxis a través de la corrección de la pronunciación y escritura en los estudiantes	
Utiliza variedad de material didáctico	SI	En esta secuencia pedagógica, implementó materiales variados y efectivos para los objetivos: imágenes, un vídeo y un texto.	
Emplea material auténtico	NO	Las imágenes, el vídeo y el texto fueron tomados de fuentes en internet	Se le recomienda a la docente practicante implementar al menos un material auténtico, por

			ejemplo: el texto tomado de un periódico o alguna otra fuente directa a la lengua extranjera.
Tiene en cuenta los diferentes estilos de aprendizaje	SI	Se acerca a varios estudiantes y propone diferentes dinámicas dependiendo de su estilo de aprendizaje, a algunos les pregunta, a otros les pide pasar al tablero a escribir.	
Centra el desarrollo de la clase en sí mismo	NO	Crea espacios para que haya interacción entre los estudiantes y ella, les permite hablar todo el tiempo realizando preguntas frecuentemente	

Centra el desarrollo de la clase en los estudiantes	SI	La mayor parte del tiempo, las actividades son enfocadas para que sean los mismos estudiantes los que descubran el tema y lo discutan grupalmente.	
Tipos de actividades desarrolladas en la clase	Se evidencian actividades de exploración, de apropiación, de práctica, estructuración y validación o evaluación	Divide las actividades de manera equilibrada para los diferentes momentos de la clase y para que el aprendizaje sea consolidado correcta y significativamente.	
INTERACCIÓN			
Facilita la participación de los estudiantes	TODO EL TIEMPO	Constantemente abre espacios de discusión y propone preguntas para que todos los estudiantes participen	

		activamente de la clase	
Da instrucciones precisas a los estudiantes	SI	Al inicio de la clase da la agenda del día y a medida que avanza en las actividades da indicaciones precisas de qué deben hacer y cómo hacerlo	
Da tiempo suficiente a los estudiantes para que respondan a las actividades propuestas	CASI SIEMPRE	Existen espacios continuos donde los estudiantes participan activamente	Por cumplir con los tiempos estipulados en el plan de clase a veces el tiempo para que más estudiantes participen se limita
Propicia actividades que involucran el trabajo en grupo	SI	Sobre todo en la actividad de consolidación	Podría agregar una actividad en una de las primeras partes de la clase donde los estudiantes

			puedan trabajar en grupo
Orienta el trabajo de los estudiantes (individual y grupal)	SI	Todo el tiempo está pendiente del trabajo de los estudiantes	
Corrige los errores de los estudiantes	SI	Cuando los estudiantes hablan en español les enseña la palabra en inglés y corrige la pronunciación todo el tiempo.	
Refuerza continuamente el aprendizaje de los estudiantes	SI	Cada vez que pasa a una actividad diferente hace una revisión rápida de lo anteriormente aprendido	
Circula por el aula atendiendo las necesidades de los estudiantes	SI	Todo el tiempo está circulando por el salón para tener un seguimiento más	

		cercano con la gran parte de la clase y mantener la atención de los estudiantes	
Usa elementos paraverbales y no verbales para facilitar la comprensión de los estudiantes	SI	Tiene un buen manejo del lenguaje para verbal, utiliza sus manos y los gestos para hacerse entender en lengua extranjera	
COMPETENCIAS COMUNICATIVAS			
Domina los contenidos trabajados durante la clase	SI	Se evidencia preparación previa de la clase y demuestra dominio en los temas a enseñar	
Se expresa correctamente en forma oral o escrita en la lengua extranjera	SI	Demuestra buen manejo de la lengua extranjera de manera oral y en el plan de clase presentado en inglés	

<p>Alternar el uso de la lengua materna y la extranjera</p>	<p>CASI SIEMPRE</p>	<p>Se evidencia el uso de la lengua extranjera para la enseñanza del tema y del vocabulario</p>	<p>Se le recomienda alternar más el uso de las dos lenguas para mejorar las habilidades de escucha de los estudiantes</p>
<p>EL ESTUDIANTE</p>			
<p>Participa individual o grupalmente de forma activa durante la clase</p>	<p>SI</p>	<p>Los estudiantes se muestran interesados en el tema propuesto y participan activamente durante toda la clase</p>	
<p>Participa activamente en actividades orales o escritas</p>	<p>SI</p>	<p>La gran mayoría de los estudiantes participan de las discusiones orales y todo realizan las actividades escritas</p>	
<p>Sigue las instrucciones del profesor</p>	<p>SI</p>	<p>Los estudiantes atienden a las</p>	

		instrucciones de la docente sin problema	
Muestra respeto y disciplina hacia el profesor y sus compañeros	SI	Durante la clase grabada los estudiantes demuestran una disciplina y respeto evidentes por la clase y su docente	
ASPECTOS EMERGENTES			
Aspectos que influyeron en el desarrollo de la clase	En el video se evidencia la dificultad de la docente para que su voz circule uniformemente por el aula de clase debido a la acústica del salón. Hay mucho ruido exterior debido a que el salón limita con una calle seguramente transitada	A pesar de los problemas de acústica la docente se hace entender y maneja la disciplina en el aula	

<p>Otros aspectos a mencionar que no están contemplados en la parte superior</p>	<p>PRESENTACIÓN PERSONAL</p>	<p>La docente evidencia sentido de pertenencia con la universidad al portar el uniforme y vestir de manera respetuosa para la clase</p>	
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<https://www.youtube.com/watch?v=u6iOm6PwVIQ&pbjreload=10>



OUTREACH COMPONENT

Appendix 14: Plannings primary school

Público: Segundo grado	Nivel: A1
Fecha: 16 – 20 septiembre 2019 Tiempo: 1 hora	Material: <ul style="list-style-type: none">• Flashcards,• Worksheets,• Tablero,
Docente: Angie Karina Portilla Villamizar	Tema: The body parts
Objetivo Lingüístico: Identificar 11 partes del cuerpo en inglés de forma oral y escrita (Shoulder/hombro, feet/pies, nose/ nariz, eye/ ojo, head/cabeza, ear/ oído, teeth / dientes, toes/ dedos de los pies, mouth/boca, fingers/dedos, knee/rodilla)	

Objetivo comunicativo: Expresar de forma oral las partes del cuerpo en inglés haciendo uso de su lenguaje corporal

Objetivo socio cultural: Diferenciar los rasgos físicos que lo hacen diferente a los demás en medio de la diversidad.

PROCEDIMIENTO

Warm up : Tiempo : 10 minutos

Se saludará a los niños y se les preguntará como están.

El profesor introducirá el tema a través de una ronda llamada "Head, shoulders, knees and toes". Primero les enseñará a los niños el vocabulario y luego los pondrá de pie para la rona.

Desarrollo- Explicación del tema: Tiempo: 25 minutos

El profesor enseñará el tema a través de tarjetas coloridas o flashcards con las cuales los niños podrán escribir e identificar mejor cada parte. La profesora irá mostrando cada parte y la irá escribiendo en el tablero dejando tiempo para que los niños copien.

Actividad de Producción y Evaluación: Tiempo: 20 minutos

Después de enseñado el vocabulario y de haber pronunciado correctamente cada parte del cuerpo, los niños deben resolver una sopa de letras donde deben encontrar a través de la correcta escritura siete partes del cuerpo. Al final de la actividad el docente revisará la actividad y asignará una nota. **(ver anexo 2)**

Tarea: Tiempo: 5 minutos

Cada niño debe dibujarse a sí mismo en el cuaderno, decorar libremente el dibujo y debe identificar las partes del cuerpo en inglés en el dibujo.

Referencias:

<https://www.cambridge.org/es/cambridgeenglish/catalog/primary/fun-starters-movers-and-flyers-2nd-edition/resources>

<https://www.education.com/worksheet/article/parts-human-body/>

<https://www.educima.com/wordsearch/spa/index.html>

Público: Segundo grado

Nivel: A1

Fecha: 30 septiembre – 04 octubre

2019

Material:

- Flashcards
- Ficha de trabajo

Tiempo: 1 hora

	<ul style="list-style-type: none"> • Tablero
Docente: Angie Karina Portilla Villamizar	Tema: The parts of the classroom (Las partes del salón)
<p>Objetivo Lingüístico: Identificar 10 objetos del salón en inglés de forma oral y escrita</p> <p>(Salón/Classroom ; Tablero/Board ; Mesa/Table; Silla/Chair; Libro/Book; Borrador/Rubber; Lápiz/Pencil; Regla/Ruler; Computador/Computer; Tijeras/Scissors)</p>	
<p>Objetivo comunicativo: Pronunciar correctamente cada objeto del salón</p>	
PROCEDIMIENTO	
<p>Warm up : Tiempo : <u>10 minutos</u></p> <p>Se saludará a los niños y se les preguntará como están.</p> <p>El docente introducirá el tema a través de una pregunta: ¿Cuál es el lugar donde pasan más tiempo ustedes después de la casa?</p> <p>Después de conocer las respuestas de los niños, el docente les va a pedir que vayan dibujando uno a uno con él los objetos del salón con sus respectivos nombres en inglés y en español.</p>	

Desarrollo- Explicación del tema: Tiempo: 25 minutos

El docente enseñará el tema a través de tarjetas coloridas o flashcards con las cuales los niños podrán escribir e identificar mejor cada parte. El docente irá dibujando a la vez cada parte de acuerdo a su gusto e irá escribiendo en el tablero cada elemento dejando tiempo para que los niños dibujen y copien también.

Actividad de Producción y Evaluación: Tiempo: 20 minutos

Después de enseñado el vocabulario y de haber pronunciado correctamente cada parte de la casa varias veces, los niños deben resolver una ficha donde deben colorear los objetos que allí muestran y organizar las palabras en inglés que se encuentran en desorden

Tarea: Tiempo: 5 minutos

Libre al docente

Referencias:

<https://www.cambridge.org/es/cambridgeenglish/catalog/primary/fun-starters-movers-and-flyers-2nd-edition/resources>

<https://www.education.com/worksheet/article/parts-human-body/>

<https://www.educima.com/wordsearch/spa/index.html>

Público: Segundo grado	Nivel: A1
Fecha: 23 – 27 septiembre 2019 Tiempo: 1 hora	Material: <ul style="list-style-type: none"> • Flashcards • Ficha de trabajo • Tablero
Docente: Angie Karina Portilla Villamizar	Tema: The parts of the house (Las partes de la casa)
<p>Objetivo Lingüístico: Identificar 10 partes de la casa en inglés de forma oral y escrita (Roof/techo, Wall/pared, floor/piso, door/puerta, window/ventana, chimney/chimenea, living room/sala, kitchen/cocina, bedroom/habitación, bathroom/ baño)</p>	
<p>Objetivo comunicativo: Pronunciar correctamente cada parte de la casa</p>	
PROCEDIMIENTO	
<p>Warm up : Tiempo : <u>10 minutos</u> Se saludará a los niños y se les preguntará como están.</p>	

El docente introducirá el tema a través de una pregunta: ¿Cómo sería la casa de sus sueños?

Después de conocer las respuestas de los niños, el docente les va a pedir que vayan dibujando con él la casa de los sueños en el cuaderno.

Desarrollo- Explicación del tema: Tiempo: 25 minutos

El docente enseñará el tema a través de tarjetas coloridas o flashcards con las cuales los niños podrán escribir e identificar mejor cada parte. El docente irá dibujando a la vez cada parte de acuerdo a su gusto e irá escribiendo en el tablero cada elemento dejando tiempo para que los niños dibujen y copien también.

Actividad de Producción y Evaluación: Tiempo: 20 minutos

Después de enseñado el vocabulario y de haber pronunciado correctamente cada parte de la casa, los niños deben resolver una ficha donde les preguntan donde se encuentra cada personaje, allí deben poner la parte de la casa donde el dibujo se encuentra pero en inglés. Al final de la actividad el docente revisará la ficha y asignará una nota. **(ver anexo 2)**

Tarea: Tiempo: 5 minutos

Los niños deben colorear la ficha hecha en clase y traerla pegada en el

cuaderno para la próxima clase.

Referencias:

<https://www.cambridge.org/es/cambridgeenglish/catalog/primary/fun-starters-movers-and-flyers-2nd-edition/resources>

<https://www.education.com/worksheet/article/parts-human-body/>

<https://www.educima.com/wordsearch/spa/index.html>

Público: Segundo grado	Nivel: A1
Fecha: 30 septiembre – 04 octubre 2019 Tiempo: 1 hora	Material: <ul style="list-style-type: none">• Flashcards• Ficha de trabajo• Tablero
Docente: Angie Karina Portilla Villamizar	Tema: Means of transport (Los medios de transporte)

Objetivo Lingüístico: Identificar 8 medios de transporte en inglés de forma oral y escrita

(Carro/Car; Moto/Motorbike; Bicicleta/Bicycle; Helicóptero/Helicopter
Avión/Airplane Bus/Bus Camión/Truck Tren/Train)

Objetivo comunicativo: Pronunciar correctamente cada medio de transporte

PROCEDIMIENTO

Warm up : Tiempo : 10 minutos

Se saludará a los niños y se les preguntará como están.

El docente introducirá el tema a través de una pregunta: ¿Cuáles medios de transporte conocen?, ¿cuál es su favorito?

Después de conocer las respuestas de los niños, el docente les va a pedir que vayan dibujando uno a uno con él los medios de transporte con sus respectivos nombres en inglés y en español.

Desarrollo- Explicación del tema: Tiempo: 25 minutos

El docente enseñará el tema a través de tarjetas coloridas o flashcards con las cuales los niños podrán escribir e identificar mejor cada medio de transporte. El docente irá dibujando a la vez cada parte de acuerdo a su

gusto e irá escribiendo en el tablero cada elemento dejando tiempo para que los niños dibujen y copien también.

Actividad de Producción y Evaluación: Tiempo: 20 minutos

Después de enseñado el vocabulario y de haber pronunciado correctamente cada medio de transporte varias veces, los niños deben resolver una ficha donde deben colorear los medios de transporte que allí muestran y escribir su respectivo nombre en inglés.

Tarea: Tiempo: 5 minutos

Dibujar y colorear su medio de transporte favorito

Referencias:

<https://www.cambridge.org/es/cambridgeenglish/catalog/primary/fun-starters-movers-and-flyers-2nd-edition/resources>

<https://www.education.com/worksheet/article/parts-human-body/>

<https://www.educima.com/wordsearch/spa/index.html>

Público: Segundo grado

Nivel: A1

<p>Fecha: 30 septiembre – 04 octubre 2019</p> <p>Tiempo: 1 hora</p>	<p>Material:</p> <ul style="list-style-type: none"> • Flashcards • Ficha de trabajo • Tablero
<p>Docente: Angie Karina Portilla Villamizar</p>	<p>Tema: Occupations (Profesiones)</p>
<p>Objetivo Lingüístico: Identificar 9 medios de transporte en inglés de forma oral y escrita</p> <p>(Policía/Police; Bombero/Fireman; Cartero/Postman; Profesor/Teacher; Doctor/Doctor; Enfermera/Nurse; Granjero/Farmer; Vendedora/Seller; Cocinero/Cook)</p>	
<p>Objetivo comunicativo: Pronunciar correctamente cada profesión</p>	
<p>PROCEDIMIENTO</p>	
<p>Warm up : Tiempo : <u>10 minutos</u></p> <p>Se saludará a los niños y se les preguntará como están.</p> <p>El docente introducirá el tema a través de una pregunta: ¿En qué trabajan sus papás?</p>	

Después de conocer las respuestas de los niños, el docente les va a pedir que vayan dibujando uno a uno con él las profesiones con sus respectivos nombres en inglés y en español.

Desarrollo- Explicación del tema: Tiempo: 25 minutos

El docente enseñará el tema a través de tarjetas coloridas o flashcards con las cuales los niños podrán escribir e identificar mejor cada profesión. El docente irá escribiendo cada profesión dejando tiempo para que los niños copien en inglés y en español también.

Actividad de Producción y Evaluación: Tiempo: 20 minutos

Después de enseñado el vocabulario y de haber pronunciado correctamente cada medio de transporte varias veces, los niños deben resolver una ficha donde deben completar un crucigrama con las profesiones indicadas en los dibujos y colorearlos.

Tarea: Tiempo: 5 minutos

Dibujar lo que quiere ser de grande y ponerle el nombre en inglés

Referencias:

<https://www.cambridge.org/es/cambridgeenglish/catalog/primary/fun-starters-movers-and-flyers-2nd-edition/resources>

<https://www.education.com/worksheet/article/parts-human-body/>

<https://www.educima.com/wordsearch/spa/index.html>

Público: Segundo grado	Nivel: A1
Fecha: 30 septiembre – 04 octubre 2019 Tiempo: 1 hora	Material: <ul style="list-style-type: none">• Flashcards• Ficha de trabajo• Tablero
Docente: Angie Karina Portilla Villamizar	Tema: Occupations (Profesiones)
Objetivo Lingüístico: Identificar y diferenciar 9 animales de la granja y del zoológico en inglés de forma oral y escrita. (Oso/Bear; Ornitorrinco/Platypus; León/Lion; Jirafa/Giraffe; Elefante/Elephant; Cabra/Goat; Caballo/Horse; Pato/Duck; Gallina/Hen)	
Objetivo comunicativo: Pronunciar correctamente cada animal	

PROCEDIMIENTO

Warm up : Tiempo : 10 minutos

Se saludará a los niños y se les preguntará como están.

El docente introducirá el tema a través de una pregunta: ¿cuál es su animal favorito?

Después de conocer las respuestas de los niños, el docente les va a pedir que vayan dibujando uno a uno con él los animales del zoológico y de la granja con sus respectivos nombres en inglés y en español.

Desarrollo- Explicación del tema: Tiempo: 25 minutos

El docente enseñará el tema a través de tarjetas coloridas o flashcards con las cuales los niños podrán escribir e identificar mejor cada profesión. El docente irá escribiendo y dibujando cada animal del zoológico y de la granja dejando tiempo para que los niños dibujen y copien en inglés y en español.

Actividad de Producción y Evaluación: Tiempo: 20 minutos

Después de enseñado el vocabulario y de haber pronunciado correctamente cada animal del zoológico y de la granja varias veces, los niños deben resolver una ficha donde deben cortar y pegar cada animal

dependiendo a su hábitat natural

Tarea: Tiempo: 5 minutos

Dibujar y colorear su animal favorito y ponerle el nombre en inglés

Referencias:

<https://www.cambridge.org/es/cambridgeenglish/catalog/primary/fun-starters-movers-and-flyers-2nd-edition/resources>

<https://www.education.com/worksheet/article/parts-human-body/>

<https://www.educima.com/wordsearch/spa/index.html>

Appendix 15: Materials



Feet



Head



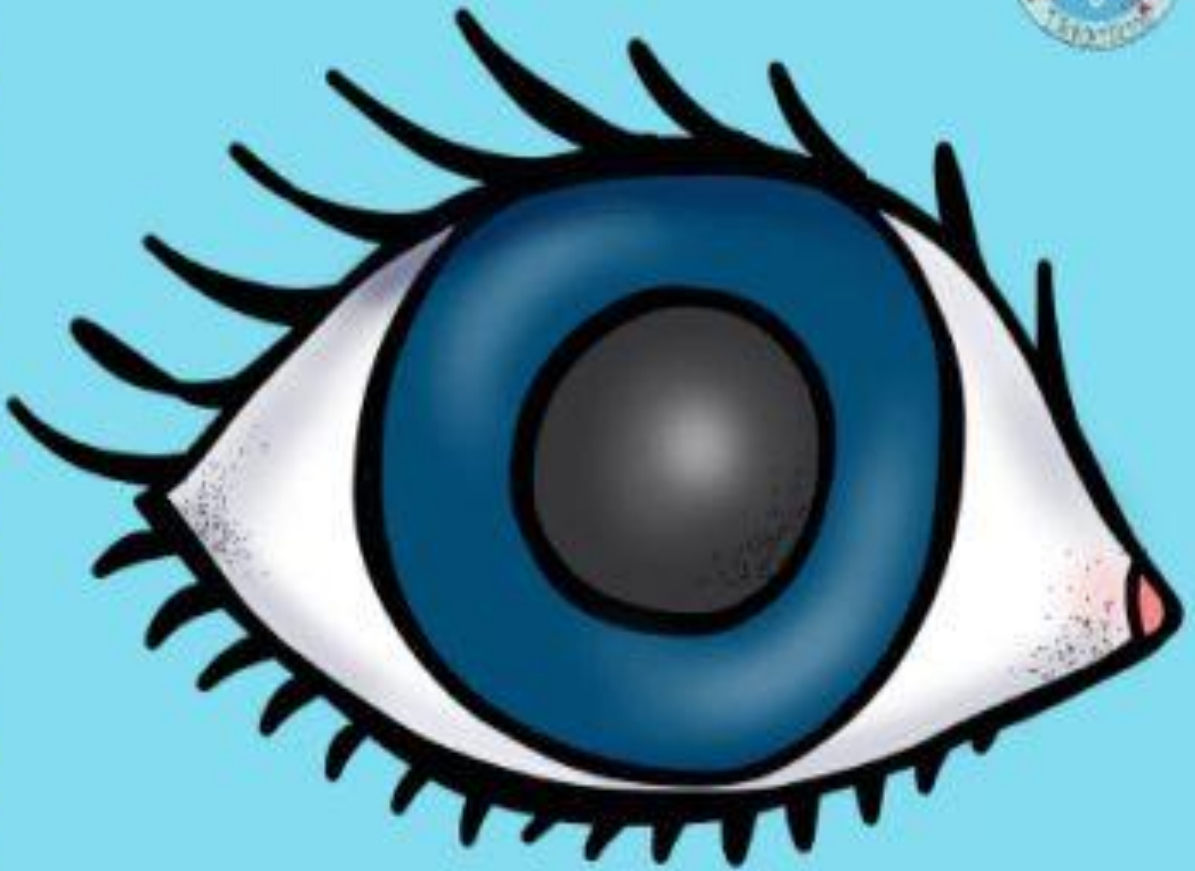
Ear



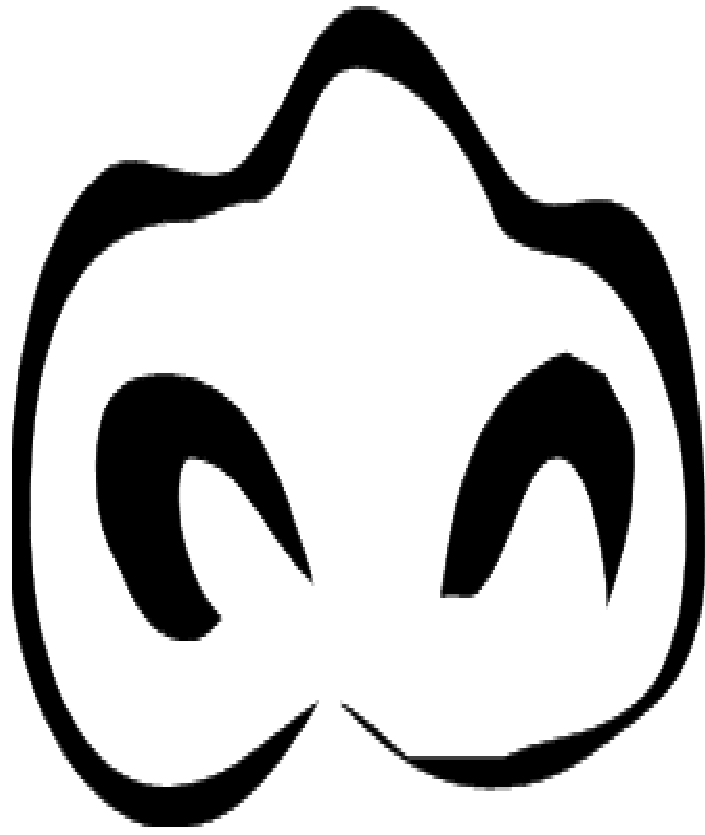
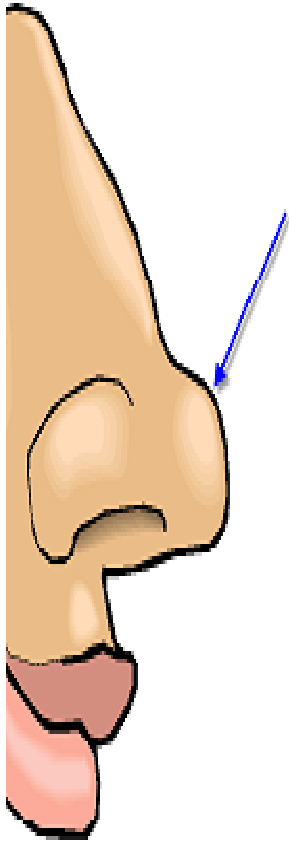
Teeth



TOES



Eye



nose



airplane



bicycle



train

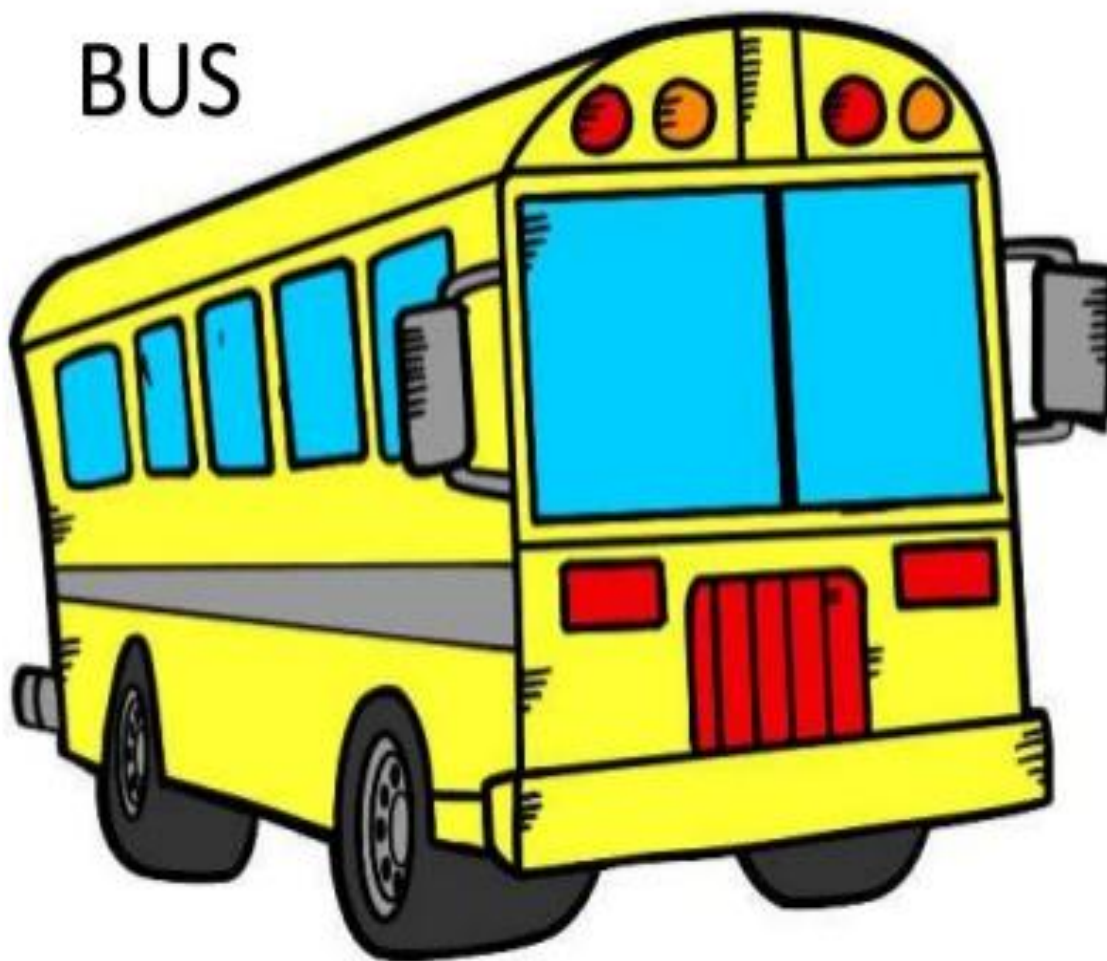


car



helicopter

BUS



b u s

5



helicopter

5



motorbike



t r u c k

Name: _____








Encuentra las partes del cuerpo en la sopa de letras y enciérralas con colores. Find the body parts in the letter soup.

U T E Y E S L I A N	FEET
N S N N H W O B L E	HEAD
I I A Q I T M V N F	EARS
H R A O C K U O T I	FINGERS
C W U E A D S O I N	TOES
S R A E S Y A S M G	NOSE
D L I P S O C E T E	TEETH
H T E E T W N O H R	
J D F E E T C T I S	
T O N G U E W I U J	

NAME/NOMBRE: _____ COURSE/CURSO: _____

1. Reorganize the letters to complete the words and then color the figures/Reorganiza las letras para completar las palabras y luego colorea los dibujos

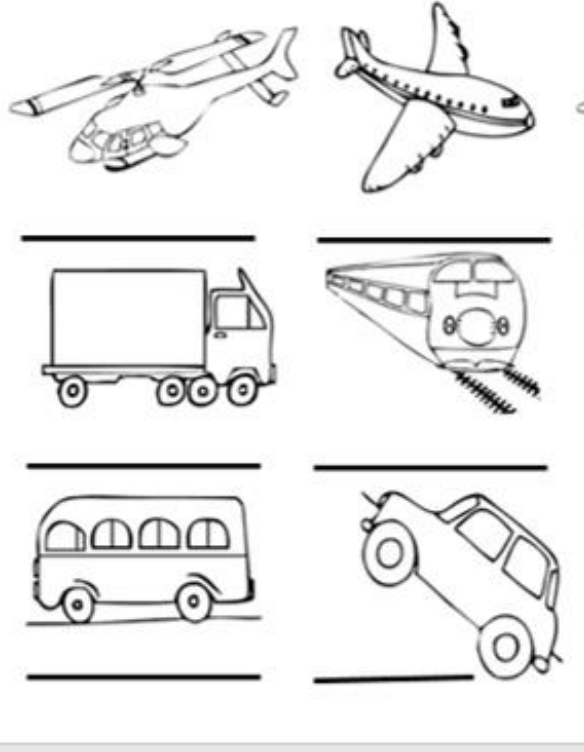
Crazy words

 epciln p_____	 rahci c_____
 burbre r_____	 lurre r_____
 atleb t_____	 okob b_____
 siscros s_____	 mpicture c_____

**MEANS OF
TRANSPORT**

My name is _____

Color the objects

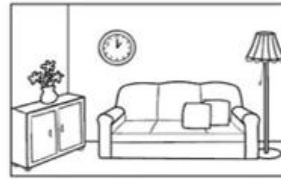


HOMEWORK/TAREA

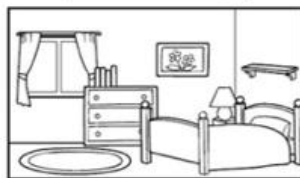
Write the parts of the house in English and color the images. Escribe las partes de la casa en inglés y colorea las imágenes.



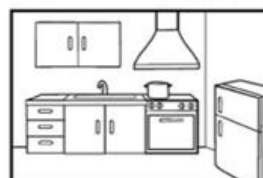
BAÑO



SALA

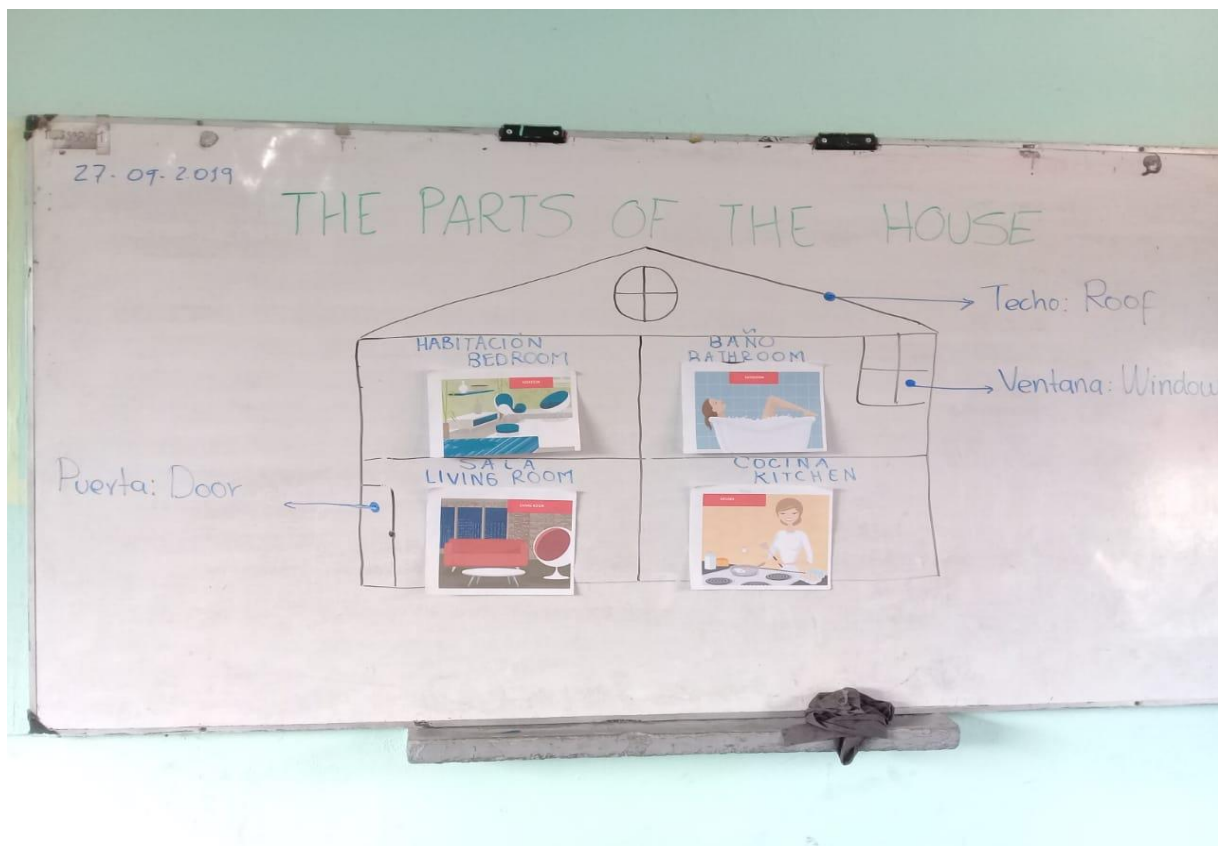
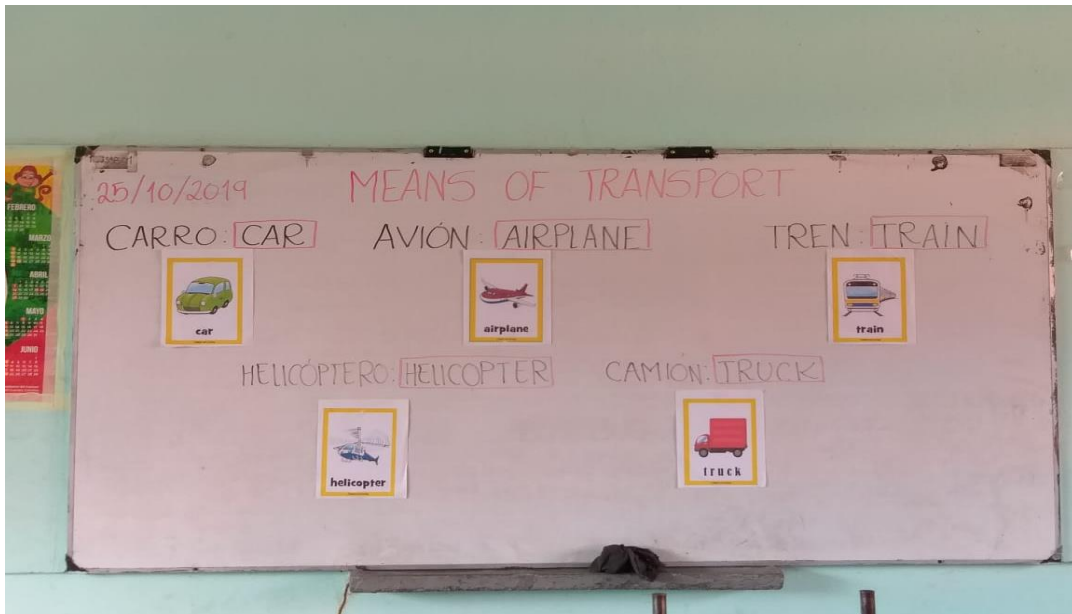


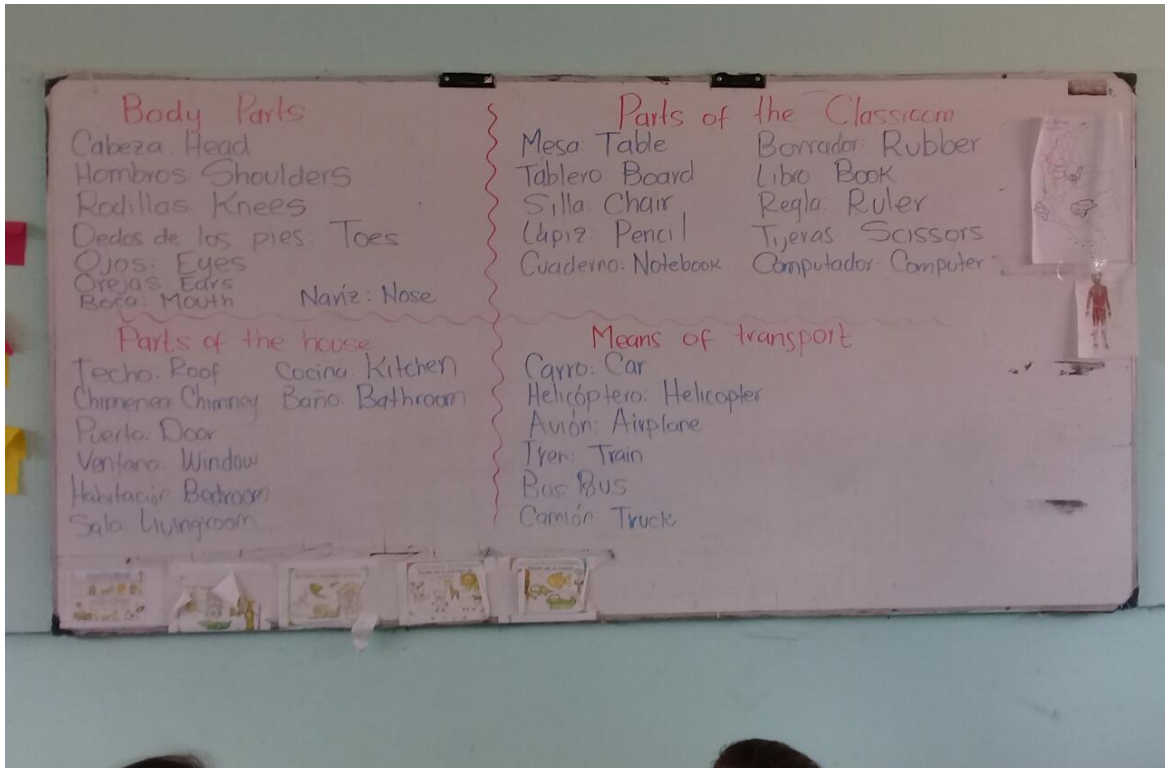
HABITACIÓN

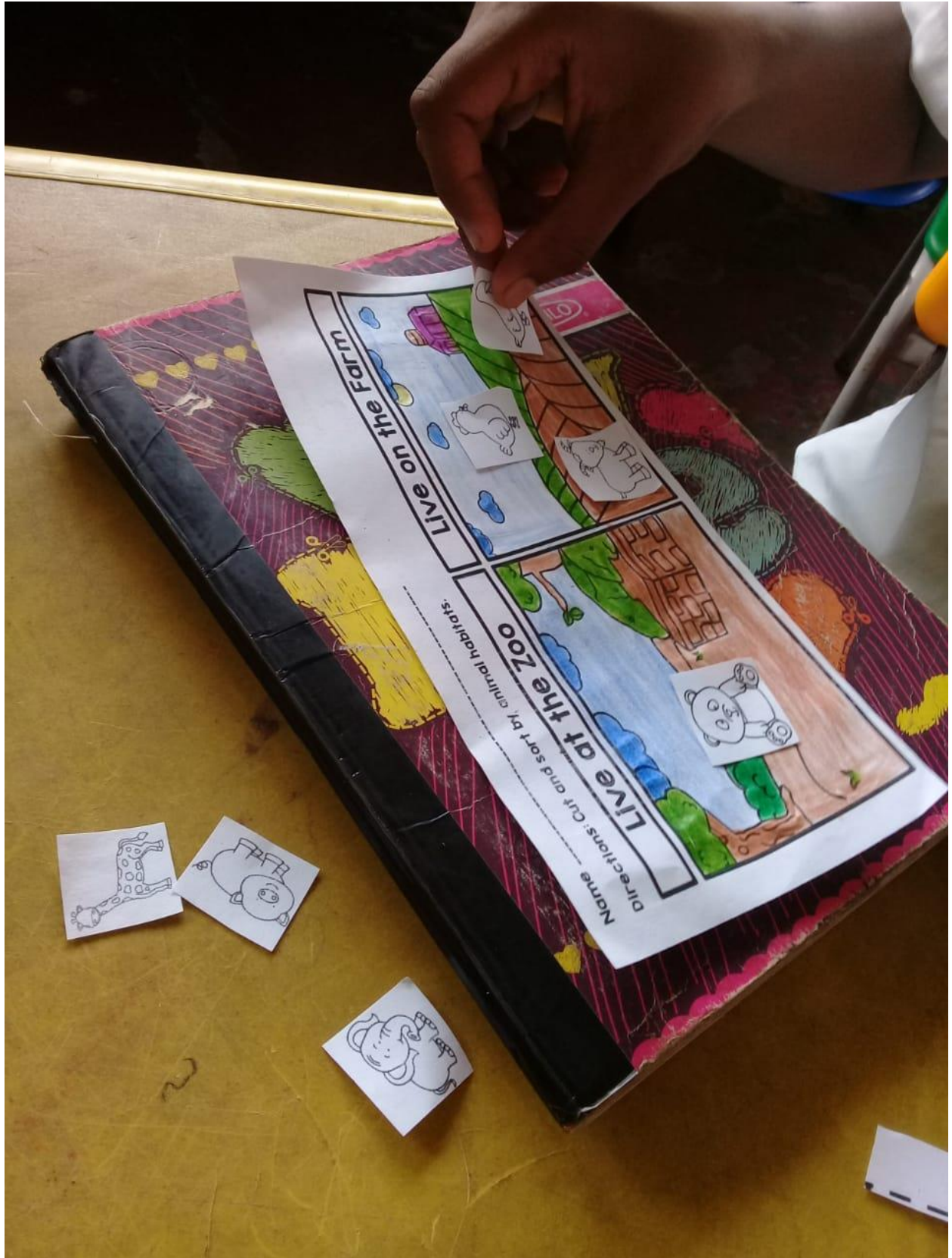


COCINA

Appendix 16: Primary School Evidences



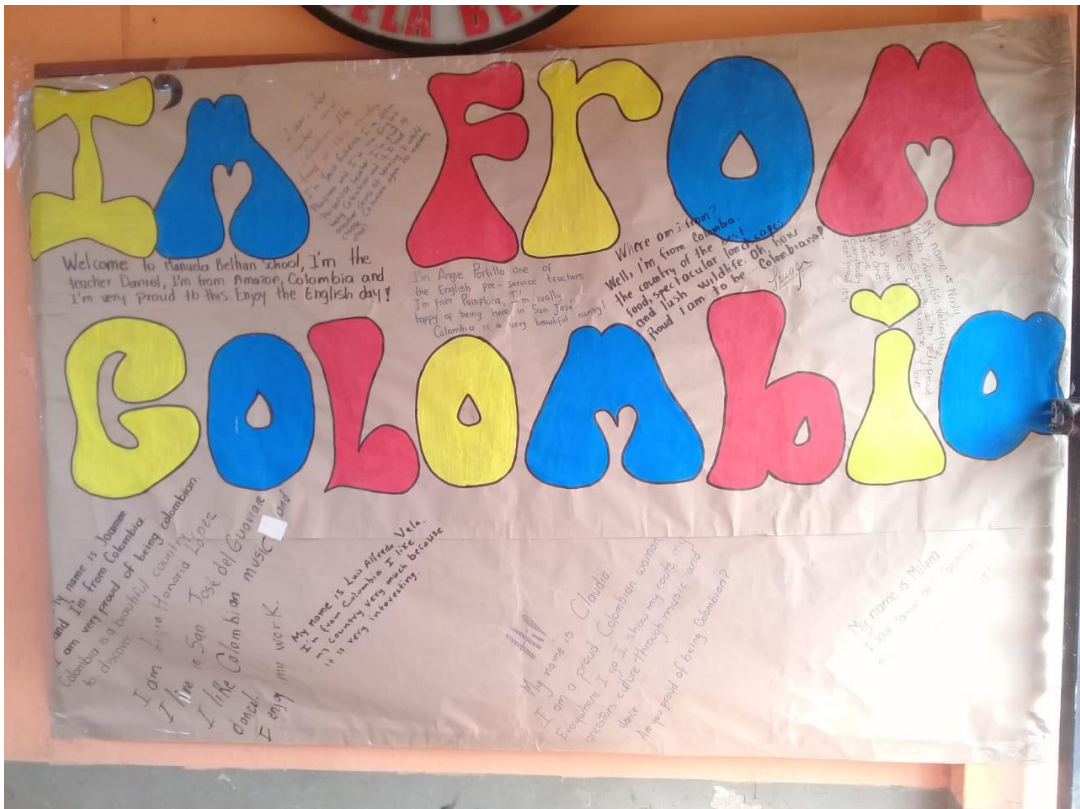




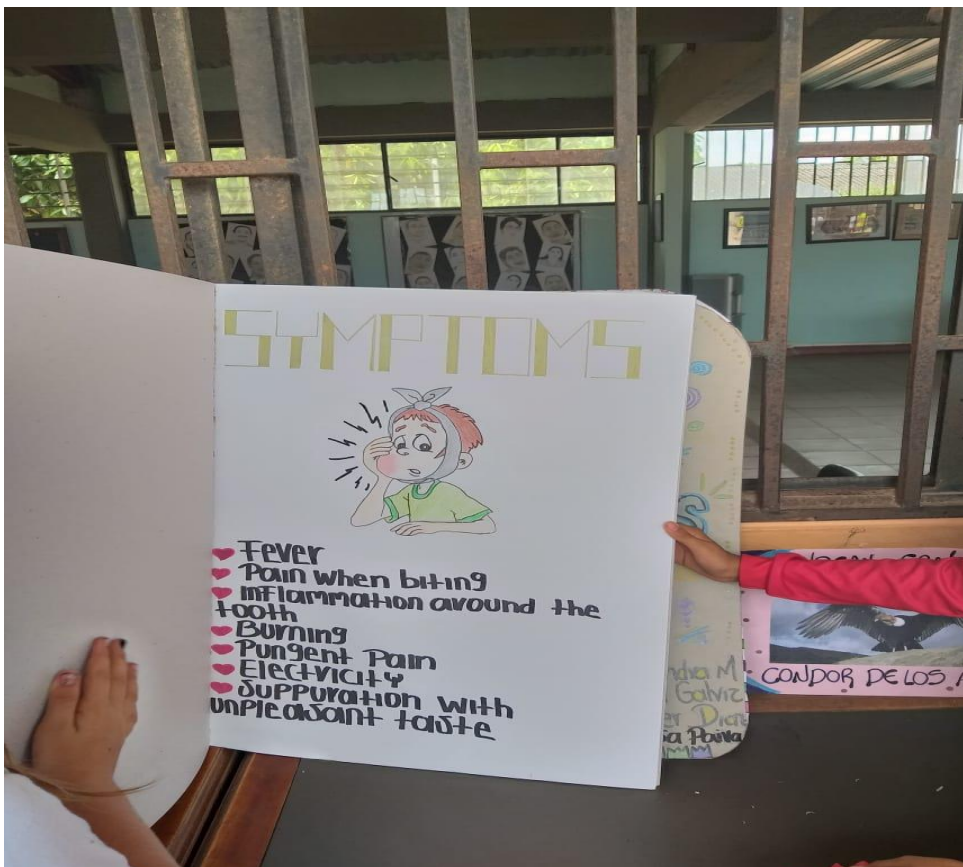
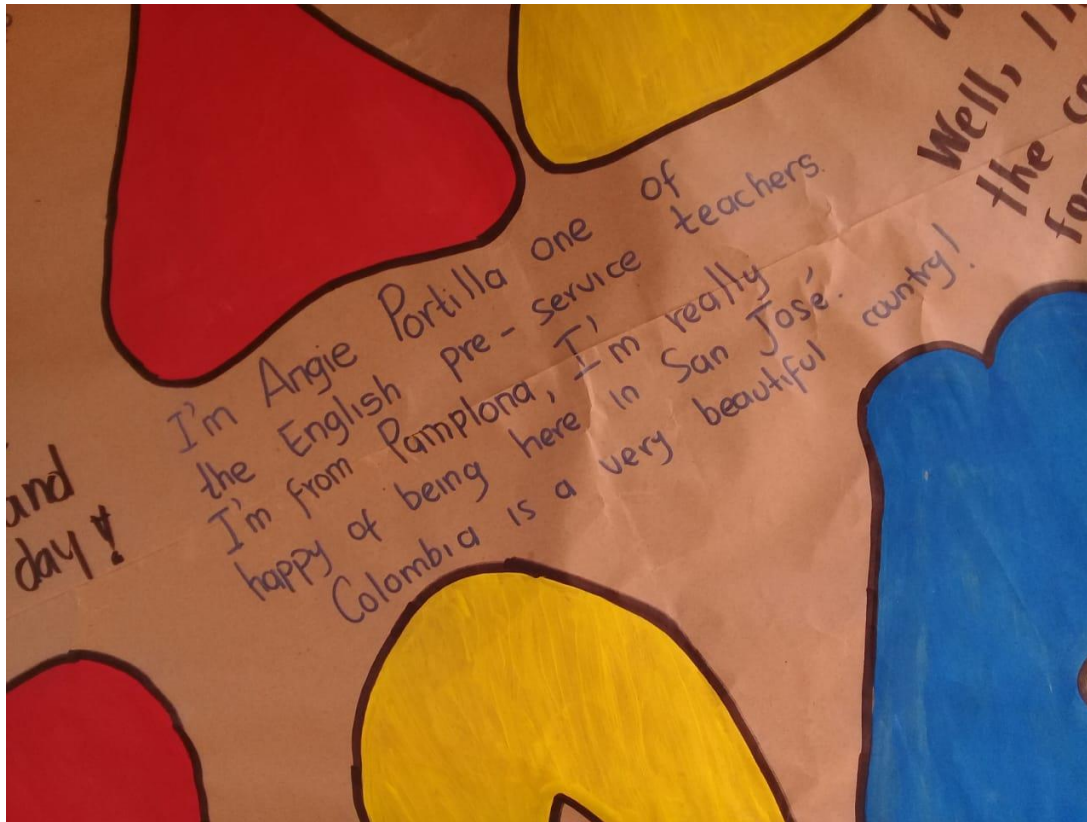
ADMINISTRATIVE COMPONENT

Appendix 17: English Day











Appendix 18: Business Fair









Appendix 19: E Day





Appendix 19: Manuelista Dance Festival and Reign of Folklore







SAN JOSÉ DEL GUAVIARE, 2019