	FORMATO DE DIARIO DE CAMPO INMERSIÓN – INVESTIGACIÓN		
	ESCUELA DE CIENCIAS DE LA EDUCACIÓN		

Fecha:	19/04/2025	Informe No.:	2
---------------	------------	---------------------	---

1. INFORMACIÓN DEL ESTUDIANTE

Nombre:	Adriana Lucia Aguirre Reyes	Identificación:	1234639874
Correo institucional:	alaguirrer@unadvirtual.edu.co		
Skype:	No aplica	Celular:	3053752692

2. INFORMACIÓN DEL ESCENARIO DE PRÁCTICA


Nombre o razón social:	Institución Educativa Técnica Joaquín París		
Representante legal:	Maria Jomny Achury Triviño		
Correo electrónico:	joaquinparisibague@gmail.com	Teléfono:	2640600
Sesión de trabajo y tema a desarrollar	Present continuous		

3. INFORMACIÓN DEL PROFESIONAL EXTERNO QUE ACOMPAÑA LA PRÁCTICA:

Nombre:	Edna del Mar Guzmán Suárez
Correo institucional:	em.guzmans@joaquinparis.edu.co

4. INFORMACIÓN DEL DOCENTE DE ACOMPAÑAMIENTO UNAD:

Nombre:	Andres Felipe Chavez Monsalve
Correo institucional:	andres.chavez@unad.edu.co
Skype:	No aplica

	FORMATO DE DIARIO DE CAMPO INMERSIÓN – INVESTIGACIÓN
ESCUELA DE CIENCIAS DE LA EDUCACIÓN	


PROPÓSITO DE LA ACTIVIDAD	
<p>The purpose of this activity was to help students from Cycle 5 understand and use the present continuous tense. Through interactive resources, writing tasks, and speaking activities, the students practiced the four English skills (listening, speaking, reading, and writing). All the activities were connected to real-life situations.</p>	
CONTEXTO DE IMPLEMENTACIÓN	
<p>The Joaquin Paris Technical Educational Institution is in the city of Ibagué, in the Tolima department. In Cycle 5-1, there are approximately 21 students; furthermore, most of them come from socioeconomic strata 1, 2, and 3. This institution promotes an inclusive and interactive learning environment, fostering students' linguistic and communicative skills.</p> <p>On the other hand, students range in age from 18 to 40 years. The learning space is spacious, well-lit, and ventilated, which facilitates the teaching and learning process of the English language. This setting ensures a comfortable and engaging atmosphere for both students and teachers.</p>	
FASES DE PLANEACIÓN DE LA ACTIVIDAD A DESARROLLAR EN EL CONTEXTO DESCRITO	
<ul style="list-style-type: none"> • Presentation Stage • Practice Stage • Production Stage 	
DESCRIPCIÓN DEL DESARROLLO DE LA ACTIVIDAD PLANEADA	
Describir el momento inicial	<p>First, the teacher greeted the students by saying, “Good afternoon, everyone.” The students answered with energy. Then, the teacher took attendance and wrote the class objective on the board: “Today, we are going to learn how to talk about actions that are happening right now using the present continuous tense.” She explained the objective and made sure everyone understood what they were going to learn and how they would use it in the class.</p>
Describir el desarrollo de la sesión o proceso	<p>Next, in the presentation stage, the teacher used an interactive Wordwall activity. Students had to reorder present continuous sentences. This first activity made students feel motivated and helped introduce the topic in a fun way. During the activity, there was greater participation compared to traditional grammar explanations, showing that students were more engaged.</p> <p>After that, the teacher explained the structure of the present continuous. She wrote affirmative, negative, and question forms on the board. For example:</p> <p>☑ Affirmative: I am eating lunch. ✗ Negative: She is not watching TV. ? Interrogative: Are you studying English?</p> <p>She explained how to use am/is/are and the -ing form. The teacher also asked questions like: “What do we add to the verb in present</p>



FORMATO DE DIARIO DE CAMPO INMERSIÓN – INVESTIGACIÓN

ESCUELA DE CIENCIAS DE LA EDUCACIÓN

	<p>continuous?” and “Which form of to be do we use with ‘he’ or ‘they’?” to check understanding and involve students in the explanation. Students answered actively, and the class remained attentive throughout.</p> <p>Next, the teacher shared a QR code with the class. Students scanned it and accessed a Kahoot quiz with 10 multiple-choice and true/false questions, including images, audios, and short readings. The topics covered were:</p> <ul style="list-style-type: none"> • The use of the present continuous. • Rules for adding -ing to verbs. • Identifying the correct form of the verb "to be" depending on the subject. <p>This activity also led to high levels of student engagement. The interactive format of Kahoot encouraged more participation, and students were more focused and eager to respond. While they completed the quiz, the teacher monitored their progress and later reviewed the answers with the class, reinforcing the correct use of the present continuous tense.</p> <p>Finally, in the production stage, students worked in pairs. They wrote three sentences about what their mother, father, and another person were doing at that moment. A digital spinning wheel was used to randomly choose pairs to share their sentences aloud. This strategy created a dynamic environment and promoted confidence in speaking, with more students willing to participate and share their examples using the target structure.</p>
Describir las estrategias didácticas desarrolladas por el docente en formación y cómo éstas favorecen la apropiación y el aprendizaje de los fundamentos disciplinares trabajados	<p>During the lesson, the teacher used different strategies to support learning. For example, digital tools like Wordwall and Kahoot made the class dynamic and fun. Also, the combination of structured practice and free production helped students understand the grammar and use it in real contexts. The lesson had a good balance between explanation, guided exercises, and student interaction, which made learning more meaningful.</p>
ARGUMENTACIÓN	
Analizar cómo los procesos influyen en las relaciones académicas, personales y profesionales que se dan en el ámbito educativo del docente en formación	<p>The processes carried out during the lesson influence the teacher in training's academic, personal, and professional relationships, as they require clear explanations, student interaction, and classroom management. Academically, the teacher improves instructional strategies; personally, they build respectful and collaborative relationships with students; and professionally, each class becomes a space to reflect and grow through practice and feedback.</p>
AUTOEVALUACIÓN	
Aspectos en los que usted como docente en formación considera que	<p>As a teacher in training, I recognize that I need to improve my ability to give clear explanations and ensure that all students understand the rules of the present continuous tense. I also need to work on</p>

	FORMATO DE DIARIO DE CAMPO INMERSIÓN – INVESTIGACIÓN ESCUELA DE CIENCIAS DE LA EDUCACIÓN
---	---

debe trabajar para su mejoramiento	managing time better during interactive activities like Kahoot to make sure all students participate effectively. In addition, I would like to include more motivating activities to keep students interested and engaged throughout the entire lesson.
EVIDENCIAS	
Registre el link del drive del archivo de evidencias de la sesión o proceso. <i>Estas pueden ser: fotografías de los trabajos realizados por los integrantes de la comunidad educativa, listado de asistencia a clases, encuestas, entrevistas, fotografías y/o videos (tener en cuenta el consentimiento informado para fotografías y/o videos)</i>	https://unadvirtualedu-my.sharepoint.com/:b:/g/personal/alaguirrer_unadvirtual_edu_co/Ef3_Jci2BwFBu7nOFBuQxiYBMSFgabauw2unHgddG8hcjw?e=OE2RKo