

The use of Mind Mapping technique as a learning strategy for developing reading
Comprehension skills of 10th Grade students at Patios Centro N°2 Technical Institute: An Action
Research

Dania Karina Mesa Rodríguez

1.093.783.649

University of Pamplona

Faculty of Education

Foreign Language Program

Integral Practicum

Pamplona

2019

The use of Mind Mapping Technique as a learning strategy for developing reading
Comprehension skills of 10th Grade students at Patios Centro N°2 Technical Institute: An Action
Research

Dania Karina Mesa Rodríguez

Mentor

Myriam Edilma Gómez Filigrana

University of Pamplona

Faculty of Education

Foreign Language Program

Integral Practicum

Pamplona

2019

APPROVAL NOTE

Practicum Committee Signature

Cooperative Teacher Signature

Table of content

General presentation	9
Introduction.....	10
Justification.....	11
Objectives	12
General objective	12
Specific objectives	12
Institutional observation.....	13
Topographical location of the school.....	13
Institutional authorities	13
Principal aspects of the Institutional Educational Project (PEI)	14
Institutional horizon	14
Symbols of the institution	15
Main aspects of the coexistence handbook of the educational institution	17
Organization chart of the educational institution.....	18
School Calendar.....	19
Supervisor’s academic schedule	20
Pre-service teacher schedule	20
Pedagogical aspects	21
Chapter I Pedagogical Component	26
Introduction.....	26
Statement of the problem.....	28
Objectives	30
General objective	30
Specific objectives	30
Theoretical framework.....	31
Literature review.....	33
Research Methodology	37
Methods of data collection.....	41
Techniques and instruments to collect data	41
Implementation of the proposal	44
Third topic “How can you help?”	47
Data Analysis	48
Ethical considerations	52

Findings	52
Conclusions and recommendations.....	62
Chapter II: Research component.....	65
Introduction.....	65
Justification.....	65
Statement of the problem.....	66
Objectives	67
General objectives.....	67
Specific objectives	67
Theoretical framework.....	68
Methodology	74
Implementation of the Research Component.....	76
Findings	82
Chapter III Outreach component.....	86
Introduction.....	86
Justification.....	88
Objectives	89
General objectives.....	89
Specific objectives	89
Typology of the project.....	90
Theoretical framework.....	91
School context.....	96
Methodology	96
Visual aids.....	97
Total Physical Response	98
Outreach Timetable.....	99
Development of the Outreach Component.....	100
Results.....	101
Conclusions.....	103
Chapter IV: Administrative component.....	105
Introduction.....	105
Objectives	105
General objective	105
Specific objectives	105

Methodology	106
Development of the administrative component	107
Results.....	112
Conclusions.....	113
References.....	114
Annexes	118

List of figures

Figure 1 Institutional flag.....	15
Figure 2 Institutional shield	16
Figure 3 School organization chart	18
Figure 4 Lesson plan.....	21
Figure 5 “Way to go” for 7th graders	25
Figure 6 “English, Please” For students from 9th to 11th grade.....	25
Figure 7 Example of a mind map finished from “Tony Buzan Learning Centre”	40
Figure 8 Participant observation items.....	41
Figure 9 Interview topics	42
Figure 10 "Eco destinations around the world" Participant 1	46
Figure 11 Participant 2“Eco-projects"	47
Figure 12 How can you help? Participant 3.....	48
Figure 13 Instruments	49
Figure 14 Categories and subcategories.....	51
Figure 15 Analysis of reading comprehension activities	62
Figure 16 Reflection as a process	69
Figure 17 Implementation of the Research Component	76
Figure 18 Narratives	78
Figure 19 Class recording	81
Figure 20 Students' participation. Family members.....	103
Figure 21 Students' performances.....	107
Figure 22 Opening of the event.....	109
Figure 23 Presentation of the stands.....	110
Figure 24 Flag raising ceremony	111
Figure 25 Coordination office.....	112

List of tables

Table 1 School calendar.....	19
Table 2 Supervisor’s academic schedule	20
Table 3 Pre-service’s academic schedule.....	20
Table 4 Data collection timetable. Pedagogical component	43
Table 5 Chronogram of activities Pedagogical Component	44
Table 6 Coding data.....	50
Table 7 Phases of the development of the research	51
Table 8 Data Colection Research component	76
Table 9 Outreach Component timetable	99
Table 10 Outreach schedule activities	99
Table 11 Activities school calendar 2019 Second semester	106

List of annexes

Annex 1. Plannings	118
Annex 2. Observation Rubric.....	125
Annex 3. Semi structured interview.....	126
Annex 4. Artifact Analysis rubric	127
Annex 5. Gathered information	129
Annex 6. Letters of permission	145
Annex 7. Narratives	148
Annex 8. Self-reflection checklist.....	152
Annex 9. Workshops.....	155
Annex 10. Plannings for Preschool.....	160
Annex 11. Letter of permission.....	168

General presentation

Through this practicum process is necessary to provide complete information about the structure of this project to focus on its development. Consequently, this study is composed of four different components: Pedagogical, Research, Outreach and Administrative, which play an important role on the concerns of the researchers dealing with the area of foreign language teaching and learning processes, including the learner, the strategies they used, and the context in which this project take place.

For this reason, each component has its own purpose on the development of this teaching and learning process. Firstly, the Pedagogical Component includes the implementation of a proposal which aims at developing student's reading comprehension skill through the use of mind mapping technique. Additionally, this component focuses on catching student's attention towards English language by using a creative strategy to motivate them to read in English.

Subsequently, in the Research Component, pre-service teacher takes part in a research project, in which they implement the reflection in order to self-asses their work and attitudes during the practicum process.

Afterwards, the Outreach Component focuses on giving a help to the school's needs, teaching in elementary grades taking into account that some of them do not have an accurate guide, regarding the English teaching and learning process.

Finally, for the Administrative Component, the pre-service teacher is part of different activities proposed by the institution in order to be familiarized with the main extracurricular activities and events at the school, which includes extracurricular activities and events.

Introduction

Nowadays, learning English must be considered as a tool that favors comprehensive and relevant training for students of the 21st century in Colombia, for this reason, learning English is an important factor for the development of our country. The improvement of this acquisition is majorly privileged by the great impact and the beneficial results that the research field has provided through recent studies. Based on this fact, most of foreign languages degrees are encouraging pre-service teachers to adopt research as an essential tool to improve their practicum by implementing a project composed of four components: pedagogical component, research component, outreach component and administrative component which assures the refinement of their teaching process.

In our academic context, it is important to keep in mind that at the moment of implementing a project of this features, the pre-service teacher must find a problematic within the educational establishment in which the practicum is developed in order to see the main issues presented when learning a foreign language.

After having identified this problematic, the pre-service teacher must work on some alternatives to give solutions and improve the students' performance in the development of the activities of the course. Taking into account that through this process the students are facing new aspects from the learning and teaching process, all the attitudes, abilities and knowledge learnt all over this academic background must be shown through the implementation of this project.

This proposal takes place thanks to pedagogical interventions done by the pre-service teacher in which mind mapping technique are introduced to students through topics that catch their attention towards the English language.

Justification

When learning a foreign language, it is important to be skilled at the four abilities exposed by the Common European Framework, such as: writing, reading, speaking and listening. However, most of EFL learners have issues at accomplishing a proper proficiency level in these skills. Thanks to non-participant observations carried out by the pre-service teacher within the English courses at Patios Centro N°2 Technical Institute, many aspects related to these abilities were noticed during the English courses from eighth and tenth grades.

Thus, the most remarkable aspects I could notice was that tenth grade students had problems when facing basic texts in the foreign language due to the fact that they did not have the linguistic tools to read in an effective way and they did not know how to understand the texts without translating all the words using a dictionary. In other words, most of the students from that grade needed to improve their reading comprehension skills in English during the activities in order to motivate students to read and learn new vocabulary in class. On account of this fact, a pedagogical intervention is so much needed since students are provided with guidance at the matter of improving reading comprehension skill.

Taking into account the main issues that students could face at the moment of developing a reading comprehension activity it is important to introduce an effective learning strategy that help them to understand the main ideas of a text while constructing their own learning process. For this reason, the use of mind mapping technique applied on their learning process could help them to achieve the objectives of the course.

Furthermore, the process to be followed by the pre-service teacher also benefits the foreign language program which seeks for new alternative ways to improve and foster the learning process of English in EFL at schools and at universities

Objectives

General objective

- To develop tenth grade students' reading comprehension skills through the use of mind mapping technique.

Specific objectives

- To implement reflection as a transforming tool in the own pedagogical processes of the integral practice.
- To provide pre-service teachers with the opportunity of teaching English at primary school level.
- To participate actively in every academic and administrative activities organized by the institution during the practicum process.

Institutional observation

Institutional observations are an important step over this practicum. To do that the pre-service teacher must take into consideration since it is imperative to be immersed with the educational establishment where the practicum process is going to be developed. This step facilitates a better understanding on how it is hierarchically organized and the functional procedures to follow as a new temporary member of it.

Topographical location of the school

Patios Centro N°2 Technical Institute is a public educational institution located in Los Patios, Norte de Santander, Colombia; specifically, in the area of Patios Centro. It offers mixed gender education, it is remarkable to highlight that this institution counts with two seasons, students from 6th to 11th grade study in the morning season and the afternoon season is for primary school. In addition, this institution provides the educational levels of preschool, primary, high school and offers a variety of technical courses for 10th and 11th graders.

Institutional authorities

The institution's board of authorities is composed of:

- 1. Principal:** Gustavo Ramírez Camargo
- 2. Academic management team:** Fanny Rizo, Ortiz Nancy Rojas Estrada
- 3. Coordinator:** Ana Belén Tarazona

Principal aspects of the Institutional Educational Project (PEI)

Patios Centro N°2 Technical Institute as an official entity trainer of students in preschool, primary, secondary and technical middle school has implemented different strategic efforts that motivate the improvement of institution's quality, forming people capable of promoting and accepting the multicultural condition of the country in the recognition of diversity. The PEI of the institution also seeks to consolidate the formation of an academic community through a curriculum for the entire institution that responds to the policies outlined in the PEI, the guidelines and basic standards of competencies that must be included in the plans for the developments of the classes. It gives special importance to the teaching and learning of attitudinal contents, of values and norms related to individual, racial, cultural, family differences, which allow to value, accept and understand diversity and human interdependence.

Institutional horizon

Vision

Patios Centro No. 2 Technical Institute by 2020 will be the business support of the region offering a comprehensive humanitarian, inclusive and competent education contributing to the transformation and improvement of the environment and social reality, being an useful person to itself and for the Colombian society.

Mission.

Patios Centro Technical Institute will train integral citizens from Preschool to 11th Grade, through an inclusive, pedagogical, academic and technological proposal which prepares students for productive work and / or continuation of his professional studies that allow them to act successfully in the academic, labor, cultural, scientific, and social environment of the region.

Principles of the educational institution.

Environmental principle: The respect of the environment, the conservation of the earth and the human being are part of our formation; which is based on research.

Axiological principle: The educational process proposes social tools that strengthen coexistence through the practice of cultural, spiritual and moral values.

Administrative principle: Emphasizing the sense of belonging and teamwork we dignify the work for the public education offering an efficient service.

Participation principle: The guarantee of the democratic process takes as reference the participation of the educational community in all institutional decisions reflecting transparency.

Entrepreneurship principle: The application of educational strategies will guide the student to be an agent of economic change in the municipality.

Inclusive principle: The quality educational service guarantees full participation in education as a fundamental right for students experiencing barriers to learning and people in vulnerable situations.

Symbols of the institution



Figure 1 Institutional flag

Institutional shield



Figure 2 Institutional shield

The institutional shield features two highlighted black ovals that indicate the union and the inter-institutional accompaniment surrounding the institute. The small oval contains the seed that means the beginning of school life and the large circle represents the progress made in integral formation.

The shield is embodied in the colors of the flag of the municipality of Los Patios: white, green and yellow. White means purity and green means life and hope. It demonstrates the commitment to the environment by promoting research and conservation. Yellow means happiness, joy and prosperity; The name of the school is in this color applying the administrative principle emphasizing the sense of belonging, and teamwork.

Main aspects of the coexistence handbook of the educational institution

Coexistence is a formative principle in itself and fundamental in the educational process, and not just a set of disciplinary norms. School performances seek to favor educational purposes by stimulating changes in all aspects of the educational community.

The objectives within the coexistence plan are related to the fulfillment of the rights and duties of the institution respecting the national regulations proposed by MEN. The rules of coexistence, both general of the center and individuals of the classroom, specify preventive actions, promotion and monitoring of disciplinary measures that are applied with the ultimate goal of generating better citizens.

Among the main aspects of the coexistence manual of the institution is found the process that must be carried out in terms of admissions, as well as the proper authorizations and criteria to be taken into account. Also, it shows the bodies of the school government and their functions.

On the other hand, fundamental aspects of the rights of the educational community (students, teachers and parents) are taken into account. It also includes the route and attention protocol for situations that affect school life and finally the internal regulations of the different spaces of the institution.

Organization chart of the educational institution

In this organizational chart, it is possible to find the order of the authorities of the educational institution

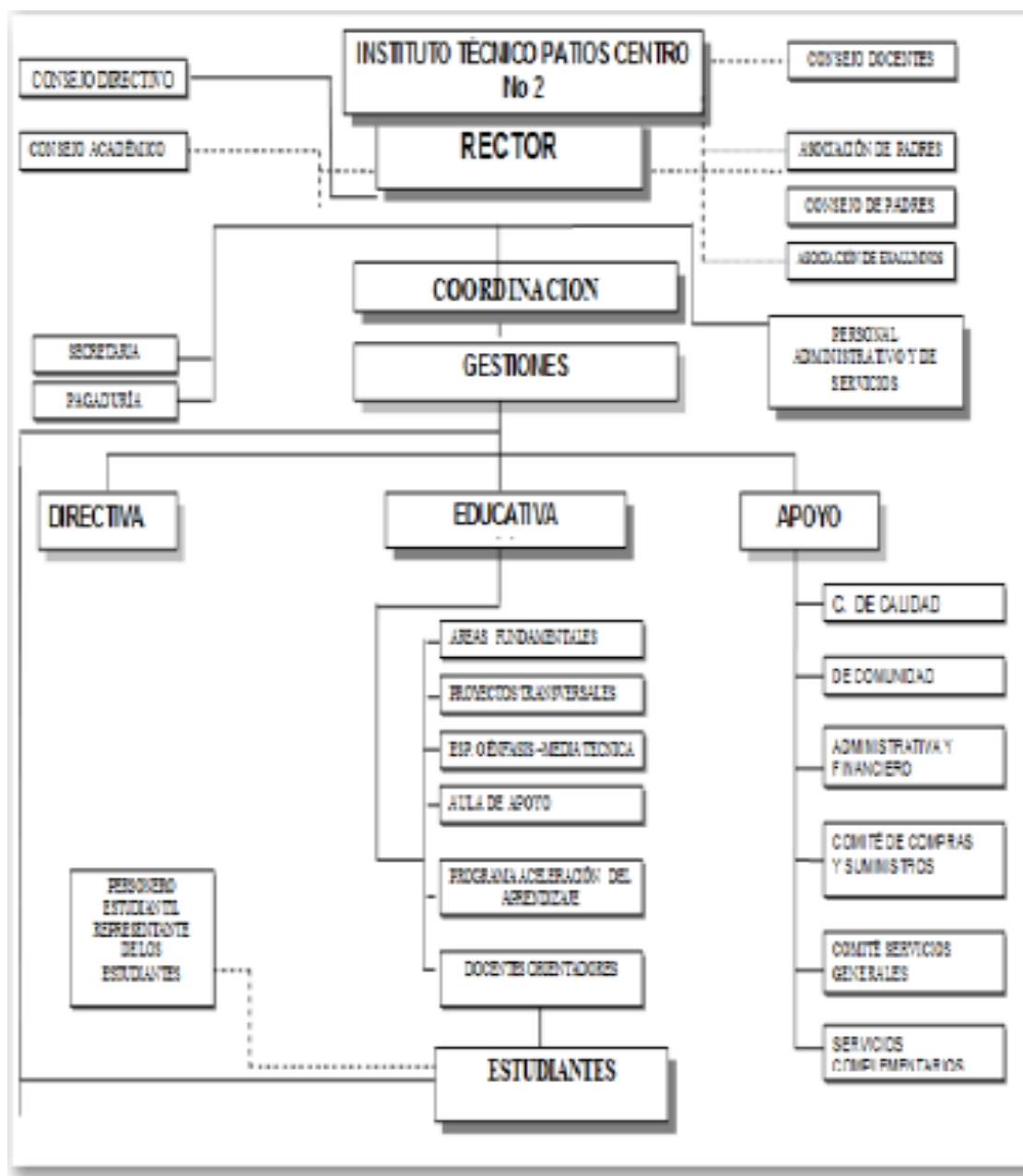


Figure 3 School organization chart

School Calendar

Table 1 School calendar

SEPTEMBER	
From 2 to 6 September 2019	Final evaluations - 3rd Period
From 9 to 13 September 2019	Second-chance examination - 3rd Period
19 September 2019	Evaluation Committee
25 September 2019	Delivery of report cards to Parents
27 September 2019	CENTRAL ACTIVITY -TECHNICAL COURSE AND HANDCRAFT FROM BASIC PRIMARY AND SECONDARY Responsible: TECHNICAL MEDIA- ARTISTIC EDUCATION AREA
OCTOBER	
From 7 to 11 October 2019	<ul style="list-style-type: none"> • • Institutional Development • • Review and application matrix analysis Area Plan • • Inclusion and Adjustments of the area plan and classroom plan • • Evaluation of the Improvement Plan and Action Plan - Area Teams - Quality Team
25 October 2019	Student Day. Teachers in charge of (PRE-SCHOOL AND PRIMARY, AND SECONDARY)
NOVEMBER	
From 05 to 12 November 2019	Final evaluations 4th Period
From 13 to 19 November 2019	Second-chance examination – 4 TH Period
21 November 2019	Evaluation Committees 4th period
22 November 2019	Delivery of the final Second-chance examination
From 25 to 27 November 2019	Final Second-chance examination for students with 1 and 2 areas.
27 November 2019	PRESCHOOL GRADUATION ACT
28 November 2019	Final Evaluation and Promotion Committee
29 November 2019	Graduation ceremony for 11 th graders

Supervisor's academic schedule*Table 2 Supervisor's academic schedule*

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00 – 6:55			11°01	7° 01	7°02
6:55- 7:50	10° 01			11°02	10° 02
7:50- 8:45	7° 01	11°02	11°02	11°02	10° 02
8:45- 9:15	B	R	E	A	K
9:15- 10:10		7°02	7° 01	10° 01	11°02
10:10 – 11:05	11° 01	11°01	10° 01	11°01	11°01
11:05 – 12:00	10° 02		7°02		
12:00- 12 :55	10°02	10°01			


Pre-service teacher schedule*Table 3 Pre-service's academic schedule*

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00 – 6:55				7° 01	7°02
6:55- 7:50					10° 02
7:50- 8:45	7° 01				10° 02
8:45- 9:15	B	R	E	A	K
9:15- 10:10		7°02	7° 01	10° 01	
10:10 – 11:05					
11:05 – 12:00	10° 02		7°02		
12:00- 12 :55	10°02	10°01			

Pedagogical aspects

After having observed six classes from 7th grade and four from 10th grade I identified some important aspects to keep in mind in terms of development of the class and the strategies implemented by the teacher.

As part of this stage, it was observed that the teacher handles a plan for the classes to be developed during the week.

	INSTITUTO TÉCNICO PATIOS CENTRO DOS	SGC – AE 2018
	SISTEMA DE GESTIÓN DE LA CALIDAD	12-04-2011
	AUTOEVALUACION INSTITUCIONAL	VERSIÓN 1.0
		Página 1
Creado por el Decreto N.º 000300 de 03 de mayo de 2005 Aprobado por Resolución No. 004444 del 14 de noviembre de 2008 Expedido por la Gobernación del Departamento de Norte de Santander Registro de Firmas en la Secretaría de Educación Departamental Libro 5 Folio 126		

TEMA	ASIGNATURA
DOCENTE A CARGO	GRADO
PERIODO	ELABORACIÓN
INDICADORES DE DESEMPEÑO	
DBA	
RECURSOS	

STARTING:

ACTIVITY 1:

ACTIVITY 2:

ENDING- EVALUATION:

Figure 4 Lesson plan

Class preparation

In terms of class preparation and the appropriate balance of the activities during the development of the class it is important to mention that the teacher uses a technique to introduce the

students to the subject and in this way contextualize them depending on the objectives of the class, thus, the teacher asked the students to work in pairs in order to develop some exercises to know if they had developed their homework. In order to carry out the exercises and activities of the class, the teacher was in charge of knowing at what level the students were in order to continue with the next unit and look for strategies according to their level to explain the subjects through examples that were adapted to their context and create a meaningful learning.

Content

The contents of the class were presented correctly and the teacher gave the instructions in order to guide the students in the development of the class. Taking into account that the students were not motivated at the moment of developing the activities of the class, the teacher included different methods when explaining the grammar topics. First, the topic of the week for 7th grade was the use of present perfect and WH questions and the teacher proposed different examples that were adapted to the context of the students and in this way they could clarify their doubts.

For 10th grade, the teacher explained the use of *Wish* in English grammar. To develop some exercises using this structure, the teacher included some texts to contextualize the students and give them more ideas and an implicit explanation of the topic.

The use of the target language

The use of the target language plays an important role in the classes, taking into account that the teacher seeks to expose the students to the foreign language most of the time for them to develop their communicative competence effectively adopting English as a vehicle of communication, but it is also important to mention that students do not fully know the basic structures to communicate, so they use

their mother tongue, and that's why the teacher use code-switching to explain the instructions of the class or those terms that they do not understand in English through their mother tongue.

Teaching strategies.

In each part of the class, the teacher seeks to integrate students and thus develop their communicative competence through interactions and group activities where the teacher was attentive to each question from the students and through examples or translations the teacher clarified the doubts of each member of the group.

For tenth grade students, the teacher was always attentive when developing a new activity in the class, for example at the moment of reading a text, the teacher explains each unknown word and he asked students if they know what the word means in order to get their attention toward the class, that's why students start to interact with his classmates and the teachers to give some synonyms or asking questions about the text.

Use of technology

There was no use of technology because the classroom didn't have technological aids such as a video beam to facilitate the role of the teacher. However, the teacher used more traditional methods such as billboards and the board in order to explain the grammar topics.

The teacher's methodology

For the development of each class the teacher starts with some questions about last topic in order to get student's attention towards the class. Then, the teacher write on the board some sentences about grammar for the students to develop on their notebooks. After that, the teacher

ask the students to go to the board and write a sentence to revise it among all the students and verify if it is correct or not. In this way, students start asking questions about grammar structure and vocabulary in order to write a correct sentence on the board. It is important to mention that students from 7th grade participate actively even if they are not completely sure of their answers.

In terms of the use of the mother tongue, the teacher speaks in Spanish to explain the grammar due to the English level of the students and the level of difficulty of the grammar topic, but he emphasizes on the proper pronunciation of the words for the students to repeat and remember them.

For 10th grade course, the teacher uses a similar methodology but including new reading activities to introduce the grammar implicitly. Furthermore, the teacher translates the texts of the class because the students present problems when understanding basic texts due to the variety of vocabulary and complex phrases.

Materials

The school uses series of supporting school texts proposed by the MEN in the English learning process for grades 9, 10, and 11 called “English, please!” and “Way to go” for grades 6 to 8. These pedagogical tools have as a fundamental objective to facilitate the learning of English through its use in meaningful contexts and of subjects close to the reality that surrounds the students of official schools, such as youth culture, diversity and plurality of styles. of life, among others. English Please! And Way to go facilitate the path to the goal for students to reach their level of proficiency in English.



Figure 5 “Way to go” for 7th graders

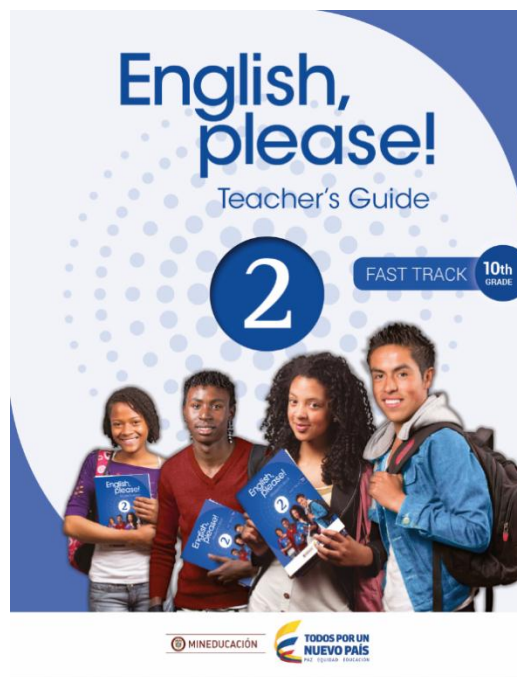


Figure 6 “English, Please” For tenth grade students.

Chapter I Pedagogical Component

The use of Mind Mapping Technique as a learning tool for developing reading skills of 10th

Grade students at Patios Centro N°2 Technical Institute: An Action Research

Introduction

With the objective of improving the quality of Colombian education, the State has carried out various projects in order to ensure a better articulation of all levels of the education system in Colombia. In this way, the National Ministry of Education (MEN) has consolidated the National Bilingualism Program (PNB) as a strategy to improve educational quality, in particular to improve the quality of foreign language teaching in the national context. Likewise, with the objective of achieving a better performance in the teaching of English, the MEN seeks that students finish their secondary education with a level of proficiency in English B1 (pre-intermediate), according to the Basic Standards of Proficiency in Foreign Language: English.

However, the performance of students in the area of English is affected due to the various problems that influence this process such as the scarce tools to analyze texts, the lack of stimulation of the critical thinking of the students, the lack of mastery of a basic vocabulary and demotivation against learning English.

In order to implement a Project that helps improve some weakness of the educational system in the English area, it was necessary to observe different classes within an educational establishment to identify a problem and also look for ways to improve this situation in the institution.

Taking into account the State projects and their requirements for the improvement of English learning and teaching, as well as the observations made in the institution, it was possible

to observe that the level of English of the tenth grade students does not show the specific standards established by the PNB regarding the reading comprehension. For this reason, this project was carried out to implement the use of the mind mapping technique as a learning strategy for tenth grade students in order to develop their reading comprehension skills in the English language through texts that increase their vocabulary and where they can identify the main aspects and ideas to be creatively illustrated in the mind map.

Statement of the problem

According to the Basic Standards of Competences in Foreign Languages, students from tenth to eleventh grade must present a B1.2 level where, within the standards of reading comprehension ability, it is stipulated that tenth graders should be able to analyze descriptive, narrative and argumentative texts understanding the main and specific ideas and assume critical positions against the various types of texts. However, After having made some observations in the tenth grade courses at the Patios Centro N°2 Technical Institute, it was possible to perceive that these standards were not reflected in the development of reading comprehension activities, since students limit themselves to translating the text without understanding its main and secondary ideas. Besides, it was possible to observe that the texts taught by the teacher varied from A2 to B1 level and the students presented difficulties when understanding the lexicon or identifying the main ideas within the text and for that reason, the teacher had to translate the whole text.

On the other hand, students are not habituated to read in English and that's why they tend to get bored in the class. For this reason, it was important to address this situation and implement a strategy that motivate students to get interested in reading and in this way, they rule what they are learning. With the purpose of improving students' reading comprehension and motivate them to work and develop class activities, the use of Mind mapping technique was presented as a teaching and learning tool for giving a solution to this issue.

For the development of this project it was important to consider two questions that guide this process: How to improve students' reading comprehension skills through the use of mind mapping technique? And What is the students' attitude towards the use of mind mapping technique in the development of reading comprehension activities?

Justification

Reading effectively in a foreign language is one of the most challenging activities for many students at school. Certainly, this important skill helps students succeed in their learning process at school and in their lives in general (Dechant, 1991). Based on this, it is important to observe and identify the students' own interests using reading content and teaching pedagogical methodology in order to implement strategies that motivate them to learn. Taking this aspect into account, this project sought to facilitate student learning regarding reading comprehension activities through the creation of mind maps as a learning tool.

After having observed the different classes where the teacher developed reading comprehension activities, it was evident the lack of motivation while reading the texts. Besides the translation was one of the main strategies applied by the teacher which didn't allow students to identify the ideas and key words from the text. In order to help the students to communicate information and develop a better understanding of the topics explained through the texts, it was important to create strategies where students take over the content of the course and at the same time get motivated to develop the activities. Therefore, through the use of the mind map, students could generate creative diagrams following the main ideas and keywords of a specific text in order to improve their reading comprehension ability in the foreign language.

In addition, this project aimed to increase students' motivation towards reading and developing activities in the English course. Hence, one of the main aspects identified through the observations was the excessive use of the mother tongue by the students, that's why, it was necessary to translate certain words that may be difficult to understand but emphasizing pronunciation in English when reading aloud in order to retain the information.

Objectives

General objective

- To develop tenth grade students' reading comprehension skill using mind mapping technique as a learning strategy.

Specific objectives

- To motivate students' learning process by including mind mapping technique in the reading comprehension activities.
- To implement creative and organized mind mapping exercises based on reading texts.
- To know students' attitude towards the use of mind mapping techniques.

Theoretical framework

Forasmuch as the main purpose of this project was to use Mind Mapping technique to develop students' reading comprehension skills in a public high school it was important to fully understand the development of the study taking into account the following theoretical terms: Teaching and learning a foreign language, Mind Mapping technique, reading comprehension and learning strategy.

Foreign language teaching and learning

Foreign language learning and teaching refers to the process acquiring a nonnative language outside of the current environment where it is usually spoken. Moreover, it is needed to make a distinction between 'foreign' and 'second' language learning. A second language is known as the acquired language that a learner learnt different from his common environment. In terms of research, second language acquisition (SLA) is a general term that embraces foreign language learning and investigates the mankind capacity to learn other languages and do not only the first language acquired, the mother tongue. The acquisition of a nonnative language includes several disciplines such as psychology, linguistics, language pedagogy, education, neurobiology, sociology, and anthropology. When studying another language, the individual is able to communicate effectively and creatively participating in real-life situations through the authentic culture itself. (Moeller and Catalano, 2015).

Mind Mapping Technique

According to Kotob, Styger and Richardson (2016) mind mapping is a technique for delivering effective and creative thinking. The technique helps in arranging and presenting research concepts visually around a central key word or ideas. Also, the author considers that

mind mapping is a useful technique that helps you learn more effectively, improves the way that you record information, and supports and enhances creative problem solving.

Regarding with those statements, this technique for delivering effective and creative thinking helps to organize thoughts, create ideas, focus discussions, make decisions and achieve learning. Moreover, Mind mapping not only tool to help us to think, imaging, memorizing, planning, and choosing information. But also mind mapping have symbols, key words, color and images. It is helpful to provides a universal key to unlock the potential of the brain. That's why Buzan (2008) explains that by using mind mapping, people can represent ideas into visualization and graphic forms where one idea is connected to another idea by using branches. Besides he also says that by using mind mapping, it is easy for people to put information into their memory. Mind mapping is highly effective way of getting information in and out of your brain. On this way, this is a creative and logical means of note-taking and note-making that literary maps out your ideas (Buzan, 2006).

Reading comprehension

Goodman (1998) defines reading as a receptive language process. He states that it is a psycholinguistic process which starts with a linguistic surface representation encoded by a writer and ends with meaning constructed by the reader. Based on this author's statement, it can be said that in this process there is an essential interaction between language and thought. He argues that "the writer encodes thought as language and the reader decodes language to thought" (Goodman, 1998, p. 12). During the reading process it is the reader who has the role of giving meaning to the words and sentences he reads in order to build knowledge.

On the other hand, Kintsch (1998) and Dijk and Kintsch (1983) considered that reading comprehension is the process of creating meaning from the text in which the main purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the reader's previous knowledge.

Learning strategy

A learning strategy is an individual's approach to complete a task. More specifically, a learning strategy is an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in nonacademic settings (Schumaker & Deshler, 1992).

Much of the research and development of learning strategies for students with learning disabilities has come from researchers and educators affiliated with The University of Kansas, Center for Research on Learning. In general, their research suggests that use of learning strategies can improve student performance in inclusive settings or on grade appropriate tasks. In reading, for example, results from a study of the use of the Word Identification Strategy indicated that the number of oral reading errors decreased while reading comprehension scores increased for all students on ability level and grade level materials (Hughes, 1991).

Literature review

In order to implement the use of Mind mapping technique for developing students reading comprehension skills, it was important to do some research about the methodology used and the results in different stages. Therefore, two categories emerged when developing the main aspects of this project:

Mind mapping on reading comprehension.

In order to get a better understanding of one of the main challenges when it comes to learning a foreign language, several studies have focused their attention towards the development of reading comprehension skills. For this reason, in some cases mind mapping technique is considered as a answer to this problematic. According to Sheir, Mustafa and Abdullah (2014) After implementing the mind mapping technique, the students were able to present the content in well grammatical and correct sentences. On the other hand, the results also indicated that the improvements on the reading comprehension skill of the students was due to the activities used in the mind mapping technique such as brainstorming, drawing, discussion and sharing ideas. These activities helped students improve their EFL reading skills. While the students were performing tasks, the researcher went around them, monitored, guided them and provided positive feedback. Thus, the mind mapping technique helped the students master the EFL reading skills.

Similarly, Kusmaningrum (2016) conducted a study in which the main objective was to find out whether or not there was a significant improvement in students' reading comprehension and writing achievements after they were taught by using Mind-mapping. First, after analyzing the data, the author could conclude that there was a significant difference in reading comprehension achievement between the students who were taught by using mind-mapping and those who were not. Taking into account that most of the students said that using mind-mapping gave a positive effect in improving their reading comprehension achievement when identifying the main ideas of a document and find out the connections between them.

Rahmi Vilia Gustin. Dra. Syofia Delfi, M.A . Erni, S.Pd., M. Hum (2017) concluded based on the result of the data analysis that Mind Mapping technique gave significant effect on

reading comprehension of the first year students of SMAN PLUS RIAU in narrative texts. This pre-experimental research was aimed at finding out whether there is a significant effect of using Mind Mapping on reading comprehension of the first year students of SMAN PLUS RIAU. The research model was one group pretest posttest design. The sample was 24 students out of the population and the data were collected by administering a reading comprehension test concerning narrative texts. After having analyzed the data it was evident that the use of Mind Mapping technique made the students got easy to comprehend narrative texts and the students to be focused on the ideas. It can be seen from the students' score on post-test that was higher than pre-test ($80.67 > 70.81$). The means score for each component has increased., so it can be said that after conducting the Mind Mapping, the first year students on reading comprehension of narrative text of SMAN PLUS RIAU has increased. On this way, Mind Mapping can give positive contribution and better outcomes to raise the students' comprehension on narrative text.

Mind mapping as a learning strategy

To extend the students' reading comprehension, mind mapping strategy becomes a variety solution to be applied in teaching. Hence, Malekzadeh and Bayat (2015) carried out a study which aimed at determining the effectiveness of leading mind mapping strategy in enhancing the students' comprehension in reading instruction text. This study has used a quasi-experimental design. The researchers carried out a treatment by using mind mapping strategy containing brainstorming to the experimental class. The data were assessed using independent sample t-test to determine where there is a vital discrepancy between the test scores of experimental and control classes. Then, it results that the difference between the two means is important. So, mind mapping strategy is influential in enhancing the students' reading comprehension. The result has shown that this strategy assists students to comprehend the text

easily. When students were acquainted the topics they were going to write simple information of the text. They attempted to reply the teacher's questions by using their previous knowledge.

Furthermore, Pathul and Sopian (2018) conducted a study in order to improve the students' reading comprehension in learning English especially reading. In fact, by the end of action research, some students still have difficulties in making mind mapping. Nevertheless, presented with instructional media, the students became more active and enthusiastic in learning English. By applying mind mapping in the reading comprehension task, the students actively got involved in the process of teaching and learning and they could enjoy the teaching and learning process. In addition, most students seemed to be enthusiastically and happily involved in the activities. In the term of quantitative data, the improvement of students' writing ability is supported by students' pre-test and post-test scores. The results of this research showed that the mean score of post-test was higher than the mean score of the pre-test. By being involved in the research directly, the English teacher got more knowledge about teaching English in the classroom especially how to improve students' reading comprehension through mind mapping. Furthermore, the English teacher got improvement in his knowledge about the reading technique.

There was an improvement of the teaching learning process. The students enjoyed the activity so that they could pay attention to the lesson seriously without feeling sleepy which evidenced that the use of mind mapping gave good impacts to the teaching learning process.

Research Methodology

This study was focused on a qualitative research design. Qualitative because, taking into account the definition proposed by Gerson and Horowitz (2002), “it involves some kind of direct encounter with the world, whether it takes the form of ongoing daily life or interactions with a selected group” (p. 199). These authors also affirm that in qualitative research the researchers are not only concerned with measurable facts or events as in quantitative research, but also with the ways that people construct, interpret and give meaning to these experiences. Besides, this paradigm of research offered the possibility to describe and interpret in a detailed way the findings provided by the data in order to understand the phenomena.

Taking into account that this project was developed based on a specific problem identified in a specific context, this research followed an action research design. According to Creswell (2012) in this approach, the participants have an active role and work with the researcher proposing alternatives to solve the situation that affects them. Moreover, according to Johnson and Christensen (2004), “Action Research is focused on solving specific problems that local practitioners face in their schools and communities” (p. 11). For this reason, action research provides the elements and information necessary to explain phenomena and improve the educational practices.

Population

This study was carried out at Patios Centro N°2 Technical Institute with 10th graders. Each course counts on four hours of English per week. This grade was divided into two groups, in which 10th grade, group 1 is composed of 29 students, while 10th grade, group 2 is composed

of 31 students. The group that participated in this action research was 10th grade group 2. Subsequently, four students were selected as participants of this research study.

Methodology of the pedagogical component

Haroun (2005) considers that by asking students to create mind maps demonstrating their comprehension of a concept, teachers are able to understand what a student's prior knowledge was and how well the student understands the assignment or the material being taught. This is a very effective way of evaluating students' understanding. That's why it's necessary to keep in mind the process in order to introduce this technique in the class. For each class it was presented a sequence of activities before creating the mind map taking into account the following process. (**Annex 1.Plannings**).

Pre-class

- **Planning:** For the first stage, it's necessary to prepare the sequence of the process and activities to develop in class using Mind mapping technique including the topics that are going to be worked in class.

In-class

Teaching: Mind Maps can be used in class to brainstorm and generate discussions. This will encourage students to participate but also to fully understand a topic and its nuances by creating connections between ideas.

Presentations: A brilliant way to develop student's communication skills is through presentations. However, students can easily become bored listening to others present. Mind Maps act as visual information providers and encourage the audience to engage with the material that is being presented.

Creativity: Not only will this exercise encourage creativity, but it will also help students think for themselves and have some fun with it

Learning: Mind Maps have been embraced in the education as a learning tool which help students reinforce knowledge by making connections between different areas and delving in-depth into an area.

Outside class

Collaboration: Students can easily work together on group projects or assignments using Mind Map with friends or a group of people.

Assessment: A great way to use Mind Maps for assessment is to ask students to express their ideas about a topic in a Mind Map before and after a class. Students will retain the information better and it will also reassure teachers that students remember and understand the knowledge.

Comprehension: Analyzing study material by reflecting on what you have learned is key to fully comprehending new information.

Methodology of the Mind Mapping Technique

Mind mapping is a technique that uses brain management to open all the hidden brain potency and capacity. For that reason, Buzan (2008) mentions seven stages to make a mind mapping. The first step proposed by Buzan is putting the main idea in the center. On this way, the beginning idea in the center is designed to give freedom to expand the ideas to any direction which is a perfect example of radiant thinking in action. Then, we can use a picture or photo for the central idea in order to have a strong impact on imagination and memory to keep attention focuses. The third step is focus on the use of colors which make mind map more alive adding

energy on creative thinking. It can be used to capture eye's attention and interest. Then, we connect the main branches to the center picture and connect the second and third branches to the first and second, so on because the brain works according to the association, taking into account that human brain likes to relate two or more things all at once. The connections among branches make it easier to understand and remember. The sixth step shows us that is better to use curve branches considering that a mind map with straight lines is boring to the eyes and does not reflect its creative intent. Buzan (2008) also explains that using one key word for each line gives more energy and flexibility for mind mapping. And finally, using pictures, images and symbols are easy to remember, and they stimulate new creative association.



Figure 7 Example of a mind map finished from “Tony Buzan Learning Centre”

So, mind mapping is a simple technique that can be used to take notes creatively and effectively in order to understand a text. Besides, it can help the students to memorize information. Moreover, mind mapping can make the students to take over the contents of the class because there are colorful pictures and they can draw a creative diagram of the text.

Methods of data collection

Techniques and instruments to collect data

Participant observation

Taking into account Creswell (2012) definition “is an observational role adopted by researchers in which they take part in activities in the setting they observe” (p. 625). Thus, this is a process of learning in which the researcher gets involved in the routine activities of participants in the research setting. In addition, the method enables researchers to develop a familiarity with the cultural milieu that will prove invaluable throughout the project. It gives them a nuanced understanding of context that can come only from personal experience.

In order to have a clear understanding of the factors having influence on the class, it was necessary to adapt a rubric to the main aspects observed in class while implementing the mind mapping exercises (**Annex 2. Observation Rubric**) The following graphic shows the items of participant observation rubric.

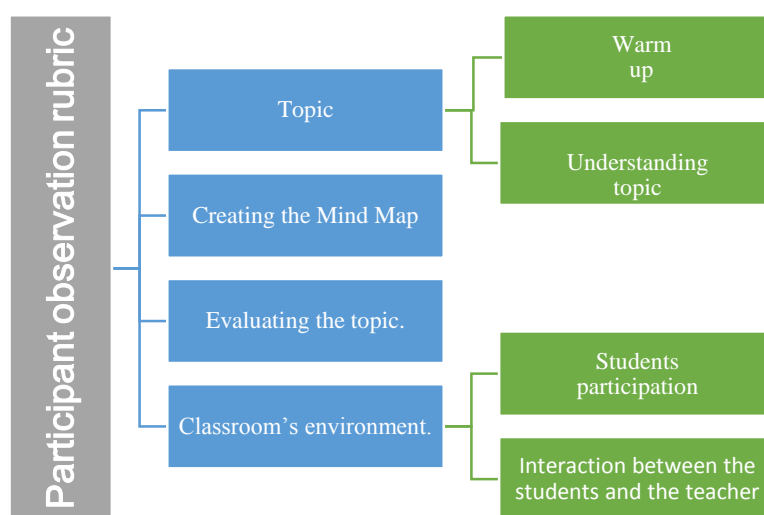


Figure 8 Participant observation items

Semi-structured interviews

Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. According to Mathers, Fox and Hunn (1998), "Semi-structured interviews involve a series of open-ended questions based on the topic areas the researcher wants to cover." The open-ended nature of the question defines the topic under investigation but provides opportunities for both interviewer and interviewee to discuss some topics in more detail. Furthermore, when carrying out a semi structured interview it allows a degree of freedom and adaptability in getting the information from the interviewee, in this way it is possible to use some prompts to encourage the interviewee to consider the question further in order to get a more elaborated answer. The main purpose of this semi structured was to know students' attitudes towards the use of mind mapping technique(**Annex 3 .Semi structured interview**) The following graphic illustrate the main aspects taken into account to formulate the questions:

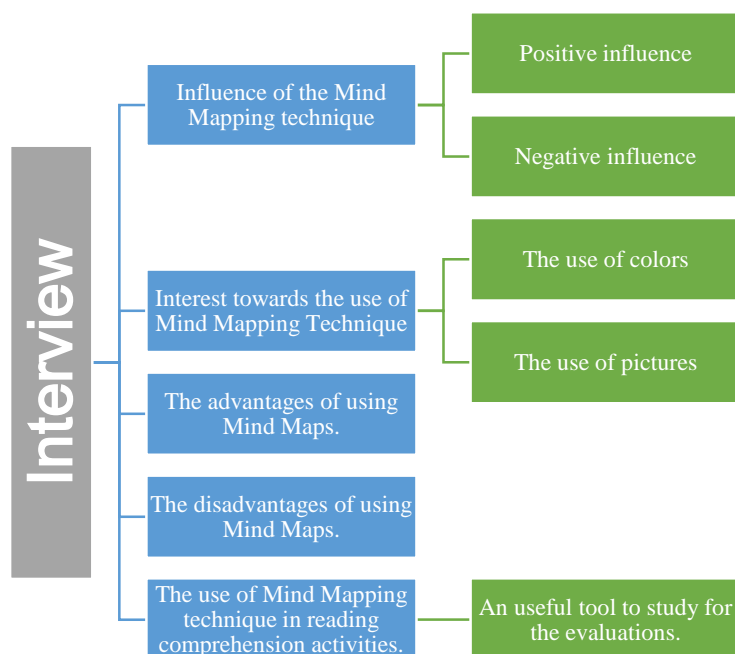


Figure 9 Interview topics

Artifact Analysis

This tool refers to the different documents made or used by an individual or a group, such as: written productions, assessments, various materials in an educational context, which will be analyzed and interpreted in order to analyze students' workshops to see their progress in reading comprehension activities. This instrument allowed the pre-service teacher to analyze in deeper way students' development and performance in their reading process. (**Annex 4. Analysis rubric**)

Data collection timetable. Pedagogical component

The following timetable illustrates a schedule to follow the activities along the 10 weeks of practicum in order to have a successful guide to collect data.

Table 4 Data collection timetable. Pedagogical component

Weeks/ Instruments	1	2	3	4	5	6	7	8	9	10
Participant Observation		X	X			X		X		
Interviews						X	X			
Artifact analysis							X	X		

Chronogram of activities

Table 5 Chronogram of activities Pedagogical Component

Week	Date	Activity	Note
1	September 16 th – 20 th	Explanation of the project. Rules and topics	In order to make students feel interested, the teacher takes into account some topics proposed by them.
2	September 23 th – 27	First Mind Map. In Spanish. Individually.	This first topic to develop the mind map will be in Spanish because students are not used to read in English constantly
3	September 30 th – October 4 th	Second Mind Map In English	Use of short and simple texts in order to create the first mind map in English.
4	October 7 th – 11 th	Holidays	
5	October 14 th – 18 th	Third mind map activity in English. Individually	Topic chosen by the teacher
6	October 21 th – 25 th	Fourth mind map activity in English. Individually	Topic chosen by the teacher
7	October 28 th – November 1 st	Final Mind Map activity	Free topic (Chosen by the students)
8	November 4 th – 8 th	Final evaluations 4 th Period	
9	November 11 th - 15 th	Second-chance examination – 4 th Period	
10	November 18 th – 22 th	-	-
11	November 25 th – 29 th	Final Second-chance examination for students with 1 and 2 areas. Graduation ceremonies	

Implementation of the proposal

Firstly, it was needed to introduce the project to the students to motivate them to work on the reading comprehension process by using the texts from the English book used in class “English, please!” for tenth grade students. To do so, during the first week of the practicum stage, the pre-service teacher presented the main idea of the project by explaining to the students their role in this process and the advantages of participating in these activities for their learning

process. Also, the pre service teacher explained the students the pedagogical criteria to take into account at the moment of applying this project: The students have to deliver their activity individually, however, they could work in groups in the classroom in order to share ideas. Each topic will be socialized in three steps, first introducing the main and secondary ideas of the topic, identifying the key words from the text and then, create the mind map where they write the ideas and key words from the text using drawings and pictures to support the information and retain the main aspects.

First topic “Eco-destinations around the world”

This topic was chosen from the English book of tenth grade, taking into account that those ones are addressed to environmental subjects. This topic caught students’ attention at the moment of sharing ideas, giving opinions and understanding the vocabulary. The activities were centered on the description of some countries where people take care of the environment by doing little actions. In order to present different cultural aspects of the countries, each one of them was described taking into account its main positive features. The objective proposed was to identify the main ideas and the key words from the text in order to create the first mind map. The use of the target language was encouraged by the teacher, by the implementation of different activities where they could use the target language through a game in groups where they have to match the description with the country. After developing this activity, the students start creating the draft of their first mind map in order to correct it if it was necessary and advise the students about what to write and how to illustrate their ideas.



Figure 10 "Eco destinations around the world" Participant 1

Second topic "Eco-projects"

For socializing the second topic, the teacher implemented another text from the book entitled "Eco-projects" in order to keep working on environmental topics and enlarge their vocabulary towards this topic. To do so, the teacher started by reading the text with the aid of some students and then, the teacher asked some general questions for the students to socialize their answers. While answering the answers the teacher wrote some ideas on the board to give the students a better understanding of the text and then, the student developed an activity in which they had to respond some questions in groups. After this, the students start working on their second mind map and revising if there were some aspects to be changed.



Figure 11 Participant 2 "Eco-projects"

Third topic "How can you help?"

For the third activity Students participated actively by sharing the information of their Mind maps in groups, so, this socialization contributed to them by adding their own ideas, images, linkers and new ideas and the pre service teacher was interacting with the students the whole class taking into account that this topic as the last one and the students needed to have a clear understanding of the ideas and key aspects of the text. In this way, the students constantly show the teacher their drafts in order to correct the possible mistakes and start working on the mind map. For the assessment of the topic, it was evidenced that creating mind maps in class helped students to study for the evaluation. The students commented that it was easier for them to associate the illustrations of the diagram with the main information of the topic in order to

retain the main ideas. Also, an important aspect is that students compared their mind maps with those of their classmates for additional meaningful learning activities.



Figure 12 How can you help? Participant 3

Data Analysis

To develop the process of analyzing the gathered data, this project is going to be focused on the interpretative analysis proposed by Hatch (2002). For the interpretative analysis, the author states that the researcher gives meaning to the data, that's to say that generates explanations about the collected information, also the researcher is an active player in the study. For developing this type of analysis, it is needed to read and re-read the whole data, identify

impressions, create memos and finally, review the interpretations with participants in order to consider their reactions about what has been analyzed.

Bearing in mind what is stated before, this study will Hatch (2002) proposes steps for analyzing qualitative data. The first step consist of getting to know the data and understand it by reading the information as many times as possible and needed, then we focus the analysis reviewing the purpose of evaluation and write down key questions that have to be answered.

(Annex 5. Gathered information).

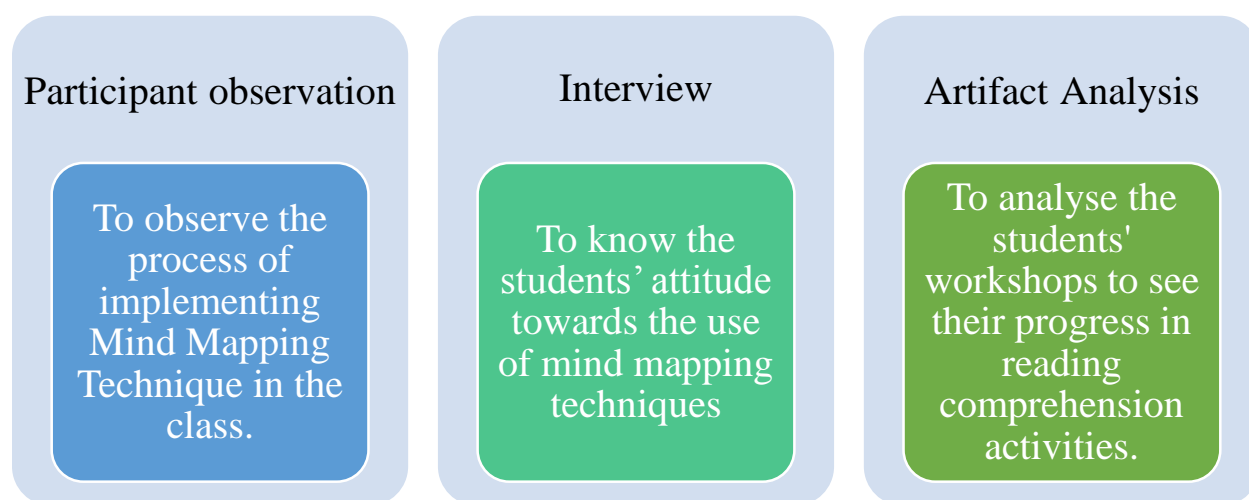


Figure 13 Instruments

For analyzing the information, this project will take into account the participant observation grid, interviews and artifact analysis collected by the researcher.

Step 2 Focus the analysis, here the researcher must review the purpose of the evaluation and write down key questions that he wants that the analysis answers. Here, the researcher established the following questions: 1) What kind of topics have been working on the tenth graders? 2) Are students motivated to learn English through the use of diagrams such as Mind Maps? Why? 3) Which has been the students' improvement in their reading comprehension?

Step 3 Categorize the information, in this part the researcher has to identify themes or patterns and then organize them into coherent categories, he can start by making a list of concepts or topics that he wanted to know, and afterwards the researcher can find new themes that recur in the data.

For analyzing the information, it was taken into account the participant observation grid, journals, interviews and document analysis collected by the researcher. Therefore, the coding information was developed as follows:

Table 6 Coding data

Instrument	Code	Informer
Participant observation 1	Part-obs 1	Students/ Pre-service teacher
Participant observation 2	Part-obs 2	Students/ Pre-service teacher
Participant observation 3	Part-obs 3	Students/ Pre-service teacher
Participant observation 4	Part-obs 4	Students/ Pre-service teacher
Interview 1	Inter P1 Inter P2 Inter P3 Inter P4	Students/ Pre-service teacher
Artifact Analysis	Art. Analysis 1 Art. Analysis 2 Art. Analysis 3	Students/ Pre-service teacher

Step 3 Categorize the information, in this part the researcher has to identify themes or patterns and then organize them into coherent categories, he can start by making a list of concepts or topics that he wanted to know, and afterwards the researcher can find new themes

that recur in the data. For developing this part, the researcher has created the following chart where she specifies the categories and subcategories.

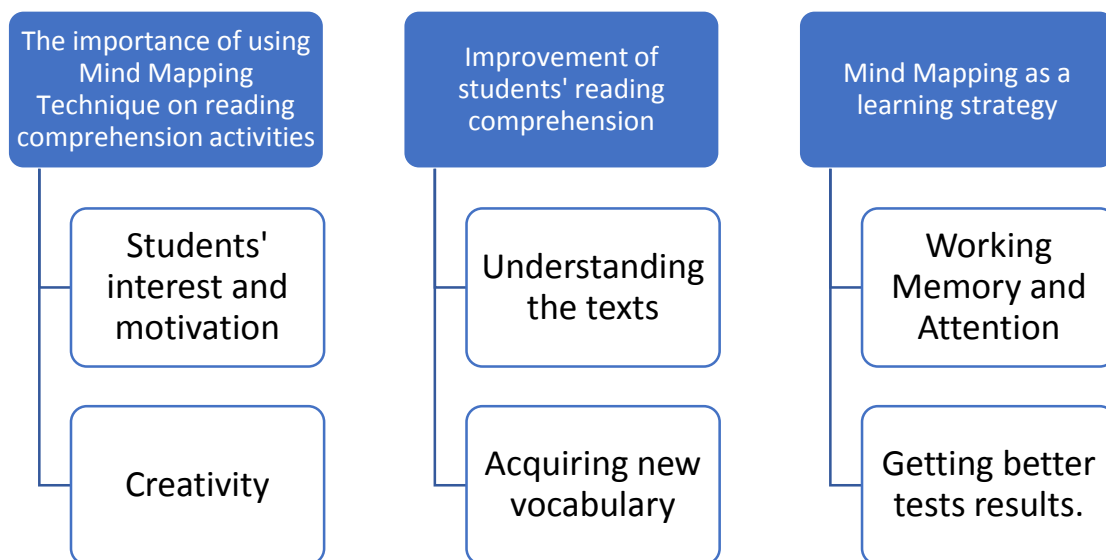


Figure 14 Categories and subcategories

Step 4 Identify patterns and connections within and between categories, after organizing the data into categories, the researcher will see patterns and connections both within and between the categories, here it is important to assessing importance of different themes.

Table 7 Phases of the development of the research

Phases	Objectives	Techniques	Instruments	Participants
Implementation of the proposal	To motivate students' learning process by including mind mapping technique in the reading comprehension activities.	<ul style="list-style-type: none"> Participant observation 	<ul style="list-style-type: none"> Reading comprehension activities Rubric of the observation in class 	Pre- service teacher Tenth grade students

Development of the proposal	To implement creative and organized mind mapping exercises based on reading texts	<ul style="list-style-type: none"> • Artifact Analysis • Participant observation 	<ul style="list-style-type: none"> • Participant observation • Artifact analysis rubric 	Pre- service teacher Tenth grade students
Ending of the proposal	To know students' attitude towards the use of mind mapping techniques.	<ul style="list-style-type: none"> • Participant observation • Interview 	<ul style="list-style-type: none"> • Interview questions in Spanish • Participant observation rubric 	Tenth grade students Pre- service teacher

Ethical considerations

Taking into account that the participants are underage, it is mandatory to have a parental permission in order to access to the data gave by the students. However, students will know that their participation it is not obligatory and their identity will be reserved as the information **(Annex 6. Letters of permission).**

Findings

As defined in the data analysis procedure, three categories emerged from all the data gathering process as follows: 1) The importance of using Mind Mapping Technique. 2)Improvement of students' reading comprehension 3) Mind Mapping as a learning strategy. These categories are followed by some subcategories which are supported by the data units taken from the participant observations, the activities as well as the journals from the researcher.

The importance of using Mind Mapping Technique on reading comprehension activities

The importance of using Mind Mapping Technique on reading comprehension activities is the main category of the research, inasmuch as the activities done were done based on this methodology. In this instance, the activities done were the presentation of some short texts in order to create a mind map at the end of the week including the main ideas, key words and images related to the content. It is important to mention that students were totally concentrated at the moment of creating the mind map, and that demonstrated that the use of this technique was really useful to catch students' attention towards the texts in English. Through the observations, the teacher could identify that the students feel interested for the topics when doing the drawings, looking for the pictures of the topics and connecting the ideas, and their creativity was shown through their works. According to this, two categories have emerged from the data recollected: Students' interest and motivation and creativity.

Students' interest and motivation

For many students, interesting texts can provide a key to motivate them in studying English. By studying material that catch their attention the students will have a wide range of vocabulary and develop four language skills. Feeling entertaining by this interesting material like the use of mind maps, the students simultaneously can understand the texts. In this way it is easier to know the meaning of the words and the teaching and learning process not be monotonous. Moreover, the participants consider:

Inter 1 P1 “me pareció una estrategia muy bonita, muy interesante y nueva porque pues lo que llevo en el grado decimo, nunca había experimentado o tenido la oportunidad de hacer mapas mentales pues en el área de inglés.”

Here, the teacher realizes that the implementation of mind maps is useful for introducing new dynamic strategies in the classroom that motivate students. Besides:

Inter 1 P4 : La ventaja es la facilidad de... La facilidad de entender las cosas y con fluidez, porque es que mucha teoría es un poco estresante, en cambio al ver unos mapas mentales es como más didáctico, pues en el sentido de... En la amplitud del ámbito escolar.

In general, mind map succeeds to attract the students` interest to read the text. It also succeeded to improve their reading comprehension in the form of generic structure. Bannudug (2013). Furthermore, mind mapping as a visual diagram serves to motivate students towards the reading activities. Mind mapping works the way the brain works. The human`s mind remembers keywords and images, not sentences. The use of keywords, colorful pictures, and symbols in mind mapping help the students remember information from the text. Reading by using mind mapping also not only can be seen as a receptive skill but it also can be seen as a productive skill (Rachma and Muhammad,2012).

Part. Obs.1: The creation of this mind map allows the teacher to know where the students` level of understanding sits. It was a great way to validate the students` ideas and make them feel comfortable thinking openly and critically in the class.

Another key aspect is that getting students to share their opinions or discuss a topic can be tough. But starting sharing ideas about the text taking into account the main ideas and key words from the mind map could get them involved.

Part. Obs. 1: It also works as a form of peer learning, where students` broaden their perspectives by listening to one another through the oral activities

According to Rachma and Muhammad (2012)” Students will be interested and motivated with the subject if the teacher can arrange the materials interesting, such as by adding a pictures

in the reading text and making more colorful.”. Therefore, teacher’s role is not only to explain the materials, or select suitable material but also to guide, advice, support, and motivate the students whenever they need it. In order to improve students’ reading comprehension, the teacher should choose suitable technique and concern with students’ obstacles and difficulties in learning reading.

Creativity

Mind map encourages creative thinking. It can be created by both individuals and groups in the class and help in problem solving because it encourages learners to think of all possible aspects of a problem and various potential ideas that could emerged. That is why the students consider that mind mapping technique serves as tool to develop new ideas and creative designs:

Inter 1 P2: Los dibujos y las formas de que uno los puede hacer... Uno los puede hacer de una manera muy creativa. Me llamó la atención la creatividad de cada uno

Part- obs2 :Mind maps are a form of creative self-expression. So, in this way students could express themselves in an unstructured way in this class. These kind of activities that aren’t necessarily exciting for students, like creating a to-do list and a list of the main ideas from the topic, are a lot more engaging when students are allowed to be creative.

According to Hobartswan (2010) “mind mapping is an important technique that improves the way to record information, enhances creativity, imagination, and also motivation, especially in drawing and coloring image to represent the information in mind mapping”. This technique can increase the students’ creativity, imagination and motivation in the learning process. When the students are making their mind mapping, they feel challenge to draw appropriate symbols or pictures because each student wants their mind mapping to be the most interesting one.

Therefore, it can motivate them to be more creative in the learning process because unconsciously they need to increase their imagination.

Buzan (2006) considered that Mind mapping is a highly effective way of getting information in and out of your brain. Mind map is a creative and logical means of note-taking and note-making that literally maps out your ideas. In the analysis of students' activities, it was evidenced that they knew how to organize and link their ideas:

Art.Analyze 1: The use of color, codes, or links is evidenced to meaningfully clarify connections for all aspects of Mind Map.

Improvement of students' reading comprehension

When developing the mind map, the students told that while reading the text they associate the ideas with images for developing afterwards the mind map, and that's why it was easier to retain the main ideas. For that reason, it is important to take into account the impact of Mind Mapping Technique on understanding ideas and acquiring new vocabulary.

Understanding the texts

Mind mapping resulted as an influential strategy in enhancing the students' reading comprehension.

Therefore, with the intention of improving the students' reading habit and comprehension, the teacher has to increase the students' reading interest in the beginning. One of the ways to increase the students' interest is by providing them the materials that will be enjoyable and challenging to read. (Banndug ,2013). Using images help students to support their ideas while developing their mind maps in order to evidence what they have understood from the text. For instance:

Inter 1 P4: Pues primeramente, para crear los mapas mentales hay que leer. Y entonces, pues, primeramente al leer sacamos las ideas principales, y con esas ideas sacamos los dibujos. Y pues lo más importante... Lo que más me llamo la atención, es que aparte de dibujar también tenemos unas ideas este muy buenas que se nos ayudan con el texto.

Inter 1 P3: Si, porque como dije anteriormente, este...Al ver una imagen a nosotros como que se nos plasma más la información y la procesamos más fácil.

The activation of the background knowledge with the new information from the text and finally summarized and illustrated with the knowledge affluence the process of reading comprehension made easy way to make mind mapping from the texts (Rachma and Muhammad 2012). When creating the mind maps, it was possible to observe through the analysis that students included the relevant information from the texts and support their ideas with the use of appropriate pictures:

Art. Analysis 1: Answers mostly include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are often included in answers. Answers mostly include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are often included in answers.

These answers allow the pre service teacher to realize that the details and main information of the text mean to grab the reader's attention, taking into account that while they are reading they are identifying the key words that will give a clear and general understanding of the main theme of the topic.

Acquiring new vocabulary

The students are so lack of vocabulary so it is very difficult for them to clearly understand the information implied in the text, the students will feel bored when they find some

difficult words while reading the text. As the result they could not catch the idea and the information in the text.

Inter 1 P2: Pues para mí, es porque uno comprende más las cosas con mapas mentales porque son palabras claves y no tiene que aprendérselo todo de memoria si no que uno se aprende solo las palabras.

Inter 1 P3: Positiva porque se nos hace mejor la comprensión y pues nos ayuda muchas veces a aprendernos las palabras claves para responderlas en las evaluaciones.

To support this aspect about the influence of mind mapping technique on acquiring vocabulary, Panatda (2010) explains that specifically, the use of mind mapping technique increased the students' vocabulary helping them in all the activities regarding with reading comprehension, such as determining main idea, finding detail information, inference, reference, and acquiring new vocabulary when constructing their mind maps. In this way, the use of mind maps helps students to remember the vocabulary from the text.

Part.Obs 3 It can be tough to remember everything a professor says during the class and even, to remember the vocabulary explained at the beginning of the class. For this reason Mind maps act as outlines and it helped students to remember the overall ideas of the main topic, all the way down to the smallest details they'll need to recall later.

By studying literature materials, the students will have a wide range of vocabulary and develop four language skills (i.e. reading, writing, speaking, and listening). While feeling entertaining by this interesting material, the students simultaneously can understand the texts. In this way it is easier to know the meaning of the words of a presented. (Rachma and Muhammad,2012).

Mind Mapping as a learning strategy

The use of mind map technique was a useful technique for students to remember the information and start identifying the key words and main ideas of the text automatically. This was evidenced because in the activities, while reading the second and third text they start naming the main key words that would be useful for the creation of the mind map. It helped to identify that the use of mind mapping technique had an influence on working students' memory and attention and getting better results on the tests.

Working Memory and Attention

Mind mapping as a form of taking notes, helped the students to organize different concepts and tie things together much faster. It helped students prioritize information and again, establish a hierarchy to that information. It can be tough to remember everything a professor says during the class and even, to remember the vocabulary explained at the beginning of the class, then, the creation of mind maps in class help their memory because it enables to arrange the facts and ideas remembering new information by focusing on the key ideas that are written down, and then looking for branches out and connections between the ideas. (Deylam and Jahandar,2014)

Inter 1 P1: Pues, las ventajas es que pues aprendo rápidamente me grabo rápidamente las palabras claves de cada párrafo de cada texto, me gusta mucho este tipo de actividad.

Inter 1 P4: Pues me parece una manera muy buena, porque o sea, es como otra manera, porque siempre son escribir y escribir, en cambio reflejándose con los mapas mentales pues es muchísimo más fácil la comprensión lectora ya que podemos captar... O sea, captando las imágenes es como más fácil recordar para nosotros.

Mind mapping technique helps the students to remember information. It is because symbols or pictures and even colors used in mind mapping can differentiate keywords or sub

topics in their mind mapping. Images can enhance the human's brain to remember in a long term memory (Hobartswan, 2010).

Buzan (2008) mentions that using pictures or photos for the central ideas are important enough in making mind mapping. It is because pictures have a strong impact on imagination and memory and it also pleases sight and keeps attention focused.

Part.Obs 3: Through the development of this activity it was evidenced that the information included on the mind maps is more easily stored in memory, because a mind map can structure the key contents to help students remember the main ideas and details in a better way.

According to this, mind map helps enhance the brain's capacity to recall information, likewise, the use of colorful images help students to retain the information they are writing down. It means that in addition to increase the students' creativity and productivity serving as an excellent tool to let students generate more ideas, this strategy improves memory and retention.

Getting better tests results

Among the positives aspects, after evaluating the topic the students indicated that they knew what to write and choose on the evaluation because they remembered the main ideas and the pictures of their works. So, they were able to answers correctly by associating the information with the images. Correspondingly, the use of the mind map could be considered as an useful learning tool for students to retain information and improving their reading comprehension skill.

In this way, students can represent ideas into visualization and graphic forms where one idea is connected to another idea by using branches. Besides, by using mind mapping, it is easy for students to put information into their memory serving as a strategy to study for the tests.

Inter 1 P1: Mucho, me ha ido muy bien en las evaluaciones debido a que de cada texto hacemos un mapa mental.

Inter 1 P1: Muy útil , muy útil porque ya sé que en el grado once sería muy bueno también, seguir con esta actividad; pues cada texto que nos den hacerle un mapa mental nos ayudara mucho para las evaluaciones.

Hay (2006) illustrates that mind maps evaluates meaningful knowledge from the contents of the class, taking into account that visual mapping assists students extend their thinking skills, arranging of information, thus developing a better understanding in a topic area.

Part.Obs 4: For the assessment of the topic, it was evidenced that creating mind maps in class helped students to study for the evaluation. The students commented that it was easier for them to associate the illustrations of the diagram with the main information of the topic in order to retain the main ideas.

Creating a visual set of study notes helps reinforce the essentials behind a topic and more. That is why the creation of this mind map allowed students to optimize their study time and improve test scores in the class.

Part. Obs 3: Through the development of this activity it was evidenced that the information included on the mind maps is more easily stored in memory, because a mind map can structure the key contents to help students remember the main ideas and details in a better way. For this reason, at the moment of evaluating the topic, the students remembered the information easily.

It was evidenced in the exam results where most of the students achieve a higher grade than the previous grades. In the following graphic it is evidenced the grades of the students

following a sequence of activities before presenting the evaluation, hence, the results after these tasks would be higher.

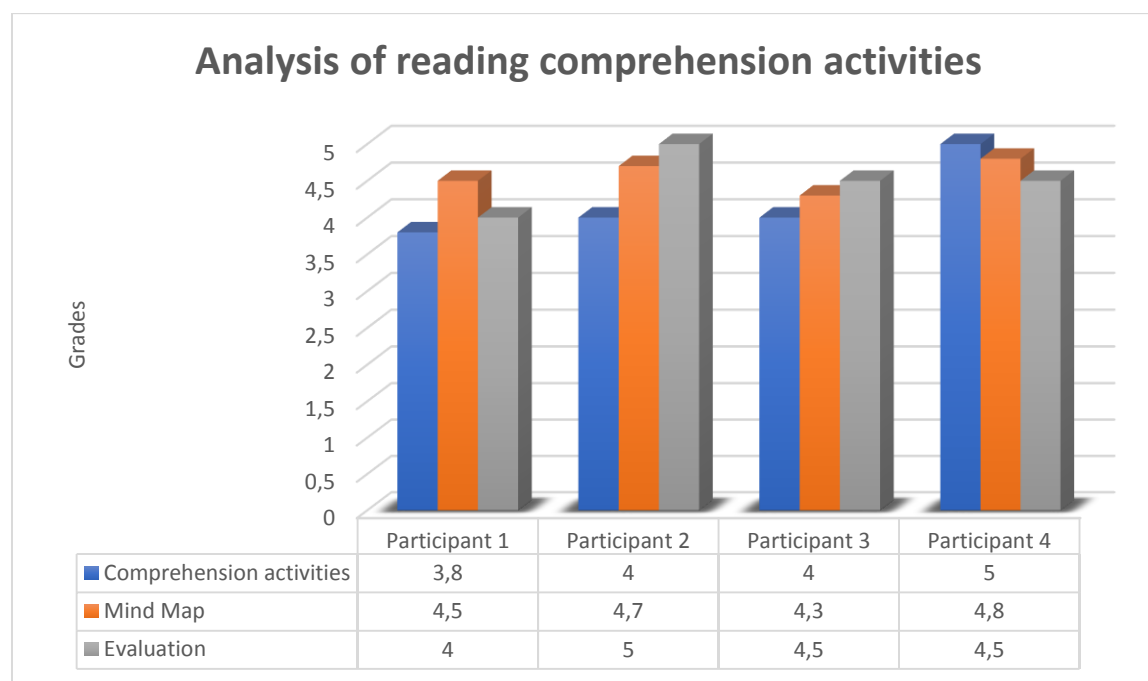


Figure 15 Analysis of reading comprehension activities

Consequently, Buzan (1993) states that the mind map is kind of strategy to note taking method, he also emphasizes that mind map use both left and right cortical skill. It assists the learner to organize and get the ideas easily from the mind map, so it is easier for the students to remember the information they have learnt while developing these exercises.

Conclusions and recommendations

The purpose of this research project was to develop tenth grade students' reading comprehension skills through the use of mind mapping technique. In order to fulfil this purpose, three objectives were established. Although, at the beginning they were more focused on creating colorful drawings, in the second activity they start including more information and then, they realized that it was easier for them to connect ideas and associate the images. The works were

really creative and they were constantly asking the teacher about how to write and what kind of words and images they could use to create a really good and accurate mind map. Besides, when it comes to reading a different text they were really attentive to catch the ideas and key words.

When it comes to the first objective, “to motivate students’ learning process by including mind mapping technique in the reading comprehension activities.”. It is necessary to mention that the students were fully motivated when creating their works.

Moreover, another objective was established, “To implement creative and organized mind mapping exercises”. It was carried out successfully, a series of diverse topic were discussed inside the classroom in order to understand in a better way the main information of some topics just focusing on the important ideas and key words for creating the mind map, using colorful forms and creative drawings.

Otherwise, the main objective of this proposal could be achieved thanks to the use of diverse techniques, such as the participant-observation, interviews and artifact analysis. These techniques were based on the qualitative research methodology that aims at understanding and describing a specific phenomenon, here the researcher could gather valuable information thanks to each instrument that were appropriated and precise, they enabled progressing in each step of the proposal, reaching what was established at the beginning.

On the other hand, working with teenagers is even more difficult than some years ago, they changed every day and their education too. This is the reason why, it is teachers’ responsibility to discover new strategies for learning, stimulate in student’s motivation, interest and awareness to make them understand that it is really important to learn how to express ourselves in another

language. According to this, being a teacher with this kind of population is a huge responsibility, however it is a context where everybody learns, not only students, but the teacher as well.

Based on mind mapping, it is offered that other studies be led to examine the similar problem with more complicated levels of comprehensions. It is indicated that other studies be carried out with detached analysis of various levels of comprehensions.

Chapter II: Research component

Introduction

In the context of the formation in the foreign languages program, the pedagogical practicum of the pre-service teacher, stand out as important aspects to study and to research the improvement of the teaching-learning process, for the education quality.

Even if it exists a clear interest in the obvious need to understand and transform the pedagogical practice, also it is a good part of the local studies focus on learning issues rather than on teaching issues.

It is considered, to carry out a project with a reflective approach, in which the practice aims to objectify knowledge, behaviors, and attitudes towards the educational work; also as exercise of internalization, immersion and examination of the own subjectivity as teachers, throughout questions and looking for information, in order to solve problems and the selfrecognition, as well.

Justification

The formulation of this project in the context of practicum of the foreign languages students is a part of the conception of professionalizing practicum as a starting point to improve the educational processes in the institutional centers where teaching practicum (Práctica Docente – PRADO) is carried out. It is claimed that conferring importance to the role of reflection in the teaching process is the first step when understanding the difficulties associated to the profession, one's actions and interest towards the knowledge of the different models and approaches to cope with any complex situation and establish an analytical look on any action.

In accordance to the educational philosopher, John Dewey's line of thought, a pioneer in the field of reflective thinking, there is a justified need addressed to this project to provide with the necessary tools of analysis and self-observation in order for them to establish a difference between the mere routine action and reflective action. We consider that a reflective approach prevents the agents from a traditional context of inertia and authority that prevail at school.

Statement of the problem

At school, the core elements of the constitution of the subjects are assumed, of the institutional life without question, they are often seen as imprints, stable and invariable features that are part of the school's identity and culture. When the events unfold without any major alterations, there is a risk for the teacher to get stuck in a logic of action which does not allow the pedagogical evolution and the renovation of the school's culture to take place.

A practicum stage, in which there is no place for reflection, does not enable problematic situations to emerge; these realities are usually ignored, invisible. From that perspective, the pedagogical practice is assumed from the reproduction of codes -that place teachers in a traditional way, in which cultural reproduction becomes an obstacle for emerging practices that tend to generate transformations of thought and knowledge, to come out and meet the social needs.

Due to this situation, which affects teachers in a greater or lesser extent, it is crucial that the teacher training process promoted a critical and reflective spirit in the future teacher, that contributes to the improvement of their pedagogical practices, so that this stage can have an impact and transform their work and their professional performance in the future.

In this case, at the B.A degree in Foreign Languages in the University of Pamplona, reflection is conceived as a fundamental exercise, in order for students at their integral practicum stage, to self-evaluate, to establish a critical and constructive look at their work in their teaching role. Beginning with the questions that guide this study, they are the following:

1. In what way does the implementation of reflection contribute to the transformation of the pedagogical processes that are inherent when developing the integral practicum stage?

2. How does the reflective exercise influence the development of a critical spirit in the pre-service teacher students when analyzing their pedagogical work?

Objectives

General objectives

- To implement reflection as a transforming tool in the own pedagogical processes of the integral practice.
- To promote in Student-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

Specific objectives

- To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.
- To socialize criteria, share ideas and guidelines to be assumed during their practicum.
- To identify and analyze the different strategies implemented by pre-service teachers during their pedagogical practice.

- To develop reflective workshops and didactic units as a guide towards pre-service teachers' process of reflection.
- To analyze teacher's and student's beliefs about the teaching profession
- To analyze teacher's and student's beliefs about the teaching profession

Theoretical framework

The theory about the teaching profession, reflection, reflective practice and pedagogical practice form this study theoretical framework. To be slightly clear about these concepts that concerned this research project, it was presented an approximation of each one of them.

The teaching profession

One of the fundamental members of any educational institution is the teacher, whose purpose is to transmit a set of knowledge built upon certain science or art, but also the person who has the responsibility to educate students integrally.

The teaching profession requires the development of a series of competences that currently constitute a conceptualization and a way to operate in the planning and management of human resources in order to facilitate an articulation between management, work, and education. In this sense, we find that every teacher must be up to the requirements and competences in the discipline that allow him to master a set of knowledge and skills on any specific area since the first intellectual requirement of a professional is the level at which he/she develops his/her activity.

Additionally, every teacher should possess some competences in the organization of content, meaning that the pedagogical practice encompasses not only the planning of the

components that are intended for students to be learnt, but also to predict the teaching conditions inside and outside of the educational context. The most urgent ability that teachers need to develop is to design or contemplate the teaching practice.

Reflection

With regards to reflection, it is claimed that implies an approach to different conceptions about this notion. For that reason, aspects such as reflection as a process and reflection as a theme will be taken into account to deepen its definition (Correa Molina et al. 2010).

Reflection as a process

The process of reflection is developed through a set of stages that result in a critical process. According to Schön (1983) as cited by Correa Molina et al. (2010), reflecting 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 presented in the following figure:



Figure 16 Reflection as a process

Reflection as a theme

The conception of reflection is based on a theme related to this concept. For this, it was taking into account what Grimmet et al (1999) cited by Correa Molina et al. (2010) stated, they affirmed that reflection is based on three different perspectives: reflection as an instrumental mediation of action, reflection as a deliberation, and reflection as a reconstruction of experience.

For the first two perspectives the external aspects were the source of knowledge that allowed reflection; and for the third perspective, it was the conceptual aspects what allowed the reflection exercise. At the same time, these perspectives counted on mediators who executed this process; at first instance, it was found action, context, colleagues and the person who reflected.

Reflective practice

For the purpose of updating and to qualifying the academic proposals at the university and guiding students towards innovative ways of dealing with the world, it is necessary for the teacher to question about his/her own practice and the impact that it may have generated; so that he/she is capable of objectifying his/her behavior, and assuming the different roles in the pedagogical relation.

The teacher plays an important role in the current educational world; he/she operates in a complex space where constant change is determined by the interaction of several factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to the changing circumstances" (Ebutt and Elliot: 1986). In this context, the issues of practice demand a particular treatment towards understanding and social interaction.

This study will serve the teachers that are participating as they will reflect on their own methodological processes in the light of reflection as the only rational and ethical mode of intervention (Sacristán, 1999).

According to Van Manen (1997), there are various levels of reflexivity, at a first level, for example, in the classroom the effective application of skills and technical knowledge takes place; reflection is thus applied to the selection and correct use of the didactic strategies the teacher will implement.

On a second level, reflection deals with the implicit presuppositions in the specific practices of the classroom. The consequences of adopted strategies, the curriculum, and practices are then analyzed so that it opts for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to institutional reality and contexts.

On a third level, Van Manen proposes an exercise of critical reflection; at this level, the most elaborated reflection is presented, as an examination of ethical, normative and moral criteria that is related directly or indirectly to the classroom.

Pedagogical practicum

For the analysis and reflection on practice, it is considered appropriate to turn methodologically to a conceptual operation of the classification of the practice itself; to meet this purpose, it is assumed Zeichner's proposal, who has established various modalities of practice such as:

Academic practice

It is focused on preparing teachers who are capable to reflect on the courses they teach so that they are transformed into comprehensible structures for the students.

Practice of social efficiency

The goal is to achieve an effective teaching through the application of any didactic techniques that are gathered 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.

From development

The teaching is based on the interests and development of students, and it takes into consideration the development of the teacher as a teacher and as a person, at the same time.

Social reconstruction

The object of reflection is the social, economic and political context, as a way to foster truly democratic relations in the classroom, equal and fair in the social field.

Generic

The programs often refer to reflection in a generic way, without specifying the ambitions of the programs nor the contents to reflect about nor the strategies to foment reflective learning.

Reflection triggers

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

The critical element in reflective thinking

This element of reflective thinking is associated with "the moral and ethical aspects of compassion and social justice" as proposed by Sparks-Langer and Colton 1991: 39. The interest in social justice and ethics in education.

These authors established some classification categories of knowledge

1. Knowledge of the content
2. General pedagogical knowledge
3. Curricular knowledge (materials, programs, among others.)
4. Teaching knowledge and professional configuration
5. Students' knowledge and their features
6. Knowledge of educational contexts
7. Knowledge-based on the philosophical, historical, axiological basis

According to Georgea Spark-Langer and Amy Colton, the narrative element is another element of reflective thinking that is included in the present research as an instrument. This element is directly related to teacher's narratives, in order to foster reports on their experiences in

the classroom that are usually presented in many forms and serve the diverse functions in subjectivity, and in the constitution of subjectivity. In this component, teachers' journals are placed, in which writing leads to the elaboration of teacher's reflective thinking about his/her experiences of practice, objective, subjective and intersubjective.

Methodology

The proposed methodological strategy has as central axis the continuous reflection that contemplates additionally the fulfillment of meetings to strengthen the practice's collective as an initial space for tackling the educational and labor problem. The principles of organization are autonomy, planning and self-observation.

To review the incidence of the reflection proposal about this practice process, it will carry out a process of socialization and systematization of itself.

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

For the process of data collection in this project, it is proposed the application of the following instruments:

Reflective workshops

The main purpose of implementing these reflection workshops is for them to serve as guide in the reflection process of student-practitioners, but also to socialize and share their experiences to enrich their process and incorporate new tools to transform their pedagogical practice.

Objectives

- To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.
- To socialize criteria, share ideas and guidelines to be assumed during their practicum.
- To qualify, facilitate and effectively incorporate them into the institutional center assigned.

Self-observation card

The main objective of the self-observation card is to guide the student-practitioner towards a proper view of his practice as teacher and his role in the classroom and in the environment of the educational community where he belongs.

Narrative

The reflection exercise will allow the student to express himself about his work from the narrative of his experience as a way to endow of meaning the everyday life of the teacher.

Class recordings

By keeping a track record of student-practitioners' performance in class, class recordings will facilitate the reflection on different aspects of the Foreign Languages teaching and learning process that may or may not have been taken into account by the pre-service teacher during his/her reflection process. These recordings will allow having an external and constructive look at their pedagogical practices.

Data Collection timetable

Table 8 Data Collection Research component

Weeks/ Instruments	1	2	3	4	5	6	7	8	9
Narratives report	X	X	X	X	X	X	X	X	X
Self-observation checklist		X		X			X		
Reflective workshop			X				X		
Class recordings			X			X			

Implementation of the Research Component

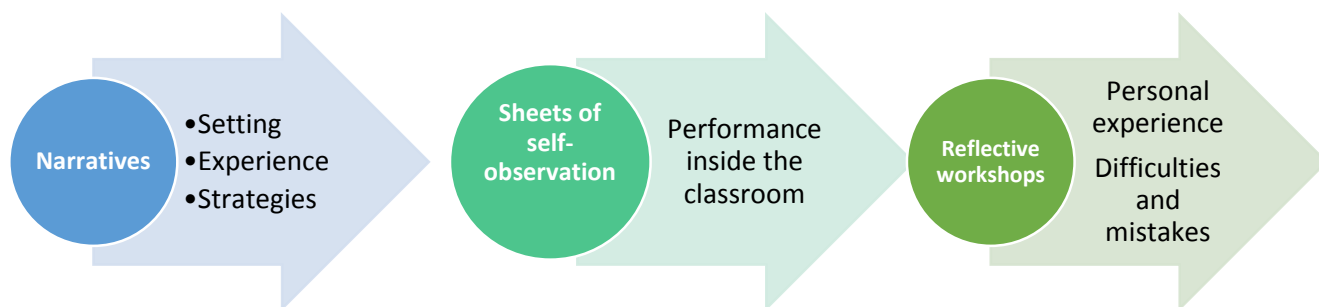


Figure 17 Implementation of the Research Component

Narratives

The narratives are journals in which is stated and described all the experiences and feelings that pre-service teachers live through the practicum process. The process of writing was made every week, these narratives help to get a better understanding about the pre-service teacher's perspectives when getting involved in the real role of teachers, taking into account different situations and experiences in the setting of the school such as methodology, management of the classroom, behavior of the students, among others.

These narratives have contributed significantly on this process; they represent an essential component of continuous learning providing new insights knowing the setting in which the pre-service teacher is developing the practicum. On this way, for these reflections it was necessary to take into account the different aspects and stages that conform this process.

According to HMH (Houghton Mifflin Harcourt: Education and Learning Resources), there is a process to follow at the moment of writing a reflective narrative. The main points to keep in mind for creating a draft of the reflection are : The beginning, which provides background details and events that build the narrative and lead up to the change, this stage provides background and introduces the topic. The middle, in which are included some direct experiences that helps demonstrate the change. In this part, is important to show readers what is happening and use dialogue. This stage provides details and events leading up to the change when writer comes to a realization. And the end, the writer reflects on events after the change and think about how different they were managed in order to identify the different challenges took part in the process and how to overcome those aspects.

Besides, it was necessary to take into account the methodology, the activities carried out in the classes, the atmosphere of the class and the strategies implement in order to have a better organization of the activities. That's why the narratives developed over these weeks have helped to see and understand the changes undergone and how the pre-service teacher has improved personally and also it was handled all those aspects that occurred inside the classroom. For instance, personally the pre-service teacher has shown an evolution concerning the control the class, however it is necessary to keep reflecting on this aspect with regard to the management of the activities and the organization of the students when giving the class.

Among the positive aspects of writing these narratives every week, it was evidenced that this strategy encourage personal adaptability, taking into account that every week the pre service teachers are exposed to a self-reflection in which they balance the positive and the aspects to improve throughout this process. Another positive point is, learning from experience, considering that they are constantly in a teaching a learning process. Thanks to this, pre-service teachers can explore their different strengths and weakness while developing their practicum and getting a wide perspective of the context in which they are working on. (**Annex**

7.Narratives)

Dania Mesa
1093783649

NARRATIVA Octava semana

Durante esta octava semana se llevó a cabo la bimestral de inglés el día martes y el resto de la semana se realizaron las recuperaciones. Al ser semana de recuperaciones del periodo, las clases con los estudiantes estuvieron dedicadas a dar las notas del periodo a los estudiantes y a trabajar solo con los estudiantes que debían recuperar algunas materias.

Esta semana junto al supervisor, empezamos a subir notas al sistema después de realizar las bimestrales el día martes. Sin embargo, hubo varios estudiantes del grado décimo que aún faltaban por entregar trabajos, por esta razón decidí darles un día más de plazo para recuperar estas notas y subir la nota final. Estas notas fueron socializadas con los estudiantes con el fin de mantenerlos informados y que si les hacía falta alguna nota lo notificaran para revisar si había algún error o si era necesario asignar un trabajo extra. Durante la asignación de notas, debía asignar una nota a cada estudiante en la columna de "Saber ser". Ya que en la plataforma del sistema sale cada foto de los estudiantes fue más fácil asignárselas. Para esta nota, tuve en cuenta sus participaciones en clase, la disciplina y el respeto hacia el profesor y los compañeros.

Este periodo con los estudiantes del grado séptimo realicé muchos trabajos en clase y tres evaluaciones con los temas vistos, por esta razón, los estudiantes que trabajaron responsablemente en clase no tuvieron ningún inconveniente y sus notas fueron altas. Sin

embargo, recibí a varios estudiantes preguntándome el por qué de sus notas tan bajas, a los cuales les mostré cada nota y cada actividad hecha en clase y les recordé que su comportamiento en clase no fue el mejor y por eso tuve que asignarles una nota baja. Un aspecto positivo de esta semana, es que los estudiantes se mostraron respetuosos al momento de preguntar o revisar sus notas y me motivó mucho recibir comentarios positivos de parte de ellos, ya que el grado séptimo fue realmente un reto en esta experiencia pero al final pudimos arreglar las diferencias y encontrar un punto flexible con el que el ambiente mejorara y todos aportáramos nuevo conocimiento.

Esta semana me encontré muy pocas veces con los estudiantes del grado décimo ya que solo socializamos notas en general y les dimos la oportunidad a los estudiantes de enviar los trabajos faltantes. Me reuní con cada uno, les dije las notas e igualmente les pedí que se dieran una autoevaluación teniendo en cuenta su rendimiento y responsabilidad en el curso. Después de socializar las notas les di la definitiva y hablamos un poco de cómo les habían parecido las clases, lo cual me alegró mucho porque sus comentarios fueron generalmente positivos y me contaron lo cómodos que se sintieron en clase, ya que al ser el último periodo los trabajos solían ser más pesados, pero con las actividades de los mapas mentales rindieron mejor.

Finalmente, en cuanto al grupo de preescolar, esta semana solo estuve una clase con ellos ya que salían más temprano a vacaciones. En esta última clase con ellos la profesora me dijo que recordáramos los miembros de la familia, entonces decidí llevarles más actividades relacionadas con el tema para que retuvieran la información. Esta clase fue especial ya que los niños estuvieron más atentos que de costumbre, y me contaron sobre sus familias. Al final de la clase decidimos pegar las imágenes de la familia en la pared

Figure 18 Narratives

Self-observation checklist

The self-observation checklist are online formats that the pre-service teacher has to complete concerning the teaching practice in terms of planning, executing, classroom management, materials used in class, language use, students' participation among other aspects that served to check the practicum process.

During this practicum process, three self-observation checklists were fulfilled , allowing the pre-service teacher reflects about the development of the classes and all the aspects that are related to this process. One of the most relevant aspects to analyze was the classroom management, the interaction between the students and the pre-service teacher, how the pre-service teacher behaves with each student, if it was allowed the participation of them, how she listens to necessities of the students, how students prefer to learn the target language taking into account students' interests, also the work with other teachers and even the contact with the students' parents. This procedure has allowed the pre-service teacher to be more reflective at the moment of giving the classes and being aware about the whole development of the classes and not only in the common aspects. By doing so, it has been possible to reflect about the improvement that the pre-service teacher has had, in the same way, these reflections allow to see the aspects that the teacher needs to work on and improve them, also this process helps to analyze those aspects that sometimes are not fulfilled inside the classroom or the institution.

(Annex 8. Self-reflection checklist)

Class recording

The class recordings have been carried out in the middle and at the end of the practicum process with the purpose of having a different perspective of the process. By doing so, it was

essential to show in a video, the development of a normal class presenting each part of it such as the warm-up, opening, explanation, production activities and others, however, because of the size of the file it was necessary to reduce the duration of the video, including just a specific part of the class. Based on these recordings, the pre-service teacher can reflect about her methodology, attitudes, what is missing and what aspects have to be improved.

Analyzing the first class recording done by the pre-service teacher, it was evidenced that at the beginning, the students were attentive to the explanation, however, in some parts of the class they start talking with their classmates and that's why in some moments, the teacher had to raise the voice in order to get the students attention to continue with the next activities. Taking into account that the students are not habituated to talk in English during the whole class, the pre-service was focusing the attention towards the pronunciation and the writing, for that reason it was important to write all the indications in English on the board for the students Taking into account that the pre service teacher was sin charge to explain a grammar topic it was necessary to give the class in Spanish for the students to understand the topic accurately. This topic was explained in the previous class, however, it was necessary to review the topic in order to clarify the students' doubts towards this new content. In terms of interaction, it was necessary to motivate the students to participate, for that reason the pre service teacher asked the students to take part in the explanation and write some examples on the board, then, the rest of the students have decided if the sentence was right or not and they explained the reason why those answers were correct. In terms of activities, the pre service teacher gave the students a worksheet where they had to write the comparative form of some adjectives. In this part of the class, the students starting talking and disorganize the classroom, and the pre service teacher had to repeat the indications because they were not paying attention. However, at the end of the class, all the

students completed and presented their activity. These class recordings were really useful in order to observe the class from another perspective, which allows to identify the main weakness of the teaching practices in order to start working on them.

Another positive aspect of the recordings was that our peers could also take part of our experience, taking into account that the first video was analyzed by another pre service teacher who followed a rubric to write suggestions in terms of classroom management, in order to have a different perspective of our methodology. **(Annex 9. Rubric)**



Figure 19 Class recording

Reflective workshops

Reflective workshops were designed to serve as a space in which the practitioners had the opportunity to share their experiences during the practicum process and to guide their pedagogical practices by taking into account reflection as a tool. These writing workshops were planned to develop three times during this process.

During this practicum, two reflective workshops were carried out, in which the practitioners talked about the experiences as teacher's trainee. These activities served as a

reflection process because all the practitioners can reflect on their personal practices and express what they feel, what they experience and what they think about the practicum stage. For instance, one of the most current problems are related to the lack of classroom management of the students, due to in some cases it has been impossible to control the students because they misbehave each time they want, even when implementing strict rules inside the classroom.

On the other hand, when talking with other partners, they expressed that during this week it has been kind of difficult to implement the project correctly due to some unexpected situations. So that, it has been possible to compare others situations and see how each one has improved concerning these unexpected situations and the students' behavior, besides helping them to realize that we need to be prepare for anything could happen inside a classroom. (**Annex 10.Workshops**).

Findings

After developing the instruments mentioned and described above, three categories emerged from all process as follows: 1) Reflection as a transforming tool in the pedagogical processes. 2) Development of a critical spirit to provide alternative solutions. 3) Creation of strategies to deal with classroom situations.

Reflection as a transforming tool in the pedagogical processes

During the practicum process, as a pre-service teacher, many situations were presented as a challenge to reflect and think about the process for becoming a teacher nowadays. Therefore, the practitioner after each class and week, carried out different strategies to develop this process, such as the use of narratives, in which the pre-service teacher could describe every moment of the week concerning the methodology, students, supervisor, activities, discipline and

behaviors. All these aspects allowed the teacher reflect and create new strategies every week, gain confidence, even listened to others' opinions so as to improve and take every situation as a learning test. Moreover, the teacher made usage of reflective workshops and class recording which allow to see different perspectives from others teachers and from ourselves, in the same way these activities let to show real feelings and express what happened really at the school, because in some many cases it was difficult to continue the process due to several situations that as new teacher we had to face alone.

Development of a critical spirit to provide alternative solutions

Throughout this process, when making use of reflection, a critical spirit emerged as well. Nowadays every teacher needs to be creative, witty, patient and a comprehensive person, not only the person who provides knowledge. It is a fact that today some students make feeling themselves more secure inside the classroom that at home, that is the reason why for the preservice teacher, in some situations that were so difficult, he felt scare to fail because of the lack of experience. However, the teacher was always willing to listen to his students and take opinions as constructive ones, also students were respectful when they were asked to. Otherwise, colleagues were by the side of the pre-service teacher giving advices and explaining to him how she must manage those situations where students tend to be rude and break the rules stablished inside the classroom. As possible solution, the practitioner always talked with the supervisor firstly and then follow the pertinent protocol, besides she listened to them before and even she proposed some strategies inside the classroom, if students followed instruction, problems were far.

Classroom management

Being inside and outside the classroom are two completely different worlds, because things run too much different when being in the classroom with student as it was planned previously. As a consequence, it is always required to have some alternatives to manage the classroom every time it was needed, above all when finishing a determined activity, students tended to move around the classroom and do other things to distract themselves and others. Strategies as unexpected evaluations, developing exercises individually, giving extra points for behaving correctly and participate actively during classes, worked perfectly, students knew the teacher's methodology and when they followed as established at the beginning of classes, better results they obtained.

Conclusions

The use of reflection as a tool of the practicum process was the main idea of this part. Working on this tool helped at transforming the process of the practicum because it was needed the analysis of each part of the procedure developed in class, for the purpose to improve every day and acquire a different perspective for the criticism of the results. Furthermore, the use of diverse instruments contributed for having a successful during the process.

Studying the weekly narratives, it was evidenced the experiences and situations lived by the practitioner, most of them stated the way she had to face the classroom management in the real context, the grammatical aspects she needed to focus on and the how pleasant have been the experience when working with children. Besides, through the narratives, the pre-service teacher affirmed the development of the classes, how the setting was, the strategies used and how the daily perceptions were towards these situations.

Furthermore, the use of self-observation checklist allowed to the practitioner developing a deep analysis of relevant aspects in the classroom and also in the institution, also assessing the teaching-learning process and if the different learning styles of students were taken into account and finally keeping the idea of improving the classes.

On the other side, the reflective workshops helped to analyze deeper the different situations occurred during the classes, and to express the own experiences and issues undergone in the classroom. Also, this process helped to express the own experiences and issues lived in the practicum stage and also to give a point of view where it is important to socialize what it is thought.

Finally, the process of reflection is required to apply in any kind of situation, because it is easier to consider the decisions made or the process developed and to reflect if the community necessities has been achieved, especially on students.

Chapter III Outreach component

“Awareness project to English language in elementary schools in Pamplona, Colombia”

Introduction

Participating in the academic, cultural and economic fields at a global scale motivated the Colombian National Government to promote foreign languages learning in the different educational sectors of the country, so that all citizens have the opportunity to participate in cultural exchanges that allow them to get access to more equitable conditions regarding the personal and social development of the country.

To encourage the English language learning in Colombia as well as having Colombians to be more competitive citizens, the Ministry of National Education designed a policy of bilingualism in 2004, whose main objective is *“Having citizens being capable of communicating in English, with internationally-comparable standards, that incorporate the country in the universal processes of communication, in the global economy and in cultural openness”*.

To do it so, the Ministry has been implementing an extensive set of strategies at different levels of education in order to achieve this goal. For instance, a clear example is the creation and consolidation of the English language quality standards for basic and secondary education, the definition of a solid and coherent evaluation system, the description and development of training programs.

That is why, the Ministry has implemented a wide range of strategies in the different educational levels in order to accomplish this goal, a clear example of that is the creation of quality standards of English for the basic and intermediate education, the definition of a strong and coherent assessment system besides, the description and development of training plans.

This program is being developed countrywide and it has incorporated the work performed by the Secretaries of Education, public and private universities and language centers, nevertheless, so far the results obtained have not been very promising since many of the educational institutions of the country have not been impacted by the program.

In reference to primary school, the National Government advocates for the augmentation of the English language teaching to children coverage, since many of these educational institutions do not usually have an English teacher that guides the teaching and learning of the English language and for this reason, the results of the evaluations applied at a national-level are not very promising.

The University of Pamplona in Colombia considered as a public training institution for trainers, and more specifically the Foreign Languages B.A. degree in English and French, has approached the reality that the primary schools in the city of Pamplona often face in terms of The National Bilingualism Policy; many of the educational establishments in this city do not have an English teacher to respond to the training needs of the primary sector.

By recognizing this reality and the difficulties that it generates, this proposal of social projection aims not only to respond to the English language educational needs, those of the primary school children in the city of Pamplona but also to integrate foreign languages' students training at the B.A degree in Foreign Languages English and French to the educational reality of this sector so that the gap between public and private schools in the area of foreign language can be minimized.

Governmental policies identify the issue, however, the attention to these problems goes beyond mere regulations, there is a lack of funding support, educators in the foreign languages

area so that the outcomes in terms of exams, tests, and students' results are in agreement with Colombia's proposal of being the most educated country of the region. Nevertheless, it is needed to clarify that this proposal will be implemented at Patios Centro N°2 Technical Institute in Los Patios, Norte de Santander.

Justification

Learning and acquiring a foreign language provide us with the opportunity to be up with the requirements of today's world current needs. That is why it is necessary to implement and work towards this process since the beginning of children's schooling path so that at the end of their basic education cycle, they have the foundations that will allow them to continuous learning process in the secondary, technical and superior education, to get more people to be trained in this area.

The main purpose of this project is to raise awareness towards English language teaching in primary schools in the city of Pamplona, by contributing to the basic training in a foreign language which is essential and required at these levels. For that reason, this project is carried out as part of the outreach component in the practicum stage that is developed by last semester students of the Foreign Languages degree at the University of Pamplona, as a way to contribute to the strengthening of English language teaching in primary school.

The execution of this project benefits greatly and reciprocally both, the institutions and the student population of Pamplona, as well as the Foreign Languages program and the students who are carrying out their practicum. This benefit results in the possibility for primary school children to have contact with the foreign language and, in turn, for students who are at the end of their training process at the university so that they get to know the realities and educational needs

of the environment, and in this way, they can contribute by taking part in the processes that have a positive impact on the improvement of such needs.

Objectives

By conducting this outreach project, from the B.A. Degree in Foreign Languages English - French of the University of Pamplona, the main objectives to work on are the following:

General objectives

- To respond to the English language teaching needs of the child population in primary school in Los Patios, Norte de Santander, specifically, at Patios Centro N°2 Technical Institute.
- To provide pre-service teachers with the opportunity of teaching English at primary school level.

Specific objectives

To have a better comprehension of the aspects previously stated, this proposal will attempt:

- To familiarize primary schools' children from Los Patios with the fundamentals of the English language.
- To involve students from the B. A. degree in Foreign Languages English-French in the English language teaching processes at a primary school level in the community of Los Patios.

- To articulate the teaching training that students from the B. A. Degree in Foreign Languages English-French have received with the outreach programs offered by the Social Interaction office at the University of Pamplona.

Typology of the project

This is an educational, disciplinary project dealing with the curriculum area; open to all the institutions in which the integral practicum will be developed and which offer primary education in Pamplona. This project is part of the teaching training plan of the Foreign Languages program at the University of Pamplona.

This proposal is connected with social projection and goes beyond the institutional scope and makes facilitates the articulation of the Foreign Languages program to the community of Pamplona.

The main purpose at a pedagogical and communicative level is framed within the institutional lines of projection and outreach of the University of Pamplona and the Foreign Languages program.

Lines of contribution

At the heart of this project we found the following lines that aim to contribute to:

- Academic training in foreign languages.
- Citizen training (addressing educative problems in order to reduce inequality in the educational system)
- School community outreach as University and as Foreign Languages program.

Theoretical framework

Languages teaching

International Languages Policies

The UNESCO has worried for several years for the role of the languages in the world context. In the general conference of 1999 adopted the term "multilingual education" to refer to the use of at least three languages: the mother language, a regional or national language, and the international one. This resolution departed from the idea of that the requirements of national and global participation, and the cultural attention of the particular needs of communities and linguistically different, only it can be attended across the multilingual education. Cruz, Loyo, & Mendez, (2011).

UNESCO (2003) considers that: languages are not only a mass media, but they represent the real factory of cultural expressions; they are holders of identities, values and visions of the world. Thus, it proposes as principle for the cultural diversity, to support and to strengthen the diversity of the languages (including those nomadic or isolated populations) and, at the same time, to support the learning of international languages that offer access to the global communication and to the information exchange. To achieve what is previously stated, the UNESCO suggests to promote the multilingualism and the intercultural dialog, as well as to develop policies for the translation, in all the possible means of written and visual materials in order to promote the traffic of ideas.

According to Lima M, (2006) "The learning of foreign languages is currently an inevitable necessity, but learning from the cultures they represent is also inseparable. Languages constitute the spirit and conscience of folks, points out the poet; they are the best instrument for

accessing other cultures, other stories, other ways to see and understand the world; they erase distances and also bring us closer to science and technology”. All kind of learning is extremely important for the human being sociability, given that it allows him/her to function properly in different contexts; learning a foreign language involves as professional as personal life of a person allowing that this process can be successful and beneficial in his/her knowing and savoir faire.

National Program of Bilingualism

Colombia, as the other countries in Latin America and in the world, has adopted academic policies addressed to expand English as a foreign language through the national program of bilingualism launched in 2004 with three specific work lines: elementary and high schools; higher education; ethno-education; and flexible models of education. This program aims at the formation of competitive and productive human talent in a worldwide context in different fields of action. (MEN, 2006, p.6).

The following table shows the levels aspired by the national program of bilingualism to the year 2019:

Population	Level of English
Students from 3° grade of basic primary school	A1 (Beginner)
Students from 7° grade of basic secondary school	A2 (Basic)
Students from 11° grade of basic media school.	B1 (Pre-intermediate)

Graduate Higher education	B2 (Intermediate)
Graduate from degrees in foreign languages or related	C1 (Advanced)
Actual teachers of basic primary school and teachers of other areas.	A2 (Basic)
English teachers	B2 (Intermediate)

Tomado de: Cárdenas, R.; Miranda, N. (2014)

Bilingualism.

Bilingualism refers to the different degree of domination that an individual uses to communicate in more than a language and culture. This degree depends, mainly, on the context in which this individual is. Therefore, according to how a language is used, different from the native one, these languages are considered as second languages or foreign languages. MEN (2006).

English teaching in elementary schools.

La adquisición de una Lengua Extranjera es un proceso complejo en el cual intervienen múltiples variables de carácter cognitivo y afectivo inherentes al individuo así como factores propios del contexto sociocultural y educativo tales como el currículo, la metodología utilizada y la formación y actualización del docente de Lengua Extranjera, entre otros (Yesser A, & Chacon C, 2011).

In such a way, the importance of getting to the point of comprehending how children learn and incorporate a foreign language, it is necessary to analyze the theoretical foundations

that explain the learning or acquisition of a second language (L2) or a FL (Foreign Language), and how this process relates to the process of the mother tongue”. From this statement, Krashen (1991) cited by Yesser A & Chacon C, (2011) make a distinction between the concepts of acquisition and learning regarding the FL. “The acquisition of language is done naturally and unconsciously in the form of understandable input, which is processed and internalized, while learning involves learning in a conscious way the rules of the language”.

“This distinction has been questioned because it is difficult to separate both terms which are part of a continuous process between the unconscious and conscious” (Richard-Amato 1996). It is important to highlight that the inputs made by de Krashen and Terrel (1983) in terms of the language natural approach are relevant for the process of a FL acquisition in children and support the Total Physical Response (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983) a child acquires the language in three stages.

Preproduction, is the stage in which the child develop the ability of listening and comprehending the language through gestures and actions, it is featured by the silence, therefore, it is suggested to use the method proposed by Asher (1976), Total Physical Response (TPR) in order to stimulate the development of a FL through psychomotor activities without emphasizing on the oral production.

Early production, the child starts to say one or two words or phrases, it is recommended to focus on the meaning rather than grammar mistakes.

Extended speech, in this stage, the child is already capable of producing complete sentences and participating in conversations. The teacher should help the child to improve the fluidity in the foreign language.

To support the aforementioned about the process of foreign language acquisition, we can state according to Berko and Bernstein (1999), Cited by Yesser A & Chacon C, (2011) “La capacidad que tienen los niños de aprender, comprender, descubrir y formular formas comunicativas en un lenguaje extranjero subyace principalmente en la necesidad de establecer nuevos acercamientos sociales” (p. 467).

Why to teach a Foreign Language in elementary schools?

Frandiño Y, Bermudez J, & Vasquez V, (2012) cite Madrid and McLaren (1981) who affirm that “there are different kind of reasons that justify the learning of a foreign language at school. Pointing out that the real reasons are pedagogical and formative. For example, based on various studies, it is indicated that:

- Children who start studying a foreign language at school tend to keep a level of performance more positive than others.
- Children show not only the capacity of imitating sounds and colloquialisms but also a great flexibility, spontaneity and the audacity that overcome teenagers’ and adults’.
- Children not only tend not to fear to make mistakes but also to acquire and transmit meaning through gestures and pantomime.
- Children are at a stage in which the plasticity of their brains makes it easier for them to learn languages.

To sum up, human beings’ learning process is in function of experiences with the environment in which it is influenced by cultures that predominate and identify its idiosyncrasy and autonomy; especially in the young population in the life cycle of childhood, where from an infinite number of theories from the psychological, sociological field it is argued that the

learning is given by the observation and listening of sounds that put in main attention the senses of each individual. Emphasizing that the process of cognition from the mental processes direct and lead to a significant learning in children who are at the beginning of learning especially an FL.

School context

This proposal will be developed at Patios Centro N°2 Technical Institute, a public educational institution located at Los Patios, Norte de Santander.

Methodology

This Outreach component will follow two methods for its development: Visual aids and Total Physical Response . For the methodology is going to be applied Visual Aids in order to encourage students learning process and arouse the interest of learners using this strategy as a teaching tool for explaining concepts easily The procedure of each lesson will frame into the procedural (ESA) Engage, Study and Activate proposed by Harmer (2001), in which the content is taught through the language. Firstly, in the engage the teacher catches the students' attention and involves them emotionally. In this stage flashcards are used at the beginning of some classes to activate students' previous knowledge, making a review or introduce a new topic. All of these activities are performed through games, stories, songs, TPR activities and videos based on students age.

On the second stage, the teacher focuses on the language such as vocabulary and pronunciation. Finally, in activate stage, students use and practice the language focused on the topic of the class, in which we can include games such as : show me the correct picture, organize the flashcards in order, memory game and songs.

Visual aids

According to Mohanty (2001) Visual aids are those devices which are used in classrooms to encourage students learning process and make it easier and interesting. Visual aids are the best tool for making teaching effective and the best dissemination of knowledge.

The use of visual aids such as pictures, posters, postcards, word calendars, realia, charts, graphic organizers, picture books and videos can help Young Learners easily understand and realize the main points that they have learned in the classroom

For each visual aid, Young learners have different responses and expressions even because of their different educational and cultural background. In this way, using visual aids can help learners understand the deep meaning of a topic and realize similarities and differences between each topic.

Flashcards

Vocabulary has a central stage in English language teaching in preschool. Teaching vocabulary to young children implies a variety of strategies such as including videos, images, audiovisual aids and games when planning a class. Also, there is an important role of how images help teachers and young learners in both teaching and learning, which is the focus of this project. In order to practice and revise vocabulary with children.

The use of flashcards in learning as a strategy for teaching vocabulary can be resting way of teaching, because flashcards contain pictures, words, or symbols, or the real shape of the things' name that catch the students' attention.

On the other hand, Yogyakarta (2014) considers that when Flashcards use colorful images it is possible to catch learners' attention towards the vocabulary instead of using abstract concepts. In this way, Flashcards are a suitable media that motivate children to learn vocabulary and later improve their English skills .

Total Physical Response

According to Asher (2007) Total Physical Response (TPR) is a method of teaching a foreign or second language (target language) by developing listening comprehension through a series of commands to which students respond with physical activity.

This approach aims at teaching a Second Language based on listening and linked to physical actions which are designed to reinforce comprehension of particular basic items. In this case, TPR serves as a facilitator for the understanding of the target language and allows a long term retention of the contents for young learners.

Activities and games that teacher can use with flashcards and TPR

In order to get a mixture between the use of flashcards and TPR activities, one main activity consist of sticking some cards around the wall. Then, one of the images will be mentioned, and children immediately run to it or simply point it. To complement this, Adame (2009) proposes a musical flash cards where children will walk around some flashcards in a circle while music sounds. When music stops, teacher says the name of a card and the child who touches it first wins one point and keep the card.

Outreach Timetable

The pre-service teacher asked primary teachers in order to get their permission to implement this project component on their classes. The following timetable shows the schedule to carry out the different activities with primary students.

Table 9 Outreach Component timetable

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
12:30- 13:25					
13:25- 14:20	Preschool				
14:20- 15:15	Preschool				
15:15- 15:45	<i>B</i>	<i>R</i>	<i>E</i>	<i>A</i>	<i>K</i>
15 45- 16 :35			Preschool		
16:35- 17:25			Preschool		

Chronogram of activities

Table 10 Outreach schedule activities

Week	Date	Lesson Preschool
1	September 16 th – 20 th	Fruits
2	September 23 th – 27	Greetings
3	September 30 th – October 4 th	Numbers
4	October 7 th – 11 th	Holidays
5	October 14 th – 18 th	Colors
6	October 21 th – 25 th	Days of the week
7	October 28 th – November 1 st	-
8	November 4 th – 8 th	Family members
9	November 11 th - 15 th	Body parts

Development of the Outreach Component

During the practicum process with primary students the visual aids were used as a motivational tool in enhancing students' attention towards the foreign language and increase vocabulary recognizing new words and associate them with images. The implementation of this process was characterized by multiple activities that allowed students to be more interested and motivated to learn the target language and put it into practice. For instance, the use of flashcards and posters was necessary in order to catch student's attention, taking into account that the pre-service teacher is working with preschool and it is really important to attract their attention by using images and colors that motivate them to participate in the activities. **(Annex 11. Plannings for Preschool)**

The activities carried out were implemented in order to practice pronunciation and retain the vocabulary. One of the main techniques included in the classes were the use TPR (Total Physical Response) activities. These visual aids were mostly used either in the ice breaking session or at the beginning of any task with the purpose of giving comprehensible input. For instance, the flashcards were implemented to provide learners illustrations that helped them to remember the new words of the class and check the understanding of the learners. Besides, the use of worksheets and some activities to color images allowed the students to associate easier the words and practice their pronunciation. Also, the use of photographs was important because they could observe and identify some objects, fruits or animals from the pictures.

After developing some activities, the preservice teacher realized that thanks to the use of visual aids the children were able to understand their meaning easily. For example, while writing or making some drawings on the board, the students were concentrated the whole time, because

the pre service teacher clarify some instructions of the games by using some basic graphics in order to motivate children to engage in the class.

These aids were implemented as follows: firstly, when introducing news topics, students will have audio-visual material so as to better understand and associate the new vocabulary, at the same time, the pre-service teacher asked questions related to the material to motivate students to participate and put into practice new knowledge. Strategies and pedagogical techniques such as repetition and Total Physical Response (TPR) were implemented for supporting the learning process to practice pronunciation, acquisition of new vocabulary, commands, and the meaning of words. Besides, the use of flashcards, images and worksheets allows the students to associate easier the words and practice the pronunciation of them.

Results

Material implemented

Visual aids such as flashcards, charts and picture books helped to increase the vocabulary of the students. Visual aids grow the accurate image when the students see and hear properly. Taking into account that very individual has the tendency to forget, the proper use of visual aids allowed to retain the words permanently.

Another positive aspect that emerged from this kind of activities was that the effective use of visual aids substituted the monotonous learning environments. In this way, students were constantly motivated when learning new words in the target language.

The activities mixing images and games helped children to retain more information. In addition the students enjoyed getting involved in learning English and found visual materials

very interesting and funny, especially objects that teachers bring in the classroom or blackboard drawings.

Vocabulary

Increased the vocabulary is one of the main aspects that represents the role of visual aids. Students had more interests in learning new words when they are involved in this process, that is why the activities were dynamic and the pre-service teacher implemented new games in order to reinforce the vocabulary. This visual technique was developed as an educational tool for learning more effectively.

During the practicum process with primary students the visual aids were used to improve pronunciation, increase vocabulary, recognize new words and associate them with images or sounds. The implementation of this process was characterized by multiple activities that allowed students to be more interested and motivated to learn the target language and put it into practice. For instance, the use of worksheet including images to color where they were drawing and painting while learning new vocabulary.

Students' participation

Visual aids created the environment of interest for the students. Through the development of the classes it was concluded that using visual aids as a teaching method stimulates thinking and improves learning environment in the classroom.

For each visual aid, children had different responses and expressions even because of their different educational and cultural background. Using visual aids helped learners understand the deep meaning of a topic and realize similarities and differences between each word.



Figure 20 Students' participation. Family members

Conclusions

At the beginning of the process, the students didn't know the basic vocabulary such as the numbers in English from one to five, then, after implementing the use of visual aids for explaining the vocabulary, it was easier for the students to memorize the words by repeating them and developing some activities in which they had to say the words aloud. In this way, the use of visual aids caught the students' attention and that's why they got interested on the topics allowing the active participation and the motivation of students to learn something new in the target language, as well as the easy learning process with the association of unknown words with images. Besides, the students enjoyed each activity executed with the use of TPR since they were attentive to their own learning process, since they were constantly developing dynamic activities and following instructions.

Students developed and increased their vocabulary in the target language taking into account that they experienced a successful and pleasant learning in the classroom through the use of different dynamic activities using the visual aids. Students found visual aids sessions useful and relevant because the topics were applied with some direct relation to the course contents in their course.

Chapter IV: Administrative component

Introduction

During the development of this practicum, it is important to know the environment in which we are working on in order to acquire a broader knowledge of the institution in which we have been assigned. Through these aspects its necessary to achieve an approach to the experience as a teacher taking into account the academic, cultural and administrative activities of the educational center that have been proposed in the school calendar.

That is why an essential part in this last stage of our academic training, is to be informed of each activity of the institution and also it is important to attend to all of them during the 10 weeks of development of this project.

Attending the academic activities of the institution and participating actively in the execution of each of them contributes significantly to this training process, taking into account that we are in contact with activities of the educational context and it serves as an experience in our future field labor.

Objectives

General objective

- To participate actively in the activities stated by the institution.

Specific objectives

- To know the context and the administrative features of the institution through the participation in the different extracurricular activities.

- To attend to all the events responsibly and according to the procedure established by the educational institution.
- To achieve an approach to experience as a teacher by performing administrative roles in the educational institution.

Methodology

As part of the practicum stage, the pre-service teacher will be actively engaged with the activities and events proposed by the school, aiming at gaining knowledge, highlighting the participation inside the community. In so, the pre-service teacher will be a guide for students or teachers who want to perform an English presentation during the activities organized by the institution.

Timetable of the activities

The following timetable illustrates the main activities that are going to be developed over this period at the school.

Table 11 Activities school calendar 2019 Second semester

SCHOLAR CALENDAR 2019-1	
MONTH	Activity
September	Valentine's day
October	Discovery of America – Billboards Student Day
November	Symbols Delivery Preschool Graduation Graduation ceremony for 11 th graders

Development of the administrative component

Since the practicum process started, the pre-service teacher made part of the school community and its academic activities. That's to say that the pre-service teacher became another member of the Patios Centro Technical Institute during this process. During this period of time, different activities and events were carried out by the whole school community: teachers, students and administrative participated in these events.

Valentine's Day



Figure 21 Students' performances

On September 26th, it was carried out an activity for Saint Valentine's day, where students from eleventh grade were in charge of organizing the activities and presentations of the students for an hour.

This activity began with some words from the Spanish teacher, where she asked the students to be attentive to the development of the activity. After this, the students began their presentations, in which there were various performances such as: singing, poetry recitation and couplet recitation. In this activity, the pre-service teacher was attentive to the

presentations, collaborating with the teachers regarding the discipline and organization of the students.

Delivery of report cards

In order to accomplish with the evaluation process protocol in all institutions, it was necessary to get together with the parents in a meeting with the group director, in order to share and socialize the students' grades. For this reason, parents were summoned in the classroom. In this case the pre-service teacher participates in the meeting with the 10th graders parents. Firstly, it was discussed the generalities of the course and the events where the students participated, after having shared this important information with the parents, the teacher gave the parents their respective report card. Finally, the teacher talked with each one of the in order to give comments and suggestions to improve the students' performance in the academic process, besides, the teacher share with the parents if the student's academic performance had improved or if they should continue working on that aspect and how many subjects they should recover in the last period. The pre-service teacher, remained during this day helping the supervisor with the delivery of report cards and signatures for students with poor performance. This experience was really important, bearing in mind that the protocol to be followed in the institutions and the roles that should be taken into account are gradually known.

Technical Expo Fair

The Technical expo fair is held in order to make the educational community aware of the different specialties that the institution offers in agreement with SENA, in support of the

student's life project, taking into account the development of the skills and abilities of the students motivating them to get a better quality of life and a work projection.

This event was held on September 27th , 2019, and began at 8 am. Within the general agenda of this fair were the rector's opening words, special guests, folk shows, musical intervention and finally, the stand opening, where each group of students of the technical media exposed their projects to the entire educational community. The pre-service teacher, in this fair was in charge of logistics with the tenth grade, besides, it was necessary to help other groups in terms of stand organization and product promotion. This experience was new and interesting, since it was a fair only for student projects where they could demonstrate their creativity and responsibility.



Figure 22 Opening of the event.



Figure 23 Presentation of the stands.

Flag raising ceremony

On October 25th, the flag raising ceremony was carried out in the educational institution. During this day it was possible to understand the educational dynamics regarding the development and sequence of these ceremonies, in which an order of activities was followed with the objective of accomplish all the tasks of this institutional activity. The main activity of this ceremony was to give recognition to the students whose performance in their academic activities would be rewarded. The ceremony dealt with flexibility and adaptability. This activity is understood as something symbolic within educational activities, taking into account that the best students of each classroom raised the flag, in order to motivate them to follow with their effective academic achievement, and also to encourage other students to study and understand that all students can achieve excellent academic results and be rewarded for it. The main role of the pre service teacher in this activity was to monitor the behavior and maintain order in the tenth grade groups, since the teachers were strategically distributed to collaborate with the organization of the students.



Figure 24 Flag raising ceremony

Coordination

On November 15th the pre service teacher went to the coordination office of the educational institution in order to achieve an approach with the administrative activities of the school and also perform administrative roles for a certain time. In order to follow a protocol for this accompaniment, the pre service teacher presented a prior letter of permission, in order to obtain the necessary authorization for being there and accompany the coordinator in her activities (**Annex 12. Letter**). After receiving the authorization, the pre service teacher was informed about the main functions of the coordinator and the secretary of the headquarters. Among the main functions it was established to make the general forms with all the students of the institution to inform the headquarters of students' progress and those who approved and did not approve the scholar year. Likewise, the coordinator, during that week, had to manage students' social work letters and write announcements to inform parents and teachers about the activities that would be developed later in the institution. The pre service teacher accompanied the coordinator at the time of informing the teachers about the schedule for the coming weeks, where the dates corresponding to the second chance exams of the year were

established. On the other hand, students and parents were constantly addressing to the office, asking about class performance and verifying that papers and payments were ready, to avoid any inconvenience at the end of the school year. This approach was really important in the development of this practice because the coordination office is always in continuous operation with the purpose of responsibly fulfilling the administrative tasks of the institution.

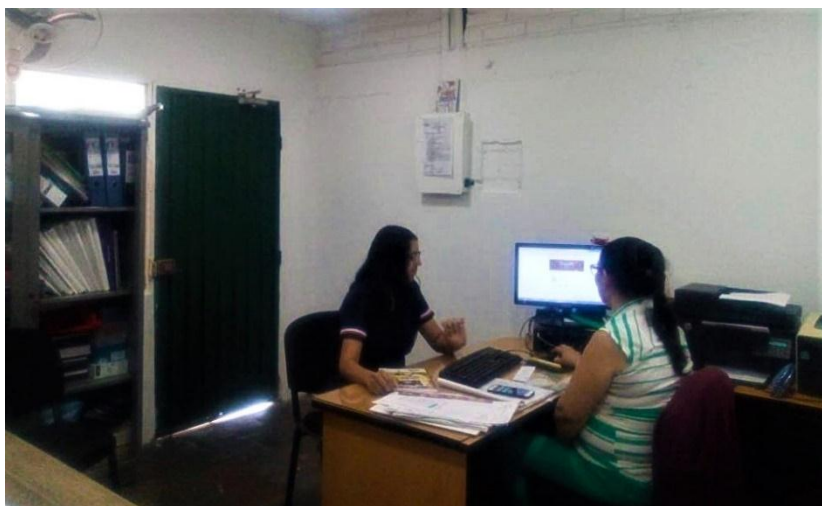


Figure 25 Coordination office

Results

As a pre-service teacher it was so important to be engaged in all the activities carried out in this institution, since it evidenced the importance of learning about all the aspects related to school not only in the academic part of it; indeed, it was very satisfactory to both the personal and professional life learning about each activity the pre service teacher took part in. Besides, the pre-service teacher was able to interact with students 'parents and learnt a little more about these educational processes. On the other hand, the cultural activities and ceremonies in the institution were a good aspect to observe in terms of organization, considering that every event carried out by the institution must be well organized, following

a sequence of activities taking into account the time spent for each one of them. Finally, the meeting with the coordinator was a significant experience for this process, because the administrative roles in the institution always need a good management to make sure that the institution functions correctly.

Conclusions

During the practicum stage, the pre service teacher was participating actively when carrying out the different extracurricular activities in the school, collaborating with teachers and the administration. As time went by, the practitioner learnt the way in which the school managed and organized the different activities established in the institution. Furthermore, it was comprehended the purpose of the activities which aims at teaching students' values formation for their entire life. Thus, it is remarkable to say that students go to school not just to learn academic subjects, but they need to have a comprehension training in order to develop an own personality and be part successfully of a community.

The pre-service teacher has been fully engaged with the activities established by the school, with the purpose to help teachers with the development of the events, giving ideas and opinions for taking part of the group of logistic.

References

- Adame A.(2009) *La didáctica de la música en Educación Primaria*. Tomado de http://www.csicsif.es/andalucia/modules/mod_ense/revista/pdf/Numero_19/ANTONIO
- Asher, J. (2007). TPR: After forty years, still a very good idea. Retrieved on 10 July 2013 from: <http://www.tpr-world.com/japan-article.html>
- Bandug, P. (2013). *The use of mind mapping in teaching reading comprehension*. ELTIN Journal. Volume 1/I, October 2013.
- Boyson, G. (2009). The use of mind mapping in teaching and learning. *The Learning Institute, Assignment*, 3(8), 123-145.
- Buzan, T. 2008. Buku pintar mind map untuk anak. Jakarta: Gramedia.
- Buzan, T. 2006. How to mind map: mind map untuk meningkatkan kreativitas. Jakarta: PT Gramedia Pustaka Utama.
- Bowen, Glenn. (2009). Document Analysis as a Qualitative Research Method. *Qualitative Research Journal*. 9. 27-40. 10.3316/QRJ0902027
- Colombia aprende (2016) “English, Please!” <http://aprende.colombiaaprende.edu.co/es/node/88205>
- Creswell, J. (2012). *Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Fourth edition. Boston, United States. Pearson.
- Dechant, E. (1991). *Understanding and teaching reading: An interactive model*. New Jersey: Lawrence Erlbaum.

- Deylam and Jahandar (2013). The impact of concept mapping on EFL student's reading comprehension. *Indian Journal of Fundamental and Applied Life Sciences* ISSN: 2231-6345 (Online). 2013 Vol. 3 (3) July-September, pp.241-250/Salehi et al.
- Gerson, K. & Horowitz, R. (2002). Observations and interviewing: Options and choices in qualitative research. In T. May (Ed.), *Qualitative Research in Action* (199-223) London: SAGE publications.
- Goodman, K. (1998). The reading process. In P. Carrell, J. Devine, & D. Eskey (Eds), *Interactive approaches to second language reading* (pp. 11-21).Cambridge: Cambridge University Press.
- Hatch, J. A. (2002). *Doing Qualitative Research in Education Settings*. Albany, New York: State University of New York Press.
- Hay, D.B.(2006). Using concept maps to reveal conceptual typologies. *Education and Training* 48: 79–83. Hobartswan. 2010.
- Hughes, C. A., & Schumaker, J. B. (1991). Test-taking strategy instruction for adolescents with learning disabilities. *Exceptionality*, 2, 205-221.
- Johnson, B. & Christensen, L. (2004). *Educational research. Quantitative, qualitative and mixed approaches*. London: SAGE.
- Kim, L.(1995)creative games for the language class. *Forum*, Vol. 33 No 1, January - March 1995, Page 35
- Kotob, F., Styger, L., & Richardson, L. P. (2016). Exploring mind mapping techniques to analyse complex case study data.

- Kusmaningrum, M. (2016). Using Mind-Mapping to Improve Reading Comprehension and Writing Achievements of the 4th Semester Students of STAIN Curup. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 3(2), 187-201.
- Malekzadeh, B., & Bayat, A. (2015). The effect of mind mapping strategy on comprehending implicit information in efl reading texts. *International Journal of Educational Investigations*, 2(3), 81-90.
- Mathers, N. J., Fox, N. J., & Hunn, A. (1998). *Using interviews in a research project*. NHS Executive, Trent.
- MEN. (2015). *Formar en lenguas extranjeras: inglés ¡el reto!* Bogotá: MEN – British Council.
- Ministerio de Educación Nacional (2006). *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*. Bogotá: Imprenta Nacional.
- Moeller, A., & Catalano, T. (2015). Foreign Language Teaching and Learning. *International Encyclopedia for Social and Behavioral Sciences 2nd Edition*, 9 (15), 327-332. doi: 10.1016/B978-0-08-097086-8.92082-8
- Panatda (2010) *Using Mind Mapping Technique to Improve Reading Comprehension Ability of Thai EFL University Students*. The 2nd International Conference on Humanities and Social Sciences 2010.
- Programa Nacional de Inglés. (2014). Colombia very well. Retrieved from : http://colombiaaprende.edu.co/html/micrositios/1752/articles-343287_recurso_1.pdf

- Rachma and Muhammad (2012). *Increasing students' reading comprehension through mind mapping technique from narrative text*. Institution: Lampung University.
- Rahmi, V. Delfi, S. & Erni, S. (2017). The effect of using mind mapping on reading comprehension of the first year students of Sman Plus Riau. *English Study Program Teacher Training and Education Faculty Universitas Riau*
- Sheir,A. Yasser,A. & Mustafa,A(2014). The effectiveness of Mind Mapping Technique for developing Reading Skills in EFL Preparatory School Stage. *Educational Sciences Journal*.
- Schumaker, J. B., & Deshler, D. D. (1992). Validation of learning strategy interventions for students with LD: Results of a programmatic research effort. In Y. L. Wong (Ed.)
- Van Dijk, T. A., Kintsch, W., & Van Dijk, T. A. (1983). Strategies of discourse comprehension.
- Yogyakarta, U. N. (2014). Panduan pengajaran mikro. *Yogyakarta: Unit Program Pengalaman Lapangan*.

Annexes

Annex 1.Plannings

FIRST PLANNING

ECO- DESTINATIONS AROUND THE WORLD

GROUP: 10th grade

LEVEL: A2

LINGUISTIC OBJECTIVE: To learn vocabulary related to a specific topic

COMMUNICATIVE OBJECTIVE: To orally express personal opinions about a specific topic. .

TEACHER: Dania Mesa

DURATION: 1h30mins

MATERIAL : Board, workshops, Book “English, please!”

Opening – 10mins

To recall previous grammar rules related to perfect tenses by giving and creating examples.

The teacher gives examples related to present perfect and pas perfect on the board, the students write down on their notebooks and then create examples by their own. If students have doubts about the construction of the perfect tense and its meaning, the teacher explain again the topic.

I have worked all day in the office / I have not worked on my project / Have I lose my keys?

She had been sick the last week / He had left his papers on my desk / Had I gave you my breakfast?

Subsequently, the teacher asks students to look for the construction of the present perfect continuous and its use.

Warm up – 10mins

To identify students’ interests by asking general questions about their common activities.

The teacher asks the following question: Do you like to read? Yes, No, Why? The teacher listens several opinions and then she talks about the project to develop. The teacher says that the idea is to develop the students’ critical thinking through the use of mind mapping technique, then discuss about a specific topic and finally the teacher explain the process of creation.

Explanation- 20mins

First of all, the teacher explains that they need to identify the main ideas of a text, taking into account the key words and the images. Then, the teacher asked the students about the topics they are going to work on. Finally, after choosing the topic, the teacher asks students to look for general information, the main ideas and key words.

Eco-destinations around the world

1 This country has a fantastic variety of flora and fauna, with thousands of species of insects, reptiles, mammals and amphibians. I am crazy about all kinds of animals, so for me, it's a paradise! If I had the chance to live anywhere, I'd live here.

Christian

2 This country is home to some of the most spectacular wildlife in the world, including elephants, rhinoceroses, lions and leopards. You can also learn from the local people, who build their own eco-friendly homes by hand and conserve every drop of water.

Melanie

3 If you want to have a relaxing time, you will enjoy your holiday here. This place is full of contrasts. You can go hiking and see some amazing scenery, or if you prefer, you can stay by the sea and enjoy the cool breeze. You would stay forever if you didn't have to go home!

Lucas

4 If you come to this country, you will get the chance to live like local people on houseboats called "Kettuvallams". If you're interested in eco-friendly products, you can see how local furniture-makers make and design their own furniture using sustainable resources such as bamboo sticks and palm leaves.

Kevin

5 This rainforest is the most incredible place I've ever visited. The waterfalls are spectacular. It's a long way to travel, but if you get the chance to visit, you won't regret it. The local people work hard to take care of the environment and preserve this amazing place.

Hannah



Taken from: "English, Please!" Pag. 129- "Eco destinations around the world"

Linguistic activity – 15mins

After having read the text it is necessary to identify the unknown words in order to understand the text, for this reason the teacher is going to read the text aloud and the students are going to highlight the unknown words, after this, the teacher is going to write the words on the board and the students are going to make a chart on their notebooks with the key words and on the another part, the main ideas of the text.

Communicative Activity- 15mins

To socialize the ideas of the text, the teacher are going to organize the students to create a role play in which they talk about the topic by using present perfect sentences. For this activity the students will have a specific duration to prepare their performance and then the teacher is going to selects the people who is going to pass to the board and represent what they create.

Ending-15mins

The teacher gives the students some ideas about the ecofriendly activities that people do in other countries and students are going to explain and share some ideas about that situation in our context.

SECOND PLANNING**ECO-DESTINATIONS AROUND THE WORLD**

GROUP: 10th grade

LEVEL: A2

TEACHER: Dania Mesa

DURATION: 1h30mins

LINGUISTIC OBJECTIVE: To learn vocabulary related to the environment and eco-destinations.

COMMUNICATIVE OBJECTIVE: To orally express personal opinions about eco-holidays.

MATERIAL : Board, workshops, Book “English, please!”

Opening - 5mns

Teacher socialize the unknown vocabulary from the previous class in order to remember the information and have a clear understanding of the topic.

Warm up – 5mns

Teacher asks the students some general question about the previous topic “Eco-destinations around the world”. For example:

- a. What tourists can do in Colombia?
- b. Why it is an eco-friendly destination?

Explanation- 20mns

Taking into account that the students had started the draft the previous class, it would be easier for them to start working on the mind maps. But first, it is necessary to complete an activity in order to know if they totally understood the topic. The activity consists of working in pairs to formulate 4 questions related to the topic with their respective answer.

Linguistic activity 50mins

Students will start creating the mind map of the topic taking into account the information from the activity and the key aspects they identified from each country. While developing the activity , the teacher will give the students a piece of paper with some linkers and vocabulary that they could use for the mind map, in this way, it will be easier for the students to write their ideas and then, illustrate them.

Communicative Activity: 10mns

Students will share their productions to the rest of the class in order to correct some mistakes if it is necessary and showing their ideas and key words accompanied with illustrations and colors.

THIRD PLANNING**ECO- PROJECTS**

GROUP: 10th grade

LEVEL: A2

TEACHER: Dania Mesa

DURATION: 1h30mins

LINGUISTIC OBJECTIVE: To learn vocabulary related to a eco projects and national parks.

COMMUNICATIVE OBJECTIVE: To orally express personal opinions about eco projects.

MATERIAL : Board, workshops, Book “English, please!”

Opening - 10mns

Teacher starts the class by socializing the topic from the previous class and sharing some information and advices about the mind mapping exercises developed in class. For this part of the class, the students will receive their productions and then, they are going to do a self-assessment of their performance taking into account some criteria to evaluate the key aspects of the topic such as the coherence of the main ideas, the key words and the pictures.

Warm up – 10mns

After have done the self-assessment, the teacher starts the class by talking about Eco- projects and asking some questions about what kind of actions help to take care of the environment and if they have been part of one project in which the main objective was protecting the environment. Then, the students start sharing opinions about how to protect and respect the wildlife and how we could avoid that people destroy it.

Explanation- 20mns

After this, the students will read the following text entitled “Eco-projects”. Each of the students are going to read one line of the text and the rest of the class pay attention to the right pronounciaton of some words. While the students are reading the text, they have to underline the unknown vocabulary to share the meaning afterwards. Then, students are going to read individually the text to identify the key words and main ideas from the text.



Eco-projects

1. I've worked in a national park since 2013. In my job, I share my knowledge about the geology of the park, its plant life, wildlife and natural habitats. I love talking to people and it's great to work outside in a beautiful environment.

2. The park has been our home for hundreds of years. We have a kiosk in the park where visitors can learn about our culture. We work with the local authorities, advising them on decisions that are both eco-friendly, and benefit our community.

3. One of our most important jobs is to protect the wildlife. The turtles' eggs are valuable, and in the past, people used to steal and sell them. There are warning signs, which remind people that there are strict punishments if people ignore the laws.

4. My job is to check that everyone is looking after the park, putting their rubbish in the bins, keeping to the footpaths and respecting the wildlife. I work with a team of people, and we regularly talk to visitors and make sure that the information and facilities available to them are useful.

5. I come to the park every day to sell my products to visitors. I also give workshops to local people about how to make handicrafts from local, sustainable materials.



Taken from: "English, Please!" Pag. 133- "Eco projects"

Linguistic activity 15mns

Students read the text and complete a table divided into two parts "Benefits for people" and "Benefits for the environment" discussing all the ways in which the park helps people and how people help the environment.

Benefits for people	Benefits for the environment

Communicative Activity: 15mns

For this part of the class, the students will work in groups in order to share ideas about the way people could keep the park eco-friendly. On this way, students will write the main advices and ideas and then, the groups share them with the rest of the class.

End of the class 20mns

At the end of the class, the students will start creating the draft of the mind maps in order to organize their ideas and think about what pictures and key words are accurate for the exercise.

FOURTH PLANNING

HOW CAN YOU HELP?

GROUP: 10th grade

LEVEL: A2

TEACHER: Dania Mesa

DURATION: 1h30mins

LINGUISTIC OBJECTIVE: To learn vocabulary related to the environment and wildlife.

COMMUNICATIVE OBJECTIVE: To orally express personal opinions about alternatives to protect the environment.

MATERIAL : Board, workshops, Book “English, please!”

Opening - 10mns

Teacher starts the class with a little activity in which students have to pick up a piece of paper from a bag and then, read aloud the short sentence in order to place it in the right column (Benefits for people – Benefits for the environment). This activity will be developed to remember the information from the previous class and then, the students deliver their mind maps.

Warm up – 10mns

Teacher starts by asking the students if they know some international organizations that help wild animals and what are their main functions. Then, the teacher explains that currently people are destroying the animals’ habitats, so, they have to face a lot of terrible dangers. Fortunately, it exists international organizations in which the main source of concern is to protect the wildlife.

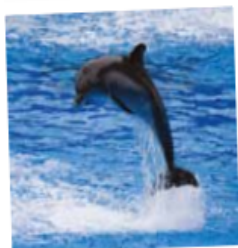
Explanation- 20mns

After this, the students will read the following text entitled “How can you help?”. Each of the students are going to read one line of the text and the rest of the class pay attention to the right pronounciaton of some words. While the students are reading the text, they have to underline the unknown vocabulary to share the meaning afterwards. Then, students are going to read individually the text to identify the key words and main ideas from the text.

How can you help?

Many animals face a lot of terrible dangers. We are destroying their habitats. Animals are killed and trafficked to be sold as pets, or used as souvenirs, or even eaten in expensive restaurants on the other side of the world. We strongly believe that this is wrong, and we want to stop it.

The World Wildlife Fund is an international organisation that helps wild animals all over the globe. If you are passionate about animals and wildlife, there are lots of things you can do to get involved. The WWF offers wildlife holidays, wildlife volunteer projects and work placements around the world. It's a great chance to help with the conservation of many wild animals including tigers, lions, turtles, pandas, dolphins, macaws, or many other wild animals. You can work with local communities and meet people who are passionate about animals, just like you.



There is a wide range of projects available. Why not go to the amazing island of Madagascar? A lot of the world's most spectacular wildlife is only found in Madagascar, and there are various projects that you can join. You can also travel to the American Midwest and help in a centre that takes care of wolves, foxes and wild dogs, surrounded by beautiful countryside.

What are you waiting for? Contact the WWF now.

Taken from: "English, Please!" Pag. 142 - "How can you help?"

Linguistic activity 15mns

After having read the text, students answer some general questions to get a better understanding of the topic.

- What kind of activities can you do to help?
- What people can you meet on the projects?
- What is special about a lot of wildlife in Madagascar?
- What type of animals can you work with in the American Midwest?

Communicative Activity: 15mns

After having answered the questions, students will discuss in general, some problems of animal trafficking in Colombia. Then, they are going to choose a problem and give their opinion about it suggesting a possible solution. For example:

- Some people use animal parts, for example animal skin rugs, to decorate their houses and offices.
- People often buy products such as shoes, clothes and bags made from animal parts, like snake skin.
- Some tourists remove species from their natural habitat.

End of the class 20mns

At the end of the class, the students will start creating the draft of the mind maps in order to organize their ideas and decide what pictures and key words are accurate for the exercise.

Annex 2. Observation Rubric**First participant observation rubric**

Participant observer: .

Date:

Level of language of students: A2

General objective: To describe the main activities developed inside the classroom, also the teacher's methodology, the students' participation and the interaction (students-teacher / student-student) and students' attitudes.

Item	Description
Topic	
Warm up	
Understanding the topic	
Creating the Mind Map	
Evaluating the topic.	
Students' participation	
Interaction between the students and the teacher	
Classroom's environment.	

Annex 3. Semi structured interview

The use of Mind Mapping technique as a learning strategy for developing reading comprehension skills of 10th Grade students at Patios Centro N°2 Technical Institute : An Action Research

ENTREVISTA

Duración : 2 a 5 minutos

Esta entrevista se enmarca en la realización de la práctica integral de la estudiante Dania Karina Mesa Rodríguez en el desarrollo del proyecto titulado *El uso del Mapa Mental como una estrategia de aprendizaje para mejorar la comprensión lectora de los estudiantes de décimo grado.*

El objetivo de esta entrevista es conocer la opinión de los estudiantes frente al uso del mapa mental como estrategia de aprendizaje para las actividades de comprensión lectora.

Su participación es voluntaria y anónima. Además, la información recolectada a través de esta entrevista será confidencial y no habrá juicio alguno con respecto a sus opiniones.

Muchas gracias.

Pregunta	Sub pregunta	Comentarios
¿ Como ha influenciado el uso del mapa mental en su comprensión lectora?	¿Ejerce una influencia positiva o negativa en la comprensión de los textos? ¿Esta influencia le ha ayudado a mejorar su rendimiento en las actividades de comprensión lectora?	La influencia fue mayormente positiva por parte de los estudiantes más que todo por la facilidad para comprender los textos a través del uso de o palabras claves e ideas principales.
¿Qué fue lo que más le llamó la atención al crear los mapas mentales en clase?	¿Le llamó la atención el uso de imágenes, el uso de colores o el uso de palabras claves y frases cortas?	
Para usted, ¿cuáles son las ventajas de trabajar con mapas mentales? ¿puede describirlas?	¿Cree que el uso de los mapas mentales en clase es generalmente positivo para la clase?	
Según su experiencia ¿existen desventajas o encuentra inconvenientes en cuanto al uso de los mapas mentales en		Para esta pregunta, los estudiantes no presentaron inconvenientes debido a que su respuesta inmediata fue que no consideraban que existiera

las actividades de comprensión lectora?		alguna desventaja frente al uso del mapa mental en clase.
¿El uso del mapa mental le ha sido útil al momento de realizar actividades de comprensión lectora?	¿Le ha sido útil para estudiar para las evaluaciones? ¿Le ha servido en las clases para comprender las actividades?	En esta pregunta los participantes se limitaban mucho para responder por lo cual fue necesario formularles otra pregunta para complementar su respuesta.

Annex 4. Artifact Analysis rubric

Artifact Analysis of the Mind Map exercise

Item	Participant 1	Participant 2	Participant 3	Participant 4
Depth of content (Knowlegde)	The presentation of the information shows a basic level of coverage of key ideas only	Shows a solid grasp of most of the content	Extensions of the key ideas show a deep understanding of the interrelated nature of the content	Extensions of the key ideas show a deep understanding of the interrelated nature of the content
Key words and ideas	Key words and ideas clearly show an understanding of the content	Key words and main ideas, clearly and dynamically show an understanding of the content.	Key words and main ideas clearly show an understanding of the content	Key words and main ideas clearly and dynamically show an understanding of the content.
Links used for connections	Clearly uses color, codes, or links to clarify connections and to assist with memory for most aspects	The use of color, codes, or links is evidenced to meaningfully clarify connections for all aspects of Mind Map	Clearly uses color, codes, or links to clarify connections and to assist with memory for most aspects	The use of color, codes, or links is evidenced to meaningfully clarify connections for all aspects of Mind Map
Pictures	The student uses an adequate base of images. The diagram shows adequate pictures related	The student uses an adequate base of images. The diagram shows adequate pictures related	The student creates a diagram that evidence a wide range of feature of the main theme in an	The student creates a diagram that evidence a wide range of feature of the main theme in an

	to the main topics.	to the main topics.	engaging dynamic way.	engaging dynamic way.
--	---------------------	---------------------	-----------------------	-----------------------

Reading comprehension rubric

Category	4	3	2	1
Interpretation	Answers are mostly correct and demonstrate excellent comprehension. Opinions are always fully justified.	Answers are often correct and demonstrate good comprehension. Opinions are adequately justified.	Answers are occasionally correct and demonstrate an incomplete comprehension of the topic. Opinions are sometimes justified.	Answers do not reflect accurate comprehension of the topic(s). Opinions are unjustified.
Detail	Answers are mostly complete, extensive, and include many details.	Answers are usually complete and include several details.	Answers contain some details.	Answers lack the required detail or are incomplete.
Use of Information	Answers mostly include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are often included in answers.	Answers usually include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are sometimes included.	Answers include occasional supporting evidence from the text when necessary.	Answers do not include supporting evidence from the text when necessary.
Clarity	Answers are very easy to understand. They are clear and concise.	Answers are always easy to understand.	Answers are sometimes understandable, but need to be more to the point.	Answers are difficult to understand.
Mechanics	Conventional spelling and grammar is mostly correct.	Conventional spelling and grammar is usually correct.	Work contained several spelling and grammar errors.	Work contains many spelling and grammar errors.

Artifact Analysis Reading comprehension activities

Item	Participant 1	Participant 2	Participant 3	Participant 4
Interpretation	Answers are mostly correct and demonstrate excellent comprehension. Opinions are always fully justified.	Answers are often correct and demonstrate good comprehension. Opinions are adequately justified.	Answers are often correct and demonstrate good comprehension. Opinions are adequately justified.	Answers are often correct and demonstrate good comprehension. Opinions are adequately justified.
Detail	Answers are mostly complete, extensive, and include many details.	Answers are usually complete and include several details.	Answers are usually complete and include several details.	Answers are mostly complete, extensive, and include many details.

Use of Information	Answers mostly include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are often included in answers.	Answers usually include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are sometimes included	Answers usually include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are sometimes included	Answers mostly include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are often included in answers.
---------------------------	--	---	---	--

Annex 5. Gathered information

Participant observation rubrics

Second participant observation rubric

Participant observer: Dania Karina Mesa

Date: 14 October – 18 October July

Level of language of students: A2

General objective: To describe the main activities developed inside the classroom, also the teacher's methodology, the students' participation and the interaction (students-teacher / student-student) and students' attitudes.

Topic	The main topic of this class was taken from the english book "English, please!". The title is "Eco- destinations around the world" and it was developed because it is important to know how to drive students to behave more environmental friendly. Trying to identify the main steps people can follow to achieve an impact and their perspectives towards this main issue.
Warm up	The students were attentive when asking some general questions about tourists and ecofriendly actions. In this way, I realized that identifying the key words and the main ideas the previous class was really useful for the students to understand the topic and also, it was easier for them answer the question.
Understanding the topic	Taking into account that the students had started the draft the previous class, it would be easier for them to start working on the mind maps. But first, it is necessary to complete an activity in order to know if they totally understood the topic. The activity consists of working in pairs to formulate 4 questions related to the topic with their respective answer. These activity was appropriate for the class, keeping in mind that students were quiet and

	responsible when formulating the questions and at the moment of asking for help they were organized.
Creating the Mind Map	<p>Students started creating the mind map of the topic taking into account the information from the activity and the key aspects they identified from each country .While developing the activity ,the teacher gave the students a piece of paper with some linkers and vocabulary that they could use for the mind map, in this way, it was easier for the students to write their ideas and then, illustrate them.</p> <p>Mind maps are a form of creative self-expression. So, in this way Students could express themselves in an unstructured way. These kind of activities that aren't necessarily exciting for students, like creating a to-do list and a list of the main ideas from the topic, are a lot more engaging when students are allowed to be creative.</p>
Evaluating the topic.	Creating a visual set of study notes helps reinforce the essentials behind a topic and more. That is why the creation of this mind map allowed students to optimize their study time and improve test scores in the class. It was evidenced in the exam results where most of the students achieve a higher grade than the previous grades.
Students' participation	<p>Getting students to share their opinions or discuss a topic can be tough. But starting sharing ideas about the text taking into account the main ideas and key words from the mind map could get them involved.</p> <p>The creation of this mind map allows the teacher to know where the students' level of understanding sits. It was a great way to validate the students' ideas and make them feel comfortable thinking openly and critically in the class. It also works as a form of peer learning, where students' broaden their perspectives by listening to one another through the oral activities.</p>
Interaction between the students and the teacher	Firstly, the implementation of mind mapping technique allowed students to discover problem in time by visualization. By analyzing concepts in detail, mind map allowed students to think more deeply. In this way, it was easier for the teacher to interact with the students talking in the target language using their notes but also including the mother tongue when necessary.
Classroom's environment.	The atmosphere in the classroom was comfortable and active because the activity with the mind maps helped students to focus on the topic and the development of the creative exercise.

Third participant observation rubric

Participant observer: Dania Karina Mesa

Date: 21 October – 25 October

Level of language of students: A2

General objective: To describe the main activities developed inside the classroom, also the teacher's methodology, the students' participation and the interaction (students-teacher / student-student) and students' attitudes.

Item	Description
Topic	The topic of the third class implementing the project was "Eco projects" this topic was chosen taking into account the sequence of activities from the book.
Warm up	At the beginning of the class the teacher asked the students some questions about what kind of actions help to take care of the environment and if they have been part of one project in which the main objective was protecting the environment. Then, the students started sharing opinions about how to protect and respect the wildlife and how we could avoid that people destroy it. For this activity, the students start talking in their mother tongue, taking into account that they feel more comfortable in this way, then, we socialize the vocabulary in english and they repeat it for getting a better understanding of the topic in the target language.
Understanding the topic	After this, the students read a text entitled "Eco-projects". Each of the students read one line of the text and the rest of the class payed attention to the right pronuncliaton of some words. While the students were reading the text, they had to underline the unknown vocabulary to share the meaning afterwards. Then, students read individually the text to identify the key words and main ideas from the text.
Applying the topic	Students read the text and completed a table divided into two parts "Benefits for people" and "Benefits for the environment". They were discussing all the ways in which the park helps people and how people help the environment. Taking into account those aspects, the student had a clearer idea of what to illustrate on their mind maps.
Creating the Mind Map	At the end of the class, the students started creating the draft of the mind maps in order to organize their ideas, to determine the most important points and think about what pictures and key words were accurate for the exercise.

	Mind mapping as a form of taking notes, helped the students to organize different concepts and tie things together much faster. It helped students prioritize information and again, establish a hierarchy to that information. It can be tough to remember everything a professor says during the class and even , to remember the vocabulary explained at the beginning of the class. For this reason Mind maps act as outlines and it helped students to remember the overall ideas of the main topic, all the way down to the smallest details they'll need to recall later.
Evaluating the topic.	Through the development of this activity it was evidenced that the information included on the mind maps is more easily stored in memory, because a mind map can structure the key contents to help students remember the main ideas and details in a better way. For this reason at the moment of evaluating the topic, the students remembered the information easily.
Students' participation	The development of the mind map activities, on the other hand, does create meaningful engagement because students actively engage in the process of brainstorming, generating ideas, and connecting concepts together while reviewing and developing mind maps in groups.
Interaction between the students and the teacher	For this activity students presented some doubts when connecting the ideas with the pictures so, they asked the teacher how to improve the organization of the ideas and then, the teacher wrote some suggestions on the board and the students start socializing and comparing their ideas.
Classroom's environment.	The mind mapping process also supported greater engagement by the participants. Everything was much clearer while developing the activities and working in groups. As a result participants could work together without any problem and share what they are creating.

Fourth participant observation rubric

Participant observer: Dania Karina Mesa

Date: 28 October – 1st November

Level of language of students: A2

General objective: To describe the main activities developed inside the classroom, also the teacher's methodology, the students' participation and the interaction (students-teacher / student-student) and students' attitudes.

Item	Description
Warm up	Teacher starts by asking the students if they know some international organizations that help wild animals and what are

	<p>their main functions. Then, the teacher explains that currently people are destroying the animals' habitats, so, they have to face a lot of terrible dangers. Fortunately, it exists international organizations in which the main source of concern is to protect the wildlife.</p>
Understanding the topic	<p>After this, the students will read the following text entitled "How can you help?". Each of the students are going to read one line of the text and the rest of the class pay attention to the right pronuncliaton of some words. While the students are reading the text, they have to underline the unknown vocabulary to share the meaning afterwards. Then, students are going to read individually the text to identify the key words and main ideas from the text.</p>
Applying the topic	<p>After having read the text, students answer some general questions to get a better understanding of the topic. After having answered the questions, students will discuss in general, some problems of animal trafficking in Colombia. Then, they are going to choose a problem and give their opinion about it suggesting a possible solution</p>
Creating the Mind Map	<p>Using a mind map in this class made much easier to keep everyone working in an orderly manner. Conversely, the development of the mind map helped students to see how the different ideas from the text are related. This served also as an useful tool for knowing new cultural aspects and the students were sharing their opinions while drawing the mind map. The students were constantly asking about some vocabulary and they start by writing the ideas and the key words in a piece of paper for then, illustrate those ideas on the mind maps.</p>
Evaluating the topic.	<p>For the assessment of the topic, it was evidenced that creating mind maps in class helped students to study for the evaluation. The students commented that it was easier for them to associate the illustrations of the diagram with the main information of the topic in order to retain the main ideas. Also, an important aspect is that students compared their mind maps with those of their classmates for additional meaningful learning activities.</p>
Students' participation	<p>Students participated actively by sharing the information of their Mind maps in groups, so, these socialization contributed to them by adding their own ideas, images, linkers and new ideas.</p>
Interaction between the students and the teacher	<p>The teacher was interacting with the students the whole class taking into account that this topic as the last one and the students needed to have a clear understanding of the ideas and key aspects of the text. In this way, the students constantly show the teacher</p>

	their drafts in order to correct the possible mistakes and start working on the mind map.
Classroom's environment.	The creation of the mind maps by working in groups supported collaborative group strategies because they were working together and all the students were actively engaged with the activity.

Transcriptions

Interview #1

Entrevistador: Ehh , buenos días, esta entrevista se enmarca en la realización de la práctica integral del proyecto titulado *El uso del Mapa Mental como una estrategia de aprendizaje para mejorar la comprensión lectora de los estudiantes de décimo grado*. El objetivo de esta entrevista es conocer la opinión de los estudiantes frente al uso del mapa mental como estrategia de aprendizaje para las actividades de comprensión lectora. Su participación es voluntaria y anónima. Además, la información recolectada a través de esta entrevista será confidencial y no habrá juicio alguno con respecto a sus opiniones. Muchas gracias.

Eh, bueno la primera pregunta, ¿ Como ha influenciado el uso del mapa mental en su comprensión lectora?

Participante 1: Mucho, me ha gustado mucho esta actividad, ya que mediante le puedo detectar palabras claves para las evaluaciones.

Entrevistador: Eh, ¿Cree usted que ejerce una influencia positiva o negativa en la comprensión de los textos?

Participante 1: Positiva, pues en mi caso muy positiva.

Entrevistador: ¿Esta influencia le ha ayudado a mejorar su rendimiento en las actividades de comprensión lectora?

Participante 1: Mucho, me ha ido muy bien en las evaluaciones debido a que de cada texto hacemos un mapa mental.

Entrevistador: Bueno, segunda pregunta : ¿Qué fue lo que más le llamó la atención al crear los mapas mentales en clase?

Participante 1:

Pues las estrategias las palabras caves, los dibujos.. La ..La manera de aprendizaje.

Entrevistador: Bueno, la tercera pregunta. Para usted, ¿cuáles son las ventajas de trabajar con mapas mentales? ¿puede describirlas?

Participante 1: Pues, las ventajas es que pues aprendo rápidamente me grabo rápidamente las palabras claves de cada párrafo de cada texto, me gusta mucho este tipo de actividad.

Entrevistador: La siguiente pregunta. Según su experiencia ¿existen desventajas o encuentra inconvenientes en cuanto al uso de los mapas mentales en las actividades de comprensión lectora?

Participante 1: No, no encuentro desventajas, antes me pareció muy buena, pues valga la redundancia, pero me pareció muy bueno, una estrategia muy bonita, muy interesante y nueva porque pues lo que llevo en el grado decimo, nunca había experimentado o tenido la oportunidad de hacer mapas mentales pues en el área de inglés. Siempre era en castellano, en castellano pero nunca en inglés.

Entrevistador: Gracias, ahora la última pregunta. ¿El uso del mapa mental le ha sido útil al momento de realizar actividades de comprensión lectora?

Participante 1: Muy útil, muy útil porque ya sé que en el grado once sería muy bueno también, seguir con esta actividad; pues cada texto que nos den hacerle un mapa mental nos ayudara mucho para las evaluaciones.

Entrevistador: Muchas gracias por su participación

Interview #2

Transcription

Entrevistador: Buenos días, esta entrevista se enmarca en la realización de la práctica integral del proyecto titulado *El uso del Mapa Mental como una estrategia de aprendizaje en la comprensión lectora de los estudiantes de décimo grado*. El objetivo de esta entrevista es conocer la opinión de los estudiantes frente al uso del mapa mental como estrategia de aprendizaje para las actividades de comprensión lectora. Su participación es voluntaria y anónima. Además, la información recolectada a través de esta entrevista será confidencial y no habrá juicio alguno con respecto a sus opiniones. Muchas gracias.

La primera pregunta, ¿ Como ha influenciado el uso del mapa mental en su comprensión lectora?

Participante 2: Pues para mí, es porque uno comprende más las cosas con mapas mentales porque son palabras claves y no tiene que aprendérselo todo de memoria si no que uno se aprende solo las palabras.

Entrevistador: Eh, ¿Cree usted que ejerce una influencia positiva o negativa en la comprensión de los textos?

Participante 2: Muy positiva, porque eso hace que uno no... No se aprenda todo, si no que de a poquito y le vaya bien en las evaluaciones.

Entrevistador: Bueno, segunda pregunta : ¿Qué fue lo que más le llamó la atención al crear los mapas mentales en clase?

Participante 2: Los dibujos y las formas de que uno los puede hacer... Uno los puede hacer de una manera muy creativa.

Entrevistador: Bueno, la tercera pregunta. Para usted, ¿cuáles son las ventajas de trabajar con mapas mentales?

Participante 2: Emm, aprenderse bien los textos y los dibujos que son claves para a veces en las evaluaciones.

Entrevistador: La cuarta pregunta. Según su experiencia ¿existen desventajas o encuentra inconvenientes en cuanto al uso de los mapas mentales en las actividades de comprensión lectora?

Participante 2: No, no hay.

Entrevistador: Eh bueno, la quinta pregunta .¿El uso del mapa mental le ha sido útil al momento de realizar actividades de comprensión lectora?

Participante 2: Si, porque uno comprende las palabras más fácilmente.

Entrevistador: Ah bueno, muchas gracias por su participación.

Interview #3

Transcription

Entrevistador: Esta entrevista se enmarca en la realización de la práctica integral del proyecto titulado *El uso del Mapa Mental como una estrategia de aprendizaje para mejorar la comprensión lectora de los estudiantes de décimo grado*. El objetivo de esta entrevista es conocer la opinión de los estudiantes frente al uso del mapa mental como estrategia de aprendizaje para las actividades de comprensión lectora. Su participación es voluntaria y anónima. Además, la información recolectada a través de esta entrevista será confidencial y no habrá juicio alguno con respecto a sus opiniones. Muchas gracias.

Eh, bueno la primera pregunta, ¿ Como ha influenciado el uso del mapa mental en su comprensión lectora?

Participante 3: Pues, ha facilitado el poder comprender más rápido los textos y nos ha hecho desarrollar, cómo la imaginación.

Entrevistador: Eh, ¿Cree usted que ejerce una influencia positiva o negativa en la comprensión de los textos?

Participante 3: Positiva porque se nos hace mejor la comprensión y pues nos ayuda muchas veces a aprendernos las palabras claves para responderlas en las evaluaciones.

Entrevistador: Bueno, segunda pregunta : ¿Qué fue lo que más le llamó la atención al crear los mapas mentales en clase?

Participante 3: La creatividad de cada uno. Pues, porque ahí cada uno hacia sus dibujos.

Entrevistador: ¿Le llamó la atención el uso de imágenes, el uso de colores o el uso de palabras claves y frases cortas?

Participante 3: Si, porque con eso es como esencial para poder...Eh, recordar cada cosa.

Entrevistador: Para usted, ¿cuáles son las ventajas de trabajar con mapas mentales? ¿puede describirlas?

Participante 3: Pues principalmente, como dije anteriormente, que nos ayuda a comprender nos es más fácil memorizar.

Entrevistador: Cuarta pregunta. Según su experiencia ¿existen desventajas o encuentra inconvenientes en cuanto al uso de los mapas mentales en las actividades de comprensión lectora?

Participante 3: No, ninguna.

Entrevistador: ¿El uso del mapa mental le ha sido útil al momento de realizar actividades de comprensión lectora?

Participante 3: Si, ha sido demasiado útil.

Entrevistador: ¿Por qué?

Participante 3: Es que no sé cómo decirlo.

Entrevistador: ¿Le ha servido en las clases para comprender las actividades?

Participante 3: Eh sí, es un método más didáctico para que nosotros podamos comprender los textos.

Entrevistador: ¿Y le ha sido útil para estudiar para las evaluaciones?

Participante 3: Si, eso ha sido una ventaja.

Entrevistador: Muchas gracias por su participación

Interview #4

Transcription

Entrevistador: Buenos días, esta entrevista se enmarca en la realización de la práctica integral del proyecto titulado *El uso del Mapa Mental como una estrategia de aprendizaje para mejorar la comprensión lectora de los estudiantes de décimo grado*. El objetivo de esta entrevista es conocer la opinión de los estudiantes frente al uso del mapa mental como estrategia de aprendizaje para las actividades de comprensión lectora. Su participación es voluntaria y anónima. Además, la información recolectada a través de esta entrevista será confidencial y no habrá juicio alguno con respecto a sus opiniones. Muchas gracias.

Eh, bueno la primera pregunta, ¿ Como ha influenciado el uso del mapa mental en su comprensión lectora?

Participante 4: Pues me parece una manera muy buena, porque o sea, es como otra manera, porque siempre son escribir y escribir, en cambio reflejándose con los mapas mentales pues es muchísimo más fácil la comprensión lectora ya que podemos captar... O sea, captando las imágenes es como más fácil recordar para nosotros.

Entrevistador: ¿Esta influencia le ha ayudado a mejorar su rendimiento en las actividades de comprensión lectora?

Participante 4: Si, porque como dije anteriormente, este... Al ver una imagen a nosotros como que se nos plasma más la información y la procesamos más fácil.

Entrevistador: Bueno, segunda pregunta : ¿Qué fue lo que más le llamó la atención al crear los mapas mentales en clase?

Participante 4: Pues primeramente, para crear los mapas mentales hay que leer. Y entonces, pues, primeramente al leer sacamos las ideas principales, y con esas ideas sacamos los dibujos. Y pues lo más importante... Lo que más me llamo la atención, es que aparte de dibujar también tenemos unas ideas este muy buenas que se nos van a memorizar.

Entrevistador: Gracias, la tercera pregunta. Para usted, ¿cuáles son las ventajas de trabajar con mapas mentales? ¿puede describirlas?

Participante 4: La ventaja es la facilidad de... La facilidad de entender las cosas y con fluidez, porque es que mucha teoría es un poco estresante, en cambio al ver unos mapas mentales es como más didáctico, pues en el sentido de... En la amplitud del ámbito escolar.

Entrevistador:

Según su experiencia ¿existen desventajas o encuentra inconvenientes en cuanto al uso del mapa mental en las actividades de comprensión lectora?

Participante 4: No, porque en realidad es... Es lo contrario , es una ventaja.

Entrevistador: Y... la última pregunta. ¿El uso del mapa mental le ha sido útil al momento de realizar actividades de comprensión lectora?

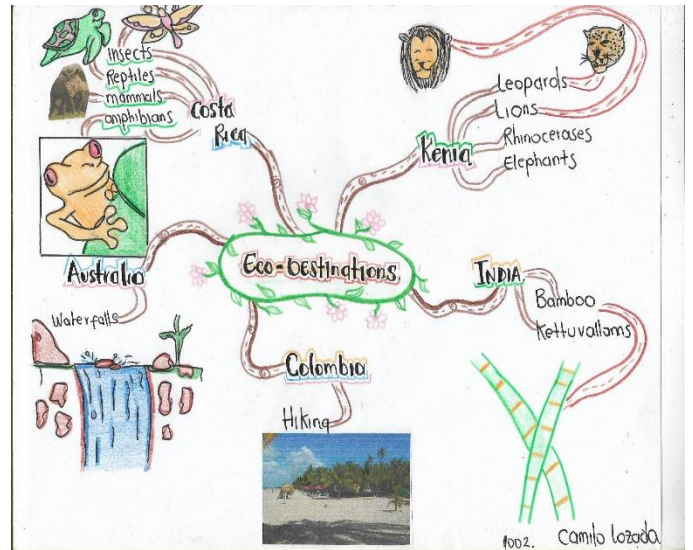
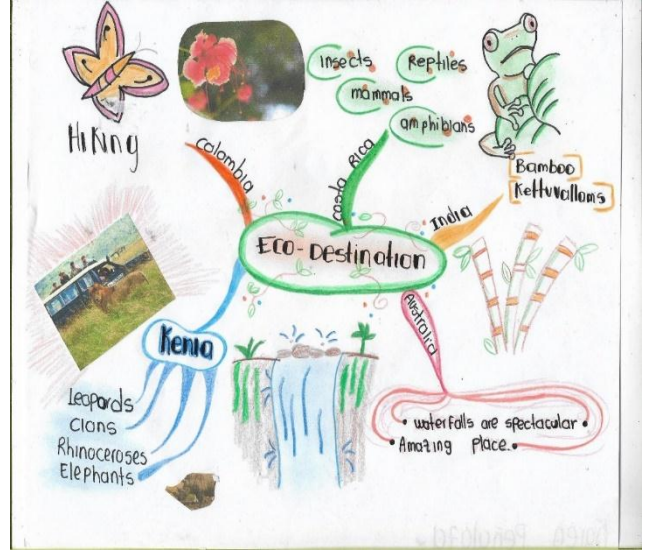
Participante 4: Útil sí, porque es como una manera... Es más fácil captar una imagen que tanta teoría.

Entrevistador: ¿Le ha sido útil para estudiar para las evaluaciones?

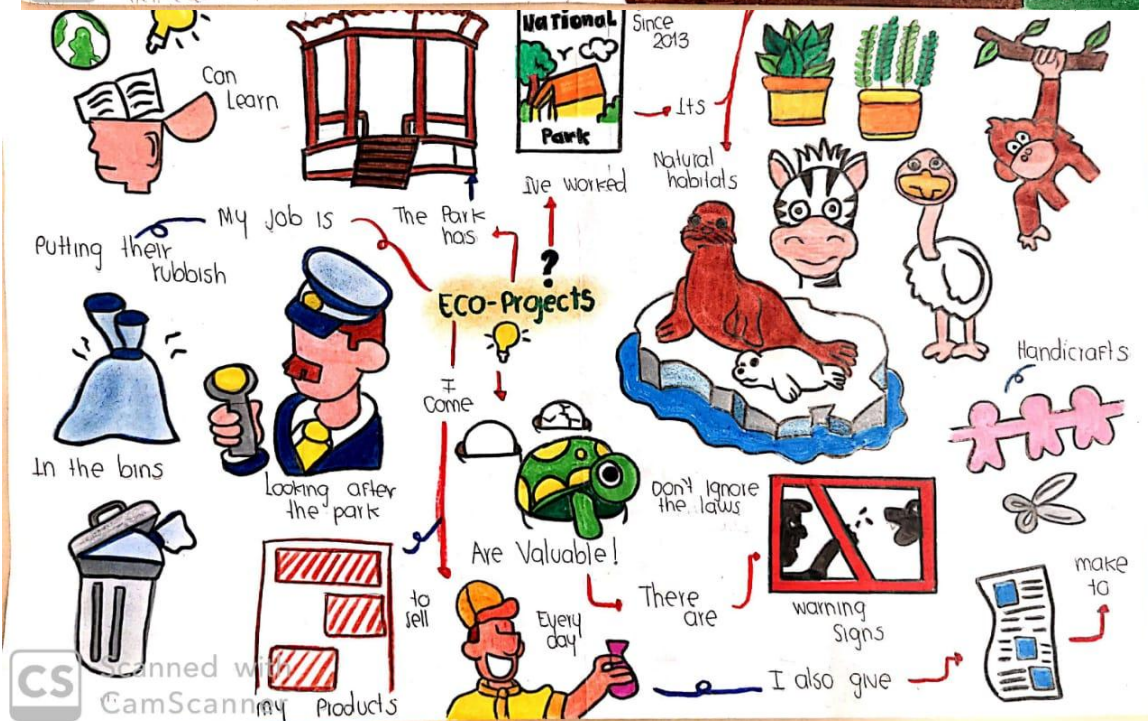
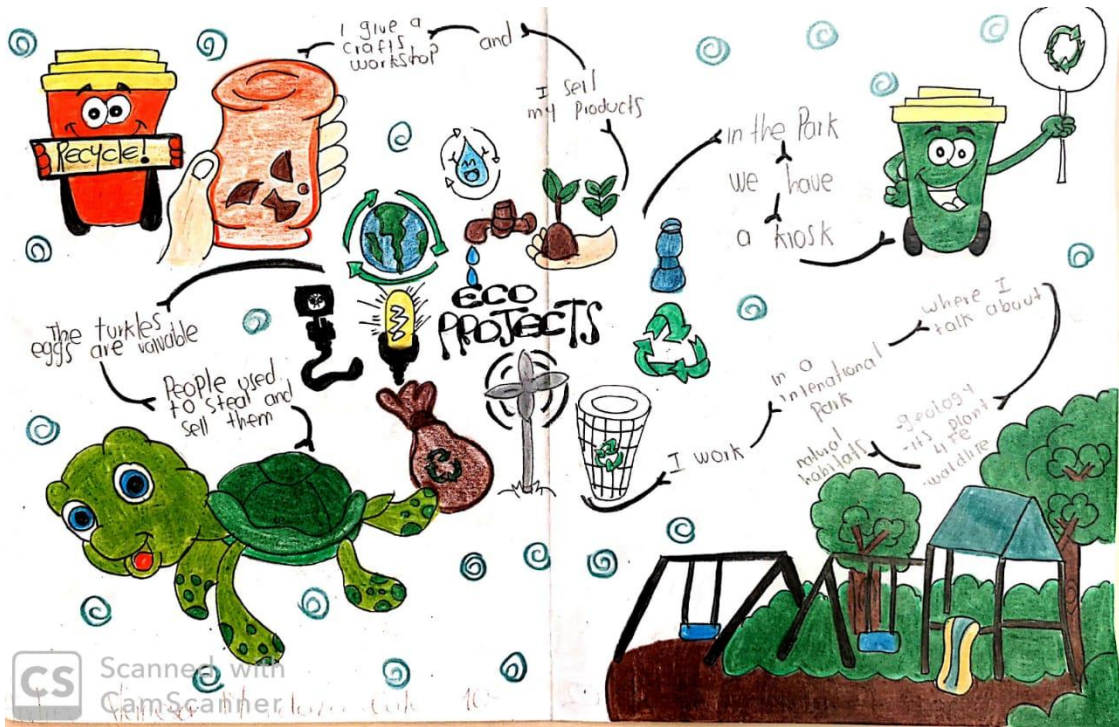
Participante 4: Si, porque al ver las imágenes uno se acuerda más de las cosas.

Entrevistador: Bueno, muchas gracias.

First activity with mind maps- Eco destination around the world



Second activity with mind maps – Eco projects



Third activity with mind maps- How can you help?



Marly Arguello 1002

What kind of activities can you do to help?

We are destroying their habitats

You can also travel to the American Midwest and help in a center that deals with Wolves, foxes

You can work with local communities and meet people passionate about animals.

Many animals face a lot of terrible dangers

Animals are killed and trafficked to be sold

Animals are trafficked to be sold as pets or used as souvenirs or even eaten in expensive restaurants across the world

If you love animals and wildlife, there are many things you can do to get involved

The WWF offers wildlife vacations, wildlife volunteer projects and practices worldwide

It's a great opportunity to help with the conservation of many wild animals

How can you help?

Ximena Castro Cabezas

Many animals face a lot of terrible dangers

Animals are killed and trafficked to be sold

We are destroying the habitats

How CAN YOU HELP?

What kind of activities can you do to help?

It's a great opportunity to help with the conservation of many wild animals

You can work with local communities and meet people passionate about animals

How can you help

There is the most spectacular wildlife in Madagascar

with environmental projects which help animals

There are international organizations that help wild animals

Type of animals. Example

Arana Bastos
1002

Reading Activities

10.2

* Juliana Triana
* Camilo Lozada.

4.8

- 1: What is one of their most important jobs?
to protect the wildlife.
- 2: Why do they include warning signs?
there are warning signs, which remind people that there are strict punishments if people ignore the laws.
- 3: What is his main job?
His job is to check that everyone is looking after the park.
- 4: Why does he come to the park every day?
to sell his products and give workshops.

• Vanessa Garcia
• Marlon Guerrero

5.0

SEGUNDO

1. What did happen with the turtles' eggs?
In the past, people used to steal and sell them.
2. What does he do with the team?
they regularly talk to visitors and make sure that the information and facilities available to them are useful.
3. What is his main job?
His job is to check that everyone is looking after the park.
4. Why do they work with the authorities?
advising them on decisions that are both eco-friendly, and benefit our community.

18 10 19

Scribe

Nombres

1002

- Tatiana Villamizar
- Vanessa Mendoza
- Valentina Martínez
- Juliana Triana
- Ariana Bastos

Solución

1. When did he work in a national park?

- Since 2013

2. What for the people used the turtle egg's?

- To steal and sell them

3. ^{what} Which is his job?

- Check everyone is looking after the park.

4. Who are the people with the person is working? ^{who is working with him?}

- With a team of people

5. ^{does} Why the person go to the park every day?

- To sell his products to visitors

Annex 6. Letters of permission



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

Los Patios, 4 de Octubre 2019

Estimados,
Padres de familia

Cordial saludo,

Yo **Dania Karina Mesa Rodríguez**, identificada con C.C **1.093.783.649** de Los Patios, estudiante- practicante del programa de Licenciatura en Lengua Extranjeras Inglés- Francés de la Universidad de Pamplona me encuentro realizando mi práctica integral en los cursos de Preescolar, Séptimo y Décimo grado, acompañada de la supervisión del docente José María Suárez Suárez. Me dirijo a usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica integral llamado "El uso del Mapa Mental como una estrategia de aprendizaje para mejorar la comprensión lectora de los estudiantes de décimo semestre" Ésta autorización se presenta a usted puesto que para una de las etapas de mi proyecto, los estudiantes deberán ser entrevistados y observados. Es importante mencionar que la información suministrada por los estudiantes será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad.

Agradeciendo su atención

Cordialmente,

Dania Mesa

Dania Karina Mesa Rodríguez
CC 1.093.783.649
Estudiante-practicante
Licenciatura en Lenguas Extranjeras Inglés- Francés

Am. B. B. B.



Formando líderes para la construcción de un
nuevo país en paz





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

Los Patios, 4 de Octubre 2019

Estimados,
Padres de familia

Cordial saludo,

Yo **Dania Karina Mesa Rodríguez**, identificada con C.C **1.093.783.649** de Los Patios, estudiante- practicante del programa de Licenciatura en Lengua Extranjeras Inglés- Francés de la Universidad de Pamplona me encuentro realizando mi práctica integral en los cursos de Preescolar, Séptimo y Décimo grado, acompañada de la supervisión del docente José María Suárez Suárez. Me dirijo a usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica integral llamado "El uso del Mapa Mental como una estrategia de aprendizaje para mejorar la comprensión lectora de los estudiantes de décimo semestre" Ésta autorización se presenta a usted puesto que para una de las etapas de mi proyecto, los estudiantes deberán ser entrevistados y observados. Es importante mencionar que la información suministrada por los estudiantes será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad.

Agradeciendo su atención

Cordialmente,

Dania Mesa

Dania Karina Mesa Rodríguez
CC 1.093.783.649
Estudiante-practicante
Licenciatura en Lenguas Extranjeras Inglés- Francés

*Ma Mercedes Suárez O.
60 329 157 cücü ta*



Formando líderes para la construcción de un
nuevo país en paz



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

Los Patios, 4 de Octubre 2019

Estimados,
 Padres de familia

Cordial saludo,

Yo **Dania Karina Mesa Rodríguez**, identificada con C.C 1.093.783.649 de Los Patios, estudiante- practicante del programa de Licenciatura en Lengua Extranjeras Inglés- Francés de la Universidad de Pamplona me encuentro realizando mi práctica integral en los cursos de Preescolar, Séptimo y Décimo grado, acompañada de la supervisión del docente José María Suárez Suárez. Me dirijo a usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica integral llamado "El uso del Mapa Mental como una estrategia de aprendizaje para mejorar la comprensión lectora de los estudiantes de décimo semestre" Ésta autorización se presenta a usted puesto que para una de las etapas de mi proyecto, los estudiantes deberán ser entrevistados y observados. Es importante mencionar que la información suministrada por los estudiantes será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad.

Agradeciendo su atención

Cordialmente,

Dania Mesa

Dania Karina Mesa Rodríguez
 CC 1.093.783.649
 Estudiante-practicante
 Licenciatura en Lenguas Extranjeras Inglés- Francés

Martha Jaimés



Formando líderes para la construcción de un
 nuevo país en paz

Annex 7. Narratives

Dania Mesa

1093783649

NARRATIVA

Durante esta tercera semana de prácticas me sentí un poco más tensionada debido a que como la semana pasada hubo otras actividades durante las clases, debía adelantar temas y hacer un repaso con los estudiantes sobre los temas vistos anteriormente. Esta semana trabajé los comparativos con el grado séptimo, en cuanto al grado decimo realizamos el primer mapa mental y finalmente, con preescolar seguimos con los números en inglés del 6 al 10.

En el transcurso de esta semana debíamos enviar un video corto dando nuestras clases en la institución, por la motivo decidí que lo mejor era grabar con el grado séptimo debido a que con ellos si trabajaría temas de gramática a diferencia del grupo decimo, con el que nos enfocamos en la creación del mapa mental. Para esta clase organicé la secuencia de actividades y la explicación del tema, sin embargo debo decir que los dos grupos del grado séptimo suponen un gran reto en este proceso, debido a que en la mayoría de las clases de todas las materias siempre generan indisciplina. En estas clases con grado séptimo me enfoqué en la explicación de los comparativos. En la primera clase di una explicación detallada de cada condición al momento de comparar dos cosas en inglés y al final de la clase hicimos unos ejercicios. En esta clase me sentí un poco indispuesta ya que los estudiantes no dejaban de hablar y no quería bajarles puntos ya que no quería que se desanimaran en las clases de inglés, sin embargo al final tuve que hacerlo porque no prestaban atención al tema. En la segunda clase, les hice un resumen de los comparativos y después, hicimos un taller en clase sobre el tema. En general con los dos grupos, durante esta segunda clase fue un poco más llevadero el ambiente, ya que tenían más idea del tema y solo era reforzarlo, sin embargo, durante el taller hacían muchas preguntas más que todo porque durante la explicación se distraen mucho pero cuando les explicaba a ellos individualmente comprendían más como organizar las frases.

Dentro de los aspectos positivos encontré que los estudiantes realizaron la actividad completa y dentro de los resultados solo hubo unos cuantos con nota baja. Debo admitir que cada vez voy aprendiendo más gracias a este curso, porque a pesar de ser un grupo con el que se presentan varios inconvenientes en cuanto a la disciplina y el manejo del grupo, cada clase con ellos es un aprendizaje nuevo sobre como buscar la manera de captar su atención o como crear más actividades dinámicas que los ayude a entender los temas fácilmente y que no se aburran al momento de aprender nuevas cosas.

En cuanto al grupo de décimo grado es algo totalmente diferente, ya que los estudiantes participan activamente, me colaboran con la disciplina y se muestran motivados en el desarrollo

de los talleres. El único inconveniente que pude observar es que las clases del día lunes se desarrollan desde las 11 a.m. hasta la 1 p.m. , un horario en el que los estudiantes ya están cansados de la jornada. Sin embargo, este lunes leímos un texto entre todos llamado “Eco-destinations around the world” después de leer les dije que se pusieran de pie y realizáramos una actividad donde debían leer en voz alta un pedazo del texto y en el grupo adivinar a que país hacia referencia. Esta actividad los animo en toda la clase y lo pude percibir porque a las 12 del medio día unos estudiantes debían salir y decidieron quedarse un rato más hasta terminar la actividad. Después realizamos un borrador del mapa mental y cada uno me iba mostrando sus avances. Este mapa mental lo terminaron el día viernes durante la clase, y los estudiantes estuvieron en silencio y aprovecharon la hora para pasar el borrador a una hoja blanca y dedicarse a colorear y hacer los dibujos.

Estas clases con el grado decimo han sido muy gratificantes ya que cuando tengo un día pesado en el colegio, al llegar con ellos sé que puedo realizar todo lo que he planeado y realizar satisfactoriamente las actividades. Me gustó mucho ver como se concentraban en hacer los mapas mentales y al ver sus resultados vi que se habían empeñado en hacer diagramas creativos. Algunos mapas mentales presentan información muy básica y simple por lo cual hablaré con ellos en la próxima clase para que no se cohíban al escribir ideas y palabras claves en el mapa mental y así los próximos serán cada vez mejores.

Finalmente, con el grupo de preescolar siempre es muy grato ayudar con las clases, ya que los niños son muy cariñosos y participativos y me gusta mucho ver como cada clase que llego me dicen todo lo que han aprendido conmigo. La semana anterior tuve un problema cuando decidí enseñarles los números del 1 al 10 en inglés pero muchos no se los sabían del 1 al 5 , pero esta semana me enfoque en que cada uno se aprendiera correctamente los números de 1 al 5 para seguir con el resto. En la clase del viernes vi este avance, y al ver que los niños contaban los números en inglés con facilidad me causó mucho entusiasmo y me sentí orgullosa de su avance.

Aunque en algunas clases se presenten interrupciones debido a que llegan padres de familia o que los niños deben realizar otra actividad rápidamente, la profesora me ha ayudado mucho con la organización para que yo pueda completar las actividades. Por esto, al final de la clase hago un repaso para saber si debemos profundizar más en el tema o solo realizar un repaso en la próxima clase.

En general, esta semana con los grados decimo y preescolar las clases fueron llevaderas y amenas, ya que busco la manera de que dejen de lado la idea de que aprender inglés es algo agobiante o difícil por medio de actividades y juegos. Por otro lado, con el grado séptimo debo admitir que debo trabajar más, porque no quiero que se genera más desorden, pero tampoco quiero que se aburran y se queden en silencio durante una hora entera, porque eso los predispone más a creer que el aprendizaje de una lengua extranjera es algo tedioso y frustrante.

Dania Mesa

1093783649

NARRATIVA

Quinta semana

Esta quinta semana de prácticas fue algo corta, teniendo en cuenta que el día miércoles no hubo clases, el día lunes las clases fueron de 45 minutos y las clases de los viernes se redujeron a media hora debido a que se realizaría una actividad en la institución.

Con los grados séptimo trabajé los días lunes, martes, jueves y viernes. Teniendo en cuenta que en la evaluación de comparativos los estudiantes del grupo séptimo 2 no obtuvieron muy buenos resultados decidí realizar una actividad más dinámica en clase para explicar los superlativos, y de esta manera captar la atención de los estudiantes y lograr que ellos manejaran el tema correctamente. Sin embargo, esta actividad no pudo ser llevada a cabo porque cuando les pedía que se pusieran de pie comenzaban a hablar y caminar por el salón y cuando les explicaba se distraían y no prestaban atención, por esta razón les pedí a todos que se sentaran de nuevo y que haríamos un taller en clase. Al planear esta clase, tuve en cuenta que este inconveniente podía ocurrir ya que los estudiantes normalmente los días martes a la última hora no atienden correctamente a la clase y es difícil controlar a los 40 estudiantes. Por esta razón tenía otra actividad escrita para hacerles y que de esta manera se quedarán sentados hasta terminarla. Le comenté a los estudiantes que el comportamiento del grupo afectaría la nota de la actividad ya que le bajé puntos a los estudiantes que estuvieron haciendo indisciplina. Esa clase me sentí muy frustrada y desmotivada por los estudiantes ya que así tenga la intención de motivarlos a aprender ellos no quieren colaborar.

En cuanto al otro grupo de séptimo, estuvieron más atentos y pude realizar las actividades sin ningún problema, incluso cuando terminaba, se sentaban en sus puestos sin necesidad de crear indisciplina ni hablar en voz alta. Algo que me sorprendió mucho fue que el día viernes con el grupo séptimo 2 llevé a cabo la evaluación del tema superlativos y sus resultados mejoraron mucho. Esta clase fue a las 6am y solo duró media hora, así que decidí explicarles de nuevo el tema en 10 minutos y todos atendieron a la clase, les iba haciendo preguntas de vocabulario y reglas generales y entre todos socializábamos el tema. Durante los otros 15 minutos realicé la evaluación, y al calificarlas pude ver que los estudiantes obtuvieron muy buenos resultados y eso me motivó un poco, ya que este grupo siempre supone un reto para mí y ver tan buenas notas me hace pensar en que estoy haciendo un buen trabajo a pesar de los inconvenientes que puedan presentarse a lo largo de este proceso.

En cuanto al grado decimo, la clase del lunes fue muy corta ya que de dos horas de clase, nos redujeron a una sola hora, en la que leímos el nuevo texto, identificamos ideas y palabras claves y empezamos a trabajar en el borrador del mapa mental. Teniendo en cuenta que quedan pocos días de clases y debíamos trabajar en dos textos más, decidí que lo mejor era dejar la actividad del mapa mental para la clase y que me lo entregaran el día viernes que tendríamos la segunda clase de la semana. Aunque la clase fue corta, los estudiantes colaboraron con la organización y disciplina y me iban mostrando sus avances. El día viernes recogí los mapas mentales y realicé la evaluación del tema. El día viernes, de nuevo las horas de clase fueron reducidas, así que en los primeros 20 minutos realizamos la evaluación del tema y el resto de la clase lo dedicamos al tercer texto del proyecto. Debo mencionar que los estudiantes mejoraron mucho en esta segunda actividad con el mapa mental, ya que incluyeron más texto, más imágenes, más color y se notó el esfuerzo de todos los estudiantes. En esta actividad varios realizaron el mapa mental en hojas tamaño oficio e incluso hojas de examen con el fin de incluir imágenes más grandes y con más color.

Dentro de los aspectos positivos, es importante señalar que los estudiantes trabajaron activamente en este segundo mapa mental y me motiva mucho ver como sus trabajos son impecables, completos y coloridos, cumpliendo con los requisitos que les establecí antes de comenzar el proyecto.

Un inconveniente que resultó de esta semana fue que debido al recorte de horas y la cancelación de clases no pude llevar a cabo las entrevistas así que fue necesario aplazarlas para la próxima semana con el fin de establecer un horario fijo con los participantes.

Finalmente, esta semana no pude encontrarme con los cursos de preescolar ya que, el día martes por la tarde los niños de primaria no tuvieron clase y el día viernes la profesora me comentó que ese día saldrían temprano y debía adelantar unas actividades con ellos, así que me esperaban la próxima semana para seguir con las clases.

Annex 8. Self-reflection checklist

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

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

I. PLANIFICACIÓN

Realizó la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área

Comentarios: Si tengo presente los temas que son proporcionados por los estándares básicos del aprendizaje y me guio 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.

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.

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 está 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

Las estrategias que manejo para cada tema son más 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 darme 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 l@s estudiantes.

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.

REALIZACIÓN

Motivación inicial de l@s estudiante

Planteo situaciones introductorias previas al tema que se va a tratar.

Casi no, utilizo ejemplos para explicar y juegos para iniciar el tema, pero no siempre y no en todos los grupos. Debido a que algunos de los estudiantes no les llama la atención.

Motivación a lo largo de todo el proceso

Relaciono los contenidos y actividades con los conocimientos previos de mis estudiantes

Comentarios

Si esto con el fin de recordar el tema y poder avanzar en el nuevo tema.

Estructuro y organizo los contenidos dando una visión general de cada tema (índices, mapas conceptuales, esquemas, etc.)

Si sobretodo con diapositivas para ir en orden y hacer el tema llamativo.

Instrucciones, aclaraciones y orientaciones a las tareas de los alumnos:

Compruebo que l@s estudiantes han comprendido la tarea que tienen que realizar: hago preguntas, hago que verbalicen el proceso, etc.

1 2 3 **4**

Facilito estrategias de aprendizaje: cómo buscar fuentes de información, pasos para resolver cuestiones, problemas y me aseguro de la participación de tod@s

1 2 3 **4**

Clima del aula:

Las relaciones que establezco con mis estudiantes dentro del aula son fluidas y desde perspectivas no discriminatoria

1 2 3 **4**

Favorezco la elaboración de normas de convivencia con la aportación de tod@s y reacciono de forma ecuánime ante situaciones conflictivas.

1 2 3 **4**

Seguimiento/ control del proceso de enseñanza-aprendizaje:

1 2 3 **4**

Proporciono información a l@s estudiantes sobre la ejecución de las tareas y cómo pueden mejorarlas.

1 2 3 **4**

Atención a la diversidad:

Tengo en cuenta el nivel de habilidades de l@s estudiantes y en función de ell@s, adapto los distintos momentos del proceso de enseñanza- aprendizaje

1 2 **3** 4

Observaciones y propuestas de mejora:

Debo seguir trabajando en la adaptación de las actividades para los estudiantes con dificultades ya que al ser tantos estudiantes es difícil conseguir la atención de todos en clase.

II. EVALUACIÓN:

Tengo en cuenta el procedimiento general para la evaluación de los aprendizajes de acuerdo con la programación de área. *

1 2 3 **4**

Utilizo suficientes criterios de evaluación que atiendan de manera equilibrada la evaluación de los diferentes contenidos.

1 2 3 **4**

Habitualmente, corrijo y explico los trabajos y actividades y, doy pautas s l@ estudiantes para la mejora de sus aprendizajes.

1 2 3 **4**

Utilizo diferentes técnicas de evaluación en función de la diversidad de estudiantes, de las diferentes áreas, de los temas, de los contenidos... *

1 2 **3** 4

Observaciones y propuestas de mejora:

Trato de informar a los padres de familia de todo el proceso de los estudiantes, mostrándoles sus avances y aquello en lo que deben mejorar.

Annex 9. Workshops

PRIMER TALLER DE REFLEXIÓN:

NOMBRE DEL ESTUDIANTE: Dania Karina Mesa Rodríguez

INSTITUCIÓN EN LA QUE SE DESARROLLA LA PRÁCTICA: Instituto Técnico Patios
Centro Sede 2

CIUDAD: Los Patios

DEPARTAMENTO: Norte de Santander

1. Responda las siguientes preguntas:

OBSERVACIÓN INSTITUCIONAL Y SOCIALIZACIÓN DE LA OBSERVACIÓN:

a. ¿Qué aprendió durante la semana de la observación institucional?

La semana de observación institucional fue de gran ayuda al momento de contextualizarnos con la institución. De esta manera, fue posible conocer el ambiente en el cual estaríamos desarrollando nuestra práctica, y por consiguiente adaptar la metodología al contexto y necesidades de los estudiantes. Por otro lado, conocer los símbolos institucionales, así como el manual de convivencia y el PEI fue realmente útil ya que se dan pautas sobre los inconvenientes que puedan presentarse en la institución y como resolverlos correctamente.

b. ¿Por qué considera importante el desarrollo de la semana de observación institucional?

Es una buena manera de contextualizar a los practicantes y ayudarlos a dar los primeros pasos en esta nueva experiencia.

c. ¿Por qué considera importante el hecho de socializar la observación institucional con los demás compañeros?

Así entre todos podemos compartir aquellos aspectos que nos resultan importantes de resaltar y que puedan servirle a nuestros compañeros para obtener mas conocimiento en cuanto a las actividades y generalidades de una institución.

d. ¿Qué se puede aprender mediante dicha socialización?

Las diferencias que se pueden encontrar en cuanto al manejo de los cursos y las metodologías llevadas a cabo en las instituciones.

PRÁCTICA PEDAGÓGICA EN EL AULA:

1. Mencione algunos cambios que estamos viviendo en nuestra sociedad. ¿Qué consecuencias o impacto tienen estos cambios en el contexto educativo?

Dentro de los cambios en nuestra sociedad se evidencia el uso de la tecnología como un apoyo en las estrategias y metodologías de clase . Por otro lado, también se evidencian cambios en la enseñanza de idiomas, teniendo en cuenta que ahora se prioriza el uso del inglés como una herramienta de suma importancia para el avance de nuestra sociedad. Por esta razón, existen más proyectos que incentivan el uso del inglés y promueven estrategias y temas que ayuden a alcanzar un nivel avanzado al final de proceso educativo. Sin embargo , teniendo en cuenta el contexto público de las instituciones y el gran número de estudiantes en el aula, muchas veces este avance no se ve reflejado.

2. ¿En qué medida ayudan o perjudican dichos cambios?

Estos cambios no solo se evidencian a nivel académico, sino que también se encuentran a nivel financiero ,partiendo del hecho de que la institución no cuenta con materiales que suplan las necesidades del estudiantado y también, que el establecimiento cuenta con una planta muy limitada de salones que no permiten el libre esparcimiento de los estudiantes. Esto perjudica enormemente el rendimiento de los estudiantes y no permite que avancen satisfactoriamente en su proceso de aprendizaje.

3. Mencione y explique al menos cuatro de las finalidades que como educador(a) tiene cuando enseña.

- * Facilitar el proceso de aprendizaje de los estudiantes: Enfocándonos en los estudiantes y aplicando estrategias que ayuden a mejorar la comprensión de los temas.
- * Implementar estrategias acordes a las necesidades educativas de los estudiantes : Es muy importante hacer un análisis de los estudiantes del curso antes de implementar las estrategias y metodologías de la clase, ya que deben ser asegurar el buen rendimiento de todos.
- * Promover actividades que motiven a los estudiantes : Por medio de actividades dinámicas donde aprendan los contenidos del curso fácilmente.

4. ¿Qué estudiantes cree que merecen su atención y todo el esfuerzo que en su quehacer como docente?

Aquellos estudiantes que presentan dificultades en el aprendizaje y que les cuesta aprender y comprender los temas del curso después de haber sido explicados y trabajados en clase.

5. ¿Qué cosas le preocupan además que sus estudiantes acaben sabiendo contenidos académicos? ¿Cómo lo trabaja?

Al ser docente, también se busca formar personas integra, que aporten en la sociedad y sean capaces de analizar y resolver problemas que normalmente se presentan en el entorno social. Por esta razón, es importante proponer actividades en grupo donde propongan ideas y soluciones a partir de diversos textos en el curso.

VIDEOS:

Visualice el siguiente video del link y escriba tres conclusiones

<https://www.youtube.com/watch?v=tju95fjc9GA>

GRADO DE AVANCE DEL COMPONENTE PEDAGÓGICO:

- a. ¿Cuántas intervenciones he podido realizar, aplicando el proyecto? Ventajas o desventajas encontradas.**

Teniendo en cuenta que debido a que la institución ha realizado actividades dentro de las horas de clase del grado décimo, solo he acompañado este curso durante dos clases. Sin embargo, ya comenzamos a aplicar el proyecto y ha sido bien recibido por los estudiantes, lo cual me parece muy gratificante para seguir trabajando con los mapas mentales. Dentro de las ventajas, considero que este proyecto sirve no solo para ayudar a los estudiantes a comprender los temas del curso sino que también para tomar una hora de clase donde tengan la oportunidad de hacer algo diferente como pintar y dibujar y al mismo tiempo aprender.

SEGUNDO TALLER DE REFLEXIÓN:

NOMBRE DEL ESTUDIANTE: Dania Karina Mesa Rodríguez

INSTITUCIÓN EN LA QUE SE DESARROLLA LA PRÁCTICA: Instituto Técnico Patios Centro 2

CIUDAD: Los Patios

DEPARTAMENTO: Norte de Santander

1. Responda las siguientes preguntas:

PRÁCTICA PEDAGÓGICA EN EL AULA:

1. ¿Cómo se sintió en la primera clase que desarrolló?

En el desarrollo de la segunda clase me sentí un poco nerviosa al ser el primer contacto con un salón tan numeroso. Al principio fue un poco difícil adaptarme, sin embargo, traté de implementar las actividades tal y como estaban establecidas en los planeadores con el fin de mantener un orden y sentirme más segura. Sin embargo, en varias ocasiones el comportamiento de los estudiantes hacía que algunas actividades se atrasaran y debía buscar una solución rápida y adecuada para este tipo de situaciones.

2. ¿Cuál cree usted que han sido los obstáculos que han impedido el desarrollo de la práctica pedagógica? ¿Cómo los ha enfrentado?

Uno de los principales obstáculos que se han presentado en el desarrollo de la práctica es la indisciplina de los estudiantes, debido a que al ser un grupo numeroso de estudiantes es difícil controlar el grupo entero, incluso para los profesores que llevan años lidiando con este tipo de situaciones. Esto impide que se lleven a cabo varias actividades para la clase y el profesor después de varios llamados de atención, se vea en la obligación de bajar nota a los estudiantes para poder continuar. Muchas veces traté de llevar actividades dinámicas para que tuvieran un espacio agradable para distraerse, sin embargo muchas veces las actividades no se podían completar porque empezaban a generar indisciplina.

3. ¿Qué aspectos ha sentido que ha mejorado en su práctica pedagógica?

He mejorado el control del grupo y la asignación de actividades, ya que al principio fue un poco duro para mí tratar de continuar las clases mientras los estudiantes se portaban mal, pero después de unas semanas concluí que una buena manera para disminuir esta indisciplina era de que trabajaran ordenadamente asignándoles actividades creativas en grupo donde se ocuparan pensando en cómo responder ante ciertas preguntas y al mismo tiempo ilustrar sus propuestas.

4. ¿Qué aspectos usted considera que debe seguir mejorando?

Debo seguir trabajando en el tema de la autoridad en el aula, ya que varias veces traté de ser permisiva con los estudiantes pero después me di cuenta que esto no nos beneficiaba a ambas partes, teniendo en cuenta que la institución se rige por una serie de normativas que deben ser cumplidas y no puedo omitirlas aunque me parezcan un poco rígidas.

5. ¿Cuáles estrategias didácticas ha utilizado más en la práctica?

Durante el desarrollo de la práctica, trabajé más que todo con juegos de roles, mapas mentales, dibujos y juegos didácticos. Estas estrategias las llevé a cabo con los grupos de séptimo y décimo con el fin de implementar actividades que los motivaran a aprender y que la información de la clase quedara clara, reforzando algunos temas que podían ser difíciles de recordar.

6. ¿Cuáles le funcionaron mejor? ¿Por qué?

Teniendo en cuenta que mi proyecto de grado se basa en los mapas mentales, enfatice mucho en esta estrategia para que los estudiantes mejoraran su comprensión lectora. Al hacer un mapa mental semanalmente en el curso, me di cuenta que los estudiantes se dedicaban responsablemente a trabajar y se concentraban más ilustrando e identificando palabras claves, lo cual les ayudó mucho para la evaluación de los temas del curso.

7. ¿Qué estrategias de disciplina utiliza en el aula? ¿Cuál le funcionó más?

Para la disciplina en el curso, primeramente asignaba notas grupales de comportamiento, de esta manera si un grupo de estudiantes empezaba a desorganizarse la nota iba disminuyendo y le bajaba a todo el grupo. Sin embargo, después me pareció un poco injusto ya que los estudiantes que se portaban bien y atendían a la clase se verían afectados en sus notas. Después de esto, decidí separar a los estudiantes que empezaban la indisciplina y si seguían con ese comportamiento les bajaba puntos en la evaluación que haríamos posteriormente.

Annex 10. Plannings for Preschool

GROUP: Preescolar Instituto Técnico Patios Centro N°2		LEVEL: A1	CLASS N: 1	
TEACHER: Dania Karina Mesa Rodríguez		OBSERVERS:		DATE: 17 de Septiembre 2019
OBJETIVO COMUNICATIVO ● Decir cuál es la fruta favorita		OBJETIVO LINGUISTICO ● Reconocer las frutas ● Aprender expresiones como: “I like...”		OBJETIVO SOCIO CULTURAL
COMPETENCIAS GENERALES Producción oral Comprensión oral		CLASE ANTERIOR -		TASK: Al final de la clase los estudiantes serán capaces de decir las frutas en inglés.
ETAPAS	DESCRIPCIÓN DE LA ACTIVIDAD		TIEMPO (min)	MATERIA L
1.	Opening: La profesora comenzará la clase saludando los estudiantes, ella le pedirá a los estudiantes que saluden en inglés diciendo “Good afternoon, teacher”. Después, de esto la profesora reproducirá una ronda infantil sobre las direcciones en inglés (up, down, leftt and right) para que los estudiantes se motiven en la clase y conozcan nuevo vocabulario en inglés.		5 min	Grabadora
2.	La profesora le preguntará a cada estudiante cual es su fruta favorita. De esta manera, con las respuestas de los niños se nombraran una variedad de frutas por ejemplo		5 minutos.	Tablero

	(manzana, fresa, naranja, uvas) y la profesora le explicará a los estudiantes que ahora verán algunas de esas frutas en inglés.		
3.	<p>Después de escuchar las frutas favoritas de los estudiantes, la profesora mostrará 8 Flashcards con frutas en inglés y español:</p> <ul style="list-style-type: none"> - Pear - Apple - Orange - Grapes - Banana - Lemon - Pineapple - Cherry <p>La profesora repetirá varias veces cada palabra con el fin de que los estudiantes repitan y retengan el vocabulario.</p> <p>Para hacer más dinámica la explicación la profesora organizará 4 grupos y el grupo que identifique más frutas en inglés será el ganador.</p>	15 minutes.	Fichas
4.	<p>Para esta primera actividad, la profesora entregará a los estudiantes 5 dibujos con frutas diferentes los cuales ellos deben pintar con sus respectivos colores. Cada hoja se entrega con una fruta por separado para al final de clase unirlos.</p> <p>La profesora le dirá a los estudiantes que para decir que una fruta nos gusta en inglés debemos decir la expresión “ I like” y después la fruta. Por ejemplo: “I like apple” y así los estudiantes repetirán y dirán cuál de las frutas que están coloreando es su favorita y luego, la mostraran a sus compañeros.</p>	15 minutes	

5.	En esta actividad, las Flashcards estarán ubicadas en diferentes partes del salón y la profesora nombrará una fruta en voz alta para que los estudiantes corran y se ubiquen onde se encuentra la fruta. Para esto , primero debe organizarse el salón de clases logrando que haya espacio suficiente para el desarrollo de la actividad.	12 minutes	
6.	Para esta actividad la profesora pedirá algunos voluntarios del salón que quieran pasar al frente e identificar el nombre de la fruta en inglés. Para esto, un estudiante pasará al frente y la profesora le mostrará una flashcard tapando el nombre y el estudiante debe decir el nombre en español y los compañeros lo ayudarán a decir como es la palabra en inglés.	5minutes	
Closure	La profesora le entregará a los estudiantes stickers con caras felices para felicitarlos por su participación y realizar las actividades de la clase.	5minutes	Caritas felices

Anexos

FLASHCARDS

APPLE - MANZANA



ORANGE - NARANJA



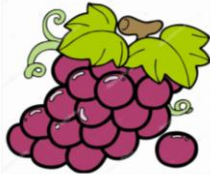
PINEAPPLE- PIÑA



Banana- Banana



Grapes- Uvas



Lemon - Limón



PEAR - PERA



Cherry - Cereza



ACTIVIDAD

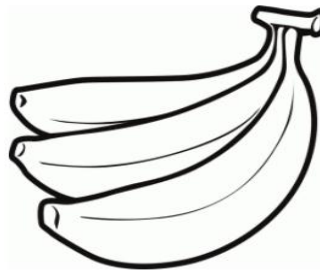
NAME: _____

Aa



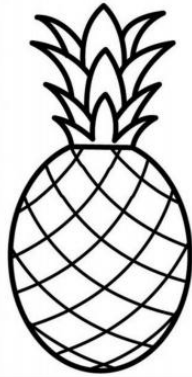
apple

NAME: _____



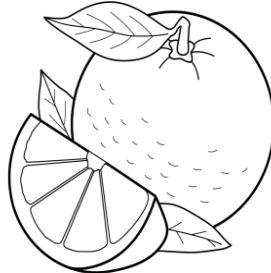
Banana

NAME: _____



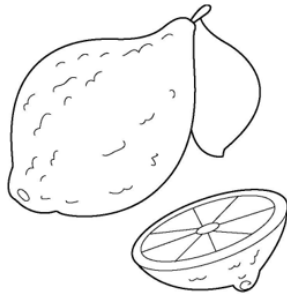
Pineapple

NAME: _____



Orange

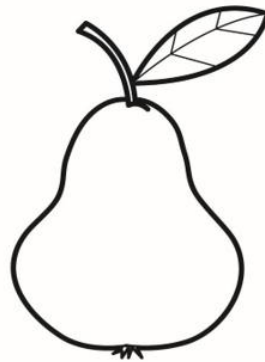
NAME: _____



Lemon

© 2013 Pearson Education, Inc. All rights reserved.


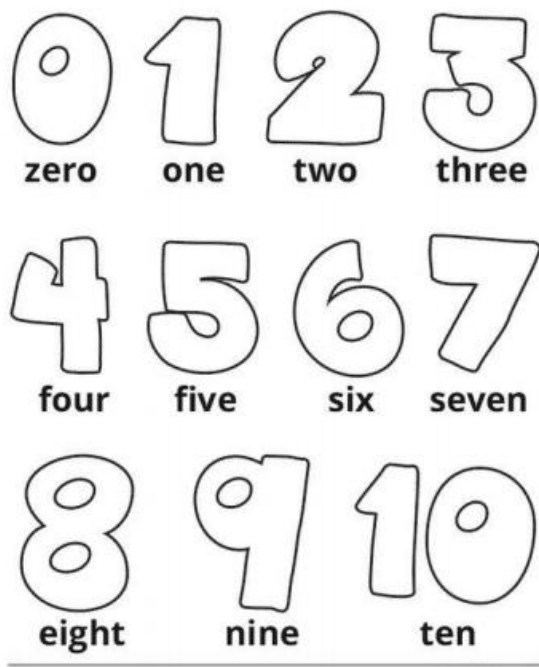

NAME: _____



PEAR

GROUP: Preescolar Instituto Técnico Patios Centro N°2		LEVEL: A1	CLASS N: 2	
TEACHER: Dania Karina Mesa Rodríguez		OBSERVERS:		DATE: 24 de Septiembre 2019
OBJETIVO COMUNICATIVO • Decir los números en inglés.		OBJETIVO LINGUISTICO • Reconocer los números en inglés • Aprender expresiones como: “This is the number five ..”		OBJETIVO SOCIO CULTURAL
COMPETENCIAS GENERALES Producción oral Comprensión oral		CLASE ANTERIOR Frutas		TASK: Al final de la clase los estudiantes serán capaces de decir los números del 1 al 5 en inglés.
ETAPAS	DESCRIPCIÓN DE LA ACTIVIDAD		TIEMPO (min)	MATERIA L
1.	Opening: La profesora comenzará la clase preguntándole a los estudiantes si recuerdan el tema de la clase anterior. De esta manera, la profesora repetirá las frutas en inglés para que los estudiantes recuerden su pronunciación.		5 min	Grabadora
2.	La profesora le preguntará a cada estudiante que diga los números en español del 1 al 10 y entre todos los repetimos. A partir de esto, la profesora le comentará a los estudiantes que en la clase de ese día, aprenderán los números en inglés.		5 minutos.	Tablero

3.	<p>La profesora mostrará algunas Flashcards con los números en inglés de 0 al 10. (Anexo 1)</p> <p>La profesora repetirá varias veces cada número y le dirá a los estudiantes que cuenten con los dedos de las manos para recordar fácilmente los números.</p>	15 minutos.	Fichas
4.	<p>Para esta primera actividad, la profesora entregará a los estudiantes una hoja con los números del 0 al 10.(ANEXO 2)</p> <p>La profesora le dirá a los estudiantes que para decir “Este es el número..” decimos en inglés “This is the number..” cuando señalemos uno de los números de la hoja. La profesora le pedirá a los estudiantes que pinten al mismo tiempo y que todos comiencen con el numero 0 para ir practicando al mismo tiempo la pronunciación.</p>	13 minutes	
5.	<p>En esta actividad, la profesora llevará al salón de clase 10 pelotas de colores con los números del 1 al 10 y los pondrá en una bolsa. La profesora le pedirá a algunos estudiantes que pasen al frente saquen una pelota de la bolsa y digan en voz alta como se dice el numero en inglés. Los demás compañeros ayudaran al estudiante que pase al frente.</p>	12 minutes	
6.	<p>Al final de la clase, la profesora pondrá una canción llamada “How many fingers ?”(ANNEXO 3) en la cual se mencionan los números del 1 al 10. La profesora les dirá a los estudiantes que escuchen la canción y que digan sobre qué es para que ellos estén atentos a la letra. Después de esto les dirá que cantaran juntos la canción y la cantaran primero sin música para que todos coordinen y después todos se ponen de pie y cantan la canción.</p>	7minutes	

<p>Closure</p>	<p>La profesora le entregará a los estudiantes stickers con caras felices para felicitarlos por su participación y realizar las actividades de la clase.</p>	<p>3 minutos</p>	<p>Caritas felices</p>
<p>Anexos</p>	<p>ACTIVIDAD</p> <p style="text-align: right;">Nombre: _____</p> <p>Numbers </p>  <p style="text-align: right;"><small>www.edufichas.com</small></p> <p>CANCIÓN “How many fingers?” https://www.youtube.com/watch?v=xNw1SSz18Gg</p> 		

Annex 11. Letter of permission



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

Los Patios, 15 de Noviembre de 2019

Coordinadora,
Ana Belén Tarazona
Instituto Técnico Patio Centro 2 – Sede 1
Los Patios, Norte de Santander

Cordial saludo,

Yo **Dania Karina Mesa Rodríguez**, identificada con C.C 1.093.783.649 de Los Patios, estudiante- practicante del programa de Licenciatura en Lengua Extranjeras Inglés- Francés de la Universidad de Pamplona me encuentro realizando mi práctica integral en los cursos de Preescolar, Séptimo y Décimo grado, acompañada de la supervisión del docente José María Suárez Suárez. Este proyecto de grado de fundamenta en cuatro componentes, dentro de los cuales se encuentra el componente administrativo, el cual tiene como objetivo conocer el contexto y los principales elementos administrativos de la institución. Por tal motivo me dirijo a usted con el fin de solicitarle la autorización para acudir a la oficina de coordinación con el fin de conocer mas de cerca como se llevan a cabo los procesos académicos y las situaciones que se presentan a lo largo de la jornada escolar, siendo esta una parte fundamental en esta práctica integral

Quedo a su disposición para cualquier información complementaria con respecto a esta solicitud.

Agradeciendo su atención

Cordialmente,

Dania Karina Mesa Rodríguez

Dania Karina Mesa Rodríguez
CC 1.093.783.649
Estudiante-practicante
Licenciatura en Lenguas Extranjeras Inglés- Francés

Recibí

Ana Belén Tarazona Torres

Coordinación



Formando líderes para la construcción de un
nuevo país en paz