Writing skills improvement through the creation of a comic strip in 8th grade at Cristo

Rey School: an action-research

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Integral Practicum

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APPROVAL NOTE

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Practicum Committee Signature

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Cooperative Teacher Signature

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General presentation

This study is composed of four different components: Pedagogical, Research, Outreach and Administrative. Each one of these involves the practice process that is being developed, therefore, each one has fundamental aspects that define and contribute the teaching and research experience.

Firstly, the Pedagogical Component shows the research proposal that will be implemented to improve students' written production.

On the other hand, in Research Component, the pre-service teacher is part of a research project which allows the self-evaluation during the practicum process by regarding attitudes and teaching strategies used.

Then, the Outreach Component covers the implementation of a project that will be carried out in primary school.

Finally, the Administrative Component highlights the role that pre-service teachers play in the different extra-curricular activities proposed in the institution.

Introduction

The process of learning English as a foreign language requires the development of skills focused on listening, reading, speaking and writing; the latter is considered one of the most complex during this process because it needs skill and practice, (Martages et al., 2017). It is necessary to mention that learning English not only focuses on memorizing vocabulary or grammar, but also knowing how to communicate with these aspects learned.

Sometimes, students do not feel interested in writing given the basic knowledge they have about the foreign language, therefore, teachers must implement various strategies that encourage students to write in the target language, these strategies must be innovative and creative that make the learning process a fun and meaningful environment (Martages et al., 2017).

Based on the above, the pre-service teacher must immerse himself/herself in the real context of the school to observe, find, research and solve the need that students go through; moreover, the pre-service teachers must be part of a process of constant reflection in which various questions and answers emerge in order to improve the role as a teacher.

As observed from English courses, one of the problems found was the need to improve and practice writing. Thus, some studies state that the use of comics is an appropriate and creative strategy to help develop students' skills when writing. For this reason, the pre-service teacher proposes to work on the improvement of writing through the creation of a comic with the eighth grade students.

In fact, it is necessary to mention that due to the global health crisis of COVID 19, the following project could not be fully developed face-to-face; however, some of its components were adapted to the virtual modality for its due execution.

Justification

English is used as a communication tool at all levels of education, so students must develop the four skills immersed in learning this foreign language (listening, reading, speaking and writing) in order to master the language (Rokhayani and Perwikasih, 2014). However, most EFL students fail to reach an appropriate level for each skill due to lack of practice, motivation or means given that these three factors are essential for the student's learning process to achieve the appropriate levels in the foreign language.

During two weeks of non-participatory observation at the Cristo Rey institution in the city of Pamplona, the pre-service teacher found as a failure the lack of practice in the use of writing in the eighth grade due to the learning process focuses most times in learning vocabulary and grammar, leaving aside the use of these aspects in written communication. Therefore, a pedagogical and research intervention is required to improve and solve this problem.

Thus, the pre-service teacher proposes to implement the creation of a comic strip to improve the writing of eighth grade students since this tool is considered as an appropriate way to facilitate the student's learning process; creating a comic strip will provide the student with a creative, understandable, meaningful and fun environment to encourage him to write. In addition, the writing process linked to the drawing process triggers the imagination and creativity of the students and it will be an easy mechanism to understand a written text since words are not only words but also illustrations, (Ásbjörnsson, 2018).

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Objectives

General Objective

- To enhance the written production through the creation of a comic strip in eighth grade at Cristo Rey School

Specific Objectives

- To implement reflection as a transforming tool in the own pedagogical processes of the integral practice.
- To attend to the training needs in English of the primary children school in Colombia
- To participate actively in every academic and administrative activities organized by the institution during the practice process.

General conclusions

Creating a comic strip to improve English writing was a creative and meaningful strategy for the student learning-teaching process; although it was not fully implemented face-to-face and it could not be adapted to the virtual modality, the project is considered an effective way to encourage students to write in the target language.

It is necessary to emphasize that one of the most relevant factors during the integral practicum process was reflection; thanks to this, the pre-service teacher was able to take into account different perspectives when teaching, the different challenges that a teacher can go through, and the different ways of facing the new changes that are present in current education.

On the other hand, the teaching of English in primary school is one of the most outstanding needs in this educational sector and through this project it can be mentioned that the accompaniment of the pre-service teacher throughout this process was of great help since the learning of the students improved thanks to the various teaching strategies implemented, among these, the use of flashcards.

Finally, the pre-service teacher did not have great participation in different activities proposed by the school given the short time of practicum face-to-face; likewise, the pre-service teacher did not have the opportunity to participate in virtual meetings given by the school. However, based on her knowledge regarding the role of a teacher outside the classroom, she concludes that this is really important for the teacher's learning process.

Institutional observation

During two weeks proposed to observe, different institutional and pedagogical aspects were taken into account for the contextualization and adaptation in the institution, such as: location, educational authorities, the institutional educational project, coexistence manual, infrastructure of the institution, institutional organizational chart, school calendar, English class schedules and support material used.

Location

This institution, whose official name is Institución Educativa Instituto Técnico Arquidiocesano San Francisco De Asís – ITASFA, Cristo Rey, is located in the city of Pamplona in the department of Norte de Santander with the address Calle 5n 12-3660 Barrio Cristo Rey parte alta.

Educational authorities

The institutional board of directors is composed of Bernardo Wilches Gelves who is the rector of the institution, the representatives of the teachers Irmis Adriana Santander Suárez and Álvaro Ramón Cárdenas Ortiz, and the academic coordinator of the school José Joaquín Rincón Camargo.

Institutional educational project (IEP)

The educational institution San Francisco de Asís attends to the children population and young people who come from the most popular sectors of Pamplona, where the common denominator is unemployment and underemployment. The students live difficult situations such as lack of affection, family violence, consumption of addictive substances, youth pregnancies,

micro trafficking and other manifestations of the economic needs of their homes; all this allows

to conclude that the educational institution admits the entire population of the sector without

discrimination of race, culture, gender, ideology, creed, sexual preference, socioeconomic status,

or situations of vulnerability, special educational needs, displacement, among others; this fact

has allowed to make significant progress in the inclusion processes guided by national and

regional educational authorities. For this reason the institutional educational project and the

educational service they offer are for AN INCLUDING EDUCATIONAL COMMUNITY.

Coexistence Manual

In accordance with article 87 of Law 115 of 1994, the coexistence manual defines the

rights and obligations of the students and of each of the members of the educational community,

through which the characteristics and conditions of interaction are governed and coexistence

between them and indicates the due process that the educational establishment must follow in the

event of non-compliance.

Rights

a. Be respected in their personal integrity, treated with respect, understanding, justice and
    without any discrimination or any other condition, from their parents or tutors or
    representatives.

b. To know the present coexistence manual and other institutional norms opportunely.

c. Receive quality training.

d. Receive timely information about their academic and behavioral performance.

e. Be evaluated with updated technical and pedagogical criteria according to the SIEE.

f. Be protected against any form of violence or exploitation within the institution.

Commitments

a. Comply with and enforce the rules of this coexistence manual and other institutional norms as agreed in the institutional coexistence agreement.

b. Attend punctually and fully to all activities in which the educational institution summons it. Not escape.

c. Give polite treatment to all people on and off institution, maintaining respectful relationships with them.

d. Answer for the materials and resources that the institution offers and entrusts to its academic training. The damages caused by the student to the infrastructure and institutional furniture will be paid by his representative. The educational institution will retain documentation in case of not being at peace and safe.

e. Ensure their good personal presentation, carrying with propriety inside and outside the institution, the previously agreed uniforms. The uniform will be the one adopted by the Departmental Assembly. The daily uniform and the physical education sweatshirt with its shorts are mandatory. Likewise, the student agrees not to wear piercings and / or earrings, men cannot have long hair. Women will not be able to put on makeup for the academic or representation development of the institution and the skirt of their uniform cannot be high.

f. Demonstrate efficient academic performance.

g. Abstain from using cell phones in the classroom, formation and formal activities in compliance with teaching guidelines

h. Strictly comply with academic commitments and coexistence when there is special enrollment due to repetition, extra age or bad behavior.

Situations that affect school life

Type 1 situations: This type corresponds to conflicts handled improperly and those sporadic situations that negatively affect the school environment, and that in no case generate damage to the body or health.

- Default of daily academic commitments.

- Leave garbage out of the right place.

- Disorder and / or lack of cleanliness in their personal presentation and academic work.

- The use of "entubados" pants or garments that do not correspond to the uniform, either of the daily uniform or of the sweatshirt, as well as the use of high skirts and makeup during class hours or in the development of institutional activities. Up to twice continuous or discontinuous.

- Remain in classrooms during break hours without authorization from a teacher.

For this situation, annotation must be made in the observer of the students involved with the teachers' signature.

Type 2 situations: Situations of school aggression, bullying and cyber bullying (Ciberbullyng) correspond to this type, which do not have the characteristics of the commission of a crime or that occur repeatedly.

- Loss of three or more subjects in the first academic period. Or the same situation for the first time in the second academic period.

- Leaving class without permission.

- Rude and arrogant treatment with anyone within the institution.

- Produce damage to the objects of their classmates to which they must pay what was caused immediately once the situation is verified and as compensation is agreed.

- Present in a state of hangover or presumably in a state of drunkenness or consumption of psychoactive substances

- Systematically promote indiscipline or encourage activities that violate institutional norms.

- Smoking cigarettes or other substances within the institution.

For this situation, annotation should be made in the observer, there may be periodic suspension of academic and extracurricular activities for up to five (5) days.

Type 3 situations: This type corresponds to situations of school aggression that are constitutive of suspected crimes against freedom, integrity and sexual training, referred to in Title IV of Book 11 of Law 599 of 2000, or when they constitute any other established crime in the current Colombian criminal law.

- Acts of vandalism, destruction or proven terrorism to the dependencies and / or institutional infrastructure.

- Bribery previously verified to colleagues or staff of the institution.

- Carry weapons inside the educational institution.

- Forge notes and / or documents.

- To provoke or resort quarrels or physical aggressions to classmates, their superiors or any member of the educational community inside and outside the educational institution.

- Traffic of psychoactive substances checked.

- Proven theft

- Proven sexual harassment.

For this situation, annotation should be made of what happened at the observer, cancellation of enrollment, report to the ICBF.

Distribution of the physical plant

The Cristo Rey school has the construction of 16 classrooms, a computer room, a coordination, a staff room, a multifunctional indoor court, an open multi-functional court located in the center of the institution, the adaptation of two sanitary batteries (one near the primary zone and the other in the secondary zone) which in total include 24 sanitary units, the construction and adaptation of a children's dining room, and a paved playground for preschool that includes games (swings, slider) and a coffee shop.

Institutional Organization Chart
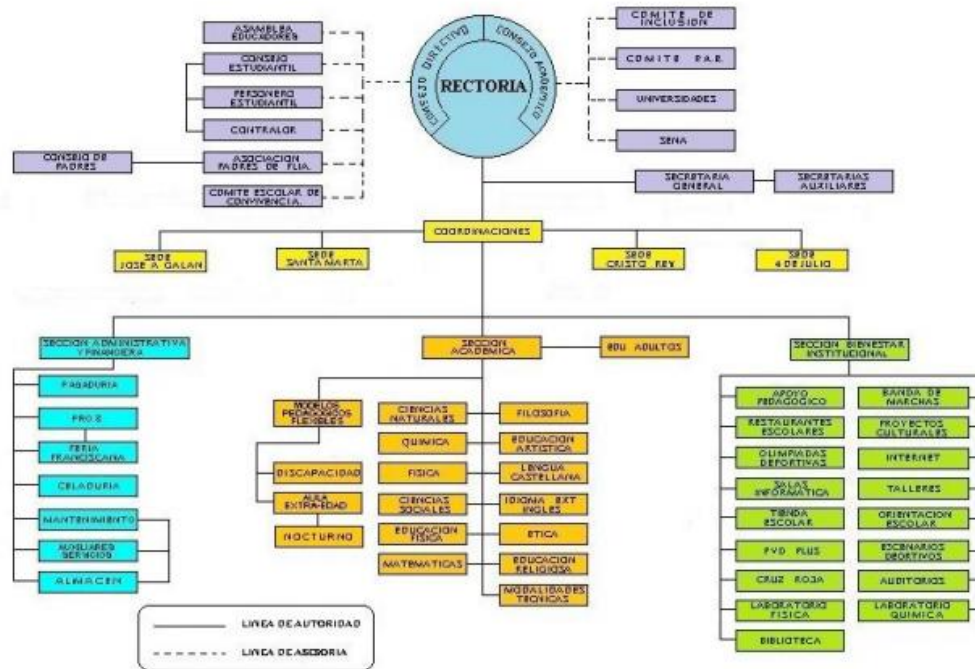
Figure 1

School calendar

ENERO 2020

FECHA	ACTIVIDADES
7 AL 10	Desarrollo institucional
13 AL 17	Desarrollo institucional Elección y designación consejo académico y representantes de administrativos Y docentes ante el consejo directivo
20	Iniciación del primer periodo académico en todos los niveles
21 AL 24	Desarrollo académico - socialización del manual de convivencia, SIEE y manual de funciones
27	Reunión de estudiantes de grado once
27	Matriculas de 10° grado para especialidades técnicas
28	Reunión de padres de familia de estudiantes de grado once
28	SESIÓN ORDINARIA CONSEJO ACADÉMICO Reunión por áreas
30	Reunión padre de familia. Sedes Galán, Santa Marta, Cuatro De Julio y Cristo Rey Socialización de PEI, Manual de Convivencia y SIEE
27 al 31	Diagnóstico académico

Figure 2

FEBRERO 2020

FECHA	ACTIVIDADES
3 al 7	Desarrollo Académico
6	Aplicación prueba a estudiantes que no fueron promovidos en 2019 por un área
10 AL14	Desarrollo Académico
11	SESIÓN ORDINARIA CONSEJO ACADÉMICO - Seguimiento planes de aula Orientaciones para la formulación de proyectos anexos al Programa "Senderos de Paz y Bien"
14	Acto de rendición de cuentas de la rectoría vigencia fiscal 2019
21	Remisión de planes operativos de coordinadores a rectoría
17 AL 21	Desarrollo académico
25	Entrega de PPA "Senderos de Paz y Bien"
24 AL 28	Desarrollo Académico
28	Elección Personero, Representante Consejo Directivo Y Contralor Estudiantil DIA DE LA MUJER Y EL HOMBRE

MARZO 2020

FECHA	ACTIVIDADES
2 al 6	Desarrollo Académico
3	SESIÓN ORDINARIA CONSEJO ACADÉMICO
9 AL 13	Desarrollo Académico
17	SESIÓN ORDINARIA CONSEJO ACADÉMICO
16 al 20	Desarrollo Académico
24 al 27	Desarrollo Académico
27	Primera actividad experiencia significativa proyecto pedagógico transversal "senderos de paz y bien"
31	Simulacro 3°, 5°, 9°, 10° y 11°
31	SESIÓN ORDINARIA CONSEJO ACADÉMICO

ABRIL 2020

FECHA	ACTIVIDADES
3	Entrega de paquetes de validación y firma de actas
6 al 10	DESARROLLO INSTITUCIONAL - RECESO ESCOLAR ESTUDIANTES
8	BINGO INSTITUCIONAL
13	Recepción de paquetes de validación (40%) y presentación de la prueba (60%)
13 al 17	Desarrollo Académico
14	Entrega de instrumentos de prueba de calidad preescolar 1º a 11º grados – líderes de área a coordinación (primaria a coordinador Joaquín, grados sextos a octavo, al coordinador Mario; grados novenos a once a coordinadora Olga)
15	Entrega pruebas de calidad coordinadores a secretaria
20 AL 24	Desarrollo Académico Pruebas de calidad primer periodo – Todos los niveles. 0º a 11º. Acorde a programación realizada por coordinadores
23	IZADA DE BANDERA – DÍA DEL IDIOMA. Participan todos los grados priorizar manifestaciones artísticas y culturales con los estudiantes
24 al 30	Desarrollo Académico - Pruebas de calidad primer periodo – Todos los niveles. 0º a 11º. Acorde a programación realizada por coordinadores Terminación primer periodo académico – Cierre de plataforma Web colegios para cargue de calificaciones

MAYO 2020

FECHA	ACTIVIDADES
4	INICIO 2º PERIODO ACADÉMICO
4 AL 8	Desarrollo académico
5	Asamblea académica – comité de convivencia Primer periodo
11 AL 15	Desarrollo académico
14	Entrega de informes académicos primer periodo a padres de familia
15	Celebración institucional día del educador y del personal administrativo franciscano
19	SESIÓN ORDINARIA CONSEJO ACADÉMICO
18 AL 22	Desarrollo académico
21	Simulacro 3º, 5º, 9º, 10º y 11º
26 al 29	Desarrollo académico
29	Segunda actividad experiencia significativa Proyecto Pedagógico Transversal "Senderos De Paz Y Bien" con padres de familia

JUNIO 2020

FECHA	ACTIVIDADES
1 AL 5	Desarrollo académico
2	SESIÓN ORDINARIA CONSEJO ACADÉMICO
8 AL 12	Desarrollo académico
9	SIMULACROS 3º, 5º, 9º, 10º y 11º
16 AL 19	Vacaciones directivas, docentes, estudiantes
23 AL 26	Vacaciones directivos, docentes y estudiantes
30	Vacaciones directivos, docentes y estudiantes

JULIO 2020

FECHA	ACTIVIDADES
1 al 3	Vacaciones directivos, docentes y estudiantes
6 AL 10	Desarrollo académico
7	SESIÓN ORDINARIA CONSEJO ACADÉMICO
13 AL 17	Desarrollo académico
14	Simulacro 11°
17	IZADA DE BANDERA – INDEPENDENCIA. Participan todos los grados priorizar manifestaciones artísticas y culturales con los estudiantes
21 AL 24	Desarrollo académico
21	SESIÓN ORDINARIA CONSEJO ACADÉMICO
24	Tercera actividad experiencia significativa Proyecto Pedagógico Transversal "Senderos De Paz Y Bien"
22	Entrega de material para seminarios grado once a coordinación
27 AL 31	Desarrollo académico
27 al 31	Seminarios preparación para Pruebas Saber 11°

AGOSTO 2020

FECHA	ACTIVIDADES
3 AL 6	Desarrollo académico
3 AL 6	Seminarios preparación para Pruebas Saber 11°
9	PRUEBAS SABER 11
10 AL 14	Desarrollo académico
18 al 21	Desarrollo académico
11	Entrega de instrumentos de prueba de calidad preescolar 1° a 10° grados – líderes de área a coordinación (primaria a coordinador Joaquín; grados sextos a octavo, al coordinador Mario; grados novenos a once a coordinadora Olga)
24 AL 28	Desarrollo académico
18 al 21	Pruebas de calidad 0° a 10° grados conforme programación de coordinaciones.
24 al 27	Pruebas de calidad 0° a 10° grados conforme programación de coordinaciones.
25	Pruebas saber 11°
28	Terminación segundo periodo académico – Cierre de plataforma Web colegios para cargue de calificaciones
31	Desarrollo académico - Inicio 3° periodo académico

SEPTIEMBRE 2020

FECHA	ACTIVIDADES
1	Asamblea académica segundo periodo – comité de convivencia
1 AL 4	Desarrollo académico
7 AL 11	Desarrollo académico
10	Entrega de informes académicos segundo periodo a padres de familia
11	Actividad experiencia significativa Proyecto Pedagógico Transversal "Senderos De Paz Y Bien"
15	SESIÓN ORDINARIA CONSEJO ACADÉMICO
14 AL 18	Desarrollo académico
21 AL 25	Desarrollo académico
28 AL 30	Desarrollo académico

OCTUBRE 2020

FECHA	ACTIVIDADES
1 - 2	Desarrollo académico
5 AL 9	Receso estudiantil – desarrollo institucional
9	Bingo institucional
13 AL 16	Desarrollo académico
19	Izada de bandera: inclusión, valores ecológicos. Descubrimiento de américa participan todos los grupos con expresiones artísticas y culturales
19 al 23	Desarrollo académico
26 al 30	Desarrollo académico
28	Entrega de instrumentos de prueba de calidad preescolar 1º a 11º grados – líderes de área a coordinación (primaria a coordinador Joaquín, grados sextos a octavo, al coordinador Mario; grados novenos a once a coordinadora Olga)
31	Actividad experiencia significativa Proyecto Pedagógico Transversal "Senderos De Paz Y Bien" Día del estudiante Franciscano

NOVIEMBRE 2020

FECHA	ACTIVIDADES
3 AL 6	Desarrollo académico – Pruebas de calidad áreas: Informática, ética, religión, artística y técnica.
6	Tercer foro Senderos de Paz y Bien
9 AL 13	Desarrollo académico Pruebas de calidad 0º a 11º grados
17	Asamblea académica – comité de convivencia
18	Entrega de paquetes de recuperación a padres de familia y estudiantes
18 AL 20	Desarrollo de paquetes pedagógicos de recuperación
23, 24 y 25	Actividades de recuperación
26	Comisión de Evaluación Y Promoción
27	Izada de bandera entrega de símbolos 10º a 11º - 9 am
28	Grados
30	Desarrollo Institucional

DICIEMBRE 2020

FECHA	ACTIVIDADES
1 AL 4	Desarrollo Institucional
7	Salida a vacaciones

Supervisor's academic schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7am-7:55	7th grade	10th grade	8th grade	9th grade	
7:55-8:50	9th grade	10th grade	8th grade		
8:50-9:45	9th grade				10th grade
10:15-11:10	6th 2 grade	8th grade		6th 2 grade	
11:10-12pm	6th 2 grade	7th grade		6th 1 grade	
12-12:50		7th grade		6th 1 grade	6th 2 grade

Table 1

Pre-service teacher schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7am-7:55	7th grade	5th grade	8th grade		
7:55-8:50			8th grade		
8:50-9:45			3rd grade	4th grade	
10:15-11:10	6th 2 grade	8th grade		6th 2 grade	
11:10-12pm	6th 2 grade	7th grade	1st grade	6th 1 grade	
12-12:50		7th grade		6th 1 grade	6th 1 grade

Table 2

Pedagogical aspects observed

During two weeks, the institutional observation was conducted, whose objective was focused on observing the courses assigned in order to notice the relevant aspects that involve the institution and undoubtedly to have a contact with the school community in general. All these observations were registered through an observation grid in which various school environment elements were annotated.

Support material

During the two weeks of observation, the supporting material used by the English teacher could be evidenced, specifically, books given by the Ministry of Education
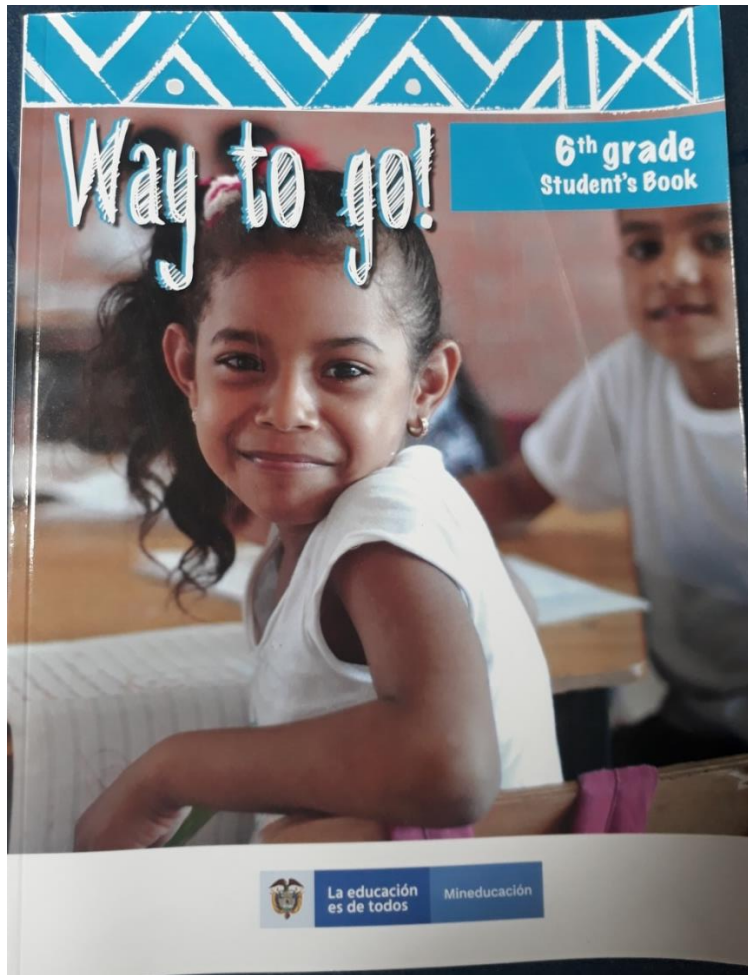
Figure 3

On the other hand, the class sequences were not made in a specific format, but were written in the teacher's notebook to be developed in stages during the class; stages such as: warm up, structuring activities, and closing.

Chapter l: Pedagogical Component

Writing improvement through the creation of a comic strip in 8th grade at Cristo Rey School: An action research

Introduction

During the process of learning a foreign language, various complications are found by teachers and students looking at the skills that are executed (listening, speaking, reading and writing); one of these shortcomings focuses on the lack of interest and ability to write in the target language since sometimes the means used to develop it are not the most appropriate.

Thus, writing is defined more as a process than as a product in which various pedagogical techniques are involved to carry out the significant development of written production, (Díaz, 2014). With this in mind, several studies have shown that the implementation of creative strategies can help the student improve his skills in written communication; among these strategies, we find the use of comics as an efficient tool to teach writing, grammar and punctuation, in addition, this type of material attracts the attention of students and encourages them to write (Yunus et al., 2012).

Based on the above, it should be highlighted that the use of comics beyond being a means of teaching, can also become a means of refreshment and entertainment for students since for them it is necessary to implement something new in their learning process and more when they are at school, (Rokhayani and Perwikasih, 2014). Therefore, the creation of a comic strip is an interesting and attractive material that can be applied in a lesson plan to give rise to creation and meaningful learning.

Due to the global health crisis of COVID-19, the following project could not be fully executed face-to-face and its different stages of development together with its sequences were elaborated for a future implementation using the theme raised in this project.

Statement of the problem

The pre-service teacher evidenced the main problem that affects the learning process of eighth grade students at Cristo Rey School during the two weeks of non-participant observation; first of all, students lack enough bases of English to be able to produce either orally or in writing, regardless of the fact that each week they must learn different verbs in English, it is evident that when using these verbs to write they find it difficult to form a complete sentence with any of them. In addition, the use of translation all the time causes students to try to write something as it is said in Spanish to English, resulting in the incorrect use of grammatical structures in English.

Taking into account the above, it should also be highlighted that most of the students' learning process is focused on learning grammar which causes them to lose motivation and interest in learning the language; as we know, the teaching-learning process requires the implementation of various strategies, activities, purposes and the fulfillment of both linguistic, sociocultural and communicative objectives so as not to stay in monotony which negatively influences student learning.

Thus, it is required to propose a different and creative strategy that can improve the students' learning process, mainly their writing process in the target language; therefore, the creation of a comic strip will be used to improve the writing in English of eighth grade students, giving rise to the motivation and interest that this material may cause in them. In addition, it is a way in which students can be creative at the time of both writing and drawing.

Hence, a grand tour question and three sub-questions are proposed to carry out this project:

Grand tour question

How does creating a comic strip enhance the written production of eighth graders at Cristo Rey School?

Sub-questions

1. What activities involved in each research section provide a meaningful English environment for eighth grade students?

2. How does creating a comic strip encourage students in their English learning process?

3. How does creativity influence the writing process in English?

Justification

Regarding the problem stated in 8th grade at Cristo Rey School, this will be a great benefit for both the students and the pre-service teacher; firstly, students will have a space where they can use their imagination, draw and produce freely, likewise, they can improve their writing process through the comic strip since at the time of writing what they want, they will be guided and corrected and at the end of that process, they will have the opportunity to talk about their creation which will allow their interests to be taken into account. Secondly, this could be a great experience for the pre-service teacher since researching and implementing a creative teaching strategy for writing will allow her to find solutions to the difficulties presented.

On the other hand, this project aims to encourage students to continue learning English and to provide meaningful and creative learning that contributes to their academic training. Similarly, this proposal can continue to be implemented in the institution by teachers, either for teaching English or other subjects.

Objectives

General objective

- To enhance the written production through the creation of a comic strip in eighth grade at Cristo Rey School

Specific Objectives

- To provide a meaningful English environment to the students

- To motivate students' English learning process through the creation of a comic strip

- To reinforce the English writing process through creativity

Theoretical framework

In order to develop and better understand the subject of this research, it is advisable to take into account the theories which help with the contextualization of this one, such as: Foreign language teaching and learning, the writing process, the use of comic strips for teaching and the place of creativity and innovation in education.

Foreign Language Teaching and Learning

Moeller and Catalano (2015) affirm that "foreign language learning and teaching refer to the teaching or learning of a nonnative language outside of the environment where it is commonly spoken". In other words, learning and teaching a foreign language means that this language is not spoken in the native country, for instance, the official language of Colombia is Spanish and the Ministry of National Education (MEN) is established to teach English as a foreign language.

The writing process

In order to begin a written production, it must be taken into account an appropriate process to do it; for that, Hyland (2003) proposes the following writing structure:

A topic selection (by teachers or students); prewriting (through brainstorming, collecting data, note taking, outlining, etc.); composing (by getting the ideas on the paper); responding to drafts (by teacher or peer assessment of ideas, organization, and style); revising (reorganizing, refining ideas, adjusting to the audience, etc.); responding to revisions (by teacher or peer who check ideas, organization, and style); proofreading and editing (checking and correcting the form, the layout, etc.); evaluation (teacher evaluates the process); publishing (by class

presentation, websites, etc.); and follow-up tasks (to address weaknesses, metacognitive awareness, etc.) (Hyland, 2003, p.11)

Therefore, when writing, it is required to follow those steps to have a successful production.

The use of comics strips for teaching

According to Educomic (2019) "comic strips are a great learning tool for students learning a foreign language; this is because the visual element of it makes it more interesting and easier to process, thereby helping students retain more information about the language they're learning.". In other words, comic strips linked the writing part with illustrations in order to provide not only a written text, but also drawings that represent the actions involved in the text. This is why the students can understand easily what they are reading and looking.

On the other hand, using comic strips to teach is useful to create a funny environment for the students given that it helps to ease the tension and stress they can feel at school, likewise, this tool engages students of different learning styles and engaging multiple senses at once, (Educomic, 2019).

Thus, Zimmerman (2015) affirms that "building comic strips would be a way of strengthening their emerging English language skills and make the difficult job of learning English a much more enjoyable experience". As a matter of fact, this strategy allows students to improve their English skills in a different way, especially the writing process, since everything they learn is included when writing and this can be a great way to practice and not forget.

The place of creativity and innovation in education

Creative learning requires innovative teaching. Innovative teaching is both the practice of teaching for creativity and of applying innovation to teaching. Both aspects call for an educational culture which values creativity and sees it as an asset in the classroom. Teachers are key figures in constructing a creative climate (Ferrari et al., 2009).

Undoubtedly, creativity and innovation are linked with knowledge and learning; the education field must take into account the important place that not only both have during the educator's teaching process, but also during the student's learning process.

Thus, according to Feher in her article called "Creativity in the language classroom", confirms that giving learners creative exercises allows them to practice a sub-skill known as "creative thinking" that is relevant when using language. Similarly, she mentions that some people cannot learn if they are not provided with an environment in which they can be creative; therefore, the author stresses that it is necessary to practice the language with content, purpose, result or even a real product.

Literature review

To deepen the development of this project, the pre-service teacher read several studies that demonstrate the efficiency of the use of comics in learning a foreign language; all these studies conclude that implementing comics to improve the writing process is appropriate, creative and successful.

The use of comic strips as a learning tool

The use of comics is a potentially exciting and attractive mechanism for learners and teachers. This is confirmed by Rokhayani and Perwikasih (2014) in his article entitled "the use of comic strips as an English teaching media for junior high school student"; the authors mention that the visual and textual content in a comic allows the student to feel interest in language, since through illustrations, students tend to have a better understanding of what they see and what they read.

Taking into account the above, it hast to be noted that the use of this material encourages the student to write. According to Yunus, Salehi, and Amin (2012) in their article called "Effects of Using Digital Comics to Improve ESL Writing", they affirm that the application of comics can be an important factor in building motivation in students to write in English. In addition, the authors mention that the vast majority of their participants believe that the use of this material can create a meaningful environment and that the difficult work of writing in English is much more pleasant for low-achieving students.

On the other hand, Ásbjörnsson (2018) in his article "On the Use of Comic Books and Graphic Novels In the Classroom", concludes that the use of comics for learning a language, can increase the analytical skills of the students given that When describing or creating the story of a character such as a superhero, the student must use his imagination to establish the situation in which he wants to involve the character and thus be able to carry out a chronological order of events in the time in which they take place.

Thus, the teacher's role is relevant when guiding the student in the creation of a comic strip. Megawati and Anugerahwati (2012) in their article called "Comic strips: a study on the

teaching of writing narrative texts to Indonesian EFL students" say that evidently the teachers have the important role of guiding the students when writing, in fact, they conclude that not only the writing improvement was through the form of the comics strips, but also for the teacher's guidance. Besides of that, the authors mention that the use of comic strips also contributes to improve the spelling and punctuation part and one remarkable thing found in the results was that the student became more confident in writing given that they had the opportunity to check and correct their texts.

Finally, it was concluded that evidently the use of comics influences both the student's motivation for English, and the improvement of his writing process. This is stated by the authors Martages, Suharjito and Santihastuti (2017), in their article "The Effect of Using Comic Strips on The Eighth Grade Students' Narative Writing Achievement at SMP Negeri 5 Jember" in which they highlight several times that comic strips make the students excited in learning and it is a good benefit to improve their achievement.

Methodology

It has to be emphasized that this methodology was not carried out given that the virtual methodology adopted by the school did not allow the development of the project; for this reason, some of the instruments were made in written form to be implemented in the future.

Thus, this methodology can be implemented by taking into account and following the different steps that are required to develop the creation of a comic strip.

According to Gaiman (2019), a comic is composed of various aspects which all work together to create a story; it must follow a structure:

1. Introduction to the central characters, as well as the comic book's setting, mood, and dominant conflict.

2. Character development, individual story arcs, setbacks, challenges, what is learned, and finally, the climax.

3. The post-climax resolution in which the characters undergo a transformation following what they have learned from their ordeal.

During seven weeks, it will be implemented this proposal in which 8th grade students will create their own comic strip. For that and taking into account the steps previously presented, the comic creation will follow some steps that will be developed by sections, each one with a different purpose:

1. First section: the students must create and draw a character, it could be a superhero, an animal, an alien, etc; consequently, they must create a name.

2. Second section: the students must write the character's biography, taking into account aspects such as: full name, age, nationality, family members, profession and likes.

3. Third section: the students must create and write the character's abilities.

4. Fourth section: the students must create and write their character's past life.

5. Fifth section: the students must create and write their character's future.

6. Sixth section: the students must write their own biography.

For each section, the students must firstly make a draft which will be corrected by the pre-service teacher, then the students must write it already corrected in a white sheet and they

must decorate it. Each section will be stuck in a quarter of black cardboard in order to make the comic strip.

The development of this project will take place each Tuesday and the time will be an hour. At the end of the project, the students must do a presentation to talk about their character's creation; it will be with their classmates, English teacher, the pre-service teacher and their parents.

Research methodology

It is necessary to describe the relevant components that surround this project, such as approach, design, population, data collection methods and application, and finally the chronogram of activities.

Qualitative approach

This research adopts a qualitative approach which focuses mainly on an interpretative approach to verbal data, and it does not aim to quantify or measure them (GROUM-F, 2008); in other words, it aims not to use statistical data if not descriptive, either for interviews, discussion groups, observations, among others.

Action research design

For the development of this project, the use of an action research as a design will be suitable; consequently, Roy and Prévost (2013) maintain that "action research is a research approach linked to the paradigm of pragmatism which starts from the principle that it is by action that one can generate scientific knowledge useful for understanding and change the social reality of individuals and social systems". In other words, this type of research allows to go beyond the

simple theoretical understanding of a problem, because we can deepen and, in a way, improve the problem to be studied.

Project based learning

This study will adopt the project based learning which is defined by the Education World (2013) as "an instructional strategy in which students work cooperatively over time to create a product, presentation or performance. Two essential components are an engaging and motivating question and a product that meaningfully addresses that question". In other words, this design can allow the students to learn by doing.

Population

This project will be developed with the participation of the eighth grade students at Cristo Rey School, Pamplona. It is a group of 21 students; 12 girls and 9 boys between the ages of 12 to 16. Regarding the sample, it will be selected through the judgment (or purposive) sampling in which the researcher chooses who to ask to participate. (Taherdoost, 2016).

Data collection methods

Observations

According to Creswell (2002), "the observation is the process of gathering open-ended, firsthand information by observing people and places at a research site". During two weeks, observations were implemented in order to identify and analyze the phenomenon presented; an observation greed was used for writing all the remarkable details of the problem. It is necessary to highlight that I was used the non- participant observation which consist of observing without becoming involved in the activities of the community.

Participant observation

According to Díaz (2005), participant or direct observation remains a tool and a method that can help understand the mechanisms of social interaction and life in society. Through this, we can validate the information collected during the follow-up; we can use it with the objective of verifying the learning environment when developing the different sections of the project.

Journal

The field journal consists of written traces left by a researcher whose content relates to the narration of events (Baribeau, 2004). Thus, this instrument will allow remembering the observations and in order to reflect on what the participants did during the section, therefore, with the objective of recording the data. *(Annex 1, journal model)*

Interview

During the development of the project, it will use two interviews in order to know the different opinions from the participants regarding the creation of the comic and their English writing process. Creswell (202) defines interviews as the fact of asking "one or more participants general, open-ended questions and record their answers".

Typological analysis

According to Hatch (2002), this type of analysis allows the classification and organization of the information collected from the identification of specific categories and patterns. It is divided into nine steps or steps to follow:

1. Identify the typologies to analyze.

2. Read the data by making entries related to their typologies

3. Read the entries by typology, noting the main ideas in a summary sheet.

4. Search for models, relationships, subjects in typologies.

5. Read the data, code the entries according to the identified models and keep a record of the entries that go to the elements of the models.

6. Decide if the models are compatible with the data and examine them without looking for sample models.

7. Look for relationships between the identified models.

8. Write the models as generalizations of a sentence and select data extracts that support generalizations.

Written production evaluation

It is important to mention the way in which the written productions will be evaluated by the pre-service teacher; in this case, she will use a rubric for A2 level proposed and designed by the organization called Language Cert. *(Annex 2, rubric)*

Chronogram activities

March 3rd	Presentation of the project

	First section: character's creation
March 10th	Second section: character's biography
March 17th	Third section: character's abilities
March 24rd	Second and third section: publish the written part and decorate
March 31th	Interview Fourth section: character's past life
April 14th	Fifth section: character's future
April 21th	Fourth and fifth section: publish the written part and decorate
April 28th	Sixth section: author's biography
May 5th	Sixth section: publish and decorate
May 12th	Oral presentation about comic's creation
May 19th	Interview

Table 3

During the two weeks of face-to-face practicum, the first two sections of the project could be carried out: project presentation to the eighth grade students, character's creation and character's biography; the other sections could not be developed virtually given to the methodology adopted by the institution.

Ethical considerations

For developing this project with the participation of some students, it is mandatory to have a permission from the parents in order to collect data; likewise, the identity and personal information of the participants will not be revealed. *(Annex 3, permission letter)*

Each section had its due process centered in a beginning, the development and finally an end; before implementing each one, the supervisor reviewed it in order to give suggestions or comments for improving it and in this way it could be executed.

Methodology implementation

The development of this project could not be done completely due to the worldwide health crisis of COVID-19; the educational institution in which it would be implemented, adopted the virtual methodology which did not allow the proposed methodology for this project to be carried out; despite the circumstances, various workshops were prepared for a future execution.

However, it is highlighted that during the two face-to-face weeks, two sections of the project were developed with the students; likewise, some of the instruments were being executed as the project implementation.

Material type	Description	Topic	Grade in which it was implemente	Was it reviewe d by a tutor or	Was it delivered and developed

			d or it will be	supervis or?	by the students?
Permission letter for parents https://drive.google.com/file/d/1sIgzNEtUZNtskN04s9q5xIBfQ6wZ25KP/view?usp=sharing	The permission letter that was designed but not delivered to the students' parents in order to participate in the research project	Permission	This was for eighth grade	It was reviewed by the supervis or	It was not delivered
Research project presentation (written part) https://drive.google.com/file/d/16KzKxmaXbYWFwC-rnFHhbCYj60YEzg83/view?usp=sharing	The general presentation of the research project gave to the supervisor in order to receive suggestions or comments for improving it.	Presentation	This was for the supervisor	It was reviewed by the supervis or	It was delivered

Research project presentation to the students: lesson plan (first section) https://drive.google.com/file/d/1vmNzAHGxJFhA3GGYHN8zYUGNKM8SJM49/view?usp=sharing	This was the first activity related to the project in which general aspects of its development, such as its purpose, the population and the methodology were presented to eighth grade students. Similarly, the first stage of the project was developed.	Presentation to the students First section: character's creation	This was for eighth grade students	It was reviewed by the supervisor	It was developed.
Research project: lesson plan about second section https://drive.google.com/file/d/1Ond1CK5yJRpNJ0vD9d8MQG8FgI9O_DWS/view?usp=shar	This is the lesson plan of the second section concerning the project development	Second section: character's biography	This was for eighth grade students	It was reviewed by the supervisor	It was developed.

ing					
Research project: lesson plan about third section https://drive.google.com/file/d/1HcRAuTIPq7pItrHkoGY2GIRCcx_pIoPM/view?usp=sharing	This is the plan of the third section concerning the project development, which was requested by the supervisor in order to give suggestions in this regard.	Third section: character's abilities	It was for eighth grade students	It was reviewed by the supervisor	It was not developed
Research project: lesson plan "publish and decorate" https://drive.google.com/file/d/1i85bNhWxHyPd8eqd-QCgoUUUaZkdBBml/view?usp=sha	This is the plan in which eighth grade students had to publish their two first written productions, consequently, they	Publish and decorate	It was for eighth grade students	It was not reviewed	It was not developed

ring	had to decorate the black cardboard in which it would be stuck.				
Instrument: Journal https://drive.google .com/file/d/14g77g LxcoAh7_V_apzM hDjGyKQywBqIw /view?usp=sharing	This is the journal in which the pre-service teacher writes what she observed during the implementation of the project; this is divided into 7 parts: name of the topic, date, objective, questions, description, reflection and time spent.	First section: description and reflection. Character's creation and research presentation	Eight grade students	It was not reviewed	It was developed

To develop the first 2 sections of the project, the different steps proposed by Gaiman (2019) were taken into account; as a first stage, it must have the character to write the story that surrounds it. Thus, the two sections focused on the character's life in order to continue with other

aspects of it, such as its past and future life. The objective is to create a unique character, who exploits the imagination of the students and who inspired them to be able to write freely in the English language.

Therefore, the elaboration of the workshops mentioned above, followed some stages: first, a brief and detailed explanation of what the students had to do in the section; for this, the pre-service teacher showed her own example in order to guide them, in this way, they could better understand the activity. Secondly, not only was the activity explained, but a model example was also given, in this case, the pre-service teacher gave each student a small sheet of paper that included the written part of her character's biography in order for this to be a guide for students when writing. Third, it was necessary to be constantly reviewing what the students were writing and also answering their questions. After completing the writing activity, the students handed their notebooks to the pre-service teacher to correct this exercise.

It is worth mentioning that the pre-service teacher asked the students to use half of their notebooks to do all the writing exercises concerning the comic strip; this, in a certain way, was considered the draft of written productions. Once reviewed and corrected by the pre-service teacher, these could be published and decorated on a white sheet in order to create and continue the comic strip. *(Annex 4, workshops)*

For the following workshops, it is necessary to highlight that these were published on a blog included in Blogger; this with the purpose of freely showing the sequences that can be used to develop this project and the explanation for each one. It is important to mention that this project can be implemented by teachers not only from the English area but also from other subjects. *(Annex 5, workshops and blog)*

Expected results

The implementation of the workshops can be a great opportunity to introduce a new teaching-learning strategy; teachers who use these activities can provide a creative, meaningful, and fun English environment for students. Not only will the English language be learned in a different way, but it will also give rise to the creativity that education has to emphasize from its students.

On the other hand, creating a comic strip to enhance the written production of the students would be an effective way to do it, given that not only will they be creating a story, but also during this process they will be practicing what they have learned in such a way that learning becomes meaningful to them. Likewise, creativity and writing will be linked which will allow students to write freely in English, therefore, their written production will be less complex than when writing without something that inspires or motivates them.

Conclusions

The development of this project in future classes will be an effective way to promote not only a better learning process in students, but also to motivate them to use their creativity. According to NACCCE (1999) a creative teaching is defined as "teachers using imaginative approaches to make learning more interesting, exciting and effective". With this, it can be said that creating a comic strip to practice and improve writing in the target language is a fun and meaningful option that can be chosen by any teacher.

In general, the objectives proposed for this project were not fully achieved due to the situation that the world faces; however, with the implementation of the first two sections

proposed, it is necessary to highlight that creativity plays an important role when writing in English since students feel inspired by their own creation which motivates them to write about it.

Recommendations

This project can be implemented for teaching and learning a new language; likewise, the implementation of a creative strategy to reinforce a target language skill can guarantee successful results since according to the different theories mentioned during the project, the creation of a comic strip as a teaching tool will allow students to perform better in any topic they are learning given that it is a way to practice, to improve, to correct and to advance. Furthermore, it is a creative way that will provide a pleasant and academic stress-free environment for students.

Development of integral practicum

Face-to-face practicum

During two weeks of face-to-face practicum, different activities related to class plans were developed; in general, the class sequences had to follow a format in which some steps were detailed such as: warm up, explanation of the topic, structuring activities, production activities, and closure. In each of these stages, what was to be done during the class, the time to be spent for each part and the step-by-step of both the explanation of the topic and the proposed activities were written down; likewise, the material was prepared according to the proposed activities, which mostly focused on games, individual work, and group work, among others. Two class sequences were made per group; 6 per week in total.

Most of the days the pre-service teacher left homework to the students, also, she made evaluations concerning the topics once the complete explanation was finished. *(Annex 6, lesson plan)*

Virtual practicum

During the virtual modality, different practice tasks were developed, such as: the preparation of workshops for students, the preparation of explanatory videos and finally an English exam per group.

The workshops were composed of 3 stages: explanation of the topic, structuring of the subject through exercises and production; the topic for each workshop was chosen taking into account a guide that was proposed at the beginning of each school term. The workshops were sent to the supervisor by email and these were reviewed by her for any modification or correction.

The institution chose to use WhatsApp as the main means of communication to continue with the education of the students; however, the workshops were physically delivered to all students in order to be developed. Each week it was given the appropriate instructions to deliver the corresponding workshop through photos via WhatsApp. Once all the workshops were received, they had to be attached by folders for each grade, consequently, they had to be corrected and graded. *(Annex 7, workshops)*

Es importante que recuerdes las **expresiones** que aprendimos sobre cómo decir la hora en inglés para poder describir tu rutina diaria.

Ahora bien, cuando decimos una hora en específico debemos agregar la preposición "**at**" que traduce "**a las...**"
Example:
I wake up **at** 6 o'clock ----- Me despierto **a las** 6 en punto

II. ETAPA DE ESTRUCTURACION Y PRACTICA

1. Escribe la actividad diaria correcta según la imagen
2. Escribe en letras la hora que tiene cada imagen. Sigue el ejemplo:

EXAMPLE:

You **brush your teeth** at **half past six**

Tú cepillas tus dientes a las seis y media

6:30

You _____ at _____

Figure 4

Chapter ll: Research component

Introduction

In the training context in the foreign languages program (PLEX), the pedagogical practices of teachers in training are emerging as one of the main points of interest and updating

to study and document for the improvement of teaching-learning processes, for education quality.

Even If it exists a clear interest in the obvious need to understand and transform pedagogical practice, it is also that a good part of local studies focus especially on the learning issues rather than on teaching.

It has been considered relevant to formulate a project that establishes a reflective approach to practice as a way to objectify knowledge, behaviors and attitudes that guide the teaching work; also as an exercise of internalization, immersion and conscious exploration of the teacher's own subjectivity, throughout the formulation of questions and information search for problem solving and for self-recognition.

Problem

At school, core aspects of the constitution of subjects are assumed, of institutional life without questioning, they are seen as imprints, stable and unchanging features that are part of the identity and school culture.

When the events unfold without major alteration, there is a risk for the teachers to get stuck into logic of action which does not allow pedagogical evolution and the renovation of school culture. A practice without reflection does not favor the emergence of problematic situations; those realities are ignored, invisible. Seen in this way, the pedagogical practice is assumed from reproductive codes that place teachers in a traditional way, in which cultural reproduction becomes a barrier to emerge practices tending to generate transformations of thought and knowledge, to meet the social needs.

Due to this situation, which affects teachers to a greater or lesser extent, it is required that the teacher training process fosters a critical and reflective spirit that contributes to the improvement of their pedagogical practices, so that these can have essential elements that impact and transform their work and future professional performance.

In the case, at the B.A degree in Foreign Languages of the University of Pamplona, reflection is conceived as a fundamental exercise for students who carry out their integral practice, self-evaluate, install a critical and constructive look at their work in the teaching role. To start this study, the following guiding questions are asked:

1. In what way does the implementation of reflection contribute to the transformation of the pedagogical processes that are inherent when developing the integral practicum stage?
2. How does the reflective exercise influence the development of a critical spirit in the pre-service teacher students when analyzing their pedagogical work?

Justification

The formulation of this project in the context of the Comprehensive Practice of the foreign languages students is part of the professionalizing conception of the practice as a spearhead to improve the educational processes in the application centers where the PRADO is executed.

It is considered that giving importance to the role of reflection in the teaching process is the first step to understand the difficulties of the profession, one's actions and to be interested in the knowledge of the models and approaches to address a complex situation and establish an analytical look about the fact.

In accordance with what was stated by the education philosopher Jhon Dewey, a forerunner in the field of reflective thinking applied to teaching, we justify the need for this project to provide students with analysis and self-observation tools that allow them to distinguish between routine action and reflexive action. We consider that a reflective approach prevents the agents from a traditional context of inertia and authority that prevail at school.

Objectives

General objectives

- To implement reflection as a transforming tool in the own pedagogical processes of the integral practice.

- To promote in Student-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

Specific objectives

- To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.

- To socialize criteria, share ideas and guidelines to be assumed during their practicum.

- To identify and analyze the different strategies implemented by pre-service teachers during their pedagogical practice.

- To develop reflective workshops and didactic units as a guide towards pre-service teachers' process of reflection.

- To analyze teacher's and student's beliefs about the teaching profession.

Theoretical framework

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

The Teaching Profession

One of the fundamental members of every educational institution is the teacher, who has the function of imparting knowledge framed in a certain science or art, but who also has within its responsibilities the integral formation of the students.

The teaching profession requires the development of a series of competences that currently constitute a conceptualization and a way to operate in the planning and management of human resources in order to facilitate an articulation between management, work, and education. This is how we find that every teacher must comply with some competences in the discipline that allow him to have mastery of a set of knowledge and skills in the specific area, since the first intellectual requirement of a professional is the level at which he develops his activity.

Additionally, every teacher must have competences in the organization of the contents, meaning that the pedagogical practice encompasses not only planning its components to be learned by the students, but also providing for the teaching conditions in the educational context or outside it. The most immediate function that teachers must develop is to design or anticipate the teaching practice.
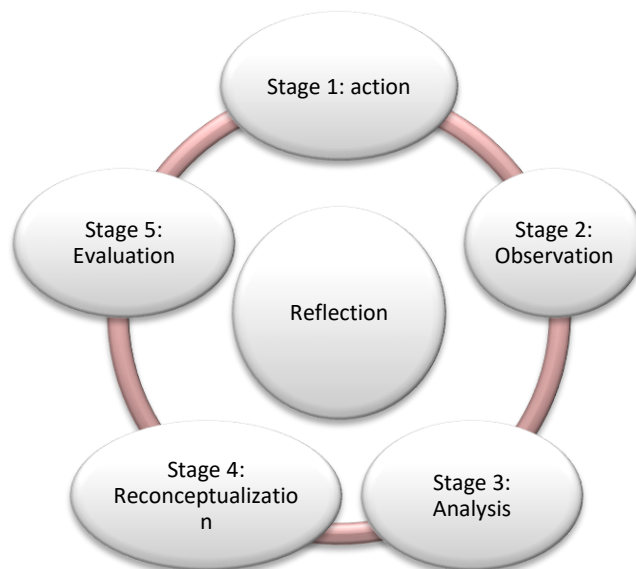
Reflection

Talking about reflection implies addressing different conceptions of that notion. For this reason, to deepen its definition, two aspects will be taken into account: reflection as a process, and reflection as thematic. (Correa Molina et al., 2010)

Reflection as a process

The process of reflection is developed through a set of stages that result in a critical process. According to Schön (1983) cited by Correa Molina et al (2010), reflecting on experience implies "a type of reflective dialogue with the situation, where language would favor access to the experiences of the individual, which would allow extracting a new structuring of the situation".

The stages of reflection as a process are presented in the following figure:

Figure 5

Reflection as a theme

The conception of reflection is based on a theme related to this concept. For this, it was taking into account what Grimmet et al (1999) cited by Correa Molina et al. (2010) stated, they affirmed that reflection is based on three different perspectives: reflection as an instrumental mediation of action, reflection as a deliberation, and reflection as a reconstruction of experience.

For the first two perspectives the external aspects were the source of knowledge that allowed reflection; and for the third perspective, it was the conceptual aspects what allowed the reflection exercise. At the same time, these perspectives counted on mediators who executed this process; at first instance, it was found action, context, colleagues and the person who reflected.

Reflective practice

For the purpose of updating and to qualifying the academic proposals at the university and guiding students towards innovative ways of dealing with the world, it is necessary for the teacher to question about his/her own practice and the impact that it may have generated; so that he/she is capable of objectifying his/her behavior, and assuming the different roles in the pedagogical relation.

The teacher plays a central role in the current educational world; he/she acts in a complex space under constant change determined by the interaction of various factors and conditions. The teaching profession requires that: "teachers develop their professional knowledge in relation to

changing circumstances" (Ebutt and EllioT: 1986). In this context, the problems of practice require a particular treatment oriented towards social understanding and interaction.

The need to articulate the changing social reality to our pedagogical work, is evidenced in the existence of numerous attempts to try to explain school phenomena and in the search for ways to address these phenomena, to make school work effective.

This study will serve the teachers that are participating as they will reflect on their own 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, in a first level in the classroom there is the effective application of skills and technical knowledge; the reflection is applied to the appropriate selection and use of the teaching strategies that the teacher will use.

On a second level, reflection deals with the implicit presuppositions in the specific practices of the classroom. The consequences of adopted strategies, the curriculum and the practices are analyzed so that it opts for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to institutional reality and contexts.

On a third level, Van Manen proposes an exercise of critical reflection; at this level, the most elaborated reflection is presented, as an examination of ethical, normative and moral criteria that is related directly or indirectly to the classroom.

Pedagogical practice

For the analysis and reflection on the practice, it is considered appropriate to use methodologically a conceptual operation of practice classification; to meet this purpose, it is assumed Zeichner's proposal, who has established various modalities of practice such as:

Academic Practice

It aims to prepare teachers capable of reflecting on the courses they teach, so that they transform them into comprehensible structures for students.

Social efficiency practice

It is about achieving effective teaching through the application of didactic techniques that are deduced from general principles that pedagogical research has reached. In this case, the reflection consists of a strategic decision: «select from the range of available techniques the one considered most effective». This is the way of proceeding from technical rationality.

From development

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

Social reconstruction

The object of reflection is the social, economic and political context, as a way to foster truly democratic relations in the classroom, equal and fair in the social field.

Generic

The programs often refer to reflection in a generic way, without specifying the ambitions of neither the programs nor the contents to reflect about nor the strategies to foment reflective learning.

Reflection triggers

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

Critical element of reflective thinking

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" as proposed by Sparks-Langer and Colton 1991: 39. The interest in social justice and ethics in education.

These authors established some classification categories of knowledge

1. Knowledge of the content

2. General pedagogical knowledge

3. Curricular knowledge (materials, programs, among others.)

4. Teaching knowledge and professional configuration

5. Students' knowledge and their features.

6. Knowledge of educational contexts.

7. Knowledge-based on the philosophical, historical, axiological basis

According to Georgea Spark-Langer and Amy Colton, the narrative element is another of the elements of reflective thinking that is included in the present study as an instrument This is related to the teacher's narratives, to encourage the stories of their experiences in the classroom they persevere in many ways and fulfill diverse functions in subjectivity, and in the constitution of subjectivity. In this component, teachers' journals are placed, in which writing leads to the

elaboration of teacher's reflective thinking about his/her experiences of practice, objective, subjective and inter- subjective.

Methodology

The proposed methodological strategy has as central axis the continuous reflection that contemplates additionally the fulfillment of meetings to strengthen the practice's collective as an initial space for tackling the educational and labor problem. The principles of organization are autonomy, planning and self-observation.

To review the incidence of the reflection proposal about this practice process, it will carry out a process of socialization and systematization of itself. This study is focused on the qualitative research approach, from the perspective of reflection as a professionalizing space that will contribute greatly to the description, identification and analysis of the pedagogical practice itself. For the process of data collection in this project, it is proposed the application of the following instruments:

Reflective workshops

The main purpose of implementing these reflection workshops is for them to serve as guide in the reflection process of student-practitioners, but also to socialize and share their experiences to enrich their process and incorporate new tools to transform their pedagogical practice.

Objectives

-   To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.

- To socialize criteria, share ideas and guidelines to be assumed during their practicum.

- To qualify, facilitate and effectively incorporate them into the institutional center assigned.

Self-observation card

The main objective of the self-observation card is to guide the student-practitioner towards a proper view of his practice as teacher and his role in the classroom and in the environment of the educational community where he belongs.

Narrative

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

Class recordings

By keeping a track record of student-practitioners' performance in class, class recordings will facilitate the reflection on different aspects of the Foreign Languages teaching and learning process that may or may not have been taken into account by the pre-service teacher during his/her reflection process. These recordings will allow having an external and constructive look at their pedagogical practices.

Data collection

The way in which reflection contributes to the practicum transformation

Reflection is undoubtedly linked to the practice process since it contributes significantly in various aspects that make it up; firstly, reflection allows us to realize if the way in which the pre-service educator teaches really works, moreover, the way in which it should be taught in order to

obtain better results. And secondly, reflection gives rise to the importance of questioning oneself in terms of attitudes, strategies and vocation when teaching.

Reflection is definitely essential during the practicum as it helps us to better understand the teaching-learning process we are in, likewise, this allows us to improve as teachers, both in the present and for the future.

Data collection chronogram: instruments implemented

DATE	INSTRUMENT
March 6th	Narrative
March 13th	Narrative
March 17th	First reflective workshop
1st May	Narrative
March	Self-observation
May 22th	Narrative
May 29th	Narrative

Table 4

During the practicum development, three instruments have been applied: 5 narratives, 1 self-observation and a reflective workshop; each of these instruments has allowed us to reflect on the role of teachers that we are achieving, counting both the advantages and the obstacles that we have had.

Taking into account the last instrument concerning recording a class, it could not be developed due to the short time of face-to-face practicum and the virtual methodology implemented in the school.

Conclusions

Regarding the narratives, these have allowed us not only to reflect on our experience when teaching, but also to express what we feel as teachers and as human beings in the face of various situations. In the first two narratives, we talked about our first contact with educational reality; reflect on the fact that we had a great challenge knowing the school environment, the students' rhythm, the way to plan classes according to needs, the discipline control, the attitudes, the academic load, the pressure, stress, among other factors. For the third, fourth and fifth narrative was a kind of different given that we reflected on virtual teaching experience; the situation we are going through has been the main source to reflect on, the teacher role has become more complex since academic work has increased and the process of teaching in an suitable way has become the greatest challenge. *(Annex 8, Narrative)*

On the other hand, the first reflective workshop was ideal to know the importance of the teacher within a society, likewise, how education has changed and how this change has benefited or affected it. Another aspect taken into account was the motivation that students must have when learning; here the teacher plays an essential role to maintain this motivation, it is necessary to look for alternatives, implement effective ideas or other means to encourage students and to show them how significant education is in their lives. *(Annex 9, reflective workshop)*

Finally, it was implemented a self-observation in which we quantitatively evaluated our process as teachers; in general terms, this was focused on the way of teaching, the methodology used, the lesson planning, the aspects taken into account to develop a class, the classroom environment, discipline, inclusion, activities proposed, among others. *(Annex 10, self-observation)*

Face to face and virtual teaching

Teaching is undoubtedly one of the most difficult professions but one that most enriches our knowledge; during two weeks of face-to-face practicum, my vocation as a teacher was sometimes questioned by various adversities that arose, however, these situations are what make us continue in this profession and therefore be better educators.

At the beginning of the classes, the methodology used when teaching was adapted according to what was proposed by the supervisor in terms of sequence, topic, and possible activities; moreover, it was taken into account the way in which the supervisor taught the students since it was not recommended to make a drastic change in the usual teaching-learning process of them. It has to be highlighted that little by little the lesson plans were better done, thanks to the suggestions and comments of the supervisor before, during and after doing them. However, it was difficult to implement different activities or different resources to teach due to lack of time, not enough money, and lack of discipline or other factors; occasionally it was implementd other activities that were enjoyable for the students, such as games, teamwork, etc.

As for the instructions for any activity or topic, the students understood only by giving them in Spanish and with many examples, thus, English was always included and its translation, in this way, they were associating what was said. It has to be emphasized the fact that the students were very attentive to what was explained, even though most of the classes were focused on grammar, the students had a good participation; one of the biggest challenges at the beginning was discipline, despite the fact that the vast majority of students paid attention to the classes, there were some that encouraged indiscipline, therefore, the classes were reduced in time due to the attention calls made to them. Unfortunately, the only strategy that worked to control discipline was through scolding, bad grades, or annotations.

Another important aspect during this classroom teaching experience was inclusion; in one of the grades, specifically in sixth grade, there was a student with a type of autism that made his learning process go at a slower pace and almost similar to that of an elementary student. When teaching and knowing the situation of the student, some material was given to him according to his need; material based on illustrations along with the explained topic, evidently, the topic was given in a more summarized way but for greater understanding through the drawings. During class activities, adequate instructions were given to this student to carry out his workshop and also it was reviewed what he was doing each moment to guide or encourage him.

On the other hand, the experience of virtual teaching was the main factor to realize that being a teacher is definitely a task that requires patience; both teachers and parents and students are facing the situation the whole world is going through in the best possible way to continue education. During these weeks, the role of a teacher is more essential since basically teachers in these times of pandemic are the ones who must be most willing to continue teaching, therefore, the work during this virtual practicum was based on doing workshops for fifth, sixth and seventh grades; these workshops undoubtedly contain the explanation of the topic to be taught, for this reason the explanation was made in a way that was easy enough to understand for the students, furthermore, the exercises must not be as complex or as long and these must be adapted to the students level.

The workshops are physically delivered to the parents and these are sent already developed by photos via WhatsApp; once sent, these are evaluated taking into account know-how (structuring exercises) and knowledge (production exercises). Given that sometimes students tend to have doubts regarding the workshops, it was proposed to make explanatory

videos of each one to make it more understandable; in addition, hours from 7am to 12pm were proposed for tutoring via WhatsApp.

Regarding the performance that the students have presented through the workshops, it has to be highlighted that this has been outstanding; unfortunately, some adversities have arisen, for example that some students have not been able to send the photos of the respective workshops or other students who do not understand very well the given topics which is reflected in the development of the exercises and undoubtedly it is worrying and discouraging for their learning process.

Chapter lll: Outreach component

"Awareness project to English language in elementary schools in Pamplona,

Colombia"

Introduction

Participating in the academic, cultural and economic fields at a global scale motivated the

Colombian National Government to promote foreign languages learning in the different

educational sectors of the country, so that all citizens have the opportunity to participate in

cultural exchanges that allow them to get access to more equitable conditions regarding the

personal and social development of the country.

To encourage the English language learning in Colombia as well as having Colombians

to be more competitive citizens, the Ministry of National Education designed a policy of

bilingualism in 2004, whose main objective is "to have citizens being capable of communicating

in English, with internationally-comparable standards, that incorporate the country in the

universal processes of communication, in the global economy and in cultural openness". To do it

so, the Ministry has been implementing an extensive set of strategies at different levels of

education in order to achieve this goal. For instance, a clear example is the creation and

consolidation of the English language quality standards for basic and secondary education, the

definition of a solid and coherent evaluation system and the description and development of

training programs.

This program has been developed throughout the country in which the work done by the

secretaries of education, public and private universities and English language centers has been

integrated. However, the results obtained to date have not been very encouraging since many educational institutions at a national level have not been impacted by this project yet.

In reference to primary school, the National Government advocates for the augmentation of the English language teaching to children coverage, since many of these educational institutions do not usually have an English teacher that guides the teaching and learning of the English language and for this reason, the results of the evaluations applied at a national-level are not very promising.

The University of Pamplona in Colombia considered as a public training institution for trainers, and more specifically the Foreign Languages B.A. degree in English and French, has approached the reality that the primary schools in the city of Pamplona often face in terms of The National Bilingualism Policy; many of the educational establishments in this city do not have an English teacher to respond to the training needs of the primary sector.

By recognizing this reality and the difficulties that it generates, this proposal of social projection aims not only to respond to the English language educational needs, those of the primary school children in the city of Pamplona but also to integrate foreign languages' students training at the B.A degree in Foreign Languages English and French to the educational reality of this sector so that the gap between public and private schools in the area of foreign language can be minimized.

Governmental policies identify the issue, however, the attention to these problems goes beyond mere regulations, there is a lack of funding support, educators in the foreign languages area so that the outcomes in terms of exams, tests, and students' results are in agreement with Colombia's proposal of being the most educated country of the region.

This project was developed face-to-face for 2 weeks; in the rest of weeks, the project was implemented in a virtual way due to the world health crisis of COVID-19.

Justification

Learning and acquiring a foreign language provide us with the opportunity to be up with the requirements of today's world current needs. That is why it is necessary to implement and work towards this process since the beginning of children's schooling path so that at the end of their basic education cycle, they have the foundations that will allow them to continuous learning process in the secondary, technical and superior education, to get more people to be trained in this area.

The main purpose of this project is to raise awareness towards English language teaching in primary schools in the city of Pamplona, by contributing to the basic training in a foreign language which is essential and required at these levels. For that reason, this project is carried out as part of the outreach component in the practicum stage that is developed by last semester students of the Foreign Languages degree at the University of Pamplona, as a way to contribute to the strengthening of English language teaching in primary school.

The implementation of this project benefits greatly and reciprocally both, the institutions and the student population of Pamplona, as well as the Foreign Languages program and the students who are carrying out their practicum. This benefit results in the possibility for primary school children to have contact with the foreign language and, in turn, for students who are at the end of their training process at the university so that they get to know the realities and educational needs of the environment, and in this way, they can contribute by taking part in the processes that have a positive impact on the improvement of such needs.

Objectives

General objectives

The main objectives to work on are the following:

- To respond to the English language teaching needs of the child population in primary school in the city of Pamplona

- To provide pre-service teachers with the opportunity of teaching English in a real educational context, in this case, at primary school level.

- To use flashcards as a tool for teaching English vocabulary at primary school

Specific objectives

- To better understand the aspects previously stated, this proposal will attempt:

- To familiarize primary schools' children of Pamplona with the fundamentals of the English language.

- To involve students from the B. A. degree in Foreign Languages English-French in the English language teaching processes at a primary school level in the community of Pamplona.

- To articulate the teaching training that students from the B. A. Degree in Foreign Languages English-French have received with the outreach programs offered by the Social Interaction office at the University of Pamplona.

- To improve the English vocabulary through the use of flashcards

- To teach English vocabulary in a creative way

- To improve the spelling of English vocabulary

- To improve the pronunciation of English vocabulary

Typology of the project

This is an educational, disciplinary project dealing with the curriculum area; open to all the institutions in which the integral practicum will be developed and which offer primary education in Pamplona. This project is part of the teaching training plan of the Foreign Languages program at the University of Pamplona.

This proposal is connected with social projection and goes beyond the institutional scope and makes facilitates the articulation of the Foreign Languages program to the community of Pamplona.

The main purpose at a pedagogical and communicative level is framed within the institutional lines of projection and outreach of the University of Pamplona and the Foreign Languages program.

Lines of contribution

At the heart of this project lie the following lines that aim to contribute to:

• Academic training in foreign languages.

• Citizen training (addressing educative problems in order to reduce inequality in the educational system)

• School community outreach as University and as Foreign Languages program.

Methodology

This proposal aims at using flashcards as tool for teaching vocabulary in primary school; according to Ngarofah and Sumarni (2018), the use of flashcards is considered as a media that

can help and encourage the students to learn and to be interested in learning English. For

carrying out this project, it will be taken into account the population to whom it is addressed and

the pre-service teacher schedule.

Population

This proposal will be developed with primary school students of first and fifth grades at

Cristo Rey School a public educational institution located at Pamplona.

Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7am-7:55am		5th grade	5th grade		
7:55 – 8:50					
8:50 – 9:45					
9:45 – 10:15					
10:15 – 11:10					1st grade
11:10 – 12 pm			1st grade		

Table 5

Data collection

Face-to-face practicum

During the two face-to-face weeks, the pre-service teacher could develop the explanation

of topics in first, third and fifth grade; topics such as: I like and I don't like expressions, body

parts, disease vocabulary, personal presentation, basic commands, numbers from 1 to 10, and

nouns vs actions.

All these topics were explained through the use of flashcards; the use of this material allowed the students to be attentive to the explanations, likewise, this facilitated the practice of pronunciation and spelling. *(Annex 11, flashcards)*

Chronogram of activities developed

DATE	TOPIC	MATERIAL
March 3rd	I like and I don't like	Flashcards about food, hobbies
March 4th	Commands	Flashcards about commands
March 10th	When to use "to"	Flashcards about hobbies
March 13th	Introduce yourself	Workshop

Table 6

Virtual practicum

During the virtual practicum, various activities were developed for primary school; these activities were based on: workshops consisting of 3 stages (explanation, exercises and production), explanatory videos, English exam, corrections and grades.

For each workshop, the corresponding topic for the week was taken into account, likewise, the visual part (images) should be included more than the written part (explanation) in order for the students to better understand. *(Annex 12, workshop)*

On the other hand, it was necessary to make explanatory videos for each workshop, in this way, the students could understand what they should do in each one and also it was given a space to practice the pronunciation of some words.

Figure 6

Virtual activities

Material	Description	Topic	Grade in which it was implemented or it will be	Was it delivered and developed by the

				students?
Conduct of workshops for fifth grade: second term https://drive.google.com/drive/folders/1yGpCOTyjmyu-Eb4ijjFdF4l1kT32YvKN?usp=sharing	Workshop consisting of 3 stages: explanation, exercises, practice. Evaluation workshops about the topics learned	Celebrations, Nouns, opposite adjective, hobbies, comparatives	It will be implemented in fifth grade	It will be delivered next month
Templates for fifth grade: second term https://drive.google.com/drive/folders/15kTMhGkjatqEJAk0BNxARG2VhWOfxFj2?usp=sharing	These are the templates of the workshops done in which the answers to the exercises can be found	Celebrations, Nouns, opposite adjective, hobbies, comparatives	It will be for fifth grade teachers	It will be delivered to fifth grade teachers
Explanatory videos: first term https://drive.google.com/file/d/1wKVwCGHn7_BT9	Explanatory videos concerning the first term topics; these	Daily routine	It was sent via WhatsApp	It was sent

4-jCRHWHKSKyBSby92A/view?usp=sharing https://drive.google.com/file/d/1-__e48OUaynLNlKlMNDrttC9ArRPyiWf/view?usp=sharing	videos are sent via WhatsApp at the beginning of each week	vocabulary Frequency adverbs		
Workshops correction: first term https://drive.google.com/file/d/1ZZ_VaAEpufSq9TJaDPs56LTJnZyCUtFz/view?usp=sharing https://drive.google.com/file/d/1au6o1furl5yZWDGDeCiZFF957I2_p5sF/view?usp=sharing	Correction of the first two workshops delivered by the students and assignment of a grade	Daily routine vocabulary Frequency adverbs	It was corrected and sent to the English teacher	It was sent

Conclusion

The needs of English in primary school and its contribution to the integral practicum

The needs that primary education has regarding the English teaching process is highly visible; during the face-to-face practicum experience, most of the elementary teachers required extra help to teach English due to sometimes it was difficult for them to pronounce or explain as such a specific topic. In the first week, 4 primary grades was assigned to the pre-service teacher: first, third, fourth and fifth; in the second week since the social work students were going to start their practice, only 2 grades was left to her: first and fifth.

During this teaching experience in these two primary grades, the pre-service teacher realized that although English is considered one more subject for these students, most of them were motivated to learn it. In the same way, she also realized that the role of the teacher includes helping other teachers when required, obviously, as everyone knows in primary school there is only one teacher for all subjects and that is where teachers should consider the companionship to face any obstacle when teaching.

On the other hand, it is important to mention that during the two weeks of face-to-face practicum, implementing the use of flashcard as a tool for teaching vocabulary was in a certain way effective; using flashcards not only allowed students to learn new vocabulary in English, but also they learned to associate it by just seeing the image that represents it. Moreover, through the flashcards it was possible to include the practice of pronunciation; as the students looked at them and listened the word, they immediately repeated several times to pronounce it correctly.

Chapter lV: Administrative component

Introduction

Pre-service teachers play relevant roles within an institution, they are not only those who teach a second language, but they are also those who, beyond being teachers, immerse themselves in different situations that characterize a school, such as religious, cultural, artistic activities, among others.

During the practice process, pre-service teachers must be part of extra-curricular activities proposed in the school since it involves the real sense of belonging. For that reason, pre-service teacher must attend to the activities posed.

General objective

- To participate actively and punctually in the extra-curricular activities proposed by the institution during the practice process.

Specific objectives

- To attend all academic and administrative activities of the institution
- To enrich the role of teacher through institutional activities
- To know the purpose for which these activities are implemented and their importance within the educational institution

Methodology

The pre-service teacher must play an important role during the organization and development of institutional activities in order to enrich his/her experience as a teacher in a real

context. For that, the pre-service teacher will attend and participate actively, likewise, she/he will be a guide and support when English events take place in the school.

Timetable of the activities

MONTH	ACTIVITY
February 28th	Women's and men's day
March 27th	Experience activity about transversal pedagogical project "paths of peace and good"
March 31st	Simulacrum 3°, 5°, 9°, 10°, 11°
April 8th	Institutional bingo
April 23rd	Language day
May 14th	Teacher's day

<div align="center">Table 7</div>

Conclusion

Due to the global health crisis of COVID-19, the pre-service teacher was unable to participate in any of the extra-curricular activities mentioned above; however, it is considered that this type of activity influences teacher training since it allows to know the different roles of a teacher within an educational institution. In short, the teacher's purpose is not only to teach, but also to participate in cultural activities that help in his own learning.

On the other hand, these types of activities allow the pre-service teacher to enrich herself of the importance that each one of tasks has in the institution and why they should be developed with the entire educational community.

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ANNEXES

Annex 1. Journal model

Topic:	
Date:	
Objective:	
Questions to answer:	
Class development, environment, students' performance, advantages, disadvantages… etc.	
Conclusion – Reflection	
Time spent:	

Journal completed

Topic:	**Research presentation** **First section: Character's creation**
Date:	Tuesday, March 3rd
Objective:	1. Present the different aspects that make up my research project to eighth grade students 2. Create a character that characterizes the comic strip
Questions to answer:	1. How does creating a comic strip provide a meaningful English learning environment? 2. What place does creativity have at the time of writing in English?
Class development, environment, students' performance, advantages, disadvantages... etc.	Before starting with the first section of my project, I made the due presentation about what it is, its purpose, the population with whom I would develop it, its stages, how I would do it, among other aspects. All the students were attentive to what I explained about the project; in general, most of them were interested in what they heard. Once I finished presenting my project, I began to explain the first section that makes it up, in this case, the creation of a character; I showed them an example of my own character, he was an alien, all the students seemed animated and the environment felt fun for them. I explained to them step by step how they should do it; First, they could draw whatever they wanted, be it an animal, a human, an object, a hero, etc. The point was that they had to bring that character to life. I gave them a white sheet to start drawing; During this first exercise, all the students were animated creating their characters, so the environment became relaxed and fun for them. As I reviewed what each student was doing, I realized that they were being as creative as possible which was positive as a first start to the project. Once the students finished drawing and coloring their characters, I asked them to create an original name for it; all the students paid attention and then began to think of unique and fun names for their characters. Given the short time, I asked the students to finish the work at home and bring it to the next class in order to continue the other sections of the project.

Conclusion – Reflection	During the development of this section, I realized that implementing a new teaching strategy, such as creating a comic strip to practice English, is quite exciting and fun for students, so they enjoy the learning process of a new way; Most of the students were quite interested in the project, they showed an interest in being part of it and that is the first step to demonstrate that this project will be effective for both them and me.
Time spent:	1 hour

Annex 2. Rubric: written production evaluation

Task achievement	Points			
Generally clear the intention	1	2	3	4
Purposed achieved	1	2	3	4
All instructions followed	1	2	3	4
Most relevant details included	1	2	3	4
A positive effect on the reader	1	2	3	4
Accuracy and range of grammar				
Simple but mostly correct (Grammatical structures)	1	2	3	
Some mistakes that do not impede comprehension (Spelling)	1	2	3	
Mostly correct (Word order)	1	2	3	
Some errors, but do not significantly impede meaning	1	2	3	
Vocabulary range and text organization				
Adequate range of A2 vocabulary	1	2	3	
Text organization mostly appropriate with an accurate basic punctuation	1	2	3	

	Task Fulfilment	Accuracy and range of grammar	Accuracy and range of vocabulary	Organisation
3	• covers all three content points, message is clear for recipient	• mostly accurate use of A2 grammar • when language above level is attempted, errors occur	• adequate range of A2 vocabulary and spelling to clearly transmit meaning • when vocabulary above level is attempted, errors occur	• text organization is appropriate i.e. in sentences • coherent text • accurate basic punctuation
2	• covers 3 content points, message is mainly clear for recipient or • covers 2 content points and these are clearly communicated	• A2 grammar used, but with some serious errors • meaning is still usually clear despite errors	• meaning usually clear despite limited range of vocabulary and/or spelling • some serious errors with A2 vocabulary and spelling	• text organization mostly appropriate i.e. mainly uses sentences correctly • mostly coherent • mostly accurate punctuation
1	• covers 2 content points, message is mainly clear for recipient or • covers 1 content point	• many serious errors • often difficult to understand meaning	• range and/or spelling so limited that it is often difficult to understand meaning • many serious errors with A2 vocabulary and spelling	• a series of phrases, not sentences • mostly incoherent • little correct punctuation
0	• doesn't communicate or • off topic	• grammar so poor that message cannot be understood	• vocabulary usage and/or spelling so poor that message cannot be understood	• no organization or coherence

Annex 3. Permission letter for parents

Pamplona, _____ de ____ del 2020

Estimados,
PADRES DE FAMILIA, octavo grado
Cordial saludo,

Yo, LEIDY NATALY HERNANDEZ SALAZAR, identificado con C.C 1094280394 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 sexto, séptimo y octavo, acompañado de la supervisión de la docente Alba Milena Flórez González. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "La mejora de la escritura a través de la creación de una historieta en el grado octavo del colegio Cristo Rey: una investigación-acción", esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto los estudiantes deberán responder algunas preguntas establecidas en una entrevista sobre la implementación de este proyecto. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.
Cordialmente,
_____ c.c. 1094280394
Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona

Annex 4. Workshops: Comic Strip

GROUP	LEVEL	DATE
Eighth grade	A1	March 3rd (1 hour)
TEACHER	**SUPERVISOR**	**TOPIC**
Leidy Nataly Hernández Salazar	Alba Milena Flórez	Research Project

STAGE	DESCRIPTION	TIME	MATERIAL
Opening	The teacher will start the class by greeting the students and asking them "How are you today?" After having had an answer from them, the teacher will take attendance and ask the students for their notebook and dictionary. Afterwards, she will introduce and explain what her research project is about and the purpose of it; she will mention that eighth grade will be her sample to develop it, also, she will highlight the schedule that will be proposed for this one. Thus, the teacher will explain step	13 minutes	Notebook Dictionary Attendance list Board
	by step what the students will do: 1. Creation of a comic strip 2. Work in a different section each class 3. Way in which it will be corrected 4. Decoration 5. Final product: presentation The teacher will write on the board some of these aspects, and then she will ask the students to take notes about it in order to take into account and remember this information for the next weeks.		
Explanation	The teacher will begin with the explanation of the first comic section in which the students must create and draw a character (avatar), either a superhero, an alien, an animal, a human, a ghost, etc. Consequently, they must create a name for their character. The teacher will show them her	25 minutes	Colors A white sheet
	avatar so that the students have an idea of what they must do (Appendix 1)		
Closure/Homework assignment	For the next Tuesday, the students must bring one quarter of black cardboard to stick the first section.	3 minutes	One quarter of black cardboard

GROUP	LEVEL	DATE
Eight grade	A1	March 10th (1hr)
TEACHER	**SUPERVISOR**	**TOPIC**
Leidy Nataly Hernández Salazar	Alba Milena Flórez	Comic Strip: second section Character's biography

STAGE	DESCRIPTION	TIME	MATERIAL
Opening	The teacher will start the class by greeting the students and asking them "How are you today?" After having had an answer from them, the teacher will ask the students to organize for the verbs quiz. After finishing, the teacher will take attendance and check the notebook and dictionary of the students. Also, she will give the five verbs of the Eight week.	17 minutes	Notebook Dictionary Attendance list Verbs quiz
Structuration/Explanation of the topic	To begin the class, the teacher will check the student's drawings and the black cardboard; she will ask the students to stick the drawing (first section) on the	25 minutes	Notebook Dictionary drawing
	cardboard in order to continue with the next comic strip section called **"Who are you?"** In the second section in which the students must work, they must write their character's biography, for that, the teacher will give some instructions: 1. Take into account the full name, age, nationality, family members, profession, behavioral qualities, likes and dislikes, etc. The teacher will show them her example, likewise, she will give them a little piece of paper with the role model in order to guide them (Appendix 1). For this section, the students must write on their notebooks as it was said in the previous class and it will be collected by the teacher at the end of the class for		
Decoration	The students must decorate the page in which this written production will be. They must include evidently their character drawing given that he/she/it is talking in this part.	10 minutes	White sheet
Closure/Homework assignment	For next Tuesday, the students must bring their first two sections already decorated and corrected; also, they must bring another black cardboard for the second section.	3 minutes	

GROUP	LEVEL	DATE
EIGHTH GRADE	A1	March 17th
TEACHER	**SUPERVISOR**	**TOPIC**
Leidy Nataly Hernández Salazar	Alba Milena Flórez	Comic Strip: third section Character's abilities

STAGE	DESCRIPTION	TIME	MATERIAL
Opening	The teacher will start the class by greeting the students and asking them "How are you today?" After having had an answer from them, the teacher will ask the students to organize for the verbs quiz. After finishing, the teacher will take attendance and check the notebook and dictionary of the students. Also, she will give the five verbs of the Ninth week.	15 minutes	Notebook Dictionary Attendance list Verbs quiz
Explanation of the third comic's strip section	To begin the class, the teacher will check the character's biographies written by the students and the black cardboard; she will ask the students to stick the biography (second section) on the cardboard in order to continue with the next comic strip section called *"What can you do?"*	25 minutes	Notebook Dictionary

	In this section, the students must write about their character's abilities (super powers, learn, speak, run, swim, etc) The teacher will show them her example; likewise, she will give them a little piece of paper with the role model in order to guide them. (Appendix 1) The students' notebooks will be collected at the end of the class by the teacher for correcting.		
Decoration	In this part, the teacher will ask the students to draw something that represents their character's abilities, for instance, if their character can swim, the students must draw it swimming. Evidently, the students must leave spaces for the written part.	12 minutes	Colors Pencil White sheet
Closure/Homework assignment	For next Tuesday, the students must bring their first three sections already decorated and corrected; also, they must bring another black cardboard for the third section.	2 minutes	

Annex 5. Research blog

First Section: Character's creation

June 03, 2020

Hello there!

In this section, we are going to create our character; there are different options to create it, we can draw an alien, a superhero, a human, an object, an animal, etc. Use to imagination! Also we are ...

Post a Comment   READ MORE

OBJECTIVES

June 03, 2020

GENERAL OBJECTIVE To improve the written production through the creastion of a comic strip in eighth grade at Cristo Rey School
SPECIFIC OBJECTIVES 1. To provide a meaningful English environment to the students 2. To motivate students' English learning process through the creation of a comic strip 3. To improve the English writing process through creativity

Post a Comment   READ MORE

GENERAL PRESENTATION

June 03, 2020

This project aims to improve the writing process in English (A2 level) by creating a comic strip. However, it can be implemented at any grade level but being adapted to the level of the students.

The creation of the comic strip is dived into six sections:

Link: https://reasearchproject2020.blogspot.com/

Annex 6. Lesson plan

GROUP	LEVEL	DATE
Seventh grade	A1	March 2nd (1 hour)
TEACHER	**SUPERVISOR**	**TOPIC**
Leidy Nataly Hernández Salazar	Alba Milena Flórez	"MUST"

STAGE	DESCRIPTION	TIME	MATERIAL
Opening	The teacher will start the class by greeting the students and asking them "How are you today?" After having had an answer from them, the teacher will take attendance and ask the students for their notebook and dictionary.	5 minutes	Notebook Dictionary Attendance list
Structuration/Explanation of the topic	The teacher will continue the class by explaining a new modal verb: "**Must**"; for that, the teacher will write it on the board. Then, she will ask the students to remember her some school rules in order to introduce what the topic is about. Afterwards, she will write the respective translation and the use on the board:	17 minutes	Board Markers

	Must -> Deber -Express obligation (expresar obligación) -Give orders (dar órdenes) -Give advice (dar consejos) And she will say and write some examples to better understand: You **must** study for the vocabulary quiz You **must** participate in the classroom You **must** be respectful Thus, the teacher will show the negative form with other examples: You **must not** eat in the classroom You **mustn't** (contraction) arrive late After explaining, she will ask the students to take notes.		
Practice activities I	Taking into account the previous explanation, the teacher will propose an activity; she will write some sentences on the board: - You ____ listen to your teacher	12 minutes	Board Markers WordCards

	-You ____ speak English -You ____ forget your dictionary -You ____ do your homework -You ____ run in the classroom -You ____ play in class -You ____ be responsible She will randomly give to seven students some wordcards which contain either of these two options: *Must ---- Mustn't (Appendix 1);* the students chosen must go to the board and stick the correct one in a sentence, the teacher will check and then she will ask to another student who does not have a wordcard to read the sentence aloud. After finishing, the students must take notes.		
Practice activities II/Production activities	To continue, the teacher will give to the students some sentences that they must translate from English to Spanish by using their dictionary (Appendix 2): - *You mustn't shout at school* - *You mustn't stand up in the class. You must sit down.*	12 minutes	Worksheet Dictionary

	- *You must eat more fruit* - *You must feed your pet* -*You must wake up early* -*When you are in the museum, you must be silent.* When the students finish, the teacher will correct with them.		
Closure/Homework assignment	For the next class, the students must bring written in their notebooks two (2) things that they must do at home and they must draw something that represents it. For instance: *I must clean my bedroom* (Appendix 3)	5 minutes	

Annex 7. Virtual workshops

	INSTITUCION EDUCATIVA INSTITUTO TECNICO ARQUIDIOCESANO
	SAN FRANCISCO DE ASÍS
	PAMPLONA-NORTE DE SANTANDER
	INGLES SEPTIMO GRADO
	Nombre_____ .

INFORMACION GENERAL DEL TALLER
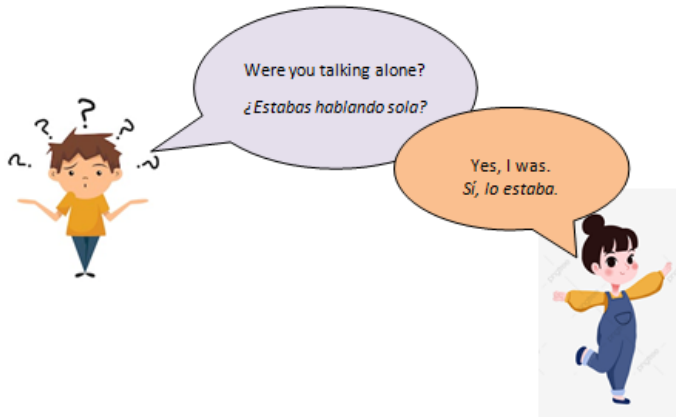
Fecha de entrega:

Correo al que debe ser remitido:

APRENDIZAJE: PASADO PROGRESIVO FORMA INTERROGATIVA

OBJETIVO:

✓ Conocer la estructura gramatical para formar y responder una oración interrogativa en pasado progresivo

I.   ETAPA DE EXPLORACION

Were you talking alone?

¿Estabas hablando sola?

Yes, I was.
Sí, lo estaba.

Básicamente para formar y responder una pregunta en pasado progresivo, debemos tener en cuenta la siguien estructura:

| Verbo TO BE en pasado | ←→ | Sujeto | ←→ | Verbo con ING | ←→ | Complemento | ←→ | ? |
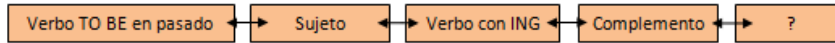
Ejemplo:

| Was she learning karate? | ¿Ella estaba aprendiendo karate? |

Para este tipo de pregunta vamos a responder de forma corta, utilizando Yes o No:

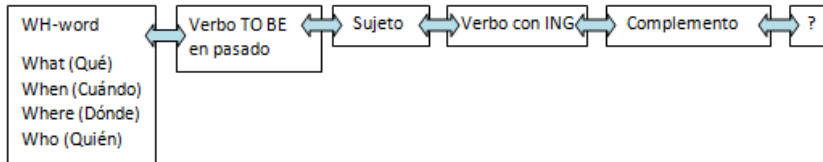| Was she learning karate?	¿Ella estaba aprendiendo karate?
Yes, she was.	Sí, lo estaba.
No, she wasn't.	No, no lo estaba.

Veamos otros ejemplos:

Were they asking several questions?   (¿Ellos estaban haciendo varias preguntas?)

Yes, they were   (Sí, lo estaban)
No, they weren't   (No, no lo estaban)

Was David fixing the cellphone?   (¿David estaba arreglando el celular?)

Yes, he was   (Sí, lo estaba)
No, he wasn't   (No, no lo estaba)

También podemos hacer preguntas que nos permitan responder de una forma larga, dando más información. Usualmente estas preguntas van acompañadas de WH-words:

| WH-word
What (Qué)
When (Cuándo)
Where (Dónde)
Who (Quién) | ←→ | Verbo TO BE en pasado | ←→ | Sujeto | ←→ | Verbo con ING | ←→ | Complemento | ←→ | ? |

Ejemplo:

What was she doing?	¿Qué estaba haciendo ella?
She was playing the guitar	Ella estaba tocando la guitarra
When was you eating meat?	¿Cuándo estabas comiendo carne?
I was eating meat at Christmas	Estaba comiendo carne en Navidad
Where were you living the last year?	¿En dónde estabas viviendo el año pasado?
I was living in Cali	Yo estaba viviendo en Cali
Who was I talking to?	¿A quién yo le estaba hablando?
You were talking to me	Tú estabas hablándome

II. ETAPA DE ESTRUCTURACION Y PRACTICA

1. - Completa las siguientes oraciones interrogativas en pasado progresivo con el verbo entre paréntesi.

   -Responde con Yes y No

   Ejemplo:

   Was Mary preparing lunch? (prepare)

   Yes, Mary was
   No, Mary wasn't

   a. _____ they _____ my car last weekend? (wash)

      Yes, _____

      No, _____

   b. _____ the dog _____ all last night? (bark)

c. _____ the kids _____ the pictures on the wall? (stick)

    Yes, _____

    No, _____

d. _____ you _____ on the mountain? (walk)

    Yes, _____

    No, _____

2. Encuentra para cada pregunta su respectiva respuesta. Escribe la letra:

a. What was Carlos playing?   (   ) She was living in Spain

b. What was Daniel doing at the store?   (   ) I was buying clothes with my sister

c. Where was Angela living before?   (   ) She was studying this morning

d. Who were you buying clothes with?   (a) He was playing cards

e. When was Jenny studying?   (   ) He was buying the food for the week

1. Observa la imagen y la oración que tiene cada una; traduce y basado en la oración crea la pregunta correcta (una WH-word. Mira el ejemplo:

They were washing the vegetables

Traducción:
Ellas estaban lavando las verduras

Pregunta:
What were they washing?

They were running in the park

Traducción:
_____

Pregunta:
_____

Traducción:
_____

Pregunta:
_____

The cat was eating a fish

Annex 8. Narrative

Leidy Nataly Hernández Salazar
C.c 1094280394
Escritura reflexiva
Primera semana: 2-6 Marzo

Mi primera semana como profesora en la institución Cristo Rey fue todo un reto. Evidentemente fue una semana de adaptación, de análisis y de cambios; al comenzar, considero que el aspecto más relevante fue el ritmo de aprendizaje de los estudiantes de sexto, séptimo y octavo ya que dependiendo del grado en el que están y de sus edades, la forma de aprender varia y por lo tanto debe ser tomada en cuenta al momento de enseñar. Hice mis planeaciones de clase para estos cursos según los temas establecidos o dados por mi supervisora de Inglés y pude notar que la forma en la que nos enseñaron en la universidad a planear y ejecutar una clase es muy distinta ya estando en un contexto real, no todas las actividades se pueden cumplir en un lapso de 2 horas así que las explicaciones y actividades de los temas toman hasta 2 semanas para ser enseñados. Sinceramente aquella semana estaba cansada tanto físicamente como mentalmente, tenía la presión de enviar mis planeaciones el miércoles aún si haber aprendido lo suficiente del cómo debía hacerlas para cada curso, así que era desgastante tener poco tiempo para tanto, sin embargo supe que este era el primer paso para poder adaptarme y para comprender el rol que debía cumplir.

Por otra parte, pienso que el mayor reto lo tuve los días Jueves y Viernes de dicha semana; por cuestiones académicas y un evento cultural, mi supervisora me dejó a cargo de los cursos de inglés esos días ya que debía asistir a lo anteriormente mencionado. El estar sola en un salón con aproximadamente 28 estudiantes de un grado inferior como lo es sexto, fue una experiencia agotadora pero tuvo sus ventajas; al principio de la clase los estudiantes al ver que no estaba mi supervisora tomaron actitud de relajo e indisciplina, por lo cual tomé las medidas necesarias para que ellos entendieran que yo cumplía prácticamente el mismo rol que su profesora de inglés, así que establecí reglas, mencioné mis derechos estando allí como por ejemplo hacer anotaciones, poner malas notas, sacar a los estudiantes del salón, entre otras. Todos los estudiantes captaron lo que les dije, sin embargo algunos no lo tomaron tan en serio y continuaron con un poco de indisciplina, por lo tanto, apliqué lo que les advertí si no respetaban la clase y comencé a poner puntos negativos de comportamiento a quienes molestaban. Al ver que mis palabras y mis acciones iban en serio, todos los estudiantes empezaron a estar más atentos y más callados. Gracias a esta experiencia, supe que podía manejar el control de la clase, desafortunadamente a través de regaños, puntos negativos y demás, pero pude hacerlo y así mismo pude ganar aquel respeto que se debe tener por parte de los estudiantes cuando uno como profesor está parado al frente enseñando.

Cabe destacar que habiendo experimentado esta primera etapa de enseñanza en esta primera semana, ahora sé lo que debo hacer en próximas experiencias con respecto a planear clases, enseñar, actuar y mejorar. Nuevamente recalco el hecho de que esta etapa está siendo un gran reto para mí, pero que daré lo mejor de mi parte para afrontarlo.

Annex 9. Reflective workshop

PRIMER TALLER DE REFLEXIÓN

1. OBSERVACIÓN INSTITUCIONAL Y SOCIALIZACIÓN DE LA OBSERVACIÓN

a. **¿Qué aprendió durante las semanas de observación institucional?**

A mí parecer, considero que la observación institucional es el primer paso para comprender el contexto real educativo; allí podemos darnos cuenta del cómo la educación en una institución es manejada, el cómo los docentes deben adaptarse a la reglas planteadas en un manual de convivencia y cómo deben actuar ante cualquier adversidad que se presente en el ambiente escolar. De igual forma, nos damos cuenta del énfasis que tiene el colegio y el cómo las temáticas son ligadas a esto.

2. PRÁCTICA EN EL AULA

b. **Mencione y explique al menos 4 de las finalidades que tiene como profesor cuando enseña**

En primer lugar y la más importante se centra en motivar a mis estudiantes a seguirse educando. Segundo, el no sólo permitir que los estudiantes obtengan nuevos conocimientos, sino también aportarles en su crecimiento personal porque es la base para un futuro emprendedor. Tercero, el hecho de que debemos comprender las diversas situaciones que atraviesan los estudiantes, de esta forma, debo mantener un perfil bastante profesional y no mezclar mis asuntos personales con el ambiente escolar. Cuarto, visualizar y adaptarme a los diferentes ritmos de aprendizaje de mis estudiantes ya que no todos tienen el mismo y a unos se les dificulta más que a otros.

Annex 10. Self-observation

Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área *

8 puntos

1	2	3	4	5	6	7	8	9	
◯	◯	◯	◯	◯	◯	◯	◯	◯	Siempre

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

3 puntos

1	2	3	4
◯	◯	◯	◯

Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo. *

3 puntos

1	2	3	4
◯	◯	◯	◯

Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes *

3 puntos

Annex 11. Flashcards

Annex 12. Virtuality

Material type	Description	Topic	Grade in which it was implemented or it will be	Was it reviewed by a tutor or supervisor?	Was it delivered and developed by the students?
Conduct of work guides for 7th grade: first term https://drive.google.com/drive/folders/1PYzNrsOL0kYz0kH1jdpFvUWzuuwO8lnw?usp=sharing	Workshop consisting of 3 stages: explanation, exercises, practice.	Past simple of verb to be Regular and irregular verbs	It was being implemented in seventh grade	It was reviewed by the supervisor	It was delivered and it was being developing
Conduct of work guides for 7th grade: second term https://drive.google	Workshop consisting of 3 stages: explanation, exercises,	Past continuous When vs While	It will be implemented in seventh grade	It was reviewed by the supervis	It will be delivered next month

.com/drive/folders/ 1c_SJeUTrAP-L-PKNx3ZWXpyxV ApuzGSX?usp=sh aring	practice. Evaluation workshops about the topics learned	Going to		or	
Conduct of work guides for 6th grade: second term https://drive.google .com/drive/folders/ 1Q6Xou_sd-TYPcDzI9hVyeJw 8h7aQYtyW?usp= sharing	Workshop consisting of 3 stages: explanation, exercises, practice. Evaluation workshops about the topics learned	Numbers, hour, countable, uncountab le, how much, how many	It will be implemente d in sixth grade	It was reviewed by the supervis or	It will be delivered next month
Conduct of work for 5th grade: second term https://drive.google .com/drive/folders/ 1yGpCOTyjmyu-	Workshop consisting of 3 stages: explanation, exercises, practice.	Celebratio ns, Nouns, opposite adjective, hobbies, comparati	It will be implemente d in fifth grade	It was reviewed by the supervis or and another	It will be delivered next month

Eb4ijjFdF4l1kT32YvKN?usp=sharing	Evaluation workshops about the topics learned	ves		English teacher	
Explanatory videos for 5th grade: first term https://drive.google.com/file/d/1wKVwCGHn7_BT94-jCRHWHKSKyBSby92A/view?usp=sharing https://drive.google.com/file/d/1-__e48OUaynLNlKlMNDrttC9ArRPyiWf/view?usp=sharing	Explanatory videos concerning the first term topics; these videos are sent via WhatsApp at the beginning of each week	Daily routine Frequency adverbs	It was implemented in fifth grade	It was reviewed by the supervisor	It was sent
Guide corrections (5th, 6th, 7th, 8th grades)		Daily routine Simple	It was implemente	It was reviewed	It was corrected

https://drive.google.com/drive/folders/1NG6kN8E7rMJ5GGLUA-DwImJ5duk73L8Q?usp=sharing	Correction of the first two workshops delivered by the students and assignment of a grade	past Past continuous Frequency adverbs	d in 5th,6th,7th,8th grade	by the supervisor and the fifth grade teacher	and sent to the teachers
Guide reduction (6th and 7th grade) https://drive.google.com/drive/folders/1R0Uw_Ik6aXNVhtQqzBK5RDa9Iw7wEGqp?usp=sharing	Reduce content of workshops given that these had more than three sheets.	Simple past Regular and irregular verbs There is- there are	It was for sixth and seventh grade	It was reviewed by the supervisor	It was delivered and it was being developing
Guide templates for 5th grade: second term https://drive.google.com/drive/folders/15kTMhGkjatqEJAk0BNxARG2Vh	These are the templates of the workshops done in which the answers to the exercises can be	Celebrations, Nouns, opposite adjective, hobbies, comparati	It was for fifth grade teachers	It was reviewed by the supervisor and another	It was sent

[WOfxFj2?usp=sharing](#)	found	ves		English teacher	

Annex 13. Excel report

https://drive.google.com/file/d/1ZVnXDvIc92s_eTUfmwz3hRbh2fxigaOU/view