

**Comic Strips as a Tool to Enhance Written Production at 6° Grade Students at the
Educational Institution San Francisco de Asís, Cristo Rey headquarter: An Action
Research**

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2020

APPROVAL NOTE

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General Presentation of the Project

The purpose of this project is to identify and find a solution to some of the problems that the 6° grade students at the Educational Institution Cristo Rey are facing. Thus, the content of this project is arranged into four essential components as follows: pedagogical component, research component, outreach component and administrative component.

In the first place, the pedagogical component was a proposal created in order to satisfy the expectations and necessities of sixth grade students, in this case, to enhance the written production at the Educational Institution Cristo Rey located at Pamplona city.

In the second place, the researcher component entitled "The formation of the reflective spirit in PLEX (Foreign Languages program) practitioners, a training tool to qualify the pedagogical practice". This component involves the reflexive practitioner's role and it is taken as a macro-project of the foreign languages program where the intention is to create a space of reflection about our performance during teaching practices as a way to improve them every time.

In the third place, the outreach component must be developed at primary school where the education is promoted by tutorial videos in which we as pre-service students must lead and guide the students and solve all their doubts.

Finally, for the administrative component, the pre-service teacher has to participate in extracurricular activities such as parent's meetings, patriotic and religious events among others, as a means to have the experience of what teachers do in a real context.

Introduction

Nowadays languages have highly influenced human's lives, especially English language it is present in everyday life since academic resources to entertainment, even in schools, it has become one of the priorities around the world. In Colombia, students start with this process of acquiring the language at a young age with the intention that children finish their studies with at least a B1 English level. But the efforts of the Colombian Government have being not enough because EF English Proficiency Index shows that the country has a low command of English, and borders on the very low level, with a rating of 48.75 points out of 100, these results are very discouraging and make us reflect on the process of teaching this language in what teachers are failing, and what are the measures to achieve better scores.

With regard to improve these results the Colombian Government has to join teachers trained in English to the primary public schools, and they can find a way to cause a good impact in the student's level and motivation. Moreover, they can implement strategies that help students to reinforce their four abilities and as a result the students could complete their basic studies with a B1 English level as it was planned by the Ministry of Education.

In other matters, the purpose of this project is to enhance and to engage students with one of the most fundamental abilities, the written production using the comics strips among sixth grade

students, this tool is useful because it can attract the students attention to write and express all kinds of ideas through the drawings, moreover, it can also encourage them to explore learning topics in a fun way.

Due to the health emergency that is being lived in Colombia, the face-to face classes have been suspended indefinitely and they have been replaced by the virtual modality because at the Educational Institution Cristo Rey, teachers work with workshops that students have to develop at home and send them from time to time, they also use tutorials which serve to clarify student's doubts and explain better the workshops.

In this way, the supervisor of the school provides to the pre-service teacher some suggestions about the possible practical strategies to be implemented during this process that suggestions were quite helpful at the moment of creating the proposal.

Justification

This proposal is carried out in the educational institution Cristo Rey that is a headquarter of the establishment Arquidiocesano San Francisco De Asís Institution located in an urban area in Pamplona, Norte de Santander. As it was exposed before, the virtual modality does not allow for the pre-service teacher the evaluation of needs and problems in the classroom that is why this process was guided by the supervisor's suggestions and the workshops that after being analyzed, it is essential to highlight that these do not contain the written production skill, it means that these just have systematization exercises, for this reason, the creation of comic strips

can improve the written production while they develop and increase interest in learning English, even they can acquire a wide and varied vocabulary.

The writing skill is as important as the other skills are, but at the school, sometimes it is neglected and forgotten, and it is crucial that all teachers give to this ability the priority that it requires. Some of the advantages that students or English learners have when they develop this skill accurately are that it helps to express their ideas and use the language in context. Even if critical thinking is directly related to the reading, the reality is that it can be developed too by the use of writing exercises because it gives the chance to the students to reflect about his or her ideas and re-evaluate them. Furthermore, this ability helps to make persuasive and powerful arguments.

Besides, the writing skill promotes language development such as the use of grammar rules in the context, vocabulary that is an imperative aspect at the moment of producing no matter what skill. In the light of this statement, the proposal has arisen as a consequence of the low level that students have in this competence, in the first place, the main purpose of this, it is to engage the students in the process of English learning.

According to Mahir, et al. in (2016) comic strips can efficiently support learners to learn English in a fun way and to express their opinions through images. In view of this, the pre-service teacher wants to prove if the implementation of this tool is effective to motivate the learners and to enhance their English level.

Although the comic strips can provide many advantages at the moment of being used in a classroom, it is rarely seen as a tool to support English classes, the public schools use mostly the conventional or traditional teaching, that involves the translation method where students try to do

everything by translating and the main focus remains only on the mother-tongue and the target language remains ignored, that is the reason why students do not improve their level and all the knowledge that they acquire is easily forgotten because they do not use it frequently neither in writing nor in oral production.

On the other hand, this proposal can have a good impact in these students that are going through a bad time because of this health emergency that do not allow them to see their families and friends, also it is possible that the teacher takes into consideration or use this tool in future classes with the purpose of developing the written production or even other skills such as reading and / or speaking and stimulating her student's creativity.

Objectives

General objectives

- To enhance written production through the creation of comic strips with sixth grades students at the educational institution Cristo Rey.

Specific objectives

- To improve the written production in sixth grade students at the educational institution Cristo Rey.
- To implement pre-service teachers' reflection as a transformative tool to improve pedagogical practicum processes.
- To address English training needs at primary school.
- To participate actively in all the activities organized by the Institution as a part of the community school.

Institutional Observation

The institutional observation allows Pre-service teachers to be familiar with the institution where they are going to develop their integral practices. The educational institution Cristo Rey is a headquarter of establishment Arquidiocesano San Francisco De Asís Institution located in an urban area in Pamplona, Norte de Santander, the foundation of it was in 1963 with the basic cycle of primary and 37 years later, it was implemented the basic cycle of high school.

This section compiles aspects related to the institution, such as: the historical review and location of the community, the institutional authorities and so on.

Topographical location

Arquidiocesano San Francisco De Asís Institution counts with five headquarters such as: San Francisco de Asís, José Antonio Galán, Cristo Rey, Cuatro de Julio, Santa Martha, located in Pamplona, Norte de Santander. Educational institution Cristo Rey is located in 11th street 5na-12a 36-60B.

The Educative Authorities

Table 1

The educative authorities chart

Principal	Bernardo Wilches
Academic coordinator	Olga Lucila Barajas Ruiz
Academic coordinator	Mario Armando Castellanos Dávila

Academic coordinator

José Joaquín Rincón Camargo

Supervisor

Alba Milena Flórez Gonzáles

Parents representative

Nelly Cecilia Sánchez

The institutional educational project (P.E.I)

As in each educative establishment, educational institution Cristo Rey has a macroproject (PEI) which is composed by the mission and the vision that have always guided and set the school expectations throughout the development as an institution and its members.

Mission

To provide to the students with training spaces that guarantee them for themselves, learning and life experiences applicable as work alternatives to the solution of their economic problems with the offer in the technical specialties, so that they consolidate with responsibility their life project. To this end, the institution will promote projects aimed at strengthening human talent among others.

Vision

At the end of 2022, the educational institution will consolidate the processes of academic improvement, of social recognition for its inclusive processes of care for students with disabilities and demonstrating significant experiences from the comprehensive program of transversality “Senderos de Paz y Bien”.

Institution philosophy

With the development of its pedagogical and social coexistence proposals educational institution Crito Rey aims through the development of its pedagogical and social coexistence proposals, to direct its efforts towards the integral formation of its students with objective and concrete criteria such as respect for the Social Rule of Law, recognition of individuality subject to the constitutional precept of the primacy of the general interest, competitive academic training and an emphasis on occupational training as an alternative to individual and collective development with the development of technical specializations, as well as the inclusion of all our students in a condition of disability or vulnerability or in an extra-curricular condition; training young people capable of becoming agents of change in their environment with criteria of community organization, work preparation, with a sense of appreciation, conservation and love for the environment and nature.

Institutional principles

- Respect for the rule of law: the commitment of the educational community is that of the formation of its students in compliance with the Law in all their jurisdictions including institutional.
- Respect for difference: the institution assume difference as the essential element of group growth and healthy coexistence.
- Care and conservation of the natural environment and the institution must generate guarantee projects biosafety for all members of the educational community.
- To be a definitely inclusive institution

Institutional objectives

- To foster the necessary spaces and environments for the educational community to build, adopt and vivify values and commitments aimed at improving their individual and social quality of life.
- To adopt strategies and actions that make it possible to concretize in practice the proposal of the institutional educational project, while dynamizing the spaces for enrichment of this.
- To consolidate as an instrument for the improvement of the quality of education a curricular plan that fits to the pedagogical and technological advances of the time, and that serves for the formation of competent people for work and production.
- To develop State education policies in terms of coverage, efficiency and quality.
- To monitor, control, evaluate and enrich all instances and institutional processes.
- To include in all institutional events all types of students regardless of their personal situation, focusing the inclusion of children and young people with disabilities without any kind of discrimination.
- To implement the comprehensive cross-cutting program "senderos de paz y bien" as a strategy to prevent psychosocial risks in the members of the educational community.

Pedagogical model

The pedagogical model of this institution is stated in the PEI as “la comunidad educativa considera con altas posibilidades de implementación el modelo de APRENDIZAJES SIGNIFICATIVOS” according to David Ausubel, this is the type of learning in which a student relates the new information with which it already possesses, readjusting and reconstructing both information in this process. In other words, the structure of previous knowledge conditions new knowledge and experience, and these in turn modify and restructure those. Thus, teachers’ role is to be a facilitator of resources and develop the principles and integrating axes adopted by the educational institution.

Community handbook

Define the community handbook as the collective agreement expressed in the rights, commitments and responsibilities assumed by each member of the educational community, whose purpose is to create and to foster favorable environments to the full development of the personality of its students and community, harmonious coexistence, based on the principles of mutual respect, freedom, democracy, equality and equity.

Thus, the educational community of educational institution Cristo Rey composed by student’s, administrative’s, teacher’s, graduate’s and parent’s representative, coordinators and the principle.

It also states some rules that all the members of the institution have to follow and accomplish as being part of the educational institution Cristo Rey. The essential part in this handbook is the faults that students can commit in or outside the high school and besides it establishes the protocols and procedures for those kinds of faults.

Distribution of the physical plant:

The educational institution has 16 classrooms, a computer room, a coordination room, a teachers' lounge, 24 health units. the school restaurant, a multifunctional court uncovered, and also preschool kids can have fun in the courtyard that recently was paved.

The classrooms are equipped with school chairs, a desk for the teacher, a white acrylic board, a wooden door to close it up when the class period is over.

The institutional organization chart

In this organizational chart, it can be observed the order of the authorities of the educational institution.

MEN guidelines for health emergencies

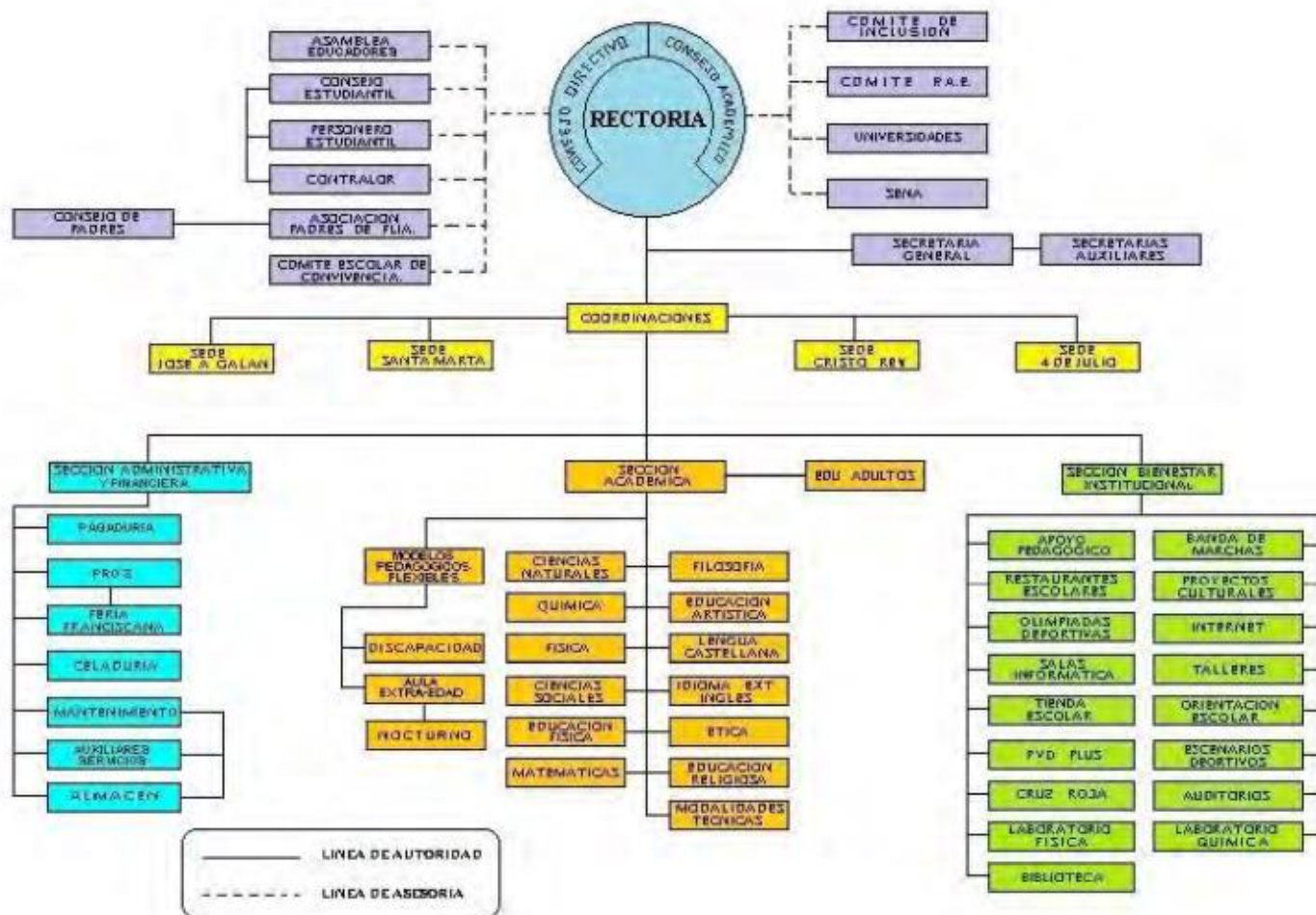


Figure 1: The institutional Organization Chart

In the current year 2020, the world lives the pandemic of the coronavirus - covid 19, virus of high contagion that affected deeply the daily life of education and encourages and forces to reformulate the institutional pedagogical actions in all meaning: from the academic, evaluation, coexistence, risk prevention and healthy lifestyle practices that allow the educational institution to become a truly educational alternative to the care and preservation of environment, biosafety

practices, attention to physical and psychosocial risks and to generate around the technology, information and communication new teaching strategies - learning.

The Ministry of National Education proposes strategies that fit into the processes of curriculum flexibilization. Moreover, it is important to guide teachers to design educational activities that will be characterized as being:

- Flexible, strategic, integrative and contextualized
- Recognition of the individual characteristics of children and young people and their capacities in terms of autonomy to be able to develop them.
- Possible to be developed with complete calm and in the available time.
- Activities that promote autonomous, collaborative learning and encourage the development of pedagogical projects.
- Aware of the dynamics of families and considered with their conditions and capacity to play an accompanying role in the implementation of the in accordance with the characteristics and stages of development of girls, children, adolescents and young people and their circumstances.

Moreover, the institution chose to send workshops of every subject every week through WhatsApp where they created a group with all the parents, there the workshops are sent every Monday and children send the development of each workshop on Fridays. Thanks to the application, teacher can send also tutorials where the topics and the workshops are explained, also the teachers can answer and clarify all doubts that students can have.

The institutional calendar

The 2020 institutional calendar was reformed and adapted since 20th July to 2nd august according to the guidelines of the Ministry of Education.

Table 2:

The institutional Calendar

August 2020

Dates	Activities
3 al 6	Desarrollo académico
5	Reunión virtual Comunidad Educativa Franciscana
10 al 14	Desarrollo académico
12	Reunión virtual Comunidad Educativa Franciscana Entrega de talleres em medio magnético, de docentes a coordinadores para trabajo en casa durante el 3er período.
18 al 21	Desarrollo académico
19	Reunión virtual Comunidad Educativa Franciscana
24 al 28	Desarrollo académico
24 al 28	Pruebas de calidad de 0° a 11° grados conforme programación de coordinaciones
36	Reunión virtual Comunidad Educativa Franciscana
31	Pruebas de calidad de 0° a 11° grados conforme programación de coordinaciones

SEPTIEMBRE 2020

FECHA	ACTIVIDADES
1 al 3	Pruebas de calidad 0° a 11° grados conforme programación de coordinaciones.
2	Reunión virtual Comunidad Educativa Franciscana
4	Terminación segundo periodo académico – Cierre de plataforma Web colegios para cargue de calificaciones
4	Entrega de talleres para trabajo en casa, en medio físico, a padres de familia.
7	INICIO TERCER PERIODO
9	Asamblea académica segundo periodo – comité de convivencia
10	Reunión virtual Comunidad Educativa Franciscana
7 AL 11	Desarrollo académico
14	Entrega de informes académicos segundo periodo a padres de familia – VIRTUAL plataforma institucional
14 AL 18	Desarrollo académico
16	Reunión virtual Comunidad Educativa Franciscana
21 AL 25	Desarrollo académico
25	Senderos de Paz y Bien – Sede Galán Primaria
28 AL 30	Desarrollo académico

OCTUBRE 2020

FECHA	ACTIVIDADES
1 - 2	Desarrollo académico
3	Senderos de Paz y Bien – Sede Santa Martha
5 AL 9	RECESO ESTUDIANTIL – DESARROLLO INSTITUCIONAL
9	Bingo institucional
13 AL 16	Desarrollo académico
16	Senderos de Paz y Bien – Sede Cuatro de Julio
19 al 23	Desarrollo académico
23	Senderos de Paz y Bien – Sede Cristo Rey Primaria
26 al 30	Desarrollo académico
29	Senderos de Paz y Bien – Sede Galán Secundaria 6° a 8°

NOVIEMBRE 2020

FECHA	ACTIVIDADES
3 AL 6	Desarrollo académico
5	Senderos de Paz y Bien – Sede Galán Secundaria 9º a 11º
9 AL 13	Desarrollo académico – Pruebas de calidad tercer periodo
12	Senderos de Paz y Bien – Sede Cristo Rey Secundaria
17 al 20	Desarrollo académico – Pruebas de calidad tercer periodo
23	Asamblea académica – comité de convivencia
24	Entrega de paquetes de recuperación a padres de familia y estudiantes
25 - 27	Asesorías para desarrollo de paquetes pedagógicos de recuperación
28	entrega de símbolos 10º a 11º - Grados
30	Desarrollo Institucional

DICIEMBRE 2020

FECHA	ACTIVIDADES
1 AL 4	Desarrollo Institucional
7	Salida a vacaciones

The supervisor's time table

The Teacher Alba Milena Flórez was the pre-service teacher supervisor. She was in charge of sixth and seventh grade's students. In the next table, you will find the teacher's time table related to all this courses before mentioned.

Table 3*The Supervisor's Time Table*

	Domingo	Lunes	Martes	Miércoles	Jueves	Viernes	Sábado
Sep. 2020	6 <small>Semana 1</small>	7 MATEMATICAS	8 SOCIALES	9 LENGUA CASTELLANA	10 CIENCIAS	11 EDUCACION FISICA	12
	13 <small>Semana 2</small>	14 CIENCIAS	15 INFORMATICA	16 MATEMATICAS	17 SOCIALES	18 LENGUA CASTELLANA	19
	20 <small>Semana 3</small>	21 CIENCIAS	22 SOCIALES	23 INGLES	24 MATEMATICAS	25 INFORMATICA	26
	27 <small>Semana 4</small>	28 SOCIALES	29 LENGUA CASTELLANA	30 CIENCIAS	1 EDUCACION FISICA	2 INGLES	3
	Domingo	Lunes	Martes	Miércoles	Jueves	Viernes	Sábado
Oct. 2020	4 <small>Semana 5</small>	5 DESARROLLO INSTITUCIONAL	6 DESARROLLO INSTITUCIONAL	7 DESARROLLO INSTITUCIONAL	8 DESARROLLO INSTITUCIONAL	9 DESARROLLO INSTITUCIONAL	10
	11	12	13 MATEMATICAS	14 SOCIALES	15 LENGUA CASTELLANA	16 INFORMATICA	17
	18 <small>Semana 6</small>	19 LENGUA CASTELLANA	20 CIENCIAS	21 INGLES	22 MATEMATICAS	23 SOCIALES	24
	25 <small>Semana 7</small>	26 CIENCIAS	27 LENGUA CASTELLANA	28 MATEMATICAS	29 EDUCACION FISICA	30 INGLES	31
Nov. 2020	1 <small>Semana 8</small>	2	3 MATEMATICAS	4 SOCIALES	5 LENGUA CASTELLANA	6 CIENCIAS	7
	8 <small>Semana 9</small>	9 MATEMATICAS	10 LENGUA CASTELLANA	11 PRUEBA DE CALIDAD EDUCACION FISICA	12 PRUEBA DE CALIDAD INGLES	13 PRUEBA DE CALIDAD SOCIALES	14
	15 <small>Semana 10</small>	16	17 PRUEBA DE CALIDAD MATEMATICAS	18 PRUEBA DE CALIDAD CIENCIAS	19 PRUEBA DE CALIDAD LENGUA CASTELLANA	20 PRUEBA DE CALIDAD INFORMATICA	21
	22 <small>Semana 11</small>	23 ASAMBLEA ACAD	24 PAQUETES RECUPER	25 ASESORIA	26 ASESORIA	27 ASESORIA	28 GRADOS
Dic. 2020	29 <small>Semana</small>	30 DESARROLLO INSTITUCIONAL	1 DESARROLLO INSTITUCIONAL	2 DESARROLLO INSTITUCIONAL	3 DESARROLLO INSTITUCIONAL	4 DESARROLLO INSTITUCIONAL	5

Pedagogic:*Planning of the language area*

The teacher works with 3 principle phases:

First: Exploration, in this phase in the proposed workshops to work on the virtuality way present at this stage the desired learning, with the objectives and a step by step explanation for the student, after read thoroughly, they can understand and carry out the proposed activities without problems. The accompaniment is carried out through the agreed communication channels, WhatsApp and telephone calls mainly.

Second: Structuration and practice: This phase is worked with a first group of exercises usually of closed character (complete the sentence, choose the correct option, choose within different options, letter soups, crossword puzzles), where the student is expected to practice the

learning acquired in the exploration phase. The monitoring of this phase is carried out through the tutoring given to students to clarify their doubts. Also sending short explanatory videos in which a guide is presented to students. It also helps to monitor the fact of presents clear instructions and examples of the proposed exercises.

Third and last phase: Transfer and valuation: This phase is developed through a second group of exercises that, unlike those described above, promote the production of content from the learning in the workshop. Learning assessments are also being carried out. Evaluations will be programmed for each sub-theme of the thematic axis. The tutoring is constant in the schedule agreed with the institution, parents and students. A constant feeding of the platform is carried out to keep the student informed of its performance and progress.

Methodology

The teacher informs the students and parents by cellphone calls or in a group created in WhatsApp in order to send the workshops, share important information and solve students doubts. They do not do online conferences or classes because most of the students do not have a computer or Internet, when they tried to adopt this modality less than 50 percent of students were connected and with a poor connection that means that the classes could not be develop in a good way, whereby this method was discarded.

Now, the teachers create explainer videos, on the other hand, there is a schedule when teachers solve all the doubts and the difficulties that students can have.

Technologic

The teacher informs the students and parents by cellphone calls or in a group created in WhatsApp in order to send the workshops, share important information and resolve students

doubts. They do not do online conferences or classes because most of the students do not have a computer or Internet, when they tried to adopt this modality less than 50 percent of students were connected and with a poor connection that means the classes could not be develop, whereby this method was discarded.

Population and their information

Table 4

Population and their information

Grades	Ages	Genre	English level
Sixth A	Between the ages of 11 and 14 years old	16 boys 12 girls	A1
Sixth B	Between the ages of 11 and 14 years old	12 boys 16 girls	A1
Seventh	Between the ages of 12 to 15 years old.	16 boys 18 girls	A1

Chapter I Pedagogical Component

Comic strips as a tool to enhance written production at 6^o grade students at the educational institution Cristo Rey: an action research

Introduction

English learners often need something that motivates them in learning and enhancing the four abilities of writing, speaking, reading and listening. In addition, nowadays the teachers have to be very creative and ingenious with the activities and materials that they present to the class because there is one and only objective at the beginning, to engage students with their learning process and what better way to get them interested in, in this way the other objectives would be achieved easily.

The main problem that teachers face when teaching writing is the lack of interest, as Sampath and Zalipour (2010) stated that students believe writing to be a highly difficult area in learning English and it seems to be a daunting task for most ESL learners. They believed that students are not aware of writing skills and they are usually de-motivated to write in English.

To overcome these difficulties, this pedagogical project aims to apply the strategies in order to motivate and engage students to write all their ideas in the comic strips, they are free to create and express their feelings and their thoughts. Furthermore, this tool can stimulate their creativity and the students can learn a huge vocabulary in a fun way. According to Geligianni and Pouroutidi (2016) found in their case study that the activity of creating digital comics was considered interesting by all the students, even the majority of them, seemed to enjoy all the procedure showing pleasure and interest.

Although, it would be easier for children to design their comics on the Internet, the reality is that not everyone has a computer at home or Internet access, so the project must adapt in order to be inclusive with all the participants and suggest that they do the comic strips by hand.

Statement of the Problem

The lack of written production in English can affect student's academic results and it can produce different feeling in them like frustration and stress when they must complete an activity that involves this ability. Many things are important when they are going to write something, first knowledge about the grammatical structures, about the topic, punctuation, a vast and varied list of vocabulary that allows them to write without looking for a word every second during the activity.

Moreover, writing should have a real purpose, a real meaning where everything they know is applied, the teacher should not limit this ability to just doing exercises where grammatical rules are practiced, applied and then, forgotten. For that reason, this proposal can have a good impact because the students are not limited to fill a workshop.

That is the reason why the researcher decided to implement the comic strips as a tool to encourage and create interest in the students and create their comics while they are using the topics already explained.

Research Questions

The researcher aims at answering the following questions to work on this situation presented at educational institution Cristo Rey:

- How to enhance written production by using comic strips?
- How does the implementation of comic strips develop the writing process in students?
- How does the use of comic strips motivate students to write in English?

Justification

When learning a new language is essential to master the four language skills exposed by the Common European Framework such as: writing, reading, speaking and listening, all the four skills are essential in teaching and learning English. Although, writing is considered to be hard and can be seen as a problem for the students, likewise, an additional challenge that the teachers have to face day a day is the lack of motivation and interest that shows the students when developing activities that involve the writing; the exercises of this type take more time because sometimes students do not even know where to start, what to write, how to express their ideas on the paper. Although, the non-participative observations were not carried out because of the virtual modality, the idea of implementing the comic strips was taken by the suggestions given by the supervisor who knows well the weaknesses of her students.

But also, in the workshops the researcher observed that the writing is not practiced, the students just complete the sentences or do similar exercises in favor of practicing the grammar rules already learned. Moreover, the proposal has to take into account the materials, the time, the actual situation, the physical resources that the students have at home in the interest of being

inclusive with all of them. The teachers have to adapt their material to motivate and to engage students to learn and participate actively. Some teachers use images, songs, flashcards, among others, but why not take advantage of the comic strips as a media for teaching writing? This tool can encourage students to explore, it can also create an enjoyable environment.

The National Commission on Writing (2003) stated that “writing is better understood as a complex intellectual activity that requires students to stretch their minds, sharpen their analytical capabilities and make valid and accurate distinctions” (p. 13) On the other hand, Haugaard, (1973) found that “children in particular have a natural attraction to comics and by welcoming comics into the classroom, educators can take advantage of the extraordinary motivating power of comic books” (p. 54-55 as cited in Yunus, Salehi and Embi M, 2012)

In view of this, the aim of this research is to implement the comic strips to enhance student’s written production and know the student’s response on teaching writing through the comic strips.

Objectives

General objectives

- To enhance written production through the creation of comic strips with sixth grades students at the educational institution Cristo Rey.

Specific objectives

- To explore the advantages of comic strips in the developing of writing skill.
- To increase the student’s motivation to work on writing through the use of comic strips

- To improve the student's organization of ideas, punctuation and construction of phrases through the use of the Comic strips.

Theoretical framework

In order to understand the frame of this project, it is important to take in consideration some key concepts that are going to be described such as: communicative competence, written production, comic strips.

Communicative competence

Hymes (1972) defined communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations (as cited in Mihaljević, J, 2007) in addition, thanks to communication the relationships are possible because people can in this way exchange their points of view and fortify the relationships.

It is essential to highlight that the communicative competence is not only based on listening or reading but also includes the speaking and writing.

Written production

Fred D. White (1986) said that writing is more than public communication; it is a way of thinking. On the other hand, Harmer (2004) defined writing as a process and what we write is often heavily influenced by contents of genres, then these elements have to be present in learning activities. (as cited in Nuri A, 2014) it is undeniable that the student's thoughts are not influenced by what they see on television or on Internet, what they hear from their teachers or their families, but through the writing they can develop and defend their points of views with strong arguments,

even sometimes, they can change their minds because they figured out that they are wrong, the writing can serve as a medium to expand their minds. As Scholes and Comley (1985) explains there are six major of writing text types. They are narration, description, argumentation, analysis, and synthesis, all these writing text types have different purposes. (p.11)

Nunan (2003) states that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them. (p.88)

The Capella University (n.d.) proposed a writing process in order to produce a stronger and better written production. The process is composed by 4 steps:

- **Step 1: pre-writing:** Analyzing and determining your purpose in writing. In this step, the writer must generate a concrete idea to start.
- **Step 2: drafting:** Making a case and structuring your evidence for that case.
- **Step 3: revising:** Putting yourself in the place of the reader, rethinking your approach, and making changes that will improve your case.
- **Step 4: polishing:** In this phase is important to edit and proofread to identify and eliminate errors and improve the coherence and readability of the text.

These steps are essential to produce a well-structured and organized text, without misspellings or grammatical errors.

Comic strips

A. Definition

Mc cloud (1993) states that the comic strips are juxtaposed pictorial and other images in deliberate sequence intended to express a message or information and / or to produce aesthetic response in the viewers.

Nana Sudjana (2002:64) defines comics as a type of cartoon form designed to be read as a narrative or a chronological sequence and it is supported by illustrations, also is known because give fun to the readers (as cited in Nuri, A, 2014)

From the definitions mentioned above, it can be determined that comic strips are graphic stories designed to follow a sequence and entertain the readers. Moreover, in the definitions given by the authors above, they did mention that it exists a variety of genres such as mysterious, horror among many others, also the comic strips are short and highlight just the most important elements of its targeted topic.

B. Types of comics

There are two common forms of comic, comic strips and comic books. According to Gavigan and Tomasevich (2011:9) comic strips are usually short form comics which mostly comprise three to eight panels. They are usually found in newspapers. While on the contrary, comic books are described as multi-page paperback comics that commonly are issued monthly. Contrary to comic books, comic strips are short. Comic strips only consist of few panels because comic strips are meant to be read in seconds or a few minutes.

Motivation

Turner (1995) considers motivation to be synonymous with cognitive engagement, which he defines as “voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring” (p. 413).

Literary Review

The following section describes different studies conducted by other researchers concerning the use of comics as a tool to enhance student's writing skills, and their contribution to this project.

The use of comic strips to teach writing

To star, Setyaningsih R (2018) conducted a quasi- experimental research aimed to find out the effectiveness of using comic strip to teach writing text, the technique of collecting data used by the researcher was the quantitative method. The quantitative data in the form of number are the result of students' writing assessment both taken from pretest and post-test. The test was conducted to the experimental class and control class which consisted of 32 students of experimental class and 32 students of control class before and after the treatment. The results showed that comic strip is effective to teach writing recount text. Students who are taught using comic strip can develop and explore their ideas in recount text writing than they are taught using picture.

The implementation of comic strips to improve students' ability in writing narrative text.

Similarly, Nuri A (2014) carried out a research using the descriptive method and its objectives were pretended to describe the implementation of teaching writing using Comic Strips to improve students' ability in writing narrative text and to describe the students' response on teaching writing using Comic Strips. The researcher used classroom observation research as research designs which consists of two sections, those are pre-implementation and implementation section. The implementation consisted of planning and observing. The researcher used observation and interview in collecting the data. As results, the implementation

of comic strips in improving students' writing ability is success. From the interview, the researcher found that comic strip is appropriate to be applied in teaching writing. The students also gave a positive response, because they become more creative and active in writing narrative text.

Similarly, Hamidah N, Usman S, Muhsin (2015) conducted a study in order to prove whether the use of comic strip was effective or not to improve in writing narrative text. The researcher used a pre-experimental research design. The population of this research was the eighth-grade students and the researcher took class VIII C to be the sample by using purposive sampling technique. The data of the research were collected by using test. The test included pre-test and post-test. The researcher found that the use of comic strip is effective to improve student's skill in writing narrative text.

Likewise, Gienovita R, Martono, Ahmad and Dahlan Rais (2012) conducted a collaborative action research and it aimed to identify how the use of comic strips can improve student's writing skill; and describe the classroom climate when comic strips are implemented in the writing class. The research data were collected by using observation, questionnaire and interviews, field notes, photographs, and tests. The study found that comic strips could improve the student's writing skill and the classroom climate in English classes. The improvement of student's writing includes aspects like for example, students could develop their ideas, they were able to make coherence and cohesive texts, students could find the appropriate vocabulary, students make fewer grammar mistakes, in spelling, in punctuation, and capitalization. The improvement of classroom situation includes: students were always ready to have writing class immediately, students developed the idea fluently without talking with other students, students

put full attention to the lesson, students did not take a long time anymore to write sentences, and students made less noisy during the class.

The use of comic strips to increase students writing ability in narrative text outline

In addition, Muhajirin M (2018) carried out a research and its objectives were to describe the differences between students narrative writing before and after taught by using comic strips. This research used quantitative approach and was conducted to 36 students in class VIII. The researcher administered writing test in collecting the data. The result of the data analysis showed that there was an improvement in student' ability after they were taught by using textless comic. The average number of correct answers on each aspect of assessment that includes aspects of making outline narrative, content, text structure, vocabulary, and sentence for post test results have increased compared to pre-test results.

Effects of using digital comics to improve ESL Writing

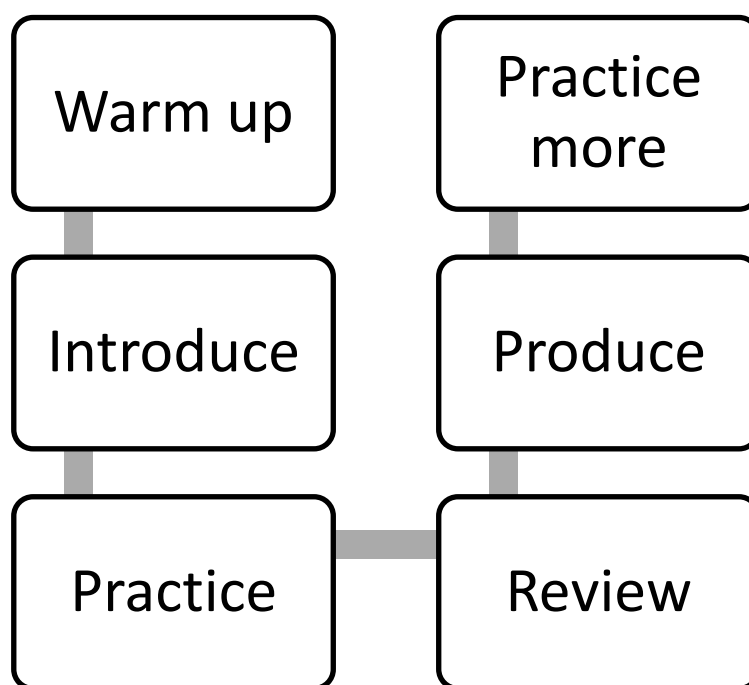
Finally, Yunus, Salehi and Amin (2012) conducted a study that aimed to investigate the perceptions of teacher trainees with regard to the use of digital comics in teaching writing to low-achieving ESL learners. A questionnaire survey was administered to 30 TESL teacher trainees at a state university in Malaysia. The findings showed that the teacher trainees had a positive attitude towards using ICT in teaching writing and most of them agreed that digital comics enable them to help low achieving language learners to write in English. At the same time, however, the teacher trainees perceived the use of digital comics in the classroom as time consuming and impractical.

Methodology of the Implementation of the Pedagogical Proposal

The implementation of the proposal is guided by the book which is entitled “how to teach writing as a pro” presented by Pasco County Schools. This book presents how to conduct an effective writing lesson and it consists of six easy steps to be followed.

Figure 2

Methodology Implementation



Warm up

In this step, the teacher is going to use some minutes at the beginning of the class to propose a warm up, it can be a short interview activity based on the lesson’s theme or a review of the preview lesson. Taking in mind the actual health crisis, it is better to adapt a warm-up activity to the modality that the school is using. This step is very helpful and necessary because students can be more attentive and interested in the class.

Introduce

Ask to the students what they know about the lesson's topic, after that teacher must introduce any additional material and do some pronunciation practice of the new words they will be using in the lesson. This is a good way of seeing how familiar students are with certain words or how comfortable they are use them.

Practice

At this point the teacher should introduce some key structures, show to the students how to use it in sentences. Before giving an explanation, then ask to the students that explain the examples in order to know if they understand and finally do some choral repetition for pronunciation practice.

Practice more

At this point, students should think on their own answer to the questions following the structure of the example sentences. Before students move on the significant writing portion of the lesson, ask to them to share their responses aloud. This will give another opportunity for students to speak and share ideas while allowing you to clear up any remaining confusion.

Produce

In this phase students are able to write because they have been given a topic, vocabulary, and thought of some answers to related questions which will form the framework of their written work.

Review

After making corrections and returning the writing assignments to students, have volunteers read their answers aloud. This way they will practice the corrected material and not reinforce mistakes.

Research Methodology

Research approach

In this study, the research approach is the qualitative which is defined by Creswell (2007) as:

“The study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting plan reading sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes.” (p. 37).

The researcher works under this approach because it is the most appropriate to develop this study thanks to this, it is possible to identify the student's needs and then, apply a strategy which allows to solve the problems. Although, the actual health emergency situation does not allow the direct contact with the students but the schedule and the time given to the proposal application will help to acquire enough data.

Research design

According to Creswell (2012) action research is defined as:

“Systematic procedures used by teachers (or other individuals in an educational setting) to gather quantitative and qualitative data to address improvements in their educational setting, their teaching, and the learning of their students. In some action research designs, you seek to address and solve local, practical problems, such as a classroom-discipline issue for a teacher. In other studies, your objective might be to empower, transform, and emancipate individuals in educational settings”. (p.22)

Population

This study is carried out at the educational institution Cristo Rey with 6th grade students. There are two sixth grades in which the number of students is around 56 people with ages among 11-14 years old with an A1 English level.

Table 5

Information of The Population

Participants	Grade	Ages	English level
Participant 1	Sixth B	13	A1
Participant 2	Sixth A	11	A1
Participant 3	Sixth B	11	A1
Participant 4	Sixth A	11	A1
Participant 5	Sixth A	12	A1
Participant 6	Sixth B	11	A1

Data Collection Instruments

Having in mind the previous methodological information, it was decided to work on three main instruments in order to collect the data needed. The instruments are field diary, questionnaires and semi-structured interviews.

The questionnaire and semi-structured interviews will be conducted at the middle and at the end of the implementation of comic strips with the purpose of knowing the participants' perceptions about it and how would be changed through the time.

Field diary

This document is highly important because the researcher is going to write every detail seen during the process of application of the proposal. Field notes are pieces of evidence taken from the researcher angle. (see annex 1)

Questionnaires

According to O'Leary (2014) "Questionnaires have many uses, most notably to discover what the masses are thinking. These include political polling, customer service feedback, evaluations, opinion polls, and social science research" (p.9). In this research, each student is going to answer one reflective questionnaire in which they can express their opinions about the use of comic strips. (see annex 2)

Semi-structured interviews

This instrument is the adequate method to collect in depth on student's opinions, thoughts and feeling about a thing in particularly. The semi-structured questions combine a predetermined set of open-questions.

According to Mishler and Spradley, (1979). “Qualitative researchers use interviews to uncover the meaning structures that participants use to organize their experiences and make sense of their worlds.”

Coming up next, you will find one semi-structured interview that was planned to be implemented in order to know the student’s perspective about the effectiveness of the implementation of the comic strips in English class to improve the writing. (see annex 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.

In the light of the foregoing, this study will follow the steps proposed by Hatch (2002). The first step consists of getting familiar with your data, in this step, the researcher needs to read all data, notes and transcripts again, then we focus the analysis reviewing the purpose of evaluation and write down key questions that have to be answered.

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. In this study were established the following questions: 1) what are the advantages of the comic strips? 2) how does

the implementation of comic strips develop the writing process in students? 3) Are students motivated to write in English through the use of comic strips?

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 data, it was considered the interviews, the comic strips made by the participants and the questionnaire gathered by the practitioner. Consequently, the coding data was created as follows:

Table 6

Coding Data

Instrument	Code	Informer
Questionnaire	Quest 1 P1	Students
	Quest 1 P2	
	Quest 1 P3	
	Quest 1 P4	
	Quest 1 P5	
Interview	Inter P1	Students/ Pre-service teacher
	Inter P2	
	Inter P3	
	Inter P4	
	Inter P5	

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. In order to analyze data, the pre-service teacher organized the codes and themes into a diagram divided into 2 main categories, the first one: The use of comic strips; the second one: written production. (see annex 5)

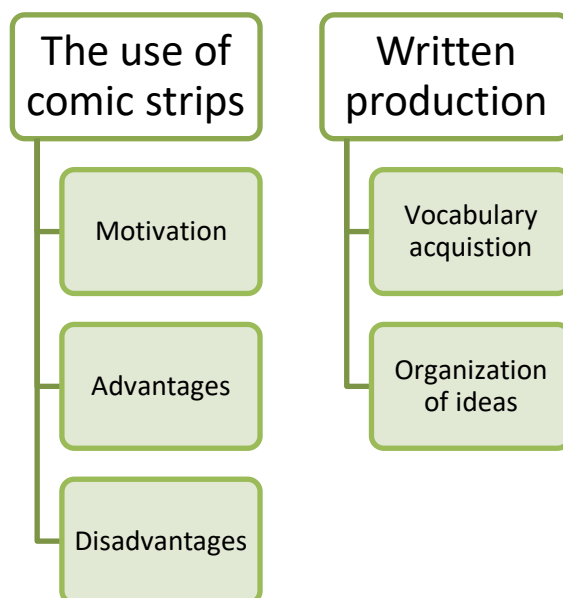


Figure 3: *Categories and Sub-categories*

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:*Steps of the Development of the Research*

Steps	Objectives	Instruments	Participants
Implementation of the proposal	To motivate students' learning process by including comic strips in the writing activities.	<ul style="list-style-type: none"> • Written production activities. 	Pre- service teacher Sixth grade students
Development of the proposal	To improve written production level using comic strips.	<ul style="list-style-type: none"> • Questionnaire 	Pre- service teacher Sixth grade students
Ending of the Proposal	To know students' attitude towards the use of comic strips.	<ul style="list-style-type: none"> • Interviews 	Pre- service teacher Sixth grade students

Timeline for the implementation of the project**Table 8:***Timeline for the Implementation of the Project*

Week	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
Instruments										
Explanation of the project	X									
Participants selection		X								
first comic strip activity		X								
Second comic strip activity			X							
Questionnaire					X					

Third comic strip activity	X
Fourth comic strip activity	X
Interview	X
End of the project	X

Materials and activities

During the 10 weeks of the practicum, the pre-service teacher applied a project which is looking for enhancing the written production at 6th grade students through the comic strips at the Educational Institution San Francisco de Asís, Cristo Rey headquarter. During this process, the pre- service teacher used some useful materials which worked in a good way with the actual modality that the school was using. Due to this modality, the students have limited virtual meetings and when they have a meeting, this time is exclusive for explaining activities directly related to the workshops that they must develop for the course, for that reason the explanation of the activity, the vocabulary, the example and the warm-up are presented in an explanatory video.

Implementation of the proposal

Firstly, it was necessary to introduce the project to students through a video, where the pre-service teacher introduce herself (see annex 6) and explain the main points when creating a comic strip and in the same way, it was proposed the first activity. To develop each activity, the teacher was based on six different strategies or steps such as, warm up, introduce, practice, produce and review proposed by the book “How to teach reading like a pro” presented by Pasco County Schools”.

First comic strip activity

The first comic strip activity was done from September 23rd to September 25th. To carry out this process the teacher records an explanatory video; The video starts with a warm-up activity, principally this activity is a song for children in order to motivate and activate student's knowledge. In the next session, we can find a short explanation about what a comic is and its characteristics. Then, the vocabulary that the students are going to need is explained little by little. Later, the pre- service teacher shows to the students the activity that they must develop. In this case, the students must create a superhero and give him/ her two superpowers, a weakness, a villain, two sidekicks, among others; this activity is explained by using a comic created by the pre- service teacher as an example that the students can follow as a guide. In the last session, the activity workshop is presented and it is emphasized to the students the instructions that they should follow for the creation of their comic. In the workshops, the students could find a template that they can print or draw in their English notebooks. (see annex 7)

In the first try, the pre-service teacher designed a little bit complicated activity which could provoke stress in the students due to the complex vocabulary used in the model, but after a talk and take the suggestions given by the supervisor, the activity was changed and adapted to the student's level.

As it was mentioned before, the activities are guided by the book which is entitle "how to teach writing as a pro" presented by Pasco County Schools. This book presents how to conduct an effective writing lesson and it consists of six easy steps to be followed.

Although, the book proposes six steps for teaching writing, during the implementation of the activities only four steps were followed due to the modality that does not allow to practice many times the writing before the students produce the final product.

Second Comic Strip Activity

The second comic strip activity was done from October 2nd to October 5th. To carry out this process the teacher records an explanatory video; The video starts with a warm-up activity in order to motivate and activate student's knowledge. In the next session, the vocabulary that they are going to need was explained. Later, the activity, in this case, the students must create a comic strip about their daily routine on the weekend, this was explained using a model created by the teacher. Finally, the activity workshop is presented and the pre-service teacher emphasizes to the students the instructions that they should follow for the creation of their comic; in the workshop the students could find a template that they can print or draw in their English notebooks. (see annex 8)

Third Comic Strip Activity

The third comic strip activity was done from October 21st to October 23rd. To carry out this process the teacher records an explanatory video; The video starts with a warm-up activity with the song entitle "if you're happy" in order to motivate and activate student's knowledge. In the next session, the pre-service teacher explains the vocabulary that the students are going to need. Later, the activity that the students must develop, in this case, the students must create a comic strip about their pets or their favorite animal, the exercise is explained through a model created by the teacher, and finally, the activity workshop is presented and the pre-service teacher emphasizes to the students the instructions that they should follow for the creation of their

comic; workshops students could find a template that they can print or draw in their English notebooks. (see annex 9)

Fourth comic strip activity

The fourth and last activity was done from October 30th to November 1st. To carry out this process the teacher records an explanatory video which starts with a warm-up activity, principally this activity is a song for children in order to motivate and activate student's knowledge. Then, the vocabulary directly related to the traditions in Christmas that the students are going to need is explained little by little. Later, the pre- service teacher shows to the students the activity that they must develop. In this case, the topic of this comic was the student's traditions in Christmas; this activity is explained by using a comic created by the pre- service teacher as an example that the students can follow as a guide. In the last session, the activity workshop is presented and it is emphasized to the students the instructions that they should follow for the creation of their comic. In the workshops, the students could find a template that they can print or draw in their English notebooks. (see annex 10)

The pre – service teacher designed a certificate of participation and responsibility for the students, this was a good idea that the supervisor gave her, in this way, the comic strips activities were closed. (see annex 12)

Lesson planning principles

There are some aspects to have in mind when planning a lesson to implement comic strips in class, they need to have a topic, preparation part, participants and clear instructions. (see annex 13)

Virtual classes and workshops

Due to the current health emergency situation that our society is currently experiencing the schools had to adopt a virtual modality that in the educational institution Cristo Rey this modality does not include virtual meetings because the majority of the population could not have access, and the mission of the school is to be inclusive with all its students. Sometimes, the supervisor asks the students if they can access to a short meeting where the topic of the workshops and the exercises that the student must develop are going to be explained, if there are about 15 students who can join to the meeting, this can be held. The majority of meetings have been developed by the supervisor and the classes do not exceed the 40 minutes. (see annex 14) The last virtual class for the sixth-grade students was given by the pre-service teacher, the class was about the present continuous where she must explain the topic and the exercises. (see annex 15) For those students who do not assist to the meeting, the supervisor sends them a video tutorial explaining everything in detail. For that reason, no class sequences or class plans have been created by the pre-service teacher.

It is important to mention that all the English teaching worksheet for the rest of the term had already been created by the board of teachers of all the headquarters of the institute, that is why the pre-service teacher did not design teaching worksheet but she designed the workshops for those students who have low grades in English in fourth, sixth and seventh grade. (see annex 16)

Ethical considerations

Considering that the participants are underage, it is required to have their parents' approval to admittance to the data given by the students. In any case, students knew that their participation is not mandatory and their identity is reserved as the data presented. (see annex 17)

Findings and discussion

As defined in the data analysis procedure, two categories emerged from all the data gathering process as follows: 1) The use of comic strips 2) written production. The emergent categories are followed by some subcategories which are supported by the data units taken from the participants' interview and questionnaire and writing activities.

The use of comic strips

The use of comic strips is the main category in this research which the objective is to enhance writing skill using comic strips with six graders at the Educational Institution San Francisco de Asís, Cristo Rey headquarter. In each part of the process, the teacher guided students in order to follow the correct steps to engage writing.

Throughout the activities, most of the students liked to create comic strips because this involve to talk about their likes, dislikes, traditions and activities that they do in their daily life, moreover, the majority of the participants show interest in the activity, in some opportunities they asked to the Pre-service teacher about what they must do and even, some of them, told the teacher their ideas for their comic strip. At the end, students were motivated creating their comics because they understood the vocabulary and the main idea of each exercise.

This finding confirms that by using Comic Strips, the students can be motivated and learn vocabularies. They become active in learning process. Comic Strips makes the students enjoyed the learning process. It's supported by Arlin and Roth (1978) stated that comic strips are regarded as interesting and motivating media. As it was stated by participants 4, 1 and 2

Inter P4: He aprendido más, creo que ya manejo bien el presente simple y conozco muchas palabras que antes no sabía.

Inter P1: Lo que más me motiva es porque estoy escribiendo cosas que yo hago personalmente, también porque estas actividades me motivan a investigar, a pronunciar, a hablar, a pintar.

Inter P2: Sí, demasiado, a mí me gusta mucho dibujar, y en los cómics puedo hacer eso y aprender inglés al mismo tiempo.

Written production

Writing is a vital skill when acquiring a new language, a lack of strong written production skill definitely affects a child's success at school as academic progress. For this reason, this ability is considered one of the most critical skills needed for success at school that needs to be improve with strategies.

Raimes (1983) asserts that writing is considered as a tool in learning due to three reasons. Firstly, in the process of writing, students are applying their knowledge of grammar, idioms, and vocabulary. Secondly, they have an opportunity to be exploratory with the language. Thirdly, they become very much involved with the new language.

The second main purpose of this research is to enhance written production on 6th graders. In the field diary, it was stated every week, teacher sent an explanatory video, she explained the vocabulary and the activity that the students must develop. Although, the writing process was difficult because some of the students did not use the tense that the teacher proposed or did not follow the instructions for developing their activity, for this reason, she constantly mentioned the

instructions and she solved doubts too in order to increase their motivation and writing level taking into account the steps proposed by Pasco County Schools.

Furthermore, through the process, most of the participants affirmed that the comic strips would have helped them a lot in terms of vocabulary and the understanding and mastering the preset simple tense.

Inter P4: Sí, aprendí más sobre el presente simple, aprendí mucho vocabulario acerca de las actividades que hicimos durante este periodo.

Inter P1: Sí, me ayudó mucho, a repasar, a tener conocimiento de muchos temas y vocabulario desconocido que es muy útil cuando uno va a escribir algo en inglés.

Hatcher and Goddard (2005) consider that is necessary to take into account some essential elements for a good writing. Clarity; if you can understand the writing in one reading, it will be clear to others. Conciseness; you need to write only the more important ideas and develop it. Accuracy; the writing has to be reasonably free of errors in grammar, punctuation and spelling of words.

In the view of the above the researcher designed a rubric in order to analyze the comic strips made by the participants. After analyzing the data, the participants showed a lack of writing competence at basic level, especially in what concerned capitalization and punctuation. According to the data, the majority of students scored very low in the punctuation in all the activities proposed. The categories “clarity” which includes the organization of ideas and construction of phrases showed a very high score. (see annex 18)

Moreover, through the data analysis process, the pre-service teacher confirmed that the comic strips increase student’s motivation to work on writing, they also acquired vocabularies

from each activity and with each exercise the students wrote more organized sentences than at the beginning thanks to the steps proposed by Pasco Country Schools.

Conclusions

The purpose of this research was to enhance written production using comic strips with sixth graders. In order to accomplish this purpose, the specific objectives were established.

The first objective is “to explore the advantages of comic strips in the developing of writing skill.” It was successfully accomplished, during the implementation of the project the Pre-service teacher highlighted some of the advantages that this tool can provide in an English class like learn vocabulary and master a tense and the pre-service teacher made the most of the tool.

Moreover, another objective was proposed “To increase the student’s motivation to work on writing through the use of comic strips” The researcher used simple songs and topics related to the student’s likes in order to improve students’ active learning. During each activity, students were motivated to create their comic and they also wrote to the pre-service teacher what they wanted to do in the exercise which demonstrate that they were interested in the activity

Furthermore, in terms of the objective, “to improve the student’s organization of ideas, punctuation, and construction of phrases through the use of the Comic strips” it was not completely achieved because, according to the rubric designed by the researcher for the analysis of the comics; in the punctuation category, the students had a very low score indicating that there was no improvement because in any activity, the students did not use punctuation at the moment to separate or conclude ideas, neither capitalization, for example at the beginning of the composition, after period or names of people or places. But, in terms of organization of ideas and

construction of phrases, over time, it was possible to observe that the student's productions were suffering some significant changes. Those children who did not have so much dominion over these aspects can manage them and can create complete and fairly clear sentences and not just single words.

Additionally, the use of comic strips in English class not only helped students to improve student's written production, it helped to increase student's motivation to work on writing, likewise, they learnt vocabulary, expressions and basic verbs that were necessary to create their activity.

Recommendations

Teaching English is difficult, so, to make the students will be interested in the comics, it is recommended that the teachers use real life topics or topics that involves the things that the students like or dislike.

Also, it is important to choose an appropriate media to explain the activity and use warm ups activities which can motivate and activate the student's knowledge at the same time. It is essential to have in mind the level and the student's capacities at the moment of plan a class using the comic strips.

Chapter II

The formation of reflective spirit in PLEX practitioners, Training tool to qualify the pedagogical practice

Introduction

In the context of training in the PLEX, pedagogical practices of teachers in training are emerging as a focus of interest and update to study and document for improving the teaching-learning for qualification education.

While there is a clear interest in the obvious need to understand and transform teaching practice, it is also true that most of the local studies especially focus on the problem of learning rather than teaching.

It was considered appropriate to formulate a project to set up in place a reflective approach to practice as a way of objectifying knowledge, behaviors, and attitudes that guide the work teachers; also, as an exercise of internalization, dipping and conscious exploration of subjectivity own teaching practice, by asking questions and finding information for troubleshooting and even self-recognition.

Justification

The formulation of this project in the context of the Comprehensive Practice language students, it is part of the professionalizing conception of practice as a spearhead to improve educational processes in schools where PRADO application runs. It is considered that attach importance to the role of reflection in the teaching process is the first step in understanding the difficulties of the profession, one's actions and to inquire about the knowledge of the models and approaches to address a problematic situation and establish a glance analytical about the fact.

Following the statement by the educational philosopher John Dewey, a pioneer in the field of reflective thinking applied to teach, justify the need for this project to provide students with analytical tools and self - observation that distinguish them from the routine action and reflective action. We believe that a thoughtful approach protects the agents in the traditional context of inertia, and authority that permeates the school.

Problem

At school, some key aspects of the constitution of subjects are assumed, for institutional life without question, they are seen as imprints, stable and unchanging traits that are part of the identity and school culture. When events unfold without major disruption, the teacher, he risks installed in a logic of action that does not allow the pedagogical development and renewal of school culture. Lacking a reflective practice is not conducive to the emergence of problematic situations; these realities are ignored, invisible. Seen this way, the pedagogical practice is assumed from reproductive codes installed teachers in a traditional making of cultural reproduction created a barrier to the rise of emerging practices to generate transformations of thought and knowledge to meet the needs social.

Due to this situation, which affects teachers a greater or lesser extent, it is required that the process of teacher education, encourage the teachers in training, future teacher, a critical and reflective spirit that contributes to improving their practices teaching, so that you, in turn, are essential elements that impact and transform their work and their future professional performance.

In the case of the Degree in Foreign Languages at the University of Pamplona, reflection is seen as a fundamental exercise for students doing their comprehensive practice, they evaluate

themselves, from installing a critical and constructive look at his work in the teacher role. To start the following questions guiding this study are made:

How to implement reflection contributes in transforming own pedagogical processes of the development of integral practice?

How does the exercise of reflection on the development of critical thinking of preservice teachers in the analysis of their pedagogical?

General objectives

- Implement reflection as a transforming tool's pedagogical processes of integral practice.
- Promote pre-service teachers to develop a critical spirit that allows them to analyze their pedagogical.

Specific objectives

- Consolidate a group of pre-service teachers reflecting critically spirit and presents proposals and alternative solutions to the problems present in their pedagogical practice.
- Socialize criteria, share ideas and guidelines to take their teaching practice and inserted effectively in the institution.
- Identify and analyze the strategies that students used in their pedagogical practice.
- Implement workshops for reflection and development of teaching units to guide reflection of pre-service teachers.
- Analyze the beliefs that have on the work teacher and student questions.

Conceptual framework

The theory of the teaching profession, reflection, reflective practice, and teaching practice, they constitute the conceptual framework of this study. To have greater clarity on the concepts covered in close connection with this research project, we present an approach to each of them.

Teaching Profession

One of the key members of any educational institution is the teacher who has the role of framed impart knowledge in a particular science or art, but who also has among its responsibilities the integral formation of students.

The teaching profession requires a set of skills, which are currently conceptualization and mode of operation in planning and human resources management aimed at facilitating coordination between management, labor and education. Thus, we find that all teachers must meet a competence in the discipline that will allow you to have mastery of a set of knowledge and skills in the specific area, as the first intellectual requirement of a professional is the level at which it operates. Similarly, every teacher must have some skills in the organization of content, i.e. teaching practice requires not only ordering components to be learned by students but provide conditions of education in the educational context or outside it.

Reflection

Talk about reflection, involves addressing different conceptions of that notion. For this reason, to deepen their definition, two aspects are taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010)

Reflection as a process

Reflection is performed from a series of steps cyclically resulting in a process. According to Schön (1983) cited on Correa Molina et al (2010) reflect on the means experience "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 estructura de la situación".

The steps of the reflection process as the process appears at the following scheme:

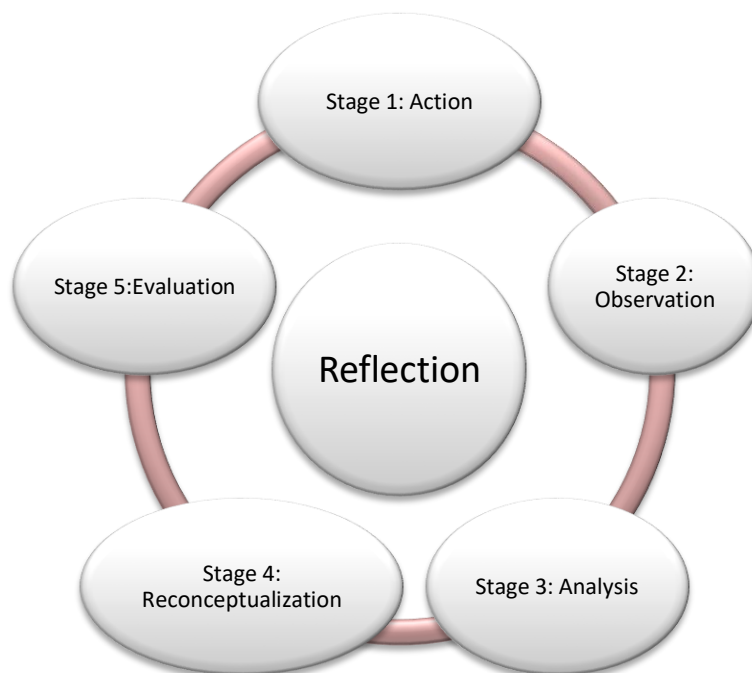


Figure 4: Reflection as a process

As a thematic reflection

The concept of reflection is based on a topic that is related to the concept. For this and with reference to Grimmett et al (1999) cited by Correa Molina et al (2010) reflection is based on three perspectives: reflection as instrumental mediation of action, reflection and deliberation and reflection as reconstruction of the experience. As for the first two perspectives, external aspects, the source of knowledge that allows for reflection; and contextual aspects allowing the exercise of reflection on the third perspective. In turn, these perspectives have mediators said process is carried out; in the first instance is the action, context, colleagues and the person who reflects.

Reflective practice

Update and qualify the University academic proposals and guide learners towards new ways of relating to the world, it is necessary that teachers be questioned on their own practice and the impact it has generated; who is able to objectify their behavior, and assume different roles in the pedagogical relationship.

The teacher plays a central role in today's educational world; It acts in a complex space being determined by changing the interaction of various factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and ELLIOT 1986). In this context the problematic practice of classroom space requires special treatment aimed at understanding and social interaction.

The need to articulate the changing social reality to our pedagogical work, evidenced by the existence of numerous attempts to try to explain the phenomena school and finding ways to address these phenomena, to effectively do schoolwork.

This study will provide participating teachers to reflect on their methodological processes in light reflection as the only rational and ethical way of intervention. (Sacristan 1999)

According to Van Manen (1997) there are different levels of reflexivity, at a first level in the classroom effective application of skills and expertise is given.; reflection is applied to the appropriate selection and use of teaching strategies that teachers will use.

On a second level, reflection on implicit assumptions in the specific practices of the classroom. the consequences of the strategies adopted, curricula, practices then opt for the application of educational criteria to the practice of teaching to make instructional decisions adapted to institutional realities and contexts are then analyzed.

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

Pedagogical practice

For analysis and reflection on practice it is considered adequate recourse to a conceptual operation methodologically classification practice; for this purpose, the proposal Zeichner who has established various forms of practice and is assumed:

Academic practice

It aims to prepare teachers able to reflect on their courses, so that transform into understandable structures for students.

Practice of social efficiency.

This is to achieve effective teaching by applying teaching techniques that follow from general principles to which educational research has come. In this case, reflection is a strategic

decision "to choose between the range of the available techniques, the one considered as the most efficient".

This is how the rational technique proceeds.

Development

Teaching is based on students' interests and development while considering the proper development of the teacher, as a teacher himself as a person.

Social reconstruction

The object of reflection aims at the social, economic and politic context; in a way that democratic, egalitarian and fair relationships are actually encouraged in the classroom.

Generic

Programs refer to a generic reflection, without specifying neither their ambitions nor their contents of what must be reflected about or the strategies for promoting reflective learning.

Activators of reflection

According to Schulman (1987), activators are cognitive principles of teachers about life in the classroom; they are important since they constitute the element of the reflective thinking which contributes to the decision-making knowledge of the teacher.

Critic element on reflective thinking

This element of the reflective thinking makes reference to "all moral and ethical aspects of the compassion and social justice" such as Sparks-Langer and Colton 1991:39 suggest.

These authors established knowledge classification categories

1. Knowledge of content
2. General pedagogical knowledge
3. Curriculum knowledge (materials, programs, etc.)
4. Teaching skills and their own professional configuration
5. Knowledge of pupils and their characteristics
6. Knowledge of educational contexts
7. Knowledge of fundamentals: philosophical, historical, axiological

According to Georgeta Spark-Langer and Amy Colton the narrative element, is another element of reflective thinking included in the present study as an instrument This relates to the narrations of the teacher, to encourage the stories of their experiences in the classroom that are pursued in many forms and fulfil diverse functions in subjectivity, and in the construction of subjectivity. This component includes teaching journals in which writing triggers the development of the teacher's reflective thought, about his or her practical, objective, subjective and intersubjective experiences.

Methodology

The main thrust of the proposed methodological strategy is continuous reflection, which also includes the holding of meetings to strengthen the practice community as an initial forum for addressing educational and labor issues. The principles of organization are autonomy, planning and self-observation.

To review the impact of the proposal for reflection on this practice process, a process of socialization and systematization of the same will be carried out.

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

For the collection of data in this project, the following instruments are proposed:

Reflections' Workshops

The reflection' workshops have as fundamental purpose to guide the process of reflection of the pre-service teachers, but at the same time to socialize and share their own experiences in order to enrich their process and insert new tools to transform their pedagogical practices.

Objectives

- To consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternatives for solving the educational problems of their teaching practice.
- Socialize criteria, share ideas and guidelines to take on their pedagogical practice.
- Effectively qualify, facilitate and insert the educational institution.

Data sheet for self-observation

The purpose of the self-observation card is to guide the student-practitioner towards a perspective proper to his/her practice as a teacher and his/her role in the classroom and in

the environment of the educational community of which he/she is a part.

Narrative

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

Records of the class

Have evidence of student-practitioner performances in the classroom, it will allow reflection on different aspects of the process of teaching/learning foreign languages which may or may not have been taken into account by the teacher in training in his or her reflective exercise. These records will allow an external and constructive look at their pedagogical practices.

Due to the present health crisis this instrument cannot be used as a tool for collecting information because at the school are not implementing virtual classes.

Context

The city of Pamplona, founded in 1549, is the oldest city in the North Department of Santander. It is located in the valley of the Holy Spirit, in the Colombian Andes. Founder of cities during the colonial period, it has been the center of confluences and religious influences throughout its history it welcomed a large number of religious communities, among which were Franciscans, the Clarisas Sisters; San Juan de Dios brothers, the Company of Jesus, the Community the Sallista, likewise, female religious communities: Sisters of the presentation, Bethlemitas Sisters, among others; the presence of these communities in the city brought with it the creation of educational institutions with projection of their beliefs and values . It is in this geographical context that this

study is located, which has the school as an agency in which school actors develop: PLEX practitioners.

The school is understood as a specific educational community that as an organ is responsible for the institutionalized education, that is, the school is the place where the education is carried out, where the education is carried out and where the education is ordered.

Today, the school is considered the way of life of the community, that is to say, the school transmits those learning and values that are considered necessary in the community and that lead students to use and improve their skills for the benefit of both society and their own.

In the school, we always find a series of fundamental elements that intervene such is the case of teachers and students whose actions and ways of acting are subordinated to a social and cultural order from which the school itself takes its organization.

School is an organ of society, a social institution designed, within the specific area of education, to administer systematic education and which conditions the formation and organization of groups represented by educators and learners (Crespo, 2010).

The school as an educational institution fulfils specific functions, including:

Socializing Function

It is about the learning of young people, of values, norms, behaviors, attitudes or aptitudes, focused on the dominant social culture, in the political and economic context to which they belong. This function covers all socialization processes, in which school members participate.

Instructive Function

The instructional function uses two functions, the improvement of spontaneous socialization processes, to ensure the formation of human capital, which is required for the functioning of the labor market. It tries to ensure that at a higher level of culture, knowledge, values, etc., there is a greater possibility of adaptation.

Educational function

The educational function requires a community of life, democratic participation, intellectual search for dialogue and learning. An educational community that breaks down the barriers between school and society, a space of culture where the concepts, technical tools and codes of the culture of humanity are learned. As a result of active participation in the exchange of meanings, desires and behaviors with peers and adults (Vizcaino, 2010).

Population

The total population of this study is made up of thirteen students in the tenth semester, trainees in the English French Foreign Language Program of the University of Pamplona.

The direct beneficiary population:

Teachers in training, Professors Supervisors, Student Community of the Integral Practice Implementation Centers.

Indirect beneficiary population

It is composed of the teaching community of the Foreign Languages Degree the results will feed the vision of the Program agents on their practices Collective of Integral Practice.

Institutional units linked to the project

Foreign Language Program Department of Languages and Communication Faculty of Education

Schedule of data collection

The following schedule is a guide to the researcher for delivering the reflective activities.

Table 9

Schedule of Data Collection

N°	Description of the activity	Date
1	Narratives journals: weekly.	Every Monday
2	Reflection workshops	Three time during the practicum September 1 st October 19 th November 23 rd
3	Self-observation sheet	September 25 th
4	Final report	December 1 st and 2 nd

Narratives

The narratives allowed to the pre-service teacher to describe all her experiences and the feelings during the practicum process, moreover, this tool is useful because it can work as a mean to explore the mistakes made by the pre-service teacher and can give way to reflection.

Moreover, the pre-service teacher presented 8 narratives during the process of practicum, the narratives were sent weekly. In the narratives the pre-service teacher can express her feelings, her experiences during the practicum; these narratives are very useful because they contribute to the self-reflection because they help to understand and know the student. (see annex 19)

Instituto Técnico Arquidiocesano San Francisco de Asís -Sede Cristo Rey
Anyi Alexandra Montaña Rincón
Semana 1- Narrativa 1

Debido a la actual modalidad en que se están impartiendo las clases, esta no me permite que pueda tener contacto directo con los niños. Su modalidad de trabajo es muy particular, ellos trabajan un día a la semana inglés, en un taller, se les envía un video donde se les explica el tema y los ejercicios, al final de la semana los niños deben enviar su taller resuelto. Mi trabajo es respaldarlos y apoyarlos en esta área, explicarles si no comprenden algún tema o algún ejercicio, pero la verdad es que hasta ahora he ayudado solo hay una niña. En los grupos de WhatsApp no hay mucha interacción, cuando se les envía un mensaje muy pocas veces se tiene una respuesta por parte de los estudiantes y realmente en ese caso no sé bien que hacer para que eso cambie.

En esta primera semana me presenté con los niños de sexto y séptimo por medio de un video, y con ayuda de la supervisora saqué más participantes para mi proyecto, muchos de ellos me escribieron pidiendo explicación y compartiéndome sus ideas para la creación de [sus cómics](#) Strips, eso me alegró mucho. Debo decir que esta modalidad no me permite como practicante conocer y vivir todas las experiencias que un profesor tiene, quizá si al menos hubiese clases en línea podría saber un poco más de los niños, conocer sus personalidades y saber cómo ayudarlos, pero lamentablemente la mayoría de ellos no cuentan con acceso a Internet, por eso el colegio adaptó la modalidad con la que están trabajando ahora.

Por otro lado, no he tenido que crear talleres para los niños de secundaria porque ya todo este material fue creado en su totalidad, ni tampoco grabar videos tutoriales porque la practicante del semestre 2020-1 los grabó todos, por ahora solo debo calificar los talleres.

Instituto Técnico Arquidiocesano San Francisco de Asís
Anyi Alexandra Montaña Rincón
Narrativa 3

Es este último periodo me he dado cuenta que como el año escolar esta por acabar los niños ya no presentan todas sus actividades. Para que presentaran la actividad número del cómic les di un poco más tiempo para que la desarrollaran y aun así no todos la presentaran. Debo decir que lamentablemente siento que no importa que tan colorida y divertida uno diseña las actividades, simplemente no logra llamarles la atención.

Algunas veces me siento muy frustrada porque los estudiantes a veces no se ven muy interesados en las actividades que se proponen o no responden los mensajes que les envío al grupo de WhatsApp, pero creo que no es culpa de ellos, estudiar en esta modalidad simplemente genera una gran desmotivación y desinterés por hacer actividades extra.

En el transcurso de este semestre siento que no he aprendido en profundidad lo que es ser una docente; lo que hace a un docente desde mi punto de vista son las experiencias y situaciones que vive dentro de un aula y la modalidad actual no me ha permitido conocer bien a los estudiantes, sus personalidades y su forma de aprendizaje para de esta manera poder ayudarlos a mejorar y es un poco decepcionante porque realmente mi objetivo desde el principio era motivar a los estudiantes para que se inclinaran a aprender inglés voluntariamente pero nada de eso ha sido posible.

Por otro lado, respecto a mi proyecto, me hace feliz ver las pocas actividades que los niños envían sobre los cómics porque se nota que se esfuerzan y sus producciones escritas son simples, pero son bastantes buenas.

Figure 5 Narratives

Data sheet self-observation

The data sheet self-observation are online formats that the pre-service teacher must develop regarding the teaching practice in terms of planning, materials used in classes, the pre-service teacher's role among other criteria.

The main purpose of the data sheet self-observation was to guide the pre-service teacher towards the reflection about the development of the classes, her role and all the aspects directly related to the practicum. In this part, there are many questions concerning the teaching practice. When teaching there are many things that need to be taken into account that sometimes the teachers do not have in mind for having a successful lesson, the most relevant aspects are the student's motivation and the environment during the class. (see annex 20)

**GUÍA DE AUTO OBSERVACIÓN
DOCENTE**

Apreciad@s Practicantes

El objetivo de esta actividad es contribuir al análisis sobre las posibilidades de mejora que aporta de la auto observación como instrumento para la formación del profesional de lenguas extranjeras de la Universidad de Pamplona. Esta mirada se propone en el contexto de la práctica reflexiva y de la formación autónoma de l@s futur@s docentes como perspectiva de auto regulación y cualificación de la práctica pedagógica del docente en formación.

A pesar de la crisis sanitaria que atraviesa nuestra sociedad y el sistema educativo los procesos continúan y la reflexión se hace necesaria para asimilar las situaciones y cambios que han sobrevenido y que nos ayudarán sin lugar a dudas a fortalecer nuestra identidad docente. Seguidamente se encuentra el espacio para justificar o completar la respuesta; se sugiere describir los elementos que la sustentan.

A continuación encontrarán una preguntas y el respectivo espacio para la justificación de sus respuestas. Se sugiere tomar el tiempo necesario para consolidar elementos que le servirán de insumo para el componente de investigación de su propuesta de práctica integral.

***Obligatorio**

Dirección de correo electrónico *

Figure 6: Data Sheet Self-observation

Reflective workshops

Reflective workshops are a space where the pre- service teachers can share their experiences at the school, in a detail way. Three writing workshops were carried out during the process of practicum, two at the beginning and one at the end. Some of the questions were related to the advancements in High School.

These reflective workshops allow the practitioners to think about how to behave in certain situations that are presented and are unexpected in the classroom because we as future teachers must prepare for anything. (See annex 21)

Conclusions

The use of reflective workshops and narratives change and transform the process of teaching because it was needed the analysis of each decision made by the practitioner during a class with the objective to improve every day and enable a better behavior and actions in the future. Moreover, thanks to these tools, the pre-service teacher can learn how to behave in different situations presented inside the classroom and how to solve them too.

It is important that the teacher has a reflective spirit all the time because in this way, there will be a constant transformation and evolution in education and necessities of the community are going to be satisfied.

Chapter III: Outreach Component

Introduction

The participation in the global policies in terms of culture and economics has motivated the Colombian government to promote the learning of a foreign language in all the country, in such a way that citizens have the opportunity to participate in cultural exchanges which allow them to more equitable conditions towards the personal and social development of the country.

Aiming at promoting the English learning in Colombia and make Colombian people more competitive, in 2004, the National Ministry of Education created the bilingual policy whose objective is: "Having citizens that can be able to communicate in English, with international standards which take the country deeper in the communicative and universal processes, in the global economy and in the cultural openness". Thus, the National Ministry of Education has implemented a wide variety of strategies at different levels of education intending to achieve this goal. A clear example of this is the creation of the standards of quality in English for primary and secondary education, the implementation of a very coherent and complete system of an evaluation system and the description and development of several training plans.

This program has been implemented in the whole country and has integrated the work done by the Education secretary, the public and private universities and the language institutes, however, findings obtained until the moment have not been promising given that most of the educational institutions of the country have not been impacted by this. Regarding primary school, the National Government pretends to expand the coverage of the English teaching to children, due to the fact that several times, most of these educational establishments do not have an English

teacher who guides the teaching-learning processes; hence, the results of the nationwide evaluations are not gratifying at all. The University of Pamplona in Colombia, as a public institution pretends to educate trainers and more specifically in the foreign languages degree English and French which has approached to the reality in the primary schools of Pamplona with regard to the National bilingual policy; many institutions in this city do not have an English teacher to contribute to the education of the primary school sector.

Facing this reality and the problems associated with it, the current proposal of social influence aims at meeting the needs in the English language, in the child population of the primary school in Pamplona city and integrating the formation of the foreign languages degree English and French students to the educational reality of this sector for trying to reduce the gap generated between the public and private schools in the foreign languages area.

The governmental policies identify the problem; however, normativity is not enough effective support is needed, to be more specific, more teachers in the foreign languages section, so that the results in the exams from the students are in accordance with the proposals of Colombia the most educated.

Justification

Nowadays, learning and acquiring a foreign language allow us to be at the cutting edge of our own needs. It is for this reason that this process becomes necessary to implement and to work it from the beginnings of schooling of the children so that at the end of its cycle of basic education they will have foundations that allow them to continue this learning in the secondary education, vocational media and in the superior education, to get more people trained in this area.

This project aims to raise consciousness of the English teaching process in primary schools in the city of Pamplona, contributing to the basic training in foreign language that 81 becomes necessary and primordial at these levels. For this reason, it is carried out as part of the community extension component of the comprehensive practice developed by the last semester students of the Foreign Languages Degree of the University of Pamplona, as a way to contribute to the consolidation of teaching of English in the primary basic sector. The implementation of this project favors both the institutions and the student population of the city of Pamplona, as well as the Program of Foreign Languages and the students who develop their practicum. This benefit results in the possibility that primary school children may have contact with the foreign language, and at the same time, to the students who are finishing their university training process so that they know the realities and educational needs of the environment, so that they can contribute intervening in processes that impact on the improvement of those needs.

General objectives

The implementation of this outreach project, from the foreign language degree English and French of the University of Pamplona seeks:

- ✓ To implement flashcards to teach vocabulary at the educational institution Cristo Rey in 2nd and 4th grade students.

Specific objectives

For a better understanding of the previous aspects, this proposal will aim at:

- ✓ Improving English vocabulary and expressions through the use of flashcards.
- ✓ Motivating students' learning process through the use of flashcards.

Methodology

To implement the outreach project the pre-service teacher is going to use the flashcards as a strategy in order to engage the students in the process of learning English.

Flashcards

The flashcards are one of the media that can improve vocabulary and they are cards where in one face the students find a word and in the other face, an image. The reason why the pre-service teacher uses this strategy is because the learners are going to be more interested in the learning process. Flashcards are a powerful memory tool write questions on one side of the cards and the answer on the other side (Edwards, 2006: 98).

It exists many types of flashcards and ways to create them. But due to the actual health crisis, the pre-service teacher is going to propose to the students create their own flashcards with the material that they have at home.

Outreach Timetable

In order to achieve the objectives established the pre-service teacher asked primary education teacher of courses 2nd and 4th for their permission to carry out the outreach component.

At the beginning, it was planned to implement four flashcards activities but the students have many workshops to be developed, so the activities were reduced to 2.

Table 10

Outreach Timetable

Week	1st	2th
	Sept. 25th	Oct. 30th

Grades

Second	X	X
Use of flashcards		
Fourth	X	X
Use of flashcards		

Material and activities

The purpose of this project is to serve the needs of English formation of children from 4th and 2th grade in Pamplona through the use of flashcards. At the beginning, it was planned to implement four flashcards activities but the students have a rigorous academic load, that is the reason why the activities were reduced.

First flashcard activity

In the first activity, the pre-service teacher designed a workshop that contains the instructions and an example of how to create a flashcard. In order to clarify all the possible doubts, the pre-service teacher recorded a video for the 2th and 4th grade where she explained what is a flashcard and how to create it. The flashcards were about the topic that the students were learning. (see annex 22)

Second flashcard activity

In the first activity, the pre-service teacher designed a workshop that contains the instructions and an example of how to create a flashcard. In order to clarify all the possible doubts,

the pre-service teacher recorded a video for the 2th and 4th grade where she explained how to create the flashcard. The topic of the activity was the present continuous negative form for the 4th grade and the birthday party for 2th grade. (see annex 24)

Video tutorials

During this term has been recorded some videos for 2th and 4th grade by the pre-service teacher where she explains the new English topic and the instructions that the students must follow in each exercise; she uses slides for explaining the topic, in that way, everything can be explained step by step without confusing the students, the duration of the videos cannot exceed the 15 minutes because if the video is too heavy, it cannot be share by the WhatsApp groups were all the academic information is spread. (see annex 26)

Workshops

During the practicum the pre-service teacher designed around 66 workshops for second and fourth grade, these workshops are going to be used in 2021 (see annex 27)

Conclusions

Flashcards are a very useful tool to learn and study vocabulary, also this tool appeal to visual learners and at the end of the implementation of the flashcards the improvement in students' vocabulary is going to be evident.

Further, by creating a class space dedicated to create flashcards, where the students can draw and use their knowledge and creativity in order to complete the exercise would facilitate and contribute to their learning.

Moreover, the students could memorize and understand English vocabulary more easily and be more interested in learning English.

Chapter IV
Administrative Component
Student's Participation in Extra-Curricular Activities

Introduction

Being a pre-service teacher implies more responsibilities that gives classes or plan lessons, being a teacher involves participation in all extra-curricular activities organized by the educational institution as cultural, academic and religious events. As part of practicum process, the pre-service teacher must attend to these extra-curricular activities.

In this component, the activities that pre-service must attend during the last months.

Objectives

General objective

- To actively participate of all the processes and events managed by the education Institution Cristo Rey

Specific objectives

- To help teachers to organize an extra-curricular activity.
- To know how the schools, develop the extra-curricular activities.

Methodology

In the practicum is crucial that the pre-service teacher be part of all the activities established by the educational institution. Although the virtual modality does not allow many celebrations or flag raising, in the following frame is found some of the extra-curricular activities.

Chronogram of activities

Table 11:

Chronogram of Activities

Activity	Date
Senderos paz y bien Primary school	October 23 rd
Senderos paz y bien High school	November 12 th
Assembly committee Coexistence committee	November 23 rd

Participation in activities

The pre-service teacher has not been invited to any extracurricular activity until now, as has been repeatedly mentioned the actual modality does not allow many virtual meetings and the extracurricular activities are not the exception.

Although, the supervisor asked to the pre-service teacher to draw and decorate a girl in order to highlight the beauty of Afro-Colombian woman for a “senderos de paz y bien” program which was developed on November. Also, a video was recorded by the pre-service teacher where she presented herself to the educational community, this video was presented during the “live” on Facebook. (see annex 28)

Conclusion

After having experienced the practicum in the Institution San Francisco de Asís, Cristo Rey headquarter, the pre-service teacher could state that the role of a teacher goes beyond just designing workshops and explaining a thematic. The importance of this component is that the practitioner can immersed in the extracurricular activities proposed by the Institution and she can find and create a sense of vocation and belonging for the profession.

Finally, the extra-curricular activities can integrate the educational community of the institution, share the principles and philosophy that characterize the institution, moreover, the practitioner can learn how to face new educational challenges.

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Annexes