

Using Comic Strips to Promote Reading Comprehension in 9th Grade Students at la

Divina Pastora School

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Integral Practicum

Pamplona

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APPROVAL NOTE

Practicum Committee Signature

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Chapter I: General presentation of the project

Presentation

Undergraduate students from the foreign language program of the University of Pamplona are required to integrate a set of learning and teaching processes in their role as preservice-teachers in a Colombian public school. As an attempt to train a well-skilled future teacher in the practicum, a pedagogical project must be designed by practitioners. The proposal of this project must include the description of the diagnosis week at the school La Divina Pastora, as well as the four components that would be developed during the practicum; these components are: pedagogical, research, outreach and administrative.

Looking at the first part of this project, a description of the diagnosis week done at the school La Divina Pastora will be provided in order to become aware of the administrative and pedagogical aspects that are part of the educational institution.

With regards to the four components, the first one which is the pedagogical component, contains the proposal of using comic strips to promote reading skills. This project emerged from the diagnostic week where the pre-service teacher detected the ninth grades students' needs. Moreover, in this section will be presented the statement of the problem, the literature review, the theoretical framework, and the adequate methodology to achieve the objectives proposed.

The second component is the research. It introduces a macro project entitled "Reflective spirit training in pre-service teachers from the Bachelor of Arts in Foreign Languages degree, training tool to qualify the practicum stage".

The third component is the outreach. It is based on the macro project "Awareness project to teach English language in primary schools in Colombia". In this project, pre-service teachers

must integrate to the primary school reality to fill students' needs in learning English. To carry out this component, the practitioner will center on creating catching worksheets and a Pictionary book to encourage children to learn English.

Lastly, in the administrative component the chronogram of the school and its methodology will be presented. As well as, the practitioner will present the extracurricular activities developed during the teaching practice.

Introduction

In today's world, English has become a powerful medium for the mankind's development in different fields, such as social, professional, economical, political and cultural. Certainly, the success of English in globalization times cannot be denied, so much so that "It is called the major window on the world, which means that English gives us the view of the various progress taking place in the world" (Nishanthi, 2018, p.871).

Considering the great impact of English in the society, the educational system in Colombia proposes some programs that seek to consolidate the learning process of English. For instance, the Ministry of National Education (MEN) through the National Plan of Bilingualism (NPB) 2004-2019 proposes "to form citizens able to communicate in English who can immerse the country in processes of universal communication, global economy, and cultural openness through internationally comparable standards (MEN, 2006, p. 6)" Therefore, learning English is required in all the educational contexts in Colombia as main tool to involve Colombians in a global context.

By the same token, the Ministry of National Education (MEN) in 2006 adopted from the National Plan of Bilingualism (NPB), the Common European Framework of Reference (CEFR)

as the national standard. The (CEFR) is described by the Council of Europe (2014) as an outline that allows learners know what they must learn for using a foreign language. Also, this standard lets measuring the language through levels of proficiency in the four skills: reading, listening, writing and speaking. Hence, the (CEFR) is a starting point for Colombian foreign language teachers can guide their pupils to learn the English language.

In order to contribute to the process of learning/teaching a foreign language in the Colombian context, the pre-service teacher based her pedagogical proposal on promoting the reading skills by the use of comic strips. The reason why this project centered on promoting reading comprehension emerged from the diagnostic week, since the preservice teacher perceived through the teacher's suggestions that integrating pictures along with text, make students get interested in understanding the written form of the foreign language and also it can be an implicit tool to enrich the vocabulary. The previous assertion is supported by Bernal and Sanchez (2013), who claim that students from their action research learnt new words and understood easily the meaning of the words through the images.

Moreover, this project aimed at developing not only the pedagogical component, but also the research, the outreach and the administrative component. With regards to the research, the pre-service teacher reflected about her experiences lived during the virtual methodology adopted by La Divina Pastora School. Those reflections emerged from the supervisor-pre-service teacher's interaction, student's interaction with the undergraduate student, and during the decision-makings for the design of the workshops, among others.

Considering the outreach component, the pre-service teacher proposed a subproject that attended primary students' needs. This subproject centered on the development of didactic

worksheets to enrich the vocabulary in fourth and fifth grade students at the school La Divina Pastora and the creation of a Pictionary book. The administrative component is the last part of this project; it involved the pre service teacher in the extracurricular activities established by the educational institution.

On the other hand, all the components that were developed in this project did not adopt a person-to-person methodology considering that the health emergency caused by COVID19 forced the national government to close the schools, thus the government adopted a virtual methodology to assure the right of the education in Colombia. For this reason, the pre-service teachers took into account the changes that had had the institutions to implement an attainable proposal in the components established.

Justification

Through the years English has taken a significant role in human's development, it has increasingly augmented the demand of English users in the national and international market and it has provided professional growing in people's life. That's why it's necessary that learners master the basic language skills: listening, reading, speaking and writing skills. Considering the needs that are required to effectively communicate the language, the (MEN) in its document, Basic Standards of Proficiency in Foreign Languages: English (2006), shows that students from the schools and universities must reach a target level at a certain stage where they are, for instance; from first to third grade children must have A1 level, from fourth to seventh grade students must accomplish A2 level, from eighth to eleventh grade teenagers must have B1 level. Also, minimum B2 is required for foreign language teachers and for students from other degrees. Finally, C1 is required for new foreign language graduate students.

Despite the Ministry of National Education aims that students from school and universities reach the levels of proficiency at a determined stage, those efforts continue being a challenge since the EF English proficiency Index (2019) reveals that Colombia is located in the 68 place of low proficiency of English in the world. As strategy to enhance the English proficiency in the National context, this project attempted to promote one of the main skill of language, the reading comprehension.

Considering that this project was based on promoting the reading skill as attempt to improve the panorama of Colombia in learning the English language, it should be pointed out that this proposal emerged from the diagnostic week on 9th grade, since it was analyzed some possible factors that influence in mastering the reading skill. The first factor found was that students may lack of motivation to read in a foreign language. And the other factor, it is based on the supervisor's perception since she had noticed that her students are more connected to understand the written language through the use of pictures. As a result of those factors, the pre-service teacher included the use of comic strip as a tool to encourage students to read, viewing that this means can be advantageous to understand the meaning of the words with the visual aid. That assertion is found on Calisto, Ulloa and Diaz (2018), who shows that students understand the text of the comic when they associate the word with the picture in an authentic context.

Also, this project emphasizes not only on the pedagogical component, but also on the research, outreach and administrative component. With regards to the research component, it played an important role in the teaching training of the preservice teachers since reflecting while teaching, lets them to understand the difficulties of the profession, one's own action, and to become interested in the knowledge of methodologies and approaches to attend to a problematic

situation in the educational context. On the other hand, the development of the outreach component is essential to raise awareness about the teaching of English in Colombian primary schools contributing to basic language training foreigner that is necessary at these levels. The development of the administrative component is related to the immersion of preservice teacher in the extracurricular activities of the institution. The reason why this component is significant for practicing teachers is that they can become aware of the internal and administrative aspects that the institutions follow for discussing about educative issues.

Objectives

General objective

- To develop the teaching practicum through the pedagogical, research, outreach and administrative component at the Divina Pastora School.

Specific objectives

- To adopt a reflective thinking as a transforming tool of the pedagogical processes of the integral practice.
- To promote critical spirit development in pre-service teachers in order to make them analyze their pedagogical work.
- To attend student's primary school needs at the Divina Pastora school
- To integrate the foreign languages education of the PLEX teacher students with the educational reality in primary school in Pamplona.
- To know the institutional context through the development of extra-curricular activities

General conclusions

In general terms, this project played an important role in the pre-service teachers' practicum, considering that the development of the four components has provided a broader sense about the aspects involved in the teaching practice. Concerning the pedagogical component, it allowed the practicing teacher implement a pedagogical proposal with 9th grade students, about the use of comic strips to promote reading comprehension. The teaching strategy to successfully make the students read the comic was the Presentation Practice Production approach and the stages of reading. The development of this proposal lead to know that the comic strips are a useful material to encourage students to read.

Looking at the research component, it permitted the preservice teacher reflected upon her pedagogical practices. With this in mind, one can reach to the conclusion that the act of reflecting during and after each pedagogical task was a transforming tool for the professional grow of the future teacher because the reflection allowed to identify the most pertinent pedagogical strategies that a teacher must adopt and must avoid in an educational context.

Furthermore, the outreach component consisted of a subproject whose main goal was to attend the needs of the primary school. This component was quite helpful for the preservice teacher because she could know the situation of primary school students and therefore, she could implement didactic material to support the children's language acquisition.

Finally, the administrative component allowed the practicing teacher to be involved of the extracurricular activities of the school. Due to the highly participation of the preservice teacher in the educational meetings, it can be concluded that the involvement in each aspect proposed by the school is essential to become aware of the institutional procedures and progress.

Chapter II: Diagnostic stage

Diagnostic week

This section aims at presenting some administrative and pedagogical aspects that are part of the School La Divina Pastora. Those aspects were evidenced during the 2 diagnostic weeks, to let the preservice teacher has a wide understanding of the academic procedures carried out in an educational context. Furthermore, it should be pointed out that those 2 weeks were not face to face in the school environment considering that the educational establishment adopted a virtual methodology due to the COVID-19.

Key administrative aspects

Topographical location. The educative institution La Divina Pastora is located on the 31 street # 31-60, district La Divina Pastora, commune 9 in the southwest of Cúcuta, next to the neighborhood's Health Center. This establishment has an educational population of around 800 students in primary school and 800 in high school. La Divina Pastora School was founded in 1989 and its forefather was the sister Teresita Fontanili, an Italian, from the Catholic community of the Pastorcitas.



Figure 1: Principal entrance at the Educational Institution La Divina Pastora

General institutional authorities. This public institution is under the direction of Yenis Alonso Anavitarte Manrique. Furthermore, there are three main school coordinators; one academic coordinator called Zoraida Manrique Torres, other primary coordinator called Yamil Jesus Florez and the last, high school coordinator called Luis Oswaldo Fernández Fuentes.

Rector	Academic Coordinator	Elementary Coordinator	Secondary School Coordinator
Yenis Alonso Anavitarte Manrique	Zoraida Manrique Torres	Yamil Jesús Flórez	Luis Oswaldo Fernández Fuentes

Table 1: General institutional of the Educational authorities from La Divina Pastora school

Main aspects of the Institutional Education Project P.E.I. According to the General Law of Education (1994) each educative institution must develop its own Institutional Education Project (PEI), as a way to set up a model that explains the institution's purposes, institutional identity, policies and teaching strategies. In this sense, La Divina Pastora School in Cúcuta contains the aforementioned aspects in its Institutional Education Project (PEI) comprising four components; the conceptual, the administrative, the pedagogical and the community.

With regards to the first component, it is centered on explaining the basis of the institution, the vision, the mission, the philosophy, and the objectives, among others.

Mission. The Divina Pastora high school tends to make comprehensive students who are in a continuous personal development in order to allow for designing his/her life project through a constant, deep and systematic process. The main purpose of this school is to educate competent people from the academic and

technical aspect able to make an incursion, analyze and transform life situations to get balance, stability and the peak to his/her quality of life that is based on the values of this institution: love, elegance and excellence.

Vision. During the next five years the Divina Pastora high school will be an educative institution generating of students with a critical, deep, investigative and practical sprit that reaches to place as the best institution of the area in the academic, behavioral and axiological circles. It has as a purpose, achieves an efficient and effective leadership which allow to the community the ability to solve daily conflicts and the improvement of the socioeconomic problems.

Values of the institution. The educative institution centers on the following values:

- Love: the maximum expression of the human being towards his fellow men.
- Elegance: set of traits that characterize a person, assumed as the commitment that each member of the educational community has in their being as an authentic human person.
- Excellence: Superior quality or goodness that makes a person worthy of appreciation and esteem.

Institutional objectives. On the other hand, La Divina Pastora School in its Institutional Education Project (PEI) aims at reaching the following institutional objectives:

- To promote the full development of the personality in the social and work context.
- To train people capable of making respectful, responsible and fair decisions so that they can face reality with success and democracy, in the permanent and full development of duties and rights.

- To provide students with a solid scientific, technical, ethical and moral training, fostering the practice of respect for human rights.
- To contribute to the training of people with a vocation and ability to be good citizens in the social context.
- To execute the educational aims, purposes and mandates indicated by the National Political Constitution, the General Education Law and other regulations in force, in order to promote and achieve a comprehensive education for life.

Secondly, the administrative component of the P.E.I corresponds to the organs, functions and form of integration of the school government. Concerning the pedagogical component, it refers to the pedagogical strategy that guides the training works of educators. For instance, La Divina Pastora Educational Institution assumes the constructivism as the pedagogical current that offers important contributions to the institution, in this way it organizes, designs, structures and establishes constructivist actions so that from the same pedagogical practice of their teachers the initiatives are oriented training that contribute to the student towards the development of autonomous learning, original and meaningful, thus encouraging them to build new cognitive possibilities that allow transforming their own reality and with it their quality of life through comprehensive learning.

Finally, the community component of the P.E.I is based on the procedures of the institution for relating with other social organizations.

Main aspects of the community handbook. The community handbook in the educative institution La Divina Pastora is an important document for the institutional life, composed of a compendium of norms that describe the rights, the duties, the strategies, policies and procedures for building an institutional, positive and democratic environment inside the educative institution.

In general terms, the community handbook is based on a set of principles established in the law 1620 of 2013. These principles are as follows:

- **Participation:** This principle centers on guarantying the right to the participation of children and adolescents in the development of the strategies and actions taken by the institution.
- **Joint responsibility:** This principle assures that the family, the educational establishment, society and the state are co-responsible for citizenship training, the promotion of school coexistence and the education for the exercise of the human.
- **Autonomy:** This principle assures that individuals, territorial entities and educational institutions are autonomous.
- **Diversity:** This principle emphasizes the recognition, respect and appreciation of one's dignity and others, without gender, ethnic, social, condition and cultural discrimination.
- **Integrality:** This principle promotes a philosophy of the system, comprehensive and oriented towards the promotion of education for the self-regulation individual and social.

Another important aspect of the community handbook is the teachers' duties:

- To attend to the students at the established schedules.

- To turn professional and update in the pedagogical, scientific, technological and social advances.
- To stimulate in the students research, consultation and study habits.
- To prepare the annual plan, student observers, field diary, information sheets observation of students, pedagogical projects, attendance records, grades, grade sheets
- To build, know, disseminate, comply with and contribute to the fulfillment of this Coexistence Manual.
- To attend events and acts of various kinds of schedules in order to guide students
- To attend meetings scheduled by senior management
- To ensure good behavior, academic performance, wearing of uniform, order and cleanliness of the students.
- To remain in the establishment throughout the working day and not be absent without just cause.
- To promote the emotional and intellectual growth of students.
- To refrain from teaching other than morality, science and good customs, avoiding superstition, pornography and gambling, etc.
- To avoid staying in the surroundings of our Institution (in bars) at the end of your working day.

Policies implemented by the (MEN) due to the health emergency. The Ministry of National Education (MEN) has proposed in partnership with the secretary of education, the teaching directors and teachers of educational institutions, the strategy “Together at home we will do it very well! That strategy was done to guarantee the continuity of the educational path of children and young people in the framework of the health emergency. The strategy is based on the following points:

- Identify the key communication channels to facilitate interactions between stakeholders in the educational community.
- Review the syllabus, times and how to carry it out.
- Identify and prioritize learning and basic strategic competencies in the curriculum to develop in academic work at home.
- Identify relevant didactic options (integration of flexible and innovative physical or virtual resources) to be worked on at home with the mediation of families that favor the development of cross-cutting projects.
- Offer guidance so that in homes it was possible to organize the times, adapt the routines, as well as the spaces to facilitate the development of academic work at home.

Key pedagogical aspects observed

The diagnostic week allowed the pre-service teacher to know and identify some pedagogical aspects carried out by the supervisor. Before providing a wide description about those aspects, it should be pointed out that La Divina Pastora School has had several changes in its teaching methodology, due to the confinement. That’s why the teachers adopted an asynchronous methodology, instead of face-to-face classes.

Methodology adopted by the supervisor. During the diagnostic week, it was observed that supervisor's methodology, as it was said, it's asynchronous. For conducting it, the teacher communicates with students through a WhatsApp group called "English ninth" and on the extent that students don't have WhatsApp, she uploads the material in the platform of the school so that students can have access to this material. Concerning the communication that the teacher has in WhatsApp with students, she meets with them weekly to initiate a kind of interaction about the tasks or explanations. For instance, she used to greet nicely the students, then she send a worksheet along with a wide instruction about each activity proposed and finally she gives the deadline to deliver the task. Once, this worksheet is delivered, the teacher meets the next 4 weeks with students so that they start sending the task. Besides that, during those four weeks of the development of the task, the teacher interacts with students to know their doubts about what they have done. Furthermore, it should be pointed out that the students last with a worksheet approximately 1 month and the grade will be provided taking into account the date in which it is delivered.

Methodology of work by the English teachers. With regards to the work that foreign language teachers do as a team in the school, it was found through the supervisor's opinion that they prepared their classes through a planning that was used during the person-to-person classes and was adapted to a virtual methodology. In order to plan their classes, they take into account the competences proposed by the Basic rights of learning in English (DBA) for teaching the foreign language, the pedagogical strategies and the resources to use. Also, their plan of study is based on a cross-curricular approach, it means that they use the English competences proposed by the DBA with those proposed by other subjects, such as (Physical education, social sciences,

mathematics) to teach the English language. See [appendix A](#) to know an example of the planning.

Design of the worksheets. This pedagogical material is the main tool that the supervisor uses to assure the learning of English on the 9th grade students during the pandemic. In detail, through this worksheet, the supervisor-teacher explains the students the competences that will be learnt from the articulation of English with other subject, as well as, the teacher proposes the students to follow five stages: the first is the pre-know, the second is the conceptualization, the third is the exemplification, the fourth is the learning activity and the fifth corresponds to the self-evaluation.

In order to understand this worksheet, the following figure shows all the aspects explained previously.

 <small> NIT 903.332.370-4 DANE 954001007714 </small>	INSTITUCIÓN EDUCATIVA LA DIVINA PASTORA <small>"AMOR, ELEGANCIA Y EXCELENCIA"</small> GESTIÓN ACADÉMICA GUÍA DE ESTUDIO			GA-12-F008 Versión 1.0 18-10-2019 Página 1 de 10
	DATE: August 18th – September 30th	GRADE: 9th	TERM: Second	
TEACHERS: Angélica Márquez and Wilton Mosquera				
SUBJECTS: English and P.E. (Physical Education)				
COMPETENCES:	English Identifica ideas expresadas en base a la cotidianidad, enlazándolas para que expresen consecuencia y adición.	P.E. Toma decisiones sobre los aspectos fundamentales de la Actividad Física (AF) para la formación personal.		
OBSERVATIONS:	Todos los ejercicios se desarrollaran directamente en esta guía de estudio. Por favor use colores, marcadores o resaltadores que le ayuden a realizar un trabajo estéticamente agradable a la visión y ordenado. No olvide la importancia de usar como recurso de ayuda su DICCIONARIO INGLÉS-ESPAÑOL . Por ultimo siga cada una de las instrucciones que encuentran al inicio de cada actividad y esté atento a las directrices que les serán entregadas vía whatsapp.			
Estimado padre de familia o cuidador, la presente guía de estudio consta de los siguientes aspectos				
PRESABER	Hace referencia a los aprendizajes que el estudiante posee		PRE	
CONCEPTUALIZACIÓN	Se refiere a los nuevos aprendizajes que el docente presenta al estudiante		CON	
EJEMPLIFICACIÓN	Son actividades desarrolladas como ejemplo explicativo		EJE	
ACTIVIDAD DE APRENDIZAJE	Son las actividades planteadas para ser desarrolladas por el estudiante		AAP	
AUTOEVALUACIÓN	Es un ejercicio reflexivo del estudiante sobre su proceso de aprendizaje		AUT	
Estas actividades se encontraran en diferentes momentos de la guía según se requieran y se identificaran con el nombre y/o el icono que corresponda.				

Figure 2: design of the worksheets

The supervisor’s schedule. The supervisor’s schedule in the institution consists of 6 hours and 5 days. Moreover, the supervisor is in charge of two courses of 8th grade, two courses of 9th grade, two courses of 10th grade and two courses of 11th grade.

In detail, 8th-04 grade has 35 students, 8th-05 grade has 37 students, 9th-01 grade has 44 students, 9th-02 grade has 44 students, 10th-01 grade has 45 students, 10th-02 grade has 44 students, 11th-01 grade has 29 students and 11th-02 has 29 students.

Hour/Date	Monday	Tuesday	Wednesday	Thursday	Friday
1	1002		902	1101	901
2	1102	805		1101	
3	902	902	1001	1102	804
4	805	901	804	1102	805
5		1001	1101		
6	1001	804	1002	901	1002

Table 2: Supervisor’s schedule

English teachers from La Divina Pastora School. The English teachers from la Divina Pastora School are showed on the following table:

Name of the teachers	Degrees
Angélica María Márquez Palomino	Bachelor of Arts in Modern Languages English and French
Liliana Patricia Arias Villamizar	Bachelor of Arts in Modern Languages English and French

Cesar Augusto Lozada	Bachelor of Arts in Modern Languages English and French
Julian Andrea Angarita Mancera	Bachelor of Arts in Modern Languages English and French

Table 3: English teachers from La Divina Pastora

Chapter III: Pedagogical Component

Using comic strips to promote reading comprehension on 9th grade students at la Divina Pastora School in Cúcuta

Introduction

Notoriously, several attributes have been given to the English language; it represents a major place in the world of the most spoken languages, it is the internet language and more importantly, English is the business language which requires people to have a high proficiency level if they are interested in being part of the global workforce, as Parupalli (2019) stated. Thanks to the predominance that English has worldwide, it has become a necessity for mankind. That's why foreign language institutions, universities and the government have the duty of preparing well-skilled English users to communicate effectively the language.

Considering that English has become a need for the world, the Colombian context should improve its panorama since it was found in the EF English Proficiency Index (EF EPI) that our country is in 68th place out of 100 participating countries and 17th out of 19 Latin American countries, down 0.15 in the change in the EPI score, compared to last year. Given this low score, it is necessary to improve or implement teaching strategies that allow the Colombian people are more engaged to learn a foreign language.

In order to enhance the Colombian's panorama face to the low English level of proficiency, the pre-service teacher centered its pedagogical project on the development of the reading skill. The reason why this pedagogical project emphasized on this ability is because "reading skills are important for the individuals since they foster comprehension in reading. If the students do not have knowledge of reading skills, they cannot be expected to be successful readers. Thus, they cannot achieve the level of comprehension required to pass exams" (Ebru, 2015, p.37). In this sense, reinforcing reading skills can be an opportunity for the improvement of the Colombians in the English tests worldwide.

As an attempt to reinforce the reading skills, this project introduced the comic strips as strategy to let students became more interested in reading the written form of the foreign language. Positive influence has been found about this sequence of drawings, for instance, Salazar (2019) claims that comic strips increase the student's motivation to read and to interact with the Shakespeare's language. Viewing the pre-service teacher's interest on promoting reading skills by the use of comic strips, she decided to implement this proposal on the 9th grade students at the school La Divina Pastora.

It should be pointed out that during this period of time, the world is in a confinement due to the current pandemic COVID-19. That's why the entire proposal was implemented through an asynchronous methodology, since this is how the teachers from La Divina Pastora School were communicating with their students.

Statement of the problem

The diagnostic weeks were an important element to identify student's needs in the school. From that role as observer, it was perceived through the supervisor's

opinion that students lack of motivation to read a foreign language. That's why she suggested to use a catching strategy that promotes reading habits in their pupils.

Due to this identified need, the preservice teacher decided to implement comic strips as interesting tool that encouraged students to read in English. Furthermore, what makes comic strips a potential resource is that they can be useful to ease the reading comprehension in English, since "Comics can function as a source for language learning as they provide readers with authentic language that native speakers would use in different contexts, and with the help of visual clues to understand" (Lovisa, 2015, p.14). Considering that comic strips would be used to promote reading skills, this project aimed at accomplishing the following objectives:

Main question

- How does the use of comic strips promote the reading comprehension on 9th grade students at the school La Divina Pastora?

Justification

The proposal of promoting reading skills by means of comic strips emerged from some issues. For instance, one of those factors was that there was a need to improve the reading skills of Colombians students, as Velasco and Giraldo (2011) stated, since it has evidenced through the ICFES that high school students' levels of reading comprehension continue being low. Another factor that influenced on promoting reading skill in this project, came from the diagnostic week, when the supervisor suggested the preservice teacher to focus on a strategy that increased the student's motivation to read the written language. And the last factor that contributed to the idea

of this proposal was the supervisor's perception about using a tool that combines the image along with text in the English language to develop reading skills in the students.

Keeping in mind those factors, the preservice teacher thought a convergent idea that could promote the development of reading skills in an interesting way. This idea centered on the use of comic strips. This kind of sequence of drawings seemed an adequate resource to make students improve their literacy skills and encourage themselves to have the reading habit in English language. The aforementioned assertion is found on Salazar (2019), who claims that implementing comics in the EFL classroom contributes to the development of visual literacy. This skill is based on exploiting images to understand the textual context. That means that this strategy serves to improve reading comprehension in the English language. Besides that the author shows that comic strips increase students' motivation.

Given the reasons why it is important to implement this pedagogical proposal, this study pretended to propose the presentation, practice, production (PPP) approach as a model to plan the lessons. Despite this is a traditional approach, it could be useful to apply the stages of the reading, for instance; pre-reading, while-reading and post-reading.

Sub questions

- What is the usefulness of comic strips to improve reading skills?
- How can 9th grade students enrich their vocabulary by reading comic strips?
- What are students' perceptions about the use of comic strips to improve their reading skills?

Objectives

General objective

- To implement the use of comic strips to promote the reading skill on 9th grade students at the school La Divina Pastora.

Specific objectives

- To identify the usefulness of comic strips to promote the reading skill.
- To enrich the vocabulary by reading comic strips.
- To know the student's perceptions about the use of comic strip to improve the reading skill.

Theoretical framework

This section aims at explaining key aspects that help to understand the proposal of this project. The aspects are: reading comprehension, descriptors of reading according to the CEFR, comic strips, rules to create comic strips, creativity and written production.

Reading comprehension

According to Anderson and Pearson (1989) cited on Shihab (2011) reading is a process where the reader interacts with the text. During this process the reader must construct the meaning among the parts of the text and he must relate his personal experience to understand it. That is to say that reading is to interpret the written form of the language through an interaction build between the reader and the text.

Furthermore, Anderson and Pearson (1989) cited on Shihab (2011) explains that reading comprehension keeps an interaction between old and new information and they highlight that one important characteristic of it, is the way that reader uses strategies and previous background for interpreting the new information.

Aspects about reading comprehension according to the Common European Framework of Reference for Languages

The common European Framework of reference for languages presents some aspects about reading comprehension. One of them is that “English users may read for gist, for specific information, for detailed understanding and for implications” (p. 68)

Another important aspect about reading comprehension is the reception strategies. Those are: framing, inferring, hypothesis testing and revising hypothesis. In the framing strategy, the English users are required to create schemata in order to build a representation of the meaning and to try to guess what is to come. In the inferring hypothesis strategy, the foreign language learner must identify cues to infer, thus can interpret the written production. Once the reader infers the meaning, he/she proceeds to check through textual and contextual cues if they had correctly understood the information. On the extent that the written language is misunderstood, the reader must come back to do another schemata which helps him/her to interpret better the text.

On the other hand, the CEFR shows in the self-assessment grid that English users with B1 level “can understand texts that consist mainly of high frequency every day or job-related language. I can understand the description of events, feelings and wishes in personal letters ” (p.26). Given that descriptor, it is highly important for the development of this pedagogical project since it could help the preservice teacher to have a basis to assess student’s the reading comprehension in the workshops about comic strips.

Comic strips

According to Shadely (1990) as cited in Awfun (2017) “comics are shaped series of pictures while each box of which is a sequence of a story. Such images include speak balloons sometimes still accompanied by narrative explanation” (p. 3). In this sense, comics can be defined as a story line that contains images.

Given that comic strips are a sequence of drawings containing a message, the preservice teacher took into consideration that comics would be a funny and catching strategy which could help students understand and interpret written texts in the foreign language.

Elements to create comic strips

In order to create comic strips, a creator must take into the following elements that are part of this sequence of drawings. For instance those elements are: the panels, the captions, the speech bubbles, the thought bubbles, suspension of disbelief and the sound effects.

According to the web site difference engine (2018) the first element which is the panels make reference to the spaces that are part of a single scene, specifically, they are in form of a rectangle or a square. The second element corresponds to the captions, it is a stage where the reader can find additional information that helps to understand the characters or scenes. The third element is speech balloons; it refers to the words and feelings expressed by the characters. The thought bubbles are another element, which tells the readers the characters' thoughts. The fifth element corresponds to the suspension of disbelief; it is described as a moment of the story where it is believable that the impossible can happen. The last element to take into account is the sound effects, it is used through the onomatopoeias words to imitate a sound that the character pretends to express.

Written production

According to the Common European Framework of references for languages, a user of B1 level “can write clear, detailed text on a wide range of subjects related to interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view”p61. Therefore, the written production is an important element of the implementation of the proposal considering that comic strips are a tool that not only help to promote the reading comprehension but also the writing skill because preservice teacher could propose the students to create their own comic strips or completing the scenes of a comic.

Creativity

According to Zimmermann and Hutchins (2003) cited on Tamas (n.d) “When sensory images form in a child’s mind as he reads, it is an ongoing creative act”p43. They express that this process is very active in student’s minds because the hemispheres of the brain are used. For example, the left hemisphere of brain is related to the process and the production of language and the right hemisphere is associated to the “the creativity, imagination and visualization”p43, which are fundamental parts where the students can represent in a different way their understanding of a text. Viewing that the images serves to activate the creativity and the language of learners, comic strips seems a potential tool to develop the student’s creativity in this pedagogical proposal.

Literature review

This section pretends to present the most remarkable studies that help to support the proposal of promoting reading skills through the use of comic strips.

Rengur and Sugirin (2018) conducted a quantitative research based on the effectiveness of using comic strips to increase student's comprehension, whose main objective was to find out whether the use of comic strip was more effective than the use of conventional media in increasing students' reading comprehension. This research was a quasi-experimental and it involved two groups; the experimental was composed of students from 8th grade, who were using comic strips and the control group corresponded to the students who were not using comic strips. In order to collect the data of this study, it was done a pre-test and post-test. The results of this study achieve the main goal of the research since it was found that comic strips are more effective than the use of conventional media, since the pictures and storyline motivate students to read. In this sense, this article provides the preservice teacher a wide understanding of what can be found in the results of this project.

Moreover, Recine (2013) in his research analysis and pedagogical example entitled the Practical Use of Comics by TESOL Professionals, emphasized on showing the effective use of comic strips so that teachers take that as a model to follow. One of the main suggestions of this paper towards TESOL professionals is that they must understand the relevance of input hypotheses proposed by Stephen Krashen. According to the author, this hypothesis points out that incomprehensible language can be acquired, if there is comprehensive input. That's why it was found that a well-constructed image can be understood by someone no matter what language he speaks. For that reason, this author suggests to use comic strips since this tool characterizes by having imagery and written language which makes learners understand easily the language with the help of the visual. On the other hand, Recine (2013) adds that comic strips is an example of the Affective Filter Hypothesis given that students learn better the language when they are in a

good state. For instance, comic strips are seen as entertainment tool that lets learners feel motivated to learn the target language.

Calisto, Diaz and Ulloa (2018) aimed at analyzing the student's performance before and after a comic didactic sequence to enrich vocabulary in students from 11 and 12 grade in a public and a semi-public school in Chile. This action research was carried out through sessions based on the Presentation, Practice, and Production where students were required to read the comics as visual aid, they were required to do classroom activities and to create comics based on the words learnt. The results from this research were significant; firstly, the comic-based instruction was useful so that students learn new vocabulary since the visual influence helps students remember the words when they associate it with pictures or images. Secondly, comics in this research played an important role because they are an authentic tool that allowed the learners from the study took advantage of the image in the real context to try to interpret the message given. Finally, it was evidenced that interventions based on PPP approach were effective since this approach provided examples of words in context which made students learn the vocabulary easily.

On the other hand, Aguila (2015) in her pedagogical proposal aims at teaching vocabulary through comics to children with Attention Deficit Disorder to foster attention, memory and self-control. In this action research was found excellent results, as follows: first, the use of comic strips fosters the student's autonomous learning considering that "the exposure to L2 is more incidental but explicit at the same time while they are having fun looking at the images when the rhetorical and the graphical devices are together" (p.14). That means that

students become more autonomous in learning English by means of comic strips because that tool provides them entertainment while understanding the language implicitly.

Finally, Salazar (2019) implemented a research action centered on using comic books for reading comprehension and vocabulary recognition in a group of pre-intermediate language students. This action research was implemented with 12 participants from a public university and was developed in a six-session itinerary. To collect the data, a pre-test and a post-test was done by students to solve reading comprehension and vocabulary exercises. The main result from that study is that participants who used comics improved the reading comprehension and vocabulary than those who used transcripts. With regards to the improvement of the reading comprehension, it was found that comics allows the development of visual literacy. That is to say that students can be trained to exploit the pictures and fonts so that they can understand easily the context in which is written the language. As a consequence of it, students could improve their reading skills and their techniques to understand the texts. On the other hand, it was evidenced that the use of comic strips helps the affective filter decreases, thus encourage students to read. On the other hand, the author highlights that this tool can be implemented whatever moment of the class because, it can serve as warm-up activity, follow-up activities and it can be used to teach a unit.

Methodology

Pedagogical methodology

The following section aims at describing the main pedagogical basis that was implemented for the development of this proposal. Those aspects encompass: the PPP approach and the stages of reading.

The PPP approach. The pedagogical methodology implemented was the PPP approach that stands for Presentation, Practice and Production. According to Mikoliuk (n.d), this is a “common approach to communicative language teaching that works through the sequential progression of its three stages” (p.4). Those stages are: Presentation, Practice, and Production.

The *presentation stage* makes reference to the introduction to a lesson in which is required to create a real situation. For doing so, it is necessary that the teachers use pictures, dialogs, imagination, or actual classroom situation to let students learn the language as if they would be in a realistic context. Once this introduction of the lesson is done through authentic resources, the teacher observes if the students understand the nature of the situation and proceeds to construct the concept of the topic by using the knowledge students already know to teach the new. When the topic is understood by the students, they received a language model to follow, thus they can practice it by using drilling exercises.

The *Practice stage* is based on the mechanical practice. In this stage, the teacher proposes students gap activities, dialogue creation, and controlled role plays. The practice is conceived as a device in which learners start to familiarize with the new language. Following with the *Production stage*, this is the last part of the language learning processes. In this stage, the teacher proposes the students a real situation where students can apply the language they have practiced in the previous steps.

Reading phases in teaching English. According to Topprak and Almacioğlu (2009) reading phases are used by teachers to make students comprehend and interpret the written form of English. Those phases are pre-reading, while-reading and post-reading. The first phase is based on proposing activities that introduces the text by giving background information, by

proposing warm-up activities, by doing a brainstorming and by reviewing familiar stories. Those activities are fundamental to make students discover by themselves the main theme of the story.

While-reading is the second stage, it is focused on helping students adopt strategies that allow them to understand the text. In order to achieve such as goal, the teacher can propose guided reading sheets in which the exercises are related to guess the meanings of the words or to give clues about the words.

The third stage is the post-reading. It centers on helping the students use the knowledge acquired in the text to apply in new activities proposed by the teachers. Those activities can be: discussion, retelling, reporting, writing a paragraph or summarizing.

Implementation of the pedagogical proposal.

Presentation of the project. Considering that the Colombian public schools are closed for the health emergency, this proposal was developed through asynchronous classes. That's why this project had to be presented in the 9th grade's What'sApp group through a power point presentation. The main objective of this presentation was to show the students the proposal in order to invite them to participate actively in the project. This invitation was based on the interaction, because students were asked some questions related to the comic. That with the purpose of catching their attention. As a consequence of this first approach about my project, most of students engaged in participating in the development of this pedagogical proposal.

In the following chart, it can be appreciated the planning of the presentation of the project.

Date: 23th September 2020

Grade: 901 and 902		
Objectives: To present the project to the 9 th grade students in order to invite them to participate in the comic strips activities.		
Description	Time	Materials
<p>Title: Firstly, the project was presented through a power point presentation. There, it was presented the title of the project, which is “Using comic strips to promote reading comprehension”. It should be pointed out that this was explained in Spanish.</p> <p>Objectives: Secondly, I proceeded to explain that I pretended to develop this project with the students from 9th grade with the aim of promoting the reading comprehension and enriching their vocabulary.</p> <p>Methodology: Thirdly, the methodology to implement during each workshop was presented. For instance, the students were told that they will read 5 comic strips during the development of the project (1 test, 3 workshops and 1 posttest). Also, they were told that if they had doubts about the comics, the preservice teacher will help them through the What’sApp group.</p>	The presentation of the project lasted about 20 minutes.	A power point presentation What’sApp
<p>Ethical: The ethical consent to invite the students to participate in the project was sent for letting them know about the ethical procedures that the preservice teacher will take for assuring the confidentiality of their data.</p>	20 minutes	What’sApp A document in Word
<p>Pre-test: The pretest was sent once the project and the ethical consent was presented. This pretest was implemented to know student’s level in reading comprehension. Also, this test consisted of 7 questions with multiple choice with unique answer. See appendix B to appreciate the pretest.</p>	4 days	Google Forms

Table 4. Planning format of the presentation of the Project.



Figure 3. Power point presentation of the presentation of the Project.

Cúcuta, 25 de septiembre de 2020

Estimados,
Estudiantes
Noveno grado
Institución educativa La Divina Pastora.

Cordial saludo,

Yo, Liseth Fernanda Contreras Roa, identificado con C.C 1094282352 de Pamplona, estudiante-practicante de décimo semestre del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral, acompañado de la supervisión de la docente Angélica María Márquez Palomino, me dirijo a Usted con el fin de informarles que dentro del desarrollo de mi práctica, estaré llevando a cabo un proyecto titulado "Using comic strips to promote reading comprehension" que tiene como objetivo mejorar la comprensión lectora de los estudiantes en inglés. Por tal razón, dentro de las clases asincrónicas, por medio de talleres etc.). Se propondrá algunas actividades relacionadas con el mismo. Es así que de antemano agradezco su activa colaboración en el mismo.

Finalmente, les informo que algunos de los trabajos que ustedes presenten serán anexados dentro del trabajo escrito que debo entregar a la Universidad. Por tal motivo, es importante mencionar que la información, documentos, actividades, por ustedes suministrados será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía y solo será utilizada para los fines ya mencionados.

Figure 4: Letter of permission for inviting the students to participate in the Project.

Format of the workshops. In order to start implementing the pedagogical proposal about the use of comic strips, a workshop was designed as a teaching strategy to follow. This workshop aimed at guiding the preservice teacher to create the worksheet afterwards. Besides that, in this format, it can be appreciated the teaching methodologies to promote the comics. These are the PPP approach and the reading phases. Another important characteristic of this

format is that it proposes 3 objectives of an English class; the communicative, the linguistic and the sociolinguistic.

	Date:		
	Grade:		
	Objectives: Communicative: Linguistic: Sociolinguistic:		
	Description	Time	Materials
Presentation: Pre-reading			
Practice: While-reading			
Production: Post-reading:			
Self-evaluation			

Table 5. format of the planning lessons

Planning of the workshops. The development of this proposal required of three plans. Each of them were related to the politics, since the last worksheet of the English class was articulated with social sciences. Despite the topic was same for the three workshops, the activities were different. For example, in the first workshop was proposed as initial exercise to think what is the image about, later on, it continues with the lecture of the comic with the aid of a

dictionary put in front of the comics, then, some multiple choice questions unique answer were proposed and at the end, it is required that students write their impressions about what they would do if they were politicians. About the second workshop, the first activity consists of a word search, then it continues with the definitions of the words found in the word search, afterwards the workshop proceeds with the lecture of the comic. As soon as the lecture is done, this material proposes the students to answer some open ended questions and multiple choice questions with unique answer. At the end of this workshop, it is demanded to change the phrase of the reporter. With regards to the third workshop, the first exercise is matching the image with the word, after that, students must read the comics strip. Once this comic is read, students must answer some true/false questions. Finally, they are asked to create their own comic strip. In this sense, it is notorious that there is a variation between each workshop.

These are the plans proposed for the asynchronous classes. See [appendix C](#) for workshop #1 of students.

First workshop	Date: 23-10-2020		
	Grade: 9 th grade		
	Objectives: Communicative: To express thoughts about the politicians Linguistic: To know the second conditional in English Sociolinguistic: To know an American comic strip To know the political context		
	Description	Time	Materials
Presentation: Pre-reading	Firstly, the preservice teacher will present the topic by giving the students an approach to discover the comic’s topic. That’s why she proposes as a first activity of the worksheet; looking at an image and trying to discover what the image is expressing. In this first activity, the students must write their impressions about that image. In that way	5 minutes	The worksheet

	students will have an initial idea of the comic.		
Practice: While-reading	Secondly, the preservice teacher proceeds this workshop by proposing the students to read the comic strip. For doing so, the preservice teacher advises the students to use the dictionary English-Spanish in which they will find key words of the comic, such as: vote, political, Deceit, snout, public, purse, self-serving, self-righteous, self-indulgent, ignore and refreshing. Once students have read the comic strips, the teacher proposes as a third activity of the worksheet that students answer 4 questions related to the comic. Those questions are multiple choice unique answer.	15 minutes	The worksheet
Production: Post-reading:	Thirdly, the preservice teacher proposes as a final activity in the worksheet that students write through a bubble of comic what they would do if they were a politician. In this final activity, students are required to write 3 sentences.	5 minutes	The worksheet
Self-evaluation	Finally, the preservice teacher closes the workshop by proposing the students to do a self-evaluation which consisted of 8 items. In this self-evaluation, students must answer yes or no according to the statement.	5 minutes	The worksheet

Table 6.Planning lesson of the first workshop.

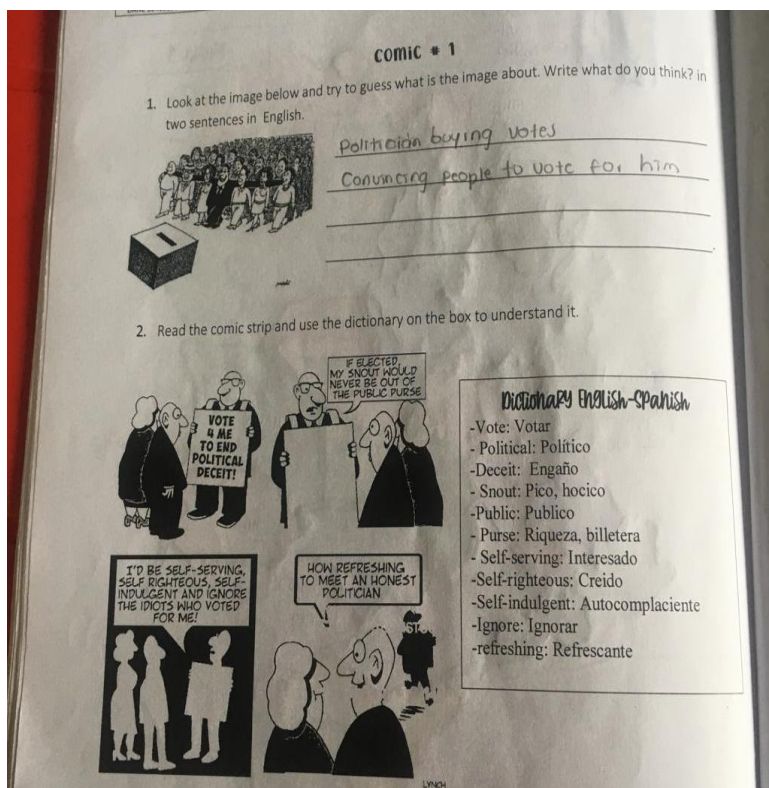


Figure 5. Evidence of the First workshop

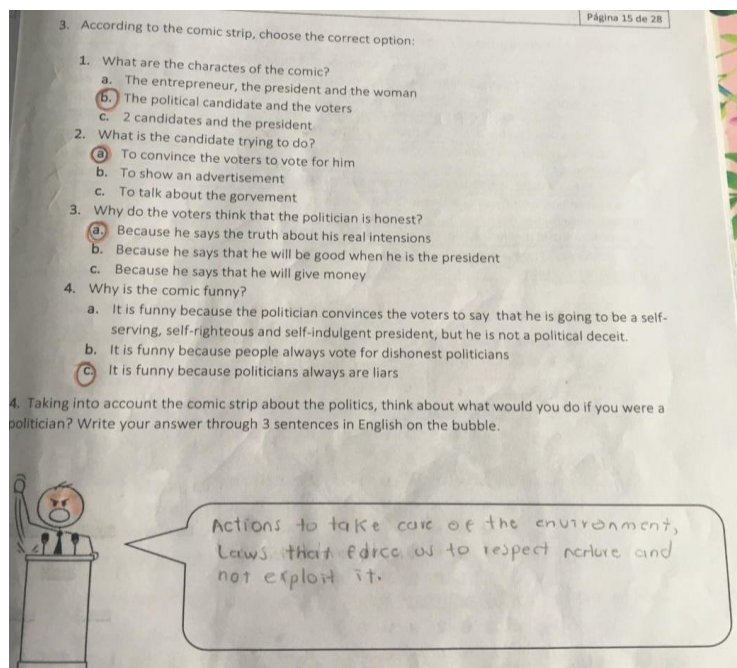



Figure 6. Evidence of student's work of the first workshop.

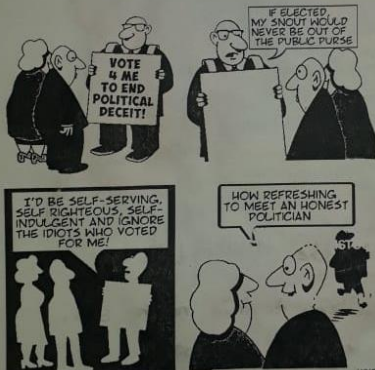
comic # 1

1. Look at the image below and try to guess what is the image about. Write what do you think? in two sentences in English.



- I see a person influencing the community
- The right to vote in democracy decides the future of the country

2. Read the comic strip and use the dictionary on the box to understand it.



Dictionary English-Spanish

- Vote: Votar
- Political: Politico
- Deceit: Engaño
- Snout: Pico, hocico
- Public: Publico
- Purse: Riqueza, billetera
- Self-serving: Interesado
- Self-righteous: Creído
- Self-indulgent: Autocomplaciente
- Ignore: Ignorar
- refreshing: Refrescante

Figure 7. Evidences of student's work of the first workshop.

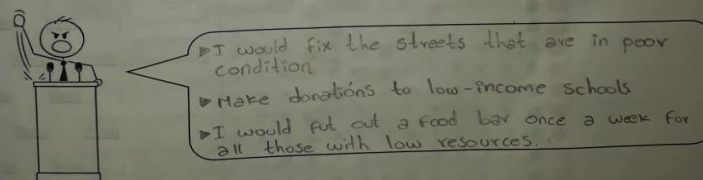
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3. According to the comic strip, choose the correct option:

1. What are the charactes of the comic?
 - a. The entrepreneur, the president and the woman
 - b. The political candidate and the voters
 - c. 2 candidates and the president
2. What is the candidate trying to do?
 - a. To convince the voters to vote for him
 - b. To show an advertisement
 - c. To talk about the govremment
3. Why do the voters think that the politician is honest?
 - a. Because he says the truth about his real intensions
 - b. Because he says that he will be good when he is the president
 - c. Because he says that he will give money
4. Why is the comic funny?
 - a. It is funny because the politician convinces the voters to say that he is going to be a self-serving, self-righteous and self-indulgent president, but he is not a political deceit.
 - b. It is funny because people always vote for dishonest politicians
 - c. It is funny because politicians always are liars

4. Taking into account the comic strip about the politics, think about what would you do if you were a politician? Write your answer through 3 sentences in English on the bubble.



► I would fix the streets that are in poor condition
► Make donations to low-income schools
► I would put out a food bar once a week for all those with low resources.

Figure 8. Evidences of student's work of the first workshop.

See [appendix D](#) to appreciate the workshop #2 of students.

Second workshop	Date: 23-10-2020		
	Grade: 9 th grade		
	Objectives: Communicative: To express in a written form the reactions of a reporter in a political issue Linguistic: To know some adjectives and nouns related to the politics in English Sociolinguistic: To know an American comic strip To know the political context		
	Description	Time	Materials
Presentation: Pre-reading	Firstly, the preservice teacher will present the topic by proposing a word search so that students find the words related to the comic. Once students find the words, they must define them in Spanish. After that, students must answer what they think the comic is about, according to the words in the word search.	5 minutes	The worksheet
Practice: While-reading	Secondly, the preservice teacher proceeds this workshop by proposing the students to read the comic strip. For doing so, the preservice teacher advises the students to take into account the words of the word search to understand the comic. Once students have read the comic strips, the teacher proposes as a third activity of the worksheet that students answer 4 questions related to the comic. Those questions are multiple choice unique answer and open ended questions.	15 minutes	The worksheet
Production: Post-reading:	Thirdly, the preservice teacher proposes as a final activity in the worksheet that students write through a bubble of comic what they would do the reporter say to the political advisor.	5 minutes	The worksheet
Self-evaluation	Finally, the preservice teacher closes the workshop by proposing the students to do a self-evaluation which consisted of 8 items. In this self-evaluation, students must answer yes or no according to the statement.	5 minutes	The worksheet

Table 7. Planning lesson of the second workshop.

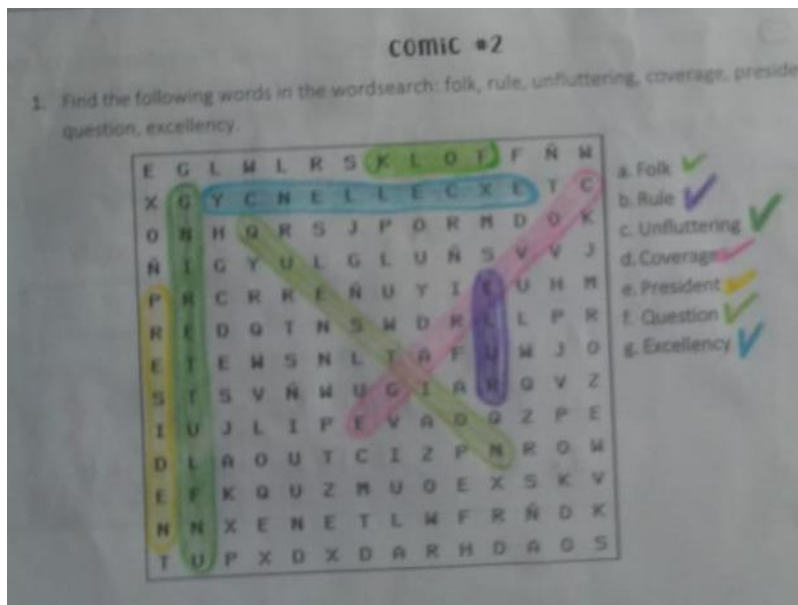


Figure 9. Evidence of student's work of the second workshop.

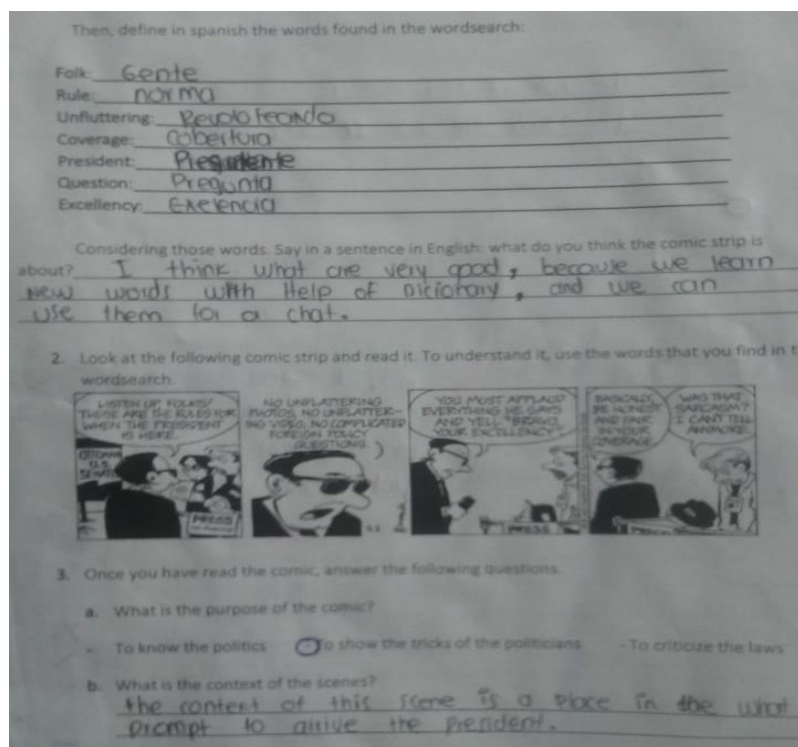


Figure 10. Evidence of student's work of the second workshop.

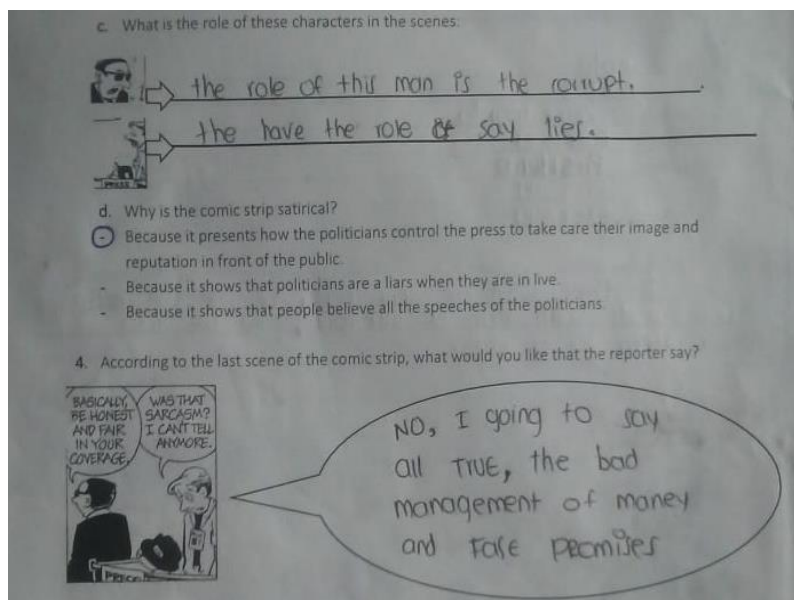


Figure 11. Evidence of student’s work of the second workshop.

See [appendix E](#) to appreciate the workshop #3 for students.

Third workshop	Date: 23-10-2020		
	Grade: 9 th grade		
	Objectives: To describe through the creation of a comic the school election Communicative: To express in a written form the reactions of a reporter in a political issue Linguistic: To know superlative in English Sociolinguistic: To know an American comic strip To know how the school elections are done		
	Description	Time	Materials
Presentation: Pre-reading	Firstly, the preservice teacher introduces the topic in the worksheet by proposing the students an activity where they must match the word with the picture. In this activity the teacher seeks to prepare the students to the lecture of the comic. The words that they are going to match with picture are: phone, smile, election, student council representative and haircut.	5 minutes	The worksheet
Practice: While-reading	Secondly, the preservice teacher proceeds this workshop by proposing the students to read the comic strip. For doing so, she	15 minutes	The worksheet

	<p>advises the students that they must pay attention to the matching activity to understand easily the comic.</p> <p>Once students have read the comic strips, the teacher proposes as a third activity of the worksheet that students answer 6 questions related to the comic. In those questions students must answer true or false and if it is false they must justify the answer.</p>		
Production: Post-reading:	<p>Thirdly, the preservice teacher proposes as a final activity in the worksheet that students create their own comic strip by describing how the school elections are developed in their institution La Divina Pastora.</p>	5 minutes	The worksheet
Self-evaluation	<p>Finally, the preservice teacher closes the workshop by proposing the students to do a self-evaluation which consists of 6 items. In this self-evaluation, students must answer yes or no according to the statement.</p>	5 minutes	The worksheet

Table 8. Planning lesson of the third workshop.

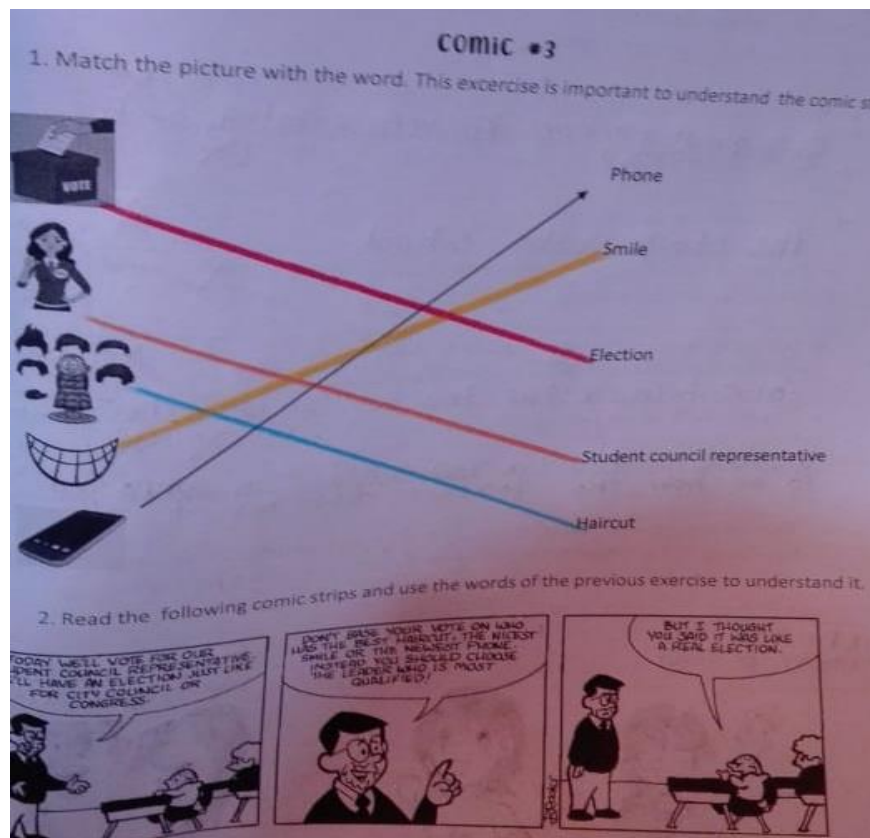


Figure 12. Evidence of student's work of the third workshop.

1. Circle True or False according to the information of the comic strip. If it is False, justify the answer in a short sentence in English.

- The comic strip is about the elections of the president TRUE FALSE
It is about elections for representative of the student council
- The characters of the comics are the teacher and two students TRUE FALSE
- The scene takes place in the restaurant TRUE FALSE
the stage is the school
- The teacher explains to the students that they have to vote for the student council representative TRUE FALSE
- The teacher suggests the students to vote for the candidate who has best haircut, the nicest smile and the newest phone TRUE FALSE
False because the teacher said otherwise
- The attitude of the teacher is contradictory because he is not acting like in a real election TRUE FALSE
because in theory a real choice is supposed to be how the teacher describes it

2. Describe how is the election at your school through the creation of a comic strip. To do that, in the above panels you must design your comic and write one sentence in English in each bubble

Figure 13. Evidence of student's work of the third workshop.

COMIC #3

1. Match the picture with the word. This exercise is important to understand the comic strip.

2. Read the following comic strips and use the words of the previous exercise to understand it

Figure 14. Evidence of student's work of the third workshop.

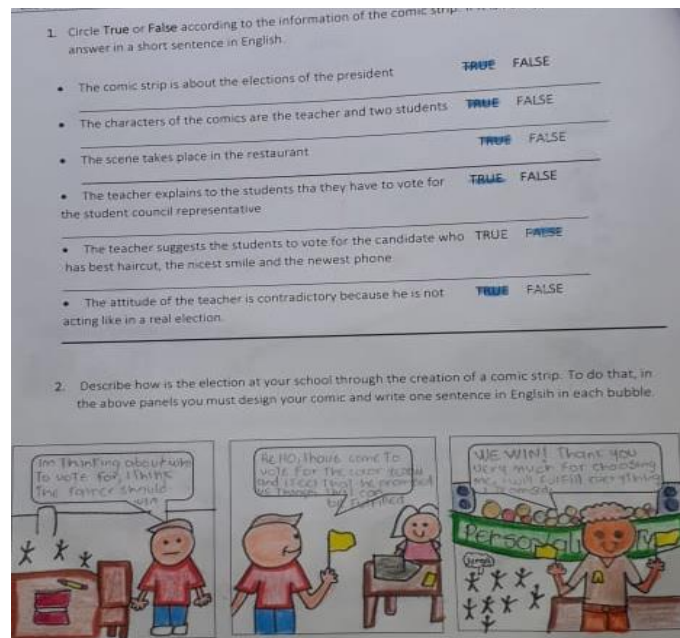


Figure 15. Evidence of student's work of the third workshop.

Timetable. The following chart shows the weeks in which the pedagogical component was developed.

Activity	Weeks									
	1	2	3	4	5	6	7	8	9	10
Presentation of the pedagogical proposal	X									
Pretest	X									
1 workshop					X					
2 workshop					X					
3 workshop					X					
4 workshop										
Correction of the workshops						X				
Post-test							X			

Table 9. Timetable of the pedagogical proposal.

Research methodology

In general terms, this section describes the research aspects that were considered for the development of the proposal of promoting reading skills by the use of comic strips. These aspects are: the approach, the design, the population, the ethical consent, the data collection and the data analysis.

Approach. This project adopted a mixed method research. According to Creswell (2012), this method centers on using the qualitative and quantitative methods at the same time to provide a deeper comprehension of the research problem and questions. The reason why this approach was adopted comes from the fact that the combination of qualitative and quantitative research lets the researcher understand in depth the research problem, as well as the results taken from a qualitative and quantitative research provides credibility and reliability to this pedagogical project.

Design. This research used an action research methodology. It is defined as “a set of approaches to research which, at the same time, systematically investigate a given social situation and promote democratic change and collaborative participation. Participatory action research (PAR), critical action research (CAR), action learning, participant inquiry, practitioner inquiry and cooperative inquiry are all terms broadly underpinned by the assumptions and approaches embodied in AR” (Burns, 2015, p.187). With this regard, this methodology was appropriate for this project since it makes the researcher reflect critically from the actions taken, thus he/she could know deeply the impact of classroom interventions. On the other hand, the fact of carrying out an action research is fruitful to implement a pedagogical proposal that contributes to attend student’s needs.

Population. This action research allowed the participation of 9th grade students belonging to the school La Divina Pastora. According to the Basic Standards of Competence launched by

the MEN students from this grade must have B1 level. The CEFR describes that students located in this level “Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans” (p.26). On the other hand, it should be pointed out that there were two groups in 9th grade; group A with 48 students and group B with 48 students.

Sample. The sample of this research was composed of three students per group to have a total of 6 learners. As a result of it, convenience sampling criteria was considered to select the participants of this mixed method. Creswell (2012) explains that this non probabilistic sampling approach is used to select participants who have the willingness and the availability to participate in the study. In order to use this approach to the selection of the participants, the researcher established as criteria that students who wanted to be involved in this project, must have internet access to have a closer contact with student, thus the researcher could monitor the activities proposed.

Ethical considerations. Martineau (2007) defines ethics in scientific research as the set of values and purposes that must be respected by researchers. In order to respect the protocols of a research, the preservice teacher engaged to take into consideration some ethical elements that were essential before starting the project and during the process of data collection. For the implementation of this pedagogical proposal, the preservice teacher presented the students a letter of permission for inviting them to participate in her project. See [appendix F](#) of the letter of permission.

In addition, the preservice teacher presented a letter of permission to the 6 students for asking formally if they agreed to be interviewed. See [appendix G](#) to appreciate the letter for the interviews. By the same token, it must be explained that the preservice teacher respected the protocol of anonymity because she decided to name the participants with numbers.

Data collection. This section seeks to describe the instruments that helped to collect the data of this research. These instruments are field notes, a pretest and posttest and a semi-structured interview.


Pretest. In this action research, the pretest played an important role to measure the students reading proficiency before implementing the comic strips. Creswell (2012) describes it as a test that measures an aspect that the researcher assesses, before students receive a treatment. For doing so the preservice teacher designed a test based on the reading comprehension so that she could know student's level of language in this skill, before implementing workshops centered on reading the comic strips. For the implementation of this pretest, first at all, it was necessary to look for the comic strip. Once the comic was sought, 7 questions with multiple choice unique answer were created. Finally, the students were sent through the What'sApp group the link of the pretest on September 25th so that they did that.



Figure 16. Evidence of the pretest applied to the students.

Posttest. Creswell (2012) defines that “a posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment” (p.297). Therefore, the development of the posttest was quite relevant for this research since this kind of test helped the researcher to compare the results obtained from the pretest and posttest, to know the usefulness of comic strip in an English class.

To implement this posttest, the preservice teacher had to look for a comic that had the same degree of difficulty of the pretest in order to be objective with the results. Later on, the researcher created 7 questions as the pretest to compare forward the results gotten from the initial test to the final one. Once students had done the 3 workshops, they received the link of the posttest so that they did that. It must be pointed out that this posttest was applied to the same 24 students who had done the pretest, as well as this posttest was done on November 13rd.



Posttest of the comics

This posttest has 7 questions that you must answer taking into account the reading of the comic strip.

*Obligatorio

Name *

Tu respuesta

Figure 17. Evidence of the posttest sent to the students.

Read the following comic strip to answer the questions:



QUARANTINE COMIX

Panel 1: "AM LITTLE BEE! YOU DON'T KNOW WHAT'S GOING ON, DO YOU?"

Panel 2: "ALL OUR HUMAN STRESSES MEAN NOTHING TO YOU... YOU JUST GET TO HANG WITH YOUR PALS AND MAKE YOUR HONEY..."

Panel 3: "I'VE BEEN COLLECTING POLLEN FOR 8 HOURS TODAY. YOU GOT UP AT 11 AND STARTED DRINKING AT 12."

Panel 4: "BUT YEAH... I'M SORRY ABOUT YOUR STRESSFUL LIFE I GUESS"

Figure 18. Evidence of the posttest sent to the students

1. What are the characters of the comic? 1 punto

- An old woman and a bee
- A young woman and a bee
- A bee and a guy

2. Where does the scene take place? * 1 punto

- In the zoo
- In the garden
- In the theater

Figure 19. Evidence of the posttest sent to the students.

3. According to the comic, what's going on in the world? * 1 punto

- The world is in confinement due to the Covid-19
- The world is sick
- The world is in war

4. According to the woman, why all human stresses mean nothing to bees? 1 punto

- Because bees just are interested in spending time with their friends and making honey
- Because bees don't care about human problems
- Because bees just do insignificant things

Figure 20. Evidence of the posttest sent to the students

5. According to the woman, what do bees do? * 1 punto

- They visit the flowers
- They do nothing
- They just spend time with their friends and make honey

6. According to the bee, what was the routine of the woman? * 1 punto

- She just got up at 11 and started to drink at 12
- She did nothing
- She collected pollen for 8 hours

Figure 21. Evidence of the posttest sent to the students

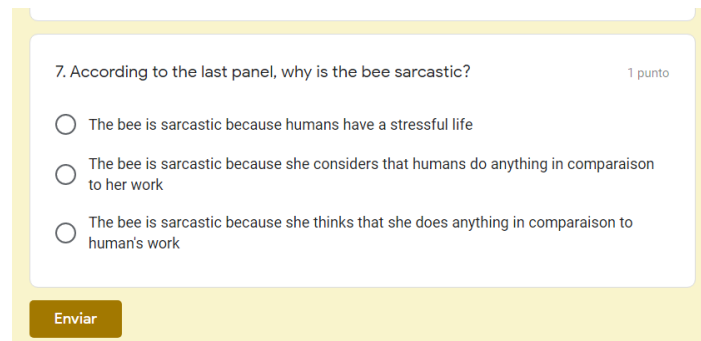


Figure 22. Evidence of the posttest sent to the students

Field notes. According to Deggs and Hernandez (2018) field notes are a tool that helps the researcher to record the activities or ceremonies observed in the context in which the research takes place. So, it should be pointed out that this instrument was useful to provide a wide description of the setting, the participants and the events that occurred. Also, the fact of recording notes allowed the researcher reflected critically about her teaching practices as preservice teacher.

Viewing the importance of this instrument in this proposal, it is necessary to explain that the practicing teacher used the following format to reflect about what students did in each stage of the three workshops. That means that the preservice teacher revised the student’s work, then she reflected in a general way about what they had done in the pre-reading, while-reading and post-reading stage and finally, she expressed her perceptions in the format. See [appendix H](#) to appreciate the field notes written for the three workshops.

Field notes format	
Presentation: Pre-reading	
Practice: While-reading	

Semi-structured interview							X	X				
Posttest							X					

Table 11. Timetable of the research methodology.

Data analysis. In order to analyze the data collection, it was necessary to use a method that allows the organization of the information collected. That is why this mixed method adopts the typological analysis. According to Hatch (2002), typological analysis consists of disaggregating all the data and put it into categories or groups based on predetermined typologies. Moreover, the author explains that typologies can be taken “from theory, common sense and/or research objectives”. Therefore, this kind of analysis was adopted to organize the data, thus to reach the objectives proposed of this action research.

Given that the typological analysis is based on dividing the data, the preservice teacher constructed the following four categories taken from the field notes and the semi structured interview: comic to understand the English, stages of reading, production, comic to promote motivation in English and creativity. See [appendix K](#) to appreciate the data analysis of the interviews and the field notes instrument.

Findings. After the process of data collection, and data analysis, four categories emerged: a) comic to understand the English, b) stages of reading, c) production and d) comic to promote motivation in English and creativity. These four categories are divided into some subcategories that are supported by the information taken from the field notes, semi-structured interviews and the pretest and posttest.

With that in mind, this section aims at describing the findings that came up from the pedagogical implementation based on the use of comic strips to promote reading comprehension of 9th grade students at the Divina Pastora School. .

Comics to improve reading comprehension. According to Shadely (1990) as cited in Awfun (2017) comics are a sequence of drawings that tells a story. On the other hand, it is described by Shihab (2011) that reading comprehension is a process where the reader interacts with the text. With these concepts in mind, this category is the most important basis of this pedagogical proposal considering that the preservice teacher proposed the comic as strategic tool to improve reading comprehension in English.

In order to know the students' improvement in reading comprehension by means of comics, the preservice teacher used a pretest and a posttest. The results from both tests showed the following information:

General data gotten from the pretest and posttest. As it has been previously described a pretest was applied before starting the implementation of the proposal, to know students' performance in reading comprehension, and a posttest was implemented after the three workshops, to know student's improvement. With this in mind, in the following chart, it can be appreciated the general results gotten from the pretest and the posttest. Looking at the results of both tests, it is evidenced that the middle value of both tests was 5 of 7 points and that the interval of both tests was from 2 to 7 points. Despite, there was not a difference between the middle value and the interval of those tests, it is notorious that the students had an improvement in the posttest because the normal punctuation scored per 24

participants in the posttest was 5, 17 of 7 points, while in the pretest the score gotten was 5, 12 of 7 points.

General results of the pretest and posttest			
Tests	Normal	Middle value	Interval
Pretest	5,12/7 points	5/7 points	2-7 points
Posttest	5,17/7 points	5/7 points	2-7 points

Table 12. General results of the pretest and posttest.

Comparison between the score of the pretest and posttest per 24 students from 9th

grade. The following graphic shows the punctuation gotten by the percentage of participants in the pretest. For instance, it can be appreciated that 0% of participants scored 1 in the pretest, the 4% of participants got 2, the 8% of participants scored 3, the 21% of participants had 4, the 25% of participants scored 5, the 29% of participants had 6 and the 13% of participants got 7.

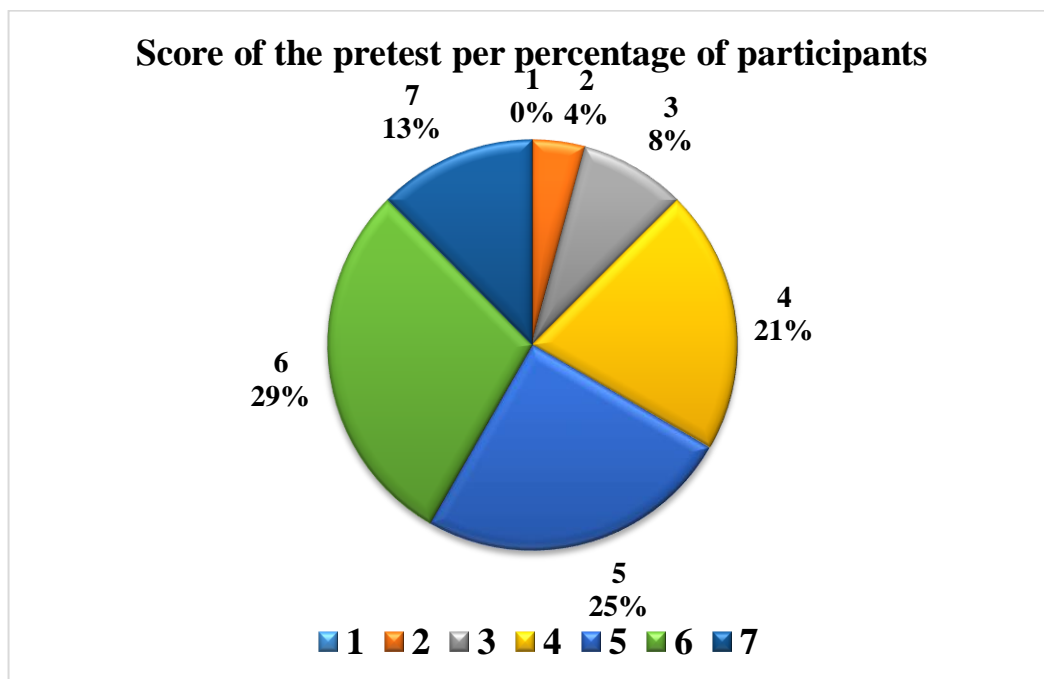


Figure 23. Score of the pretest per percentage of participants.

With regards to the punctuation gotten per the 24 participants in the posttest, it is shown in the graphic that 0% of participants had 1, the 4% of students scored 2, the 12% of participants

got 3, the 17% of participants reached 4, the 25% of participants had 5, the 13% of participants got 6 and 29% of participants scored 7.

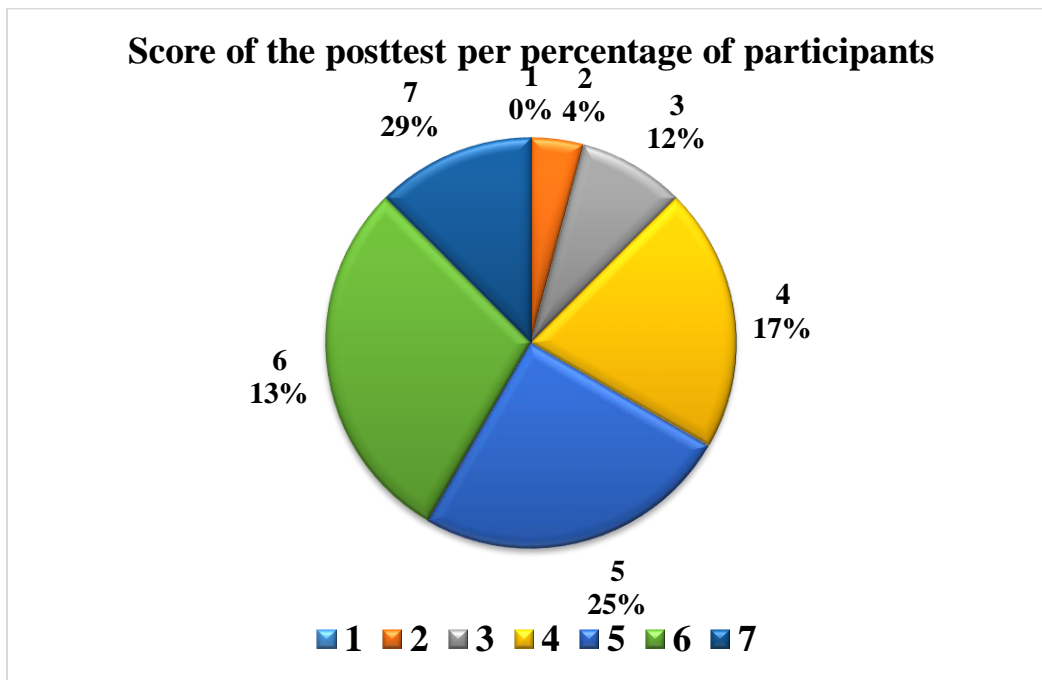


Figure 24. Score of the posttest per percentage of participants.

Comparison of the pretest and posttest per the 6 participants of this pedagogical proposal. In the following chart, it is shown the results scored by the 6 students in the pretest and in the posttest. From this quantitative data gathered from both tests, it is perceived that some students improved their performance in reading comprehension, while others obtained the same score. For example, it must be highlighted that the participant 5 improved because in the pretest, he got 2 of 7 points, while in the posttest, he scored 7 of 7 points. Also, the participant 6's punctuation was significant because he also got 7 of 7 points, while in the pretest he had 5 of 7 points. Concerning participant 3's results, she could improve because in the pretest she got 4 of 7

points, while in the posttest she reached 5 of 7 points. Looking at the participant 2's results, it is evidenced that she did not show an improvement because she got the same punctuation in the pretest and in the posttest. About, participant 4's performance, it was found that she also could not improve since she got in the pretest 6 of 7 points, while in the posttest 5 of 7 points. Finally, participant 1's results were not positive because in the pretest she got 5 of 7 points, and in the posttest she scored 4 of 7 points.

Participants	Results of the pretest	Percentage	Results of the posttest	Percentage
Participant 1.	5/7 points	71.4%	4/7 points	57.1%
Participant 2.	5/7 points	71.4%	5/7 points	71.4%
Participant 3.	4/7 points	57.1%	5/7 points	71.4%
Participant 4.	6/7 points	85.7%	5/7 points	71.4%
Participant 5.	2/7 points	28.5%	7/7 points	100%
Participant 6.	5/7 points	71.4%	7/7 points	100%

Table 13. Comparison of the results of the pretest and posttest of the 6 participants.

Understanding. It is described by the Common European Framework of Reference for Languages that a user of B1 level “Can understand texts that consist mainly of high frequency every day or job-related language. I can understand the description of events, feelings and wishes in personal letters”p26. Looking at the interviews, it was found from the students perception's that they were able to clearly understand the three comics based on the politics. For instance, a participant declared “*Yes, the comic strips helped me understand English through pictures, vocabulary, words and everything related to the politics*” P5. Besides that, it was perceived in the field notes that “*some students usually read for general details, but not for specific details because in the development of three comics some of them failed at understanding the criticism expressed by the comics*” F3.

Vocabulary. According to the Common European Framework of references for languages, a B1 user of language must be able to use a wide vocabulary related to their daily life, for example things in the town, shops, travel and services, contrasting opinions, collocation and colloquial language. The comics played an important role in the acquisition of vocabulary considering that it was evidenced from student's opinions in the interviews *"Yes because we learned new words with the development of the comic and the activities it was more understandable"* P4. On the other hand, it was found from the preservice teacher's journal *that putting in the first comic a dictionary with the key words of the comic allowed the students to learn new vocabulary related to negative adjectives and related to the politics.* With regards to the second field notes, the preservice teacher expressed *"In this stage students were required to relate the words corresponding to the image. I consider this activity was key for letting the students know the meaning of the words that they were going to find afterwards in the comic. Also this stage was quite helpful for students to learn new vocabulary related to the elections"*F3.

Stages of reading. According to Topprak and Almacioğlu (2009) reading phases are used by *teachers* to make students comprehend and interpret the written form of English. These stages of reading were fundamental to make students understand easily the comic strip.

Pre-reading. According to Topprak and Almacioğlu (2009) the pre-reading stage consists of proposing activities that introduces the text by giving background information, by proposing warm-up activities, by doing a brainstorming and by reviewing familiar stories. Looking at the field notes instrument, the preservice teacher expressed that this stage is an important strategy for the teachers use in the reading comprehension because *"it prepares the*

*students well to read the comic or something, the image was an interesting tool because it lets them have an initial idea about the comic. As it is notoriously most of students succeeded to guess what the comic was about. However, not only this stage can be used to prepare the students to the reading comprehension, but also it can be seen as a stage that teachers can work on student's imagination by using the images"*F1. By the same token, students in the interview supported the preservice teacher's perceptions because they said that *"Those activities were to prepare and to have knowledge of the unknown words for the moment to be able to solve the comic"* P3.

While-reading. Topprak and Almacioğlu (2009) expressed that while-reading is the second stage, it is focused on helping students adopt strategies that allow them to understand the text. Regarding to the field notes data, it was perceived through the preservice teacher's thoughts in the second workshop that *"In this stage students had to read the comic. I consider that the previous stage was quite important for understanding the comic. Once students read the comic, they were required to answer some questions. Looking at students' answers, I could realize that 5 students succeeded the questions. But only I failed it. Besides that I should accept that some students surprised me because the open question was justified with a good and critical argument. For instance, the participant 1 explained that the context of the comic shows that the president doesn't follow the rules behind the public, but in front of the public he is the opposite"* F2. From that answer, I dare to say that those students fully understood the main idea of the second comic and also, that this stage allows the teachers propose activities as the questionnaires to know if the students clearly understand the text or in this case the comic.

Post reading. The third stage is the post-reading. According to Topprak and Almacioğlu (2009) it centers on helping the students use the knowledge acquired in the text to apply in new activities proposed by the teachers. Those activities can be: discussion, retelling, reporting, writing a paragraph or summarizing. Concerning this stage, the students from the interview expressed that *“They were activities that put us to put into practice what we read in the comic”* P3. Another participant added that *“It was good because that was to reinforce what we saw in the comic”* P6.

Production.

Written production. According to the Common European Framework of references for languages, a user of B1 level “can write clear, detailed text on a wide range of subjects related to interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view”p61. From this conception, it was perceived that students achieved to argue their own ideas because in the second workshop it was perceived that *“this free exercise of changing the reporter’s speech allowed the students reacted to real situations of our lives by arguing and defending about what they think is correct or wrong”*F2. With regards to the student’s perceptions about the exercise of writing a comic, a student expressed *“Yes I liked it because one could freely express what the comic was going to be about, using the words that I knew or had learned in the activities”*P4. Besides that another participant added that *“it helped me improve because one can understand how to write in English and use different words”*P3.

Comic to promote motivation in English and creativity.

Motivation. Recine (2013) expressed that comic strips is an example of the Affective Filter Hypothesis because students learn better the language when they are in a good state. That

is to say that comic strips work as entertainment tool so that learners feel motivated to learn the target language. Taking into account students' opinions in the interview, it was found that comics strips encourage to read in English because *“well the comic strips, when you read them it is something that catches your attention since there is drama and you want to know what happened to people, and then you want to read more”*P1. Another participant expressed *“Comics teach us to read more words in English. Yes, because it is entertaining, one can learn with each comic while having fun”*P2.

Creativity. According to Zimmermann and Hutchins (2003) *“When sensory images form in a child's mind as he reads, it is an ongoing creative act”*p43. They express that this process is very active in student's minds because the hemispheres of the brain are used. In this pedagogical proposal student's creativity was worked because according to the preservice teacher's journal *“I have to say that most of students surprised me from their creativity and imagination. Creativity and imagination because they designed nice and beautiful drawings which expressed the idea of their comic. I think that proposing activities in which students can draw is something that catch their attention and that they enjoyed a lot”*F3. Furthermore, the interviews shows positive results about the creativity because a participant claimed *“Yes, the creativity was worked because one imagined the drawing and what it was going to say”*P6.

Conclusions

In conclusion, this pedagogical component based on the use of comic strips to promote the reading comprehension, required of the development of 3 workshops and didactic material to implement the proposal. For the creation of these workshops was taken into account the teaching methodology: the PPP approach proposed by Mikoliuk (n.d) and the phases of reading according to Topprak and Almacıoğlu (2009). The implementation of each workshop played an important role in 9th grade students' reading comprehension considering that it was found from the general results of the pretest and posttest that 24 students showed an improvement of a 5% because in the pretest they scored 5,12 of 7 points, while in the posttest they got 5,17 of 7 points. Focusing on the 6 participants' results in the pretest and posttest, one can reach to the conclusion that most of them improve their reading comprehension after the 3 workshops implemented. Also, the great impact of the comic strips in the reading comprehension was evidenced in the student's perceptions since they considered that they understood the written language with the aid of the images that contained the comics and by the activities proposed.

By the same token, it was proved the usefulness of the comics in an English class since this kind of authentic material served to motivate the students to read in English considering that most of them agreed that teachers must adopt entertaining tools as comics that contains images, instead of long boring texts in English. Besides that, it was demonstrated that comics not only encouraged students to read in English, but also this helped to enrich student's vocabulary and promoted the creativity and the writing skill.

On the other hand, according to the preservice teacher's perceptions about the student's works, it was perceived that the stages of reading were an useful teaching strategy to

promote the reading comprehension because the pre-reading stage let them have a closer idea of the comic, the while-reading stage served in this project to give the students the space to read the comic and to answer questions related to the comic. And the post reading stage brought several benefits for the students because it was a moment where the students could exploit their writing skill in English, creativity and imagination.

Recommendations

This pedagogical proposal about the use of comic strips to promote the reading comprehension can be applied to students from 8th grade to 11th grade because through this kind of material students can start preparing their reading comprehension performance for the ICFES exam. Furthermore, it is recommended that if the teachers implement the comics in their classes, they must be careful with the election of this material because students get more interested when the topic is catching and funny.

Chapter IV: Research Component

Reflective spirit training in pre-service teachers from the Bachelor of Arts in Foreign Languages degree, training tool to qualify the practicum stage

Introduction

In the context of the formation in the foreign languages program, the pedagogical practicum of pre-service teachers highlight as significant aspects to study and to research, the improvement of the teaching-learning process for high-qualified education.

Moreover, it exists an interest to understand and modify the pedagogical practicum, also concerning the local studies, focusing more on the learning problems than the teaching ones.

It has been considered to carry out a project with a reflective approach, in which the development attempts to objectify knowledge, behavior, and attitude towards the educational work; coupled with the internalization exercise, immersion and examination of the own subjectivity as teachers, throughout questions and looking for information, in order to give a solution to problems and self-recognition as well.

Justification

The proposal of this project in the context of Foreign Languages students' practicum is part of the professionalizing concept of the practicum as a "spearhead" to improve the educational processes in the institutions where the teaching practice is carried out.

It is considered that giving the importance to the role of the reflection in the teaching process is the first step to understand professional issues, own actions, and to be interested in knowledge of models and approaches to address a problematic situation and establish an analytical look at the fact.

According to the philosopher of education Jhon Dewey, a pioneer in the field of reflexive thought applied to teaching, the need for this project is to provide students with analysis and self-observation tools that let them distinguish a routine from a reflexive action. It is considered that a reflective approach protects the actors from the traditional context of inertia, and authority that permeates the school.

Statement of the problem

At school, the core elements of the constitution of the subjects are assumed, of the institutional life without question, they are often seen as imprints, stable and invariable features that are part of the identity and culture of the school. When events are unfolded without any

major alterations, there is a risk for the teacher to get stuck in a logic of action which does not permit the pedagogical evolution and the renovation of the school's culture to occur.

A practicum stage, in which there is no place for reflection, does not enable struggling situations to emerge and be solved; these realities are usually ignored, invisible. Bearing in mind this perspective, the pedagogical practice is assumed from the production of codes that place teachers in a traditional way, in which cultural production becomes an obstacle for emerging practices that tend to generate transformations of thought and knowledge, to come out and attain the social needs.

Because of this situation affecting teachers in a greater or lesser extent, it is crucial that the teacher training process promote a critical and reflective spirit in future teachers that contributes to the improvement of their pedagogical practices, so that this stage can have an impact and transform their work and their professional performance in the future.

In the case of the Bachelor of Arts degree in Foreign Languages in the University of Pamplona, reflection is conceived as a fundamental practice providing students opportunities to self-evaluate at their integral practicum stage as well as to establish a critical and constructive look at their work in their teaching role. To start developing this study, these are the questions that guide this research:

1. How 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?

Objectives

General objectives

- To implement the reflection practice as a transformative tool of the pedagogical processes proper to integral practice.
- To promote the critical spirit development in pre-service teachers in order for them to analyze their pedagogical work.

Specific objectives

- To consolidate a group of pre-service teachers with a critical spirit that reflects and presents proposals and alternatives for solving problems that are present in their practicum.
- To exchange criteria, ideas and guidelines to take into consideration in the practicum and integrate them effectively into the institution.
- To identify and analyze strategies used by students in their pedagogical practice.
- To implement reflective workshops and the development of didactic units that guide pre-service teachers' reflections.
- To analyze one's own beliefs about teachers' work and students.

Theoretical framework

The theory about the teaching profession, reflection, reflective practice and pedagogical practice form this study theoretical framework. To be slightly clear about these concepts that concerned this research project, it was presented an approximation of each one of them.

The teaching profession

One of the fundamental members of any educational institution is the teacher, whose purpose is to transmit a set of knowledge built upon certain science or art, but also is the person who has the responsibility to educate students integrally.

Currently, this profession demands a series of competences, such as the conceptualization, as well as a way of operating in the planning and administration of human resources, pointed towards easing an articulation among management, work and education. In this way, every teacher has to achieve with some competences in the discipline that will allow him to have a hold of a set of skills and knowledge in the specific area, since the first intellectual requirement in a professional is the level where he puts his activity into operation. In this sense, we find that every teacher must be up to the requirements and competences in the discipline that allow him to master a set of knowledge and skills on any specific area since the first intellectual requirement of a professional is the level at which he/she develops his/her activity.

Additionally, every teacher should possess some competences in the organization of content, meaning that the pedagogical practice encompasses not only the planning of the components that are intended for students to be learnt, but also to predict the teaching conditions inside and outside of the educational context. The most urgent ability that teachers need to develop is to design or contemplate the teaching practice.

Reflection

When referring to reflection, it is claimed that implies an approach to different conceptions about this notion. For that reason, aspects such as reflection as a process and reflection as a theme will be taken into account to deepen its definition (Correa Molina et al 2010).

Reflection as process. The process of reflection is developed through a set of stages that result in a critical process. According to Schön (1983) as cited by Correa Molina et al (2010), reflecting on the experience implies "un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación". The stages of reflection as a process are shown in the following schema.

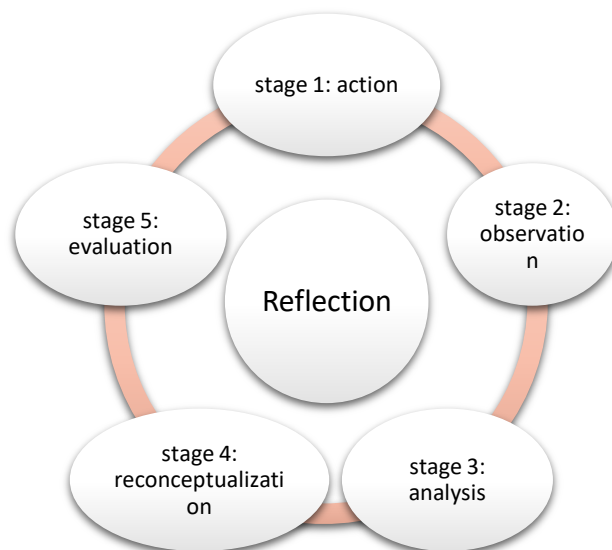


Table 14: Reflection stages

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. In the same way, these perspectives count on intermediaries so the aforesaid process comes to an execution. Some of them are: action, context, colleagues and even the person who reflects.

Reflective practice

In order to achieve the actualization and qualification of the university, as well as the guidance of the students towards new ways to interact with their reality, it becomes necessary that the teacher asks himself about his own practice and the consequences it has generated. For this, he is also required to have the capacity of objectifying his own behaviors, and of assuming the different roles that make part of the different pedagogical fields

In this way, the teacher plays an important role in the current educational world; he/she operates in a complex space where constant change is determined by the interaction of several factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to the changing circumstances" (Ebutt and Elliot: 1986). In this context, the issues of practice demand a particular treatment towards understanding and social interaction.

The necessity to articulate the changeable social reality of our pedagogical work, it is evidenced by the existence of numerous attempts to try to explain the school phenomena and in the search for ways to address these phenomena, to make the 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 various levels of reflexivity, in the first stage, for example, in the classroom the effective application of skills and technical knowledge takes

place; reflection is thus applied to the selection and correct use of the didactic strategies the teacher will implement.

In the second stage, reflection deals with the implicit presuppositions in the specific practices of the classroom. The consequences of adopted strategies, the curriculum, and practices are then 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.

In the third stage, Van Manen, suggests 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. There is a formula to present the most elaborated reflection as well as a questionnaire of ethical, moral and normative criteria that are in direct or indirect relation with the classroom.

Pedagogical practicum

For the analysis and reflection on practice, it is considered adequate to turn methodologically to a conceptual operation of the classification of the practice itself; to do so, it is assumed Zeichner's proposal, who has established various modalities of practice such as:

Academic practice. It is centered on training teachers who are able to reflect on the courses they teach so that they are transformed into understandable structures for the students.

Practice of social efficiency. It attempts to achieve an effective teaching through the application of any didactic techniques that are gathered from general principles to which the pedagogical research has reached. In this case, reflection is a strategic decision: "to select among the range of available techniques what is considered most effective". This is the way of proceeding from technical rationality.

From development. The teaching is based on the interests and development of students, and it takes into consideration the development of the teacher as a teacher and as a person, at the same time.

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 the programs nor the contents to reflect about nor the strategies to foment reflective learning.

Reflection triggers. According to Schulman (1987), these triggers are the teacher's cognitive foundation for classroom life; they are indispensable because they constitute that element of reflective thinking that contributes in the process of one's own knowledge that a good teacher must have to make decisions in the classroom.

The critical element in reflective thinking. This element of reflective thinking is associated with "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 a set of orderly-arranged categories of knowledge as follows:

1. Knowledge of the content.
2. General pedagogical knowledge.
3. Knowledge about the curriculum (materials, programs, etc.)
4. Teacher's knowledge and professional ethics.
5. Knowledge of the students and their features.
6. Knowledge of educational contexts.
7. Knowledge of foundations: philosophical, historical, and axiological

Taking into account Georgea Spark-Langer's and Amy Colton's statements, the narrative element is another element of reflective thinking that is included in the present research as an instrument. This element is directly related to teacher's narratives, in order to foster reports on their experiences in the classroom that are usually presented in many forms and serve the 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 intersubjective.

Methodology

The methodological strategy proposed has, as its central axis, a process of continuous reflection that, in addition, contemplates the organization of meetings intended to strengthen the group of student-practitioners as an initial path to address educational and professional issues. The principles of organization are autonomy, planning, and self-observation.

In order to assess the incidence of the reflection proposed in this practicum stage, a process of socialization and systematization will be carried out.

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

For collecting the data of this research, the following instruments are proposed:

Reflective workshops

The main purpose of the reflection workshops is to guide the reflection process of the practicum students, but simultaneously to socialize and share labor experiences, in order to enrich their process and insert new tools to allow transforming their pedagogical practicum.

Objectives.

- To consolidate a practitioners' staff with critical spirit that reflect and present alternative proposals of solution facing educative issues of their pedagogical practicum.
- 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 checklist

The main objective of the self-observation checklist proposed is to guide the pre-service teacher towards a perspective on their own teaching performance and their role inside the classroom and the environment as part of the educational community.

Narrative

The reflection exercise permits the students to express themselves about their labor through the narrative of their experience as a way to provide meaning to the teacher's everyday life.

Class recordings

By following the 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.

Context

Pamplona city was founded in 1549, meaning it is the most ancient city in Norte de Santander. Located in the “Espíritu Santo” valley in Colombian Andes. Founder of many other cities during the colonial times it has been the meeting point of and influenced by religion throughout its history. It fostered different religious communities, such as: “La comunidad de franciscanos”, “Las hermanas clarisas”, “Los hermanos de San Juan de Dios”, “La compañía de Jesús”, “La comunidad la Sallista”, as well as religious female communities: “ Hermanas de la presentación”, “Hermanas bethlemitas”, among others. The acceptance of these communities in the city leads to the construction of educational establishment with emphasis on their beliefs and values. The aforementioned context is where this study takes place and their schools where the practitioner teachers from the Foreign Language Program will play their role.

The term “school” can be defined as an educational community that takes over the institutionalized education, acting as an organization. This means that it is the establishment where education takes place, education is commanded and education is accomplished.

Nowadays, the “school” is seen as an example of living in community. In other words, the school transfers knowledge and values that are necessary in a community and which lead students to better use their skills and to improve them for own and society’s benefit.

At school we will always find a set of fundamental elements, such as teachers and students, whose actions and behaviors are connected to a specific socio cultural order upon which the organization of the institution is built.

A school is an organization that depends on society. A social institution commanded to provide the systematic education, conditioning the “teaching-learning” process and the organization of groups composed by teachers and students (Crespo, 2010).

In such sense the school as an educational institution has the following functions:

Socialization role. Learners’ values, rules, behaviors, attitudes and aptitudes focus on the dominant social culture in the political and economic context that they belong to. This role includes all the socialization processes in which the members of the school participate.

Instructive role. The instructive role uses two functions, the improvement of spontaneous process of socialization to ensure training of human capital that the globalized world demands. This implies higher level of culture; knowledge; values etc. there is a greatest chance of adaptation.

Educational function. This function requires a life community, in which democratic participation exists, by participating in an intellectual search for discussion and learning. This means, an educational community that is able to break the existing barriers between school and society; a space of culture, where new concepts, technical tools and culture codes are learned. The aforementioned as a consequence of the active participation in the exchange of desires and behaviors with colleagues and adults (Vizcaino, 2010).

Population

The total population of this study are thirty pre-service teachers from the Foreign Languages program English - French of the University of Pamplona.

Direct benefited population. The Teachers in training, teachers' supervisors, and student community of the centers of implementation of the Integral Practice.

Indirect benefited population. It is composed of foreign languages community program.

Institutional dependencies articulated to the project.

- Foreign Languages English – French program
- Languages and communication department
- Faculty of Education

External institutions linked to the project.

- José Antonio Galán High School
- Normal Superior Pamplona
- La Presentación High School
- José Rafael Faría High School

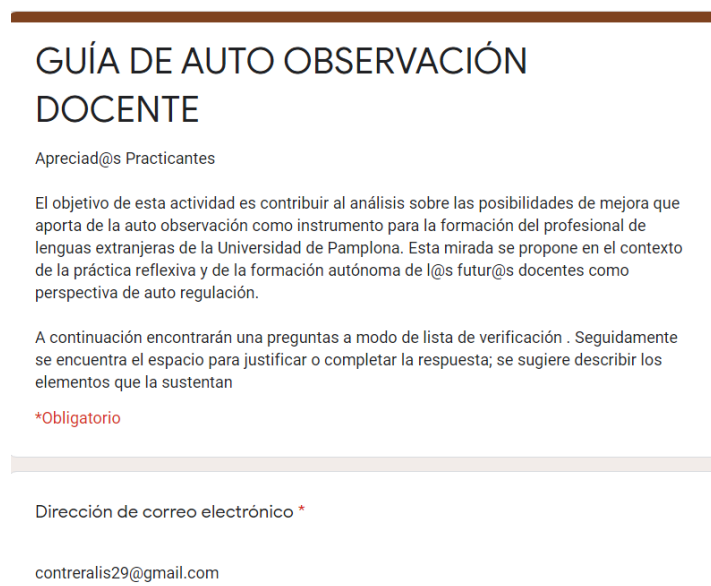
- Educational Institution Cristo Rey
- Águeda Gallardo High School
- Brighton School
- La Divina Pastora school

Research component implementation

This section aims at describing the data collection gathered from the self-observation checklist, the narratives and the workshops.

Self-observation checklist

The online self-observation check list was developed on the 5th week of practicum stage. This instrument was used so that the pre-service teacher could reflect upon her teaching practice and her role in the development of the pedagogical, outreach and administrative aspects of the Educational Institution La Divina Pastora. It must be highlighted that this instrument was composed of a set of questions that allowed the practicing teacher to answer that, therefore think reflectively about the way she adopted the teaching methodology, the content, the activities, her behavior with the students, the didactic resources and the motivation inside the 9th grade. Once the self-observation check list was completed and the answers were reflected, the pre-service teacher could conclude from a certain aspect that it is necessary that she is a little more explicit when she provides the instructions to the students in a worksheet or in the What'sApp group.



The image shows a digital form titled "GUÍA DE AUTO OBSERVACIÓN DOCENTE". The form is divided into two main sections by a horizontal line. The top section contains the title, a greeting "Apreciad@s Practicantes", and two paragraphs of text explaining the purpose of the activity. The bottom section contains a red asterisk indicating a mandatory field, followed by a label "Dirección de correo electrónico *" and a text input field containing the email address "contrerails29@gmail.com".

GUÍA DE AUTO OBSERVACIÓN DOCENTE

Apreciad@s Practicantes

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

A continuación encontrarán una preguntas a modo de lista de verificación . Seguidamente se encuentra el espacio para justificar o completar la respuesta; se sugiere describir los elementos que la sustentan

***Obligatorio**

Dirección de correo electrónico *

contrerails29@gmail.com

Figure 25. Self-observation

Narratives

The narratives were another important instrument implemented in this research component that allowed a deep reflection of our weekly routine as practicing teachers in the educational institution. In detail, 8 narratives were developed during the practicum stages, each one of those narrates my teaching experiences, the unexpected events and the emotions felt throughout each meeting with students through the What'sApp group. Furthermore, this writing task allowed me to identify my strengths and weaknesses of my teaching methodology, thus take actions to improve the negative aspects. See [appendix L](#) to appreciate the 8 narratives.

Narrativa #5

Mi práctica integral en el colegio la Divina Pastora continuó en la semana # 5 que va desde el 19 al 24 de octubre. Durante esta semana mi desempeño como practicante en formación aumentó puesto que se me otorgó la responsabilidad de explicar las guías de octavo y noveno a los estudiantes por medio del grupo de What'sApp. Con respecto a la guía de octavo, yo la expliqué el día jueves. Debo confesar que esta explicación la hice sola, y tome pantallazos para explicar parte por parte a los estudiantes. También, decidí utilizar las notas de voz para hacerme entender mejor y a medida que terminaba alguna parte de la guía, siempre preguntaba: " ¡chicos! ¿Entendieron? ¿Tienen dudas sobre esta parte?". Siento que el hecho de preguntarles a los estudiantes cada vez que terminaba una parte de la guía era bastante productivo para asegurar que todos entendieran. Además, pese a que no estoy en un salón de clases con los 44 estudiantes, puse en práctica la importancia de las preguntas en medio de una metodología asincrónica. Además, he aprendido durante esta práctica virtual que hacer preguntas constantes por el grupo de What'sApp mantiene un poco la interacción que se ha perdido en el ámbito escolar a causa de la emergencia sanitaria.

Figure 26. Example of the narratives

Reflection workshop

Concerning the reflection workshop, it was implemented on September 23st and on October 14th through the virtual platform called Microsoft Teams. This instrument was quite useful for our training because this is a space where we met together with our classmates to hear our points of view about our own experiences in order to reflect about the different situations, contexts, and challenges that can appear suddenly in our professional life as teachers. These reflective workshops helped us not only to think reflectively about our teaching practice, but also to discuss about the actual challenges that this educational field has brought us in pandemic times.

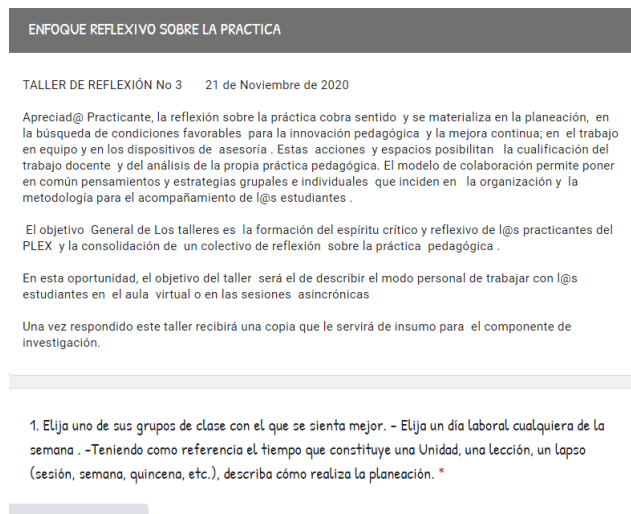


Figure 27. Third reflective workshop.

Timetable

The following chart shows the dates in which this research component has been developed.

Instrument	Date
Self-observation sheet	October 26 th
Narratives	Narrative #1 September 28 th
	Narrative #2 September 5 th
	Narrative #3 October 12 th
	Narrative #4 October 19 th
	Narrative#5 October 26 th
	Narrative#6 November 2 nd
	Narrative#7 November 9 th
	Narrative#8 November #16 th
Reflective workshops	September 23 st
	October 14 th

Table 15. Timetable of the research project.

Findings

It is highly important to express that the training process of the teachers during the practicum stage requires of a deep reflection of the tasks, activities, situations, challenges and issues in which the preservice teacher is immersed, considering that the act of reflecting lets us nourish and transform our teaching methodology. Due to this, it is important to explain through the following categories the reason why the reflection approach plays an important role in the preservice teacher's development.

Preservice teacher's behavior

The preservice teacher's professional attitudes was highly influenced by the supervisor. Certainly, most of the attitudes originated from my supervisor's behavior in the What'sApp group. For instance, I could notice from my supervisor that a teacher must be comprehensible, responsible, motivating during this pandemic times, a good listener, adaptable to student's needs and must never lose the authority even though we are developing a virtual methodology. Besides that, through the contact that the preservice teacher had with the supervisor she could learn that the supervisor's methodology was flexible because at the beginning of this process as a preservice teacher, she told me that students from La Divina Pastora School are a vulnerable population which deserved our comprehension and adaptability to their needs. From that suggestion, the preservice teacher realized that we as teachers must be empathetic to student's problems and social context.

Preservice teacher's methodology

Looking at the methodology of this practicum stage, the preservice teacher was guided for the constructivist model and the supervisor's methodology in the English classes. For

instance, due to the pandemic, this school decided to give asynchronous classes because most of their students did not have internet connection and the adequate tools to be connected. With that in mind, the preservice teacher had to follow the methodology of the supervisor which consisted of creating worksheets and giving it to the students through the What'sApp group. Once, the worksheets were given the preservice teacher proceeded to explain each exercise. Later on, the students were given some dates to send their evidences. It must be pointed out that the group was opened twice a week for 9th and 8th grade students for them to send their evidences and that the preservice teacher was very attentive to greet them, to congratulate them for their job and also for doing some suggestions if it was necessary.

Interaction with students

The interaction with students was given through the What'sApp group considering that the supervisor included her. Mainly, the preservice teacher interacted with students when they had questions about the worksheet or sometimes she used to provide them motivational phrases, which were fruitful for promoting the importance of learning the English language. Furthermore, the interaction with students was through the group and sometimes in private; however the supervisor suggested the preservice teacher not to text in private with students because they could disturb our personal space.

Interaction with the English teacher

The interactions were given through the meetings that the supervisor organized. The English teachers gave a welcome reception to the preservice teacher since the first moment, for example they were very kind to explain her the plan of work that they adopted with students.

From this good environment that the preservice teacher lived with the English teachers, she could learn how important is the interpersonal and collaborative skills to work in team.

Activities and resources designed

The practitioner was involved in the creation of the worksheets of 4th, 5th, 8th and 9th grade. It must be highlighted that for doing such as worksheets the preservice teacher followed the format of the institution, which contained the parts: pre-know, conceptualization, exemplification, learning activities and self-assessment. With the creation of this kind of material, the preservice teacher reflected that she must improve the instructions of the worksheet, according to the supervisor's suggestion.

Conclusion

Keeping this in mind, it is necessary to answer the following question: How does the reflective approach of the practice contribute to the transformation of your teaching work?

It is highly important to express that the training process of the teachers during the practicum stage requires of a deep reflection of the tasks, activities, situations, challenges and issues in which the preservice teacher is immersed, considering that the act of reflecting lets us nourish and transform our teaching methodology. Therefore, one can admit that reflecting must be a continuous process that allows us to identify our positive and negative actions inside the educational setting to take rigorously decisions to improve our teaching strategies. With this in mind, this practicum stage adopted 3 instruments which were useful so that the preservice teacher started thinking reflectively of her pedagogical work in the educative institution. The first instrument implemented was the self-observation, a fundamental element comprised of questions that must be answered by a justify argumentation. It was concluded the reflective

approach helped the practitioner become aware of her mistakes when giving instructions to the students. Also, the self-observation was taken as a feedback to consider in the future lessons as teacher, since it allowed her to know if the methodology implemented is adequate to work afterwards in the practicing teacher's professional life.

These narratives were quite productive for the ongoing reflection of the preservice teacher because she must expose her experiences and emotions of the situations that particularly caught her attention in each week. For example, one of the most interesting experiences during this practicum stage was when some English teachers did not agree with the preservice teacher's supervisor, because she proposed them to do some changes to the worksheet that they had proposed. From this situation the preservice teacher learnt a lot from her supervisor, since she dealt to solve these disagreements calmly, patiently and respectfully. So it must be said that most of the practitioner's learning process of this practicum was taken from her supervisor's behavior.

Moreover, the reflection workshop played an important role in the professional development of the practitioner because through the workshops one can hear our classmates' experiences and therefore one can learn from that, and analyze the positive, the negative and the possible solutions to overcome the challenges of the different contexts. This act of hearing others let us be more conscious that every school has its own needs, thus we as teachers must take part of that to fill the educative gaps. On the other hand, during the reflection workshops the practitioner could realize that each one of her classmates lived a different experience from this virtual modality because some of them must teach through synchronous classes and some of them must teach through asynchronous classes. In the practitioner's case, she was immersed in the asynchronous methodology and she considers it is adaptable to student's needs because it takes into account that most of the students do not have internet connection to be connected

everyday through platforms such as Zoom. On the contrary this methodology uses resources as What'sApp to send the worksheets and to receive from the students their evidences. From this teaching strategy the preservice teacher could learn that us as teachers must always look for new teaching strategies that assure the learning/teaching process when the world brings us challenges as the health emergency. Despite this methodology implemented by the school adapts to the student's needs, the practicing teacher considers that this could be a disadvantage for her learning process as future teacher because some aspects such as the interaction was limited.

Chapter V: The outreach component

Project to raise linguistic awareness of the English language in primary schools in

Pamplona

Presentation

The dual objective the reader will find in this presentation is to organize in a project the social impact of the Foreign Languages Program through the implementation of the outreach component to the community concerning the English teaching practicum, and to sensitize students from primary school to EFL fundamentals.

Firstly, the justification of the project, the objectives, its characterization and the guidelines of contribution to the project will be stated. Secondly, the theoretical framework guiding this proposal, the benefited population, the timetable and the financial budget table filled by each participant will be disclosed.

Introduction

Participating in world policies in the academic, cultural and economic fields impelled the Colombian National Government to promote the learning of foreign languages in the different

educational areas of the country; hence citizens have the opportunity to participate in cultural exchanges that allow them to access more equal conditions for the personal and social development of the country.

With a view to promote English language learning in Colombia and doing Colombians more competitive citizens, the Ministry of National Education launched its bilingual policy in 2004, the main objective of which is to “to have citizens able to communicate in English, with internationally comparable standards, that insert the country in the processes of universal communication, in the global economy and in the cultural openness. In this way, the Ministry has been implementing a wide range of strategies at the distinct levels of education with a view to achieving this goal, a prime example of which is the creation of English quality standards for basic and secondary education, the definition of a sound and logical evaluation system and the description and development of training plans.

This program has been developed throughout the country and has integrated the work implemented by the secretariats of education, public and private universities and language institutes. However, the results obtained so far have not been very heartening since many of the educational institutions of the nation have not yet been touched by it. With regards to primary education, the government is advocating the coverage extension of English language education for boys and girls, since many of these educational establishments sometimes do not have an English teacher to guide teaching-learning processes and therefore the results of evaluations implemented at the national level are not very optimal.

The University of Pamplona of Colombia in its capacity as a public training institution for trainers and more specifically the Foreign Languages English-French Program, has come

close to the reality facing the primary school in the city of Pamplona as regards the National Bilingual Policy; Many of the educational institutions in this city do not have English teachers to meet the preparation needs of the primary sector.

In recognition of this reality and the problems it generates, the present proposal for social projection seeks to meet the needs of training in English, of the primary school population in the city of Pamplona and to integrate the foreign language training of students of the Foreign Language English-French Program into the educational reality of this area to deal with, to reduce the gap between public and private schools in the foreign language field.

Government policies identify the problem, but their attention is not sheltered by legislation, effective support is needed, for the specific case, by trainers in the field of foreign languages, so that the results of the examinations, the tests and results of our students are in accordance with the proposals of Colombia the most educated.

Justification

The learning and acquisition of a foreign language, allows to be at the vanguard of the own needs that today the world demands. That is why it is necessary to implement and work on this process from the very beginning of children's education so that when they complete their basic education cycle, having basis for continuing the learning process in secondary education, middle vocational and higher education, so that more people are trained in this area.

The aim of this project is to raise awareness of the teaching of English in primary schools in the city of Pamplona, contributing to the basic foreign language training that is required and essential at these levels. For this reason, it is carried out as part of the outreach component to the community of the integral practice developed by students of last semester of the Foreign

Languages program of the University of Pamplona, as a way of contributing to the strengthening of English teaching in the primary education field

The development of this project benefits both institutions and the student population of the city of Pamplona, as well as the Foreign Languages Program and the students who develop their integral practice. This benefit results in the possibility for primary school children to have contact with the foreign language and in turn with students who complete their university practicum process so that they know the educational realities and needs of the environment and of this how they can help, intervening in processes that impact on the improvement of these needs.

General objectives of the proposal

The development of this social extension project by the Foreign Languages in English-French Program of the University of Pamplona is heading toward the following purposes:

- To attend the needs of the children of the primary school in the city of Pamplona.
- To integrate the foreign language training of students of the Foreign Languages English-French program to the educational reality of teaching English at the primary school in the city of Pamplona.

Specific objectives of the proposal

Looking toward a better understanding of the aspects mentioned above, this proposal will attempt:

- To familiarize the child of the primary school of Pamplona with basic knowledge of English.

- To involve students of the Program in Foreign Languages English-French in the processes of teaching English in the primary school in Pamplona.
- To join the preparation of students of the Bachelor's Degree Program in Foreign Languages English-French with the social projection programs offered by the Office of Social Interaction of the University of Pamplona.

Typology of the project

This is a formative project, disciplinary in the area of curriculum; "open to the institutions where the Integral practicum is carried out and offer basic training in primary education in the city of Pamplona. It is part of the training project of the Foreign Languages program at the University of Pamplona.

This proposal is articulated to the social projection, transcends the institutional space and makes possible the articulation of the PLEX to the Pamplona's community. The main objective at the pedagogical and communicative level is framed within the institutional lines of projection and outreach to the community of the University and the program.

Contribution lines

- Contribution to the academic training in the field of foreign languages.
- Citizen preparation (attention to issues of the educational setting aimed at reducing the inequity of the educational system)
- Projection to the school community at the university and program levels

Theoretical framework

Language teaching

International linguistic policies. “UNESCO has been concerned for several years about the role of languages in the global context. At a general conference in 1999 it adopted the term 'multilingual education' to refer to the use of at least three languages: the mother tongue, a regional or national language, and an international language. This resolution was based on the idea that the requirements of national and global participation, and the special needs of culturally and linguistically distinct communities, can only be catered through multilingual education. Cross M, Loyo G, & Mendez E, (2011).

UNESCO (2003) considers that languages are not just a mean of communication, but they represent a true sector of cultural expressions; they are bearers of identities, values and visions of the world. Therefore, it proposes as a principle for cultural diversity to maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and, as well as, support the learning of international languages that provide access to global communication and information exchange. To accomplish this, UNESCO suggests the promotion of multilingualism and intercultural dialogue, together with development of policies for the translation, by all possible means, of written and visual materials in order to promote the circulation of ideas and artworks.

According to Lima M, (2006). The learning process of foreign languages is now an real necessity, but so is the learning of the cultures they represent. Languages are the spirit and conscience of peoples, the poet highlights; they are the best instrument for accessing other cultures, other histories, other ways of seeing and understanding the world; they delate distances and also bring us closer to science and technology. All types of learning are of vital importance for the sociability of the human being as long as it allows it to have a proper development in different contexts; the learning of a foreign language or several languages focuses both the

professional and personal life of an individual allowing it to be successful and fruitful in its doing and know-how.

National Bilingual Program

Colombia, like other countries in Latin America and the world, has adopted academic policies aimed at publishing the English language as a foreign language, through the national bilingualism program established in 2004 with three specific lines of work: institutions of primary, secondary, higher education, programs of education for work and human development; ethno-education; and flexible models of education. This program aims at training competitive and productive human talent in a global environment in different fields of action. (MEN, 2006, p. 6).

The following table shows the levels sought by the national bilingual program for the year 2019:

Tabla 1. Niveles de lengua esperados en el PNB

Población	Nivel de lengua meta
Estudiantes de grado 3° de educación básica primaria	A1 (Principiante)
Estudiantes de grado 7° de educación básica secundaria	A2 (Básico)
Estudiantes de grado 11° de educación básica media	B1 (Preintermedio)
Egresados de Educación Superior	B2 (Intermedio)
Egresados de carreras en lenguas extranjeras o afines	C1 (Avanzado)
Docentes actuales de educación básica primaria y docentes de otras áreas	A2 (Básico)
Docentes de inglés	B2 (Intermedio)

Fuente: Adaptado de Altablero (2005).

Figure 28: English levels of proficiency

Bilingualism. Bilingualism refers to the different level of control by which an individual communicates in more than one language and culture. This level depends mainly on the context in which the individual is. Therefore, according to how another language is used, different from the native one, these languages are considered second languages or foreign languages. MEN (2006)

Teaching English in primary school

According to Yesser A, & Chacon C, (2011) “The acquisition of a foreign language is a complex process which involves multiple variables of cognitive and affective character inherent in the individual as well as specific factors to the socio-cultural and educational context such as curriculum, methodology and training and updating of foreign language teachers, among others”.

Thus, the importance of reaching to the point of understanding how the child learns and incorporates a foreign language makes it necessary to analyze the theoretical basis that explain the process of learning or acquiring a second language. (L2) o LE and how this process is related to the mother tongue”. On the basis of what was written above Krashen (1991) quoted by Yesser A & Chacon C, (2011) makes a distinction between the terms acquisition and learning in relation to the LE. “Language acquisition is natural and unconscious in form of an understandable input, which is processed and internalized, while learning involves consciously learning the rules of the language.”

“This distinction has been questioned because it is complex to demarcate

both terms which are part of a continuous process between the unconscious and conscious (Richard-Amato 1996)". The authors present their point of view on the subject and differ "that for purposes of this discussion, the terms learning and acquisition interchangeably because the LE can be acquired through inductive recreational activities and naturally which also involves learning processes".

"It is important to note, however, that the contributions of Krashen and Terrel (1983) regarding the natural approach of language are relevant to the process of acquisition of LE in children and nourish the Total Physical Response method (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), a child acquires a language in three stages:

Pre-production: it is the stage in which the child develops the ability to listen and understand language through gestures and actions, it is a period characterized by silence. Therefore, at this stage, it is advisable to use the Total Physical Response (TPR) method proposed by Asher (1976) to stimulate the development of LE through psychomotor activities, without emphasizing in the oral production.

Early-Production: it begins to produce one or two words and / or phrases. It is recommended to focus on the meaning by avoiding grammatical errors.

Extended-Speech: in this period, the child is already able to produce complete sentences and participate in conversations. Now, the teacher must help the child to improve fluency in the foreign language".

To support the aforementioned about the process of acquiring an LE, it can be said that regarding to Berko and Bernstein (1999), quoted by Yesser A & Chacon C, (2011) "The children ability to learn, understand, discover and formulate

communicative forms in a foreign language mainly underlies the need to establish new social approaches” (p. 467). Consequently, children build meanings of the world around them through the language and establish their own criteria of semiotic interpretation to each concept they discover. For this reason, learning the LE must be based on prior knowledge and schemes mother tongue since the representations developed in prior learning and previous experiences are the scaffolding to build by LE, new mindsets or expand the existing ones”.

Yesser A & Chacon C, (2011), quote Ausubel (1986) who establishes “from the point of view of cognitive psychology, explains that there are differences between child and adult cognitive abilities in relation to cognition and emotions, which are manifested in motivation, creativity, spontaneity, and flexibility that characterize children and far from the adult, who usually is more prone to emotional blockage at the time of expressing themselves in another language”. “From the above statements, it appears that age is a factor that affects learning English as LE, particularly in the acquisition of pronunciation. That is to say, at a younger age, the greater the probability of the child to develop the pronunciation of a native”.

Why learn LE in elementary school? Frandiño Y, Bermudez J, & Vasquez V, (2012) quote Madrid and McLaren (1981) who claim “there are different kinds of reasons for learning a foreign language at school. Noting that the real reasons are pedagogical and formative. For example, based on several studies, it is indicated that:

- Children who begin studying foreign language in school tend to achieve a more positive performance than others.
- Children show not only a special ability to imitate sounds and

colloquialisms but also great flexibility, spontaneity and audacity that surpasses those of young and adults.

- Children not only tend not to be afraid of committing failures, but often acquire and transmit meaning through gestures and pantomime.
- Children are in a stage of their life in which the plasticity of their brains makes it easier for them to learn languages”.

To summarize it is found that the learning process of the human being is based on experiences with the environment in that is influenced by prevailing cultures and identify their idiosyncrasies and autonomy especially among young people in the life cycle of childhood, wherefrom many theories from the psychological, sociological area it is argued that learning takes place through the observation and listening of sounds that put the main attention of the senses of each individual. Highlighting that the cognition process directs and brings significant learning for the children who are starting the learning especially of an EFL language.

Pamplona's context

Pamplona's city has institutions of basic and secondary education, being mainly public. Most of them are grouped by general Colleges as follows:

- Escuela Normal Superior, which has as headquarters “Escuela Rural Cariongo, Instituto Aurora”.
- Colegio Provincial San José, which has as headquarters “Escuela la Salle, Escuela Santa Cruz, Escuela Gabriela Mistral, Colegio Rafael Faría Bermúdez”.

- Colegio Águeda Gallardo de Villamizar, which has the “Escuela Santísima Trinidad, Escuela el Escorial, Escuela Nueva Iser, Jardín Infantil Nacional”.
- Institución Educativa San Francisco de Asís: which is in charge of “Colegio José Antonio Galán, el Colegio de Cristo Rey, la Escuela 4 de Julio, la Escuela Juan XXII”.

Likewise, there are two institutions that do not have the nature of a General College but that provide basic and secondary education of a public nature. They are:

- Colegio Técnico la Presentación
- Institución Educativa Brighton Betlemitas.

In this context where the students of Foreign Languages program of the The University of Pamplona carries out their integral practice, and doing social projection in primary schools.

The scenarios in which the activities of the Project will be developed are the educational institutions described above. The specific course will be included once the students - practitioners finish the observation stage and provide the courses and schedules in which they will be implementing the Social Projection component.

Benefited population

The direct beneficiary population

It is composed of the student academic community of the primary schools of Pamplona in which the Integral Practice is implemented. The benefited audiences are mentioned below; the number of participants will be defined once the observation period ends. It is estimated a population that can range between 50 and 60 students per institution.

- Elementary students
- Teachers of the courses of the Primary elementary language area
- Students-Practitioners of the Foreign Languages Program

The indirect population benefited

- Foreign Languages Program Community
- Pamplona educational community

Institutional dependencies articulated to the Project

- Foreign Languages Program
- Department of Languages and Communication
- Faculty of Education
- Social Interaction Department

External institutions linked to the Project

- Colegio José Antonio Galán
- Normal Superior Pamplona
- Colegio Técnico La Presentación
- Colegio José Rafael Faría
- Institución Educativa Cristo Rey
- Institución Educativa Brighton Bethlemitas.
- Institution La Divina Pastora

Subproject: The creation of didactic material to enrich the vocabulary on 4th and 5th grade students at the school La Divina Pastora

Introduction

Nowadays teaching a foreign language such as English, needs of several strategies, methods or materials that let students motivate to acquire the target language. Moreover, it is more required the implementation of catching and didactic material in a children public since they enjoy the learning process when the material proposed by the teacher is funny and interesting. Seven and Engin (n.d) states that language teaching materials plays an important role in language learning activities and in encouraging students to learn a foreign language. Bearing this in mind, this proposal aimed to be a support to the primary students of La Divina Pastora School in Cúcuta because the material that was prepared was an opportunity for them to enrich their English vocabulary and to motivate them with the learning process of English. However, students from primary school were not the only benefited, but also the teachers since they could take the material as a guide to prepare their classes.

Justification

This project aimed at creating didactic materials to benefit the primary's students and teachers. The reason why the preservice teacher took into consideration the creation of teaching materials in primary school came from the fact that students of primary do not have an English teacher that can teach them the correct use of the language. Despite this situation, the MEN through the Basic

Standards of Competence is very ambitious with the required level that primary students must have since it aims that students reach A2 level when they are in 5th grade. As a result of this situation, the design of didactic material for teaching English language became an important strategy to make students increase the vocabulary needed in A2 level and in this way they could improve their English level of proficiency.

Objectives

General objective of the project.

- To create didactic material to promote the English learning in 4th and 5th grade students at La Divina Pastora school.

Specific objectives of the project.

- To encourage students to learn English through didactic materials.
- To enrich student's vocabulary by means of a Pictionary book.
- To help the primary's teachers in the English learning process of students through the use of didactic material.

Methodology

As the proposal of this project was based on creating didactic materials to teach English in 4th and 5th grade, it should be pointed out that the preservice teacher developed two kinds of materials: worksheets and a Pictionary book in English.

The implementation of the didactic material

Worksheets. The initial material created was the worksheets of 4th and 5th grade. See [appendix M](#) to appreciate the worksheets from 4th and 5th grade. This kind of material was created following a lesson planning format which included the following stages: Pre-know, conceptualization, exemplification, learning activity, the Christmas challenge and the self-assessment. Besides that, for the creation of this material the preservice teacher had the accompaniment of the Spanish teacher from primary school and the supervisor. In detail, the preservice teacher met with those parts in Zoom to agree some aspects of the worksheet: the first aspect was that the worksheet must be articulated with Spanish, the second corresponded to follow the topic of Spanish subject to adapt it in English and the third aspect is that it was required to create funny activities as those that appear in a fun page of a newspaper. Apart from the creation of the worksheet, the preservice teacher should play another role in this duty, since she received the responsibility of answering the primary school teacher's doubts about the worksheet. An example of this was that the preservice teacher was asked to record her voice with the correct pronunciation of 150 words. That duty was asked by the 4th grade teacher, in order to give this material to her students to do correctly the spelling activity proposed.

 INSTITUCIÓN EDUCATIVA LA DIVINA PASTORA "AMOR, ELEGANCIA Y EXCELENCIA" GESTIÓN ACADÉMICA GUÍA DE ESTUDIO	GA-12-F008				
	Versión 1.0				
	18-10-2019				
	Página 1 de 15				
DATE:	13 th October-30 th November	GRADE:	4 th	TERM:	Second
TEACHERS:	Cristina Ibarra, Angélica Márquez, Liseth Contreras				
SUBJECTS:	English and Spanish (Inglés y Español)				
COMPETENCES:	English		Spanish		
	Describe en inglés, su rutina diaria y sus pasatiempos.		Identifico los principales roles en la expresión oral para enriquecer el proceso comunicativo en diferentes actos de habla.		
OBSERVATIONS:	Todos los ejercicios se desarrollaran directamente en esta guía de estudio. Por favor use colores, marcadores o resaltadores que le ayuden a realizar un trabajo estéticamente agradable a la visión y ordenado. No olvide la importancia de usar como recurso de ayuda su DICCIONARIO INGLÉS-ESPAÑOL . Por ultimo siga cada una de las instrucciones que encuentran al inicio de cada actividad y esté atento a las directrices que les serán entregadas via whatsapp.				
Estimado padre de familia o cuidador, la presente guía de estudio consta de los siguientes aspectos					
PRESABER	Hace referencia a los aprendizajes que el estudiante posee	<input type="checkbox"/>	PRE		
CONCEPTUALIZACIÓN	Se refiere a los nuevos aprendizajes que el docente presenta al estudiante	<input type="checkbox"/>	CON		
EJEMPLIFICACIÓN	Son actividades desarrolladas como ejemplo explicativo	<input type="checkbox"/>	EJE		
ACTIVIDAD DE APRENDIZAJE	Son las actividades planteadas para ser desarrolladas por el estudiante	<input checked="" type="checkbox"/>	AAP		
AUTOEVALUACIÓN	Es un ejercicio reflexivo del estudiante sobre su proceso de aprendizaje	<input type="checkbox"/>	AUT		
Estas actividades se encontraran en diferentes momentos de la guía según se requieran y se					

Figure 29. Evidence of the worksheet of 4th grade.


 INSTITUCIÓN EDUCATIVA LA DIVINA PASTORA "AMOR, ELEGANCIA Y EXCELENCIA" GESTIÓN ACADÉMICA GUÍA DE ESTUDIO	GA-12-F008				
	Versión 1.0				
	18-10-2019				
	Página 1 de 15				
DATE:	13 th October-30 th November	GRADE:	5 th	TERM:	Second
TEACHERS:	Mariana Cárdenas, Angélica Márquez, Liseth Contreras				
SUBJECTS:	English and Spanish (Inglés y Español)				
COMPETENCES:	English		Spanish		
	Describe en inglés, su rutina diaria y sus pasatiempos.		Identifico los principales roles en la expresión oral para enriquecer el proceso comunicativo en diferentes actos de habla.		
OBSERVATIONS:	Todos los ejercicios se desarrollaran directamente en esta guía de estudio. Por favor use colores, marcadores o resaltadores que le ayuden a realizar un trabajo estéticamente agradable a la visión y ordenado. No olvide la importancia de usar como recurso de ayuda su DICCIONARIO INGLÉS-ESPAÑOL . Por ultimo siga cada una de las instrucciones que encuentran al inicio de cada actividad y esté atento a las directrices que les serán entregadas via whatsapp.				
Estimado padre de familia o cuidador, la presente guía de estudio consta de los siguientes aspectos					
PRESABER	Hace referencia a los aprendizajes que el estudiante posee	<input type="checkbox"/>	PRE		
CONCEPTUALIZACIÓN	Se refiere a los nuevos aprendizajes que el docente presenta al estudiante	<input type="checkbox"/>	CON		
EJEMPLIFICACIÓN	Son actividades desarrolladas como ejemplo explicativo	<input type="checkbox"/>	EJE		
ACTIVIDAD DE APRENDIZAJE	Son las actividades planteadas para ser desarrolladas por el estudiante	<input checked="" type="checkbox"/>	AAP		
AUTOEVALUACIÓN	Es un ejercicio reflexivo del estudiante sobre su proceso de aprendizaje	<input type="checkbox"/>	AUT		
Estas actividades se encontraran en diferentes momentos de la guía según se requieran y se					

Figure 30. Evidence of the worksheet of 5th grade.

Pictionary book. With regards to the second material “the Pictionary book”, the practicing teacher created this material with the help of other practicing

teacher that was doing his practicum stage in the same institution. For creating this didactic tool, firstly the preservice teachers selected the vocabulary and the pictures to show in the Pictionary book. Secondly, they agreed to classify the vocabulary into sections. Thirdly, they created a colorful format for putting the images and the words. This format has the title of the sections and two blanks to write in the above side the word in English and in the below side the words in Spanish. Once done this format, they proceeded to paste that format in a power point presentation and to organize the vocabulary and the images. Finally, they converted the power point presentation into a pdf to construct the book. It must be highlighted that this Pictionary book was organized alphabetically.



Figure 31. Coverture of the pictionary book.

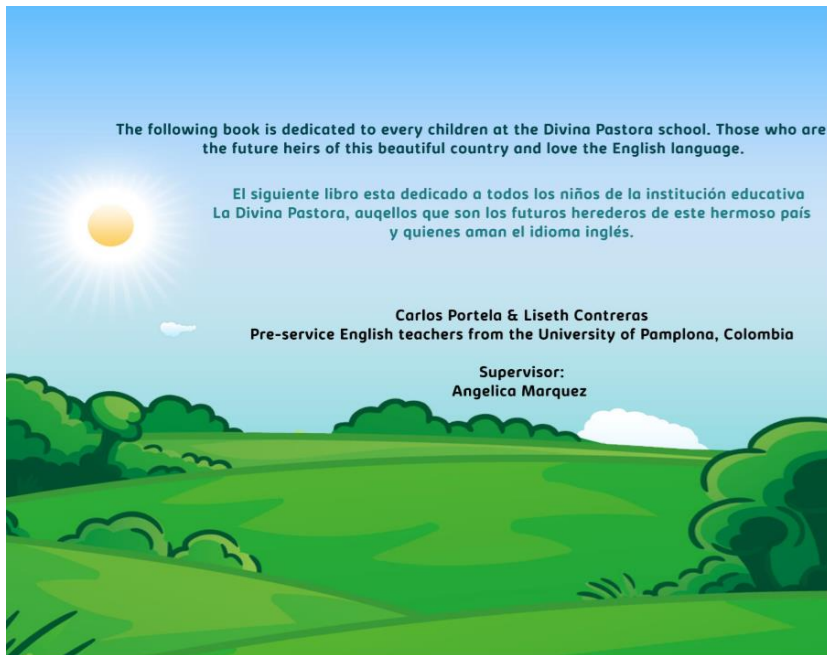


Figure 32. Dedication of the Pictionary book.



Figure 33. Page #2 of the Pictionary book.



Figure 34. Page 17 of the Pictionary book.

Timetable

The following chart presents the development of the outreach component.

Activity	Weeks											
	1	2	3	4	5	6	7	8	9	10	11	12
A	X											
B		X										
C				X								
D						X						

Table 16. Timetable of the outreach component.

Activity	Activity description
A	Worksheet of 4 th grade
B	Worksheet of 5 th grade

C	Recording of 6 audios with the pronunciation of 150 words
D	The creation of the Pictionary book.

Table 17. Description of activities of the timetable.

Conclusions

How does your contribution to the extension project “The formation of the reflective spirit in PLEX practitioners, a training tool to qualify the pedagogical practicum”, contribute to the academic community where it develops the practice and projection of the degree in foreign languages?

It was perceived that the development of the outreach component contributed positively in the educational institution where the preservice teacher was doing her practicum stage. I consider that helping the primary school teachers from La Divina Pastora with the creation of worksheets was a great contribution for the teaching process because the teachers of primary don't know well the adequate strategies to prepare the pedagogical material of the English subject. That's why I think that supporting the teacher with didactic material helped to foster the process of learning English in the primary school students. By the same token, as it has evidenced the teachers were the main beneficiaries from this outreach project because the preservice teacher was in charge of reinforcing them with some aspects of the English language as the pronunciation, so that they could teach that to the students correctly. On the other hand, the fact of collaborating to the primary school as practitioner of the foreign language degree makes that the teachers and the school La Divina Pastora feels that English practitioners are

useful for to them and therefore, they continue opening the doors of their school to the following practitioners of PLEX.

All in all, the outreach component played an important role in the training of the future teacher and in the teaching/learning process of English in the primary school La Divina Pastora. With regards to the benefits for the practicing teacher, I consider that being involved with the context of the primary school was quite valuable since it allowed me know another type of educational setting, for example, the student's needs in such as grades, the methodology to teach English in a primary school and the needs of the teachers of primary school in the process of teaching English. On the other hand, working with this population of the school helped me to grow in the professional, personal and social fields.

Looking to the benefit of the primary school, I can mention that the teachers obtained a great help because I supported them to create the didactic material and I clarified their doubts about a certain aspect of the English language. Finally, I would like to conclude that this strategy of attending the needs of primary school in teaching/learning process is a collaborative and productive work where all the parts involved learnt from each other to get to their target goal.

Chapter VI: Administrative component

Introduction

This project section was developed to get the preservice teacher take in-depth participation and knowledge on the extra-curricular activities determined by La Divina Pastora School in Cúcuta, Norte de Santander. That is to say that the administrative component allowed the teacher-student was involved in events and activities organized by the educational community during the practicum. Considering the involvement that the preservice teacher had in

the educative institution, this component was a great opportunity for the future teachers to become aware of all the extracurricular activities that educators must do in their educational context.

Objectives

General objective

- To be involved on the extracurricular activities proposed by the educative establishment.

Specific objectives

- To become aware of the teacher's role in the organization of events or activities.
- To participate in the meetings proposed by the English teachers.
- To know the strategies implemented by the institution to overcome issues from the learning process of students.

Methodology

In order to accomplish the main objective of participating actively in the institution's extracurricular activities, the preservice teacher engaged to follow the schedule proposed by the institution, as well as to collaborate the teacher in the meetings belonging to the group of work of English teachers.

Implementation of the proposal

During this process of practicum stage, the preservice teacher was openly involved in all the extracurricular activities done by the English teachers' team and other teachers. For example, the first meeting in which the practicing teacher was implicated took place in the initial week of practicum stage, where the supervisor planned this meeting through Zoom in order to introduce

her to the English teachers’ team. During this reunion, the teachers explained her the methodology that they use for teaching English in these pandemic times. Also, they talked about the way they deal with the special cases with students.

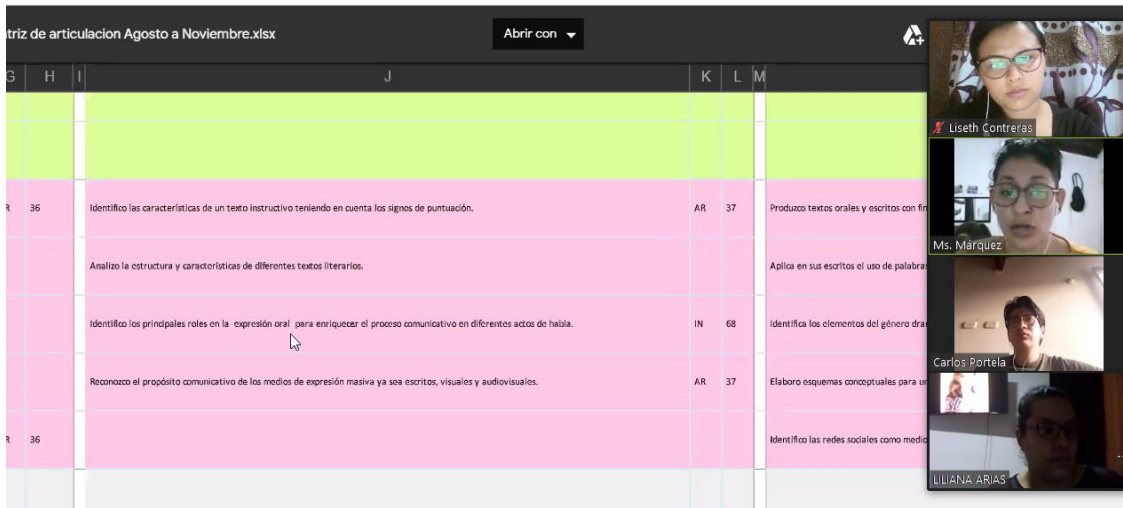


Figure 35. First meeting with the English teachers.

In the second week of practicum stage, the practicing teacher met again with the English teachers’ team. The purpose of this was to talk about the competences, the content and the activities that the last worksheet of the year must include. That day, the preservice teacher must be very attentive because she was in charge of the final worksheet of 8th and 9th grade.



Figure 36. Second meeting with the English teachers

In the third week of practicum stage, we met again with the English teacher's team and the primary school teachers, in order to discuss about the creation of the worksheet of the 1st, 2nd, 3rd, 4th and 5th grade. During this meeting the preservice teacher was very attentive because she must create the worksheet of 4th and 5th grade.

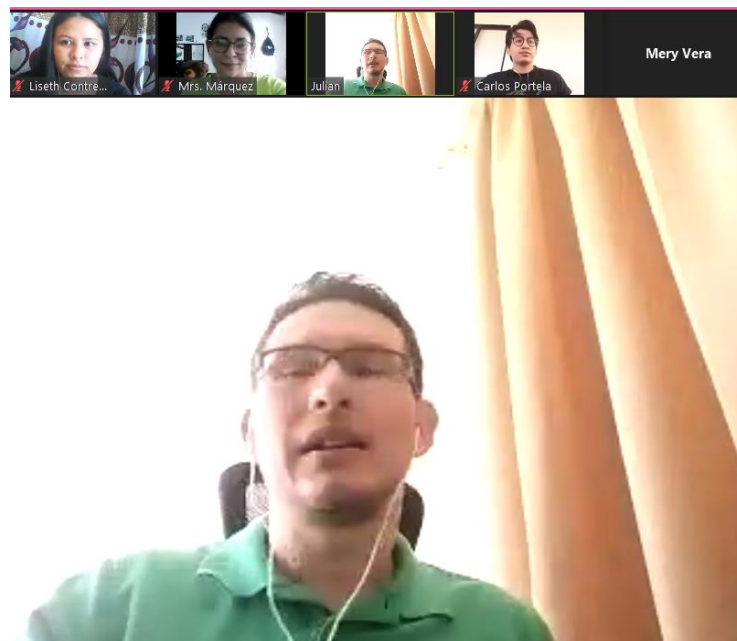


Figure 37. Third meeting with the English teachers

Timetable

In the following chart, it can be appreciated the weeks in which this administrative component was developed.

Activity	Weeks											
	1	2	3	4	5	6	7	8	9	10	11	12
A	X											
B		X										
C		X										

Table 18. Timetable of the administrative component.

Activity	Activity description
A	Meeting with the English teachers
B	Meeting with the English teachers
C	Meeting with the English teachers

Table 19. Description of activitie of the Timetable.

Conclusions

In brief, it must be highlighted that the preservice teacher felt involved in the development of extracurricular activities proposed by the English teacher’s team because she was invited every time that the teachers planned to meet together through an online meeting. Due to the highly participation of the preservice teacher in the school, she considers this process of becoming aware of the administrative aspect was succeeded because she could learn from each meeting the issues and situations in which a teacher must take part. For example, she could learn

the way special cases of students are dealt by the teachers. Also, she could understand through the meetings that a way to teach the English language is by articulating it with other subjects.

Despite the fact that the preservice teacher was implicated in the extracurricular activities of a teacher, she considers that this administrative component to know the complete environment of the school would have been fully succeeded if the practicum stage was face-to face because she could not experiment the way some events such as the flag raisings or the language day are organized usually in the educational context.

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Appendixes

[Appendix A](#). Example of the planning used by the English teachers before and after the pandemic.

ÁREA/ASIGNATURA A		Inglés				GRADO	Noveno	PERÍODO	Primero
FECHA INICIAL	20 Abril	FECHA FINAL	30 Abril	HORAS	6	DOCENTE	Angélica María Márquez Palomino		
COMPETENCIA(S)				INDICADORES DE DESEMPEÑO					

<p>1. Lingüística (gramática y textual) 2. Pragmática (illocutiva y sociolingüística)</p>	<ul style="list-style-type: none"> ✓ Identifica relaciones de causa y efecto expresadas en textos sobre temas que le son familiares. ✓ Contesta en forma escrita, preguntas relacionadas con textos que ha leído. ✓ Expresa su opinión sobre asuntos de interés general para sí mismo y sus compañeros. ✓ Produce textos sencillos utilizando las estructuras gramaticales vistas en clase.
<p>Articulación DBA</p>	<p>1. Listening (escucha): Identificar el propósito, las partes y tipos de textos en una lectura o audio cortó y los comparte con sus compañeros.</p> <p>2. Speaking (habla): Realizar exposiciones cortas sobre un tema académico de su interés expresando su opinión personal.</p> <p>3. Writing-Grammar (escribe-uso de gramática): Redacta textos de mediana longitud en los cuales realiza recomendaciones o sugerencias sobre situaciones de interés personal, escolar o social.</p> <p>4. Reading (lectura): Reconocer relaciones de causa y efecto en lecturas cortas sobre temas académicos.</p>
<p>Articulación Proyectos Transversales</p>	
<p style="text-align: center;">ESTRATEGIAS PEDAGÓGICAS (Registre las actividades a realizar en cada momento de la clase)</p>	
<p style="text-align: center;">RECURSOS, TÉCNICAS E INSTRUMENTOS ESPECIFICOS DE EVALUACIÓN</p>	
<p>Fase inicial: Oración y pregunta: What day is today? (Se hace para entrar en contexto teniendo en cuenta la fecha construyéndola de la siguiente manera: day of the week, month of the year ordinal number and year). Motivación en donde se propicia la interacción entre estudiante-docente trabajando la habilidad de habla (Speaking). Activación de conocimientos previos por medio de un ejercicio de “check” (revisión y verificación). Presentación de los contenidos por medio de ejemplos cotidianos los cuales contextualizan los temas (had better/should, cause and effect connectors)</p>	<p>Evaluaciones informales y semiformales. Ejercicios de Speaking-evaluación formativa y continua sin instrumento. (participación activa) Practice (Writing-Grammar, Reading) Evaluación mutua y coevaluación con instrumento (cuaderno) Evaluación sumativa con instrumento (cuaderno). Listening/escucha practice-dictation. Evaluación sumativa con instrumento (paper). Recursos. Tablero, marcadores, libro de gramática, cuadernos, lápices, hojas de papel, parlante, audios, guía de vocabulario, diccionario, guía de trabajo Reading comprehension.</p>
<p>Fase de desarrollo: Definición e identificación del tema tomando nota en sus cuadernos. Desarrollo del contenido en sus cuadernos teniendo en cuenta las estructuras gramaticales a seguir.</p>	<p style="text-align: center;">ATENCIÓN EMOCIONAL Y SOCIAL</p>

<p>Identificar las diferencias y uso entre el had better-más vale que / should-debería en oraciones. Repaso oral y escrito de los conectores que se usan en oraciones que representen causa y efecto. Cierre del desarrollo conceptual “Question stage”</p>		
<p>Fase final: Actividad de aplicación de conocimiento “Practice” llevada a cabo en cada uno de sus cuadernos. Actividad de comprensión de lectura-Reading comprehension. Feedback and check (retroalimentación y chequeo).</p>	<ul style="list-style-type: none"> ✓ Momento Mindfulness. ✓ Comunicación intragrupo. ✓ Potenciación de un clima de aula positivo. ✓ Ayuda mutua. ✓ Trabajo cooperativo. ✓ Manejo de emociones. 	
<p>OBSERVACIONES</p>		
<p>PLAN DE CONTINGENCIA ORIENTADO POR LA CIRCULAR 0057 DEL 16 DE MARZO DE 2020</p>	<p>DESCRIPCIÓN DE LAS ACTIVIDADES DE CONTINGENCIA</p>	<p>RECURSOS Y TÉCNICAS FLEXIBLES DE EVALUACIÓN</p>
	<p>Guía de trabajo con explicaciones claras y ejercicios de práctica en donde el estudiante puede evidenciar la definición del tema y su importancia, el uso de la gramática contextualizado y la facilidad de crear o completar oraciones teniendo en cuenta lo explicado. Videos de explicación/refuerzo con el paso a paso de cada actividad teniendo en cuenta las habilidades Listening, Speaking, Writing-Grammar and Reading. Creación de actividades en línea en donde el estudiante tenga la facilidad de ingresar, desarrollar las actividades y obtener una retroalimentación y calificación del trabajo realizado. (plataforma Nearpod)</p>	<p>Recursos Internet, diccionario web (wordreference) o físico. Videos con audios, correos electrónicos, mensajería ovy. Técnicas Plataforma Nearpod. Guías de trabajo.</p>

Appendix B. Evidences of the pretest.



Pretest about reading comprehension of Comic strips

This pretest is about a reading comprehension (Comprension lectora) of a comic strip.

Name

Texto de respuesta corta

1. What are the characters of the comic? *

- A girl and her boyfriend
- A girl and a friend
- A girl and a service customer

2. What is the context of the *

- In the quarantine
- On holidays
- At school



3. Why is the girl calling? *

- She is calling to ask a suggestion
- She is calling to talk with her boyfriend
- She is calling to ask for an order for food

4. What does the girl pretend to do after *

- She is trying to interact with the service customer about personal things
- She is trying to ask for a discount
- She is trying to be rude with the service customer.

5. Why is the girl desperate in the last scene? *

- She is desperate because she is alone
- She is desperate because her boyfriend doesn't love her
- She is desperate because the service customer doesn't want to talk with her

6. Why doesn't the service customer want to talk with the *

- He doesn't want to talk with her because she is tedious
- He doesn't want to talk with her because he is working
- He doesn't want to talk with her because the girl is ugly

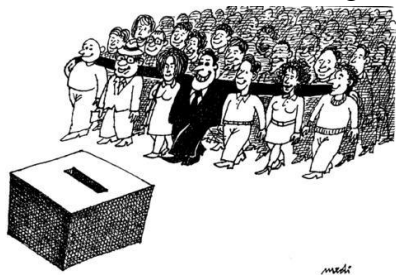
7. Why is this comic strip funny? *

- The comic strips is funny because the girl is desperate to interact with an unknown person in an inappropri...
- The comic strip is funny because the girl doesn't find someone to talk
- The comic strip is funny because the service customer hangs up the call

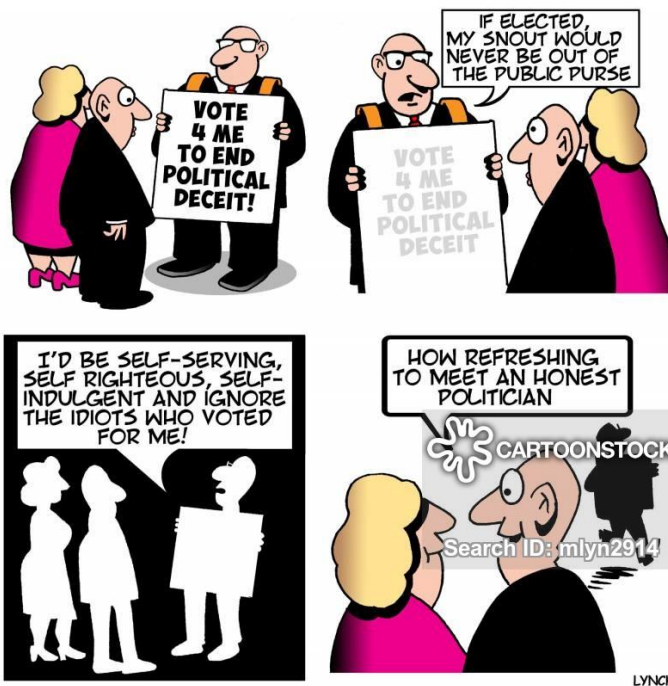
[Appendix C](#). Workshop #1 for students.

Comic # 1

1. Look at the image below and try to guess what is the image about. Write what you think in two sentences in English.



2. Read the comic strip and use the dictionary on the box to understand it.



Dictionary English-Spanish

- Vote: Votar
- Political: Político
- Deceit: Engaño
- Snout: Pico, hocico
- Public: Publico
- Purse: Riqueza, billetera
- Self-serving: Interesado
- Self-righteous: Creído
- Self-indulgent: Autocomplaciente
- Ignore: Ignorar
- refreshing: Refrescante

3. According to the comic strip, choose the correct option:

1. What are the characters of the comic?
 - a. The entrepreneur, the president and the woman
 - b. The political candidate and the voters
 - c. 2 candidates and the president
2. What is the candidate trying to do?
 - a. To convince the voters to vote for him
 - b. To show an advertisement
 - c. To talk about the government
3. Why do the voters think that politician is honest?
 - a. Because he says the truth about his real intentions
 - b. Because he says that he will be good when he is the president
 - c. Because he says that he will give money
4. Why is the comic funny?
 - a. It is funny because the politician convinces the voters to say that he is going to be a self-serving, self-righteous and self-indulgent president, but he is not a political deceit.
 - b. It is funny because people always vote for dishonest politicians

c. It is funny because politicians always are liars

4. Taking into account the comic strip about the politics, think about what would you do if you were a politician. Write your answer through 3 sentences in English on the bubble.



5. Answer the following self-evaluation about the comic by saying **YES/NO** according to the item.

SELF-EVALUATION OF THE COMIC STRIPS		
¿Cree usted que la actividad sobre observar la imagen y tratar de adivinar lo que la imagen expresaba, lo ayudó a tener una idea de la tira comica?	Si	No
¿Considera usted que la tira comica fue interesante?	Si	No
¿Considera usted que fue dificil de entender la tira comica?	Si	No
¿Considera usted que la tabla del diccionario Inglés-Español lo ayudó a entender facilmente la tira comica?	Si	No
¿Considera usted que la tira comica lo motiva a leer en inglés?	Si	No
¿Cree usted que los dibujos que tienen la tira comica lo ayudó a comprender el contexto de la tira comica?	Si	No
¿ Considera usted que la tira comica enriqueció su vocabulario en inglés?	Si	No
¿Considera usted que expresar su opinión de forma escrita a través de una tira comica fue interesante y creativo?	Si	No

Appendix D. Workshop #3 for students.

Comic #2

1. Find the following words in the wordsearch: folk, rule, unflattering, coverage, president, question, excellency.

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

- a. Folk
- b. Rule
- c. Unflattering
- d. Coverage
- e. President
- f. Question
- g. Excellency

- Then, define in spanish the words found in the wordsearch:

Folk: _____

Rule: _____

Unflattering: _____

Coverage: _____

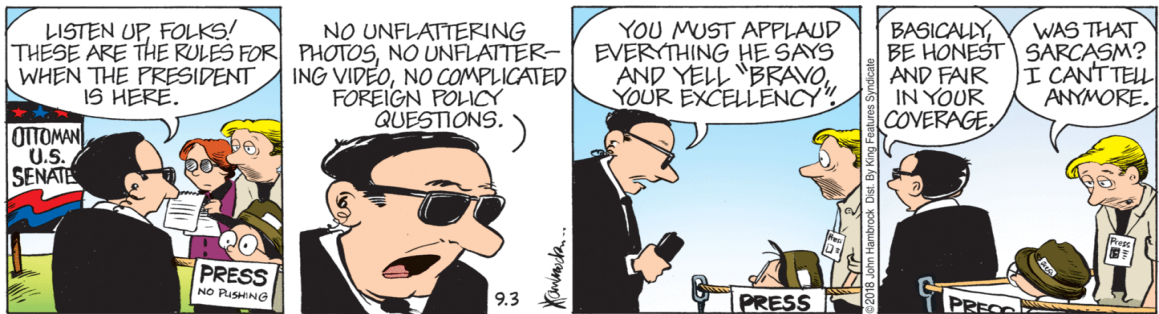
President: _____

Question: _____

Excellency: _____

- Considering those words, say in a sentence in English: what do you think the comic strip is about?

2. Look at the following comic strip and read it. To understand it, use the words that you find in the wordsearch.



3. Once you have read the comic, answer the following questions.

a. What is the purpose of the comic?

- To know the politics
- To show the tricks of the politicians
- To criticize the laws

b. What is the context of the scenes?

c. What is the role of these characters in the scenes:

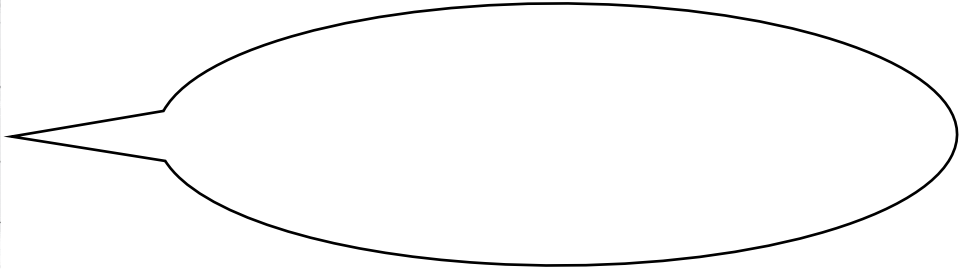




d. Why is the comic strip satirical?

- Because it presents how the politicians control the press to take care their image and reputation in front of the public
- Because it shows that politicians are a liars when they are in live
- Because it shows that people believe all the speeches of the politicians

4. According to the last scene of the comic strip, what would you like that the reporter say?



[Appendix E](#). Workshop #3 for students.

Comic #3

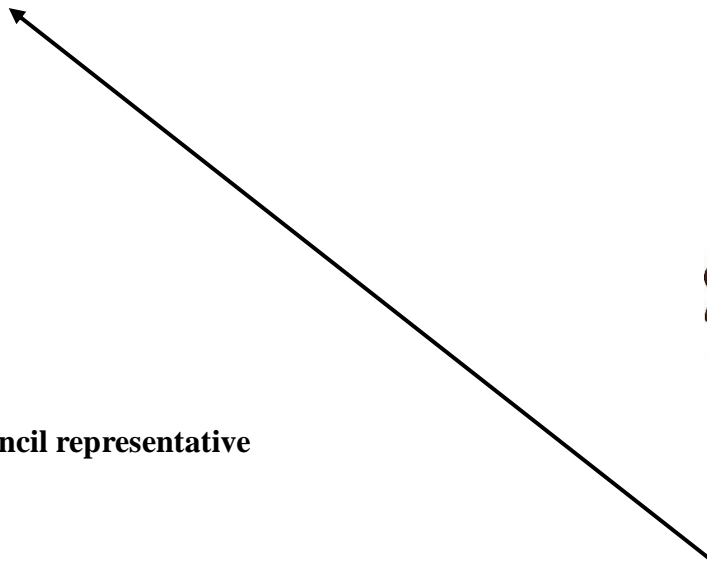
1. . Match the picture with the word. This exercise is important to understand the comic strip.

Phone

Smile

Election

Student council representative



Haircut



2. Read the following comic strips and use the words of the previous exercise to understand it.



3. Circle **True** or **False** according to the information of the comic strip. If it is **False**, justify the answer in a short sentence in English.

- The comic strip is about the elections of the president **TRUE FALSE**

- The characters of the comics are the teacher and two students **TRUE FALSE**

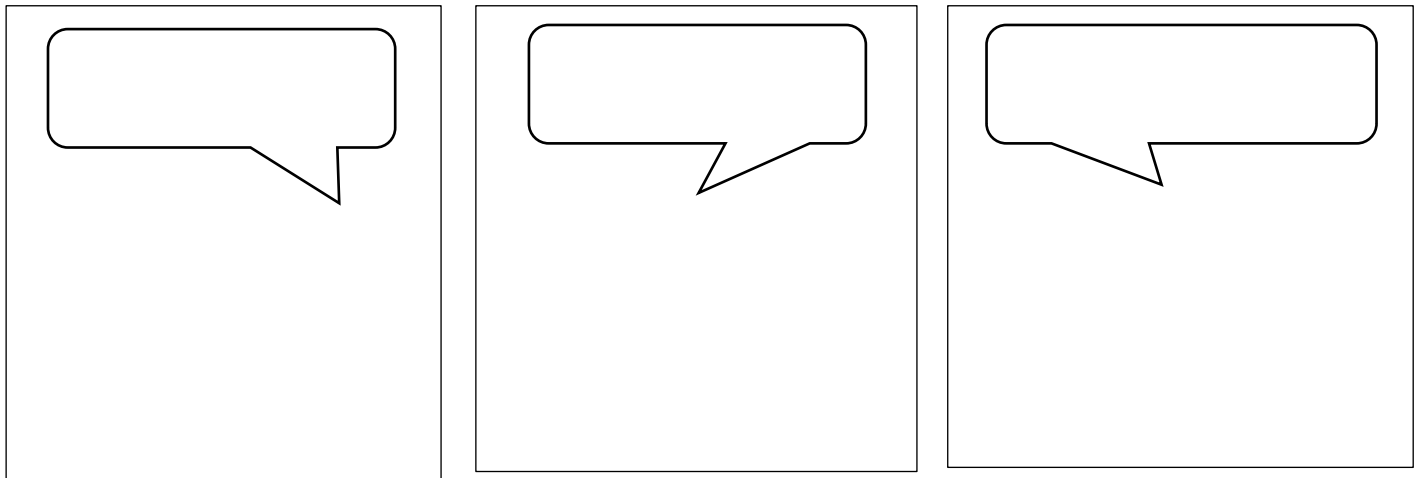
- The scene takes place in the restaurant **TRUE FALSE**

- The teacher explains to the students that they have to vote for the student council representative **TRUE FALSE**

- The teacher suggests the students to vote for the candidate who has best haircut, the nicest smile and the newest phone **TRUE FALSE**

- The attitude of the teacher is contradictory because he is not acting like in a real election. **TRUE FALSE**

4. Describe how is the election at your school through the creation of a comic strip. To do that, in the above panels you must design your comic and write one sentence in English in each bubble.



5. Answer the following self-evaluation about the comic by saying **YES/NO** according to the item.

SELF-EVALUATION OF THE COMIC STRIPS		
	si	No
¿Cree usted que la actividad sobre unir la palabra con la imagen, lo preparó para entender la tira comica?		
¿Considera usted que la tira comica sobre la elección estudiantil fue interesante?		
¿Considera usted que fue difícil de entender la tira comica?		
¿Considera usted que la tira comica lo motiva a leer en inglés?		
¿Cree usted que los dibujos que tienen la tira comica lo ayudó a comprender el contexto de la tira comica?		
¿Considera usted que la tira comica enriqueció su vocabulario en inglés?		
¿Considera usted que crear su propio comic strip fue interesante y creativo?		

[Appendix F](#). Letter of permission for the project.

Cúcuta, 25 de septiembre de 2020

Estimados,

Estudiantes

Noveno grado

Institución educativa La Divina Pastora.

Cordial saludo,

Yo, Liseth Fernanda Contreras Roa, identificado con C.C 1094282352 de Pamplona, estudiante-practicante de décimo semestre del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral, acompañado de la supervisión de la docente Angélica María Márquez Palomino , me dirijo a Usted con el fin de informarles que dentro del desarrollo de mi práctica, estaré llevando a cabo un proyecto titulado “ Using comic strips to promote reading comprehension” que tiene como objetivo mejorar la comprensión lectora de los estudiantes en inglés. Por tal razón, dentro de las clases asincrónicas, por medio de talleres etc.). Se propondrá algunas actividades relacionadas con el mismo. Es así que de antemano agradezco su activa colaboración en el mismo.

Finalmente, les informo que algunos de los trabajos que ustedes presenten serán anexados dentro del trabajo escrito que debo entregar a la Universidad. Por tal motivo, es importante mencionar que la información, documentos, actividades, por ustedes suministrados será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía y solo será utilizada para los fines ya mencionados.

Agradeciendo su atención.

Cordialmente,



_____ c.c. 1094282352

Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona

[Appendix G](#). Letter for the interviews.

Cúcuta, 12 de noviembre de 2020

Estimados,

Padres de familia

Noveno grado

Institución Educativa La Divina Pastora

Cordial saludo,

Yo, Liseth Fernanda Contreras Roa, identificado con C.C 1094282352 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 de noveno, acompañado de la supervisión de la docente Angélica Márquez, me dirijo a Usted con el fin de solicitarle su autorización para que su hijo/a responda a una entrevista que se hará vía telefónica que tiene como objetivo recolectar información relacionada con el proyecto del cual estaba siendo participe su hijo denominado “ Using comic strip to promote Reading comprehension”, el cual se desarrolló dentro de las clases de inglés en los últimos meses.

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. Y dicha información será utilizada para la escritura del proyecto final de mi práctica integral.

Agradeciendo su atención.

Cordialmente,



_____ c.c. 1094282352

Estudiante-Practicante

[Appendix H](#). 3 field notes for the 3 workshops.

Field notes #1 of the first workshop	
Presentation: Pre-reading	<p>Taking into account what I perceived from this pre-reading stage, I consider that all students fully understood this first exercise because they tried to guess through the image what the comic would be about. For instance, Nicol expressed that the comic will be about a person convincing people to vote for him, Darling claimed that it was about a person influencing the community. According to Wendy’s point of view, the comic will be about an election. Andrés said that it was about a candidate supporting people and Yahir though that it was about people who believe in a corrupt politician.</p> <p>From these points of views, I dare to say that this stage was highly important for students considering that it prepares them well to read the comic, the image was an interesting tool because it lets them have an initial idea about the comic. As it is notoriously most of students succeeded to guess what the comic was about. However, not only this stage can be used to prepare the students to the reading comprehension, but also it can be seen as a stage that teachers can work on student’s imagination by using the images.</p>
Practice: While-reading	<p>Considering the student’s work in this while-reading stage, I could perceive that most of students supported of the dictionary in the box to understand the comic. I consider giving the students a dictionary with the key words of the comic allowed them to understand easily the comic. On the other hand, I could notice that one student preferred to write next to the comic the translation of it. This can be another strategy that students use, but I consider it’s no advisable because in that way they are working in their mother tongue and not in the target language.</p> <p>With regards to the third exercise of the questions, I could see that most of questions were correctly answered. Also, I could notice that 4 of 6 students were wrong in the last question. I consider that they were mistaken because it might be that those students didn’t identify the main idea or the reflection that this comic gives us. From that, I dare to say</p>

	that students succeeded to understand general details, but no specific ones.
Production: Post-reading	This stage was completely achieved by the students. From this stage, they let me become aware of some other benefits of the comic. Among them, I can mention that the fact of letting them write freely what they would do if they were politicians made them use their imagination to think about the good things the politicians must do. Subsequently, this task allowed them to identify the needs of the Colombian people, thus criticize the work of the politics. Certainly, this task let the students be more conscious of the social problems caused by the corrupt politicians in Colombia. Besides that, the fact of writing is an activity in which students can practice this skill. Also, I could perceive that an instruction where the teacher asks the students to write about their predictions, can be an opportunity for using the second conditional in English and the use of the future simple “Will”.

Field notes #2 of the second workshop	
Presentation: Pre-reading	<p>This initial stage was completed by students. I could perceive from most of the people that they understood this exercise because they found the words in the word search, they translated those words by themselves and considering those words they wrote through a sentence what they thought the comic would be about. In this stage I realized that one student couldn't understand the exercise where she had to write her predictions about the comic because she wrote something different to the instruction. Despite this girl hasn't understood the meaning of this exercise, the other students impressed me because they achieved to have a closer idea of the comic. For instance, Yahir says that the comic would be about the candidates for the presidency, Andrés claimed that it was about an interview with a character, Yesenia and Darling expressed that it was about a man who gives directions to the people when the president arrives.</p> <p>I could say that this exercise is quite important for the students because it made the students got interested in reading the comic to know if their predictions were correct.</p> <p>Besides that, I consider that this stage was funnier than the pre-reading stage of the first comic because I consider students enjoyed exercises like the word search. Also, I think that the fact that students looked for the translation of the words found in the word search by themselves, lets them to be more autonomous.</p>

<p>Practice: While-reading</p>	<p>In this stage students had to read the comic. I consider that the previous stage was quite important for reading the comic.</p> <p>Once students have read the comic, they were required to answer some questions. Looking at students' answers, I could realize that 5 students succeeded the questions. But only 1 failed it. Besides that I should accept that some students surprised me because the open question was justified with a good and critical argument. For instance, Yahir claimed that the context of the scene was to show the injustice and the tricks of the politics, Andrés was very assertive and critical because he expressed that the journalists must not suffocate the president with questions that damages the president's public image. Also, Nicol explained that the context of the comic shows that the president don't follow the rules behind the public, but in front of the public he is the opposite. From that answers, I dare to say that those students fully understood the main idea of the comic.</p>
<p>Production: Post-reading:</p>	<p>The production or post reading stage was a fruitful step where students were allowed to express openly their perceptions and impressions about the comic. In this stage students had to change the reporter's words in the last panel of the comic, according to their conceptions. From student's writings I could analyze that students understood the criticism of the comic. Besides that, I dare to say that this was a free exercise that allowed the students reacted to real situations of our lives. That is good because putting these situations as exercise can be an initiative to train correct citizens in the society.</p>

Field notes #3 of the third workshop	
Presentation: Pre-reading	<p>In this stage students were required to relate the words corresponding to the image. I consider this activity was key for letting the students know the meaning of the words that they were going to find afterwards in the comic.</p>
Practice: While-reading	<p>This stage consisted of reading the comic, I could say from this stage that the students supported from the previous stage to understand the comic.</p> <p>In addition, during this stage student must answer true/false questions and justify them. In general, I could say that students read for general details, but they failed at reading for specific details which help them to get the main idea of the comic. Also, I could notice from some students that they lack of engagement to fully understand the comic.</p>
Production: Post-reading:	<p>Regarding the production or post reading stage, I have to say that most of students surprised me from their creativity and imagination. Creativity and imagination because they designed nice and beautiful drawings which expressed the idea of their comic. I think that proposing activities in which students can draw is something that catch their attention and that they enjoyed a lot. For example, I could notice from Andrés, Yahir, and Nicol's work how much they enjoyed drawing. Because of that we as teachers must propose such as activities.</p> <p>Also, through student's comics I perceived that this kind of activities lets them to place themselves in a real context because most of them wrote in their comics what really happened in the elections at school. For example, among the participants we found that the council representative student promises the students to bring the Mega radio, to build a pool for entertainment and to expand the library. I liked when teachers proposes the students activities related to real events because I consider that students get more interested with the English language when they have lived it.</p> <p>Also, I enjoyed reading their comics because I think they tried to create their sequence taking into account the characteristics of a comic, for example that the comic is funny and satirical.</p> <p>Despite, I found that some of students used translator I really liked their jobs because they were very creative and original.</p>

Appendix I. Questions of the interview.

QUESTION	CATEGORY	CLASS	TYPE
1. Do you consider the comic strip a tool that helps you understand English? Yes. No. Why?	Reading comprehension	Dichotomus	Open answer
2. Do you think you improved the reading comprehension through comic strips? Yes. No. Why?	Reading comprehension	Dichotomus	Open answer
3. What was the most difficult when reading the comic strips??	Reading comprehension	Dichotomus	Open answer
4. Do you agree that the images in the comic strip helped you understand English better? Yes. No. Why?	Reading comprehension	Dichotomus	Open answer
5. What do you think of the activities that were done before reading the comic?	Reading comprehension	Dichotomus	Open answer
6. Do you think that the activities that were done before reading the comic, helped you to understand it better? Yes. No. Why?	Reading comprehension	Dichotomus	Open answer
7. What do you think of the activities that were done after reading the comic?	Reading comprehension	Dichotomus	Open answer
8. Do you have any suggestions regarding the use of comics to support reading in English?	Reading comprehension	Dichotomus	Open answer
9. Do you think you learned new vocabulary from reading the comic strips? Yes. No. Why?	Reading comprehension	Dichotomus	Open answer
10. Did you enjoy writing or completing your own comic strip in the closing activities? Yes. No. Why?	Production	Dichotomus	Open answer
11. Do you think that creating your own comic strip improves writing in English?	Production	Dichotomus	Open answer
12. Would you like that comics are used in English class? Yes. No. Why?	Comics	Dichotomus	Open answer
13. Do you consider that the comic strip is a tool that motivates you to read in English? Yes. No. Why?	Comics	Dichotomus	Open answer
14. Do you think creating your comic strip helps you be more creative? Yes. No. Why?	Comics	Dichotomus	Open answer
15. How did you feel creating your own comic strip?	Comics	Dichotomus	Open answer

Appendix J. Transcription of the participants**Participant#1**

Liseth: ¿Considera usted que la tira cómica es una herramienta que lo ayuda a entender el inglés? Si. No. ¿Por qué?

Participante: A mí se me dificulta mucho el inglés pero ya que la tira comica le llama mucho la atención a uno, pues uno se intriga por leerla y es muy llamativa.

Liseth: ¿Considera usted que mejoró la comprensión lectora por medio de las tiras cómicas? Si. No. ¿Por qué?

Participante: Pues si me ayudó en algunas palabras y cosas que no había entendido, me he quitado algunas dudas.

Liseth: ¿Qué fue lo más difícil al momento de leer las tiras cómicas?

Participante: Que todo estuviera en inglés porque uno no sabe que dira aca o que. Y las palabras desconocidas

Liseth: ¿Está de acuerdo que las imágenes que trae la tira cómica lo ayudaron a entender mejor el inglés? Si. No. ¿Por qué?

Participante: Pues más o menos porque las imágenes venían en blanco y negro y no se veía bien lo que se expresaban. Que le coloquen más color para entenderlas.

Liseth: ¿Qué opina de las actividades que se hacían antes de leer el comic?

Participante: Si porque era una ayuda para poder ser más creativa.

Liseth: ¿Qué opina de las actividades que se hacían después de leer el comic?

Participante: Eran actividades divertidas y creativas.

Liseth: ¿Cree usted que aprendió vocabulario nuevo con la lectura de las tiras cómicas? Si. No. ¿Por qué?

Participante: Si porque aprendimos palabras nuevas con el desarrollo del comic y las actividades era más entendible.

Liseth: ¿Tiene alguna sugerencia respecto al uso de comic para apoyar la lectura en inglés?

Participante Ninguna.

Liseth: ¿Le gusto escribir o completar su propia tira cómica en las actividades finales? Si. No. ¿Por qué?

Participante: Si porque fue interesante poder uno planear algo que no habíamos hecho antes.

Liseth: ¿Considera usted que crear su propia tira cómica mejora la escritura en inglés?

Participante: Si porque para escribir necesitamos analizar el entorno un poco y podía entender más palabras y buscando también palabras se entiende.

Liseth: ¿Le gustaría que en la clase de inglés se siguieran utilizando los comics? Sí. No. ¿Por qué?

Participante: Si porque es entretenido, uno puede aprender con cada comic así como divirtiéndose a uno le gusta más.

Liseth: ¿Considera usted que la tira cómica es una herramienta que lo motiva a leer en inglés? Si. No. ¿Por qué?

Participante: Si porque nos enseñan a leer más palabras en inglés.

Liseth: ¿Considera usted que crear su tira cómica lo ayuda a ser más creativo? Si. No. ¿Por qué?

Participante: Si porque creando nos divertimos más.

Liseth: ¿Cómo se sintió creando su propia tira cómica?

Participante: Excelente porque fue interesante buscar palabras nuevas para crear el comic.

Participante #2

Liseth: ¿Considera usted que la tira cómica es una herramienta que lo ayuda a entender el inglés? Si. No. ¿Por qué?

Participante: Si porque es una forma creativa para aprender.

Liseth: ¿Considera usted que mejoró la comprensión lectora por medio de las tiras cómicas? Si. No. ¿Por qué?

Participante: Si porque pude aprender palabras nuevas.

Liseth: ¿Qué fue lo más difícil al momento de leer las tiras cómicas?

Participante: entender las palabras desconocidas.

Liseth: ¿Está de acuerdo que las imágenes que trae la tira cómica lo ayudaron a entender mejor el inglés? Si. No. ¿Por qué?

Participante: Si porque las imágenes nos ayudaban con el desarrollo que teníamos que hacer.

Liseth: ¿Qué opina de las actividades que se hacían antes de leer el comic?

Participante: Pues si fueron importantes porque uno tenía que buscar la palabra para conocer el significado para poder entender más el comic después.

Liseth: ¿Qué opina de las actividades que se hacían después de leer el comic?

Participante: Si me ayudo porque lo que vi en el comic y eso me dio ideas para crear mi comic. Uno pone en práctica lo que uno aprende.

Liseth: ¿Qué opina de las actividades que se hacían después de leer el comic?

Participante: Si me ayudo porque lo que vi en el comic y eso me dio ideas para crear mi comic. Uno pone en práctica lo que uno aprende.

Liseth: ¿Cree usted que aprendió vocabulario nuevo con la lectura de las tiras cómicas? Si. No. ¿Por qué?

Participante: Si porque habían palabras desconocidas que no había escuchado y como era en inglés eso me ayuda a aprenderlas como se pronuncia.

Liseth: ¿Le gusto escribir o completar su propia tira cómica en las actividades finales? Si. No. ¿Por qué?

Participante: Pues si me gusto porque eso me ayuda a dar lo mejor de mí para hacer bien el comic, que quedé creativo y llamé la atención.

Liseth: ¿Considera usted que crear su propia tira cómica mejora la escritura en inglés?

Participante: Si porque cuando uno escribe en inglés es como más diferente y como que uno tiene que aprender cómo tiene que ir cada oración porque las oraciones deben llevar un complemento y un verbo.

Liseth: ¿Le gustaría que en la clase de inglés se siguieran utilizando los comics? Sí. No. ¿Por qué?

Participante: Si me gustaría porque ahí había actividades de crear su propio comic, ser uno más creativo.

Liseth: ¿Considera usted que la tira cómica es una herramienta que lo motiva a leer en inglés? Si. No. ¿Por qué?

Participante: Si, pues las tiras cómicas, cuando usted las lee es algo que le llama la atención ya que hay drama y uno quiere saber qué le pasó a las personas, y entonces uno quiere leer más. Si es una novela como corta pero entendible.

Liseth: ¿Considera usted que crear su tira cómica lo ayuda a ser más creativo? Si. No. ¿Por qué?

Participante: Si porque uno trata de dar lo mejor para crear la tira cómica y que quede algo divertido y que lean los demás.

Liseth: ¿Cómo se sintió creando su propia tira cómica?

Participante: Pues al principio nerviosa porque no sabía que escribir. Si también un poquito con alegría porque quería hacerlo creativo que se viera bien

Participante #3

Liseth: ¿Considera usted que la tira cómica es una herramienta que lo ayuda a entender el inglés? Si. No. ¿Por qué?

Participante: Si porque ahí uno aprende, enriquece el vocabulario con nuevas palabras y los muñequitos también ayudan a entender y pues si promueve la lectura del inglés.

Liseth: ¿Considera usted que mejoró la comprensión lectora por medio de las tiras cómicas? Si. No. ¿Por qué?

Participante: Pues si los comic strips que habían en la guía, pues si uno aprende, y también en el primero que hicieron en la evaluación antes de empezó esto, si uno aprende nuevas palabras, pues si es bacano.

Liseth: ¿Qué fue lo más difícil al momento de leer las tiras cómicas?

Participante: Pues, ehh, en algunos textos las palabras desconocidas pero con el diccionario a la mano, usted busca la palabra y si comprende.

Liseth: ¿Está de acuerdo que las imágenes que trae la tira cómica lo ayudaron a entender mejor el inglés? Si. No. ¿Por qué?

Participante: pues si porque en la imagen donde había la del corrupto, pues si era, una iba leyendo y con las palabras que uno no entendía, el dibujo le daba a uno como una referencia, o si usted no entendía una palabra el dibujo le complementa para entender.

Liseth: ¿Qué opina de las actividades que se hacían antes de leer el comic?

Participante: Esas actividades eran como para prepararnos y para tener conocimiento de las palabras desconocidas para el momento de poder resolver el comic, saber realmente de lo que se esta hablando.

Liseth: ¿Qué opina de las actividades que se hacían después de leer el comic?

Participante: Eran actividades que nos ponían a poner en práctica lo que leímos en el comic.

Liseth: ¿Cree usted que aprendió vocabulario nuevo con la lectura de las tiras cómicas? Si. No. ¿Por qué?

Participante: Si bastante y verbos también.

Liseth: ¿Le gusto escribir o completar su propia tira cómica en las actividades finales? Si. No. ¿Por qué?

Participante: Pues si me gustó, para mi estuvo fácil.

Liseth: ¿Considera usted que crear su propia tira cómica mejora la escritura en inglés?

Participante: Si me ayudó a mejorar porque uno puede entender cómo se escribe en inglés y usar diferentes palabras.

Liseth: ¿Le gustaría que en la clase de inglés se siguieran utilizando los comics? Sí. No. ¿Por qué?

Participante: Si, porque aparte de la escritura en inglés o en gramática también me gusta hacer muñecos, pintarlos.

Liseth: ¿Considera usted que la tira cómica es una herramienta que lo motiva a leer en inglés? Si. No. ¿Por qué?

Participante: Si, porque uno aprende nuevas palabras e historias de una manera más entretenida.

Liseth: ¿Considera usted que crear su tira cómica lo ayuda a ser más creativo? Si. No. ¿Por qué?

Participante: Si porque uno puede expresar, porque uno tiene que inventar una historia, la gente y escribir algo original.

Liseth: ¿Cómo se sintió creando su propia tira cómica?

Participante: Bien porque uno en el comic uno trata de plantear algo real, si me gustó porque uno tenía que pensar lo que iba a hacer.

Participante#4

Liseth: ¿Considera usted que la tira cómica es una herramienta que lo ayuda a entender el inglés? Si. No. ¿Por qué?

Participante: Si, las tiras cómicas me ayudaron a entender el inglés por medio de los dibujos y por las palabras del vocabulario y todo.

Liseth: ¿Considera usted que mejoró la comprensión lectora por medio de las tiras cómicas? Si. No. ¿Por qué?

Participante: Si mejoré la comprensión lectora porque se me facilitó más comprender lo que decía los comics.

Liseth: ¿Qué fue lo más difícil al momento de leer las tiras cómicas?

Participante: Lo más difícil fue algunas palabras que no entendía.

Liseth: ¿Está de acuerdo que las imágenes que trae la tira cómica lo ayudaron a entender mejor el inglés? Si. No. ¿Por qué?

Participante: Si las imágenes me ayudaron a entender el comic porque el dibujo es dinámico y más entendible.

Liseth: ¿Qué opina de las actividades que se hacían antes de leer el comic?

Participante: Estuvieron bien porque lo ayuda a uno entender de lo que trata

Liseth: ¿Qué opina de las actividades que se hacían después de leer el comic?

Participante: Eso fue porque de crear el comic uno imaginaba lo que iba a hacer. Y las preguntas también ayudaban porque uno podía mirar si había entendido sobre el personaje, las características.

Liseth: ¿Cree usted que aprendió vocabulario nuevo con la lectura de las tiras cómicas? Si. No. ¿Por qué?

Participante: Si aprendí vocabulario nuevo, algunos que no sabía.

Liseth: ¿Le gusto escribir o completar su propia tira cómica en las actividades finales? Si. No. ¿Por qué?

Participante: Si me gustó porque uno podía expresar libremente sobre lo que se iba a tratar el comic, utilizando las palabras que yo sabía o que había aprendido en las actividades.

Liseth: ¿Considera usted que crear su propia tira cómica mejora la escritura en inglés?

Participante: Si por el vocabulario que daban y el comic me ayudaba a escribir mejor en inglés

Liseth: ¿Considera usted que crear su tira cómica lo ayuda a ser más creativo? Si. No. ¿Por qué?

Participante: si porque junto con mi imaginación yo fui creando la tira cómica a mi manera.

Liseth: ¿Cómo se sintió creando su propia tira cómica?

Participante: Yo me sentí bien porque lo hice por sí sola, no tuve ayuda de traductor.

Participante #5

Liseth: ¿Considera usted que la tira cómica es una herramienta que lo ayuda a entender el inglés? Si. No. ¿Por qué?

Participante: Si porque a través de las imágenes transmiten más y dan a entender más.

Liseth: ¿Considera usted que mejoró la comprensión lectora por medio de las tiras cómicas? Si. No. ¿Por qué?

Participante: Si una que otra palabra entendí. Si y comprendí algunas cosas.

Liseth: ¿Qué fue lo más difícil al momento de leer las tiras cómicas?

Participante: No se me complicó tanto porque yo lo leía para volverlo a entender.

Liseth: ¿Está de acuerdo que las imágenes que trae la tira cómica lo ayudaron a entender mejor el inglés? Si. No. ¿Por qué?

Participante: Si por supuesto porque el gusto de las personas, a mí me gusta mucho los comics, aprendo más.

Liseth: ¿Qué opina de las actividades que se hacían antes de leer el comic?

Participante: Son buenas, son un juego didáctico que uno va aprendiendo porque antes que uno aprendía con otros profesores, pues solo que dan esto y listo, pero no es tan divertido, no ve uno el idioma tan divertido

Liseth: ¿Qué opina de las actividades que se hacían después de leer el comic?

Participante: Fueron útiles porque uno se desarrollaba más para poder escribirla

Liseth: ¿Cree usted que aprendió vocabulario nuevo con la lectura de las tiras cómicas? Si. No. ¿Por qué?

Participante: Si claro, había una parte de la guía que daba un diccionario. Uno aprendía de ahí.

Liseth: ¿Le gusto escribir o completar su propia tira cómica en las actividades finales? Si. No. ¿Por qué?

Participante: Si me gustó, al principio no sabía que hacer pero después, me gustó porque uno se imaginaba que haría uno si fuera presidente. Me gustó porque era algo diferente.

Liseth: ¿Considera usted que crear su propia tira cómica mejora la escritura en inglés?

Participante: Si mucho, siempre lo hacía en español pero en inglés nunca lo hacía.

Liseth: ¿Le gustaría que en la clase de inglés se siguieran utilizando los comics? Sí. No. ¿Por qué?

Participante: Si porque me familiarizaría más con el área de inglés porque con el comic lo veo más divertido, uno se animaría más.

Liseth: ¿Considera usted que la tira cómica es una herramienta que lo motiva a leer en inglés? Si. No. ¿Por qué?

Participante: A mí sí porque es que siempre cuando salen comics nuevos, siempre están en inglés entonces se demoran mucho para salir en español, entonces si yo supiera inglés lo podría leer y no tendría que esperar tanto tiempo.

Liseth: ¿Considera usted que crear su tira cómica lo ayuda a ser más creativo? Si. No. ¿Por qué?

Participante: Si porque uno tiene que poner las habilidades de escritura y de dibujo.

Liseth: ¿Cómo se sintió creando su propia tira cómica?

Participante: Me sentí alegre y emocionado porque era mi primera vez que lo hice en inglés, nunca me había sentido tan familiarizado con el idioma y por eso me sentí alegre cuando lo terminé.

Participante #6

Liseth: ¿Considera usted que la tira cómica es una herramienta que lo ayuda a entender el inglés? Si. No. ¿Por qué?

Participante: Si porque por medio de eso uno tiene una referencia de lo que se va a tratar el comic, ósea el dibujo refleja de lo que trata el comic.

Liseth: ¿Considera usted que mejoró la comprensión lectora por medio de las tiras cómicas? Si. No. ¿Por qué?

Participante: Si porque ahí uno va aprendiendo nuevos contextos mientras que va leyendo las tiras cómicas.

Liseth: ¿Qué fue lo más difícil al momento de leer las tiras Cómicas?

Participante: Pues que a veces estaban muy pegados los textos y uno a veces se confundía.

Liseth: ¿Está de acuerdo que las imágenes que trae la tira cómica lo ayudaron a entender mejor el inglés? Si. No. ¿Por qué?

Participante: Si, porque con la imagen uno se imagina de que va a tratar el comic. Por ejemplo, si eso no hubiera traído imágenes hubiera sido más difíciles.

Liseth: ¿Qué opina de las actividades que se hacían antes de leer el comic?

Participante: Si fueron importantes porque uno aprende palabras claves para el comic.

Liseth: ¿Qué opina de las actividades que se hacían después de leer el comic?

Participante: Estuvo bien porque eso era para reforzar lo que vimos en el comic.

Liseth: ¿Cree usted que aprendió vocabulario nuevo con la lectura de las tiras cómicas? Si. No. ¿Por qué?

Participante: Si porque había unas palabras que no conocía y uno como que las traducía y las aprendía.

Liseth: ¿Le gusto escribir o completar su propia tira cómica en las actividades finales? Si. No. ¿Por qué?

Participante: Si porque todo fue escribir y escribir y a lo último le toco a uno dibujar, a jugar con la creatividad de uno.

Liseth: ¿Le gustaría que en la clase de inglés se siguieran utilizando los comics? Sí. No. ¿Por qué?

Participante: Si, porque a veces coloca un montón de texto y en cambio con los comics es más chévere la clase, porque hay dibujos y así.

Liseth: ¿Considera usted que la tira cómica es una herramienta que lo motiva a leer en inglés? Si. No. ¿Por qué?

Participante: Si porque hay dibujos y todo eso porque como que lo motiva a uno, es que cuando colocan ese montón de texto y que pereza leer todo eso en inglés en cambio con el comic es más Creativo.

Liseth: ¿Considera usted que crear su tira cómica lo ayuda a ser más creativo? Si. No. ¿Por qué?

Participante: Si porque uno como que imaginaba el dibujo y el personaje que iba a decir. Si uno dibujaba y se imaginaba que escribía.

Liseth: ¿Cómo se sintió creando su propia tira cómica?

Participante: Bien me sentí cómodo por la creatividad, y uno no se aburrió de pintar y escribir. Si estuvo nuevo porque por lo general no habíamos tenido algo así, y como que uno se sorprendido.

[Appendix K.](#) Data analysis of the interview and of the field notes instrument.

DATA ANALYSIS OF THE INTERVIEW								
Category	Subcategory	Theoretical Description	Nicol Participant 1.	Darling Participant 2.	Wendy Participant 3.	Yesenia Participant 4.	Andrés Participant 5.	Yair Participant 6.
Comic to improve reading comprehension	Understanding	According to the CEFR “Can understand texts that consist mainly of high frequency every day or job-related language. I can understand the description of events, feelings and wishes in personal letters”	English is very difficult for me, but since the comic strip caught me the attention, I’m intrigued to read it. Well, more or less because the images came in black and white and it was not clear what they were expressing.	Yes because it is a creative way to learn. Yes because I was able to learn new words. Yes, because the images helped us with the development that we had to do	Yes, because it enriches the vocabulary with new words and the dolls also help to understand, and well, it promotes the reading of English. Yes, the drawing served as a reference to understand the comic	Yes, the comic strips helped me understand English through pictures and vocabulary words and everything.	Yes, because images transmit more. Yes of course I really like comics, I learn more	Yes, because the image gives us the reference of the comic. It means the drawing reflects of what the comic is about
	Vocabulary	According to the CEFR a B1 user of	Yes, because there were	Yes because we learned	Yes, quite a lot and	Yes, I learned new	Yes, of course, there	Yes, because there

		<p>language must be able to use a wide vocabulary related to their daily life, for example things in the town, shops, travel and services, contrasting opinions, collocation and colloquial language.</p>	<p>unknown words that I had not heard and since it was in English that helps me learn them.</p>	<p>new words with the development of the comic and the activities it was more understandable</p>	<p>verbs too.</p>	<p>vocabulary, some that I didn't know.</p>	<p>was a part of the guide that gave a dictionary. You learned from there.</p>	<p>were some words that you did not know and you would translate and learn them</p>
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Stages of reading	Pre-reading	The first phase is based on proposing activities that introduces the text by giving background information.	Well, they were important because one has to look up the word to know the meaning to be able to understand the comic more later.	Yes because it was a help to be more creative	Those activities were to prepare and to have knowledge of the unknown words for the moment to be able to solve the comic	They were good because it helps you understand what the comic is about.	They are good, they are a didactic game that one learns	They were important because you learn keywords for the comic.
	Post-reading	It centers on helping the students use the knowledge acquired in the text to apply in new activities proposed by the teachers	Yes, it helped me because what I saw in the comic gave me ideas to create my comic		They were activities that put us to put into practice what we read in the comic.	That was because when creating the comic one imagined what it was going to do	They were useful because one develops more to write	It was good because that was to reinforce what we saw in the comic.
Production	Written production	According to the CEFR, a user of B1 level “ can write clear, detailed text on a wide	Well, I liked it because that helps me to do my best, to do the comic well, I was creative and	Yes, because it was interesting to be able to plan something that we had not	Yes, it helped me improve because one can understand how to write in English and use	Yes I liked it because one could freely express what the comic was going to be about,	Yes, I liked it, I liked it because you imagined that you would do one if you	Yes, because everything was writing and writing and ultimately it was your

		range of subjects related to interests.	attracted attention	done before.	different words	using the words that I knew or had learned in the activities.	were president. I liked it because it was something different	turn to draw, to play with your creativity.
Comic to promote motivation in English and creativity	Motivation	Recine (2013) adds that comic strips is an example of the Affective Filter Hypothesis given that students learn better the language when they are in a good state.	Yes, well the comic strips, when you read them it is something that catches your attention since there is drama and you want to know what happened to people, and then you want to read more	Yes, because they teach us to read more words in English. Yes, because it is entertaining, one can learn with each comic while having fun	Yes, because one learns new words and stories in a more entertaining way.	Yes, it is a tool because the vocabulary, the pictures and all that motivate it. It is something that is not boring, but motivating	Yes, because I would become more familiar with the English area because with the comic I see it more fun, one would be more encouraged.	Yes because the comic has drawings and more creative. It is that when they put a lot of text one is lazy to read it in English.
	Creativity	According to Zimmermann and Hutchins (2003) "When sensory images form in a child's mind as he reads, it is an ongoing	Yes, because one tries to do one's best to create the comic strip and make it something fun for others to read.	Yes, because creating comics we have more fun. Excellent because it was interesting to find new words to	Yes, because one has to invent a story and write something original.	Yes because together with my imagination I was creating the comic strip in my own way	Yes because one has to put the skills of writing and drawing.	Yes, because one imagined the drawing and what it was going to say.

		creative act”.		create the comic.				
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GENERAL CATEGORY	SUB CATEGORIES	THEORETICAL DESCRIPTION	LITERAL PHRASES (JOURNAL N0 1)	LITERAL PHRASES (JOURNAL N0 2)	LITERAL PHRASES (JOURNAL N0 3)
Stages of reading	Pre-Reading stage	According to Topprak and Almacioğlu (2009) The first phase is based on proposing activities that introduces the text by giving background information, by proposing warm-up activities, by doing a brainstorming and by reviewing familiar stories. Those activities are fundamental to make students discover by themselves the main theme of the story.	-Taking into account what I perceived from this pre-reading stage, I consider that all students fully understood this first exercise because they tried to guess through the image what the comic would be about. -I dare to say that this stage was highly important for students considering that it prepares them well to read the comic, the image was an interesting tool because it lets them have an initial idea about the comic. As it is notoriously most of students succeeded to guess what the comic was about. However, not only this stage can be used to prepare the students to the reading comprehension, but also it can be seen as a stage	- I could perceive from most of the people that they understood this exercise because they found the words in the word search, they translated those words by themselves and considering those words they wrote through a sentence what they though the comic would be about. Students impressed me because they achieved to have a closer idea of the comic. For instance, Yahir says that the comic would be about the candidates for the presidency, Andrés claimed that it was about an interview with a character, Yesenia and Darling expressed that it was about a man who gives directions to the	- In this stage students were required to relate the words corresponding to the image. I consider this activity was key for letting the students know the meaning of the words that they were going to find afterwards in the comic. Also this stage was quite helpgul for students to learn new vocabulary related to the elections.

			<p>that teachers can work on student’s imagination by using the images.</p>	<p>people when the president arrives. I could say that this exercise is quite important for the students because it made the students got interested in reading the comic to know if their predictions were correct.</p> <p>Besides that, I consider that this stage was funnier than the pre-reading stage of the first comic because I consider students enjoyed exercises like the word search.</p>	
	<p>While-reading stage</p>	<p>-While-reading is the second stage, it is focused on helping students adopt strategies that allow them to understand the text.</p>	<p>-Considering the student’s work in this while-reading stage, I could perceive that most of students supported of the dictionary in the box to understand the comic. I consider giving the students a dictionary with the key words of the comic allowed them to understand easily the comic and to learn new vocabulary related to negative adjective and related to the politics</p>	<p>- In this stage students had to read the comic. I consider that the previous stage was quite important for reading the comic.</p> <p>-Once students have read the comic, they were required to answer some questions. Looking at students’ answers, I could realize that 5 students succeeded the questions. But only 1 failed it. Besides that I</p>	<p>- This stage consisted of reading the comic, I could say from this stage that the students supported from the previous stage to understand the comic.</p> <p>-In addition, during this stage student must answer true/false questions and justify them. In general, I could say that students read for general details, but they failed at reading for specific</p>

			<p>-With regards to the third exercise of the questions, I could see that most of questions were correctly answered. Also, I could notice that 4 of 6 students were wrong in the last question. I consider that they were mistaken because it might be that those students didn't identify the main idea or the reflection that this comic gives us. From that, I dare to say that students succeeded to understand general details, but no specific ones.</p> <p>This stage was completely</p>	<p>should accept that some students surprised me because the open question was justified with a good and critical argument. For instance, Yahir claimed that the context of the scene was to show the injustice and the tricks of the politics, Andrés was very assertive and critical because he expressed that the journalists must not suffocate the president with questions that damages the president's public image. Also, Nicol explained that the context of the comic shows that the president don't follow the rules behind the public, but in front of the public he is the opposite. From that answers, I dare to say that those students fully understood the main idea of the comic.</p> <p>The production or post reading stage was a</p>	<p>details which help them to get the main idea of the comic. Also, I could notice from some students that they lack of engagement to fully understand the comic</p> <p>Regarding the production or post reading</p>
	<p>Post-reading stage</p>	<p>The third stage is the post-reading. It centers on</p>			

		<p>helping the students use the knowledge acquired in the text to apply in new activities proposed by the teachers. Those activities can be: discussion, retelling, reporting, writing a paragraph or summarizing.</p>	<p>achieved by the students. From this stage, they let me become aware of some other benefits of the comic. Among them, I can mention that the fact of letting them write freely what they would do if they were politicians made them use their imagination to think about the good things the politicians must do. Subsequently, this task allowed them to identify the needs of the Colombian people, thus criticize the work of the politics. Certainly, this task let the students be more conscious of the social problems caused by the corrupt politicians in Colombia.</p>	<p>fruitful step where students were allowed to express openly their perceptions and impressions about the comic. In this stage students had to change the reporter's words in the last panel of the comic, according to their conceptions. From student's writings I could analyze that students understood the criticism of the comic. Besides that, I dare to say that this was a free exercise that allowed the students reacted to real situations of our lives. That is good because putting these situations as exercise can be an initiative to train correct citizens in the society.</p>	<p>stage, I have to say that most of students surprised me from their creativity and imagination. Creativity and imagination because they designed nice and beautiful drawings which expressed the idea of their comic. I think that proposing activities in which students can draw is something that catch their attention and that they enjoyed a lot. For example, I could notice from Andrés, Yahir, and Nicol's work how much they enjoyed drawing. Because of that we as teachers must propose such as activities.</p>
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[Appendix L](#). 8 narratives of the research component.

Narrativa#1

El día 21 de septiembre de 2020 inicié mi camino como practicante de inglés en la institución educativa la Divina Pastora con los grados noveno y octavo. Sin embargo cabe resaltar que este camino había empezado unas semanas atrás en donde tuve la oportunidad de experimentar muchos quehaceres educativos, en el cual está inmerso un profesor en su vida profesional. Por ejemplo, mi primera inmersión en el colegio la tuve hace dos semanas cuando la profesora me presentó con los estudiantes del grado noveno y octavo por medio del grupo de What'sApp. A pesar de que este encuentro no fue presencial me sentí muy acogida por la profesora y los estudiantes, quienes me recibieron con un caluroso “ Good morning teacher, welcome”. A partir de ese momento sentía que mi práctica había empezado y que tenía la responsabilidad de motivar a esos estudiantes a amar el inglés. Como durante esa semana estaba conociendo los estudiantes, la profesora me otorgó como deber abrir el grupo de What'sApp los próximos días, que los estudiantes de noveno y octavo tuvieran clases. Ese primer deber tenía como fin de recoger los trabajos. Debo resaltar que al principio sentí que era demasiado pronto para hacer tal deber puesto que hasta ahora los estaba conociendo, sin embargo gracias al acompañamiento que la profesora me ofreció cuando surgían preguntas en medio de la recolecta de evidencias, pude entender que era un deber fácil, el cual me estaba capacitando para ser responsable con las horas en las que el grupo debía abrirse y cerrarse, también pude comprender que esta responsabilidad me estaba permitiendo conocer las situaciones que se pueden presentar en la virtualidad, como el evitar que los estudiantes me escribieran al privado. Este deber de recoger los trabajos, también me permitió conocer como la profesora manejaba el tema de la virtualidad en este contexto educativo.

Narrativa#2

Mi camino como practicante continuó en la segunda semana de práctica que inició el 28 de septiembre hasta el 2 de octubre de 2020. Durante esta semana mi trabajo como practicante en formación fue evidenciado ya que se me otorgó la responsabilidad de recolectar trabajos de los estudiantes, de calificar esos trabajos y de participar en actividades extracurriculares.

Con respecto a la primera responsabilidad otorgada, puedo decir que me sentí un poco estresada ya que debía descargar los videos y las guías entregadas por los estudiantes en mi computador, algo que requería de una buena calidad de internet y que en ese momento yo no tenía. Debido a la mala conectividad de internet yo me estresé, además porque la profesora me estaba diciendo que debía entregar eso lo más antes posible, y como tenía mala conexión el tiempo no me rendía para nada. Puedo concluir que la mala conectividad a internet es una de las desventajas de la virtualidad en la profesión docente ya que el profesor tiene que cumplir diferentes actividades y cuando su tiempo no está a su favor, es muy probable que afecte negativamente su rendimiento como profesor.

Por otro lado, la calificación fue otro deber que recibí como practicante. Honestamente, me ha gustado tener ese control de notas y entender la estrategia que el profesor utiliza para que sus estudiantes entreguen sus trabajos en medio de una pandemia donde la mayoría de los estudiantes se hacen la idea que todos van a pasar el año incluso aunque no hagan nada. Recalco esto, porque me llamó la atención la estrategia utilizada por la profesora para calificar, ya que según la semana en la que los estudiantes entreguen el trabajo ella pone la nota. Realmente, he comprendido que es una muy buena técnica que motiva a los estudiantes a que hagan sus trabajos, también una buena técnica que les permite desarrollar

su propia autonomía estudiantil.

Finalmente, por sexta vez tuve la oportunidad de estar presente en reuniones con los profesores. Estos encuentros son muy fructíferos y ayudan a construir mi profesión docente, a analizar los comportamientos actos de un profesor y a conocer la manera en la que los profesores discuten de temas o de guías que van a aplicar, teniendo en cuenta el trabajo en equipo, y respetando las diferentes opiniones de sus propios colegas. Para entrar en detalle sobre ese encuentro, su objetivo principal era mostrar y explicar la guía que se había hecho de inglés articulada con ciencias naturales para los estudiantes de primaria. Puedo decir que durante este encuentro sentí un buen ambiente de parte de los profesores y aprendí la importancia de escucharnos entre colegas ya que las diferentes opiniones sirven y nutren de manera más eficaz nuestro trabajo.

Narrative #3

La semana 5 al 9 de octubre hice mi tercera semana de práctica, esta vez no estuve tan implicada en el desarrollo de las clases asincrónicas debido a que los estudiantes tuvieron su semana de receso. A pesar de que no estuve muy implicada, tuve la oportunidad de estar presente en una reunión con los profesores de cuarto y quinto para presentarles la guía que yo había hecho.

Quiero expresar que durante la presentación de esta guía hubo un pequeño inconveniente puesto que la profesora de quinto se molestó con mi supervisora Angélica debido a que la guía que la profesora de quinto hizo, no se aplicaría con los estudiantes. Esto quiere decir que la que habíamos creado con la profesora Angélica fue la única guía que aceptaron desde coordinación. Por esta razón, fue que la profesora de quinto se había molestado.

Creo que el hecho de estar presente en una situación como esta, fue muy fructífero para mí profesión ya que me gustó cómo la profesora Angélica maneja la situación. Ella simplemente no se dejó llevar por la mala actitud de la profesora de quinto, y por lo tanto trato de evitar a toda costa el conflicto en medio de esta reunión. A partir de esta situación aprendí la importancia de ser una profesora muy pacífica y que lleve siempre el diálogo para mantener el buen ambiente de una clase o de una reunión con mis colegas.

Narrative #4

La semana del 12 al 16 de octubre de 2020 correspondía a mi cuarta semana de práctica. Quiero contarles que durante esta semana no se me fueron otorgados deberes debido a que a los estudiantes no les habían entregado la guía de cuarto periodo. A pesar de que no tenía ningún deber a hacer durante esta semana, le escribí a la supervisora Angélica si la podría ayudar en algo, pero ella me dijo que no, que teníamos que esperar hasta la siguiente semana. Debo confesar que durante esta semana me sentí como muy vacía, como un poco desocupada, porque el hecho de estar pendiente de los estudiantes y otros deberes como profesora me hacían falta ya que las primeras tres semanas de practica habían estado cargadas de trabajo. Puedo decir que ya estaba adaptada al ritmo de la supervisora, incluso que estaba a cualquier hora atenta al celular porque sabía que ella en cualquier momento me escribiría.

Pese a que durante esta semana mi supervisora no me otorgó ningún deber, yo estuve un poco involucrada en el componente de extensión puesto que la profesora de quinto grado me escribió por What'sApp para que le enviara un audio, pronunciando 150 palabras en inglés que los niños debían pronunciar. Así pues, envié cuatro audios de 6 minutos cada

uno pronunciando las palabras correspondientes en inglés. Esta actividad hace parte de uno de mis deberes como profesora en inglés, yo me sentí muy bien ayudando a la profesora de quinto ya que ella no sabía y pues es muy bonito compartir lo que uno sabe a otras personas que lo desconocen. Pienso que de eso está compuesta mi profesión como profesora de inglés.

Mi práctica integral en el colegio la Divina Pastora continuó en la semana # 5 que va desde el 19 al 24 de octubre. Durante esta semana mi desempeño como practicante en formación aumentó puesto que se me otorgó la responsabilidad de explicar las guías de octavo y noveno a los estudiantes por medio del grupo de What'sApp. Con respecto a la guía de octavo, yo la expliqué el día jueves. Debo confesar que esta explicación la hice sola, y tome pantallazos para explicar parte por parte a los estudiantes. También, decidí utilizar las notas de voz para hacerme entender mejor y a medida que terminaba alguna parte de la guía, siempre preguntaba: " ¡chicos! ¿Entendieron? ¿Tienen dudas sobre esta parte?". Siento que el hecho de preguntarles a los estudiantes cada vez que terminaba una parte de la guía era bastante productivo para asegurar que todos entendieran. Además, pese a que no estoy en un salón de clases con los 44 estudiantes, puse en práctica la importancia de las preguntas en medio de una metodología asincrónica. Además, he aprendido durante esta práctica virtual que hacer preguntas constantes por el grupo de What'sApp mantiene un poco la interacción que se ha perdido en el ámbito escolar a causa de la emergencia sanitaria.

Narrativa#5

En cuanto a la guía de noveno grado, debo decir que seguí la misma metodología de octavo. También debo resaltar que fue muy bonito explicar esta guía ya que aquí empezaba a

implementar mi proyecto sobre los cómics. A pesar de que me sentí bien explicandola, debo confesar que esto fue un poco agotador ya que la guía era muy larga.

A modo de reflexión, quiero expresar que esta responsabilidad fue de mi completo agrado ya que yo pude poner en práctica uno de los roles del profesor en una clase de inglés; este rol es el de explicar. Además, considero que tener esta responsabilidad requiere de que yo haga un correcto uso de mis habilidades comunicativas y léxico para hacerme entender con los estudiantes. Pienso que tengo estas habilidades, pero siento que debo mejorar ya que algunas veces no usaba las palabras adecuadas para hacerme entender de la mejor manera, y creo que esta es una característica que debe poseer un profesor. Para terminar, me gustaría añadir que el hecho de que este haciendo mis prácticas virtuales no significa que no deba prepararme y que solo deba leer los apuntes porque estoy detrás de un celular, al contrario debo estar más preparada ya que para mí es menos probable que los estudiantes entiendan cuando el profesor lea una guía al pie de la letra.

Narrativa # 6

Mi camino como practicante continuó en la semana 6ta que va desde el 26 al 30 de octubre. Esta semana fue bastante provechosa ya que me acercó nuevamente a las responsabilidades de un profesor. Uno de estos deberes consistió en abrir el grupo de What'sApp del grado octavo los días martes y jueves desde las 7:00 A.M hasta las 1:00 P.M. La apertura de este grupo tenía como objetivo saludarlos y decirles que el grupo quedaba abierto para que ellos empezaran a enviar sus trabajos. Debo decir que me gustó mucho estar a cargo del grupo ya que pude interactuar con los estudiantes y responder sus dudas respecto al material que debían entregar.

Este mismo deber lo realice con el grado noveno los días miércoles y viernes, creo que me sentí mucho mejor ya que esos días los estudiantes me empezaron a enviar los talleres de mi propuesta pedagógica sobre los comics. De los trabajos recibidos, debo aceptar que me sentí muy satisfecha, ya que estuve viendo lo que los estudiantes hicieron y noté que entendieron la guía, lo cual me hace pensar que fui muy clara dando instrucciones, pese a que ellas estaban en inglés. También, debo admitir que me sentí muy orgullosa de los estudiantes de noveno, igual de mi labor como profesora de Inglés. Por los estudiantes de novenos porque a ellos se les exigió que hicieran todo en inglés y así lo hicieron, además note que comprendieron la lectura del comic siguiendo las etapas previas a su lectura, y también fui realmente sorprendida y bastante emocionada por la creación de sus comics. Esto me hace pensar que ellos realmente se comprometieron en las actividades propuestas del comic y les gustó.

Acerca de mi labor como profesora, me sentí totalmente vestida de ese rol docente ya que no solo me centre en recibir las evidencias sino también en motivarlos a seguir aprendiendo inglés por medio de una retroalimentación positiva. También, debo admitir que me sentí totalmente halagada por los estudiantes puesto que algunos me hicieron saber que amaban el inglés y que por eso estaban muy interesados en las actividades que se proponían.

Narrativa #7

La semana del 3 al 6 de noviembre continué con mi práctica integral. Durante esta semana estuve muy activa en los grupos de What'sApp ya que tenía que recibir evidencias de los estudiantes de octavo y noveno. Durante el desarrollo de este deber, yo trate de interactuar con los estudiantes, traté de enviarles mensaje de motivación sobre el inglés y también estuve muy pendiente

resolviendo las dudas de los estudiantes. Debo decir que me sentí contenta con los trabajos entregados por los estudiantes de noveno grado puesto que ahí estaba mi proyecto, y pude observar el esfuerzo de los estudiantes al realizar los tres talleres. Creo que ellos eran muy creativos y me sorprendieron.

También, esa semana inicié a gestionar junto con mi compañero de práctica la creación del Pictionary para los niños de primaria. Hacer este trabajo con mi compañero me gustó mucho ya que supimos trabajar en equipo. Siento que el hecho de trabajar en equipo es muy importante para nuestra profesión ya que cuando estemos en el campo laboral tenemos que trabajar con nuestros compañeros docentes en la realización de alguna actividad del colegio.

Narrativa #8

Mi rumbo como practicante continuó en la semana del 9 al 13 de noviembre. Debo confesar que fue una semana bastante cargada y pesada puesto que debía recolectar las últimas evidencias de la guía de este periodo final. Este proceso me tomó toda la semana, ya que debía recibir las evidencias de los dos grupos de octavo y noveno y por lo tanto subirlas a unas carpetas de google drive para tener esta información organizada. Una vez organizadas las carpetas de octavo y de noveno, me puse a verificar quien había enviado el trabajo y sobre qué fecha para poder poner la nota correspondiente. Debo expresar que fue bonito experimentar esta labor como profesora ya que me estaba familiarizando más con mis deberes profesionales. También, es necesario decir que este proceso me trajo una enseñanza muy fructífera para mi vida como profesora ya que pude notar de la supervisora que aunque estamos en una modalidad virtual no debemos perder la autoridad y que las indicaciones son para cumplirse. Un ejemplo de esto pasó esta semana, cuando días a tras se les había dicho a los estudiantes que no debían entregar trabajos incompletos porque se les iba a bajar una unidad a su nota. Esta indicación no fue acatada y por consecuente la profesora dijo en

el grupo que se les restaría 2 unidades a aquellas personas que entregaran incompleto. Yo en mi mente pensé que lo había dicho por decirlo, que de pronto era algo como para asustar a los muchachos, pero no fue así, yo le pregunté al privado si al fin debía restarles dos unidades y como respuesta obtuve un sí. Debo confesar que me sorprendió pero después, me dije a mi misma que esto era necesario para que los estudiantes no pasaran por encima de las indicaciones que se dan. Creo que desde esas situaciones es que nosotros como profesores comenzamos a ganarnos el respeto de los estudiantes.



[Appendix M](#). Worksheets of 4th and 5th grade.

DATE:		GRADE:	4 th	TERM:	Second
TEACHERS:	Cristina Ibarra, Angélica Márquez, Liseth Contreras				
SUBJECTS:	English and Spanish (Inglés y Español)				

COMPETENCES:	English	Spanish
	Describe en inglés, su rutina diaria y sus pasatiempos.	Identifico los principales roles en la expresión oral para enriquecer el proceso comunicativo en diferentes actos de habla.

OBSERVATIONS:	<p>Todos los ejercicios se desarrollaran directamente en esta guía de estudio. Por favor use colores, marcadores o resaltadores que le ayuden a realizar un trabajo estéticamente agradable a la visión y ordenado. No olvide la importancia de usar como recurso de ayuda su DICCIONARIO INGLES-ESPAÑOL.</p> <p>Por ultimo siga cada una de las instrucciones que encuentran al inicio de cada actividad y esté atento a las directrices que les serán entregadas vía whatsapp.</p>
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Estimado padre de familia o cuidador, la presente guía de estudio consta de los siguientes aspectos

PRESABER	Hace referencia a los aprendizajes que el estudiante posee	 PRE
CONCEPTUALIZACIÓN	Se refiere a los nuevos aprendizajes que el docente presenta al estudiante	 CON

EJEMPLIFICACIÓN	Son actividades desarrolladas como ejemplo explicativo	▷ EJE
ACTIVIDAD DE APRENDIZAJE	Son las actividades planteadas para ser desarrolladas por el estudiante	☑ AAP
AUTOEVALUACIÓN	Es un ejercicio reflexivo del estudiante sobre su proceso de aprendizaje	🏆 AUT

Estas actividades se encontraran en diferentes momentos de la guía según se requieran y se identificaran con el nombre y/o el ícono que corresponda.



Recuerda

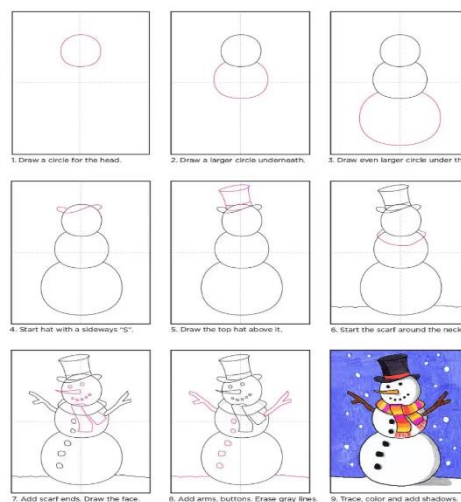
¿Qué es un texto instructivo? – What is An instructive text?

El texto instructivo es el que brinda una secuencia clara de indicaciones que tienen como finalidad desarrollar una actividad para llegar a una meta o lograr un objetivo. El lenguaje debe ser preciso y concreto. Los textos instructivos se hallan en cualquier actividad, ya sea de la vida cotidiana o del mundo profesional y científico, por ejemplo: recetas, instrucciones de un juego, etc.

☁ PRE

▷ EJE

HOW TO DRAW A SNOWMAN



☁ PRE



Recuerdas como le llamamos a estos...

Remember how to name these...

Estos son algunos de los medios de comunicación que sirven para enviar mensajes que están dirigidos a una gran cantidad de público o receptores.

CON

HOW TO NAME EACH OF THEM IN ENGLISH?; COMO NOMBRAR A CADA UNO DE ELLOS EN INGLÉS?



Mobile phone.



TV.



Letter.



Computer.



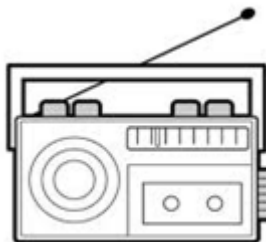
Newspaper.



News.



Telephone.



Radio.

CON

NOW... Para darle continuidad al tema de medios de comunicación; vamos a aprender cual es el significado de “Social Media”- “Redes Sociales”, tipos de redes sociales, clasificación de las redes sociales, para que se usen, y reconoceremos algunas de ellas.



WHAT IS SOCIAL MEDIA? ¿QUÉ SON LAS REDES SOCIALES?

Una red social es una página web que sirve como herramienta de comunicación entre los usuarios que la utilizan. Principalmente se comparte información en formato de texto, imágenes y vídeos. Estos usuarios pueden ser personas físicas como tú o como yo o marcas empresariales.

TYPES OF SOCIAL MEDIA TIPOS DE REDES SOCIALES



Cuando hablamos de redes sociales, seguro que las que primero se te vienen a la cabeza son Facebook, Twitter o Instagram, pero la cosa no acaba aquí.

Existe una infinidad de redes sociales en función del uso de los usuarios. Es decir, hay redes sociales que reúnen a los usuarios sin tener en cuenta una temática concreta y otras que están especializadas en un interés o tema en común.

Teniendo en cuenta esta distinción podemos decir que hay redes sociales horizontales y redes sociales verticales.



REDES SOCIALES HORIZONTALES HORIZONTAL SOCIAL MEDIA

Estas plataformas están dirigidas a todo tipo de usuarios, sin una temática definida o interés común. La gente accede a ellas con el fin de interactuar, comunicarse u opinar sobre cualquier asunto. También son conocidas como redes sociales generalistas. Algunas de las redes sociales horizontales más conocidas y utilizadas son:

- Facebook
- Twitter
- Instagram

REDES SOCIALES VERTICALES

VERTICAL SOCIAL MEDIA



Estas plataformas están caracterizadas por la especialización de un tema en concreto, ya sea música, trabajo, moda, etc. Algunas de las más destacadas en esta categoría son:

- Spotify
- Pinterest
- TikTok



REDES SOCIALES DE MENSAJERIA

SOCIAL MEDIA AND MESSAGING SERVICE

Aunque muchas veces las redes sociales de mensajería son consideradas como redes sociales verticales, el auge de éstas en los últimos años merece una clasificación aparte. De hecho, en estos últimos años las redes sociales de mensajería han sido capaces de derrotar medios de comunicación que parecían imbatibles, como los SMS (mensajes de texto). Además, también están desplazando las llamadas y los correos electrónicos. Tanto es así, que redes sociales generalistas como Facebook, han sacado su propia APP (aplicación) de mensajería: Messenger. Las redes sociales de mensajería más utilizadas y más comunes son:

- WhatsApp
- Messenger (Facebook)
- Skype



WHAT IS THE PURPOSE OF THE SOCIAL MEDIA?

¿PARA QUÉ SIRVEN LAS REDES SOCIALES?

- ✓ Es una red de contactos.
- ✓ Ofrece la posibilidad de crearse un perfil (ya sea personal, profesional o de empresa)
- ✓ Tiene que permitir la interacción entre perfiles/cuentas.
- ✓ Permite comunicar y crear comunidad.
- ✓ Sirve como herramienta de atención al cliente (en una empresa)
- ✓ Se usa para marketing y publicidad de negocios.
- ✓ Entretiene.


















































FUN PAGE

Inglés-español 4th grade

- En el siguiente ejercicio mental deberas descubrir el mensaje oculto sobre la rutina que se hace el 24 de diciembre. Para hacer esto, deberas guiarte por el abecedario de santa que se encuentra en la caja.

<u>O</u>	<u>N</u>	<u>D</u>	<u>E</u>	<u>C</u>	<u>E</u>	<u>M</u>	<u>B</u>	<u>E</u>	<u>R</u>	
										
<u>2</u>	<u>4</u>	<u>T</u>	<u>H</u>	<u>W</u>	<u>E</u>	<u>S</u>	<u>I</u>	<u>N</u>		
										
		<u>C</u>	<u>A</u>	<u>R</u>	<u>O</u>	<u>L</u>	<u>S</u>			
										

																	
A	L	E	N	D	C	2	H	W	T	M	4	S	G	O	B	I	R

Social media sudoku game

- El juego de Sudoku presenta las redes sociales más usadas en nuestros días. Para resolver este juego, deberás competarlo con las palabras:



Facebook, *Instagram* and *WhatsApp* Con el



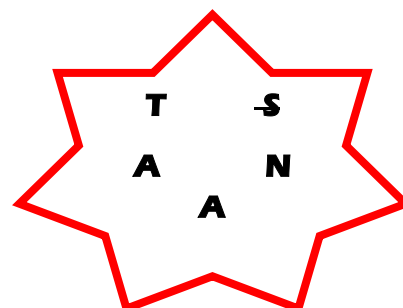
objetivo de que hagas un buen trabajo, ten en cuenta las siguientes reglas: 1. En una misma fila, no puede haber palabras repetidas, 2. en una misma columna, no puede haber palabras repetidas.

Facebook	<i>Instagram</i>	WhatsApp
WhatsApp	Facebook	<i>Instagram</i>
<i>Instagram</i>	WhatsApp	Facebook

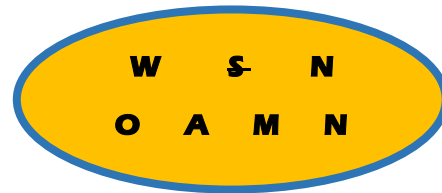
Word order game

3. El siguiente ejercicio mental consiste en ordenar las las letras que se encuentran dentro de las figuras y escribirlas dentro del cuadro. Para poder resolver el ejercicio, ten en cuenta el vocabulario de navidad y el vocabulario de redes sociales.

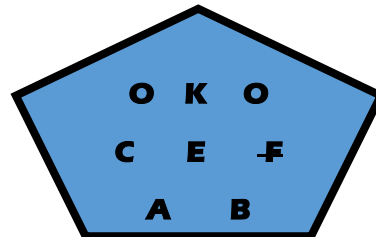
S	A	N	T	A
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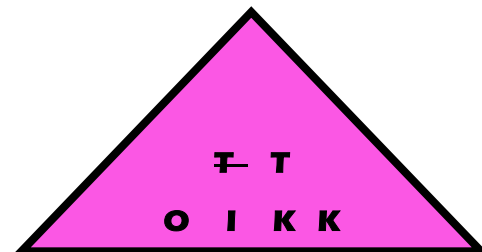
S N O W M A N



F A C E B O O K



T I K T O K



Riddles game

3. En este juego llamado “Riddles” tendrás que leer la adivinanza recitada por el niño para adivinar la palabra. Para que hagas un buen trabajo, deberas tener en cuenta el vocabulario de navidad y el de las redes sociales. También, la palabra que adivines la debes escribir en inglés.



“Con la nieve se hace y el sol lo deshace”

¿Qué es? S N O W M A N

“Surcando y cruzando el cielo, va el en su trineo”

¿Quién es? S A N T A





“Me visto de verde con blanco y soy una red social de mensajería”
 ¿Qué es? W H A T S A P
P



“Me identifico con un pajarito azul y soy un tipo de red social horizontal”

¿Qué es? T W I T T E R



“Me visto de rojo con blanco y soy una red social de tipo vertical, también me identifico con una P”

¿Qué es? P I N T E R E

Christmasts Challenge

A continuación daremos algunas indicaciones a tener en cuenta para el reto de la actividad. Ustedes encontrarán un cuadro con el listado que contiene su nombre. Al frente de cada nombre encontrarán un número de palabras asignadas, las cuales deberán ser deletreadas en inglés por ustedes sin ninguna equivocación y con la mayor fluidez y velocidad posible.

Antes de que revisen el cuadro con sus datos aquí les dejamos un repaso del alfabeto-alphabet en inglés.

A /ei/	B /bi/	C /si/	D /di/	E /i/	F /ef/
G /yi/	H /eich/	I /ai/	J /yei/	K /kei/	L /el/
M /em/	N /en/	O /ou/	P /pi/	Q /kiu/	R /ar/
S /es/	T /ti/	U /iu/	V /vi/	W /dabliu/	X /eks/
Y /uai/	Z /zi/ o /zed/				

SELF-ASSESSMENT – AUTOEVALUACIÓN

Tu decides en que idioma responder.






<p>¿Qué aprendí? – What did you learn?</p>	
<p>¿Cómo me sentí? – How did you feel?</p>	
<p>¿Qué se me dificultó? – What was difficult for you?</p>	

DATE:		GRADE:	5 th	TERM:	Second
TEACHERS:	Mariana Cárdenas, Angélica Márquez, Liseth Contreras				
SUBJECTS:	English and Spanish (Inglés y Español)				

COMPETENCES:	English	Spanish
	Describe en inglés, su rutina diaria y sus pasatiempos.	Identifico los principales roles en la expresión oral para enriquecer el proceso comunicativo en diferentes actos de habla.

OBSERVATIONS:	<p>Todos los ejercicios se desarrollaran directamente en esta guía de estudio. Por favor use colores, marcadores o resaltadores que le ayuden a realizar un trabajo estéticamente agradable a la visión y ordenado. No olvide la importancia de usar como recurso de ayuda su DICCIONARIO INGLES-ESPAÑOL.</p> <p>Por ultimo siga cada una de las instrucciones que encuentran al inicio de cada actividad y esté atento a las directrices que les serán entregadas vía whatsapp.</p>
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Estimado padre de familia o cuidador, la presente guía de estudio consta de los siguientes aspectos

PRESABER	Hace referencia a los aprendizajes que el estudiante posee	 PRE
CONCEPTUALIZACIÓN	Se refiere a los nuevos aprendizajes que el docente presenta al estudiante	 CON
EJEMPLIFICACIÓN	Son actividades desarrolladas como ejemplo explicativo	 EJE
ACTIVIDAD DE APRENDIZAJE	Son las actividades planteadas para ser desarrolladas por el estudiante	 AAP
AUTOEVALUACIÓN	Es un ejercicio reflexivo del estudiante sobre su proceso de aprendizaje	 AUT

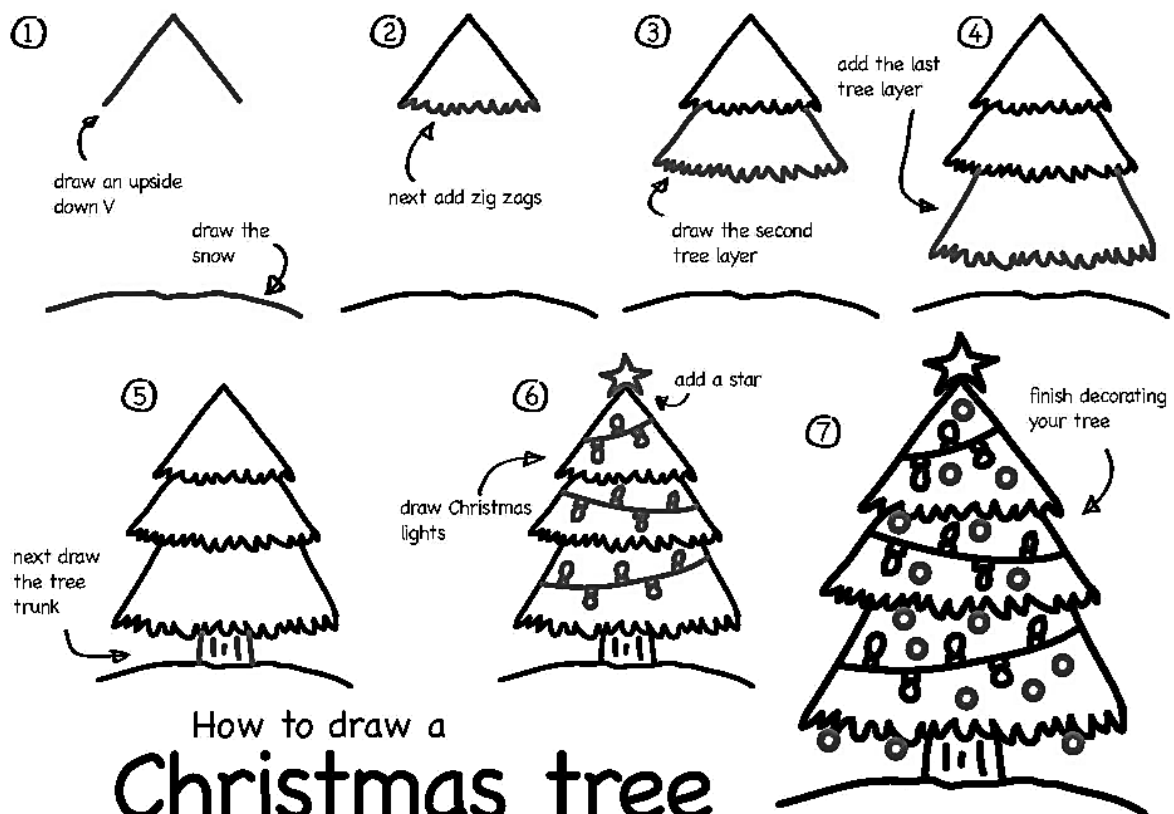
Estas actividades se encontraran en diferentes momentos de la guía según se requieran y se identificaran con el nombre y/o el ícono que corresponda.



¿Qué es un texto instructivo? – What is An instructive text?

El texto instructivo es el que brinda una secuencia clara de indicaciones que tienen como finalidad desarrollar una actividad para llegar a una meta o lograr un objetivo. El lenguaje debe ser preciso y concreto. Los textos instructivos se hallan en cualquier actividad, ya sea de la vida cotidiana o del mundo profesional y científico, por ejemplo: recetas, instrucciones de un juego, etc.

▷ EJE



 PRE



Recuerdas como le llamamos a estos...

Remember how to name these...

Estos son algunos de los medios de comunicación que sirven para enviar mensajes que están dirigidos a una gran cantidad de público o receptores.

CON

HOW TO NAME EACH OF THEM IN ENGLISH?; COMO NOMBRAR A CADA UNO DE ELLOS EN INGLES?



Mobile phone.



TV.



Letter.



Computer.



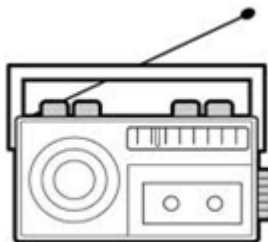
Newspaper.



News.



Telephone.



Radio.



NOW... Para darle continuidad al tema de medios de comunicación; vamos a aprender cual es el significado de “Social Media”- “Redes Sociales”, tipos de redes sociales, clasificación de las redes sociales, para que se usen, y reconoceremos algunas de ellas.



WHAT IS SOCIAL MEDIA?

¿QUÉ SON LAS REDES SOCIALES?

Una red social es una página web que sirve como herramienta de comunicación entre los usuarios que la utilizan. Principalmente se comparte información en formato de texto, imágenes y vídeos. Estos usuarios pueden ser personas físicas como tú o como yo o marcas empresariales.

TYPES OF SOCIAL MEDIA

TIPOS DE REDES SOCIALES



Cuando hablamos de redes sociales, seguro que las que primero se te vienen a la cabeza son Facebook, Twitter o Instagram, pero la cosa no acaba aquí.

Existe una infinidad de redes sociales en función del uso de los usuarios. Es decir, hay redes sociales que reúnen a los usuarios sin tener en cuenta una temática concreta y otras que están especializadas en un interés o tema en común.

Teniendo en cuenta esta distinción podemos decir que hay redes sociales horizontales y redes sociales verticales.



REDES SOCIALES HORIZONTALES

HORIZONTAL SOCIAL MEDIA

Estas plataformas están dirigidas a todo tipo de usuarios, sin una temática definida o interés común. La gente accede a ellas con el fin de interactuar, comunicarse u opinar sobre cualquier asunto. También son conocidas como redes sociales generalistas. Algunas de las redes sociales horizontales más conocidas y utilizadas son:

- Facebook
- Twitter
- Instagram

REDES SOCIALES VERTICALES

VERTICAL SOCIAL MEDIA



Estas plataformas están caracterizadas por la especialización de un tema en concreto, ya sea música, trabajo, moda, etc. Algunas de las más destacadas en esta categoría son:

- Spotify
- Pinterest
- TikTok



REDES SOCIALES DE MENSAJERIA

SOCIAL MEDIA AND MESSAGING SERVICE

Aunque muchas veces las redes sociales de mensajería son consideradas como redes sociales verticales, el auge de éstas en los últimos años merece una clasificación aparte. De hecho, en estos últimos años las redes sociales de mensajería han sido capaces de derrotar medios de comunicación que parecían imbatibles, como los SMS (mensajes de texto). Además, también están desplazando las llamadas y los correos electrónicos. Tanto es así, que redes sociales generalistas como Facebook, han sacado su propia APP (aplicación) de mensajería: Messenger. Las redes sociales de mensajería más utilizadas y más comunes son:

- WhatsApp
- Messenger (Facebook)
- Skype



WHAT IS THE PURPOSE OF THE SOCIAL MEDIA?

¿PARA QUÉ SIRVEN LAS REDES SOCIALES?

- ✓ Es una red de contactos.
- ✓ Ofrece la posibilidad de crearse un perfil (ya sea personal, profesional o de empresa)
- ✓ Tiene que permitir la interacción entre perfiles/cuentas.
- ✓ Permite comunicar y crear comunidad.
- ✓ Sirve como herramienta de atención al cliente (en una empresa)
- ✓ Se usa para marketing y publicidad de negocios.
- ✓ Entretiene.













FUN PAGE





Inglés-español 5th grade

1. En el siguiente ejercicio mental deberas descubrir el mensaje oculto sobre la rutina que se hace el 24 de diciembre. Para hacer esto, deberas guiarte por el abecedario de santa que se encuentra en la caja.










O N D E C E M B E R















2 4 T H

    I

E V W E R E C E











        





















G I F T S

D I N E

A T M I D N I G H T

																			
A	L	E	N	D	C	2	H	W	T	M	4	S	G	O	B	V	I	F	R

Social media sudoku game

2. El juego de Sudoku presenta las redes sociales más usadas en nuestros días. Para resolver este juego, deberás completarlo con las palabras:

Facebook, *Instagram*, **What'sApp** and **Twitter**. Con el objetivo de que hagas un buen trabajo, ten en cuenta las siguientes reglas: 1. En una misma fila, no puede haber palabras repetidas, 2. en una misma columna, no puede haber palabras repetidas y 3. en cada sub cuadrado, no puede haber palabras repetidas.

Facebook	Twitter	<i>Instagram</i>	What'sApp
What'sApp	<i>Instagram</i>	Facebook	Twitter
<i>Instagram</i>	What'sApp	Twitter	Facebook
Twitter	Facebook	What'sApp	<i>Instagram</i>

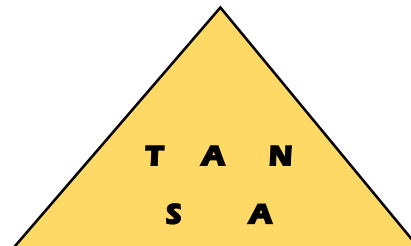
Word order game

3. El siguiente ejercicio mental consiste en formar la palabra en inglés según las letras que se encuentran dentro de las figuras. Para poder resolver el ejercicio, ten en cuenta el vocabulario de navidad y el vocabulario de redes sociales.

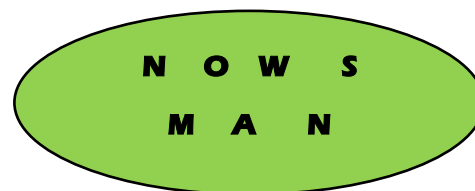
C H R I S T M A S T R E E



S A N T A



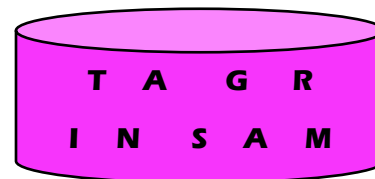
S N O W M A N



W H A T S A P P



I N S T A G R A M



T W I T T E R



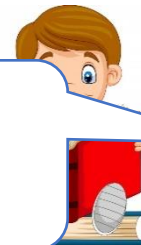
Riddles game

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“Nunca me quito la ropa, pero me pongo un disfraz sobre mi vestido verde al llegar la navidad”

¿Qué es? C H R I S T M A S T R



“Surcando y cruzando el cielo, va el en su trineo”

¿Quién es? S A N T A



“Con la nieve se hace y el sol lo deshace”

¿Qué es? S N O W M A N



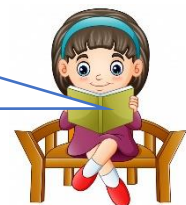
“Me visto de azul todos los días y soy la red social más popular de internet”

¿Qué es? F A C E B O O K



“Me visto de negro, con azul claro, y fucsia, soy el más nuevo de las redes sociales, y mis amigos me usan para grabar videos divertidos”

¿Qué es? T I K T O K



“Me gusta el color verde con negro y ofrezco a mis usuarios muchas canciones”

¿Qué es? S P O T I F Y

CHRISTMAS CHALLENGE

A continuación, daremos algunas indicaciones a tener en cuenta para el reto de esta actividad. Ustedes encontrarán un cuadro con el listado que contiene su nombre. Al frente de cada nombre encontrarán un número de palabras asignadas, las cuales deberán ser deletreadas en inglés por ustedes sin ninguna equivocación y con la mayor fluidez y velocidad posible.

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M /em/	N /en/	O /ou/	P /pi/	Q /kiu/	R /ar/
S /es/	T /ti/	U /iu/	V /vi/	W /dabliu/	X /eks/
Y /uai/	Z /zi/ o /zed/				

SELF-ASSESSMENT – AUTOEVALUACIÓN

Tu decides en que idioma responder.

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¿Cómo me sentí? – How did you feel?	
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