VOLUME 2 • ISSUE 1 • 2022

THE ACADEMY

EDUCATION MAGAZINE



ISSN: 2744-8061

ACADEMIC ESSAYS - OPINION COLUMNS- TEACHING REFLECTIONS- TEACHER-MADE MATERIALS

compensar | fundación universitaria
FACULTY OF SOCIAL SCIENCES AND EDUCATION

THE ACADEMY
EDUCATION MAGAZINE

VOLUME 2, ISSUE 1, JANUARY–DECEMBER 2022 BOGOTÁ, COLOMBIA



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2022
Faculty of Social Sciences and Education

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A

DEAR COMMUNITY

During the second term of this year, different social, cultural, economic, and educational contexts have opened their doors to welcome people again to face-to-face activities. We have slowly adapted to this new reality, which is completely different from what we understood as presential-based modality before the pandemic. Then, the coming-back seems harder, especially to the classroom, where this editorial was brought to light. Therefore, virtual learning appears to be the trend chosen by teachers and students for this couple of months, and organizing their lives to get back on track is not an easy task.

Here, at **UCompensar**, we have opened our doors for anyone who wants to return on-site. We have prepared our premises to receive teachers, students, and administrative staff by taking care of the health of our community first; being this second aspect the most important one of this welcoming back. Nonetheless, it has caught my attention how our teaching profession changed. Getting back to the classroom seems to be an act of a far future, especially because virtually has its perks: it saves up time, money, and energy. I will not declare this as a negative aspect, on the contrary, I believe having the proper tools, tech knowledge, and computer-based didactics, teachers can create amazing opportunities for students' learning; in fact, as a former teacher, I did prefer virtual learning since it allowed myself to discover new ways of approaching students and teach in different new ways.

For us educators, the challenge becomes stronger since we need to invite our students to come back to face-to-face classes, get used to teaching in front of the board and create hundreds of experiential learning moments. The most demanding challenge will be to convince ourselves that on-site learning provides greater experiences for them, and that social interaction allows them to grow as humans. Therefore, in this issue we will find different articles written by teachers, students, and alumni of our faculty at UCompensar and also participation from other institutions.

To wrap up, I created this project intending to allow an academic community to believe and confirm that education is the way to change perspectives and that we teachers and teachers-in-training have the power in our hands and words to guide and mark the future of society. Because of this, I would like to dedicate this number to the one person of the Faculty of Social Sciences and Education who left a footprint in all of us with his word and acts...

Daniel Alejandro Zapata Pabón

You will always be remembered as a generous friend, a remarkable teacher, and an amazing human being.

Best regards,

Felipe Espinosa

Felipe Espinosa Torres M.A.
Editor-in-Chief
The Academy - Education Magazine

Academic Essays

THE BENEFITS OF STUDYING A B.A. IN BILINGUALISM

By Laura Cristina Rangel Galvis, Coordinator of the B. A. in Bilingualism

The Bachelor's Degree in Bilingualism with an Emphasis on English is becoming an increasingly popular university degree, and it is not hard to see why. With globalization and the interconnection of cultures, knowledge of multiple languages is becoming a highly valued skill in many fields, especially in education.

Some specific benefits of studying for a Bachelor's Degree in Bilingualism with an Emphasis in English, besides becoming a teacher, include:

1. International job opportunities: English isa common requirement for many multinational companies, so having an advanced level of English can open doors to working abroad and in an international education-related environment.

2. Increased job opportunities: Graduates holding a B. A. in Bilingualism with an Emphasis in English have valuable skills to offer employers and can find job opportunities in diverse fields such as education, business, technology, translation, and tourism, among others.

3. Improved communication: By studying English, students also improve their ability to communicate in their native language. Through learning grammar, vocabulary, and the structure of the English language, students can better understand how their language works, which can help them communicate more effectively in their daily life and career. They can also teach Spanish to foreigners outside of Colombia.

In conclusion, studying a B. A. in Bilingualism with an Emphasis on English at Ucompensar is an excellent option for those looking to expand their cultural horizons, improve their communication skills, and increase their job opportunities. By learning English, students acquire valuable skills and a global perspective that will serve them personally and professionally.

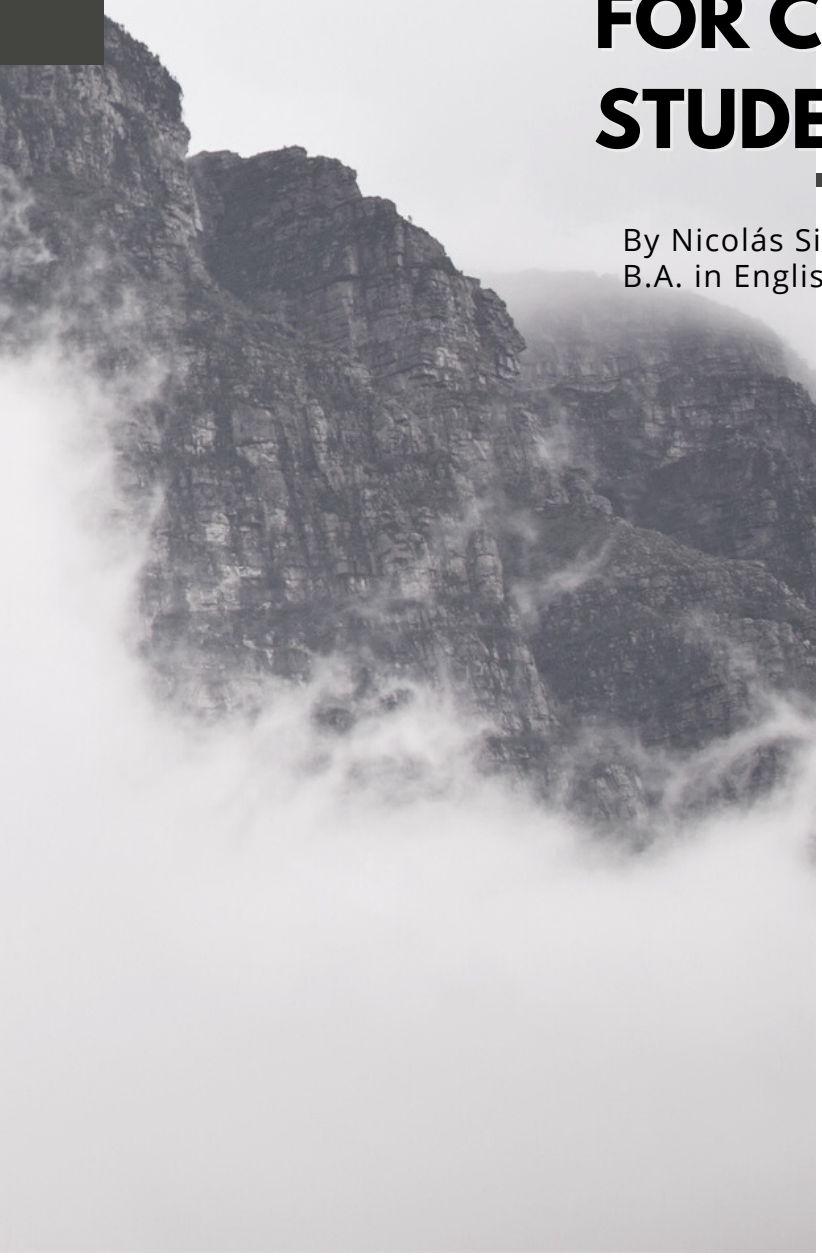
WARDENS OF THE EDUCATIONAL PRISON

By David París, coordinator of the B.A. in Languages

A person is inside a building from which they cannot leave when they choose to. They must remain in certain rooms and defined areas at designated times. They will be required to use a uniform that makes them easier to identify. They will also be under constant watch from a group of authority figures that, under the guise of forming and correcting, will enforce specific rules, regulations, and predisposed patterns, delivering punishment if required, often with little consideration. Violence will sometimes be inflected upon or necessary from them as part of the social structure formed with their peers. This building is enclosed on all sides, with a few guarded entrances and little access to sunlight, green areas, or entertainment. It was built to house thousands, and yet, it is crowded.

The reader may think I am referring to a prison, but I am describing a school. Unfortunately, the educational system we developed and maintained shares much with correctional facilities. The reasons for such a situation are plenty, practical, economical, political, and ideological, far too many to analyze in this short piece of writing properly. However, there is one aspect we can briefly discuss: the effects of such a structure on teachers.

In it, schoolteachers have to take on the role of enforcers. Dealing with crowded rooms of unmotivated students, they are forced to leave formation processes aside, focusing on discipline, order, and control. The effects of this are shown in the general poor testing results most schools have every year and the retraining universities have to do now with new students. As part of the educational system, we must address this broken and breaking structure and strive, with discussion, policy, and action, to have schoolteachers that can.



THE 21ST CENTURY SKILLS ARE NOT A NEED BUT A MUST-KNOW FOR COLOMBIAN STUDENTS

By Nicolás Sierra Castillo, 8th semester student,
B.A. in English and Bilingualism

As time goes by, students are not completely con- scious of the different elements they can handle to be successful. It means they are focused on fulfilling their assignments and grades but do not prepare for future studies or jobs to acquire a better quality of life. Also, learning a foreign language that "opens" several doors can frustrate them to face the future. Professor Fabián García, (UN Periódico Digital, 2020). of the Faculty of Law, Political and Social Sciences of National University of Colombia says children have experienced a logic of adults that does not let them make their decision. Later, when they are from 15 to 24 years old live this situation situation that has been invisible in Colombia. Students do not feel confident at transitioning from high school to college nor at getting a new job.

Nowadays, different skills have been defined that allow us as citizens of a globalized world to interact with contemporary scenarios. These skills are not always considered to be included in the curriculum, and that lack of perspective just spreads the gap that does not permit the youth to have a look at the future. For teaching English, these are current topics that can be treated in class because, as teachers, we must keep on making students think themselves critically.

Students can have different feelings about how to confront their problems, but it can affect their performance in school. Then, socio-emotional skills can be treated by the institutions and teachers in terms of externalizing and internalizing problem behaviors (Soto-Corominas et al., 2020). Externalizing behaviors refer to behavioral problems manifested as conduct issues, hyperactivity or aggression. Internalizing problems refer to emotional problems, such as depression, anxiety or somatic complaints. These situations cannot be detected explicitly in the class- room, but it is needed for teachers to lead the class-rooms for the benefit of students and their future.

To summarize, the Colombian students do not have the security of their time to come because there are different situations they are not ready to confront. Socio-emotional skills are diverse elements that help students interact with the globalized world, and the English lessons can help develop them. We, as teachers, cannot easily detect the different behavioral issues that students manifest. However, through the implementation of the 21st century skills, it is possible to make the students think critically to contemplate the world in a more comprehensible way.

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21ST CENTURY SKILLS: A THEORICAL LOOK

By Luis Fernando López, 8th semester student, B.A. in English and Bilingualism

In this globally and digitally interconnected world, all learners, from cradle to career, need new skills and knowledge to succeed. If we want to prepare our children for success in school, work, and life, opportunities to learn 21st-century skills are essential. These 21st-century skills are more important to students now than ever before.

In the 21st Century, people explore, experience, and understand the world in many new ways. Learning and education are no exception, with technology providing access to virtually any information at the touch of a screen. With access to all this information, it would seem that newer generations would be pushing the envelope on what is considered intellectually competent. However, students and early-career professionals need more access to information. Many employers have found that the younger generation of applicants lacks vital skills, such as critical thinking, problem-solving, and communication, thus causing what many people call a skills gap. Studies suggest this gap in higher-order thinking skills is growing (Harris, 2015). Luckily, leading educational companies are tackling this growing skills gap by addressing educational strategies to help students develop sharp 21st-century skills. However, addressing the benefits of 21st-century skills is one of the most straightforward starting ways.

The growing demand and importance of these skills from employers have brought educators of all levels into the center of the solution process to this growing skills gap. However, there is a greater focus on post-secondary education (GDCF, 2015). The education system's ability to develop and respond to this growing need for skills is central to the integrity of the education system remaining the center for job readiness for future generations of workers. This situation has led to restructuring educational curricula, teaching, and test-taking, though this has yet to be a unanimous process. These changes include better curricula supporting abstract knowledge on subjects, teaching focusing on problem-based learning, and testing that can measure students' progression into their 21st-century skills mindset. However, teaching self-direction, collaboration, and creativity is complex (Rotherham & Willingham, 2009). Nonetheless, students with these skills are highly sought after by employers. Correlational studies that support this show some predictability between students with these skills and their GPA and job performance (Harris, 2015).

However, every education system needs to be revised, and it is not to say that it is singly responsible for developing these critical 21st century skills. Students themselves are at the center of the solution process of gaining and developing these skills, which will improve their success in their studies and their future careers. However, some students may find themselves during a program that does not emphasize and implement the necessary strategies to help students foster their critical thinking, communication, and problem-solving skills despite the growing efforts and knowledge of these skills.

It is also beneficial for students to begin thinking about their thinking, or in other words, to be conscious, actively self-reflective, and questioner. Some evidence suggests they are critical student first steps (Hollister, 2015). It is also essential for all students, especially those with few academic resources, to research these skills and join conversations on the matter through online blogs and with other interested peers and educators. The greater the initiative students take in learning about 21st-century skills and how to develop their own, the greater their advantage over their peers in developing and utilizing these skills in their years of schooling and careers. Becoming a critically conscious student will play a pivotal role in this crucial developmental stage of a student's academic and professional career.

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EMOTIONS AND ACADEMIC PERFORMANCE

By Sofia Herrera, 8th semester student, B.A. in English and Bilingualism

Love is a major emotion that enables humans to live with each other, work in teams and affect the ability to learn. During the learning process, feeling positive emotions is important because it helps to improve the learning-teaching method. For this reason, it is essential that teachers put into practice socio-emotional skills and teach it to students.

In the first place, emotional education is a concept taken from the 80's, in the United States and Europe with proven success in different fields of the educational systems like emotional adjustment, coexistence, and academic performance. Likewise, emotional education aims to provide children and young people with knowledge and skills about their own emotions to achieve the best development in daily life, there by increasing their personal and social welfare because their emotional state is subject to constant conflicts in daily life. This situation some- times requires psychological education intervention. Ardila (2020) found that "It is convenient that emotional education permeates the academic curriculum and the formation of the individual in the totality of his initial and final trajectory since emotional education is a protective factor that protects the possible fragility of the individual in social interaction, making his constructive inclination emerge" (p.51). For this reason, the emotional skills are essential during the learning process, help develop better students for society, and calmly face current situations.

In the second place, currently, English is considered a global language that offers various economic and academic opportunities. Crystal (2009) stated "English will remain the world's language for international communication in the next years" (p.113). Therefore, English is one of the most spoken languages. For some students, it is difficult to learn it since the vocabulary and the grammatical rules could be challenging, even more so if it is not similar to their mother tongue or first language. On the one hand, when students learn English can be frustrating because they do not see the progress or results in a short time, and it causes sadness. As a result, their educational performance is affected negatively. On the other hand, the teacher provides peace and support to the student, motivating him/her during the learning process.

Academic performance is a qualitative report a student receives to know the results of a task or knowledge. Also, the idea of this report is to be measurable, a parameter to know when students approved or disapproved using values ranging from 0 to 10, or values expressed in percentages from 0% to 100%, from F to A, Deficient, Good, Very Good or Excellent are also used. Furthermore, this process denotes the product of the various steps of the educational events.

On the one hand, the teacher searches to guide the students and support them, and this academic performance is made the student strive to meet the proposed goals. Also, it manages to impact the transformation of an individual or the learning reflection. On the other hand, students reflect on their work and conception of it, but they must consider how it affects their lives, internalize it in their thoughts and feelings, and begin to apply what they have learned.

Finally, the behavior that emerges from the teacher-student relationship affects their academic performance since the human relationship is a social network, and the emotions of the actors that compose it (teachers and students) are present during the teaching-learning process. Therefore, students perceive that their academic performance increases in subjects when teachers are warm, friendly, collaborative, and understanding. On the other hand, it is inferred that all actions, verbal and nonverbal language performed by teachers towards students, affect the teaching-learning process since they motivate or not the students to resolve doubts, which is reflected in their academic performance.

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CONVEY ON SOCIO-EMOTIONAL SKILLS THROUGH EXAMPLE

By Mayra Alejandra Chingate Barbosa, 8th semester student of the B.A. in English and Bilingualism

The profession of teaching is a challenge from different points of view. For instance, one of them is related to the awareness of themselves and the understanding of how their actions can influence the students, taking into account that the teachers are their role models. Also, it is crucial to high- light that the role of the teachers is essential in the management of the class environment to monitor students' behavior and their relationships and foster in them the development of socio-emotional skills. In the words of Gutiérrez and Buitrago (2019), the socio-emotional skills are pieces of the emotional intelligence that ease the mood regulation in several contexts. This topic is interesting because it allows reflection about professional development when a person is into a formation program to become a teacher.

Throughout my bachelor's degree, I have interacted with classmates and teachers. Even when I have been a teacher, I have interacted with students. All those kinds of relationships have been helpful to my professional growth because I have developed some specific socio-emotional skills like autonomy, empathy, persistence, and the ability to co-operate, among others. Each one of them resulted of the learning process, and now, I keep working on reinforcing them because it is vital to reach a good performance on them before going deep into the teaching process. That is how that we updated our knowledge as well. Besides, the better path to encourage and foster this kind of abilities in the students is through the example.

That means teachers carry their emotions to each class, so the students will perceive how they behave. Also, those emotions are presented in the lessons, the activities, and the homework. Then, it is possible to take advantage of each opportunity to foster the socio-emotional students' skills while their creativity and their critical thinking are motivated. In addition, learning objectives regarding socio-emotional skills are not often included. We must be aware that implicitly it is necessary to incorporate or include them into our classes. Perhaps this implies adapting the activities and the materials and looking for strategies that fulfill both the learning objective related to the teaching of English and improve the process of formation and socialization of the students. One attractive alternative could be the implementation of cooperative learning strategies.

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Opinion Columns

WHY DO ZOOS ARE REHABILITATION SCENARIOS?

Luz Miryam Acosta Hortúa, 5th semester student, B.A. in English and Bilingualism

The world's oldest zoo is located in Schönbrunn, Vienna, created in 1752. Originally, zoos were mere centers designed to expose exotic animals to the public. They were called "ménageries". They did not fulfill any other function than to show people animals from distant habitats and very different from where they have been transferred. However, there are still zoos that continue to exist as they did in the past, and many others have spent years developing conservation and species recovery tasks. They are research centers whose function is to ensure the survival of threatened species and which carry out conservation programs in the natural habitats of many animals. When visiting a zoo, perhaps it is good to know in advance if it is a center that pursues the conservation of biodiversity or a mere exhibitor of exotic animals.

The animals are rehabilitated, and most come from captivity. Then, they receive medical care, follow-up of nutrition, psychological accompaniment in an open space to avoid the stress that they feel in their habitat. Besides, the zoos carry out breeding campaigns to conserve; for example, they hope to have more animal exchanges between males and females to continue genetics to prevent extinction, then take some offspring to another zoo to create new families. Also, some zoos only have endangered animals to care for them and thus conserve the species. Some zoos make donation campaigns to support economic stability in the livelihood of animal feed, care, and welfare.

Despite the global health situation, zoos have been economically affected. However, campaigns have been made in our country as the voluntary sponsor plan to contribute and ensure that animals continue to receive food, medical care, and psychological accompaniment.

In conclusion, administrators seek different economic strategies that allow them to guarantee the care and protection of the different species found in the zoos, preventing them from suffering the consequences of the unexpected virus.

ZOOS, A GOOD OR A BAD IDEA?

By Lina Lucía Ariza Cuellar and Alix Lorena Morales Hernández, 5th semester students, B.A. in English and Bilingualism

Zoos are primarily intended to display wild-type animals to the public, who pay to observe them. In these kinds of places, the aim is to habituate the animals, building a suitable habitat for them. In some zoos, the animals are free, and people must see them through their cars. Zoos are important places because people in charge, such as veterinarians, take care of endangered animals; biologists and specialized doctors cure sick wild animals. However, the spaces zoos offer are unnatural. That is, the animals that are raised there cannot grow as they did in the jungle. It takes away the survival characteristic that most animals should have. Authorities have tried to improve animal life quality with laws that defend species from abuses they may suffer.

There are different types of zoos for each species. For example, there is an aquarium in California dedicated to marine species. In addition, the zoo does research to improve their care. Also, there is a zoo where animals live in their natural habitat like the San Diego Zoo is one of the most prestigious zoos in the world, featuring many conservation projects and a safari park.

Even though zoos have become a friendly place for animals, environmentalists think that they should be returned to their natural habitats or denied the entry of humans to these zoos. Zoos are designed for human entertainment. People can learn little or nothing from seeing poor undignified animals forced to go round and round in cages. Tests have shown that penned-up animals suffer high-stress levels and boredom, not to mention physical harm. People who protect endangered species should ask themselves whether it is preferable to live in such a demeaning and artificial environment or not to live at all. However, people need to see the animals, and zoos collect money to help them; on the other hand, people who are against think that the government should pay this money.

Currently, there is an excellent debate about zoos and whether they should be banned or not. People who support the existence of zoos to avoid animal extinction versus people those who disagree about the precarious conditions in which animals live based on moral arguments. The latter affirms that in these places there is no empathy towards the animals that live there. This discussion remains 50/50.

These poor conditions are no longer widespread in most zoos thanks to imposed animal protection laws. However, they remain in dispute. In conclusion, zoos are an essential tool to avoid the extinction of animals. Even if the conditions are not the best for the animals in most cases, it is not the natural habitat that prevents the correct evolution.

MOTHER EARTH NEEDS OUR HELP

By Angie Catherine López Hernández, 5th semester student,
B.A. in English and Bilingualism

The rainforest can be described as a big area with many trees and pure oxygen. Also, this is the habitat of different animals and flowers (around 30 million species). Rainforest is similar to a dense jungle and occupies 6% of the earth. We can find it on continents like Africa, Austria, Central America, South America, and Asia. Additionally, most water in the world is generated by this place.

However, human beings have cut down trees and are damaging these beautiful places, which are very important for the earth and the living. Nowadays, people forget the fundamental of this place in their lives. In addition, industries only think about how they can exploit the earth and nature for their benefit. That is not fair that humans are put first and do not care about the animals, the trees, and others species, do not forget that this is home to some indigenous tribes. Additionally, the rainforest helps humanity and is indispensable for life. For example, the different medicinal plants that keep us healthy are used in modern medicine, including the fruits and vegetables they come from here. On the other hand, the rainforest helps stabilize the weather, generating rain. Sometimes human egoist is heavier than other lives because the human cut down trees and take away the habitat of other species to build cities.

To sum up, the rainforest will be a desert without life, generating a domino effect. Therefore, without trees, we do not have oxygen, and if there is no oxygen, there is no life. We can make a difference with little acts like recycling, taking care of nature, or growing plants. If we change our habits and help preserve them, we can change the world into a beautiful paradise for us and the different living beings that live on earth.

MORE EMOTIONAL, MORE SOCIAL

By Olga Lucía Macea Hernández, 8th semester student, B.A. in English and Bilingualism

Today it is imperative to get the most out of creativity. We are facing an era in which virtuality is the only tool to reach students, and that is why it is so important to learn from each of the students because they are the students. Who spend most of their time online, in video games, in inter- active applications, among others. Therefore, as teachers in training, we must pay attention to those findings made by our student community and, from there, immerse ourselves in the most potent way of teaching and what better to do through the applications that they like the most. So how can we achieve social-emotional skills?

The first thing that future teachers must do is be attentive and listen care- fully to the students. The above is to detect what their needs are and if there are specific problems in the classroom. Through empathy, we can put ourselves in the student's place and take the next step, which consists of innovating in the classroom, effectively solving the gaps that may exist in the students.

Due to the virtuality, we can use more interactive tools, such as games, knowledge tests, online videos, and challenges that we can find and that are easy to solve. However, teachers need to be careful because some activities that are not well thought out could cause some students to isolate themselves, develop a desire to work individually, or not cooperate with the learning proposals.

We are on the right track to achieving a good education, as we decide to enter each class session to analyze the social interactions of each of the students, from those who obtain the best grades to those who obtain the lower result. Only then can we put social-emotional skills into practice when teaching. Moreover, this should be our primary function as teachers, to teach our students to be social and sensitive and develop humanity as people.

Teaching Reflections



SOCIO-EMOTIONAL SKILLS DEVELOPMENT THROUGH COOPERATIVE LEARNING

By Diego Andrés Moreno Oviedo, 8th semester student, B.A. in English and Bilingualism

Currently, being a teacher implies thinking and considering socio-emotional skills, an element linked to the stage of globalization that society is going through. Based on this idea, it is necessary to clarify the critical elements of socio-emotional skills and why it is so relevant to base on them in terms of education. The idea of involving them is intensified even more if we think of training teachers, that is, young teachers who go hand in hand with these skills since they are contemporary and have developed a large part of their lives immersed in this context. In this way, being socio-emotional skills an element linked to globalization, they are also linked to English since this is the most widely spoken language in the world and the one that is present in different contexts, established as a universal way for communication.

Regarding socio-emotional skills, they should be understood as the characteristics that comply with a process going from particular to general, being designed to satisfy the current needs required in a globalized society. Therefore, it starts with self-awareness, where the student learns to identify emotions, go through self-management, and learn to manage and regulate them. Furthermore, it involves collective aspects such as social awareness that develops understanding and empathy about action consequences in other people; in addition, reaching responsible decision making, gathering all the above skills to analyze and consider options before choosing the most appropriate one. It is understood that all skills are directly related and play a relevant role in a student's life, thus being the base from which a teacher must start, since regardless of knowledge, the great mission is to train people for the current and future generation.

Therefore, the first thing to consider is the development of socio-emotional skills. Later, the English language as a medium, understanding its relevance in the global Considering the above, cooperative learning appears as an option to carry out both the development of social-emotional skills and the incorporation of English in the process. Cooperative learning refers to an interactive process involving teamwork and the exchange of ideas to generate solutions, which can become more effective compared to the solutions that each member can propose working independently (Eisenhauer, 2007). Under this premise, a strategy that can work as an example derived from this approach is the dynamic of the marshmallow challenge, where a group must work together to build the tallest tower and maintain a marshmallow on the top using only dry spaghetti, tape, and thread (Wujec, 2010). Thus, developing the exercise in English denotes the relevance of the language at first, plus socio-emotional skills are developed at all times, from self-awareness and management as individual contributions to practicing collective skills to generate efficient results that benefit both the individual and the group.

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EDUCATOR'S SKILLS IN THE 21ST CENTURY

By Zulma Milena Quiroga Quiroga, graduated student, B.A. in English and Bilingualism

A new era has begun for teachers, where they need to method change the teaching, where they must be aware of the new abilities involved in the teaching role. Nevertheless, it is not enough to have a list of developed competencies if it cannot have the ability to solve day-to-day educational problems. Moreover, in the 21st century, it is not enough to teach but to educate for life. Therefore, the challenge for teachers 21st century is to implement the classroom 4Cs and develop them through classroom technologies.

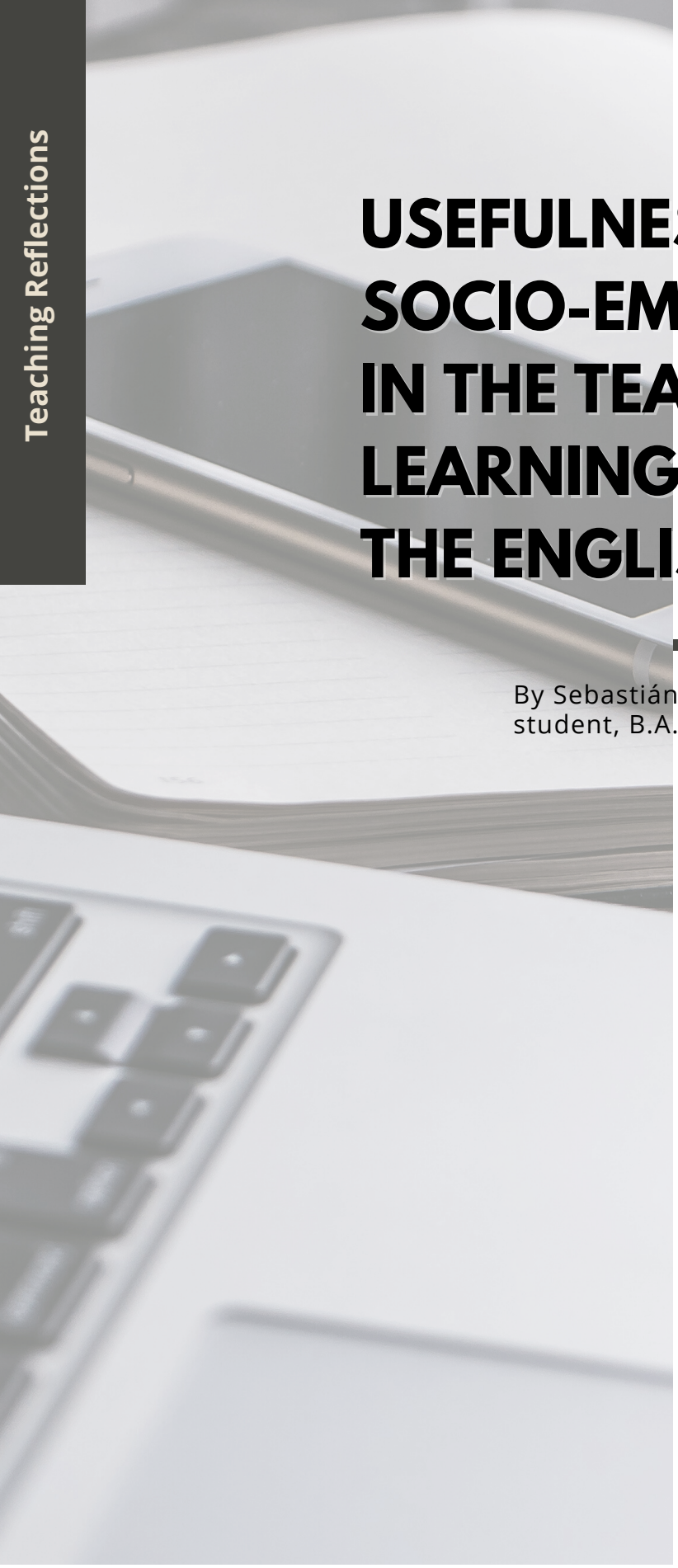
Even though nowadays, teachers have a significant challenge with the students where they need to teach students the 4Cs (critical thinking, communication, collaboration, creativity.) that are important to learn. Creativity and critical thinking are innovative attitudes and skills that benefit when learned, taught, and implemented in the classroom. Communication and collaboration are essential life skills as students can take advantage of their daily school experiences so that, in the long run, they can connect with others and work efficiently in the future. The 4Cs strengthen the capacity for trust, affection, and cooperation. Therefore, teachers provide knowledge, teach know-how and generate the confidence to incorporate these vital skills about the knowledge about what these competencies imply and not only how to teach them. Also, how to develop the ability to create, think critically, communicate effectively, and collaborate well with others in different situations.

On the other hand, technology generates a digital transformation in the world and education. Therefore, it has been promoted to form part of the classroom. Consequently, teachers must adapt to new technologies and new fundamental forms of learning to acquire good development in digital skills. Nowadays, it is easy to access information quickly and find out about current events, and it is also possible to teach and learn at any time and in any place. In addition, tools and platforms have been developed to facilitate learning, thus allowing them to be used for teaching. For this reason, teachers must adapt and learn to use them to incorporate them into the classroom, promoting innovation and creativity.

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In summary, teachers need to develop and acquire the 4Cs (critical thinking, communication, collaboration, creativity) skills in the 21st century. The teaching method needs to be challenged for the education improvement. For this reason, the teacher must adapt to new to develop the skills required in the 21st century. It is intended that the teacher manages and develops creativity but at the same time that students also manage to appropriate them, where they manage to develop creativity and innovate with new ideas that impact the workgroup carrying out success towards the future. In the same way, you want the student to develop critical thinking, solve problems, manage to analyze, evaluate different perspectives in the face of the situation that arises. On the other hand, technology has imposed a great help in education since information can be accessed quickly and efficiently. However, the teacher has the challenge of being ingenious in the face of technological advances since they offer a great variety of opportunities to inspire and motivate learning.



USEFULNESS OF SOCIO-EMOTIONAL SKILLS IN THE TEACHING AND LEARNING PROCESS OF THE ENGLISH LANGUAGE

By Sebastián Bermúdez Hernández, 8th semester student, B.A. in English and Bilingualism

Firstly, socio-emotional skills are tools (Niemi, 2020) that allow human beings to "understand and regulate their own emotions and understand those of others, as well as feel and show empathy for others, establish and develop positive relationships, make responsible decisions, define and achieve personal goals" (p. 1). In other words, socio-emotional skills guide us to know how to act, know ourselves, care about others and make responsible decisions. As a teacher in training, I intend to relate them to the teaching and learning processes of the English language in the professional and personal fields as a strategy to create and develop meaningful knowledge in students.

Based on the above, education professionals require comprehensive training that makes them competent

human beings in multiple areas of knowledge to solve problems of different kinds. Precisely, teachers must know the socio-emotional skills. CASEL (2017) explains: "These offer us a wide range of benefits, such as: effective and assertive communication, conflict resolution, emotion management, ethics, empathy, justice, identification of feelings, responsibility for actions, and understanding of situations" (p. 6).

For this reason, teachers need to make emotional skills part of the educational curriculum, adapt them to the classroom, and guarantee a good teaching environment that encourages and facilitates the acquisition and learning of the English language. Let us remember that the first thing we must do as teachers is to generate a connection with students through interpersonal relationships, always from a professional and ethical point of view. We must promote security and trust and manage and ward off fear, shyness, and frustration that occurs through acquiring a second language.

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HOW DO YOU PUT SOCIAL-EMOTIONAL SKILLS AND ENGLISH INTO PRACTICE IN YOUR DEVELOPMENT AND PROFESSIONAL GROWTH?

By Edward Estiven Celis Rodríguez and Paola Andrea Palma Castro, graduated students, B.A. in English and Bilingualism

The role of the teacher must be focused on innovating teaching and learning and generating appropriate spaces to ensure quality education. As Einstein wondered, "How do we expect to get different results, doing the same things repeatedly?" It is no secret to anyone that the educational quality in Colombia is a little "deteriorated" starting from this, the need for educational reform is seen. To change the education quality, teachers need to train students capable of exploring, investigating, conserving the environment, learning to live in a community, and learning to be truly free individuals. It involves implementing a different educational methodology that transcends the traditionalist barriers of the current educational concept. Learning in human beings is not conditioned by age or rigid educational environments. However, learning is present before birth, manifesting itself freely and spontaneously for the rest of their lives. In this order of ideas, Klimenko (2008) states that: “Education appears as the protagonist of social transformation, allowing to promote the creative capacity of students at all educational levels, thus raising creativity to the level of social value, making it a creative challenge for all” (p. 192).

Additionally, teachers need to implement a pedagogical model that allows a close interrelation between human beings and the environment. Firstly, they need to focus on the students’ potential and their role in society. Secondly, ongoing formative education requires creating awareness about our value as human beings and how we can face the current social problems in Colombia, for which we are all responsible. In fact, Ferreiro (2017) states that The proposal for a “master researcher” is aimed precisely at calling teachers’ attention to the need to change their professional attitude as consumers, as simple applicators of techniques and procedures as followers of guidelines that come from "outside.” Instead, they should become producers of their position in the local conditions in which they work as professionals in the training of citizens that society demands (p. 49).

Therefore, the objective is to stimulate teachers to develop freely and interact with the environment and their peers. Thus, they identify themselves as unique beings that are an essential and active part of their environment, taking into account that the student is the nucleus of education and both the teacher and the student are potential researchers, experimenters, and constructors of their reality by nature. So, its potential should not be limited by imposing forced knowledge. Here, the teacher plays a crucial role through his experiences and critical-reflective thinking. He is more than an instructor; he is a guide/facilita tor who builds links with the student and fosters a pleasant environment where learning is lived fluently.

On the other hand, the curriculum is a pillar based on the students' needs. It is focused on strengthening their human dimensions. Therefore, it is influenced by the diversity of students, which implies a real challenge. More than a curriculum, it is a tool in which respect for the student as an individual rests. In the same way, the evaluation of results is focused on the evolution of each student. They are responsible for their learning and actively participate in it. Each need will test your understanding and commitment, generating strategies to overcome them, and together with each achievement, they will be life experiences that will be reflected beyond educational spaces.

In conclusion, the human being learns and evolves through his own experiences, having closer con- tact with nature and society, and establishing himself in his value as a unique and rational being. Only in this way will he identify himself as a funda- mental and active part of his life and environment. Therefore, one of the significant challenges that current teachers must face is to leave their traditional methodology and venture to investigate to be an active part of the process of transformation and innovation in education.

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THE IMPORTANCE OF SOCIAL-EMOTIONAL SKILLS IN THE CLASSROOM

By María Paula Álvarez Martínez, graduated student, B.A. in English and Bilingualism

Social-emotional skills or non-cognitive skills are a set of behaviors, attitudes, and personality traits of an individual that help him/her identify, understand and manage his/her emotions, feel and show empathy for others, establish good relationships, define and achieve goals. We could say that Socio-emotional Skills are the tools that will allow a person, from childhood, to live optimally with others and to make responsible decisions. In this essay, we want to remember the importance of these skills in the classroom from our role as teachers.

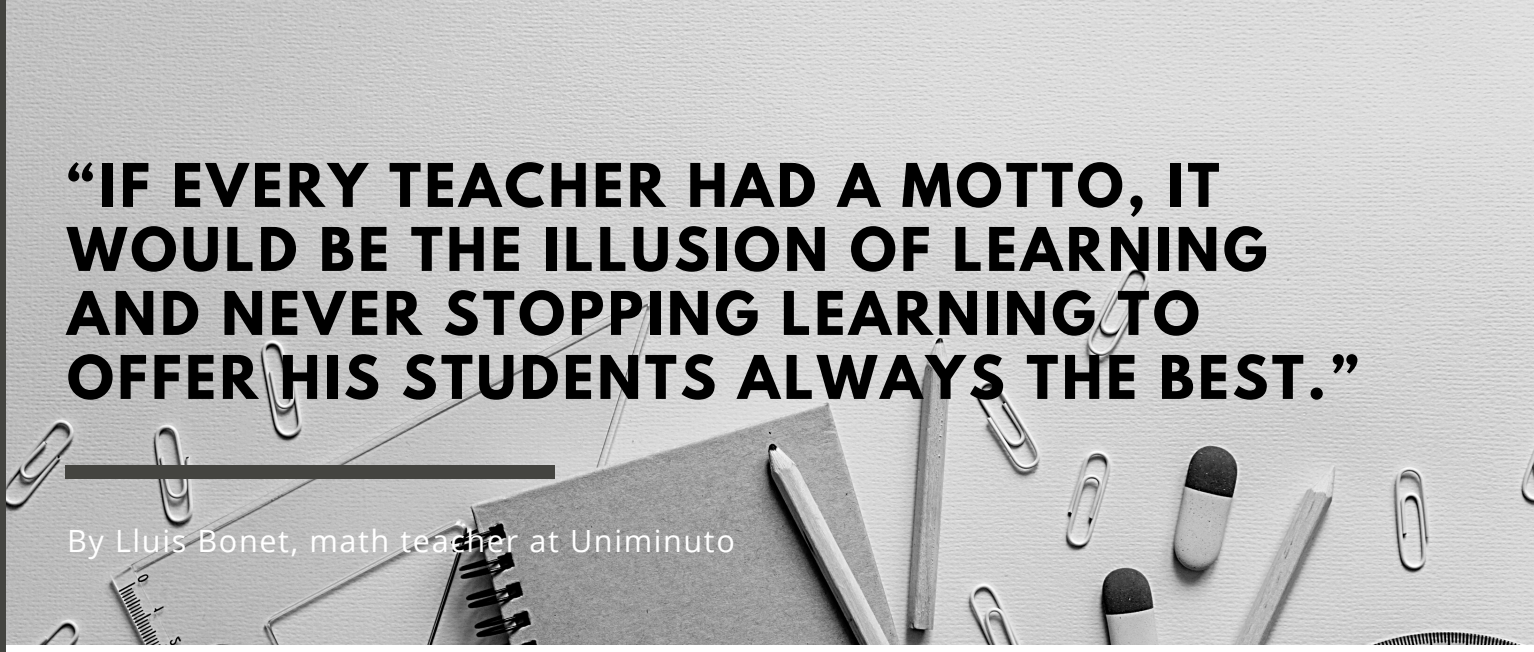
Like the rest of the skills, Socio-emotional skills are not obtained at birth but developed over the years by interacting with other people. According to (Gutiérrez-Torres & Buitrago-Velandia, 2019), the school is the main formative and socialization scenario of the individual. It is there where the students' imaginaries, realities, subjectivities, and behaviors are consolidated. Therefore, the role of teachers is fundamental". That said, given the challenges facing young people today regarding mental health, such as increasing anxiety, depression, stress, fear of failure, drugs, violence, bullying, social media, and an uncertain future thanks to automation, teaching social and emotional skills has become increasingly crucial. By including social and emotional learning in their education, you can improve relationships between classmates and teachers, reduce bullying, create a better learning environment, and prepare them for college and life. Additionally, students observe, identify, learn, experience, and replicate behaviors, social norms, attitudes, and social-emotional skills. Teachers constitute a reference for students in the classroom and influence their social-emotional development by modeling social-emotional skills, encouraging teacher-student interaction, and managing and organizing the classroom, among other practices, whether intentionally or unintentionally. Socio-emotionally competent teachers tend to manage their emotions better, manage the classroom more effectively, and establish codes of conduct. Develop more supportive and encouraging interactions with their students, and thereby stimulate the social-emotional development of their students.

In conclusion, managing emotions intelligently means channeling them to maintain balance and harmony. Thanks to this, we manage to be a positive force

for ourselves and all those around us and prevent our emotional world from draining us of vital energy. When our emotions stay in balance, we are more productive, creative, and happier. We prevent what we feel from taking over who we are. Thus, we manage to give a constructive direction to that subjective world, putting it in our favor and not against us. In addition, education should consider an integral process. It is not only sought that students learn conventional subjects (mathematics, language, science) but also includes teaching processes of values, skills, and emotions that we can define as tools for life.

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“IF EVERY TEACHER HAD A MOTTO, IT WOULD BE THE ILLUSION OF LEARNING AND NEVER STOPPING LEARNING TO OFFER HIS STUDENTS ALWAYS THE BEST.”

By Lluis Bonet, math teacher at Uniminuto

In the fast-paced world in which we live, it is almost impossible not to get carried away by its eagerness ; it is in this process that teachers seem to be losing the sense of the work of education and succumbing to the pressures of the contemporary world. Didactics and class development begin to become a bit of the same and end up being that teacher of years ago that was probably criticized so much. Teachers in the 21st-century face daily challenges that must be overcome to adapt correctly to the contexts in which they operate; however, it is here where socio-emotional skills play a vital role in the formation and creation of the character of the modern teacher. In this paper, we will try to outline how, from our teaching role, social-emotional skills and English are put into practice in professional development and growth.

In addition, the teacher confronts the training he/she has received during his/her time in the academy. In many opportunities, this reflects what he/she has received during his/her time in the academy. In many opportunities, this reflects what he/she lived and how he/she did it. It is here where the teaching work confronts realities that should have been taken into account at the university, attention to parents, inclusive classrooms, diverse, different ways of learning, multiple intelligences, standards, guidelines to follow, and administrative guidelines. Here is where they put into practice the skills that the teacher of the XXI century must have to ensure that their role, rather than teach them to repeat things, they create new things, create citizens of the world, and give critical thinkers to society.

Teachers influence the students' socio-emotional development in different ways since the socio-emotional skills of teachers influence the quality of the teacher-student relationship. As a model figure for the students, the teacher must teach with practice by example. It is impossible to improve the environment in the classroom if

the students see us arguing with their classmates. It is impossible to speak of empathy if we cannot put ourselves in our student's shoes. Teachers can only teach critical thinking if they have critical thinking. It demands a complete academic formation to respond better to the situations and environments of the students; The teacher profession demands transformation according to how the times are changing. With the new communication technologies, the teacher must set new challenges to face the current problems that our students bring to the classroom. So, the responsibility of the teacher is quite remarkable. They should have the skills to be competent in the 21st Century. In addition, the need to teach knowledge and guide students. To conclude, to train children and young people with socio-emotional competencies for today's globalized society, universities must train professionals capable of facing challenges.

SOCIO-EMOTIONAL SKILLS FROM THE CLASSROOM TO FACE ADULTHOOD

By Jenny Alexandra Camargo Yali and José Andrey Oliveros Barrera, graduated students, B.A. in English and Bilinguism

Socio-emotional skills play an essential role in the effective development of new knowledge in the student. It has to do with teachers having an emotional affinity with students to achieve a stable social-emotional development in them. For this reason, the teacher must focus on developing the emotional capacities of the students to prepare them and face adulthood in society.

Under these circumstances, it is essential to consider that the activities in the classrooms are implemented in an authentic context. The teacher must be aware that if he focuses his classes on the student's socio-emotional development, he will contribute to his maturity when facing daily situations that may arise in his daily life within society. Whether they bring positive or negative consequences, the student must be prepared to face typical situations in adulthood.

In conclusion, teachers must encourage the development of knowledge and values in the student through kindness and interest in the emotions they manifest, applying this idea from experience as elementary as a class activity. In this way, students from the classroom are preparing to be aware of emotions, identify what they feel, promote positive thinking, and effectively facing obstacles that arise in society. Thus, the learning process is applied when facing the challenges of adulthood.

THE FUTURE IS NOW

By Anderson Jean Paul Contreras Hurtado, 5th semester student, B.A. in English and Bilinguism

There are many changes that we are living in in this 21 century. We live in a fast-paced world, in the immediate age, where everything is at your fingertips. Technology advances faster than ever; there are apps for everyone for each need, social media, videos, games, dates, photos, and news. We have even changed how to take a taxi, make a date, or meet people. A smartphone is more necessary than a credit card or an identification card. People spend longer time on the internet than with families, but how do we not do it if the digital age has surrounded us with its facilities and advantages.

It has been a challenge for old fashion people to adapt to the new world. If you are a human being is necessary to have a device and connect to the inter- net to save time and have better communication. People's relationship starts on social media, people are most popular than ever, and we all read and learn more than before in the digital age. Furthermore, we can say that technology has transformed education. Virtual classes, online assessments, virtual classmates, and virtual teachers make the way to learn and teach different, even something weird. Most students have a device to keep in touch with their family, friends, and the world. In the classrooms, they do not need to ask a teacher for something, search on google, or play a video to understand something. For this reason, today, being a good teacher is a real challenge. Being a good teacher requires many abilities and skills to make a difference at the moment to teach. These abilities are known as 21st century teaching skills.

21st century teaching skills are designed for teachers who want to make a difference in their student's lives in the classrooms. It is also important to mention the 4C: Creativity, critical thinking, communication and collaboration, which are defined as learning and innovative skills, and these could join with other skills, for instance, information, technology, emotional, social, and leadership skills. Besides, to develop these skills, teachers should apply them in all their professional career to give to students an effective learning and make them create a huge desire to learn.

In my opinion, at this moment, the world is changing faster than ever. For this reason, the traditional learning methodologies have to change simultaneously, which means that we as a teachers need to replace old ways of teaching. We must create and innovate new and efficient ways to teach for this generation with new technology and a significant need to learn English.

UNLIMITED EDUCATION

By Lizeth Yessenia Díaz Díaz, 5th semester student, B.A. in English and Bilingualism

In the skills of the 21st century, we find the different strategies and methodologies that can be implemented in different environments, but they are in education. Despite the innovations that we find in Colombia, they cannot be proposed 100% as it would be expected to achieve. Since access to these tools that allow skills development is limited in much of the country. In addition, the opportunities offered by the government in terms of education are not the best.

Why not provide better opportunities in education? To an emerging country where not half of its population has any hope of achieving quality education. However, the lack of opportunities and skills in the teachers hinders.

In education, teachers of the 21st century should have adaptable skills. As the country changes, education changes, and technology advances, new tools for teaching are created. Children do not have an interest in the past, but they are more interested in the future or today, in the things that as teachers we can offer them, but with innovation, creativity and not in the things of the past.

It is also essential to highlight the importance that it should have on the implementation of the second language in education. Even though the system has changed, the methodologies and tools can only prevent a teacher because there is no platform the government has been able to provide in the education of a second language, as in other countries. Colombia is one of the countries that has been limited in these opportunities.

Considering the importance of skills, the teaching of a second language, and the appropriate environment for a child, we can emphasize that the best we can do as teachers is to innovate and not see education limited to the spaces or resources that they can provide us.

CRITICAL REVIEW

CRITICAL REVIEW

By Karen Victoria Vargas Pinilla, graduate student, B.A. in English and Bilingualism

Education is an important and exciting topic that concerns communities and societies worldwide. Education is also compound by different fields and can be influenced or impacted by every decision or action we take. Having said this, I want to take you to a clear example of what media has brought to education and how it may impact it. So, I want to invite you to consider the research done by Dr. Radhika Kapur about the "Role of Media in the Development of education." Besides understanding this role as described in the title, the author presents different aspects and his conclusion. As a result of this study, the author emphasizes the fundamental part of the role of media based on recognizing people from all communities, their contexts, and all that involves human belonging to social aspects. In synthesis, this text presents relevant information about the role of media; in my perspective, more in society than in education; the topic is interesting and accurate with current affairs, but it could have gone more profound in the field of education as the title announces.

The introduction reflects the mass media's role in spreading cultural awareness, communication beliefs, and characteristics. Subsequently, it is relevant to highlight the different aspects the author considered to develop the topic: How mass media works, what it represents for people, teachers' role in guiding students in the use of media and technology, how it enhances students' skills for acquiring knowledge, and how media impacts upon society to make political, economic, and social decisions. The body paragraphs include a good explanation of main aspects like the significance of mass media, its tools, and topics of motivation and communication among societies impacted by media, to finally address his conclusion reinforcing the statement of the role of media in the education development. Additionally, the author makes an effort to present the information with a research structure to find the abstract easily.

Therefore, it is necessary to think over the several features that academic writing embraces to analyze this text. For instance, quotes introduce the topics gaining the readers' attention (Whitaker, 2009). Then, starting from the introduction, though we have a relevant point about teachers' role in education through technology, this introduction could have presented the hook better, engaging the reader to create interest in the reading process. Afterward, we find the aspects taken by the author to develop the theme; despite presenting the information well organized, there is a lack of connection between each subtopic within the general topic. Thus, the author expresses the significance of media in four different aspects. He underlines what it means for people, how media influences them, and how people get knowledge. However, there is no direct relationship to education since the topic sentence focuses on enhancing educational

opportunities Kapur (2018). Meanwhile, all aspects are defined separately from education. The description of each one seems to be more informative. Conversely, it does not support the topic sentence required in academic research writing (Whitaker, 2009).

It is worth mentioning that the author has given a complete description of mass media tools, referencing the support to identify them as tools; nevertheless, there is no evidence on how these tools may impact education. That is to say, once again, this document is more perceived as an informative one than a research one due to the need to join these subtopics and support them to the corresponding topic about education impacted by the factor of media among people. What is more, there are no examples that can emphasize the critical points presented by the author (Leki, 1998). This quotation illustrates how the internet influences people's lives: "Individuals are largely depending upon the internet to carry out all kinds of day to day activities and functions" (Kapur, 2018, p. 4). It means acquiring information about products on websites such as Mercado Libre, Amazon, and Linio.

This document contains relevant information about media and its role in society more than in education. The description of each aspect is clear and well-organized, and the author's style is visibly under standable. Furthermore, it follows the structure of an informative document more than the structure of a research paper. The author should support every aspect considered to develop a topic, using facts and including examples to expand and emphasize the details that complement his ideas. Another pertinent characteristic is the relationship between the clear topic statement the author considers in the introduction and the conclusion; however, the conclusion seems to be more a summary of the whole document than wrapping up his arguments according to the findings (Whitaker, 2009).

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