

**Implementing Comics Strip to Foster Written Production in 8<sup>th</sup> Graders At La  
Presentación High School: An Action Research**

**Karen Tatiana Diaz Ochoa**

**University of Pamplona**

**Faculty of Education**

**Foreign Languages English-French Program**

**Teaching Practicum**

**Pamplona**

**2019-2**

**Implementing Comics Strip to Foster Written Production In 8<sup>th</sup> Graders At La  
Presentación High School: An Action Research**

**Karen Tatiana Díaz Ochoa**

**Mayeini Katherine García Parada**

**Mentor**

**University of Pamplona**

**Faculty of Education**

**Foreign Languages English-French Program**

**Teaching Practicum**

**Pamplona**

**2019-2**

**Approval note**

---

---

---

---

---

---

**Practicum Committee Signature**

---

**Cooperative teacher Signature**

## Table of content

General presentation of the proposal .....	14
Introduction.....	15
Justification.....	16
General objective .....	17
Specific objectives .....	18
Institutional observation.....	18
Topographical location of the institution .....	18
The school calendar.....	19
School authorities.....	19
Fundamental issues of Institutional Educational Project (P.E.I).....	19
Institutional horizon .....	20
Mission .....	20
Vision .....	20
Quality institutional policy .....	20
Quality objectives.....	21
Principles of the educational institution .....	21
Values of “La Presentación” high school.....	22
Mercy.....	22
Simplicity .....	22

Work .....	22
Symbols .....	22
The flag.....	22
The shield .....	23
The coexistence handbook .....	24
The school structure .....	24
The organizational chart.....	25
English schedule of the supervisor teacher .....	26
English schedule of the Pre-service teacher .....	26
Pedagogical aspects.....	26
Chapter I: Pedagogical Component .....	28
Introduction .....	28
Statement of the problem .....	29
Justification .....	30
Objectives.....	31
General objective.....	31
Specific objectives.....	31
Theoretical framework .....	31
Written skill.....	31
Reading skill.....	32

Authentic material .....	32
Comic strip .....	33
<i>Key elements of a comic strip</i> .....	33
Communicative competence .....	34
Literature review .....	34
The use of comic strip as an authentic material in EFL classroom .....	35
Pedagogical methodology .....	37
Reading process .....	37
<i>Pre-reading</i> .....	37
<i>While-reading</i> .....	37
<i>Post-reading</i> .....	37
Writing process .....	38
<i>Pre-writing</i> .....	38
<i>Drafting</i> .....	38
<i>Revising</i> .....	38
<i>Editing</i> .....	39
How to evaluate the writing process .....	39
Types of authentic materials .....	40
<i>Audio visual:</i> .....	40
<i>Paper:</i> .....	40

<i>Realia:</i> .....	40
<i>Audio:</i> .....	41
Steps to write a comic strip .....	41
<i>Start with an idea</i> .....	41
<i>Write a script</i> .....	41
<i>Plan the layout</i> .....	42
<i>Draw the comic</i> .....	42
<i>Time for inking and coloring</i> .....	42
First didactic sequence .....	43
Second didactic sequence.....	52
Third comic strip .....	62
Research methodology .....	64
Research approach.....	64
Research design .....	64
Population and setting .....	64
Instruments .....	65
<i>Participant observation</i> .....	65
<i>Non-participant observation</i> .....	65
<i>Questionnaire</i> .....	66
<i>Journal</i> .....	66

<i>Semi-structured interviews</i> .....	67
Ethical considerations .....	67
Data analysis .....	68
Findings .....	68
The implementation of comics to foster the written production .....	69
<i>Accuracy</i> .....	69
<i>Capacity to describe</i> .....	71
<i>Vocabulary</i> .....	72
<i>Grammar</i> .....	73
<i>Coherence and cohesion</i> .....	75
The influence of reading comprehension when writing in English. ....	76
The influence of an authentic tool “comic strip” in English class .....	78
<i>Appropriate use of images</i> .....	79
<i>Creativity</i> .....	80
<i>Motivation and interest</i> .....	81
Conclusions .....	82
Suggestions.....	82
Chapter II: Research component.....	83
Introduction .....	83
Statement of the problem .....	83



Justification .....	84
Theoretical framework .....	85
Teaching profession.....	85
Reflection .....	86
<i>Reflection as a process</i> .....	86
<i>Reflection as theme</i> .....	87
<i>Reflective practice</i> .....	87
Pedagogical practicum.....	89
<i>Academic practicum</i> .....	89
<i>Development</i> .....	89
<i>Social reconstruction</i> .....	90
<i>Generic</i> .....	90
<i>Reflection triggers</i> .....	90
<i>Critical element on reflective thinking</i> .....	90
Methodology .....	91
Reflection workshops .....	92
<i>Objectives</i> .....	92
Self-observation sheet .....	92
Narrative .....	92
Class recording .....	93

Timetable to implement the instruments .....	93
Conclusions .....	93
Chapter III: Outreach component .....	95
Introduction .....	95
Justification .....	97
Objectives .....	98
<i>General objectives</i> .....	98
<i>Specific objectives</i> .....	98
Literature review .....	99
The role of ludic activities in the teaching-learning process of English .....	99
Methodology .....	99
Materials .....	100
<i>Flashcards</i> .....	100
<i>Songs</i> .....	100
<i>Games</i> .....	100
Pre-service teacher schedule .....	101
Conclusions .....	101
Chapter IV: Administrative component .....	105
Introduction .....	105
Objectives .....	105

General objective.....	105
Specific objectives.....	105
Methodology .....	105
Extra-curricular activities .....	106
Celebration of the day of friendship.....	106
Congregational moment .....	107
Birthday 15 of the band show.....	108
Flag-raising seventh grade.....	109
Christmas novena .....	109
Symbol delivery.....	110
Conclusions .....	110
References.....	111

## Lists of Tables

<i>Table 1 School authorities</i> .....	19
<i>Table 2 Supervisor's teacher schedule</i> .....	26
<i>Table 3 Pre-service teacher schedule</i> .....	26
<i>Table 4 Rubric to assess students' written production</i> .....	40
<i>Table 5 Comics' implementation</i> .....	43
<i>Table 6 Pedagogical timetable instruments</i> .....	67
<i>Table 7 Research component instruments' implementation</i> .....	93
<i>Table 8 Pre-service teacher primary schedule</i> .....	101
<i>Table 9 Timetable of the outreach component</i> .....	101
<i>Table 10 Timetable of the extra-curricular activities</i> .....	106

## Lists of figures

<i>Figure A Institutional flag</i> .....	23
<i>Figure B Institutional shield</i> .....	23
<i>Figure C Institutional organizational chart</i> .....	25
<i>Figure D Reading process stages</i> .....	38
<i>Figure E writing process stages</i> .....	39
<i>Figure F. Stages of reflection</i> .....	87
<i>Figure G Celebration of the friendship</i> .....	107
<i>Figure H Congregational moment</i> .....	108
<i>Figure I Birthday of the band</i> .....	108
<i>Figure J Flag-raising 7th</i> .....	109
<i>Figure K Christmas novena</i> .....	109

*Figure L Symbol delivery*..... 110

**Lists of appendixes**

Appendix A: Participant observation..... 118

Appendix B: Non-participant observation..... 119

Appendix C: Questionnaire..... 120

Appendix D: Journal..... 121

Appendix E: Semi-structured interview..... 122

Appendix F: Letter of permission for students ..... 123

Appendix G: Letter of permission students' parents ..... 124

Appendix H: Matrixes for data analysis ..... 125

Appendix I: Self-observation sheet..... 127

Appendix J: Narratives ..... 128

Appendix K: Class recording..... 130

Appendix L: Outreach component evidence..... 131

## **General presentation of the proposal**

This proposal is composed of four main components which are the pedagogical, the research, the outreach and finally the administrative component.

The first one, the pedagogical component involves the proposal the pre-service teacher carried out based on the need or problem identified through the observation week to solve the issue. It focuses on the implementation of comics strips to foster written production. Furthermore, it is composed of the theoretical framework, the literature review, the pedagogical and the research methodology to conduct the proposal.

The second one, the research component encompasses the reflection as a tool to analyze teachers' role when teaching to transform the pedagogical processes of the practicum. Moreover, it comprises the different theories that support the project, as well as the instruments the pre-service teacher used during her practicum.

The third one, the outreach component takes into consideration the work the pre-service teacher made in a primary school to raise awareness of the English language in order for students to begin their process of learning English with basic vocabulary and structures.

The last one, the administrative component involves the participation of the pre-service teacher in extra-curricular activities proposed by "La presentación" high school out of the classroom.

## **Introduction**

Currently, the process of learning English at school is made through books for students to develop the four skills when learning English; reading, listening, speaking and writing. Books that contain the different topics students need to know according to the level and the standards proposed by the Ministry of National Education for all the levels. With the purpose of preparing students to meet the challenges which have a globalized world where the English language plays an important role since it allows an international exchange. That's why it is important to encourage or to motivate students to learn English in different ways not only the traditional one that students are used to. That is, to develop all the exercises of the book, that's the reason why teachers have to propose dynamic classes to interest students by changing the traditional methods to create a dynamic environment to learn.

Thus, the pedagogical intervention that the pre-service teacher implemented at “La presentation” high school focused on the implementation of comics in order to foster written production, and students feel motivated to write differently and dynamically. That is why the use of comics becomes an essential tool in the English classroom since students begin writing short sentences according to the class topics, moreover, students had the opportunity to learn vocabulary, to apply the previous knowledge they have as well as to draw not only to write. In such a way students can use the target language by writing comics.

Likewise, with regards with teaching English in Primary school, the English learning is not only for adults, but also it involves young learners who need to become acquainted with this crucial language employing basic vocabulary which can be taught through didactics activities such as songs, games, flashcards among others.

Furthermore, when the pre-service teacher enters the high school, that is to say, “la Presentación” high school she became one more member of the School with means it’s crucial to be involved in the activities proposed by the school to demonstrate empathy and sense of belonging towards the school that gives the opportunity to carry out the practicum.

However, this proposal is not only about the process of teach English to students through the use of comics strip, but also it encompasses the reflection process, the pre-service teacher does based on her role for enhancing the teaching-learning process to transform the pedagogical practice to achieve better results.

### **Justification**

Bearing in mind that the English language is one of the most important languages to learn in order to meet the challenges the globalized world offers us since it allows the communication in different contexts such as science, education and business. Hence according to the British council (2015) “It’s seen as a skill for greater employability, regardless of whether English is actually used or necessary in workplace. With strong growth in industry and services being fueled by foreign investment, English is set to become highly valued in the marketplace” (p.58). However, taking into account the observations done at “ La Presentación” high school during the first week of the stage, it is essential that students learn how to communicate properly in the written part since it was evident that the written production is not deeper develop in the classroom, that’s why the pedagogical intervention the pre-service teacher carried out in 8<sup>th</sup> graders allowed them to be able to develop their imagination skill by writing comics as a different and motivating strategy to write in English since the use of draws with short text allow to better identify the different topics.



Thus, at the end of the project implementation students of 8<sup>th</sup> grade were the benefits since students were be able to express themselves in a proper and accurate way in the written production. The reason why the pre-service teacher wants to carry out this proposal concerns that the learning process of English needs to be as different as possible to interest students, that's why she did her best to help students to improve their skills.

Besides, the implementation of the reflective process is such an important issue to bear in mind due to the fact that it enables teachers to be aware of their roles in the classroom, analyzing the difficulties filed in their profession as well as to analyze their performance in the teaching and learning process.

Children need to become familiar with English learning, thus, Diez (2010) states that

The early immersion in the learning of an L2 has multiple advantages for the students and perhaps the most direct is that the sooner we begin to study it, people will have better chance to develop a high command of this language. (p. 253)

It means that learning a second language as English is easier and faster at an early age since students can easily absorb knowledge.

### **General objective**

- To implement comics strips in 8<sup>th</sup> graders to foster the written production at “la presentación” high school.

### **Specific objectives**

- To implement the reflection as the processes transformative tool of the pedagogical aspects inherent in the all-round practice.
- To promote the students-trainees the development of a critical spirit that allows them to analyze their pedagogical endeavor.
- To teach English to the students in primary schools in Pamplona city.
- To integrate the role of the foreign languages degree English and French students with the educational reality of teaching English in primary schools in Pamplona city.
- To take part of the events proposed by “la presentación” high school.

### **Institutional observation**

In order to implement the project the pre-service teacher carried out some observations since it was important to know the context in which it would be undertaken to identify main aspects of the educational establishment and recognize the development of the classes.

Therefore, this section encompasses essentials aspects of “La presentación” high school such as the topographical location of the institution, the school calendar, the school authorities, the identification of fundamental issues of the Institutional Educational Project (PEI), relevant aspects of the coexistence handbook, the school structure, the organizational chart, the supervisor’s schedule and the pre-service teacher schedule.

### **Topographical location of the institution**

“La Presentación” high school is an institution of an official and confessional catholic nature. The establishment belongs to Hermanas Dominicas. It is guided by the church's educational principles, the philosophy of Marie Poussepin founder of the congregation in 1883.

The educational institution is located in Pamplona, Norte de Santander specifically in street 6 N° 2-99.

### **The school calendar**

Currently, the institution works with calendar A, that is to say, full-time. Moreover, it offers the community all levels of education: from kindergarten, primary, secondary and technical media. Thus, students graduated from “La Presentación” high school are awarded the title of Technician in Administrative Assistance.

### **School authorities**

*Table 1 School authorities*

<b>Charge</b>	<b>Name</b>
<b>Principal</b>	Esp. Mireya Acevedo Mejia
<b>Principal Academic and Discipline</b>	Esp. Martha Judith Rojas Contreras
<b>Coordinator</b>	Roger Yesid Bautista Rico

### **Fundamental issues of Institutional Educational Project (P.E.I)**

This educational institution follows the Humanistic-cognitive pedagogical model since the basic notion of humanism is the consideration of the person in the top spot, recognizing their freedom and dignity and the importance of their formation as an inalienable right for their personal and social progress. Hence, the person is oriented towards values and goals that determine the basis for their self-identity; it leads a conception of man who defends his freedom and the human being tendency to develop and promote himself, even beyond human limits.

Linked to this model mentioned above, the cognitive one develops, so the student promoted his learning as soon as it makes sense to himself. This occurs when their affective and cognitive processes are included and when learning is put into practice.

### **Institutional horizon**

It states the philosophical foundation and the institution projection that gives meaning and orientation to the institutional plans and projects.

### **Mission**

The Educational Institution Technical College La Presentación of Pamplona of an official nature integrally integrates girls and young people at the preschool, primary, secondary levels, and technical media in "Administrative Assistance", from a bio-psycho-social conception, through the pedagogical Humanistic-cognitive model, research and the incorporation of technology. With the committed engagement of the educational community, it consolidates a life project with identity, presentation, building citizenship, social responsibility, promoters of a peaceful culture, respectful of the life and dignity of the person of the environment and its diversity.

### **Vision**

For 2021 to be an inclusive educational institute, with a pedagogy based on a humanistic-cognitive philosophy, promoter of the formation of integral, competent and entrepreneur human beings, with a deep sense of life.

### **Quality institutional policy**

"La Presentación" high school takes place in an enabling environment to the sense of belonging for the full integral development of all its members. With an appropriate and engaged

work team, they optimize the resources and processes to ensure the quality of equity and participation coverage with the implementation of improvement plans and respond to the students, parents and the environment expectations.

### **Quality objectives**

- To start raising awareness in the quality management system.
- To train happy people with the human-Christian profile.
- To increase parents and students satisfaction with the quality of the educational service.
- To strengthen the application of the due process.
- To ensure continuous institution improvement.
- To initiate a study and awareness to respond to the possibility of the single shift, with the strengthening of educational quality.

### **Principles of the educational institution**

- The person and his full integral human development, is the center of all our educational work with an inclusive look of quality. (BE).
- The life and family defense is a vital commitment of every member of the educational community.
- A deep respect for the person dignity will be a cornerstone of participatory democracy and a culture of peace. (COEXIST).
- Education is evangelizing, people-centered and the formation of critical human values. (BE).
- The civic, social, political and inclusive quality commitment will be crucial in the person integral development. (DO AND COEXIST).

- Productive labor, science and technology are the basis for the development of the country. (UNDERTAKE).
- Research in learning will be deemed as a development progress element and quality to face the challenges of competitiveness. (DO).
- Environmental education in our institution will start from a "comprehensive reading of the environment and possible solutions". (BE AND DO).
- Education with a differential approach.

### **Values of “La Presentación” high school**

#### **Mercy**

It is an engagement of faith in which we live faith in Jesus by praying and bearing witness of life and living in solidarity with others.

#### **Simplicity**

Being humble in any given situation, living transparently, leaving appearances aside and being who we always are with the truth.

#### **Work**

Being responsible in any situation, serving with joy, developing skills and talents in academic performance and other activities.

### **Symbols**

#### **The flag**

The color white means:

- Loyalty that makes the person great.
- Transparency made true, simplicity, sincerity.
- Purity is cleansing the soul and body; Spiritual taste.
- Peace that is harmony, charity, tenderness, tolerance and forgiveness.

The color blue means:

- Depth, lack of superficiality.
- Interiority, interior and exterior silence.



*Figure A Institutional flag*

### **The shield**

We contemplate in the shield: the cross, the beads of the rosary and the bee that highlight the slogan: “Mercy, simplicity, work”.



*Figure B Institutional shield*

## **The coexistence handbook**

The coexistence handbook seeks to promote and strengthen school life, and training for the exercise of human rights, education for sexuality, prevention and mitigation of school violence through a justice inclusive policy and solidarity that allows the personality development and construction of a life project.

This institutional coexistence handbook is divided into seven chapters:

- **Chapter I:** Institutional identification, adoption, legal nature, generalities.
- **Chapter II:** Educational population and their instances of participation.
- **Chapter III:** School coexistence.
- **Chapter IV:** Rights, duties and responsibilities of the institutional levels.
- **Chapter V:** From the way to the comprehensive care to the situations and protocol of promotion, prevention, attention and monitoring of the scholar coexistence.
- **Chapter VI.** From the pedagogical strategies for the solution of problems
- **Chapter VII.** Agreements and modifications to the coexistence handbook.

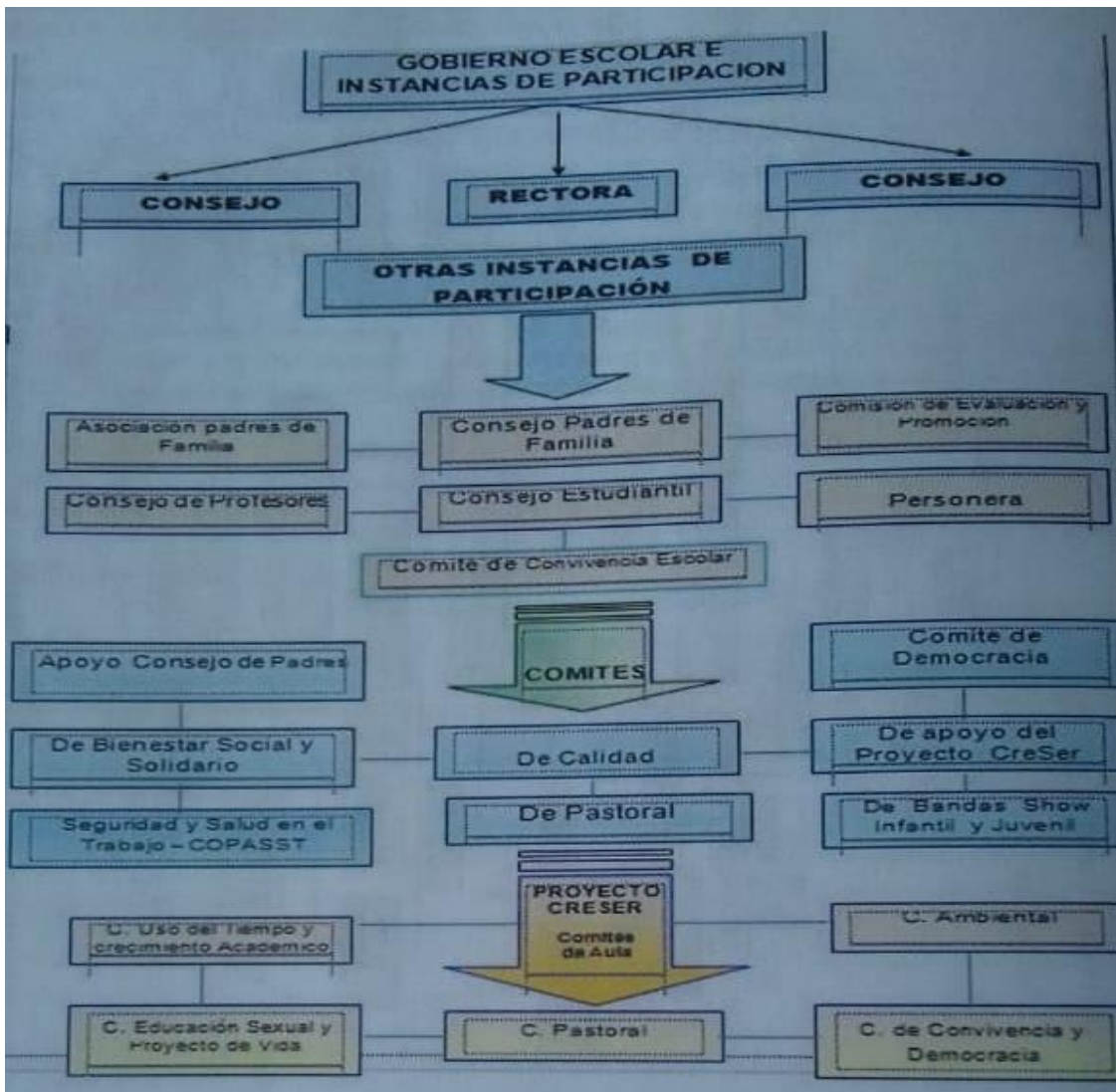
## **The school structure**

“La Presentación” high school has two headquarters, one for primary school from preschool to fifth grade, and the second one for secondary and technical media. In addition, the primary section has two outdoor recreation areas, and the secondary section has four. It also has a theater.



The institution has common spaces in both primary and secondary and technical media which are: 40 classrooms, corridors, playgrounds, cafeteria. Besides just in secondary, the institution has a photocopy room, a chapel, a smart classroom to English classes, a nursing room, science lab, three computer rooms, bathrooms for girls and teachers, a radio station and a library.

**The organizational chart**



*Figure C Institutional organizational chart*

## English schedule of the supervisor teacher

Table 2 Supervisor's teacher schedule

	Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1	7:00-7:55am	9°B	9°A	8°A		
2	7:55 – 8:50 am	9°B	9°A	8°A		
3	8:50 – 9:45 am		8°C	8°B	Emprendimiento 9°A	9°C
	9:45 – 10:15 am	<b>BREAK</b>				
4	10:15 – 11:10 am	Emprendimiento 9°C		9°C	8°A	9°C
5	11:10 – 12:05 am	8°B		8°C		9°A
6	12:05 – 1:00 pm	8°B	Emprendimiento 9°C	8°C		9°B

## English schedule of the Pre-service teacher

Table 3 Pre-service teacher schedule

	Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1	7:00- 7:55am	9°B	9°A			
2	7:55 – 8:50 am	9°B	9°A			
3	8:50 – 9:45 am		8°C	8°B		
	9:45 – 10:15 am	<b>BREAK</b>				
4	10:15 – 11:10 am					
5	11:10 -12:05 am	8°B		8°C		9°A
6	12:05 – 1:10 pm	8°B		8°C		9°B

## Pedagogical aspects

During the observation week, I could realize that “La presentación” High school for the development of the classes use a book according to the grade; for 8<sup>th</sup> grade uses “A way to go” for 9<sup>th</sup> grade “English please”. Moreover, it was possible to recognize the specific planning the institution uses to guide each one of the classes. This planning involves: the topic, performance indicator, methodological activities, transversally and evaluation. In addition, this institution has an English Lab to develop activities such as listening since it has headsets for all the students. In

addition, to control class discipline, the teacher normally writes the names of the students who promote indiscipline in a control portfolio that each group has.

## **Chapter I: Pedagogical Component**

### **Implementing comics strip to foster written production in 8<sup>th</sup> graders at La Presentación high school: an action research**

#### **Introduction**

Nowadays, when it comes to learning English at school, this process of teaching and learning is done through books involving topics to face the real life. Thus, That's the reason why learning English is essential owing to it is the universal language which means business, customers, communication, international and globalization, thereby making Colombian people can communicate not only with native speakers, but also with non-English-speakers in order to share common ideas using this universal and crucial language (British Council, 2015).

Thus, the purpose to learn English allows students to meet the challenges which have a globalized world where the English language plays an important role considering it as a dominating language which produces an impact in all domains since it connects and allows the communication with people from all over the world enhancing people's personal and professional life (Nishanthi, 2018).

Even though for some people learning English can mean a major challenge that's the reason why it is important to encourage or to motivate students to learn it interestingly instead of using the traditional methodology students are used to. That is, to develop all the exercises of the book. Consequently, teachers have to propose dynamic classes to interest students by changing the usual methodology to one more interesting.

Besides, teachers need to become creative to support the success of teaching to catch students' attention. Being the written production one of the most important skills to be mastered,

the pre-service teacher chose it to implement at “La presentación” high school the use of comics strip seeking to promote this skill to engage and motivate students to write differently and dynamically. That is why the use of comics becomes an essential tool in the English classroom since students begin writing short sentences according to the class topics; moreover, students had the opportunity to learn vocabulary, as well as to draw. In such a way students can use the target language by writing comics.

### **Statement of the problem**

According to Education First English Proficiency Index (2018) “As English becomes necessary for ever more interactions in the globalized world, the value of proficiency in the language grows apparent, and the cost of not speaking English grows steeper”. That’s the reason why, at school the English learning must be crucial to face this situation. However, one of the mains steps during the practicum process consists of the observation week, the pre-service teacher made at the beginning to identify a problem to solve, that’s the reason why during that week at “La Presentación” high school in 8th and 9th grade, it was possible to realize that the traditional methodology is used by the teacher, where students are guided by a book involving topics such as health, nutrition, society among others as well as grammar, with the single purpose to answer the exercises proposed by it. Hence, there is not a deep interaction between students and the target language because they are just focused on the book exercises to be assessed in the same class.

Thus, it was evident that the written production is not so highly developed during the classes which represent that students don’t have a clear understanding of English language since when they tried to write something they wrote, in the same way, they though in the mother tongue. Bearing in mind the aforementioned problems some questions emerged:

- How does the implementation of comic's strips encourage students to foster their writing skill?

### **Justification**

In the English language, all skills are just important. However, this proposal is just focused on the written skill being this, one of the most complex skills to be learned, considering that students must learn rules to write as accurate as possible. Thus, it must be developed in 8th graders at "La Presentación" high school since communication in one language is not only orally. Thus, the written skill is crucial when learning a second language since it represents the grammar structures and vocabulary learned throughout the classes (Bilash, 2009). "Writing is a gem to pick. A person with good writing skills is always victorious at expressing oneself. The writing skill is the 'Hard copy' of your intellectual level or the level of your expression" (Manaj, 2015, p. 31). Thereby, students can express their ideas by demonstrating their level of expression.

The implementation of comics strip as a strategy to foster the written production in the English classroom hence, through the use of comics is being sought to foster and enhance the written part putting aside that written is boring. Likewise, students were able to add humor to the lessons to create an environment that is conducive to learning by doing in order to involve students in their own process of learning because learning English must be fun when expressing their ideas through draws with short sentences by using comics.

## **Objectives**

### **General objective**

- To implement comics strip to foster 8<sup>th</sup> graders writing skill at “La Presentación” high school.

### **Specific objectives**

- To increase student’s vocabulary
- To analyze the influence of reading comprehension when writing a comic.
- To analyze the influence of comics strips in English class

## **Theoretical framework**

When carrying out a proposal, it is crucial to take into account the key concepts that guide the proposal such as: written skill, reading skill, authentic materials, comic strips, communicative competence and how to evaluate written production.

### **Written skill**

Afrin (2016) states that written skill “It allows students to organize their feelings and ideas clearly as well as to convey meaning through well-constructed text” (105). Moreover, Nunan (2003) defines:

Writing is both a physical and mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Likewise, by means of practice, this skill is learned where students are able to express their ideas by composing and telling the information they have in order to transform it into a new and coherent text (Myles, 2002).

### **Reading skill**

According to Navila, Komala and Yuliviani (2019) “It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text” (p.2). Because of that the process of reading allows students to be able to understand the information delivered by an author in a text. In addition, reading skill helps students to figure out what the text is about by creating a visual representation about what they read (Oostendorp & Goldman, 1998). Similarly, RAND (2002) states that “reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (p.11).

### **Authentic material**

The use of authentic material in the English classroom can generate positive impact in students' learning since Lee (1995) states “these materials are generally considered more interesting by the students since they were not produced for educational purposes and related to daily problems and activities” (p.324). That is to say, that teacher can take advantage of this kind of materials without any educative purpose to teach students and catch their attention. Besides Cholewinski (2009) defined it too as “synonymous to real-life objects used to teach real life situations in a classroom environment” (p. 286). Thus, the teacher can use as real-life objects postcards, menu, tickets, comics strip among others. In addition, Garcia, Segura and Zamora (1994) authentic materials are samples of language for native speakers who have no linguistic objective that seeks to explain grammar, but for communication between them.



## **Comic strip**

The main purpose of comic strip is to entertain any kind of public, thus, it is crucial to define what it is so Kunzle (2007) argues that:

Comic strip is series of adjacent drawn images, usually arranged horizontally, that are designed to be read as a narrative or a chronological sequence. The story is usually original in this form. Words may be introduced within or near each image, or they may be dispensed with altogether.

Furthermore, Muhajirin (2018) states that “Comic strip is a printed paper consisting of images and incorporated with text. It is also categorized as one of media of teaching in the classroom. In addition, comic strips are often regarded as interesting and motivating media” (p.20).

Comics strip often uses balloons to convey the conversation by using images combined with stories by means of several lined panels (Factmonster, 2001).

### ***Key elements of a comic strip***

Brooke (2013) proposes the following elements:

*Panel:* A panel is an individual frame, or single drawing, in the multiple-panel sequence of a comic strip or comic book. It is the smaller box on a page in which the images are drawn. A panel consists of one drawing that depicts a single moment in time.

*Speech Bubbles:* Graphic used to assign ownership of dialogue. Speech bubbles are used to tell your readers what each character in your comic strip is saying and feeling.

*Thought Bubbles:* Graphic used to show internal thoughts of a character. Usually cloud shaped and connected to owner by a series of smaller bubbles.

*Onomatopoeia*: A word that imitates the sound that it is describing. Famously used in comics as a pictorial representation of a sound effect.

### **Communicative competence**

According to Hymes (1972) communicative relates the level of language with which a student is able to communicate with other as well as he is able to understand other people messages based on the context. Besides, he involves what he learned in class to use it to communicate.

In addition, this communicative competence is made up of three competences which are linguistic, sociolinguistic and pragmatic.

The first one linguistic involves lexical, phonological and syntactical knowledge; The sociolinguistic refers to the sociocultural conditions of language use. Through its sensitivity to social conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community); and the pragmatic are concerned with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges. It also concerns the mastery of discourse, cohesion and coherence (Common European Framework of Reference for Languages, 2001, p.13).

### **Literature review**

Several studies have been performed regarding the use of comic strip in the English classroom consequently, it becomes necessary to review those studies to have a better sense

about what the proposal is about. This category emerged, the use of comic strip as an authentic material in EFL classroom.

### **The use of comic strip as an authentic material in EFL classroom**

When learning a foreign language it is not just about to teach a topic for students to learn, it also involves the use of appropriate materials since they are the key instrument to reach students' academic performance due to the fact that it contributes to enrich the development of the classes. Hence, Elya (2015) in her study which was an action research and by implementing the following instruments observation checklist, interview and students writing tasks'; she could identified that the use of comics strips as an authentic material allow:

By using comic strips the students can put their ideas in written text and write them into a good organization. It can also improve students' interest and motivation during the writing class. This formation was expected to maximize both the researcher's and the teacher's performance during the action to overcome the feasible problems (p.45).

Likewise in the study of Navila et al. (2019) stipulates that the use of comic strip in the development of an English class enables the teacher to be creative using comics as an authentic strategy that makes the process of learning more interesting taking into account that this is fun and enjoyable. Similarly, Dewana (2016) affirms that "By using comic strips students were easier in getting the ideas in writing recount text and majority of the students were enthusiastic in joining the lesson" (p.69). Thus, the use of this kind of strategy to foster students' writing production is a higher motivation tool to encourage students' writing achievement. As well as, when learning a foreign language it is fundamental that students are motivated to awake their interest toward lessons, that's the reason why to add comics to the lesson plan since they are

funny bearing in mind it brings a cheerful atmosphere into the class because the use of a text which has a storyline and logical structure allows students to remember easily, as well as to acquire vocabulary and grammatical and communicative competence.

Not only the comic strip helps the teacher to accomplish goals when teaching a topic, but also comic strips have a very exciting potential to engage students with the motivation to learn and study through an attractive visual design that can be basic of students' interest towards English subject since it allows students to hang with short dialogues, pictures being this a good way to understand and learn English (Rokhayani & Perwikasih, 2014). Moreover, in the same study Rokhayani & Perwikasih (2014) states that “Most of the teachers think it is easier in teaching English by using media or comics that make the comics remain focused students' attention and focus on the learning process” (p.148).

Additionally, In Barbosa Da Silva, Tavares Dos Santos and Kruta de Araujo study (2017) it aimed to evaluate the use of comics as a teaching strategy in learning. Once the teacher introduced a topic for preparing students to encompass the topic taught to represent the knowledge acquired by means of comics, that is, to express that in real situation which becomes an essential tool taking into account it fosters students' creativity, reflective practice and the ability to use in conjunction theory and practice consequently comics are useful owing to the fact that it decreases the current gap between the issues aforementioned ; for in this way it provides a meaningful learning because of the use of an active and engaging strategy which stimulates students' participation ad interaction in classroom.

## **Pedagogical methodology**

To guide the implementation of this pedagogical intervention which aims to implement comic strip to promote the written skill in 8<sup>th</sup> graders at la “Presentación” high school, it becomes necessary to follow some steps for students guidance taking into account that the written skill is not deep develops there in order for students to make a good writing process reaching the purpose that is that students are able to create comic strip in accordance with the topics proposed by the teacher. As well as to follow some steps in the process of reading and the types of authentic material.

### **Reading process**

The reading process involves three mains stages to taken into considerations which are (pre-reading, while-reading and post-reading).

#### ***Pre-reading***

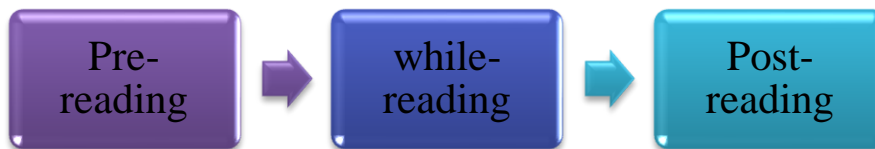
Pre-reading tasks are intended to prepare the learners for a reading selection, or to give them the first steps in order to develop skills in anticipation and prediction for the reading, activating background knowledge so they could later interact with the text (Medina, 2008).

#### ***While-reading***

“The aims of this stage are to help students to understand the specific content and to perceive the rhetorical structure of the text. With these tasks teachers take the learners through the reading and they interact in the text” (Medina, 2008).

#### ***Post-reading***

“Post-reading tasks are intended to verify and expand the knowledge acquired in the reading. These last tasks also lead the learners to discuss and analyze issues presented in the reading” (Medina, 2008).



*Figure D Reading process stages*

### **Writing process**

Consequently, the writing process involves five main stages to be taken into consideration which are (pre-writing, drafting, revising, editing and publishing), nevertheless, the last one will be disregarded.

#### ***Pre-writing***

It concerns one of the most important stages throughout this process since it involves the topic to choose and the purpose of writing as well as it is crucial to decide to whom it will be addressed. Moreover, it is time to try to develop the idea and look for information to support it (Education help, 2016, April 1<sup>st</sup>).

#### ***Drafting***

It involves the information previously gathered in order to try to put it all together to give it meaning by arranging these points in a readable manner and gradually prepares a final draft (Education help, 2016, April 1<sup>st</sup>).

#### ***Revising***

Revising is another imperative stage, where a draft is scrutinized thoroughly and points incorporated in the draft are rearranged. At this stage, new points are added and some points are replaced and removed as per the requirements. However, revision is indispensable to make the outlook of the writing catchy and cogent (Education help, 2016, April 1<sup>st</sup>).

### ***Editing***

Fine the tone of the writing and check each line thoroughly. Check spelling, grammar, punctuation, sentence structure, document format and other things. Check the entire content as mistakes should not leave behind. However, editing is the stage where writers can modify their lines as well as theme. It is always better to give your writing to someone for editing (Education help, 2016, April 1<sup>st</sup>).



*Figure E writing process stages*

### **How to evaluate the writing process**

In order to assess student's written production process, the pre-service teacher will create a rubric.

Table 4 Rubric to assess students' written production

<b>NAME:</b>						
<b>Rubric to assess the written production (comic strip)</b>						
<b>1. Respect instructions</b> The student is able to link her written production with the topic and the situation proposed by the teacher as well as the number of panels to use in her comics.	0	0.5	1	1.5		
<b>2. Capacity to describe</b> The student is able to write her ideas through simple phrases to present the situation given.	0	0.5	1	1.5	2	2.5
<b>3. Lexical</b> The student uses a variety of vocabulary or uses the vocabulary presented by the teacher to use it in her comics.	0	0.5	1	1.5		
<b>4. Morphosyntax and spelling</b> The student is able to use a limited control of structures of simple grammatical forms, taking into account verbs conjugations etc.	0	0.5	1	1.5	2	
<b>5. Coherence and cohesion</b> The student is able to write sentences in order to present a logical fact.	0	0.5	1	1.5		
<b>6. Comic process</b> The student is able to follow each one of the steps in the development of the comic.	0	0.5	1	1.5	2	
<b>7. Appropriate use of images</b> The student is able to use appropriate images to create a dialogue according to the situation given for a meaningful understanding.	0	0.5	1	1.5		
<b>8. Creativity</b> The student is able to create an eye-catching comic, the drawings reflect a high degree of creativity and the drawings are originals.	0	0.5	1	1.5	2	2.5
				<b>TOTAL: /15</b>		

### Types of authentic materials

According to Shameem (2017) because of the technology a language class has allowed the use of materials that increase class development to generate a modern class, thus, a teacher could select some authentic materials such as:

**Audio visual:** movies, cartoons, serial drama, sport, interview

**Paper:** picture, poster, photograph, calendar, cue cards, students' writing for error correction, newspaper and magazine items as reading texts

**Realia:** restaurant menu, brochure, air ticket, wedding card, coffee maker, camera, and



receipt of purchase

**Audio:** news, interview, commentary, weather forecast and variety of short dialogues

Covering language functions and notions.

For the development of this proposal, the pre-service teacher as it is mentioned throughout this proposal; she will use comics, that is to say, a visual material.

### **Steps to write a comic strip**

The creation of a comic strip involves several stages, thus, Coron (2015) proposes 8 steps to write a comic. Nevertheless, the pre-service teacher will be focused on the first five.

#### ***Start with an idea***

All things start with an idea; and your comic book or graphic novel is no different. Your best tool is a notebook (whether it be electronic or paper). My advice: keep it with you at all times. That way, when an idea pops into your head, you can jot it down. Don't worry if your idea isn't fully realized yet. Go with it. You never know where it'll take you.

#### ***Write a script***

One of the most common mistakes is to start drawing your comic book before working out your story. Take the time to write a script. It doesn't need to be fancy and you don't need an expensive app to get it done. When it's time to write your script, there are four main points to keep in mind:

Know your genre

Understand your main character's goals/challenges

Create a believable setting

Include a beginning, a middle, and an end

### ***Plan the layout***

Once your script is complete, it's time to start drawing. When working on the layout, your goal is to keep the reader interested. One way to do this is to end each page (maybe not all, but some) with a cliffhanger. Draw the reader in! the most efficient way to 'work out a layout' is by using thumbnails. Thumbnails, which are similar to storyboards, help work out any composition problems before you invest time into inking and coloring your drawings.

Note: Don't forget to leave room for the dialogue!

### ***Draw the comic***

Whether you're working traditionally or digitally, drawing the comic can feel like a daunting task. But at this stage of the process, your work doesn't need to be perfect. Focus on getting your comic drawn; you can work on perfecting it later during the inking stage.

### ***Time for inking and coloring***

Now that you have your comic drawn (penciled), it's time for inking and coloring;

*Inking:* It is at this stage where you clean-up your drawings and add depth to your illustrations.

*Coloring:* Choosing the colors can make or break a scene. In addition to proper color selection, not keeping your colors consistent can break things too.



- Teleport
- Telekinesis
- Telepathy
- Change shape
- Invisibility.

Some students mentioned the previous powers in English, the others in Spanish so I translated them, during this activity the students showed interest when talking about the powers, however, some of them felt fear to mention them because of the pronunciation, nevertheless I approached them and I helped them with the pronunciation.

Then, in order for students to understand the conversation between the heroine and a citizen, the teacher used some flashcards to introduce the possible unknown words, that is to say, the strengths or power this heroine had.

They began to mention some words in Spanish such as weak, intelligent, energy, heavy and strong; some of these words were not the ones I wanted they learn through the images, nevertheless they were useful when writing the conversation, So, I pasted all the images on the whiteboard with the name that appeared in the conversation.

### Appendix 1



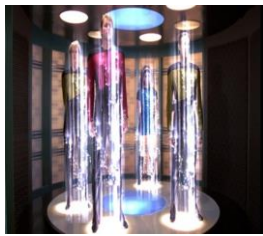
STRONG



LIFT



SMART



TELEPORT



RAPID HEALING



INVISIBILITY

**EVIDENCES**



**REFLECTION**

During this step students were really exciting to share what they looked for about heroes powers, that's why they wanted to participate actively because they wanted that teacher wrote on the whiteboard them, however some of them were afraid to mention them because of the pronunciation, but I helped them in order for them to participate. Moreover when using the flashcards student mentioned some words that I don't beard in mind when showing them, but they were useful at the moment of writing the conversation

of the comic.

**Step 2: While-reading**

In this step, the teacher gave to her students a worksheet which included a conversation between the heroine and the citizen, that's why students had to read it to answer the following questions:

- What is the name of the super heroine?
- Where does she come from?
- Which are the super powers of this heroine?
- Match the adjectives with the image taking into account the powers POWERFUL has.

**(Appendix 2)**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_ Verónica Rico

**READING ACTIVITY**

**POWERFUL**

**POWERFUL**  
 Citizen: Hello! Who are you?  
 Powerful: My name is powerful. Don't you know me?  
 Citizen: Actually, I don't know you.  
 Powerful: That's impossible, I'll tell you anyway.  
 Powerful: I come from the space and I am the strongest woman in the whole earth with many superpowers.  
 Citizen: You're probably like the others "heroes"  
 Powerful: You called me. I am the best among the other "heroes"  
 Citizen: Really? Tell the reason why?  
 Powerful: So, listen to me; I am the smartest because I can realize when a natural disaster will take place.  
 Citizen: Ohhhhh! That's great!  
 Powerful: Sure, but that's not all.  
 Citizen: Do you have more powers?  
 Powerful: Of course, I can lift the heaviest objects like a car with a single hand.  
 Citizen: Awesome! But tell me more  
 Powerful: Sure, I can teleport to the longest places to help people who are in danger.  
 Powerful: Likewise, I have one of the most extraordinary powers, that is, the power to become unseen the invisibility.  
 Citizen: You are the most wonderful woman.  
 Powerful: Yes, I know. And finally, the power that I like the most is that rapid healing



SMART

STRONG

HEAVY



Now, answer the following questions:

1. What is the name of the super heroine?  
\_\_\_\_\_
2. Where does she come from?  
 a) She comes from the heaven  
 b) She comes from the space  
 c) She comes from USA.
3. Which are the super powers of this heroine?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

10  
MIN

Also, taking into account that they had to use the superlative adjectives, I asked them to identify the adjectives in the reading;

**REFLECTION**

An important aspect that emerged in this step was when students wanted to participate playing the role of the characters so, they came forward without fear. And those student didn't have a bad pronunciation on the contrary they had a good pronunciation.

**WRITTEN ACTIVITY**

**Step 1: Post-reading and pre-writing (Start with an idea)**

The teacher said her students that they were going to create a hero/heroine, that's why the topic of the comic would be why my superhero is the best, that's the reason why in order for students to have an idea or to acquire useful vocabulary about strengths, powers and adjectives to describe heroes; vocabulary that they can use throughout the comics, they carried out an alphabet soup involving these vocabulary. (Appendix 3 )

25 MIN

alphabet soup

S	U	P	E	R	E	S	T	R	E	N	G	T	H
C	O	U	R	A	G	E	O	U	S	Q	I	E	Y
E	Y	U	U	M	I	G	H	T	Y	V	D	T	E
I	N	V	I	S	I	B	I	L	I	T	Y	P	P
E	S	E	Z	J	A	J	W	Y	E	I	M	Q	X
N	I	V	C	A	S	F	J	O	B	R	A	V	E
S	U	P	E	R	U	S	P	E	E	D	A	Y	F
E	N	Y	F	E	H	T	S	T	R	O	N	G	J
T	E	L	E	K	I	N	E	S	I	S	B	I	G
K	C	L	I	M	B	D	W	A	L	L	S	Y	V
C	N	R	F	L	I	G	H	T	U	Y	H	Z	O
C	O	N	T	R	O	L	W	E	A	T	H	E	R
U	H	T	F	F	S	W	O	C	L	E	V	E	R
T	E	L	E	P	A	T	H	Y	B	O	L	D	I

- |                |             |                |
|----------------|-------------|----------------|
| controlweather | super speed | big            |
| climb walls    | Flight      | super strength |
| brave          | clever      | mighty         |
| telekinesis    | strong      | invisibility   |
| courageous     | bold        | telepathy      |

After that, students drew their hero or heroine as well as they were going to answer some questions such as

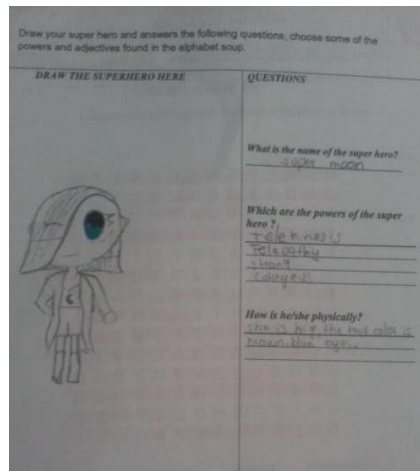
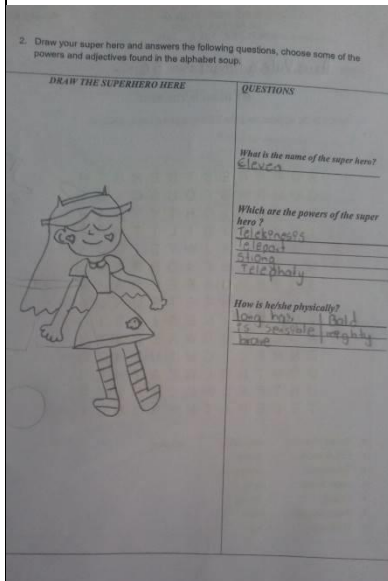
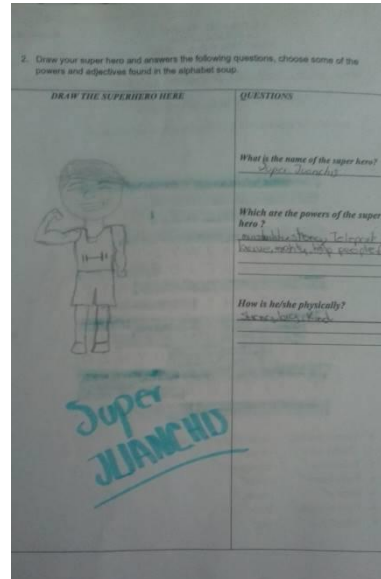
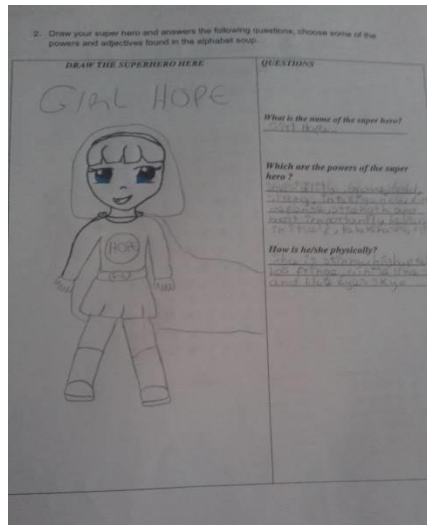
- What is the name of the super hero?
- Which are the superpowers?
- How is he/she physically?

**(Appendix 4)**

2. Draw your super hero and answers the following questions, choose some of the powers and adjectives found in the alphabet soup.

<p><b>DRAW THE SUPERHERO HERE</b></p>	<p><b>QUESTIONS</b></p> <p><i>What is the name of the super hero?</i></p> <p>_____</p> <p><i>Which are the powers of the super hero?</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p><i>How is he/she physically?</i></p> <p>_____</p> <p>_____</p>
---------------------------------------	---

## EVIDENCES



## REFLECTION.

I could realize students need more time to develop a good activity for example activities that involve drawing because they take all the time and they get actively involve. Owing to this situation, I decided that they comic would be developed at home, but the script in class.

### Step 2: Drafting (write a script)

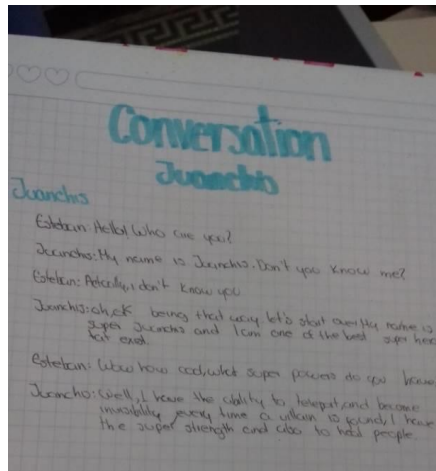
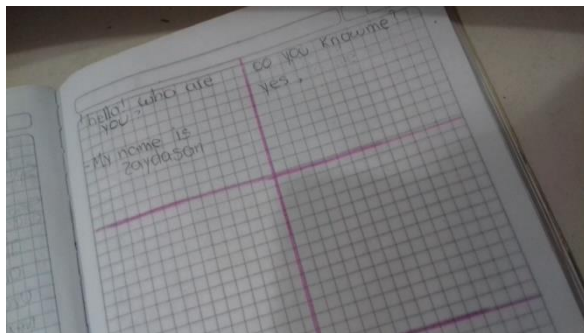
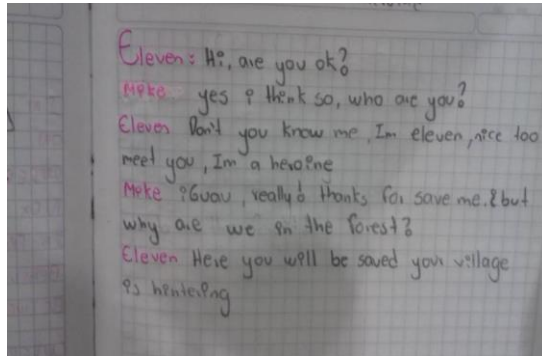
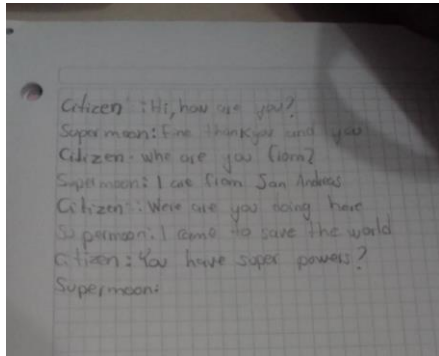
Taking into account the previous vocabulary, the teacher asked students to choose some of these words to use them in their comics, afterward, the teacher explained her students that they had to use the superlative adjectives as well as they were going to begin writing the script without draws. So, they had to create a beginning, middle and end.

I explained them that had to begin writing the comic but without drawings for that reason I told them how many panels they might write (6 panels) because of that they had to create

25 MIN

more or less 12 sentences (two for each panel).

**EVIDENCES**



**REFLECTION**

Students did not want to write the script in the class some of them were writing it in Spanish, so I told them that the goal of writing this in class it was for my help, so, so of them approached me in order to check what they wrote and immediately correct it.

**Step 3: Revising**

During this step, the teacher asked the students to carefully revise their written production in order to identify if they wrote something wrong or if they forgot to add something to the script, they had the chance to remove and add words to their scripts.

**REFLECTION**

For the development of this step, it was difficult for students to identify if they wrote properly their sentences, questions or if they followed the instruction, I realized students showed disinterested, that's why I preferred to develop this step in order for identify students' errors.

**Plan the layout**

During this step the teacher said her students how many panels they have to use in their comics, the teacher said, that they had to use 6 PANELS. The teacher gave them the template. So, students had to create the context in which their comics would take place.

**(Appendix 4)**

10 MIN

15 MIN





**Draw the comic**

In this stage students began drawing, but it was not necessary that the draws would be perfect because they would improve it in the last step, that is to say, editing and time for inking and coloring So, students had to add the speech using the different bubbles (speech, thought bubbles and some onomatopoeias). At the end of this step, the teacher picked the comics up to revise it through the use of a rubric to give a grade.

**REFLECTION**

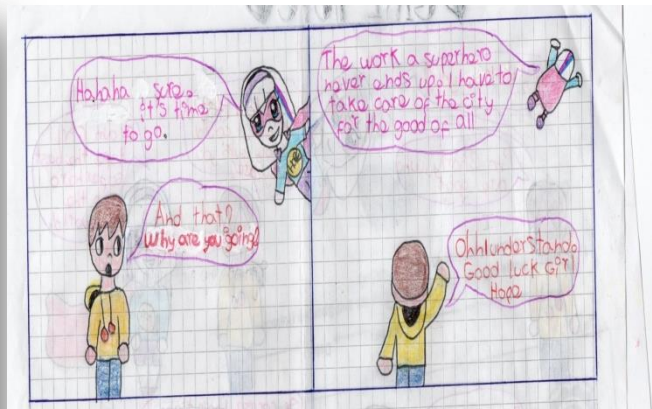
Like students get actively involved in making a good drawing, thus, this step was develop at home.

30 MIN

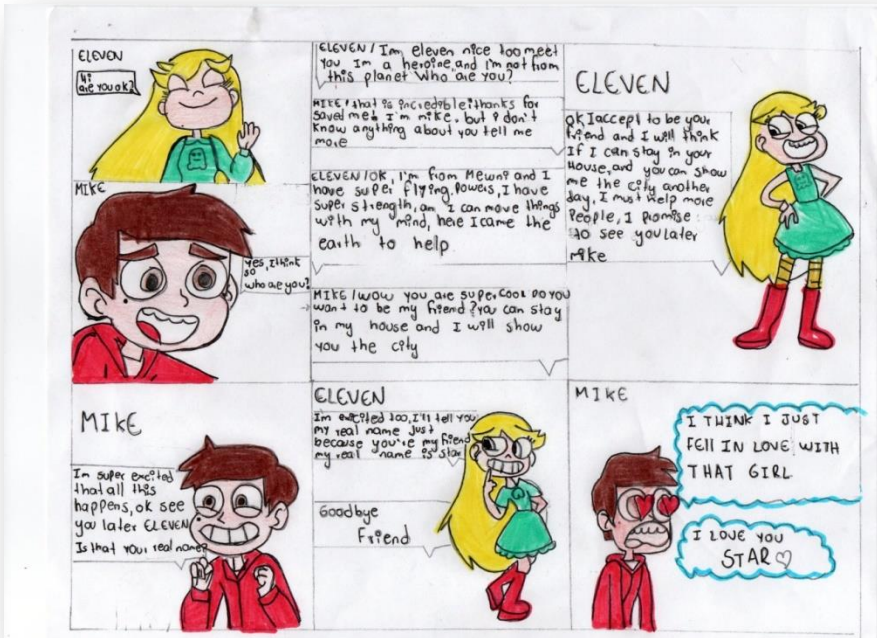
**Step 4: Editing (time for inking and coloring)**

During the last step, the teacher returned to the student their comics with the purpose that they correct spelling, grammar and sentence structure, so this step allowed students to modify their lines in order to present the final comic without mistakes and it was the opportunity to color the comic. Once students have checked it, they gave the final version of the comic to the teacher. But this step would be developed at home.

**EVIDENCES OF THE FINAL VERSION**  
**Participant 1**



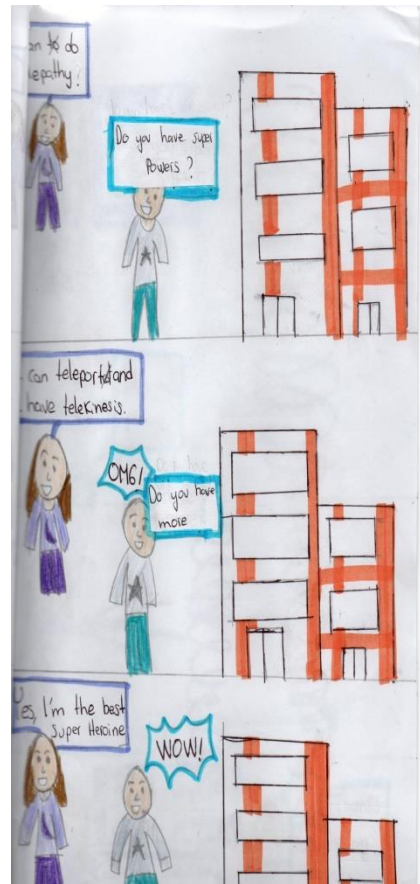
**Participant 2**

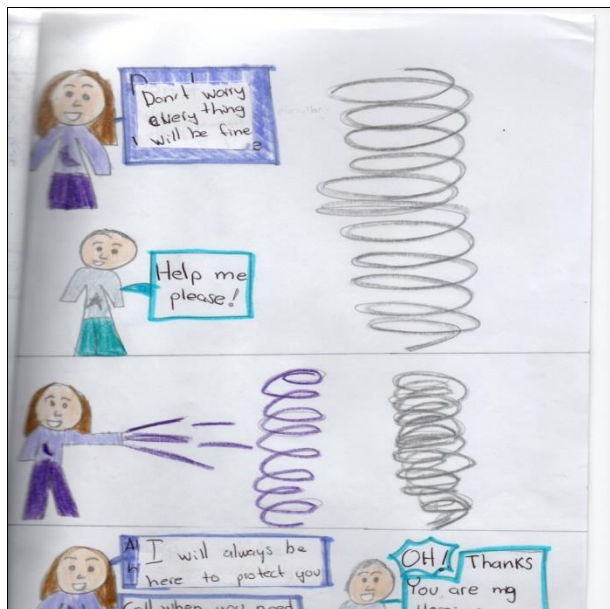


### Participant 3



### Participant 4





**Second didactic sequence**

For this time, students had to write about a plan the hero had with a beloved in order for students to use be going to.

**DATE:** October 16<sup>th</sup> – 23<sup>rd</sup> 2019

**COURSE:** 8°

**WORKSHOP#2**

**TOPIC:** Save me from evil

**Communicative objective:**

- To express through a comic how the heroine save her beloved

**Linguistic Objective:**

- To learn vocabulary about free time activities, places and danger
- To use the future with be going to.

**Sociocultural objective:**

- To identify heroes' plans using be going to.

**METHODOLOGY**

**TIME**

**READING ACTIVITY:**

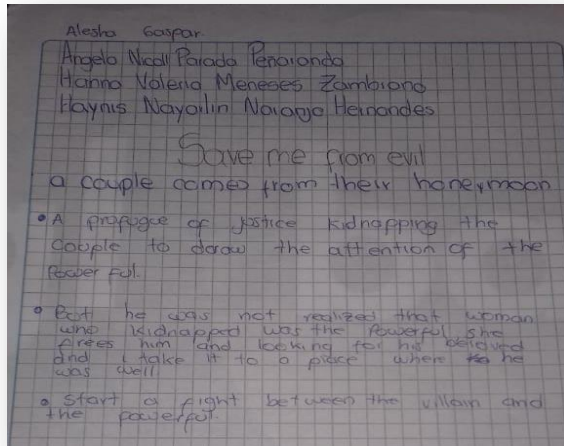
**Step 1: Pre-reading**

For the development of this step, the teacher introduced six images that encompassed the situation present in the conversation students read later on, that's why, the teacher pasted those images on the whiteboard and she said to her students, that through these

15 MIN







## REFLECTION

Through this activity, students were able to use their imagination by interpreting images, so I realized that they correctly interpreted the images, because whilst monitoring this activity some of them told me a similar story to the one they would read. So, this activity causes the student to think and use their imagination as well as they go beyond.

## Step 2: While-reading

In this step, the teacher handed out her students a worksheet which included the situation, that is, the conversation. Students repeated after the teacher, to practice pronunciation, once students and the teacher read, students answered some questions about the conversation.

## APPENDIX 2

### FISRT PANEL:

Powerful: What am I going to do with my beloved next week? (Thinking)

Powerful: Oh yes! We are going to travel to the USA, it is a great idea.

### SECOND PANEL

Villain: Powerful is my worst enemy, so, I am going to kidnap her beloved and I am going to lock him in a basement.

### THIRD PANEL

Beloved: Powerful I need your help, I am in danger.

Villain: Nobody is going to save you! You are alone right now! HAHahaha

### FOURTH PANEL

Powerful: That's not possible, my beloved has disappeared

Powerful: If I have to move heaven and earth, I'm going to find him!

### FIFTH PANEL

Villain: It cannot be! How did you find us?

Powerful: My love is so strong that I can find him and thanks to one of my superpowers telepathy we can communicate

### SIXTH PANEL:

Powerful: I am going to beat you, you are weak and you know I am the strongest (they fight)

Villain: This time you win, but I am going to destroy you.

### SEVENTH PANEL:

Powerful: Are you okay my love? Did he hurt you?

Beloved: Don't worry I am fine, but tell me about our plans

### EIGHTH PANEL:

Powerful: Of course, we are going to travel to the USA.

Beloved: I love this idea, we are going to know the Statue of Liberty.

## Students have to answer the following questions

Answers the following questions:

True or false

1. Does powerful have an enemy? \_\_\_\_\_

Choose the correct answer

2. What did the enemy of powerful do?

20 MIN

- a) He kidnaped the beloved of powerful
- b) He talked to the beloved of powerful.
- c) He became friend of the beloved of powerful.

Complete the sentence

3. The beloved of powerful was locked up in a \_\_\_\_\_

Choose the correct image

4. Which power did Powerful use to rescue her beloved? Mark an “X”



- 5.
- 6.
- 7.

5.

5. Write the plan of powerful and her beloved

\_\_\_\_\_

**WRITTEN ACTIVITY**

**Step 1: Post-reading and pre-writing (Start with an idea)**

The teacher said to her students that they were going to create a new comic and she mentioned the topic, that is, save me from danger, so the situation was the following: The heroine was going to plan what she and her beloved were going to do next week, however, her enemy was going to kidnap her beloved, then, the heroine was going to save the person and finally they plan what they were going to do next week using the future with going to.

To develop this part, students needed to know some vocabulary, that’s why they were going to play a memory game to learn vocabulary.

These are the words students were going to learn

**PLACES:** Basement, forest and cellar

**FREE TIME ACTIVITIES:** Go to the theater, go to the beach and travel around the world.

**DANGER:** Kidnap

**SAFE:** Rescue

So, the game there would be some images and the other side the correct name of the image.

25 MIN

After this activity, students completed the following chart

Choose someone you love	
Choose the place the villain is going to lock up your beloved	
Choose the power the heroine is going to use	
Choose a free time activity	

**APPENDIX 3**

	<i>Basement</i>		<i>forest</i>		<i>Cellar</i>		<i>Go to beach</i>
	<i>Travel Around The world.</i>		<i>Go to the cinema</i>		<i>Rescue</i>		<i>KIDNAP</i>

**EVIDENCES**

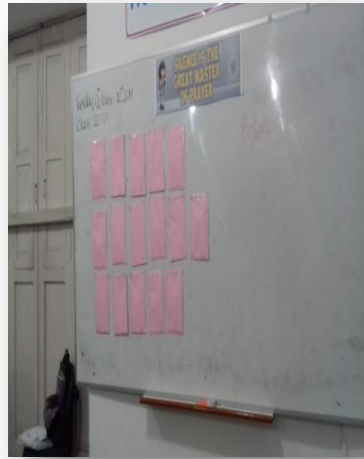
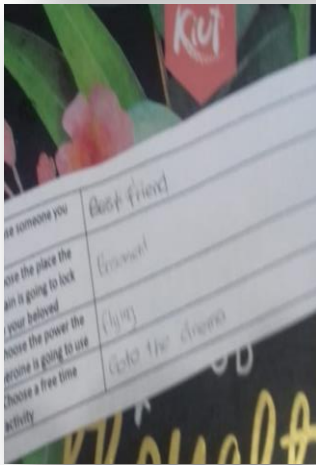






Choose someone you love	Best friend
Choose the place the villain is going to lock up your beloved	Basement
Choose the power the heroine is going to use	Teleport
Choose a free time activity	Go to the beach

Angela Gabriela Villavicencio Acevedo  
8-C



**REFLECTION:**

Thanks to the memory game that was so attractive for students because it caught their attention even the ones who don't participate in any class, students had fun for a while when learning new vocabulary and useful for the second comic, so, this activity allowed students to be focused on the meaning of the words, because I just said the meaning once, so, in this manner students quickly mechanized the vocabulary taught.

## Step 2: Drafting (write a script, plan the layout)

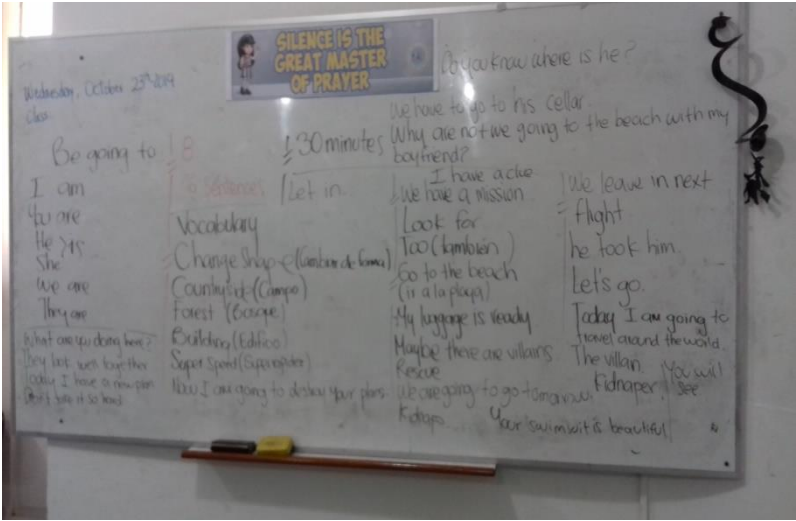
30 MIN

Taking into account the vocabulary learned through the memory game and the chart students completed previously, they began to write the script of their comic as well as the teacher explained to her students that they had to use the be going to. Moreover, she said how many panels they might create ( 8 panels) because of that they had to create more or less 14 sentences (at least two for each panel).

Villano: so quick, she catch ~~my~~ my boss  
will go to  
4. Mother: Save me daughter.  
Villano: Never.  
what did you said?  
5. Girl Hope: who to say?  
Villano: Fance, fance a whoa to love  
Mother: Daughter  
6. Girl Hope: Loose ~~x~~ my mother.  
Villano: Not!  
7. Girl Hope: Good.  
She attack  
Villano: Not!  
8. Mother: Thanks daughter.  
Girl Hope: I love you

~~I am going to~~  
~~we are going to travel around the world~~  
~~are~~  
My best friend and I are going to travel around  
the world  
Oh yes! My luggage is ready  
we are going to go tomorrow  
Good! Then see tomorrow  
in the night\*  
Now I'm going to destroy your plans  
, AAAAA!!!  
Before for travel\*  
She to miss a you best friend\*  
she speak for sympathy\*  
she teleport for basement\*

Mike: Hey do you have some plans for  
this weekend  
Steve: No! no really ~~but~~ now  
I don't have plans and you?  
Mike: Yes, I want to invite you to a trip  
to Canada only

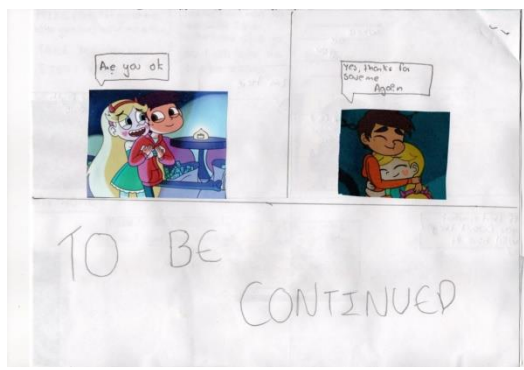
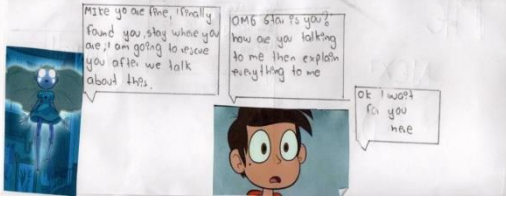
	
<p><b>Reflection</b></p> <p>Most of the students were interested and focused in this step, considering I told them I would pick the comic up, they began to ask me questions related to some vocabulary they needed, so, for the development of this step, it is crucial to monitor students' work because in some cases they have doubts or they made mistakes when constructing questions.</p>	
<p><b>Draw the comic (time for inking and coloring)</b></p> <p>In this stage, students began with the creation of the comic, but in this case, bearing in mind students' comments the teacher said to her students to bring images about the characters of their comics to use it in their second comic. Afterward, the teacher picked the comics up.</p>	30 MIN
<p><b>Step 3 Revising</b></p> <p>Through the use of a rubric, the teacher revised students' comics in order for the teacher to identify students' errors.</p>	







AT HOME



Participant 3



**Participant 4**



**Third comic strip**

This time, students had to create a comic, but the topic was free, that is to say, students could choose the topic as long as they used their character.

**Date: October 29<sup>th</sup>**

**Group: 8<sup>o</sup>c**

**Topic: Free**

**EVIDENCES**

**Participant 1**





**Participant 4**



## **Research methodology**

### **Research approach**

The current proposal is based on a qualitative approach since according to Cropley (2019) “it examines the way people make sense out of their own concrete real-life experiences in their own minds and in their own words” (p.5). Where the researcher has a greater understanding of the issue through the exploration and the participants since it becomes crucial to consider the views and perceptions of the participants based on the implementation of comics strip, that is to say, if they like to work with this kind of material.

### **Research design**

This study is based on action research as Creswell (2002) states “Action research designs are systematic procedures used by teachers to gather quantitative and qualitative data to address improvements in their educational setting, their teaching, and the learning of their students” (p. 22) which means that the teachers after identifying a problem or students’ needs, he/she gets involved in the field with the purpose of implementing a solution to that problem. In order to help students in their learning process and students would be able to communicate properly in the written part thanks to the use of comics strip.

### **Population and setting**

The current pedagogical study is carried out at “La Presentación” a public school in Pamplona, Colombia with eight-grade students around the age of 13 or 14. To be more specific with students from 8-C bearing in mind their behavior during the class development and that students used to write in the same way they think in Spanish, that’s the reason why, the pre-



service teacher wants to implement the pedagogical proposal with those students. The samples to carry out the project are four students who were chosen randomly.

### **Instruments**

In order to collect data and to give effectiveness to the study, it is fundamental to choose some instruments such as: participant-observation, non-participant observation, questionnaires, and journal.

#### ***Participant observation***

Kawulich (2005) claims that:

Participant observation involves the researcher's involvement in a variety of activities over an extended period of time that enable him/her to observe the cultural members in their daily lives and to participate in their activities to facilitate a better understanding of those behaviors and activities. The process of conducting this type of field work involves gaining entry into the community (p.81).

Thus, while the pre-service teacher was implementing her proposal with 8<sup>th</sup> graders, she had the possibility to interact with her participants since she got involved directly in the activities of the group and she had the chance to study the students' behavior while interacting with them since she became one more member of the group. Moreover, this instrument was implemented twice (**Appendix A**) when the pre-service teacher used comics strip in the classroom.

#### ***Non-participant observation***

The researcher does not live as a member of the subjects of the study. The researcher watches the subjects of his or her study, with their knowledge of his status as a researcher, but without taking an active part in the situation under study (Annum, 2018, p. 5).

Thus, to use this instrument the pre-service teacher was not able to take part in the group activities, she was just focused to observe the matter under study, in this case, this instrument was used in the first week of the stage (**Appendix B**) to identify a problem to solve during the practicum as well as how the teacher developed her classes, the types of materials she used among others.

### ***Questionnaire***

The questionnaire consists of asking participants questions to obtain detailed information on specific topics, it could be testimonials. This kind of information is quantitative unless its questions are open (Aubert-Lotarsky, 2007). Therefore, the implementation of this instrument was useful since it would be released students' perceptions or opinions about the implementation of comics strip when fostering their written production. The pre-service teacher implemented just one questionnaire in the group (**Appendix C**) to know if students had worked with this kind of authentic material.

### ***Journal***

The journal is associated with the narration of the precise and detailed events that take place throughout the study development, as well as the perceptions and reflections of the researcher. This instrument allows the researcher to remember every single aspect that happens during the study. Besides, one of the perks of it is that the researcher writes down everything he/she sees or experiences, such as their feelings, mood and their relationships with their participants when developing the research. Which maintains the objectivity of the research (Royer, Guillemette and Moreau 2002). This journal was implemented every single time, the students wrote a comic, thus, the pre-service teacher used it twice (**Appendix D**).

*Semi-structured interviews*

Mathers, Fox and Hunn (1998) state:

Semi-structured interviews involve a series of open-ended questions based on the topic areas the researcher wants to cover. The open-ended nature of the question defines the topic under investigation but provides opportunities for both interviewer and interviewee to discuss some topics in more detail (p.2).

Thus, the pre-service teacher implemented it at the end of the project (**Appendix E**) to know students’ perceptions about the development of the proposal in the group.

*Pedagogical timetable for instruments implementation*

Table 6 Pedagogical timetable instruments

Instruments	Observation week	WEEK									
		1	2	3	4	5	6	7	8	9	10
Non-participant observation											
Participant-observation											
Questionnaires											
Journals											
Interview											

**Ethical considerations**

According to Creswell (2013) “Ethical considerations in research are critical. They help to determine the difference between acceptable and unacceptable behaviors on the part of the researcher” (p. 73). That’s the reason, why the researcher presented a permission letter to her

students to carry out a questionnaire (**Appendix F**) to know students' perceptions about the issue. As well as the teacher delivered to the four participants a letter of permission to ask students' parents for permission to record an interview (**Appendix G**) in order for parents to bear in mind that the information provided by them would be kept confidential

### **Data analysis**

To have a greater understanding of the data collected throughout the practicum process, the researcher followed the typological analysis (Hatch 2002) in which it was crucial to create typologies related to the main objectives and the research question to do this, the researcher divided all the data collected in typologies, read the information for seeking patterns that support each typology this helped to identify relevant aspects of the study so that the data collected is understandable. Thus, the data was analyzed to by using matrixes for each one of the instruments which contain the main categories of the project with their subcategories (**Appendix H**); the data was analyzed separated from the four participants.

### **Findings**

This section deals with the results of the pedagogical implementation of the project which aimed at fostering the written production in 8th graders at la Presentación high school through the use of comics strip. Thus, after collecting and analyzing all data from the participants and the instruments (non-participant and participant observation, questionnaire, journal, and a semi-structured interview) three main categories emerged: the implementation of comics to foster the written production, the influence of reading comprehension when writing in English and the influence of an authentic tool (comics) in an English class. Moreover, each one of the main categories comprises some subcategories which allowed to analyze and to give meaning to the data.

## **The implementation of comics to foster the written production.**

According to Nunan (2003) “writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader”. Thus, this category provides the answer to the main goal of the study, that’s the reason why it’s one of the most significant categories of the project since the pre-service teacher wanted to foster it in 8<sup>th</sup> graders through the implementation of comic strips bearing in mind the non-participant observation “*Most of the classes are developed just following the exercises of a book, which is the traditional way of teaching English, which means students don’t write full paragraphs in this language*” (***non-participant observation***). That’s the reason why throughout the implementation of this pedagogical proposal students were asked to write three comics strips with a specific topic of their interest given by the pre-service teacher in order for students to write short sentences in English by creating a comic in six or eight panels, hence, students had to create a character, that is, a hero or heroine which would be the most important character of the comics, this person was created based on students’ interest. In this sense, the teacher fostered students’ written productions. In addition, as part of this category five sub-categories were established which supported the writing process: accuracy, capacity to describe, vocabulary, grammar, coherence and cohesion.

### ***Accuracy***

This sub-category being one of the most fundamental since it is which gives meaning to what students were able to write, thus, according to Srivastava (2014) “Accuracy refers to the ability of the learner to produce grammatically correct sentences. The learner should not only know the correct grammatical rules of the language but also able to speak and write accurately” (p. 55). Hence, by writing the comics, the students were able to write the different topics given

by the pre-service teacher as well as to use accurately the grammar topic taught in class in order for them to show they could express a message and it could be clear for the reader. Not only accuracy involves to write correct sentences but also to be able to communicate a message for the reader to understand it. Although students were not used to write in English as could be highlighted in the non-participant observations, it was supposed that the message written by them could have serious problems when communicating the situations; in short, they would be not understandable.

During the implementation of the pedagogical workshops, students were required to follow the topics given by the professor to write a comic based on them. For the first one, student had to write about why my hero is the best; in the second one, they had to write about save from evil; and the last one was free. However, from the beginning some students wrote the story of their comics with a different topic than what they had been given by the pre-service teacher, nevertheless it was not an obstacle to understand the situation proposed by them “*This student doesn't use the superlative form. However, she used other tenses most of the phrases used in her comic were written correctly which represents the student has a high level of English. Moreover, the student expressed her ideas clearly and she could communicate the message that was to introduce her heroine by saying where she is from?*” (**Participant 1, written production 1**). In some cases students followed the instructions and they wrote about the situation given “*Through her comic, the student was able to communicate the message and the story she wrote was easy to understand since the message was clear, that is, she was able to write about a boy who wanted to invite a girl to a trip, but an enemy destroyed their plans. That's why, the heroine saved the boy who was in danger*” (**Participant 2, written production 2**).

In addition, during the implementation of the comics' sequences, the pre-service teacher helped the students to write as accurately as possible by monitoring students' work when writing the drafting of each one to help them to correct the parts that were not clear "*I tried to correct students' mistakes for avoiding they get a bad grade later on as well as the message or what they wanted to communicate would be not understandable*" (**Participant observation 1**).

### ***Capacity to describe***

Bearing in mind students' level in 8th grade, they are A2, thus, Common European Framework of Reference for Languages CEFR states that (2001) "Students can write short, simple formulaic notes relating to matters in areas of immediate need" (p.83). That's the reason why students were asked to write short sentences or questions for describing the situations through a comic, that is to say, the familiar topics the pre-service teacher gave them to demonstrate their level when expressing their ideas and thoughts about the different issues. Nevertheless, at the beginning of the implementation of the project, students had difficulty to express properly their ideas, hence it was a challenge for them to begin writing immediately in English owing to the lack of vocabulary and that students did not bring a dictionary which caused students felt blocked since it was possible to notice "*Students used to write firstly the script in Spanish to translate it later on into English*" (**Participant observation 1**) but it was not the purpose of the project even if it was hard for them "*so I told them that the goal of writing this in class it was for my help*" (**Journal 1**).

In addition, throughout the project students achieved to convey their ideas, thoughts and feelings taking advantage of the teacher help since write a comic was a different strategy for them since "By using comic strips the students can put their ideas in written text and write them into a good organization" (Elya, 2015, p.45). "*it's easier for me to write two, three, four words*

than to write a paragraph" (**Interview, Participant 2**; "It was easy because since you know the vocabulary and since you know how to write it, it makes it easier" (**Interview, Participant 4**). Considering that a comic is just to write short sentences, it is better for students to write them instead of writing a long paragraph, which was an advantage for trainees who preferred it due to that they were capable to write in English that's why the use of this kind of strategy to foster students' writing production was a higher motivation tool to encourage students' writing achievement. *The student was able to write simple sentences in the present simple which described very well the situation given by the teacher. That was, to invite someone to a plan, but an enemy didn't allow this, that's why, the heroine had to solve this problem* (**written production 2, participant 2**)

### **Vocabulary**

When students are in A2 level it means they already have some basic words to use them when writing in English and put into sentences to give meaning to a situation, hence, according to CEFR (2001): "In A2 level students have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. As well as students have a sufficient vocabulary for the expression of basic communicative needs" (p.112). Nevertheless, initially students had difficulties related to it since they didn't know as many words as possible that's why they needed to bring dictionary to work on it, but not always they brought it which caused they felt blocked because of the lack of vocabulary, regardless, during the classes students might work with useful vocabulary to add them in their comics by means of flashcards and a memory game "In order for students to have an idea or to acquire useful vocabulary about strengths, powers, and adjectives to describe heroes; they had to work on an alphabet soup involving this vocabulary" (**Journal 1**); "students needed to be familiarized with new vocabulary to use in



*their comics, because of that I implemented a memory game in which students had to match an image and the correct form to say that word” (Journal 2), these activities were developed with the purpose that students learned new words in this language to address one of the specific objectives.*

The vocabulary taught was linked with each one of the comics’ topics, useful words they could use to describe the different situation for helping them to be enabled to write in English, *“Although students used the vocabulary taught, they don’t have enough vocabulary to use when describing a situation. Hence, to help them I wrote on the whiteboard the words they needed as well as some expressions or questions” (Participant observation 2).* However, it was a positive aspect because students were interested in looking for new words based on their interests.

Thanks to the implementation of games and flashcards for the development of this pedagogical project through the interview participants stated they learned a lot words they did not know before *“I learned new words because there were a lot I had no idea what they meant or what they expressed danger which means peligro, fly which means volar, sotano that is basement” (Interview, Participant 1); “a lot telekinesis telepathy basically the superpowers as well as regular and irregular verbs” (Interview, participant 2).*

### ***Grammar***

With regards to the grammar aspect at the A2 level and according to CEFR (2001) “Students use some simple structures correctly, but still systematically make basic mistakes” (p. 114). At that level, it is supposed that students could express their feelings and ideas in relation to familiar’s topics by writing short sentences bearing in mind the grammar learned throughout each one of the classes. However, it is important to highlight that A2 level is fairly basic because

students made a lot of mistakes concerning the syntactic part, in other words, the sentences structures “*With regards to the syntactic part, students don’t know the structure of the questions in the present simple since they forget the auxiliary and the place of it in the question*” (**Participant observation 1**). Hence, during the implementation of the pedagogical proposal, that is, the comic’s strips students had to write the comic script by using a particular issue.

The purpose of implementing the comic was for student to write about familiar topics that’s the reason why they were given a topic to use the grammar issues such as (the superlative adjectives and be going to), that’s why after working with these topics, students already knew how to form sentences in affirmative, negative and interrogative form, as well as the rules for using the superlative adjectives owing to this, students were enabled to use it in their comics. Nonetheless, through the participant observations carried out when implementing the project, “*I could realize that some students still doubt the conjugation of some verbs such as the verb to be, they have some serious mistakes concerning it*” (**Participant observation 1**) from there, students began to make basic mistakes with fundamental verbs like the verb to be, it was reflected while the pre-service teacher monitored her students’ work, she could notice students used to translate what they wrote in Spanish into English a big mistake as well as they used to write the exclamation and question mark at the beginning of a sentence like we used to write in Spanish, but not in this language, it was evidenced in most of the written productions. However, not everything they wrote was wrong also they used to write in an accurate manner the grammar topic taught inside the classroom. “*Even though the student used correctly the superlative form, she has some mistakes when creating an interrogative sentence because the auxiliary was missing, the order was wrong or the student had a confusion words (E.g. Hi, I know you? Instead of writing Hi, do I know you?)*” (**Written production 1, participant 1**); “*Moreover, the student*

*had a mistake when writing a question (you want to be my friend instead of do you want to be my friend?)” (Written production 1, participant 2)*

As time went by, the pre-service teacher noticed that students were improving their written production since some students didn't have many mistakes *“hence, once they finished they asked for help to revise what they wrote, so, those students who were focused on their work made fewer mistakes” (Journal 2). “The student did not have many mistakes. However, she omitted the last letter of the expression “be going to” for instance: We are goig to instead of we are going to, Do you want to eat in a some restaurant instead of Do you want to eat in a restaurant? Now, I am goin to destroy instead of I am going to destroy” (written production 2, participant 3).* So, owing to the implementation of the comics' strips to foster this skill, it was easier for students to link the topics learnt when writing their ideas into English since students claimed that *“Yes, well, I like English, but sometimes I didn't understand much, the comic helped me more to understand the words and to relate them more to the subject” (Interview, Participant 1).* Besides, another participant stated, *“Yes, because I hardly knew it instead with the comic I knew it more then I already handle the topics better” (Interview, Participant 4).*

### ***Coherence and cohesion***

According to CEFR (2011) “Students can link groups of words with simple connectors like ‘and’, ‘but’ and ‘because’”. Not only the coherence and cohesion is related to use connectors in the written productions to link the words, but also it must be linked with the meaning of what the student is trying to communicate or to make know to someone, that is, the viewer. Thus, in accordance with the topics they were asked, they might write a story which fulfilled these aspects.

Through the comics, students were capable of writing stories which followed a chronological order to present the situations by means of the drawings too, so, most of the comics were understandable because of the coherence and cohesion even when the pre-service did not teach any connector for students to use them, nevertheless, a positive aspect was that students looked for them for giving meaning to their stories. It was reflected in the students' written productions: *"The student was able to present and write a story through the comic in a logical order to present a well-organized story. Throughout her comic, the student used the following connectors but, and, of course"* (**First written production, participant 1**). Besides, it is evidenced too with another participant *"The story written by the student followed a chronological order in which the heroine met a boy and she introduced herself, hence, the student presented a logical fact. Throughout her comic, the student used some connectors such as and, because and but"* (**First written production, participant 2**). However, not in all the productions were possible to identify them, but this did not prevent to understand the stories *"The story presented by the student followed a chronological order so, it was easy to understand. For this comic, the student did not use any connector"* (**Third written production, participant 4**)

### **The influence of reading comprehension when writing in English.**

In the course of the implementation of this proposal, the reading comprehension played an important role since according to Taylor and Beach (1984) "reading improves learners expository writing and helps them construct organized and meaningful paragraphs as they go through reading new ideas, new vocabulary, and new language styles" (p.144). Consequently, it was crucial to implement two readings which were conversations before writing the comic strip, these conversations were linked to the main topics of each one of the comics, this to give an example for them to bear in mind when creating their own stories. That's why the use of

readings, it was a crucial tool for the development of the project since it had a positive impact in students' written production since the pre-service teacher could evidence it whilst she monitored students' work inside the classroom *"When monitoring their scripts, I noticed that some of them used phrases of reading perhaps they considered them useful to include them in their scripts"* (**Participant observation 1**), thus, the purpose of the reading was achieved since they were implemented for students to use the vocabulary found there or to bear in mind the structures of the grammar topics in affirmative, negative or interrogative as well as to use new expressions they did not know before.

Furthermore, the positive effect was reflected when the analysis of their comics was done, that's why the professor could relate the words, the expressions or similar expression they took from the conversation *"I could realize through this comic, that the student tried to use some words or expressions found in the conversation given previously in her comic, so the student wrote similar expressions (E.g. In the comic student found I don't know you so she wrote I know you; That's impossible and she wrote that's possible as well as the student used this expression found in the comic to express that she has more powers among others)"* (**First written production, participant 1**); another participant took some phrases too *"In this comic I found several expressions of the conversation presented previously because of that I could realize that the conversations are useful for students to write (E.g. Don't you know me?, Actually I don't know you and what powers do you have?)"* (**First written production, participant 3**)

Thus, it is important to present an example of what students have to write in order for helping them to have a model when writing in English or to help students to think about a similar situation of what they have been presented. Moreover, the participants realized that this strategy really worked and was really useful since through the interview they stated the following *"Yes,*

*because based on that I could take out another example or look what could we imagined with that to put it in our characters" (Interview, Participant 1) likewise another participant stated pretty much the same thing "Yes, because I could take out examples from the previous conversation to create mine" (Interview, Participant 4).*

### **The influence of an authentic tool "comic strip" in English class**

A comic strip is an authentic tool whose main purpose consists of amusing any kind of public because of its original stories by generating a positive impact on students' learning. Thus, it is defined as "a printed paper consisting of images and incorporated with the text. It is also categorized as one of the media of teaching in the classroom. In addition, comic strips are often regarded as interesting and motivating media" (Muhajirin, 2018, p.20). Hence, as students were not used to write in English as could be highlighted during the non-participant observations, through the implementation of comics, it was possible that students wrote in this language since they were given a topic, so, by using drawings with short sentences which meant it was a different way to learn English as stated one of the participants from the beginning of the project *"Yes, it would be fun and it would make more interesting in our English classes" (Participant 1, questionnaire 1)*. Since according to Navila et al. (2019) stipulates that the use of comic strip in the development of an English class enables the teacher to be creative using comics as an authentic strategy that makes the process of learning more interesting taking into account that this is fun and enjoyable. That's the reason why, it was not only about to learn English but also about to show their creativity when thinking, writing and drawing about the stories and the appropriate use of the images to understand the story. So, this tool enabled students to get out of the rut stated one of them *"Different, it is like getting out of the routine,*

*normally in class it is more about working with books and writing such a topic and with comics, you learn more and learn more to manage your vocabulary” (Interview, Participant 3).*

Therefore, this category is divided into three main sub-categories appropriate use of images, creativity, interest, and motivation.

### ***Appropriate use of images***

The purpose of the comic strip is to convey the situations given by means of drawings for helping the viewer to understand what the story is about because these pictures are the main features of the comic, hence, Lambeens & Pint (2015) states “Precisely because of this characteristic combination of text and image, the readers of comics are caught between the act of perceiving and the act of reading” (p.241). Consequently the drawing had to be linked with the main topic, so the drawings are the supplement of it.

Therefore, for this pedagogical proposal, students were required first all of to design their hero or heroine which would be the main character of the three stories, that’s the reason why students wanted to draw something nice, this was the chance for students to show their talents with this part of the project related to drawings during the participant observations it was possible to identify students interests’ and students engagement in drawing “*Some of the students have no problem with drawing because they like it” (Participant observation 1).* However, bearing in mind students interest in it and that the time was not enough to create something nice “*I decided that the creation of the comics, that is, the drawings they could develop this part at home more calmly to present a good comic” (Participant observation 1).* So, the successful of this decision was reflected in their comics since the interest in presenting a good drawing related to the topic was really noticed there “*For her last comic, the student decided to draw so her*

*drawings are consisted with the situation she chose. That's why the situation is understandable”*  
**(Third written production, Participant 1)** So, throughout this project the participants always tried that the story would be easy to understand by means of the drawings “ *The images used by the student in her comic represented the situation given since these enabled to understand the story”*  
**(Second written production, participant 2)**. So, the drawings in the comics are crucial to bring it to life to the story as stated one participant “*Yes, because the drawings express more the words...The drawings express the emotions of each word and it is easier to relate and learn it”*  
**(Interview, Participant 1)**

### ***Creativity***

Through this proposal, the students demonstrated their creativity when creating each one of the comics, so, Stokes (2006) states “creativity is what happens when an individual produces something that is novel as well as appropriate, generative or influential”. Thus, throughout the project students have proven their creativity not only in drawing but also in what they wrote, that is to say, the stories written by them since most of the stories were interesting, so, thanks to the implementation of this proposal, the comic helped students to develop their creativity through the imagination of the stories as well as to show their talents because learn English is not only about grammar since students could linked their talents with the use of English language to create something great in this case the comics strips. “*Yes I developed my creativity, because I have always love drawing since I was a child, I am really skilled at drawing. However, I had moved away from that and the comic made me draw again”* **(Interview, Participant 1)**.

Moreover, employing comics the students made a mix between the comics they have already read as well as the series they like to create their characters as long as they wanted to raise awareness that they created their heroes based on their life. “*Well, it was like imagination*



*because I remembered many comics that I had read before then it was like a combination of all comics" (Interview, Participant 4).*

### ***Motivation and interest***

According to Broussard and Garrison (2004) define motivation as “the attribute that moves us to do or not to do something” (p.106). Thus, it was crucial to motivate and generate interest for the project from the beginning in that way the teacher could achieve the main goal of the proposal as well as students could write in English. *“I told the students about the project, that is, about the comics they have to write that’s why to motivate learners I said that I will give a price to the best three comics that in order for them to submit a good comic” (Participant observation 1).* Hence, this was the motivation for students to write in this language because of the prizes bearing in mind they did not like English so much.

Considering the authentic material used to carry out the proposal such as games and images the pre-service teacher drew students’ attention to take part of the classes and to participate actively since they felt interested since according to Lee (1995) “these materials are generally considered more interesting by the students since they were not produced for educational purposes and related to daily problems and activities” (p.324). *“During the development of the memory game students were engaged and they enjoyed it, and I noticed that the activity was successful because some of the students who participated were students who very rarely participate” (Participant observation 2).* As time went by their motivation increased not only for the prizes but also because they wrote something they liked based on their interests or characters.

In addition at the end of the project, the teacher carried out the award for three best comics.

## **Conclusions**

The main purpose of this proposal was to foster the written production in 8th graders through the implementation of comic strip bearing in mind students did not write as much in English, hence, the findings have proven students were capable to write short sentences and stories based on their characters through a comic, they wrote three comics which mean the use of an authentic material in English classroom was a vital strategy for students to begin writing in this language by linking the topic with the grammar taught inside the classroom although they continue making mistakes it is due to the level they are. Moreover, to complement the written production skill some particular aspects were taken into account for ensuring the achievement of this skill such as accuracy, capacity to describe, grammar, coherence, and cohesion. In this sense, students could put their ideas with a real-life situation by using a comic. Besides the comic strip broke the routine of the class's development for students to do something different and having fun while learning English. With the implementation of comics strip in class the creativity played a major role since students showed their talents in drawing since some of the comics were colorful and well design so students were unable to create an eye-catching-comic for wining a price. That's why it is important to highlight that through this pedagogical project, students learned new vocabulary since for each of the comics new words were taught for using in the comics.

## **Suggestions**

The implementation of comics in an English classroom is a vital tool for students to learn English, however as a suggestion for the next study about it and to make it more interesting for students, it could be implemented this project but using the TICS considering that students love

technology and some schools have computers with internet for students learning in this sense this project could be more successful.

## **Chapter II: Research component**

### **The formation of reflective spirit in PLEX practice teachers, training tool to qualify pedagogical practice.**

#### **Introduction**

In the context of PLEX training, the training teachers' pedagogical practices are one of the interests and update focuses to study and document for the improvement of the teaching-learning processes, for the education qualification.

While there is a strong interest in the obvious need to understand and transform pedagogical practice, as well as that a large part of local studies especially focus on the learning problem rather than the teaching.

It has been deemed relevant to formulate a project which establishes a reflective approach to perform as a way to objectify knowledge, behaviors, and attitudes that leads the educational work; also as an internalization, immersion and conscious exploration exercise of the teacher's own subjectivity, through the formulation of questions and the search of information for problem solving and for self-awareness.

#### **Statement of the problem**

At school, the core aspects of the constitution of subjects are assumed, of institutional life unquestioningly, they are seen as imprints, stable and unchanging features that belong to the identity and school culture. When the events unfold without major alteration, the teacher runs the

risk to settle in logic of action which does not allow pedagogical evolution and the renewal of school culture. A practice lacking in reflection does not lead to the emergence of problematic situations; these realities are ignored, invisible. In this way, the pedagogical practice is assumed from reproductive codes that install the teachers in a traditional way of cultural reproduction becoming a barrier for the appearance of emerging practices intended to generate transformations of thought and knowledge, to meet the social needs.

Due to this situation, which affects teachers to a greater or lesser degrees, it is needed that the process of teacher training, fosters in the pre-service teacher, in the future teacher, a critical and reflective spirit that contributes to the improvement of their pedagogical practices, so that these, in turn, are essential elements that impact and transform their work and future professional performance.

In the case of the Degree of Foreign Languages of the University of Pamplona, the reflection is conceived as a fundamental exercise for students who perform their practicum, self-assess, install a critical and constructive look at their work in the teaching role. To start this study, the following guiding questions are asked:

- How does the implementation of reflection contribute to the transformation of the pedagogical processes of the development of integral practice?
- How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

### **Justification**

The design of this project in the foreign languages students' context integral Practicum is part of the professionalizing conception of the practice as a spearhead to enhance the educational

processes in the application centers where PRADO is executed. It is considered that giving importance to the reflection role in the teaching process is the first step to understand the difficulties of the profession, the own performances and to be interested in the knowledge of the models and approaches to face a problematic situation and establish an analytical look about the fact.

In line with what the education philosopher Jhon Dewey stated, a pioneer in the field of reflective thinking applied to the teaching, we justify the need for this project to provide students with tools for analysis and self-observation that allow them to distinguish between routine and reflective action. We believe that a reflective approach protects the actors from the traditional context of inertia and authority; that permeates the school.

### **Theoretical framework**

The theory about the teaching profession, reflection, the reflective and pedagogical practice, they all comprise the theoretical framework of the current study. To have greater clarity about the concepts covered, in close relation to this research project, we present an approach to each of them.

### **Teaching profession**

The teacher is one of the most important elements of each educational institution who has the function of imparting knowledge based on a science or art. But also he has the responsibility his students' comprehensive training.

Teaching demands the development of some skills that currently constitute a conceptualization and a way to operate in the planning and management of human resources regarding to facilitate a link between management, work and education. So that, each teacher has

to meet all the teaching competences that will allow him to dominate the set of knowledge and capacities on the target area. Since, the first intellectual requirement of an expert is the level on which he develops his activity. Similarly, each teacher has to possess some competences dealing with the organization of content. It means, the pedagogical practice demands not only to organize the content for being learned by the students but also provide teaching conditions inside or outside the educational context. The most important function that a teacher has to develop is to design and provide teaching practice.

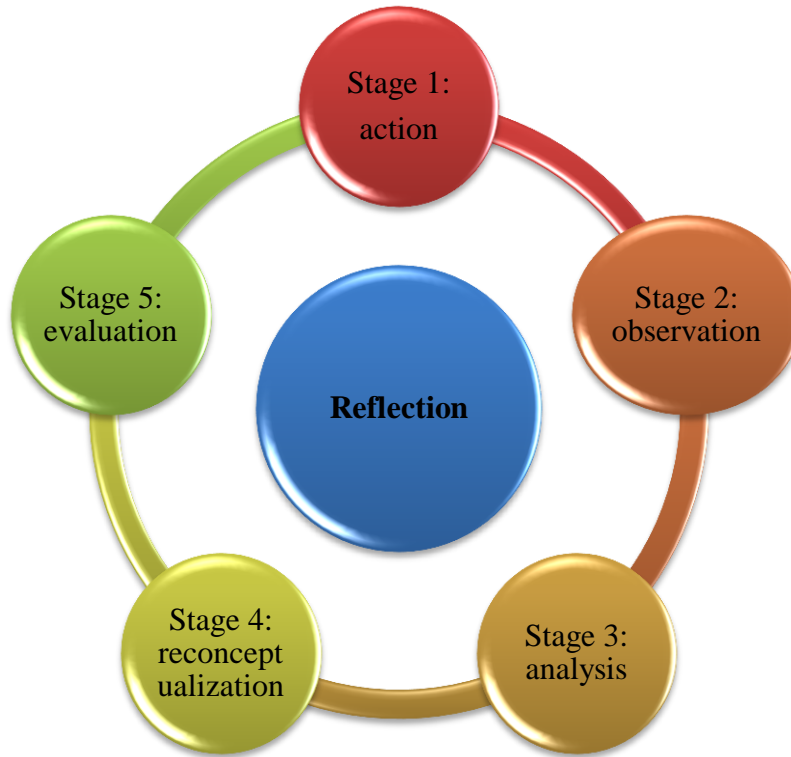
### **Reflection**

Talking about reflection implies to cover different conceptions about it. That is the reason why, to deepen into its definition, two aspects are going to be taken into consideration: *the reflection as a process*, and *the reflection as a theme* (Correa Molina et al, 2010).

#### ***Reflection as a process***

Reflecting is performed out a set of stages resulting in a cyclical process. According to Schön (1983) (cited by Correa Molina et al 2010) reflecting on the experiences which imply “un tipo de diálogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación”.

The stages of reflection as a process are shown in the following figure.



*Figure F. Stages of reflection*

### ***Reflection as theme***

The conception of reflection is based on a theme that is related to this concept. For this and taking as reference Grimmet et al (1999) (cited by Correa Molina et al, 2010), the reflection is based on three perspectives: reflection as an instrumental mediation of the action, reflection as a deliberation and reflection a reconstruction of the experience. Being for the two first perspectives, the external aspects, the source of knowledge which allows reflecting, and the contextual aspects what allow reflecting in the third perspective. At the same time, these perspectives have intermediaries so that this process can be held; at first instance is action, context, mates and the reflective person.

### ***Reflective practice***

To update and to qualify the academic proposals in the University and to orient the students towards new ways of dealing with the world, it becomes necessary that the teachers question about their own practice and the repercussion it has generated; being capable of objectifying their behavior, and of assuming the different roles in the pedagogical relationship.

Teachers take a central role in the educational modern world; they act in a complex context submitted to a constant change determined by the interaction of diverse factors and conditions. Teaching profession requires that: “Teachers develop their professional knowledge concerning the changing circumstances” (Ebutt & Elliot, 1986). In this context, the biggest difficulty when teaching is that the classroom demands a particular solution addressed to the comprehension and social interaction.

The necessity of articulating the changing social reality to our pedagogical work, it is evidenced in the existence of several efforts for trying to explain several scholar phenomena and the search of ways to do effective the scholar work.

This study will serve the participating pre-service teachers to reflect on their methodological processes in the light of reflection as the only rational and ethical mode of intervention (Sacristán 1999).

According to Van Manen (1997) there are different levels of reflexivity, at the first level in the classroom gives effective application of skills and technical knowledge. The reflection is applied to the appropriate selection and use of the didactic strategies that the teacher will use.

In the second level, the reflection is on the implicit assumptions in the specific practice of the classroom. Consequences of the chosen strategies, curriculum and practices are analyzed.



The application of several educational criteria to the learning practice is opted, so that it can be possible to make pedagogical decisions adapted to the institutional reality and the contexts.

In the third level, Van Manen establishes an exercise of critical reflection. In this level, it is done the most elaborated reflection, including ethical and normative criteria, directly or indirectly related to the classroom.

### **Pedagogical practicum**

For the analysis and reflection on the practice, it is considered appropriate to resort methodologically to a conceptual operation of classification of the practicum; for that purpose, it is assumed the Zeichner's proposal who has established several modalities of practicum as follows:

#### ***Academic practicum***

It is aimed at preparing teachers who are able of reflecting on the courses they teach, so that they transform it into understandable structures for students.

#### ***Social efficiency practicum***

It comes to achieving effective teaching through the application of didactic techniques that emerge from general principles to which pedagogical research has reached. In this case, the reflection consists of a strategic decision: «to select among the range of available techniques what is considered most effective».

This is the way of proceeding from technical rationality.

#### ***Development***

Teaching is based on the interests and development of students, and, at the same time, it considers the development of the teacher as a teacher and as a person.

### ***Social reconstruction***

Reflecting objective is social, economic, and political context that promotes real democratic relations in the classroom, as well as equal and fair in social field.

### ***Generic***

Programs mention to the reflection in a generic way, but with no specifications about the pretensions of the programs or contents on which it is necessary to reflect, neither the strategies to foster the reflective learning.

### ***Reflection triggers***

According to Schulman (1987) these triggers are the cognitive teachers' foundations about the classroom life; they are essential because they constitute the element of reflective thinking that contributes in the process of own knowledge that a great teacher needs to make decisions in the classroom.

### ***Critical element on reflective thinking***

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" (Sparks-Langer and Colton, 1991). The interest in social justice and ethics in education. These authors established classification categories of knowledge.

1. Knowledge of content
2. General pedagogical knowledge
3. Curricular knowledge (programs, materials etc.)
4. Teacher knowledge and professional configuration

5. Students' knowledge and their characteristics
6. Knowledge of educational context
7. The knowledge of fundamentals: philosophical, historical and axiological

According to Spark-Langer and Colton the narrative element, is another element of reflective thinking that is included in the current study as an instrument. This element relates to teachers' narratives, to encourage stories of their experiences in the classroom that are presented in many forms and achieve diverse functions in the subjectivity, and in the constitution of subjectivity. In this component are placed the teachers' journals in which writing triggers the elaboration of the teacher's reflective thought, about their experiences of practice, objective and subjective and inter-subjective.

### **Methodology**

The methodological strategy proposed has as central focus the ongoing reflection that additionally contemplates the holding of meetings to strengthen of the collectiveness of practicum students as an initial space to address the educational and professional problematic. The principles of organization are autonomy, planning and self-observation. To revise the incidence of the reflective proposal about this practicum process, it will be carried out a process of socialization and systematization of itself.

This study belongs to qualitative research approach, from the perspective of reflection as vocational space that will contribute to a large extent the description, identification and analysis of the own pedagogical practicum. For data collection in this project, it is proposed to implement the following instruments:

### **Reflection workshops**

The reflection workshops have the main purpose of guiding the reflection process of the student-practitioners, but at the same time of socializing and sharing experiences of their work to enrich their process and insert new tools to transform their pedagogical practices.

#### ***Objectives***

- To consolidate a collectiveness of pre-service teachers with a critical spirit that reflects and proposes alternatives of solution face to the educational problematic of their pedagogical practicum.
- To socialize criteria, share ideas and directives to assume their pedagogical practicum.
- To qualify, facilitate and be set in an effective way to the school.

### **Self-observation sheet**

The self-observation sheet has as main objective to guide the pre-service teachers towards an own view of their performance as teachers and their role in the classroom and in the environment of the educational community to which they belong. Hence, the pre-service teacher carried out four self-observation sheet throughout her practicum (**Appendix I**).

### **Narrative**

The reflection exercise will allow students to express themselves about their work from based on the narrative of their experience as a way to provide meaning to the teacher's everyday life. That's why the pre-service teacher wrote 9 narratives (**Appendix J**).

## Class recording

Having evidence of the students practitioners' performances in the classroom allows teacher-students to reflect upon different aspects in the foreign languages teaching/learning process that may have been taken into account or not by the pre-service teacher in his reflection process.

These recordings allowed having an external and constructive view of their pedagogical practices the pre-service teacher just recorded one class (**Appendix K**).

## Timetable to implement the instruments

*Table 7 Research component instruments' implementation*

Instruments	Week 1	Week 2	Week 3	Holiday week	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Narratives											
Reflective workshops											
Class recording											
Self-observation card											

## Conclusions

Through the enforcement of the instruments for this component, they allowed the pre-service teacher throughout her practicum process to enhance it to ensure that this was successful thereby; every single instrument was handy through the narratives, the teacher wrote fundamental aspects about the class' development for instance how she introduced a topic (using a game, flashcards or a poster), if it works or not, how she explained the new topics, how was students' behavior inside the classroom all these aspect to bear in mind for the next classes

depended on whether they worked, moreover they were useful due that if teacher forgot to explain something or she didn't explain correctly an activity, she wrote It in the narratives in order for the teacher to improve these aspects with the other groups since the teacher needs to improve her teaching practicum by implementing strategies that help her students to have a greater understanding about the different topics.

Furthermore, by means of the self-observation card it was handy because the teacher could realize how she planed the classes based on students' needs and level considering what students were able to do according to the level, that's why the planning was useful for the teacher for guiding each one the classes and to implement the activities to carry out such as mechanization, listening exercises as well as games involving the topics to achieve the objectives proposed by her. Moreover, it made possible to identify how worked the atmosphere in the classroom, that is, the relationship between teacher-student, thus, students could always take part of the class as long as they were respectful with their classmates and the teacher and how to control students behavior by implementing strategies such as remain in silence for a while or to mention this (hocus focus, everybody focus).

In addition, the class recording and the reflective workshops allowed the pre-service teacher to analyze the role of another pre-service teacher, by identifying how is the interaction with her students, how the teacher developed her class or by listening to their experiences in the classroom and the types of strategies they used to implement them too.

How dos the implementation of reflection and critical analysis of the practicum process contributes to the transformation of it?

The most important of this component dealt with the reflection of the professor throughout the practicum process to enhance it, thus, it was vital to analyze the classes developed to identify strengths and weaknesses to improve the teacher role not only in the practicum but also in the future, thereby, several reflections took place about how the teacher could improve her role, that's why when writing the narratives, the teacher wrote about the positive and the negative aspects to enhance in a near future. About the pedagogical activities carried out in the classroom, that is, if these were useful or not. That's why; the reflections enabled to transform the teaching practicum considering that the teacher had to look for the appropriate strategies to apply in the classroom for the class management or strategies linked to the activities developed. For example, bearing in mind that some strategies didn't work, it was crucial to look for more strategies to help students to learn, to understand. In this sense, the pre-service teacher was improving her role because she wanted the best for students and she needed students to have a meaningful learning process. Likewise, in the future, those reflections made thought the practicum process will help the teacher to continue improving in other high schools.

### **Chapter III: Outreach component**

#### **English language awareness at primary schools in the city of Pamplona through the use of ludic activities**

##### **Introduction**

Taking part in global policies in the academic, cultural and economic fields inspired the Colombian National Government to foster the learning of foreign languages in the different educational country's sectors, so that citizens have the opportunity to participate in cultural

exchanges which enable them to access to more equitable conditions facing the personal and social development of the country.

Aim at fostering English language learning in Colombia, and making Colombians more competitive citizens, the “Ministerio de la Educación Nacional” launched its bilingual policy in 2004 which principal goal is: “to have citizens able to communicate in English, with internationally comparable standards to be inserted in the universal communication process of the country, in the global economic and cultural openness”. That is how, the MEN has been implementing a great variety of strategies at different educational levels with a view to accomplish this goal, a clear example of this is the creation of the English quality standards for basic and secondary education, the definition of a solid and coherent evaluation system and the description, and 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 nation-wide evaluations are not gratifying at all.

The Colombian University of Pamplona, in its status as a public institution, trainer of trainers and more specifically the Master’s Degree in Foreign Languages English- French, has been closed with the reality that is facing the primary school of the city of Pamplona with regard



to the National Bilingualism Policy; many of the educational institutions of this city does not have an English teacher to meet the primary school teaching needs.

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 “la presentación” 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 government policies identify the problematic, however, the institutions’ emphasis is not filled with the normativity, there is a need effective support, for the concrete case, trainers in the foreign language field, the exams results, tests, and students’ results agree with most educated Colombian proposals.

### **Justification**

The learning and acquisition of a foreign language, allow us to be at the forefront of our own needs that the world demands today. That is why this process is necessary to implement and work it since the beginning of the children school enrolment so that at the end of their basic education cycle they have foundations that allow them to continue their learning in high school, vocational and higher education, so that more people are 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 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 to a great extent and in a mutual way both the institutions and the student population of the city of Pamplona, as well as the Foreign Language and the students who develop their practicum. This benefit serves in the possibility for primary school children to have contact with the foreign language and in students who complete their university training process in order for them to know the environmental educational realities and needs and thus they can contribute, intervening in processes that impact on these needs improvement.

## **Objectives**

### ***General objectives***

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

- To teach English to the students in primary schools in Pamplona city.
- To integrate the role of the foreign languages degree English and French students

with the educational reality of teaching English in primary schools in Pamplona city.

### ***Specific objectives***

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

- Familiarizing children from primary schools in Pamplona with the essential foundations in English
- Engaging students from the foreign languages program English and French in the teaching English processes in primary schools in Pamplona city.

- Articulating the students from the foreign languages program English and French with the outreach projects proposed by the social interaction sector of the University of Pamplona.

### **Literature review**

It is divided into one category, that is, the role of ludic activities in the teaching-learning process of English.

#### **The role of ludic activities in the teaching-learning process of English**

In teaching English as a second language, ludic activities can be used to produce more meaningful learning in students and thus stimulate their creativity through several activities, hence encouraging more enjoyable learning.

In addition, according to Reyes (cited in Ballesteros, 2014)

The concept of ludic is as broad as it is complex, since it refers to the need of the human being, to communicate, to feel, to express and to produce in humans a series of emotions oriented towards entertainment, fun, recreation, that leads us to enjoy, laugh and even cry in a true source of emotion. (p. 26)

Therefore, ludic during the teaching-learning process encourages students to enjoy the process, so that they can communicate and express themselves in the foreign language.

### **Methodology**

Bearing in mind that at “La Presentación” primary school doesn’t have a teacher devoted just to teach English as well as students have just once a week this fundamental subject. That’s the reason why the pre-service teacher will implement the use of ludic activities as the methodology to guide this component to make fun the process of learning English and children can enjoy it to achieve a higher level of English. “Students are not supposed to fill in notebooks

but they need to learn and deepen in their learning process, this is where didactic methods could improve students learning process” (Camelo, 2017, p.11). That’s why it will allow learners to enjoy while learning by means of flashcards, songs, and games and so on in order to catch students’ attention during the development of the classes.

## **Materials**

### ***Flashcards***

Flash cards are useful for drilling new letters, syllables, words, and other information. They are normally used in a classroom, but can also be used more informally. A flashcard or flash card is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. Flash cards can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a question and answer format. Flash cards are widely used as a learning drill to aid memorization by way of spaced repetition (Komachali & Khodareza, 2012, p.137).

### ***Songs***

To recap, songs and rhymes are essential in young learners’ classroom for a number of reasons. They are children’s favorite language activities which contain repetitive language and set phrases. They develop listening comprehension, they teach pronunciation, intonation and stress in a natural way, and teach vocabulary and language structures of the song. (Delibegovic Dzanic & Pejic, 2016, p.42)

### ***Games***

“Games are highly motivating since they are 5 amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation” (Moayad, 2012. p.5).

### Pre-service teacher schedule

To carry out the proposal of implementing dynamic activities in primary school the pre-service teacher will work with fourth grade students.

*Table 8 Pre-service teacher primary schedule*

	Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1	7:10- 8:00 am				4°C	
2	8:00 – 9:10 am				4°A	
3	9:10 – 10:00 am				4°B	
	10:00 – 10:30 am			<b>BREAK</b>		
4	10:30 – 11:20 am					
5	11:20-12:00 pm					

*Table 9 Timetable of the outreach component*

WEEK	TOPIC
1	Fruits (what fruit do you like?)
2	Vegetables
3	Emotions using the verb to be
4	Vocabulary about food and drinks
5	Possessive adjectives
6	Telling the hour
7	Review of the topics

### Conclusions

For the development of every class, the pre-service teacher implemented the use of flashcards bearing in mind that they are useful when teaching new vocabulary

Flash cards are useful for drilling new letters, syllables, words, and other information.

They are normally used in a classroom, but can also be used more informally. A flashcard or flash card is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. Flash cards can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a question and answer format. Flash cards are widely used as a learning drill to aid memorization by way of spaced repetition. (Komachali & Khodareza, 2012, p.137)

Considering, that the population were children, it was fundamental to bring material that catch their attention because of that the use of flashcards since there are some students that learn best by means of images, that's why to introduce the vocabulary I taught in the classes, I brought different types of flashcards, for instance: when teaching the fruits, I brought just the image of the fruits, when teaching the vegetables I decided to write the name of the vegetable below the image and so on with the others.

Besides, in some classes, I introduced the topic with a song in order for students to identify keywords. Unfortunately, not all classes are possible to use it owing to the time that is not enough.

To recap, songs and rhymes are essential in young learners' classroom for a number of reasons. They are children's favorite language activities which contain repetitive language and set phrases. They develop listening comprehension, they teach pronunciation, intonation and stress in a natural way, and teach vocabulary and language structures of the song. (Delibegovic Dzanic & Pejic, 2016, p.42)

The importance of using song in class consist that students are able to learn correct pronunciation and they begin to develop their listening skill being one of the most complexes, so, just in one class I used it to introduce the topic of the fruits, so after listening to the song, the students were able to identify some of the fruits that the teacher would teach that day. Moreover, students enjoyed listening to the song.

Besides, I have implemented the use of games in order for students for having fun when learning a foreign language, that is, English. “Games are highly motivating since they are 5 amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation” (Moayad, 2012. p.5).

I just implemented one game, which was, hangman, where the students had to give words to guess a word, but the most challenging in this game was that students did not know the alphabet in English, owing to this they began to mention words in Spanish, however every time they mentioned a letter I repeat it in English, after several attempts students were able to mention some letters in English and they could guess the different vegetables.

As well, to complement the teaching process, I brought pedagogical worksheets based on the different topics to develop in class or in some groups as homework to give students a grade of the topics.

Moreover, for the topic “telling the hour” students liked realia because for this topic I brought a clock to catch their attention, thus, the pre-service teacher could move its hands to form the hour and students could say orally the expressions I taught them.

**In which way to fill this need contributed to the pedagogical practice?**

This experience in primary school was useful. However, it is crucial to have a lot of creativity when creating students' activities and to choose the games to use throughout the class because young learners liked to have fun while learning, nevertheless the pre-service teacher did her best to teach the topics in a funny way. That's why the experience of teaching in a primary school in fourth grade was completely different from high school because young learners are more motivated to learn a new language because of their age, that's why as a pre-service teacher, this experience will help me in the future when teaching again in primary because I will have some experience, and I will know with methodology use such as flashcards for instance since there are some students who best learn vocabulary through images and not in the traditional form, that is, to write a list of words with their meaning on the whiteboard. Moreover, considering the experience of flashcards in primary, I decided to implement it too in high school and it functioned perfectly since it allowed students to easily remember the words. So, the implementation of this strategy has been useful. Besides, taking into account that the population, that was, children, it was crucial to develop worksheets that contain mechanization exercises for a meaningful understanding. Thus, it depends on the way the teacher funnily develops a class to motivate the students to learn because like they are children, they see me as guide and a model. Nonetheless, it is important to mention that just one hour per week is not enough for students to learn English since they need more time to practice and mechanize a new topic.

The evidences of this component are in the **(Appendix L)**



## **Chapter IV: Administrative component**

### **Introduction**

Since the time the pre-service teacher gets in the educational institution, that is, “La Presentación” high school, immediately she becomes one more member of the institution what it means that is crucial to be involved in each one of the extra-curricular activities the high school proposes out of the classroom. Thus, she should be actively engaged in the aforementioned independently if those are not related to the English language by demonstrating empathy and interest when participating in these events.

The extra-curricular activities are presented in all high school, activities such as cultural, religious and academic events to commemorate special dates in which the students can participate demonstrating their talents outside of a classroom.

### **Objectives**

#### **General objective**

- To take part of the events proposed by “La Presentación” high school.

#### **Specific objectives**

- To cooperate with student’s discipline during the development of the events.
- To contribute with the events organization.

### **Methodology**

For the development of this component, the pre-service teacher must have the willingness and responsibility to actively attend the events proposed by the educational community while she

becomes part of it during her process of practicum. These kinds of activities allow having a self of belonging.

**Table 10 Timetable of the extra-curricular activities**

<b>Date</b>	<b>Extra-curricular activities</b>
<b>SEPTEMBER 19<sup>TH</sup></b>	Celebration of the day of friendship
<b>OCTOBER 3<sup>RD</sup></b>	Flag-raising eight grade
<b>OCTOBER 22<sup>ND</sup></b>	Congregational moment
<b>OCTOBER 29<sup>TH</sup></b>	Flag-raising seventh grade
<b>NOVEMBER 5-15<sup>TH</sup></b>	Christmas novena
<b>NOVEMBER 15<sup>TH</sup></b>	Symbol delivery
<b>NOVEMBER 21<sup>ST</sup></b>	Flag-raising sixth grade Congregational moment 6 <sup>th</sup> grade Presentation's party of the Virgin Maria
<b>NOVEMBER 26<sup>TH</sup></b>	Graduation 9 <sup>th</sup> grade students

### **Extra-curricular activities**

#### **Celebration of the day of friendship**

The first extra-curricular activity in which I participated was the Celebration of the day of friendship on Thursday, September 19th, 2019, that day was my first classes in primary, hence, one of the groups (4<sup>o</sup>c) invited me to take part of their celebration, for this celebration students could bring cookies, soda, popcorn among others to share it with their classmates. However, I only attended as an attendee because I didn't carry anything, but the students shared with me what they brought. Through this celebration, I learned that it is important to value friendship

since the children are young as well as to share with all the classmates because the teacher encouraged students to share what they bring even with the classmates who are not their friends in such manner in the future students won't be envious.



*Figure G Celebration of the friendship*

### **Congregational moment**

The second activity in which I participated was the congregational moment (on Tuesday, October 22nd, 2019) which is celebrated every month, so, to the purpose of this activity consists of remembering the model of the institution, that is, Marie Poussepin. Thus, the topic for this month was Marie Poussepin and young people, so, the coordinator read some bible passages based on that topic, to remind students that young people easily get swayed by fashions because of that students must have the orientation fo someone to avoid any kind of temptation. Moreover, considering that previously the high school was guided by sisters, the principal requested the presence of one of them, that's why that day the sister Socorro arrived to help in the pastoral committee.

On the other hand, that day an English teacher was pleased because of her labor of encouraging students to present the TOELF Junior as well as to participate in a virtual song festival in which a student of tenth grade won the festival.

Through this activity, I realized that it is fundamental to raise awareness about the fundamental figures which guide the school in order for students to follow in her footsteps.



*Figure H Congregational moment*

### **Birthday 15 of the band show**

This was an especial moment for the school since the band show celebrated 15 years of foundation owing to this, the teachers in charge of the band organized an event to recognize the members of it as well as to recognize all teachers who help to keep on walking the band, that's why there were special guest such as the drums major of each class. My role in this event was to help teacher to control students' behavior during the development of it.



*Figure I Birthday of the band*

### **Flag-raising seventh grade**

The main topic for this flag-raising was the birthday of Pamplona city, that's why the students wanted to present to the whole community by means of a video a brief review about the city in which they talked about the most famous places of Pamplona (museums and churches).



*Figure J Flag-raising 7th*

### **Christmas novena**

Bearing in mind that la Presentación high school is catholic, each day a grade was in charge of the novena as well as the administrative and not full professors. However, not every day the whole school attended the novena just the grade in charge in some cases the whole school went to the theatre, there students and teacher sang carols and prayed. Moreover, I helped teacher to control students' discipline.



*Figure K Christmas novena*

## **Symbol delivery**

This event was in charge of tenth and eleventh grade, in which students of eleventh grade delivered the main symbols, that is, the Colombian, the north Of Santander, the school and the sport flag as well as the anthem among others to tenth graders. In addition, for this event I was just an assistant since at that time I was not in charge of any group.



*Figure L Symbol delivery*

## **Conclusions**

All in all, to be engaged in this kind of activities made me felt almost as an equal member as the other teachers. Besides, these activities reflected the most significant moments of the high school which allowed me to know more about the school because some events were related to the founders as well as other celebrations that were quite important that's why I was able to learn more about the institution in which I carried out my practicum stage to expand my knowledge about issues I was not supposed to learn.

## References

- Afrin, S. (2016). Writing Problems of Non-English Major Undergraduate Students in Bangladesh: An Observation. *Open Journal of Social Sciences*, 4 (3), 104-115. doi: 10.4236/jss.2016.43016
- Annum, G. (2018). *Research instruments for data collection*. Recover from [https://www.academia.edu/36865594/RESEARCH\\_INSTRUMENTS\\_FOR\\_DATA\\_COLLECTION](https://www.academia.edu/36865594/RESEARCH_INSTRUMENTS_FOR_DATA_COLLECTION)
- Aubert-Lotarsky, A. (2007). Le questionnaire. Études et conseils : démarches et outils. <http://www.esen.education.fr/conseils/recueil-de-donnees/operations/construction-des-outils-de-recueil/questionnaire/?pdfV=1&pdfVersion=1&cHash=4cd5d22ba9>
- Barbosa Da Silva, A., Tavares Dos Santos, G., and Kruta De Araujo. (2017). The Comics As Teaching Strategy In Learning Of Students In An Undergraduate Management Program. RAM. Revista de Administração Mackenzie, 18(1), 40-65. doi: 10.1590/1678-69712017
- Ballesteros, S. A. (2014). *Uso de actividades lúdicas en la enseñanza del inglés*. Universidad de Valladolid, Soria
- Bilash, O.(2009). Written Production (Writing) in the SL Classroom [Blog post]. Recover from <https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/writing.html>
- British Council. (2015). *English in Colombia: An examination of policy, perceptions and influencing factors*. Recover from [http://obiret-iesalc.udg.mx/sites/default/files/publicaciones/45.\\_english\\_in\\_colombia\\_-\\_british\\_council.pdf](http://obiret-iesalc.udg.mx/sites/default/files/publicaciones/45._english_in_colombia_-_british_council.pdf)

Broke, N. (2013). Comic strip project. [power point slides]. Retrieved on September 19<sup>th</sup>, 2019  
<https://es.slideshare.net/bthemuck/comic-techniques>

Broussard, S. C., & Garrison, M. E. B. (2004). The relationship between classroom motivation and academic achievement in elementary school-aged children. *Family and Consumer Sciences Research Journal*, 33(2), 106–120.

Camelo, J. (2017). *Learning english with a didactic strategy in elementary school at Gimnasio Nuevos Andes School in Bogota, Colombia*. (Monograph). Universidad Nacional Abierta y a Distancia Colombia

Cholewinski, M. (2009). An Introduction to constructivism and authentic activity. *Journal of the School of Contemporary International Studies Nagoya University of Foreign Studies*, 5, 283-316.

Creswell, J. (2002). *Educational research planning, conducting and evaluating quantitative and qualitative research*. University of Nebraska–Lincoln: Pearson.

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Cropley, A. J. (2019). *Qualitative research methods: A practice-oriented introduction for students of psychology and education*. Riga, Latvia: Zinātne. (open access – doi: 10.13140/RG.2.1.3095.6888)

Common European Framework of Reference for Languages. (2001). Cambridge University Press. Recover from <https://rm.coe.int/1680459f97>



Coron, N. (July 28th, 2015). The 8-step guide to creating and publishing your own comic book. [weblog]. Retrieved from <https://www.creativebloq.com/comics/guide-create-publish-comic-book-71515975>

Correa Molina, E, et al. *Concept de réflexion: un regard critique*. In <http://numerica.uqam.ca/sites/default/files/livres/1002160ar.pdf>

Delibegovic Dzanic, N., Pejic, A. (2016). The Effect of Using Songs On Young Learners and Their Motivation for Learning English. *NETSOL: New Trends in Social and Liberal Sciences, 1*. 40-54. doi: 10.24819/netsol2016.8.

Dewana, E. (2016). *The Use Of Comic Strips To Improve Students' Skills In Writing Recount Text*. (Graduating paper). State Institute For Islamic Studies (Iain) Of Salatiga

Diez, V. Á. (2010). El inglés mejor a edades tempranas. *Pedagogía Magna* , 251-256.

Domingo, Angels. *Niveles de reflexividad sobre la práctica docente*. Niveles, Activadores y Pautas

Education First EPI. (2019). *El ranking mundial más grande según su dominio del inglés* (8th edition ) . Retrieved from: <https://www.ef.com.co/epi/>

Education Help. (2016, April 1<sup>st</sup> ).*What are the Different Stages of Writing Process* [weblog]. Recover from [https://medium.com/@english\\_grammar/what-are-the-different-stages-of-writing-process-e4c9defecba4](https://medium.com/@english_grammar/what-are-the-different-stages-of-writing-process-e4c9defecba4)

Eliya, K. (2015). *Improving students' skills of writing short version of narrative texts by using comic strips for the eleventh grade of science class of man yogyakarta ii in the academic year of 2012/2013*(Thesis). YOGYAKARTA STATE UNIVERSITY

- Elliot, Jhon. *La investigación-acción en educación*. Ediciones Morata.
- Garcia, M., Segura, J., and Zamora, M. (1994). *La lengua inglesa en la educación primaria*. Malaga, Aljibe: G. Aljibe ediciones
- Hatch, J-A. (2002). Doing qualitative research in education settings. University of N.Y Press. Pp 147-210
- Hymes, D. H. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics: Selected readings* (pp. 269-293). Harmondsworth, UK: Penguin.
- Lee, Y. W. (1995). Authenticity revisited: Text authenticity and learner authenticity. *ELT Journal*, 49 (4), 323-328
- Kawulich, B. B. (2005, May). Participant observation as a data collection method. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 6(2), 56 – 60.
- Komachali, M., Khodareza, M. (2012). The Effect of Using Vocabulary Flash Card on Iranian Pre-University Students' Vocabulary Knowledge. *International Education Studies*, 5(4), 134-147. doi: 10.5539/ies.v5n3p134
- Kunzle, D. (2007). *Father of the comic strip: Rodolphe Töpffer*. Univ. Press of Mississippi.
- Lambeens, T., & Pint, K. (2015). The Interaction of Image and Text In Modern Comics. In Lardinois A., Levie S., Hoeken H., & Lüthy C. (Eds.), *Texts, Transmissions, Receptions: Modern Approaches to Narratives* (pp. 240-256). LEIDEN; BOSTON: Brill. Retrieved from <http://www.jstor.org/stable/10.1163/j.ctt1w76wgh.17>

- Mathers, N., Fox, N., and Hunn, A. (1998). Trent Focus for Research and Development in Primary Health Care: Using Interviews in a Research Project. Trent Focus
- Mlane. (2008). The writing process. Retrieved from <https://www.rcampus.com/rubricshowc.cfm?code=W357B7&sp=true&nocache=1568763120845>
- Manaj, L. (2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *European Journal of Language and Literature Studies*, 1(1), 29-31.
- Medina, S. (2008). A Guide to Teaching Reading Explained Using a Lesson About Coffee. *The internet TESL Journal*, 14(6).
- Moayad, M. (2012). The Effect of Using Educational Games on the Students' Achievement in English Language for the Primary Stage. Amman –Jordan
- Myles, J. (2002). Second language writing and research: The writing process and error analysis in student texts. *Tesl-Ej*, 6(2), 1-20.
- Muhajirin, M. (2018). *The use of comic strips to increase students writing ability in narrative text outline at the eight grade students of mts. al-arif gempol.(Thesis)*. Universitas Muhammadiyah Sidoarjo, Indonesia.
- Navila, A., Komala, A. Yuliviani, D. (2019). The Use of Comic Strip to Improve Students' Reading Comprehension Skill in Narrative Text. *Academia.edu*. Recover from:[https://www.academia.edu/38574577/The\\_Use\\_of\\_Comic\\_Strip\\_to\\_Improve\\_Students.docx](https://www.academia.edu/38574577/The_Use_of_Comic_Strip_to_Improve_Students.docx)

- Nishanthi, R. (2018). Important of learning English in today world. *International Journal of Trend in Scientific Research and Development*. (3) 1, 871-874. doi: 10.31142/ijtsrd19061
- Nunan, D. (2003). *Practical English Language Teaching*. Singapore: McGraw-Hill/Contemporary.
- Oostendorp, V., & Goldman, S. (1998). *The Construction of Mental Representations during Reading*. Psychology Press.
- RAND Reading Study Group. (2002). *Reading for under-standing: Toward a research and development program in reading comprehension*. Santa Monica, CA: Office of Education Research and Improvement.
- Royer, C.,Guillemette, F., Moreau, J. (2002). L'instrumentation dans la collecté de données. *Recherches qualitatives – hors série – numéro 2*.
- Rokhayani, A. & Perwikasih, A. (2014). The Use Of Comic Strips As An English Teaching Media For Junior High School Students. *LANGUAGE CIRCLE Journal Of Language And Literature*, 8(2), 143-149.
- Sacristán, Gimeno J. (1998). *El curriculum. Una reflexión sobre la practica*. Madrid. Editorial Morata.
- Shameem, A. (2017). Authentic ELT Materials in the Language Classroom: An Overview. *Journal of Applied Linguistics and Language Research*, 4. 181-202
- Sparks-Langer, G & Colton A. *Synthesis of research on teachers' reflective thinking en* [http://www.ascd.com/ASCD/pdf/journals/ed\\_lead/el\\_199103\\_sparks-langer.pdf](http://www.ascd.com/ASCD/pdf/journals/ed_lead/el_199103_sparks-langer.pdf)
- Srivastava, s. (2014). Accuracy vs fluency in english classroom. *New man international journal of multidisciplinary studies*.1(4). 55-58.

Stokes, Patricia D.(2006) *Creativity From Constraints: the Psychology of Breakthrough*. New York: Springer Pub., 2006. Print.

Taylor, B.M. and Beach, R.W. (1984). The effects of Text Structure Instruction on Middle-Grade Students" Comprehension and Production of Expository Text. *Reading Research Quarterly*, 19, 134-145.

Van Manen, M. (1977) Linking ways of knowing with ways of being practical. *Curriculum Inquiry*, vol.6, n.3.

Zeichner, M. *El maestro como profesional reflexivo*. en <http://www.practicareflexiva.pro/wp-content/uploads/2012/04/Org-El-maestro-como-profesional-reflexivo-de-Kenneth-M.-Zeichner..pdf>

## Appendix

### AppendixA: Participant observation

#### PARTICIPANT OBERVATIONS

Green: First participant observation.

Red : Second participant observation.

ITEMS TO OBSERVE	OBSERVED
<b>STUDENTS' MOTIVATION</b>	<p>With regards with this item, the previous week, I told the students about the project, that is, about the comics they have to write that's why to motivate learners I said that I will give a price to the best three comics that in order for them to submit a good comic. Nonetheless, they already wanted to know which the prizes will be; perhaps if they should strive or not. So, owing to this situation I don't know if I should mention what the prizes will be to maintain students' motivation during the development of the project. Moreover, for one of the participants I could realize that her motivation to write was her favorite character of a famous series, that's why she chose the main character as her heroine.</p> <p>The motivation for students to write is the competence that exists because at the end will be a prize for three people because of their creativity and capacity to write in English. Moreover, students felt motivated when I told them that they had another chance to present again the first comic with the respective corrections in order to enhance the grade since the objective is to foster the written production that's why student need to feel motivate when obtaining good grades.</p>
<b>STUDENTS' INTEREST TO WRITE THE COMIC</b>	<p>At the beginning of the implementation the project, that is, in the pre-reading activity, most of the students wanted to participate by mentioning the powers they looked for as homework, so, students showed interest in this part because they mentioned a lot of powers to take into account later on. Moreover, some of the students were</p>

## Appendix B: Non-participant observation

PRÁCTICA INTEGRAL DOCENTE  
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN, LICENCIATURA EN LENGUAS EXTRANJERAS  
UNIVERSIDAD DE PAMPLONA  
2019-2

OBSERVACIÓN DE CLASE  
 Profesor: AUCI RICO Fecha: 3/09/19 Observadores: KAREN DIAZ Hora: 7:00 c.m.

N (nunca) AV (algunas veces) CS (casi siempre) S (siempre)

El profesor...	N	AV	CS	S
1 Sigue el plan de clase				X
2 Desarrolla actividades de acuerdo con los objetivos del plan de clase				
3 Privilegia la interacción de las competencias comunicativas			X	
4 Desarrolla las competencias subyacentes (fonética, sintaxis, etc)			X	
5 Utiliza variedad de material didáctico		X		
6 Emplea material auténtico		X		
7 Tiene en cuenta los diferentes estilos de aprendizaje			X	
8 Centra el desarrollo de la clase en sí mismo				X
9 Centra el desarrollo de la clase en los estudiantes				X

Comentarios: *During the development of the class, the teacher just used the book. Most of the classes are developed just following the exercises of a book, which is the traditional way of teaching english, which means students don't write full paragraphs in this language.*

**INTERACCIÓN**

El profesor...	N	AV	CS	S
1 Facilita la participación de los estudiantes				X
2 Da instrucciones precisas a los estudiantes				X
3 Da tiempo suficiente a los estudiantes para que respondan				X
4 Propicia actividades que involucran el trabajo en grupo				X
5 Orienta el trabajo de los estudiantes (individual y grupal)				X
6 Corrige los errores de los estudiantes		X		
7 Refuerza continuamente el aprendizaje de los estudiantes		X		
8 Circula por el aula atendiendo las necesidades de los estudiantes		X		
9 Usa elementos para verbales y no verbales para facilitar la comprensión de los estudiantes		X		

Comentarios: *It's important that the teacher monitors students' work in order for help them to understand the topics.*

**COMPETENCIAS COMUNICATIVAS**

El profesor...	N	AV	CS	S
1 Conoce los diferentes componentes de la L2 (socio-ling., pragmáticos.)				X
2 Domina los contenidos trabajados durante la clase				X
3 Se expresa correctamente en forma oral en la lengua extranjera				X
4 Se expresa correctamente en forma escrita en la lengua extranjera				X
5 Se hace entender en la lengua extranjera				X
6 Alterna el uso de la lengua materna y la extranjera				X

Comentarios: *Most of the classes the teacher uses the mother tongue to give instructions as well as to give explanations. There must be a balance between both.*

**EL ESTUDIANTE**

	N	AV	CS	S
1 Participa individualmente de forma activa durante la clase		X		
2 Participa grupalmente de forma activa durante la clase		X		
3 Participa activamente en actividades orales		X		
4 Participa activamente en actividades escritas		X		
5 Sigue las instrucciones del profesor				X
6 Muestra respeto y disciplina hacia el profesor				X

Comentarios: *In order for students to participate in class, it's important to bring didactic activities in this sense the students could be engaged in the lesson.*


Other aspects observed:

- The reading comprehension is always practiced, so students repeat after the teacher to know the correct pronunciation.
- Besides, the teacher always practiced the listening part with the students.

Therefore, I could realize that the written production is not practiced during the development of the classes.





# Appendix C: Questionnaire




 Universidad de Pamplona  
 Pamplona - Norte de Santander - Colombia  
 Tels: (7) 5663303 - 5663304 - 5663305 - Fax: 5662750 - www.unipamplona.edu.co

**CUESTIONARIO:** El siguiente cuestionario está dirigido a las estudiantes del grado 8<sup>o</sup>C del Colegio Técnico la Presentación de Pamplona; con el objetivo de conocer sus percepciones u opiniones con base en la propuesta pedagógica a implementar en este curso. La propuesta es titulada: "Implementar historietas para promover la producción escrita en las estudiantes del grado 8<sup>vo</sup>". Por esta razón, es necesario que responda a las siguientes preguntas con total sinceridad.

- ¿Te gustan las historietas? Justifica tu respuesta  
*Si, cuando pego la leo muchas y me parecen interesantes.*
- ¿Sabes qué contienen las historietas?  
*Contienen dibujos, personajes, trama, problemas y soluciones.*
- ¿Con qué frecuencia lees historietas?  
*Muchas veces, a veces en cuando, como los sábados y domingos.*
- ¿Cuáles son tus personajes favoritos de historietas?  
*Condita, Marcela, Popeye, Olaf el abogadro, Garfield, la hija de la justicia entre otros.*
- ¿Has trabajado con historietas en clase de inglés?  
*No, no a habido oportunidad.*
- ¿Te gustaría que se implementara el uso de historietas en clase de inglés? Justifica tu respuesta  
*Si, sería muy divertido y lo pondría más fácil a nuestra clase de inglés.*
- Si pudieras crear un personaje de historieta, cómo se llamaría y qué súper poder tendría?  
*Melodi, ella sería una mujer y su poder sería su comunicación y comprensión con la naturaleza.*
- ¿Cuáles serían los temas de tu interés para escribir una historieta?  
*Una serie que alguna vez antes de la naturaleza y la protagonista de la villanos.*


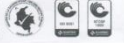
**Formando líderes para la construcción de un nuevo país en paz**




 Universidad de Pamplona  
 Pamplona - Norte de Santander - Colombia  
 Tels: (7) 5663303 - 5663304 - 5663305 - Fax: 5662750 - www.unipamplona.edu.co

**CUESTIONARIO:** El siguiente cuestionario está dirigido a las estudiantes del grado 8<sup>o</sup>C del Colegio Técnico la Presentación de Pamplona; con el objetivo de conocer sus percepciones u opiniones con base en la propuesta pedagógica a implementar en este curso. La propuesta es titulada: "Implementar historietas para promover la producción escrita en las estudiantes del grado 8<sup>vo</sup>". Por esta razón, es necesario que responda a las siguientes preguntas con total sinceridad.

- ¿Te gustan las historietas? Justifica tu respuesta  
*Si, porque me parecen muy divertidas y aprendo cosas.*
- ¿Sabes qué contienen las historietas?  
*Dibujos una historia, moralejas y un pequeño dialogo.*
- ¿Con qué frecuencia lees historietas?  
*Regularmente.*
- ¿Cuáles son tus personajes favoritos de historietas?  
*• Snappy • Marcela • Olaf  
 • Garfield • Popeye • Condita*
- ¿Has trabajado con historietas en clase de inglés?  
*No.*
- ¿Te gustaría que se implementara el uso de historietas en clase de inglés? Justifica tu respuesta  
*Si, porque aprenderíamos cosas nuevas y nos divertiríamos.*
- Si pudieras crear un personaje de historieta, cómo se llamaría y qué súper poder tendría?  
*• Heroina poderes psíquicos súper fuerza y que volara a veces.*
- ¿Cuáles serían los temas de tu interés para escribir una historieta?  
*Acción, Diversión, Amor.*


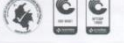
**Formando líderes para la construcción de un nuevo país en paz**




 Universidad de Pamplona  
 Pamplona - Norte de Santander - Colombia  
 Tels: (7) 5663303 - 5663304 - 5663305 - Fax: 5662750 - www.unipamplona.edu.co

**CUESTIONARIO:** El siguiente cuestionario está dirigido a las estudiantes del grado 8<sup>o</sup>C del Colegio Técnico la Presentación de Pamplona; con el objetivo de conocer sus percepciones u opiniones con base en la propuesta pedagógica a implementar en este curso. La propuesta es titulada: "Implementar historietas para promover la producción escrita en las estudiantes del grado 8<sup>vo</sup>". Por esta razón, es necesario que responda a las siguientes preguntas con total sinceridad.

- ¿Te gustan las historietas? Justifica tu respuesta  
*Si, porque me causan gracia.*
- ¿Sabes qué contienen las historietas?  
*Dibujos, historia, moralejas y un pequeño dialogo.*
- ¿Con qué frecuencia lees historietas?  
*Regularmente.*
- ¿Cuáles son tus personajes favoritos de historieta?  
*Snappy, Popeye, Garfield, Olaf, Marcela, Condita.*
- ¿Has trabajado con historietas en clase de inglés?  
*NO.*
- ¿Te gustaría que se implementara el uso de historietas en clase de inglés? Justifica tu respuesta  
*Si, porque aprenderíamos y nos divertiríamos mucho.*
- Si pudieras crear un personaje de historieta, cómo se llamaría y qué súper poder tendría?  
*se llamaría Eleven y tiene poderes psíquicos.*
- ¿Cuáles serían los temas de tu interés para escribir una historieta?  
*Acción, Amor, Terror.*



**Formando líderes para la construcción de un nuevo país en paz**



 Universidad de Pamplona  
 Pamplona - Norte de Santander - Colombia  
 Tels: (7) 5663303 - 5663304 - 5663305 - Fax: 5662750 - www.unipamplona.edu.co

**CUESTIONARIO:** El siguiente cuestionario está dirigido a las estudiantes del grado 8<sup>o</sup>C del Colegio Técnico la Presentación de Pamplona; con el objetivo de conocer sus percepciones u opiniones con base en la propuesta pedagógica a implementar en este curso. La propuesta es titulada: "Implementar historietas para promover la producción escrita en las estudiantes del grado 8<sup>vo</sup>". Por esta razón, es necesario que responda a las siguientes preguntas con total sinceridad.

- ¿Te gustan las historietas? Justifica tu respuesta  
*Si, porque me gustan con historia por medio de dibujos.*
- ¿Sabes qué contienen las historietas?  
*Dibujos de los personajes.*
- ¿Con qué frecuencia lees historietas?  
*de vez en cuando.*
- ¿Cuáles son tus personajes favoritos de historieta?  
*Popeye, Garfield, Snappy.*
- ¿Has trabajado con historietas en clase de inglés?  
*No.*
- ¿Te gustaría que se implementara el uso de historietas en clase de inglés? Justifica tu respuesta  
*Si, sería un poco más divertida la clase.*
- Si pudieras crear un personaje de historieta, cómo se llamaría y qué súper poder tendría?  
*Super Juanchito y su súper poder sería poder ayudar a todos a los personajes.*
- ¿Cuáles serían los temas de tu interés para escribir una historieta?  
*acción, misterio, amor, misterio, acción.*

**Formando líderes para la construcción de un nuevo país en paz**





## Appendix D: Journal

### FIRST JOURNAL

General category	Subcategory	Theoretical description	Description
Reading activity	Pre-reading	Pre-reading tasks are intended to prepare the learners for a reading selection, or to give them the first steps in order to develop skills in anticipation and prediction for the reading, activating background knowledge so they could later interact with the text (Medina, 2008).	<p>For the development of this step, the teacher remembered to her students about the comic they had to write, that's why she wrote on the whiteboard the title (why my superhero is the best) and after that, she asked the following question: Do you know some heroes' powers?</p> <p>So, like the previous class as homework, they had to look for some powers, thus, I told them, that I was going to write all the powers they mentioned like brainstorming.</p> <p>Moreover, during this step, I decided to show some flashcards with the possible unknown words of the conversation they had to read afterward because of that I showed an image and I asked: (what can you infer when you see this image).</p> <p>An important aspect to bear in mind during this step consist in the fact that students don't learn or don't mechanize all these words because when I was helping them in the creation of the conversation some of them asked me about how to say a specific word, that was written on the whiteboard. So, it is</p>

## Appendix E: Semi-structured interview

 <p>Universidad de Pamplona Pamplona - Norte de Santander - Colombia Tels: (7) 568203 - 568204 - 568205 - Fax 5682730 - www.unipamplona.edu.co</p>	 <p>Universidad de Pamplona Pamplona - Norte de Santander - Colombia Tels: (7) 568203 - 568204 - 568205 - Fax 5682730 - www.unipamplona.edu.co</p>
<p><b>Implementing Comics Strip to Foster Written Production In 8<sup>th</sup> Graders At La Presentacion High School: An Action Research</b></p> <p>El objetivo principal de la siguiente entrevista consiste en conocer las percepciones u opiniones de las estudiantes participantes respecto a la implementación del proyecto implementar comics para promover la producción escrita en inglés.</p> <ol style="list-style-type: none"><li>1. ¿Alguna vez había creado un comic? ¿Cómo le pareció la experiencia de escribir un comic en inglés?</li><li>2. ¿Qué piensa de la implementación de comics en clase de inglés?</li><li>3. ¿Le gustó la implementación de este proyecto? Si/ no ¿Por qué?</li><li>4. ¿Considera que el uso de la lectura (en este caso una conversación) antes de escribir el comic le fue útil para la creación del mismo?</li><li>5. ¿Se sintió motivado a través de la escritura de los comics? Si/ no ¿Por qué?</li><li>6. ¿Qué criterios tuvo en cuenta para la creación del personaje del comic y sus historias?</li><li>7. ¿Cree que a través del comic le fue fácil o difícil expresar sus ideas en inglés?</li><li>8. ¿A través del comic pudo demostrar su creatividad? Si/No ¿Por qué?</li><li>9. ¿Considera que a través de este proyecto aprendió nuevo vocabulario? Si/No ¿Por qué?</li></ol>	<ol style="list-style-type: none"><li>10. ¿Cree que a partir de este proyecto mejoró su gramática en inglés? Si/No ¿De qué manera?</li><li>11. ¿Alguna sugerencia para la implementación de comic en clase de inglés?</li></ol>

## Appendix F: Letter of permission for students



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

Pamplona, 17 de septiembre de 2019

Estudiante(s)

Colegio La Presentación, grupo 8°C

Cordial saludo,

Yo, Karen Tatiana Díaz Ochoa docente en formación de la Universidad de Pamplona, me dirijo a ustedes con el objetivo de solicitar su permiso para implementar dos cuestionarios que serán fundamentales para la recolección de datos de mi propuesta de grado titulada: "Implementar historietas para promover la producción escrita en estudiantes de octavo".

La información que se obtenga del cuestionario será tratada con estricta confidencialidad y privacidad.

Agradezco de antemano su colaboración.

Karen Díaz Ochoa


Karen Tatiana Díaz Ochoa

**Docente en formación**



*Formando líderes para la construcción de un  
nuevo país en paz*

## Appendix G: Letter of permission students' parents'


 Universidad de Pamplona  
 Pamplona - Norte de Santander - Colombia  
 Tels: (7) 5665303 - 5665304 - 5665305 - Fax: 5662750 - www.unipamplona.edu.co

Pamplona, 29 de Octubre del 2019





Estimados,  
**PADRES DE FAMILIA**, octavo grado  
 Cordial saludo,


Yo, Karen Tatiana Díaz Ochoa, identificado con C.C 1094280094 de Pamplona, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos 8°B, 8°C, 9°A y 9°B acompañado de la supervisión de la docente Aura Verónica Rico. Me dirijo a Usted con el fin de solicitarle la autorización para que su hija participe en mi proyecto de práctica titulado *Implementar el uso de comics para promover la producción escrita en octavo grado*, esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto las estudiantes responderán a una entrevista, la cual será grabada. Es importante mencionar que la información por ellas suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.

Cordialmente,  
Karen Díaz Ochoa c.c. 1094280094  
 Estudiante-Practicante  
 Licenciatura en Lenguas Extranjeras Inglés-Francés  
 Universidad de Pamplona

*Karen Díaz Ochoa*  
31/10/2019





**Formando líderes para la construcción de un nuevo país en paz**


 Universidad de Pamplona  
 Pamplona - Norte de Santander - Colombia  
 Tels: (7) 5665303 - 5665304 - 5665305 - Fax: 5662750 - www.unipamplona.edu.co

Pamplona, 29 de Octubre del 2019





Estimados,  
**PADRES DE FAMILIA**, octavo grado  
 Cordial saludo,

Yo, Karen Tatiana Díaz Ochoa, identificado con C.C 1094280094 de Pamplona, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos 8°B, 8°C, 9°A y 9°B acompañado de la supervisión de la docente Aura Verónica Rico. Me dirijo a Usted con el fin de solicitarle la autorización para que su hija participe en mi proyecto de práctica titulado *Implementar el uso de comics para promover la producción escrita en octavo grado*, esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto las estudiantes responderán a una entrevista, la cual será grabada. Es importante mencionar que la información por ellas suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.

Cordialmente,  
Karen Díaz Ochoa c.c. 1094280094  
 Estudiante-Practicante  
 Licenciatura en Lenguas Extranjeras Inglés-Francés  
 Universidad de Pamplona

*Karen Díaz Ochoa*  
31/10/2019





**Formando líderes para la construcción de un nuevo país en paz**


 Universidad de Pamplona  
 Pamplona - Norte de Santander - Colombia  
 Tels: (7) 5665303 - 5665304 - 5665305 - Fax: 5662750 - www.unipamplona.edu.co

Pamplona, 29 de Octubre del 2019


Estimados,  
**PADRES DE FAMILIA**, octavo grado  
 Cordial saludo,

Yo, Karen Tatiana Díaz Ochoa, identificado con C.C 1094280094 de Pamplona, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos 8°B, 8°C, 9°A y 9°B acompañado de la supervisión de la docente Aura Verónica Rico. Me dirijo a Usted con el fin de solicitarle la autorización para que su hija participe en mi proyecto de práctica titulado *Implementar el uso de comics para promover la producción escrita en octavo grado*, esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto las estudiantes responderán a una entrevista, la cual será grabada. Es importante mencionar que la información por ellas suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.

Cordialmente,  
Karen Díaz Ochoa c.c. 1094280094  
 Estudiante-Practicante  
 Licenciatura en Lenguas Extranjeras Inglés-Francés  
 Universidad de Pamplona

*Karen Díaz Ochoa*  
31/10/2019


**Formando líderes para la construcción de un nuevo país en paz**


 Universidad de Pamplona  
 Pamplona - Norte de Santander - Colombia  
 Tels: (7) 5665303 - 5665304 - 5665305 - Fax: 5662750 - www.unipamplona.edu.co

Pamplona, 29 de Octubre del 2019

Estimados,  
**PADRES DE FAMILIA**, octavo grado  
 Cordial saludo,

Yo, Karen Tatiana Díaz Ochoa, identificado con C.C 1094280094 de Pamplona, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos 8°B, 8°C, 9°A y 9°B acompañado de la supervisión de la docente Aura Verónica Rico. Me dirijo a Usted con el fin de solicitarle la autorización para que su hija participe en mi proyecto de práctica titulado *Implementar el uso de comics para promover la producción escrita en octavo grado*, esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto las estudiantes responderán a una entrevista, la cual será grabada. Es importante mencionar que la información por ellas suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.

Cordialmente,  
Karen Díaz Ochoa c.c. 1094280094  
 Estudiante-Practicante  
 Licenciatura en Lenguas Extranjeras Inglés-Francés  
 Universidad de Pamplona

*Karen Díaz Ochoa*  
31/10/2019





**Formando líderes para la construcción de un nuevo país en paz**



## Appendix H: Matrixes for data analysis

Análisis de datos de diarios de campo (journal)			
Categoría general	Subcategorías	Descripción teórica	Frases literales del diario de campo (journal)
WRITTEN PRODUCTION	Accuracy	According to SRIVASTAVA (2014) "Accuracy refers to the ability of the learner to produce grammatically correct sentences. The learner should not only know correct grammatical rules of the language but also able to speak and write accurately" (p. 55).	Other important aspect was that some students took advantage of the time because they wrote their script as I monitored their work I was correcting them or I helped them with some doubts about how to say a specific word. (Journal 1)  Some of them were writing it in Spanish, so I told them that the goal of writing this in class it was for my help. (Journal 1)  If the students don't bring a dictionary, they felt blocked since it is hard for students to express their ideas, but the idea of writing the script in class consists of helping them to solve their doubts and questions (Journal 2)
	Capacity to describe	According to CEFR (2001) "Students can write short, simple formulaic notes relating to matters in areas of immediate need" (p.83).	Students mentioned the following powers vocabulary in the brainstorming (super speed, telekinesis, fly, teleport, fly, change shape, telepathy and invisibility). (Journal 1)  They began to mention some words in Spanish such as words: inteligencia, poderes
	Vocabulary	According to the Common European Framework of Reference for Languages (CEFR, 2001). "In A2 level students have sufficient vocabulary.	

Análisis de datos de diarios de campo (journal)				
Categoría general	Subcategorías	Descripción teórica	Frases literales del diario de campo (journal)	
WRITTEN PRODUCTION	Accuracy		"I tried to correct students' mistakes for avoiding they get a bad grade later on as well as the message or what they wanted to communicate will be not understandable" (Participant observation 1)	
	Vocabulary	According to the Common European Framework of Reference for Languages (CEFR, 2001). "In A2 level students have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. As well as students have a sufficient vocabulary for the expression of basic communicative needs" (p.112).	"I realized students felt stranded because in some cases they already thought about what they wanted to write, but due to the lack of vocabulary they were not able to write" (Participant observation 2)  "I introduced some new useful words (heavy, lift, smart, telepathy among others) for them through the use of flashcards, to have a greater understanding" (Participant observation 1)  "It is necessary to work a little more in this part vocabulary because students don't mechanize all the vocabulary taught" (Participant observation 1)  "When correcting their conversations I could realize some of them used some words they had to find in the alphabet soup which contained more useful words to describe their heroines or heroes (big, mighty, super speed among others)" (Participant observation 1)  "This time to acquire new and useful vocabulary to use in their comics, a memory game was implemented, in which students had to match an image and the correct form of it" (Participant observation 2)  "I told the students that each time, they discover a word I would say the meaning just once, because of that students were really focused and I realized that:	
			"Although students used the vocabulary taught, they don't have enough vocabulary to use when describing a situation. Hence, to help them I wrote on the white board the words they needed as well as some expressions or questions" (Participant observation 2)	
		Grammar	According to CEFR (2001) "Students use some simple structures correctly, but still systematically make basic mistakes" (p. 114).	"I could realize that some students still doubt the conjugation of some verbs such as the verb to be, they have some serious mistakes concerning it" (Participant observation 1)  "With regards to the syntactic part, students don't know the structure of the questions in the present simple since they forget the auxiliary and the place of it in the question as well as they used to write the question mark at the beginning like in Spanish" (Participant observation 1)  "They fast forgot the structures of questions" (Participant observation 2)  "When monitoring some of them have improved because when reading their scripts I noticed there were not many mistakes" (Participant observation 2)
		Coherence and cohesion	According to CEFR (2011) "Students can link groups of words with simple connectors like 'and', 'but' and 'because'" (p. 125).	
	Capacity to describe	According to CEFR (2001) "Students can write short, simple formulaic notes relating to matters in areas of immediate need" (p.83).	"Students used to write firstly the script in Spanish to translate it later on into English" (Participant observation 1)	
READING COMPREHENSION	Incidence of reading to write		"The aim of using a conversation before writing is so that trainees have a model to write the sentences and questions for their	

DATA ANALYSIS (STUDENTS' WRITTEN PRODUCTIONS)			
General category	Subcategories	Theoretical description	Frases literales de las producciones ya sean escritas u orales (por favor escribir el nombre del participante quien lo dijo y el número de la producción). Se hace un análisis de errores.
WRITTEN PRODUCTION	Accuracy	According to SRIVASTAVA (2014) "Accuracy refers to the ability of the learner to produce grammatically correct sentences. The learner should not only know correct grammatical rules of the language but also able to speak and write accurately" (p. 55).	<p><b>Participant 1.</b> The student was able to talk about why her superheroine is the best, by introducing her powers and using correctly the superlative adjectives.</p> <p><b>Participant 2.</b> This student doesn't use the superlative form. However, she used other terms most of the phrases used in her comic were written correctly which represents the student has a high level of English. Moreover, the students express her ideas clearly and she can communicate the message that was to introduce her heroine by saying where she is from? as well as the main characters want to be friends.</p> <p><b>Participant 3</b> The message the students wanted to present was understood because she introduces her hero as the best that's exist and it was clear to identify the powers he has.</p> <p><b>Participant 4</b> The student was able to introduce her heroine in a correct way by using properly questions (such as <i>Hi, how are you? where are you from? what are you doing here?</i>) As well as she was able to answer them correctly (<i>Fine, thank you, I am from San Andres, I came to save the</i></p>

			notes relating to matters in areas of immediate need" (p.83).	<p>superlative form that represented how the hero is, thus, the student followed the instruction given by the teacher and the story was easy to understand.</p> <p><b>Participant 2</b> Although the student doesn't follow the situation given by the teacher, she was able to describe who is the heroine? Where does she come from? And how to describe that she is exciting.</p> <p><b>Participant 3</b> By using simple sentences, the student was able to describe her heroes' powers and to describe why her super hero is one of the best.</p> <p><b>Participant 4</b> The student wrote short sentences that demonstrated that she was able to describe the situation given by the teacher, hence, the student used simple and basic expressions to introduce someone as well as to use adjectives to describe heroine's powers.</p>
			Vocabulary	<p>According to the Common European Framework of Reference for Languages (CEFR, 2001): "In A2 level students have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. As well as</p> <p><b>Participant 1</b> The student doesn't have so much vocabulary for the expression of basic needs, that's why, the student used some of the words found in the alphabet soup asked by the teacher to use in her comic. So, the student used the following adjectives and words when saying her heroine powers (E.g. <i>strong, fast, smart, x-rays, agile, elasticity</i>). Moreover the student used some simple expressions (such as <i>take care and good luck</i>).</p> <p><b>Participant 2</b> The student used some words found in the</p>

ANÁLISIS ENTREVISTA			
General category	Subcategories	Theoretical description	Frases literales de los participantes.
WRITTEN PRODUCTION	Accuracy	According to SRIVASTAVA (2014) "Accuracy refers to the ability of the learner to produce grammatically correct sentences. The learner should not only know correct grammatical rules of the language but also able to speak and write accurately" (p. 55).	
	Capacity to describe	According to CEFR (2001) "Students can write short, simple formulaic notes relating to matters in areas of immediate need" (p. 83).	<p>"Si, me fue fácil porque pude expresar lo que sentía, lo que me llamaba la atención ser yo misma" (<b>Participant 1</b>).</p> <p>"Fácil porque se asemeja más al comic a escribir solo un párrafo, dos párrafos que escribir todo un texto y es más fácil para uno escribir dos, tres, cuatro palabras que escribir un párrafo" (<b>Participant 2</b>).</p> <p>"Más fácil porque en clase es mucho más complicado, muchas veces la profesora no se traduce y tienes que aprender a traducir y en cambio con el comic ya tienes un vocabulario al que ya sabes y lo puedes manejar y cambiar un poquito y ya se vuelve una historia más bonita" (<b>Participant 3</b>).</p> <p>"Fue fácil porque desde que uno comienza a vocabulario y desde que se aprende a escribir es más fácil" (<b>Participant 4</b>).</p>
	Vocabulary	According to the Common European Framework of Reference for Languages (CEFR, 2001): "In A2 level students have	<p>"Aprendí nuevas palabras, porque habían muchas palabras que no tenía ni idea que significaban o que expresaban. Dangers que significa peligro, fly que significa volar, sózano que es basement" (<b>Participant 1</b>).</p>

			everyday transactions involving familiar situations and topics. As well as students have a sufficient vocabulary for the expression of basic communicative needs" (p. 112).	<p>"Muy interesante porque podemos aprender más vocabulario y podemos aprender las palabras que no conocemos" (<b>Participant 2</b>).</p> <p>"Bastante, telekinesis, telepatía básicamente los superpoderes, también verbos regulares, irregulares" (<b>Participant 2</b>).</p> <p>"La de basement, cellar" (<b>Participant 2</b>).</p> <p>"Si, porque no sabía cómo se decían los poderes de los superhéroes en inglés invisibility, super power"</p>
			Grammar	<p>According to CEFR (2001) "Students use some simple structures correctly, but still systematically make basic mistakes" (p. 114).</p> <p>"Si, pues a mí me gusta el inglés, pero a veces no entendía mucho, el comic me ayudó más a entender las palabras y a relacionarlas más con el tema" (<b>Participant 1</b>).</p> <p>"Claro con lo que usted nos daba, yo lo buscaba en internet y lo buscaba en los cuadernos a iba escribiendo y así iba mejorando mi lexema en el tema de inglés" (<b>Participant 2</b>).</p> <p>"Si, uno aprender a diferenciar porque hay muchas palabras que se confunden pero no son iguales pero tienen un significado parecido al momento de escribir y hacer los diálogos cosa esperar" (<b>Participant 3</b>).</p> <p>"Si, porque normalmente nos nos explican eso y si nos explican no nos ponen ejemplos es más complicado aprender o desarrollarlo en cambio ya con esa estructura que nos dio ya es más fácil" (<b>Participant 3</b>).</p> <p>"Si el comic va como que me ayudó a entender ya lo puedo explicar"</p>

## Appendix I: Self-observation sheet

### I. PLANIFICACIÓN

Sin título

× Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área \* .../8

1 2 3 4 5 6 7 8 9

Siempre

#### Comentarios

*si tengo presente los temas que son proporcionados por los estándares básicos del aprendizaje y me guió del libro de trabajo que maneja cada grado. en cuanto al proyecto, planeo y realizo actividades que acorde al proyecto pedagógico que se lleva en curso.*

× Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar. \* .../3

### III. EVALUACION:

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

1 2 3 4

Aplico criterios de evaluación y criterios de calificación en cada uno de los temas de acuerdo con la programación de área. \*

1 2 3 4

Realizo una evaluación inicial a principio de curso. \*

1 2 3 4

Utilizo suficientes criterios de evaluación que atiendan de

## Appendix J: Narratives

### Narrativa 1

Fecha: 16- 19 de septiembre 2019

Pre-service teacher: Karen Tatiana Díaz Ochoa

Durante la primera semana del proceso de práctica integral, sentía muchos nervios al iniciar las clases, teniendo en cuenta que los grupos son algo numerosos, siempre se va a tener el sentimiento de que será que todos me van a entender hablando en inglés o si todos me van a prestar atención durante las explicaciones. Sin embargo, para el desarrollo de las clases, se dejó claro con las estudiantes algunas reglas para el desarrollo de las mismas, reglas tales como: el respeto cuando la profesora y las mismas estudiantes están hablando, de levantar la mano cuando quieran participar, para evitar el desorden y que todas hablen al mismo tiempo, también traer el diccionario y algo importante por destacar es que en todos los cursos en los que daré clases les menciono el siguiente comando para que hagan silencio cuando estén hablando demasiado (hocus focus, everybody focus), me di cuenta que cuando en algunos grupos ellas mismas se

---

### Narrativa 3

Fecha: 30 de septiembre al 4 de octubre 2019

Pre-service teacher: Karen Tatiana Díaz Ochoa

Comenzando la tercera semana del proceso de práctica, el día lunes no hubo clase debido a que el día anterior los profesores y los estudiantes realizaron un bazar, por tal razón se les dio el día. Ya para el segundo día de clase, tuve clase con 9<sup>º</sup>A estábamos un poco atrasados en unas presentaciones orales ya que los últimos viernes no ha habido clase, por lo tanto se comenzó la clase con esto, hubo algunas estudiantes que no querían presentar el poster porque sentían que no habían preparado nada, ni habían practicado pronunciación, sin embargo yo les dije que debían pasar ese día porque era una nota y era grupal de todos modos pasaron las que faltaban. Después de cada una de estas presentaciones, le decía a las estudiantes cuidado con las pronunciaciones de ciertas palabras como (recycle, environment, care reducing etc) y les hacía pronunciar ciertas palabras a todas con el objetivo que cuando presentaran los posters no cometieran los mismos

### Narrativa 2

Fecha: 23- 27 de septiembre 2019

Pre-service teacher: Karen Tatiana Díaz Ochoa

Durante la segunda semana de mi práctica integral, me sentí un poco mejor teniendo en cuenta que ya no estaba tan nerviosa en las clases, ya tenía más confianza, también ya me voy aprendiendo poco a poco el nombre de las estudiantes para un mejor control del grupo.

En lo que concierne el desarrollo de las clases, con los grados novenos teníamos pendiente la creación de un poster con el objetivo que las estudiantes hicieran una presentación oral en grupo acerca de las maneras en que estamos cuidando nuestro planeta, por tal razón para salir un poco de la rutina de estar en un salón de clase, bueno en este caso en el laboratorio y teniendo en cuenta que no hay el suficiente espacio para que realizaran el poster, decidí que podían salir al patio a realizarlo, sin embargo, como las estudiantes estaban tan emocionadas con la creación del poster, olvidé decirles en el salón de clase que debían utilizar el presente continuo porque ese era el principal objetivo del poster. Debido a esto decidí pasar por cada grupo y

---

### Narrativa 4

Fecha: 15 de octubre al 18 de octubre 2019

Pre-service teacher: Karen Tatiana Díaz Ochoa

Comenzando la cuarta semana del proceso de práctica integral, empecé con el curso de noveno A, para el desarrollo de las clases, las estudiantes estuvieron un poco perezosas debido a que acababan de entrar de vacaciones y no tenían ganas de estudiar por tal razón mostraron desinterés en todas las actividades que se desarrollaron, se realizó una actividad en la cual debían escribir la forma correcta del superlativo y comparativo y para que lo hicieran correctamente les indique una forma fácil de identificar cuando una oración es comparativa (si en la oración encuentran el than) y para identificar el superlativo (si en la oración hay un the). Circulaba por el aula para mirar si los estudiantes estaban haciendo la actividad correctamente.

Cuando terminaron la actividad, se realizó una actividad de listen en la cual debían



### Narrativa 5

Fecha: 21 de octubre al 25 de octubre 2019

**Pre-service teacher:** Karen Tatiana Díaz Ochoa

Comenzado la quinta semana del proceso de practica integral, empecé con el grado 9ºB el cual iba demasiado atrasado debido a días festivos o que no hubo clase por alguna actividad programada por el colegio. Por lo tanto, traté de adelantar todo lo que pude con el tema de comparativos y superlativos para alcanzar al otro noveno. Se llevaron a cabo actividades como por ejemplo, leer un texto para identificar adjetivos y sus formas comparativa y superlativa para así dar inicio con la explicación y explicarla a través de un poster, el cual tenía el uso, y las estructuras de las mismas.

Con el grupo noveno A teníamos programado un quiz acerca de los temas vistos hasta el momento, durante el transcurso del quiz, me di cuenta que las estudiantes no estudiaron nada porque ni siquiera miraban la hoja y hacían el intento de responder. No obstante, solo la pasaron las mismas estudiantes que siempre me participan en clase. Con este mismo grupo, inicié un nuevo tema el imperativo a través del juego (simon says) las estudiantes entendieron el objetivo

### Narrativa 6

Fecha: 28 de octubre al 1 de noviembre 2019

**Pre-service teacher:** Karen Tatiana Díaz Ochoa

En la sexta semana de práctica integral, logré poner al día a un noveno, es decir, alcanzar a enseñarles la forma imperativa y realizar el quiz del presente continuo. El tema del imperativo se introdujo a través del juego simon says donde la profesora daba órdenes e instrucciones como por ejemplo (stand up, touch your nose etc). De esta manera, las estudiantes tendrían una idea de lo que se trabajaría para así continuar con la explicación del mismo y realizar un juego a través de imágenes, después se desarrolló una worksheet donde debían formar oraciones imperativas negativas y finalmente crear una oración imperativa de acuerdo con la imagen. Además, con el otro noveno para complementar y mecanizar el tema mencionado anteriormente se desarrollaron unos puntos del libro english please ejercicios de tipo relacionar, organizar oraciones o escoger la respuesta correcta.

Por otro lado, con los octavos se llevó a cabo la explicación del futuro con will (para hablar de aspectos generales en el futuro y para predicciones) se les pidió a las estudiantes que

### Narrativa 7

Fecha: 5 de noviembre al 8 de noviembre 2019

**Pre-service teacher:** Karen Tatiana Díaz Ochoa

En la séptima semana de práctica integral, se iniciaron con las evaluaciones trimestrales, por lo tanto con algunos grupos no se desarrolló las clases.

Para esta semana no hice planeación por la misma razón, pero esto fue un error porque a pesar de que ya se realizó la evaluación de inglés, con los octavos sí tuve clase, lo que género que se fomentara desorden, sin embargo, el tiempo se aprovechó para adelantar y entregar los trabajos que las estudiantes debían. Queda como reflexión de la semana es que a pesar de ya no explicar tema nuevo, es importante tener ocupados a los estudiantes con cualquier actividad y no llegar a improvisar como hice esa semana, es necesario tener un plan B. Como plan b, Las estudiantes debían terminar un taller del will, algunas de ellas trabajaron juiciosas y hacían preguntas del tema, como hubo otras que se la pasaron hablando y al momento de entregar el taller, empezaron a copiarse, por lo tanto no les di oportunidad de copiarse y lo entregue.

Por otro lado, ya para finalizar con el proyecto, les pedí a las estudiantes que realizar el

### Narrativa 8

Fecha: 12 de noviembre al 15 de noviembre 2019

**Pre-service teacher:** Karen Tatiana Díaz Ochoa

En la octava semana de práctica integral, se continuó con las evaluaciones trimestrales, por lo tanto con algunos grupos no se desarrollaron las clases. Sin embargo, teniendo en cuenta la experiencia de la semana anterior en la cual no hice planeación, para esta semana decidí corregir algunos talleres y la bimestral con los grupos que sí tuve clase con el fin de que se pudieran dar cuenta cuales eran las respuestas correctas y pudieran corregirlas.

Por otro lado, una vez finalizado lo anteriormente mencionado, tenía otro plan por si no duraba toda la clase, es decir, que lleve un crucigrama de navidad para aprender vocabulario de esta época al igual que descubrir un mensaje oculto. A las estudiantes les gusto esta actividad porque se realizó en grupo y podían intercambiar sus conocimientos acerca de lo que una sabía, pero la otra no.

Por otro lado, con el grupo de 8ºc, con el cual realice el proyecto pedagógico de los comics, yo les había prometido unos regalos a los tres mejores comics, por lo tanto como ya era

## Narrativa 9

Fecha: 18 de noviembre al 22 de noviembre 2019

Pre-service teacher: Karen Tatiana Díaz Ochoa

En la novena semana de práctica integral, ya no se realizaron clases como tal, simplemente se desarrollaron las últimas actividades establecidas por la institución y se dio entrega de paquetes pedagógicos para quienes debían nivelar. Sin embargo, con los grados que mi supervisora y yo teníamos no se tuvo que recuperar nada por lo tanto estuve libre toda la semana, tiempo que empleé para el análisis del proyecto.

## Appendix K: Class recording

### FICHA PARA ANÁLISIS DEL VIDEO DE LA SECUENCIA DE CLASE

NOMBRE ESTUDIANTE QUE DESARROLLA LA CLASE: Karen Díaz

NOMBRE ESTUDIANTE QUE ANALIZA EL VIDEO: Luz Stefanny Quintero García

TIEMPO DE CLASE OBSERVADA: 30 minutos

CRITERIO A OBSERVAR	COMENTARIOS DE LOS ASPECTOS OBSERVADOS DE LA CLASE	ASPECTOS POSITIVOS	ASPECTOS POR MEJORAR
<b>METODOLOGÍA</b>			
Número de actividades implementadas	1, flashcards, 2. Dialogo y lectura, 3. Preguntas sobre el dialogo, 4. Adjetivos y superlativos	La secuencia se siguió de forma ordenada y lógica, la profesora siguió con buena apropiación el plan.	Se puede también comenzar por el tema que se vio la clase pasada, también por la revisión rápida de tareas dejadas, por ejemplo que algunas estudiantes al azar lean lo que hicieron.
Qué habilidad se trabajó más	La comprensión lectora y gramática enfocada en los superlativos	Por medio de la comprensión lectora se pueden afianzar, reforzar los conocimientos necesarios, así mismo esta ayuda a la explicación y mecanización del tema, así mismo las estudiantes interactuaron con la información lo cual permitió a la profesora llevar a cabo las demás actividades y objetivos.	Cuando se trabaja la comprensión lectora también se puede trabajar por medio de juegos, talleres y actividades como: falso y verdadero, crucigramas o juegos de memoria
Evidencia un plan de clase. Utiliza actividades que evidencian la apertura y	Dio las indicaciones pertinentes de lo que se iba a hacer en clase. Además de llevar una secuencia	Se comenzó la clase con el tema que ella ya había previsto en la clase anterior, de esta forma las	La secuencia fue realmente coherente con lo que se dictó, este ejercicio al solo analizar 30 minutos de clase se

Práctica Integral  
2019

## Appendix L: Outreach component evidence

