	<b>FORMATO DE DIARIO DE CAMPO INMERSIÓN – INVESTIGACIÓN</b>		
	<b>ESCUELA DE CIENCIAS DE LA EDUCACIÓN</b>		

Fecha:	15/03/2025	Informe No.:	1
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### 1. INFORMACIÓN DEL ESTUDIANTE

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Sesión de trabajo y tema a desarrollar	Simple Present Tense		

### 3. INFORMACIÓN DEL PROFESIONAL EXTERNO QUE ACOMPAÑA LA PRÁCTICA:

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PROPÓSITO DE LA ACTIVIDAD	
<p>The purpose of this activity is to help students identify and correctly use the simple present tense in daily routine contexts while improving their listening, speaking, reading, and writing skills. Through interactive and technology-based activities, students will build grammatical accuracy, construct different sentence structures, and confidently express their ideas in English.</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 25 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"> <li>• Presentation Stage</li> <li>• Practice Stage</li> <li>• Production Stage</li> </ul>	
DESCRIPCIÓN DEL DESARROLLO DE LA ACTIVIDAD PLANEADA	
<b>Describir el momento inicial</b>	<p>The student teacher begins the class by greeting the students in English:          "Good afternoon, everyone!"          The students respond: "Good afternoon, teacher!"          After this, the teacher asks: "How are you today? Happy, tired, excited?"          Some students respond "Good," while others say "So-so" or "Tired."          Before starting the lesson, the teacher takes attendance, calling each student by name and waiting for their response. This helps establish a sense of routine and organization.          Once attendance is complete, the teacher writes the objective of the lesson on the board and reads it aloud:          "Today, we are going to learn how to talk about our daily routines using the simple present tense. By the end of the class, you will be able to describe your daily activities in English using affirmative, negative, and interrogative sentences."</p>
<b>Describir el desarrollo de la sesión o proceso</b>	<p>To introduce the topic, the teacher plays a video explanation about the simple present tense and its use in daily routines. The students watch attentively while the teacher pauses at key moments to ask:</p> <ul style="list-style-type: none"> <li>• What is the simple present used for?</li> <li>• How do we form affirmative sentences?</li> <li>• What happens when we use 'he,' 'she,' or 'it'?</li> </ul> <p>Some students attempt to answer, while others listen carefully,</p>



## FORMATO DE DIARIO DE CAMPO INMERSIÓN – INVESTIGACIÓN

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	<p>processing the information. The teacher reinforces concepts by writing examples on the board and engaging students in guided practice.</p> <p>After the explanation, students move on to a Liveworksheets activity. The teacher shares a QR code, allowing them to access an interactive exercise on their mobile devices. The activity consists of four sections:</p> <ul style="list-style-type: none"> <li>• Completing affirmative sentences with the correct verb form.</li> <li>• Rewriting sentences in the negative form.</li> <li>• Choosing 'do' or 'does' to complete interrogative sentences.</li> <li>• Conjugating verbs in third-person singular.</li> </ul> <p>As students work independently, the teacher walks around the classroom, monitoring progress and clarifying doubts. Some students struggle with adding -s, -es, or -ies to verbs in the third-person singular, so the teacher provides additional examples and explanations.</p> <p>In the production stage, students apply their learning by writing a short paragraph about their daily routine using the simple present tense. Once they finish, the teacher uses a random selection wheel to choose students to share their routines aloud.</p> <p>Some students read their routines confidently, while others hesitate with pronunciation. The teacher provides gentle corrections and encourages them to speak clearly. Throughout the activity, students help each other, reinforcing collaboration and peer support.</p>
<b>Describir las estrategias didácticas desarrolladas por el docente en formación y cómo éstas favorecen la apropiación y el aprendizaje de los fundamentos disciplinares trabajados</b>	<p>During the session, the teacher used interactive and structured strategies to help students grasp the fundamentals of the present simple. She incorporated active learning through digital tools like Liveworksheets, allowing students to practice sentence formation in an engaging way. Immediate feedback helped correct mistakes in real-time, reinforcing understanding. By promoting peer interaction, students exchanged ideas and practiced the tense in meaningful contexts. These strategies created a dynamic and supportive learning environment, enhancing comprehension and confidence in using the present simple.</p>
<b>ARGUMENTACIÓN</b>	
<b>Analizar cómo los procesos influyen en las relaciones académicas, personales y profesionales que se dan en el ámbito educativo del docente en formación</b>	<p>The teaching and learning processes during the session had a significant impact on academic, personal, and professional relationships within the educational setting. Academically, structured and interactive activities encouraged students to engage actively, improving their understanding of the present simple while fostering autonomy and participation. On a personal level, the collaborative tasks and peer interactions strengthened communication skills and teamwork, creating a supportive learning environment. Professionally, the teacher in training developed</p>

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	classroom management, adaptive teaching techniques, and effective feedback strategies, essential for future teaching roles. These experiences contribute to shaping a well-rounded educator capable of fostering meaningful learning experiences.
<b>AUTOEVALUACIÓN</b>	
<b>Aspectos en los que usted como docente en formación considera que debe trabajar para su mejoramiento</b>	As teacher in training, I recognize the need to improve classroom management to maintain students' attention and foster a more dynamic learning environment. Additionally, I aim to enhance my ability to provide clearer explanations, ensuring students fully grasp grammar concepts. Strengthening my improvisation skills will also help me adapt more effectively to unexpected situations. Lastly, I seek to develop more engaging activities that encourage active participation and meaningful learning.
<b>EVIDENCIAS</b>	
<b>Registre el link del drive del archivo de evidencias de la sesión o proceso. 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)</b>	<a href="https://unadvirtualedu-my.sharepoint.com/:b:/g/personal/alaguirrer_unadvirtual_edu_co/ESo-MCZTgJdDmOeBxl75ZTgBtQzrgfahz8LGo71Yx57xEA?e=q7DXQL">https://unadvirtualedu-my.sharepoint.com/:b:/g/personal/alaguirrer_unadvirtual_edu_co/ESo-MCZTgJdDmOeBxl75ZTgBtQzrgfahz8LGo71Yx57xEA?e=q7DXQL</a>