

**Implementing comics to foster writing skills and vocabulary on 10th grade English Course  
at Concentración de Desarrollo Rural high school in Saravena-Arauca**

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Degree in Foreign Languages (English – French)

Practicum stage

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## **Chapter I: General presentation of the Project**

In this final report, it is exposed important aspects related to the four chapters that are involved in the pre-service teacher practicum found in the last semester of the degree in foreign languages, which seeks principally to put into practice all the linguistic knowledge and teaching-learning strategies gained on the entire educational process at the University, and also gives the future teacher the opportunity to have a great experience inside of the classroom and increases the professional profile of an educator well skilled and integrally formed.

Additionally, this project combines four main fundamental components having as a point of reference the teaching practice. The first concerns the institutional observation considering the administrative, pedagogical, technological and population aspects, which allowed the trainee teacher to recognize important elements such as the field of work, administrative organization, institution philosophy, and the profile of the community members.

On the other hand, it is found the pedagogical research component that draws attention to the implementation of a project adapted to the students' needs at Concentration Desarrollo rural Educative Institution in Saravena, Arauca, which aimed at creating comics to enhance writing skills and vocabulary as well as to promote the use of English in a real context taking into account the English teaching methodology integrated at the Institution.

Regarding the third component that corresponds to community outreach, an academic reinforcement project was concentrated on primary education, focused on helping fourth and fifth grade students to improve their English skills, besides during this process the trainee teacher found affordable solutions to different issues encountered within the academic environment in this secondary group such as the lack of knowledge concerning the correct pronunciation and

spelling of the words in English given; therefore, the trainee teacher attempted to provide the learners an appropriate linguistic knowledge that would change the current situation, given that the methodology used during pandemic time has decreased the students learning process in the way that direct contact with students was limited; therefore, in this moment the pre-service teacher found a large gap in certain learners that must still be filled.

Finally, the component of intra-institutional activities is presented, which involves directly the pre-service teacher in educational, cultural and extracurricular activities implemented in the school through the school year by giving her responsibilities to better understand the school's organization system and thus enrich her teaching process outside of an academic context as a way of acquiring values and commitment within an educational community; as well as it is necessary to mention the affective aspect that allows the teacher in training to reflect on her teaching practice and the possible changes in it.

## **Introduction**

Nowadays, learning English has become a central aspect for the improvement of our modern life, and also to gain access to better opportunities in different international contexts due to the fact that it is a language that permits to develop intercultural communication and cooperation competences among people in all kinds of social, educational and professional settings, as well as it integrates fields such as education, tourism, and business. In addition to this, English is the language of technology, commerce and science, so that speakers of other languages in different countries see in learning English the key to entering studies, jobs, and higher income, Graddol (2006).

It is also necessary to highlight how important English is in the teaching-learning field, in the measure that learners often need to be encouraged and motivated to engage actively in the learning process. Therefore, a huge responsibility is demanded to teachers since they are in charge of creating ambiances in which students could feel involved in the process of learning the language (Becirovic & Akbarov, 2016). At this point, it suits to remark that the implementation of comics is an essential pedagogical tool for the teachers to encourage students to get better their writing skill, which is a crucial element for them to expand their imagination and gain critical thinking. In that context, Cassany (1993) indicates that implementing comics in the classroom can be an adequate tool for learning a language given that the writing process goes beyond the orthographic, syntactic and grammatical rules, therefore its real challenge is to make different and original written productions where creative thoughts are allowed.

Furthermore, the creation of comics allows learners to acquire new vocabulary and be able to understand not only a wide range of texts but also instructions and fundamental structures of the English language. To illustrate this point of view Napa (1991) state that “vocabulary is one of the components of language and no language exist without words” (p.2); therefore, a student requires a broader range of 1,200 words to understand regular English texts and instructions, that is why, this is one of the aspects the trainee teacher needs to take into account in the classroom to improve writing skills.

Based on the previous idea, the present research proposal had as a purpose to mitigate certain types of weaknesses found in the English writing process by the creation of comics focus on topics that allowed them to experience feelings and emotions, and especially that help them to be prepared to face today’s education requirements as if the case of the “*Bilingual Colombia*” program established by the National government, which aims at implementing the teaching and learning of English in the country. For this reason, motivated by the real need within the educational field, the pre-service teacher manifested a growing interest in developing a project in which writing and vocabulary were fundamental elements for students to learn English.

## **Justification**

After pandemic time, at the Concentración de Desarrollo Rural high school, transformations have been initiated in order to seek strategies that allow establishing learning as a more pleasant and motivating process where the learner participates in his educational training and do not consider it as a requirement to get out of the institution. Nevertheless, through the classroom observations carried out by the pre-service teacher of the tenth and eleventh grade groups, a lack of motivation to participate in the English classes was perceived, and which can be explained by the limited English knowledge students have about English. Additionally, it was possible to recognize the great need for acquiring new vocabulary and above all, to put into practice the writing skills by finding new strategies and techniques that help educators to change learners' attitudes within their writing process in English, and thus increase their level of English in terms of writing and vocabulary. In this sense, comics were an essential aspect to accomplish such objective focused on solving students writing difficulties.

Another reason why this research has emerged is because it was found a large number of necessities related to the written productions inside the classroom, where the applicability of the strategies that would be a good option to improve such skills were required; moreover, by creating comics, student feel more engaged to learning in an interactive and dynamic way since diversity of topics and images found on it make student feel comfortable to learn what they are interested in.

Therefore, the relevance of this proposal was based on fostering new teaching writing methods in English aimed at enhancing written production skills and vocabulary in tenth grade, and in this way have a deeper contact with the language and to make an impact to the educational community itself given that it is a proposal that searched to arouse students' curiosity, making

them feel more motivated to learn the language skills, bringing something of the everyday world into the classroom and to remove the repeated academic activities done in their everyday classroom.

As a general summary, the current study projected the pre-service teachers through the integration of a pedagogical-research that was intended to respond the students' English learning needs, community outreach, where an academic reinforcement project in the area of English was proposed focused on serving fourth and fifth grade students. Intra-institutional activities components and reflective approach as a form of contributing to the improvement of English language performance and the achievement of the national objectives related to making Colombia a bilingual country, a law established by the National government.

## **Objectives**

### **General objective**

- To develop the practicum stage considering the pedagogical and research component, community outreach, and intra-institutional activities carried out inside la Concentración de Desarrollo Rural Educational Institution in Saravena-Arauca.

### **Specific objectives**

- To foster writing skill and vocabulary acquisition through comics.
- To strengthen fourth and fifth grade elementary school students' English knowledge at the Concentración de Desarrollo Rural School in Saravena-Arauca.
- To participate during the execution of intra-institutional activities fixed by the educational institution.

## **General conclusions**

The practical stage brings with it four important conclusions grounded in the implementation of the four components that make up all this process: Pedagogical-research project, community extension project, interinstitutional activities project and reflection of the general practice, each of them having a deeper knowledge to the student teacher.

Regarding the pedagogical-research project, the implementation of comics is not only a great help for learners to enhance their writing skills or increase their vocabulary but also it turned out to be a good strategy for improving other skills such written comprehension, creativity and imagination. The idea exposed previously can be explained by the mainstreaming that united the linguistic components, especially writing and reading skills that guided learners towards a meaningful learning, where they had the opportunity to gain knowledge while enjoying creating their own comic strips based on topics given in class.

Additionally, in the community outreach project, the results found were very motivating given that this support allowed the students to give their best and feel free to learn the language even if they were wrong, besides the trainee teacher served as a guide for them to improve their learning of English, as well as the idea of students are accompanied in this arduous educational process was very valuable for motivation and improvement of learners' performance in the classroom given that sometimes the real reason students do not understand a topic in class or even find it difficult learning English It is because there is no one by their side who encourages them to chase their dreams until they reach them.

Finally, it is possible to mention that the intra-institutional component provided positive insights regarding the real role of a teacher within an Educational Institution. First of all, the trainee teacher was able to know that, in addition to fulfilling the daily academic day, she was also required to be willing to attend to the different activities proposed by the school staff for the proper functioning of the Institution and for the welfare of learners; moreover, the fact of attending administrative meetings, making decisions or even promoting certain events, demands a great responsibility on the part of the educator with the school, which goes beyond their daily teaching practice.

## **Chapter II: Institutional Observation**

With the intention of doing a deep exploration of the field of study and get fully involved in the context of the Educative Institution where the integral practicum stage was implemented, an in-depth observation was made considering the criteria and the rigor of an observation on research, all this for having a better understanding of the educational institution at an administrative, pedagogical, technological and population level taking into account documents such as the Institutional Educational Project (PEI), the Community Handbook, the syllabus, academic activities chronograms, teaching methodology, MEN guidelines and health emergency regulations adopted by the school during pandemic time, among other documentation that was analyzed and registered into this piece of work. It is also worth mentioning that each of the aforementioned aspects allowed the characterization of the population under study, and also to identify the problem situation and the measures to be taken into account from the teaching practicum stage.

### ***Characterization of the setting***

Concentración de Desarrollo Rural Educative Institution is the main campus of this public school, where secondary and technical education linked to the SENA Institution is given in an only shift: It goes from 6:00 am in the morning to 12:00 pm in the afternoon; likewise, this Institution offers primary basic education in an afternoon shift, it goes from 12:30 pm to 5: 30 pm. It is noted that this educational service is provided under good conditions at the level of infrastructure and learners' needs.

***Knowledge of the different types of activities that take place in the educational community***

In regard to the activities that are planned to be carried out in the educative community. It was first known that the courses are being developing in a face-to-face education modality conforming with the biosecurity measures. It must be pointed out that these courses adopt a methodology based on pedagogical guides and workshops which have different individual and group work; moreover, it was possible to recognize that exist a number of extra class activities focus on tasks, assignments and review evaluations that the learners develop at home autonomously as a way of reinforcing the topics covered in class. Finally, it can be found the complementary activities by which it is evidenced community and recreational sessions, agricultural work or environment care days, cultural celebrations and sport events that aim at putting into practice students' learning skills.

***Perceptions of the educational community regarding the measure established by the Ministry of Education through Resolution 2157 of 2021 that emphasizes the return to class***

It is first important to highlight that based on the recommendations of the Epidemiological Advisory Committee, schools, kindergartens and Universities, whether public or private, as well as all the service centers of the Colombian Institute of Family Welfare (ICBF), were required to return to the classroom. However, it is necessary to state that the current pandemic has generated rapid and significant changes in the education system, and Concentración de Desarrollo Rural educative institution has not been immune to this phenomenon given that the educational process have been transferred home, and even though school administrators and directors have made their best effort to continue and guarantee the right to education, virtual modality was not an appropriate methodology to facilitate learning; therefore, nowadays it was possible to identify major shortcomings in the students' learning

process that forced educators to give priority to reinforcement in their classes as a way of helping learners improve their knowledge.

### ***Use and distribution of the educative work***

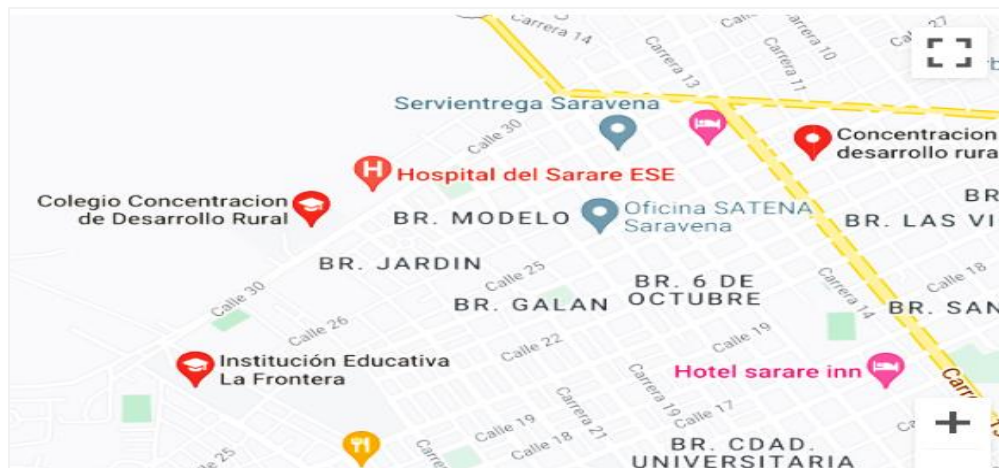
Regarding the distribution of the educational work at the school where the practicum stage is taking place. It can be remarked that all teachers work their class hours following a face-to-face teaching modality, which allows students to have a more significant learning; in addition, teachers in their free hours concentrate on explaining the pedagogical material implemented in class and clarifying all kinds of questions or doubts that may arise throughout the teaching-learning process.

Considering the above, it was possible to perceive the pedagogical resources and technological tools available in the educational institution for the development of linguistic skills in learners. Additionally, it was found the existence of certain teaching strategies that are required to be taken into consideration in the current face to face work modality as it is the case of the reinforcement in all English courses. In other words, it is important to note that the trainee teacher could understand more fully the education reality facing today the school.

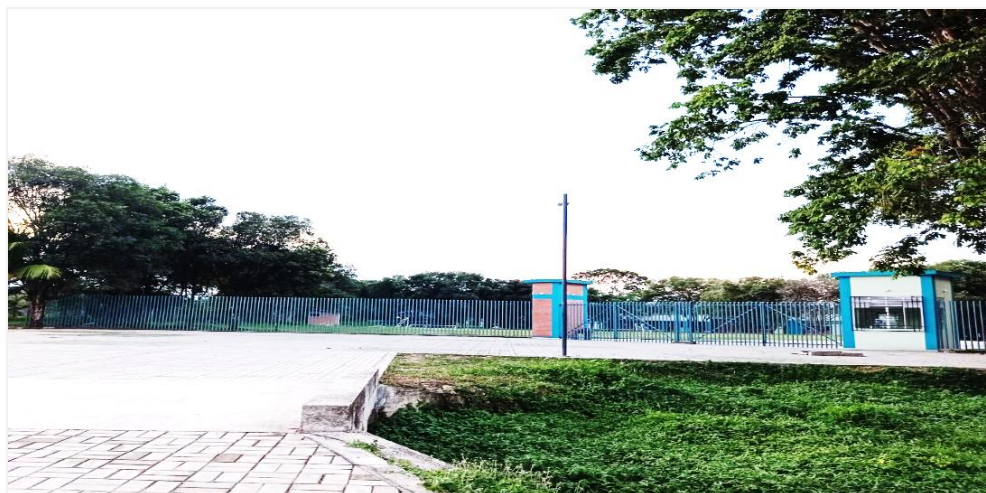
## Analysis of the Institution

### *Topographical location of the institution*

*Figure 1. School location.*



*Figure 2. Concentración de Desarrollo Rural Educational School.*



Concentración de Desarrollo Rural Educative Institution is located in an urban area of the municipality of Saravena-Arauca, more specifically on the Incora Avenue #22-60 Versalles neighborhood. It was founded by offers formal education at the three levels stipulated by Law 115 (1994), preschool, elementary and middle school; the technical average in two modalities, agribusiness and agriculture; besides, classes are developed in two different sections (in the morning and in the afternoon). Additionally, the school has created a program called (SER),

which offers education on weekends for those people who have not been able to study at an early age. It is also necessary to state that the educational school has three headquarters which are named “A” (main headquarter focuses on secondary education) and two other preschool and elementary ones located in rural areas: “B” José Antonio Galán, “C” Luces de Esperanzas.

*Table 1. Institutional Headquarters.*

<b>INSTITUTION HEADQUARTERS</b>	
<b>HEADQUARTER A</b>	Concentración de Desarrollo Rural (CDR)
<b>HEADQUARTER B</b>	José Antonio Galán
<b>HEADQUARTER C</b>	Luces de Esperanzas

### **Administrative level**

#### ***PEI of the institution***

The institutional educational project (PEI) of the Concentración de Desarrollo Rural Educative Institution presents in depth the educational foundations of the school such as the academic activities plan for the year, institutional management projects, rulebook of the institution, mission, vision and among other documents required for the good operation of the school including the different resolutions and regulatory decrees framed by the Ministry of National Education for public schools in Colombia.

Bearing in mind that the educational institution seeks mainly the excellence in the quality of the education provided in the educative community, the trainee teacher was able to identify in the PEI certain aspects related to the educational context that are being implemented inside of the classroom like a flexible educational model, which has the purpose of searching strategies for inclusion and permanence of students in the institution. In addition to this, a socioconstructivism

pedagogical approach is introduced to the teaching practice for learners to transmit their ideas and abilities and also dynamically link with knowledge and above all with their acquisition process; likewise, it is found that this school uses the learning cycle as a way for teaching, which are (CLEI II, CLEI III, CLEI IV Y CLEI V, VI). Cycle II that corresponds to the learning acceleration process in basic primary. Cycle III comprises sixth and seventh grades, cycle IV includes the eighth and ninth grades, and finally it is found cycle V and VI that concentrate on tenth and eleventh grades. It is also necessary to emphasize that each cycle must be done and developed continuously throughout the school year.

On the other side, it was identified the institutional evaluation system which is adopted by the school as a manner of assessing student performance during the learning process. The evaluation is formative in nature and it is governed by the national guidelines based on Decree 1290 of April 16, 2009, which states that the assessment must be mandatory for teachers and teaching directors, it may also contain some aspect such as: evaluation and promotion criteria, student self-assessment processes, the support strategies necessary to solve pending pedagogical situations in students, and the structure of the student reports which are presented in a clear and understandable way for getting a better sense of the student's progress.

### ***Institutional Philosophy***

The school ideal corresponds to a humanist philosophy where the human being is the foundation and main reason of the educational process; furthermore, education from the humanist philosophy seeks to enable students to acquire a more complete vision of themselves and their world, so that they recognize, values, respect and project themselves in it. Consequently, the early training given in the institution guides processes aimed at helping

students to decide what they are and what they want to become to be more like themselves, less like others, and to grow as fully capable beings.

At the same time, institutional principles are founded on demonstrating that learners are not human beings who only participate cognitively, but people with affections, interests and particular values, who must be considered in their total personality as unique individuals, different from others, people with a humanistic conscience, which allows them to value and integrate themselves in the development of their society and to solve problems creatively.

### ***Mission***

Concentration de Desarrollo Rural Educative Institution aims to offer quality education by implementing a social constructivist concentrates on boys, girls, young people and adults at the preschool, elementary, middle and technical in (Agriculture and Agro-industrial) levels, taking into account the importance of including a model of comprehensive humanistic education.

### ***Vision***

In 2030, the CDR educational institution will be a reference in processes of pedagogical training and in agricultural and Agro-industrial transformation ones through the practice of a culture of continuous improvement that allows the inclusion and the integral formation of human beings strengthened in values and social leadership that contribute to good treatment, respect and solidarity that will be evidenced through the professional and social leadership of its graduates.

## **Institutional Objectives**

### ***General Objective***

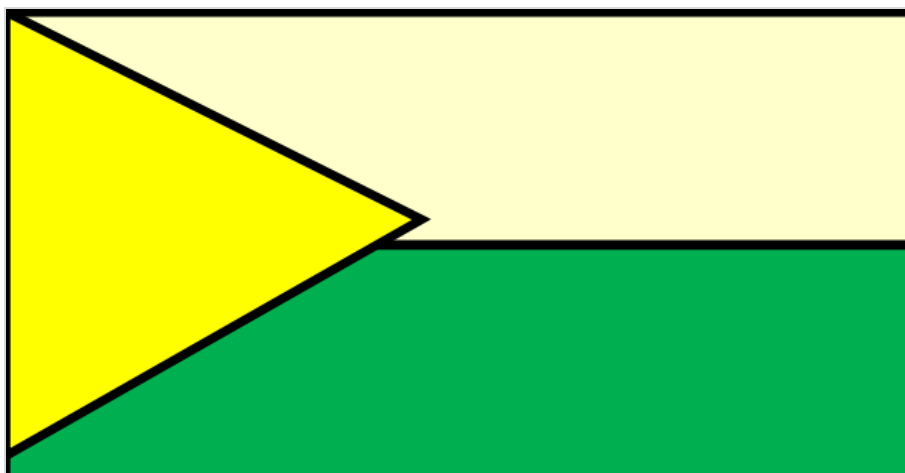
To train boys, girls, young people and adults in secondary academic education, secondary agricultural technique and agro-industrial as people and citizens with exemplary behavior and commitment to themselves, to the environment and to the development of the local, regional and national community.

### ***Specific objectives***

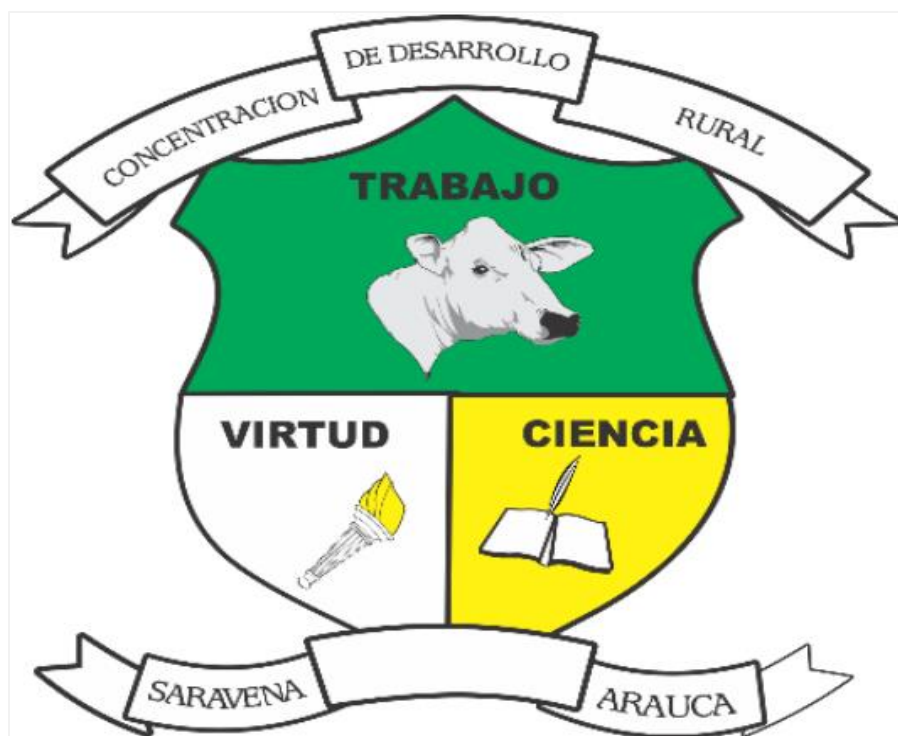
- Develop plans and projects that have an impact on the improvement of the quality of life of the educational community
- Provide spaces for institutional coexistence, based on the training of students with a clear vision of the principle of making life a true project
- Generate pedagogical proposals with the design and establishment of productive projects that improve the academic, intellectual and investigative students' level
- Execute self-sustaining productive projects according to the modalities in its two emphases: Agricultural and Agro-industrial seeking the social and economic transformation of our community
- Create spaces for democratic participation from the different areas of knowledge and sectors of the C.D.R in the design and elaboration of the Institutional Educational Project
- Implement inter-institutional actions that allow the insertion in the educational system of the vulnerable, disabled, special and displaced population.
- To promote inter-institutional cooperation with other educational entities in order to generate Entrepreneurship and Citizen Culture.

## Institutional symbols

*Figure 3. Institutional flag.*



*Figure 4. Institutional shield.*



### *Organization Chart of the Institution*

According to the Ley 115 de 1994 in the article 142, the school government of all the public schools in Colombia must be organized in this way:

*Figure 5. Institutional organigram.*



### **Community Handbook**

The board of directors of the Concentración de Desarrollo Rural institution adopted a unique rulebook which establishes the general basic criteria of institutional coexistence; the rulebook is based on the Universal Declaration of Human Rights given that its institutional purpose is to strengthen school coexistence through the promotion and defense of fundamental rights among the members of the educational community as a means of complying and respecting the rules, rights and promoting the duties of students, parents, teachers and directives to develop thus collectively guidelines and standards for self-control and discipline inside the educational school.

In addition, the rulebook of the institution is in favor of human dignity from the possibility of building a life project (living as you want), having material conditions to make it possible (living well); and strengthen the values from the school experiences. Therefore, the institutional values are: "Responsibility, solidarity, honesty, tolerance, respect, leadership, human dignity, justice and truthfulness.

### ***Students' rights at school***

It is important to point out that Concentración de Desarrollo Rural high school ensures the physical, moral and spiritual integrity of its students and considers that each learner has the right to:

- Know the rulebook at the time of establishing the registration contract, accept it as such, signing with their own handwriting
- Perceive comprehensive training in equal conditions, being valued in their dignity as a person
- Receive attention and be well treated by the directors, teachers, administrative staff, colleagues and other personnel of the Institution
- Be respected, valued, listened to and promptly guided by the educational community
- Not be discriminated against in their dynamics of coexistence for reasons of race, age, sex, religion and politics, among others (minor's code art.33)
- Obtain permits to be absent from campus, as long as it is justified and duly authorized by the parent or guardian. DEC. 1860, ART. 53 numeral 1
- Request in a timely manner and with due respect the correction of erroneous notes
- Present the works, activities or evaluations that have been done in their absence

- Receive a student ID that allows students to identify themselves anywhere as a member of the campus.
- Be part of the different groups (dances, bands and sports teams) and committees organized by the institution
- Elect and be elected in the different organs of the school government and various committees
- Be treated in first aid in case of an accident or illness, if the learner requires health care or service, he must be sent to the Hospital center
- Actively participate in the learning process and in all the social, cultural, sports and technical programs organized by the institution
- Attend support and leveling activities, in case of not having achieved the expected achievements
- Enjoy a healthy, pleasant, welcoming environment and disciplinary rules that allow the normal development of their learning process
- Enrollment right and the continuity of their studies for pregnant students.

### ***Students' duties at school***

As a student enrolled (da) in the Concentration de Desarrollo Rural Educational Institution, you have the following duties:

- Recognize and respect ethnic, cultural, religious, socioeconomic, and sexual differences and diversity, recognizing difference as a pillar for healthy coexistence and good human relations.

- Study, analyze and put into practice the basic philosophical foundations of the coexistence manual and other guidelines established in the PEI.
- Obey the auditory signals, which indicate formation, change of class, break and end of the academic day
- Contribute to the beautification, cleanliness, maintenance and conservation of the institution's assets, always prioritizing the preservation of its environment and habitat
- Carry with all respect, dignity and punctuality the uniforms for daily, gala, physical education, field work, agro-industrial procedure, and the show band inside and outside the campus.
- Stay inside the educational institution during the school day and break or other activities.
- Justify in writing and with the support (signature) of the parent or tutor, absences from class and other academic and technical activities
- Represent the Institution with dignity in cultural and sporting events and other events scheduled in the Educational Institution
- Do not enter the school in a state of intoxication or under the influence of any type of psychoactive substance
- Respect the normal development of the classes, avoiding interruptions through murmuring, sending slips of paper, constantly getting up from the post, promoting disorder, use of distracting elements, including the cell phone
- In case of withdrawal from school, sign your withdrawal together with your tutor and put yourself in good standing in all dependencies

### ***Concentración de Desarrollo Rural Institution Protocols***

The protocols of this educational school are oriented to establish the necessary procedures to assist the educational community in a timely manner in situations that affect school coexistence and the exercise of human, sexual and reproductive rights, according to the typology of the situations.

The protocols to carry out the proper follow-up of the students must be in writing and will be carried out according to the following disciplinary and academic process from the Group Director, the Coexistence Coordinator, Academic Coordinator and Rector:

#### ***1. Verbal call for attention:***

They can be carried out by each teacher in their area or group and recorded in their field diary, if the student reoffends, the parent will be summoned to, together with him, agree on actions that favor the improvement of the student's school performance.

#### ***2. Coexistence monitoring:***

It is a process of monitoring the student's behavior in which he/she can become aware of the consequences of their actions and reconcile the facts involving various actors.

#### ***3. Written call for attention:***

It must be carried out by the coexistence, coordinator in the presence of the father, mother of the family or tutor who will be given a copy of the call for attention and another copy will rest in the coordination, when the student:

- a. has completed his Coexistence Follow-up and present recidivism in some fault.
- b. Commits a Type II or Type III action

***4. Notification to the father, mother of the family and/or guardian and signature of commitment:***

When the student persists in his inappropriate behavior incurring in some type of situation contemplated in the typologies of the assistance route for school coexistence, without showing the intention of change, the tutor is summoned to inform him about what happened.

***5. Behavioral assessment.:***

Student behavior is assessed descriptively as follows: Unacceptable, Acceptable, Good, Excellent.

***6. Educational suspension:***

The pedagogical suspension refers to the assignment of a psychoeducational measure to students who repeatedly break school coexistence inside and outside the classroom, and who are framed in situations type I and type II.

***7. Conditions for academic continuity in the institution:***

The conditioning to the enrollment of the learners who directly affects the academic continuity within the educational establishment arises when once all the regular channels in the attention protocols described above have been exhausted that is, if the student has been made the corresponding calls for their performance school, the parent has been informed and agreed commitments to improve but there is no evidence of improvement in behavior or academic performance.

***National Education Ministry (N.E.M) Guidelines and Regulations regarding the Health Emergency based on the Resolution 777 of June 2, 2021***

As established in institutional files, la Concentración de Desarrollo Rural high school is committed to the community to provide quality education in accordance with the requirements of the Ministry of National Education as well as the needs that arose in terms of virtual teaching after the situation of confinement by the COVID- 19. In accordance with the above, it is necessary to mention that they implement educational tools provided by the National Education Ministry (N.E.M), specifically on the Colombia Aprende page. Additionally, guidelines are applied such as: hand washing, physical distancing, the correct use of the mask, adequate ventilation, self-care and co-responsibility in the school, social and family environment.

***School shift***

The Institution offers education in two different school shifts: in the morning (from 6 a.m. to 12:00 m.) and in the afternoon (from 12:30 p.m. to 5:30 p.m.). The first one provides high school grades, and the second one offers primary grades from transition to fifth grade. It should be noted that teachers on the school work all their educational day adopting all the security measures suggested by the ministry of health such as continuous hand washing and the permanent use of face masks. In this way, teachers have better control and guidance of their students in the learning process.

***Schedule of the institutional program***

The 2022 institutional schedule of the Concentración de Desarrollo Rural School establishes a variety of events and activities to be carried out throughout the school year. However, the table below shows only the activities scheduled for the months of March, April,


June of the current year. Actions linked to academic processes, the evaluation committee, school recoveries, grading, among others.

## Pedagogical level

### *Planning of the English area*

The format of the planning of the English foreign language area at the CDR School is grounded on the suggested English Language Curriculum concerning the Basic Learning Rights (DBA), which also includes the basic standards of competence in Foreign Languages, and it is distributed as follows: initially the identification data of the guide is found, stages while developing the class come next including the main theme pedagogical strategies to take into account in the class.

**Figure 6.** English plan format.

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PLAN DE AREA: _____ CDR 2020 CICLO: ____ GRADO: ____ I.H.S: ____ JORNADA: ____ DOCENTE: _____ PERIODO: _____			
COMPONENTE	ESTANDAR BASICO DE COMPETENCIA	DESEMPEÑOS	EJES TEMÁTICOS



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**PLAN DE CLASE CDR 2020**

DOCENTE: \_\_\_\_\_ AREA: \_\_\_\_\_

PERÍODO N° \_\_\_\_\_ CICLO: \_\_\_\_\_ GRADO: \_\_\_\_\_ JORNADA \_\_\_\_\_ FECHA: \_\_\_\_\_

1. COMPONENTES: (Del Plan de área)
2. DESEMPEÑOS: (Del Plan de área)
3. EJES TEMÁTICOS: (Del Plan de área)
4. MOTIVACIÓN ( INDUCCIÓN )
5. ESTRATEGIA PEDAGÓGICA: ( ACTIVIDAD )
6. CONTEXTUALIZACIÓN ( APLICACIÓN )
7. RECURSOS ( MATERIALES )
8. CONCLUSIONES Y CIERRE ( ACTIVIDAD DE EVALUACIÓN )

### ***Methodology of work of the English staff***

The English staff at the CDR institution normally meets at the beginning of the school year during the corresponding institutional weeks aimed mainly at working in the creation of new pedagogical content, strategies, resources considering the basic learning standards and the suggested English curriculum as well as enhancing evaluation criteria into a qualitative one with the intention of accomplishing the school goals since it searches to evaluate the performance of students as individuals committed to their learning process.

### ***Knowledge of the available pedagogical resources***

Regarding the pedagogical resources available at the school for English teachers to develop their classes, it can be pointed out that the school currently has a library where it is possible to find useful books suggested by the National Bilingual Program such as the " Way to go" that applies to sixth to ninth grades and "English please" which focuses on grades tenth to eleventh; moreover, those pedagogical resources are a great support to reinforce learning inside

the classroom. It is also pertinent to mention the presence of an audiovisual room at the school, which it is available to all English teachers by asking permission in advance and where educational material is shared with students; besides, it has projector and good sound equipment that creates a good learning environment.

### ***Ministry of education's guidance text***

Suggested English Language Curriculum is the guidance text adopted by the school given that it is a document that well describes the structure of the proposed English curriculum for grades sixth to eleventh of the Colombian educational system.

### ***Syllabus***

With regard to the syllabus, it is necessary to specify that the English educator applies most of the time the same one suggested by the MEN's.

***Figure 7.*** MEN's guidance text.

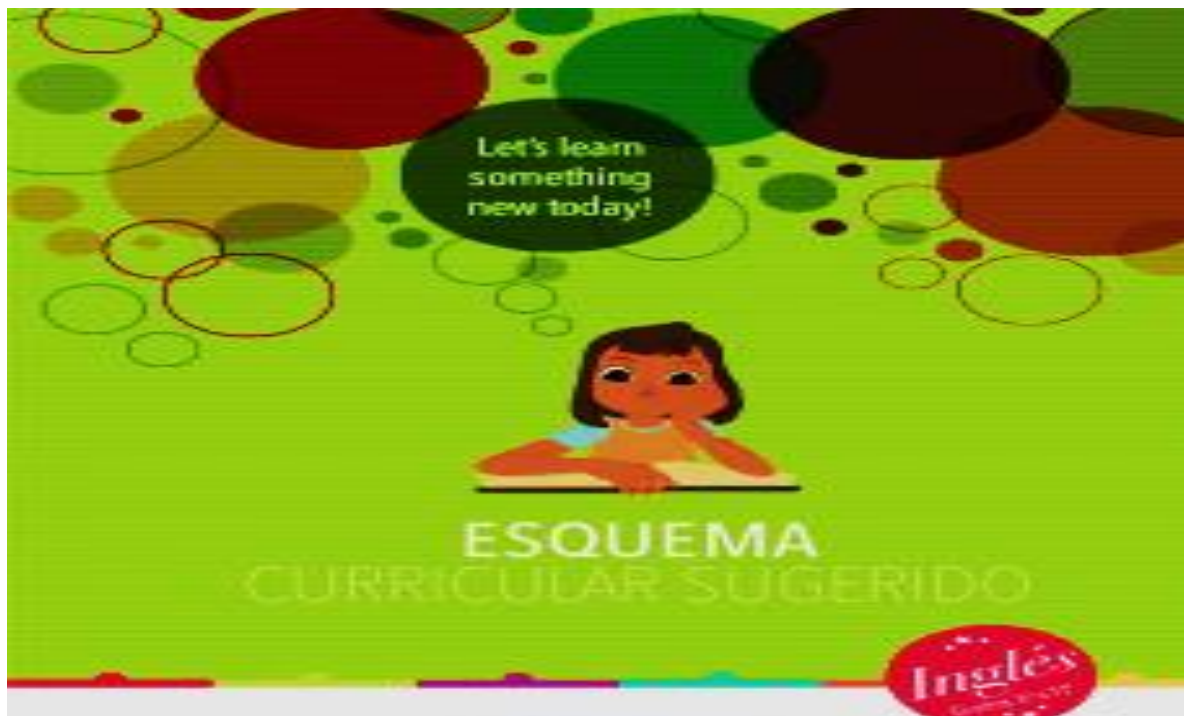


Figure 8. Syllabus tenth-grade.

3.5. NIVEL B1.2 – GRADO SUGERIDO: 10°			
DERECHOS BÁSICOS INGLÉS	<ul style="list-style-type: none"> <li>Distingue información general y específica en textos de opinión y discusiones orales y escritos sobre temas conocidos.</li> <li>Explica las ideas de un texto oral o escrito acerca de temas de su interés o que le son familiares a partir de su conocimiento previo, inferencias e interpretaciones.</li> </ul>	<ul style="list-style-type: none"> <li>Redacta textos narrativos, descriptivos y expositivos relacionados con temas de su interés o que le resultan familiares.</li> <li>Produce mensajes escritos, tales como cartas y correos electrónicos, claros y bien estructurados teniendo en cuenta el contexto en el que tienen lugar.</li> </ul>	<ul style="list-style-type: none"> <li>Intercambia opiniones sobre situaciones de interés personal, escolar o social.</li> <li>Sostiene conversaciones espontáneas y sencillas acerca de temas que son de su conocimiento o interés personal o académico.</li> <li>Responde preguntas e inquietudes después de hacer una exposición oral sobre temas generales o académicos de interés.</li> </ul>
	META	FUNCIONES	OBJETIVOS
MÓDULO 1 DEMOCRACIA Y PAZ	<ul style="list-style-type: none"> <li>Impulsar el uso de prácticas éticas y de convivencia ciudadana (ej. No respeta la fila, plagio) en el entorno escolar.</li> <li>Promote ethical behaviors regarding citizenship and living together (e.g. cutting in line, plagiarism) competences in school.</li> </ul>	<ul style="list-style-type: none"> <li>Solicitar información sobre prácticas sociales y actividades.</li> <li>Expresar acuerdos y desacuerdos.</li> <li>Expresar condiciones.</li> <li>Solicitar clarificación sobre información presentada por pares.</li> <li>Sintetizar información oral y escrita obtenida de diferentes fuentes.</li> <li>Sustentar opiniones con argumentos válidos.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguir información central de textos orales relacionados con temas académicos de interés.</li> <li>Identificar información general y específica en textos narrativos y descriptivos orales y escritos relacionados con temas académicos de interés.</li> <li>Elaborar un texto escrito de recomendaciones sobre temas académicos de interés.</li> <li>Hacer una exposición oral sobre temas académicos de interés.</li> <li>Intercambiar opiniones en una mesa redonda sobre temas académicos de interés.</li> </ul>
MÓDULO 2 SALUD	<ul style="list-style-type: none"> <li>Evaluar el impacto en la salud de prácticas culturales y sociales (piercings, tatuajes, deportes extremos y sedentarismo).</li> <li>Evaluate the impact of cultural and social practices (piercings, tattoos, extreme sports, and sedentarism) on health.</li> </ul>	<ul style="list-style-type: none"> <li>Expresar acuerdos y desacuerdos con base en razones válidas.</li> <li>Reconocer diferentes puntos de vista.</li> <li>Sintetizar información obtenida de diferentes fuentes bibliográficas.</li> <li>Solicitar clarificación sobre información presentada por pares.</li> <li>Expresar acuerdos y desacuerdos a través de diferentes puntos de vista.</li> <li>Justificar el punto de vista.</li> <li>Defender el punto de vista con argumentos válidos.</li> </ul>	<ul style="list-style-type: none"> <li>Reconocer información implícita en textos argumentativos orales y escritos relacionados con temas de interés.</li> <li>Producir textos orales y escritos argumentativos sencillos sobre temas de interés.</li> <li>Intercambiar opiniones oralmente en conversaciones espontáneas.</li> </ul>
MÓDULO 3 SOSTENIBILIDAD	<ul style="list-style-type: none"> <li>Analizar el fenómeno de la moda desechable.</li> <li>Analyze the phenomenon of Fast Fashion.</li> </ul>	<ul style="list-style-type: none"> <li>Preguntar y dar opiniones y puntos de vista.</li> <li>Justificar puntos de vista.</li> <li>Identificar y describir objetos.</li> <li>Hablar sobre preferencias.</li> </ul>	<ul style="list-style-type: none"> <li>Identificar el punto de vista del autor en textos orales y escritos argumentativos relacionados con temas académicos.</li> <li>Participar en conversaciones sobre temas académicos.</li> <li>Expresar puntos de vista propios en textos argumentativos sencillos escritos y orales sobre temas académicos.</li> </ul>
MÓDULO 4 GLOBALIZACIÓN	<ul style="list-style-type: none"> <li>Valorar el papel de la globalización en los productos de uso cotidiano.</li> <li>Value the role of globalization in the use of everyday products.</li> </ul>	<ul style="list-style-type: none"> <li>Expresar acuerdos y desacuerdos.</li> <li>Solicitar aclaración.</li> <li>Justificar puntos de vista.</li> <li>Expresar condiciones y opiniones.</li> <li>Predicir acciones futuras como resultado de ciertas condiciones.</li> <li>Hacer hipótesis sobre las ventajas y desventajas de un tema presentado.</li> </ul>	<ul style="list-style-type: none"> <li>Reconocer ideas generales y específicas en textos escritos argumentativos cortos sobre temas académicos y científicos.</li> <li>Estructurar textos argumentativos orales y escritos de mediana longitud sobre temas académicos y científicos.</li> <li>Expresar opiniones sobre temas académicos y científicos en interacciones espontáneas.</li> </ul>

### ***Methodology***

The methodology implemented at this time by Concentración de Desarrollo Rural high school is based on a face- to- face modality where the contents of the courses and learning materials are taught in person; furthermore, pedagogical guides are designed to be developed inside of the classroom with the purpose that teachers have a constant interaction with the students and thus solve their doubts. It is also noted that at the end of each class the teacher proceeds to assess the work carried out by the students and in this way verify if they have acquired any knowledge of the lesson.

### ***Accompaniment methodologies of learning***

At the school, there are certain methods of accompaniment of the English teachers offered to students and that take place during the teacher's free working hours. It should first be marked that each educator is under the obligation of giving learners face-to-face tutorial through which doubts are clarified and work is reinforced with those students who have difficulties in their learning process. Additionally, different strategies are being taking into account such as communication through WhatsApp, where doubts are solved at a general level through groups. All this with the aim that students are informed of the pending activities to be carried out in class.

### ***Design of workshops and material***

For the design of materials and workshops, the English teacher uses most of the time " *Way to go*" book given to the fact that it presents a series of contents for the teaching / learning of English focuses on creating a pleasant and real context for students, in which they can develop their English skills, not only in terms of grammar but also at a communicative level.

Concerning the content of the guides, the English teacher follows the sequence suggested by the book (*Way to go*), where initially the topic is introduced and explained by the educator in an oral way, then the learners must reflect their learning by developing practical exercises.

Figure 3.. Pedagogical guide.



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**Topic: FOOD AND DRINKS**  
**Lesson 1**

**Date:** .....

**Name:** .....

**Class:** .....

**Exercise 1: Choose a word from the box and write under each picture:**

pasta	hamburger	vegetables	chips
sandwich	salad	fruit	soup

  
 1. \_\_\_\_\_

  
 2. \_\_\_\_\_

  
 3. \_\_\_\_\_

  
 4. \_\_\_\_\_

  
 5. \_\_\_\_\_

  
 6. \_\_\_\_\_

  
 7. \_\_\_\_\_

  
 8. \_\_\_\_\_

**Exercise 2: What food is it? Read and choose the word from Ex1 to write.**

1. A plant or part of a plant that is eaten as food.	
2. It is a part of plant and it has seeds. It is often sweet.	
3. It is made from flour, water, and sometimes egg, that is cooked and usually served with a sauce.	
4. Two pieces of bread with cheese, salad, or meat, between them.	
5. A mixture of raw vegetables such as lettuce, tomato and cucumber...	
6. Long thin pieces of potato fried in oil or fat.	
7. Round, flat piece of beef, fried and usually eaten between two halves of a bread roll.	
8. A usually hot, liquid food made from vegetables, meat, or fish.	

## MEN's guidelines (standards)

La Concentración de Desarrollo Rural Educational Institution follows the criteria established in the basic standards of competence, which allow knowing what students must learn, as well as the capacity they have to know how to do in contexts with the English at different levels.

**Figure 4.** Basic standards tenth and eleventh grades (B1.2).

<p><b>GRADOS</b> <b>10 a 11</b> <b>Media</b> <b>Pre intermedio 2</b> <b>(B 1.2)</b></p>	
Escucha	Lectura
<ul style="list-style-type: none"> <li>• Entiendo instrucciones para ejecutar acciones cotidianas. 1, 2</li> <li>• Identifico la idea principal de un texto oral cuando tengo conocimiento previo del tema. 2</li> <li>• Identifico conectores en una situación de habla para comprender su sentido. 1, 2</li> <li>• Identifico personas, situaciones, lugares y el tema en conversaciones sencillas. 2, 3</li> <li>• Identifico el propósito de un texto oral. 2</li> <li>• Muestro una actitud respetuosa y tolerante cuando escucho a otros.</li> <li>• Utilizo estrategias adecuadas al propósito y al tipo de texto (activación de conocimientos previos, apoyo en el lenguaje corporal y gestual, uso de imágenes) para comprender lo que escucho. 2, 3</li> <li>• Comprendo el sentido general del texto oral aunque no entienda todas sus palabras. 1, 2, 3</li> <li>• Me apoyo en el lenguaje corporal y gestual del hablante para comprender mejor lo que dice. 3</li> <li>• Utilizo las imágenes e información del contexto de habla para comprender mejor lo que escucho. 3</li> </ul>	<ul style="list-style-type: none"> <li>• Identifico palabras clave dentro del texto que me permiten comprender su sentido general. 1, 2</li> <li>• Identifico el punto de vista del autor. 2</li> <li>• Asumo una posición crítica frente al punto de vista del autor.</li> <li>• Identifico los valores de otras culturas y eso me permite construir mi interpretación de su identidad.</li> <li>• Valoro la lectura como un medio para adquirir información de diferentes disciplinas que amplían mi conocimiento.</li> <li>• Utilizo variedad de estrategias de comprensión de lectura adecuadas al propósito y al tipo de texto. 2</li> <li>• Analizo textos descriptivos, narrativos y argumentativos con el fin de comprender las ideas principales y específicas. 2</li> <li>• Hago inferencias a partir de la información en un texto. 2</li> <li>• En un texto identifico los elementos que me permiten apreciar los valores de la cultura angloparlante. 2, 3</li> <li>• Comprendo variedad de textos informativos provenientes de diferentes fuentes. 2</li> </ul>
<p><b>Referencias</b></p>	
<p><b>COMPETENCIAS COMUNICATIVAS</b></p>	
<p>① Competencia lingüística      ② Competencia pragmática      ③ Competencia sociolingüística</p>	

**Figure 5.** Basic standards tenth and eleventh grades (B1.2).



Escritura	Monólogos	Conversación
<ul style="list-style-type: none"> <li>Estructuro mis textos teniendo en cuenta elementos formales del lenguaje como la puntuación, la ortografía, la sintaxis, la coherencia y la cohesión. 1, 2</li> <li>Planeo, reviso y edito mis escritos con la ayuda de mis compañeros y del profesor. 1, 2</li> <li>Expreso valores de mi cultura a través de los textos que escribo. 2, 3</li> <li>Escribo diferentes tipos de textos de mediana longitud y con una estructura sencilla (cartas, notas, mensajes, correos electrónicos, etc.). 1, 2, 3</li> <li>Escribo resúmenes e informes que demuestran mi conocimiento sobre temas de otras disciplinas. 1, 2</li> <li>Escribo textos de diferentes tipos teniendo en cuenta a mi posible lector. 1, 2, 3</li> <li>Valoro la escritura como un medio de expresión de mis ideas y pensamientos, quién soy y qué sé del mundo.</li> <li>Escribo textos a través de los cuales explico mis preferencias, decisiones o actuaciones. 1, 2</li> <li>Escribo textos expositivos sobre temas de mi interés. 1, 2</li> </ul>	<ul style="list-style-type: none"> <li>Narro en forma detallada experiencias, hechos o historias de mi interés y del interés de mi audiencia. 1, 2</li> <li>Hago presentaciones orales sobre temas de mi interés y relacionados con el currículo escolar. 2, 3</li> <li>Utilizo un vocabulario apropiado para expresar mis ideas con claridad sobre temas del currículo y de mi interés. 1, 2</li> <li>Puedo expresarme con la seguridad y confianza propios de mi personalidad.</li> <li>Utilizo elementos metalingüísticos como gestos y entonación para hacer más comprensible lo que digo. 2, 3</li> <li>Sustento mis opiniones, planes y proyectos. 2</li> <li>Uso estrategias como el parafraseo para compensar dificultades en la comunicación. 2</li> <li>Opino sobre los estilos de vida de la gente de otras culturas, apoyándome en textos escritos y orales previamente estudiados. 2, 3</li> </ul>	<ul style="list-style-type: none"> <li>Participo espontáneamente en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo. 1, 2</li> <li>Respondo preguntas teniendo en cuenta a mi interlocutor y el contexto. 1, 2</li> <li>Utilizo una pronunciación inteligible para lograr una comunicación efectiva. 1, 3</li> <li>Uso mis conocimientos previos para participar en una conversación.</li> <li>Describo en forma oral mis ambiciones, sueños y esperanzas utilizando un lenguaje claro y sencillo. 1, 2</li> <li>Uso lenguaje funcional para discutir alternativas, hacer recomendaciones y negociar acuerdos en debates preparados con anterioridad. 2</li> <li>Utilizo estrategias que me permiten iniciar, mantener y cerrar una conversación sencilla sobre temas de mi interés, de una forma natural. 1, 2</li> </ul>

**INGLÉS**

### *Courses*

The supervising teacher is in charge of guiding two grades at the school: tenth & eleventh, each grade has 4 groups named by numbers, this means "10-2, 10-3, 10-4, 10-5", and "11-1, 11-2, 11-3, 11-4", each group has three English hours per week and has an approximate of 30 students; besides all the courses belong to the morning shift established by the educational institution.

### *Schedule*

*Table 2. Supervisor's schedule.*

Teacher: VIVIAN ZURIMA CALDERÓN PÉREZ						
	1	2	3	4	5	6
MONDAY	<b>10-5</b> 6: 00-6:55	<b>10-5</b> 6:55-7: 50	<b>11-3</b> 7:50-8:45	<b>10-2</b> 9:15-10:10	<b>11-4</b> 10:10-11:05	<b>11-1</b> 11:05-12:00
TUESDAY	<b>11-3</b> 6: 00-6:55	<b>10-3</b> 6:55-7: 50	<b>11-1</b> 7:50-8:45	<b>10-4</b> 9:15-10:10	<b>10-5</b> 10:10-11:05	
WEDNESDAY	<b>11-4</b> 6: 00-6:55		<b>11-3</b> 7:50-8:45	<b>11-2</b> 9:15-10:10	<b>10-3</b> 10:10-11:05	<b>10-3</b> 11:05-12:00
THURSDAY			<b>10-2</b> 7:50-8:45	<b>11-2</b> 9:15-10:10	<b>11-1</b> 10:10-11:05	<b>10-4</b> 11:05-12:00
FRIDAY	<b>11-2</b> 6: 00-6:55	<b>11-4</b> 6:55-7: 50			<b>10-4</b> 10:10-11:05	<b>10-2</b> 11:05-12:00

Table 3. Trainee teacher's schedule on secondary school.

Pre-service teacher: DAINNY JHOANA CARRILLO GUTIÉRREZ						
	1	2	3	4	5	6
MONDAY	<b>10-5</b> 6:00-6:55	<b>10-5</b> 6:55-7:50		<b>10-2</b> 9:15-10:10		
TUESDAY		<b>10-3</b> 6:55-7:50		<b>10-4</b> 9:15-10:10	<b>10-5</b> 10:10-11:05	
WEDNESDAY					<b>10-3</b> 10:10-11:05	<b>10-3</b> 11:05-12:00
THURSDAY			<b>10-2</b> 7:50-8:45			<b>10-4</b> 11:05-12:00
FRIDAY					<b>10-4</b> 10:10-11:05	<b>10-2</b> 11:05-12:00

Table 4. Trainee teacher's schedule on primary school.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FOURTH GRADE			<b>40-1</b> 1:00- 3:00		
FIFTH GRADE		<b>50-2</b> 3:30-5:30			

## **Technological level**

### ***Connectivity***

By means of this observation, it was possible to verify that the school has several computer rooms with connection to the internet given that the SENA institution offers certain courses based on agroindustry and agriculture level focused on educating students for the transformation of the environment, concerned with the cohesion, continuity and progress of the social joint emphasizing the ethical aspect, which means that a good internet connectivity is required inside the school for learners to be able to develop their classes.

### ***Access and use of platforms***

The access and use of educational platforms within the learning process is limited because the majority of the students come from Rural areas, and thus they find certain connection difficulties in the way they do not have the optimal technological equipment at their home to use virtual tools such as *Google classroom*, *Google Meet*, *Zoom*. Therefore, easier access alternatives such as creating WhatsApp groups are adopted given to the fact that its use from the cell phone is more accessible and it consumes less data than employing other online platforms; in addition, it is a social media very practical to use and where pedagogical content is shared during the classes in an easy manner.

### ***Development and interaction duration***

The duration of the interaction with each of the English classes at the Concentración de Desarrollo Rural school is one or two hours a day depending on the teacher academic schedule. It should also be noted that each course has a number of three English hours per week through

which the educator explains the topic in depth and proposes guides so that learners work in class with the help of the teacher who orients their academic activities.

### ***Description of the used digital resources***

The most widely used digital resource for having communication with the students at the school corresponds to WhatsApp given that it is easy to have access to it from cell phones. On the other hand, it is worth mentioning the adaptability and willingness of the English educators to be attentive to their students during the development of the classes, which are being developing under a traditional way, it means employing the physical resources found in the English classrooms such as a board, and a small library equipped with useful books that can be used for the development of the class.

### **Population level and target population information**

#### ***Number of students***

The number of students enrolled in tenth and eleventh grade courses are based on the existing groups (10-2, 10-3, 10-4, 10-5 / 11-1, 11-2, 11-3, 11-4). Therefore, it can be inferred that there are approximately 220 students in total distributed in each of the groups presented above.

#### ***Gender***

The different student groups existing in tenth and eleventh grade at the Concentración de Desarrollo Rural school comprise a mixed student community.

### *Age*

The age of tenth and eleventh grade students ranges from 14 to 16 years. Nevertheless, it is possible to find older students in each of the English courses having an age of 17 years or more.

### *Language level*

Considering the basic standards proposed by the Ministry of Education, for the tenth and eleventh grade, the student's language level must be B1.2. However, it is found that most of the learners have an A1 language level which could be explained by the great difficulties imposed by the health emergency that forced students to work autonomously without someone by their side to guide them and resolve their doubts.

### *English teacher staff*

The English teaching staff at Concentración de Desarrollo Rural high school is made up of three English educators who are in charge of educating students belonging to the main secondary campus.; likewise; it is important to emphasize that the academic level of the English teacher corresponds to bachelor's degrees and specializations. Finally, is worth highlighting that primary students do not have an English teacher; therefore, the classes are taught by the teachers in each of the courses.

*Table 5. English staff at CDR school.*

<b>ESP. VIVIAN ZURIMA CALDERÓN PÉREZ</b>	Main campus English teachers
<b>LIC. FREDDY YESID PARRA GOMEZ</b>	
<b>LIC. LUIS HELY TORRES RAMIREZ</b>	

### *Administrative staff*

The administrative staff inside the institution is organized thus: head of the educative institution, the principal Emperatriz Montes Ovalles, who is on the top of the administrative component and the person who authorizes and gives organization logistically and academically the high whole school. The principal functions, and the committees are ensued by the academic coordinator and the coexistence coordinator of the institution, who supervise and coordinate the fulfillment of the students and of all the people who cooperate in the learning and organization process in the Concentración de Desarrollo Rural high school.

*Table 6. Administrative staff at the CDR school.*

NAME	ROLE THEY PLAY AT SCHOOL
<b>EMPERATRIZ OVALLES</b>	Rector
<b>DANIEL GUERRERO</b>	Academic coordinator
<b>URBANO BARRETO</b>	Coexistence coordinator

### *Parent's community*

Concentración de Desarrollo Rural educational institution currently brings together a community of parents who actively participate in the academic and administrative processes that take place at the school during the academic year; besides, those individuals have the opportunity to occupy positions within the board of directors and the parents' council; all guided under the intention of building a more equitable, inclusive education model for all learners belonging to this educative community.

### **Chapter III: Pedagogical and Research Component**

#### **Implementing comics to foster writing skills and vocabulary on 10th grade English Course at Concentración de Desarrollo Rural high school**

##### **Introduction**

Education has been facing a series of transformations over time adjusted to internal and external politics in the classroom, and despite the changes presented in the educational field. English teaching in Colombia continues to be a worrying situation since there are several problems that prevent the implementation of educational plans that develop English classes in an optimal way. This idea can be explained from the basic learning rights (DBA), implemented by the Ministry of National Education (MEN), which has as a main purpose to guarantee the right to education to all population as a response to the society demands for the quality of education system. Nevertheless, it is not easy to accomplish these learning purposes given that the level of English in Colombia is very low, having as a major problem the shortcomings in the educational system, starting with the lack of trained teachers who are able to find innovate methodologies or strategies to teach English as a second language that help students to learn in an interactive way, as well as the lack of available pedagogical resources for language teaching such as (English laboratories with electronic board and other audiovisual elements).

In accordance with the previous information, it is found the national tests, which also show poor performance in the area of language; for example, the results of the ICFES test for the year 2020 indicate that students expose problems such as the lack of pertinent and adequate discursive strategies to write a text, including the inability to recognize the micro and

superstructural organization that a written text must follow to achieve its coherence and cohesion (ICFES, 2020). In addition to this, it is possible to detect that today due to the great impact of virtuality in the teaching process, students have faced different learning barriers such as the acquisition of vocabulary and development of their writing skills, which has its explanations in the little guidance provided by the educators for students to have an adequate teaching of English. Therefore, the present project focused on the creation of comics emerged as an ideal resource to address the writing skills difficulties and the monotonous methodologies adopted at this moment for the acquisition of vocabulary; Therefore, it can be said that with the implementation of this pedagogical project was possible to found different work alternatives for students to have a more meaningful learning of English.

### **Problem**

After conducting 8 classroom observations at 10th and 11th grade groups at the Concentración de Desarrollo Rural educational institutional, it was identified that students have a low-level writing in the way they are not able to express their emotions, thoughts, or experiences through writing; besides, the majority of learners convey frustration when they are asked to produce short sentences as they do not have a basis to write; hence, a main consequence of all this is the little vocabulary that students have about the language given that for students to acquire vocabulary and structure must do it in an isolation manner; without orienting the functional or contextual component of writing in English.

In addition, the trainee teacher was able to verify that another factor linked to problems in learning English has to do with the absence of adequate teaching strategies adopted inside the classroom for motivating students to start their writing process given that teachers continue to use traditional mediations that fail to catch the students' attention on the art of writing.

Dictations, transcription of texts, writing of stories with topics unrelated to the interests of the students, are activities mechanics that are repeated every single day in the educational schools, where the student's role is to stay during their whole classes seated on their chairs looking at the teacher writing on the blackboard. In relation to this, the use of the mother language when speaking in class is remarkable, which is an obstacle for advancing on the language learning.

Bearing in mind the previous information, it is possible to state the great need for providing students with pedagogical strategies that help them improve their writing skills and vocabulary acquisition. That is why, in order to fill the gaps found in learning English, the implementation of comic strips in English was proposed as a way of enhancing writing skills and reinforce the acquisition of vocabulary in learners by making an attempt to include new pedagogical resources into the English class.

## **Justification**

Writing is a complex process that needs practices and skills from students who need to find the appropriate topics and ideas that will be poured into their writing, which might be cohesive, logical, clear, interesting, and properly organized (Jacobs, 1981). In view of this, the implementation of comics to improve writing skill and the acquisition of new vocabulary must be part of fundamental strategies adopted by English teachers in class for encouraging learners to engage actively in the learning process. Furthermore, the use of comics within the English classroom motivates and energizes English classes, allowing a more entertaining and therefore significant learning. In relation to this, Sanchés & Guzman (2012) point out that "the use of comics as a learning strategy allows the active participation of students since this type of tool stimulates the imagination and at the same time it questions values, provoking inner emotions"(p.9).

Additionally, it is pertinent to highlight the great help the comics are for the acquisition of new vocabulary in any language thanks to the combination of the verbal and the sequential picture narration beyond the traditional grammatical content. To reinforce this idea, Orlaineta & al (2012) ensure that the use of comics increases vocabulary and reinforces the critical and interpretive sense of students. Thus, this proposal involves the comics to help students enhance their writing skills and also extend their vocabulary, those that are affected by the fear of making mistakes when communicating in a second language as the case of English.

## **Objectives**

### **General objective**

- To foster writing skills and vocabulary acquisition through the implementation of comics.

### **Specific objectives**

- To establish the use of comics to tenth grade students as a strategy to enhance their writing skills and vocabulary level.
- To involve students in their learning process through the use of the comics.
- To know the students' perceptions of learning English through the creation of comics.

## **Research Questions**

For addressing the problem behind this pedagogical project, it is necessary to ask the following questions.

1. How does the implementation of comics enhance tenth-grade students' writing skills and vocabulary acquisition?
2. How does the integration of comics facilitate students' writing skills in their English learning process?
3. What considerations students present about fostering writing skills by designing comics as a way to improve their English writing skills?

## **Theoretical framework**

In this space, the main basic concepts and theories related to the theme of this proposal will be exposed with the objective of better understanding and contextualizing the idea of this educational research. In this sense, it is proposed the following organization: comic, creativity,

### ***Comics***

From the point of view of Ozdemir & Ertugrul (2017), comics are good tools to enhance students' English skills, specially writing skills because comics make learning an entertaining activity as well as increase students' creativity and interest in learning. Along the same lines, Ludín & Moreno (2016) argue that the use of comics as a pedagogical tool to improve textual production makes students the main protagonists of meaningful learning and generate new knowledge in different academic areas. In other words, comics are a good tool to obtain better writing results.

### ***Comics as an Educational Resource***

Everybody knows that motivation is fundamental in teaching English; therefore, a way to stimulate students' attention is bringing amazing and new elements into the classroom. It is why, Csabay (2006) highlights the need to include comics in the English classes given to the fact that they have same effect as using games in teaching-learning process since they also bring a joyful atmosphere in class.

Additionally, Csabay (2006) exposes that it is easier for students to learn a language when they use a coherent organization in a story, instead of using divided sentences. The author also affirms that learners can easily create a written text if there is a logic order, which can be found in comics.

### ***Creativity***

Regarding this concept, Betancourt (2000), states that this ability is composed of cognitive, affective, intellectual components, which through a creative atmosphere is manifested to generate new ideas and new projects making use of our imagination, our creative and critical thinking. That is why, it is important to give opportunities to students for the development of creativity using imagination and experimentation in the creation of action projects.

### ***Imagination***

A definition of this notion is provided by Vygotsky (1930), who claims that the imagination involves feelings that manifest a person truly experiences; besides, in the opinion of this author, the most principle that formulates the operation of the imagination is contingent on the richness and wideness an individual's experience because "imagination always builds using materials supplied by reality" (p.23).

### ***Writing skill***

Writing is not an easy task, especially when it involves a foreign language; thus, it is necessary that the efforts of the pedagogical processes that are implemented can address the development of linguistic skills and the proper use of the language. Based on this idea, Langen (2010) defines writing skill as "a technical competence to arrange and produce written form in which the writer uses certain conventions of variables of linguistic aspects (word spelling, sentence structure, punctuation) to express an idea, a thought, an opinion, and a feeling so that people, as readers, can understand" (p.21).

### ***The cognitive process of writing***

Taking as a reference the author Jean Piaget (1896), the ability to write is learned through formal instruction rather than through natural acquisition processes. In contrast to the ability to speak, it is found that this ability requires a greater number of prior knowledge, this means that the writer must know how to use various orthographic forms, the lexicon, the syntax and the morphemes given that writing is essentially a form of thinking, requiring mental effort and engagement from the learner.

### ***The Role of Teacher in Writing***

Teaching is not only transferring knowledge from teachers to students, but educators must be aware what students experience while facing the learning process. Therefore, Ariana (2010), considers that the enhancement of the writing skills requires the teacher's guidance to avoid the construction of erroneous knowledge.

### ***Vocabulary acquisition***

According to Chapelle (2006) "the significance of vocabulary acquisition as a far-reaching and educative element in the second language learning" (p.09). Moreover, the author mentions that the acquisition of vocabulary enables the learner to create a connection between words and language meanings without any hassle. Another idea is supplied by Coady & Huckin (1997), who state that "words are signs for ideas that foster ideas connection, showing language articulation in any language skill" (p.71).

## Literature review

This section presents a variety of studies that have made important contributions to the research topic, which concerns the importance of situated comics as learning tools in the EFL classroom. It should be mentioned that in order to clarify the author's point of view, initially the title, author and place of execution will be mentioned, followed by a brief description of the contributions and results they represented in each of their research proposals.

The first remarkable research study considered for this proposal is entitled "The comic: where image and word are reconciled: Didactic Material aimed at middle school students", conducted by Nenen (2016), which emphasizes in the importance of reading comprehension and writing skills in school contexts, where pedagogical resources are not enough to make students feel motivated to read and write. Therefore, the author, in the results section revealed that the comic strip allows students to express their ideas and feelings in a creative way, being this a great tool for students to create their own universe during the execution of writing practices. The findings of this study also allow to recognize a good strategy of implementing comic strips in English classes using a two-staged process. The first phase, in which the educator should provide learners enough theoretical supports about comic strips; and a second stage, where learners are required to apply the previous knowledge in which not only reading comprehension would be enriched but also writing skills in the way students should produce and present their own comic strips. In other words, the previous research is pertinent for the current study as it demonstrates the comic as a useful resource to improve the environment of writing in an English classroom.

Another important research for this study was carried out by Evaristo (2017), who searched to show the influence that comic strips have on students' vocabulary levels. To meet this objective, it was necessary to do a comparison between the results of an English test applied (at the beginning and at the end) to two control groups. It must be also said that the first one had comic strips as a resource to increase vocabulary levels and the other group did not follow any strategy; therefore, the results obtained exposed a considerable difference between both groups. On the one hand, it was found that the first control group showed an improvement in regard to vocabulary levels while the other group remained on the same level, they had during the first stage of the process. Finally, from this study it is essential to highlight that comic strips have a positive impact not only when learning vocabulary in an EFL classroom but also when writing in general given that students consider it as an innovative and very attractive tool when creating written texts.

Similarly, Muhajirin (2018) developed quantitative research aimed at demonstrating the importance of using comics to develop students narrative writing skills. To arrive at these results, the author had first gone through several stages of planning, implementation, observation, reflection until putting the students in the real writing process, where an average percentage of students achieved 74.4% of the writing skill and 79.9 % increased their motivation to write. Likewise, the general outcomes of this study proved that the use of comic strips is effective not only to develop learners' writing skills but also it helps to enhance their motivation given that comics use a range of combination of images that capture students' attention. Additionally, the author appeals to teachers to use comic in their classes for making students feel interested and comfortable in learning and in putting into practice their writing skills.

On the other hand, Hernandez (2019) investigated the comic in the teaching of writing: An experience with seventh high school students from Floridablanca. This study is based on a qualitative research methodology, which involved a written diagnostic test that allowed the researcher to identify weaknesses in the written competence of a group of seventh grade students. Based on this information, the author was able to determinate that this situation has caused a high percentage of the student population not to produce quality texts and to present low levels of performance in Saber tests in the area of language. Thus, the author saw the need to implement a teaching resource that would enable the strengthening of writing skills. In that case, the use of comics was proposed as the main resource to stimulate the didactics of writing and thereby address problems related to spelling and accentuation. It is pertinent to note therefore the application of a didactic sequence through which a conscientious exercise was observed in each of the students regarding how their writing process was strengthened, allowing the author to conclude that integrating comics in the didactics of writing can improve students learning, since its structure is more attractive and flexible, which favors the understanding of the rules of writing and facilitates the cohesion of written productions.

Finally, Rojas & Tejada (2015), conducted a study which aimed at describing and analyzing the world of students through comics in the classroom. This is why at first an approach to comics, its history, components and image language is made. Then, the possibilities of comics in the classroom are resumed. In a third moment, the work proposal is exposed within the classroom, making a short contextualization of the students participating in the experience and having in a fourth moment, the findings related to the narrative, reflexive and purposeful formation that occurs in the production of comics in the classroom. According to the authors, this study provided a space for young people to relate and represent their experiences from a critical,

reflective and purposeful perspective, making them recognize comics as a space for the narration of their daily lives in the teaching and learning processes in the classroom. This also generated an impact on learners training by elaborating social and cultural situations from their own context, which facilitated textual production from a real environment.

### **Pedagogical Methodology**

The methodological design of the present pedagogical project is based on the contributions made by two main authors given that reading and writing skills are both required at the same time for the integration of this project in the classroom. On the one hand, it is Paul (2000), who proposes three stages for having a proficient level of reading comprehension. These are pre-reading, while-reading and post- reading. Regarding the first one, the author claims that it is important to prepare students for what they are going to read, and an effective way to do this is by asking questions aimed at activating previous knowledge towards reading. In the second step, the author suggests therefore to motivate the students to use all their analytical skills that allow them to draw conclusions based on what they have read. While in the last stage, the idea is to make students to practice speaking by different activities in which them can connect what they have read with their own ideas and experiences.

Similarly, Harmer (2004) proposes five steps for creating written texts and that are essential in learning another language. Those are brainstorming that consists of gathering ideas about the topic to be considered in the writing. Drafting that seeks to write down all this range of ideas and thus create an initial composition. Revising, which aims at improving the content presented in the written work; likewise, the editing stage is found, where learners correct errors linked to grammar, spelling, and morphosyntax for reaching the last step that is publishing, where the last version of the written production is shared.

Taking as reference the information presented above, it is pertinent to mention that this project implements the same work dynamics. At first, the reading of the comic is carried out by following the three reading stages (pre-reading, while-reading and post reading) suggested by the author Paul (2000) so that students at first understand the theme behind the comic, and then they proceed to create their own comic strip by considering the five writing stages (prewriting, drafting, revising, editing, and publishing) provided by Harmer (2004).

On the other hand, it is found certain strategies for teaching vocabulary adopted by the same author Harmer (2010), which will be adopted for implementing this pedagogical proposal.

### ***1). Using Realia***

This first technique suggests to the teacher to convey the meaning of a word by showing the real thing to the students so that they can easily understand the meaning of such word.

### ***2). Showing Pictures***

If the educator plan to teach about professions, he can use flashcards which show the kinds of professions such as the picture of doctor, police etc.

### ***3). Mime, Action and Gesture***

In that context, the teacher can use mime, action and gesture to easily explain the meaning of a word to the students. For example, when he needs to convey the meaning of verb, such as walk, run, jump, cry etc.

#### **4). *Contrast***

In this technique, the teacher can explain the meaning of a word by contrasting that word with its opposite. For example, the word “lazy” is contrasting with the word “diligent”.

#### **6). *Enumeration***

This technique is very useful for those teachers who find difficulties in explaining a certain word. For example, when the teacher wants to explain the meaning of the word “transportation”, the teacher can enumerate a number of transportations such as bus, motorcycle, car, etc.

#### **7). *Explanation***

This technique focuses on giving explanation about the meaning of the words. For instance, if the teacher wants to introduce the word “scissors”, he can explain by using sentence like a tool for cutting paper.

#### **8). *Translation***

This last strategy is adopted in class when a word is really difficult to be understood by the students; thus, the teacher requires translate that word into the students’ mother tongue.

The following table corresponds to the pedagogical planner model used in the creation of the workshops according to the methodology proposed by these two authors previously mentioned, who propose certain stages for working on written comprehension and written production skills.

Table 7. Pedagogical Planner model based on the Harmer (2004) methodology.

WEEKLY PLANNER - RESEARCH PEDAGOGICAL PROJECT				
Name of the project:				
Educational School:	Trainee teacher's name:	Date:	Course:	
Supervisor:	Tutor:	Time:	Topic:	
Name of the Comic N°:				
Communicative objective:				
Linguistic objectives:				
Socio-cultural objective:				
CLASS METHODOLOGY ACCORDING TO PAUL (2000), AND HARMER (2004)				
READING AND WRITING PROCESS	STAGES DESCRIPTION	MATERIALS	SKILL	TIME
<i>Pre- reading</i>				
<i>While- reading</i>				
<i>Post- reading</i>				
<i>Brainstorming</i>				
<i>Drafting</i>				
<i>Revision</i>				
<i>Editing</i>				
<i>Final product</i>				
EVIDENCES				

## **Implementation of the pedagogical project**

It is important to remark that this project was implemented as planned in the chronogram of activities; besides, it was focused on the main grammatical subjects explained in class, which means that the different topics covered in class were also reflected in the comic strips created by the learners. Based on this view, this section of the project is intended therefore to give a general description of each of the workshops that were possible to develop throughout the implementation of this pedagogical project.

### ***Workshop N°1: Presentation of the project in class by considering Condorito Comic strips!***

During the first week of the practicum stage, the trainee teacher made in each of her classes the respective presentation of the pedagogical project to be implemented during a period of time of 10 weeks. It should also be mentioned that for this presentation, the pre-service teacher explained the name of the project, its objectives, methodology to be adopted in the English class, which focuses on the implementation of comics to foster writing skills and vocabulary. In addition to this, an informed consent letter was read by the trainee teacher, in which the students were informed of the existence of the project as well as the confidentiality and privacy that this type of activity requires.

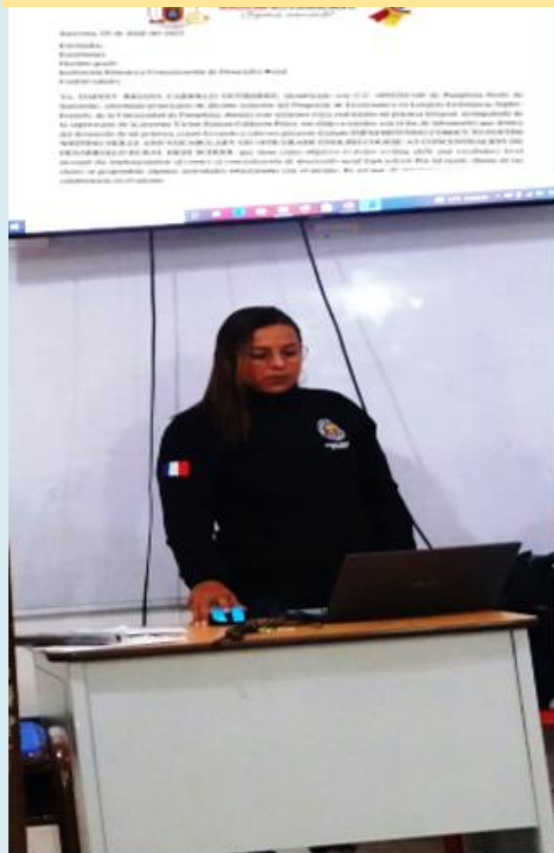
Additionally, some activities based on Condorito comic strips were carried out in order to know the prior knowledge of the students as well as their perceptions about the use of comics in the learning process given that in this way the pre-service teacher gained ideas when choosing a particular topic for the creation of comics strips. Below are some photos of the presentation of pedagogical project already implemented in four groups of the tenth grade.

**Figure 6.** Presentation of the project.

**Presentation of the Project to the students**



**Reading of the informed consent letter**



**Introduction to the comic and its elements**



*Activities implemented during the intervention*



Table 8. Pedagogical - Research Planner- presentation of the project in class.

Course: 10 <sup>th</sup>		Level: A1		Classroom: 09	
Date: Tuesday, April 5th, 2022		Pre service teacher: Dainny Jhoana Carrillo Gutiérrez			
Supervisor: Vivian Zurima Calderón Pérez		Tutor: Mayeini Katherine García Parada			
Time: 45 minutes		Name of the project: Implementing comics to foster writing skills and vocabulary on 10th grade English Course at Concentración de Desarrollo Rural high school			
Name of the comic: Condorito Comic strip					
Linguistic objective: <ul style="list-style-type: none"><li>▪ To know the pedagogical project.</li><li>▪ To learn about the features and structures that are found in comics.</li></ul>		Communicative objective: <ul style="list-style-type: none"><li>▪ To tell the story of a comic.</li></ul>		Socio-cultural objective: <ul style="list-style-type: none"><li>▪ To learn the different comics that exist in Anglophone countries.</li></ul>	
Stages	Description of activity	Time	Skills	Materials	
Presentation of the project	The pre-service teacher will introduce the project to the leaners through a power point presentation by showing them certain general aspects such as the name and objectives of the project.	5 min	Speaking  Reading	Slides	
Letter of project presentation	The trainee teacher will read the students' informed consent for they to know the reason why they are going to participate in the project.	5 min	Reading	Informed consent letter	
An Introduction to Comic followed by a reading of a story	-At this stage, the pre-service teacher will ask the students some questions like: what comics are about and how they are structured. Moreover, the learners will be asked if they had ever read any comics. Once the learners presented their ideas, the teacher in training will explain in dept what a comic is about and what are the main elements that are required to be taken into account at the moment of its creation. -On the other hand, the pre-service teacher will suggest to the students the	20 min	Speaking    Reading	-Slides Condorito Comic Strip <a href="https://historietas.net/tiras-comicas-de-condorito/#gsc.tab=0">https://historietas.net/tiras-comicas-de-condorito/#gsc.tab=0</a>	

	<p>reading of a comic strip called “A color” by Condorito, with the purpose that they know the whole story and be able to answer certain questions such as <i>what do you perceive in the comic? who are the characters involved in the story? what do you think is the main theme of this comic strip?</i></p> <p>-Additionally, the trainee teacher will present to the learners a British comic strip named “Censored” by doctor poo so that students make a comparison between these two comic strips and give their points of view considering the similarities and differences found in each of them. After that, the pre-service teacher will share important details from these two comics with all the students.</p>			<p><i>Doctor Poo Comic Strip</i></p> <p><a href="https://www.skittercomic.com/">https://www.skittercomic.com/</a></p>
<b>Exercises</b>	<p>-In this last stage, the pre-service teacher will propose the development of certain activities for students to put into practice what they have learned about Condorito comic strip. The first activity consists of watching a two-minute-long video about the most popular Condorito comic strips. Afterwards, students will be required to choose the comic strips that most caught their attention from this author, then write them in the notebook and give their reasons orally why these comic strips are their favorites.</p> <p>-On the other side, an online activity will be implemented based on the main characters of Condorito Comic strips. To develop such exercise, the pre-service teacher will enter the wordwall page and then invite the learners to match each character with their correct name.</p> <p>-Finally, the trainee teacher will introduce the learners a Condorito comic strip called “The complaint”. It is important to mention that this comic strip does not have the last picture that indicates the end of the story. Therefore,</p>	15 min	<p>Listening</p> <p>Writing</p> <p>Speaking</p>	<p><i>The most popular Condorito Comic Strips</i></p> <p><a href="https://youtu.be/4fpmxayv3AI">https://youtu.be/4fpmxayv3AI</a></p> <p><i>Online Activity</i></p> <p><a href="https://youtu.be/4fpmxayv3AI">https://youtu.be/4fpmxayv3AI</a></p> <p><a href="https://wordwall.net/es/embed/c81777d8bd3b47a29c25c65bd2c86ca9?themeId=2&amp;templateId=3&amp;fontStackId=0">https://wordwall.net/es/embed/c81777d8bd3b47a29c25c65bd2c86ca9?themeId=2&amp;templateId=3&amp;fontStackId=0</a></p>

	students will need to think of an ending to complete the comic story.			
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### ***Workshop N°2: Exchanging personal information-Present simple!***

The pre-service teacher applied the first planning intervention during the third week of the integral practicum; however, this was not fully completed until the 4<sup>th</sup> of April. It is also worth mentioning that the workshop was based on the explanation of the present simple, where the objective was not only to encourage writing skills and vocabulary acquisition but to learn the topic considering the affirmative, negative and interrogative form as well the conjugation rule of the verbs for the third person of the singular by making use of a comic founded on personal information in the present simple given that the main theme behind the comic to be created was the exchange of information between people. It can be said therefore that this implementation was successful at the moment of learning English in the four linguistic skills (reading, listening, writing and speaking); besides, learners were very active and participative during the development of the session, what made them learn something new. Below it is possible to find certain pictures of the pedagogical implementation carried out to one of the fourth groups of the tent grade of which the trainee teacher is in charge of; besides, in order to explore each of the comics strips created by the learners, [go to the part of annexes from 5 to 10.](#)

*Figure 73. Pedagogical - Research - Implementation of the Comic N° 1*

*Explanation of the present simple tense*



*Comic reading process*



## WEEKLY PLANNER - RESEARCH PEDAGOGICAL PROJECT

**Name of the project:** Implementing comics to foster writing skills and vocabulary on 10th grade English Course at Concentración de Desarrollo Rural high school

<b>Educational School:</b> Concentración de Desarrollo Rural (CDR)	<b>Trainee teacher's name:</b> Dainny Carrillo Gutiérrez	<b>Date:</b> Second week / from March 29 <sup>th</sup> to 4 <sup>th</sup> April	<b>Course:</b> 10 <sup>th</sup>
<b>Supervisor:</b> Vivian Calderón Pérez	<b>Tutor:</b> Mayeini Katherine García Parada	<b>Time:</b> 120 minutes	<b>Topic:</b> Present simple tense

**Name of the Comic N°1:** Exchanging personal information

<b>Communicative objective:</b>	To describe personal information by the creation of a comic strip
<b>Linguistic objectives:</b>	-To learn and understand the present simple considering the affirmative, negative and interrogative form using a comic -To recognize the elements and structures that make up a comic
<b>Socio-cultural objective:</b>	-To know people's personality and what makes them different from others.

### CLASS METHODOLOGY ACCORDING TO PAUL (2000), AND HARMER (2004)

READING AND WRITING PROCESS	STAGES DESCRIPTION	MATERIALS	SKILL	TIME
<b>Pre- reading</b>	<p>-In this first phase, the pre-service teacher will present a general explanation of the present simple tense in English by using slides. Additionally, certain exercises to know the use of the present simple and structure starting from the verb to be will be taken into consideration.</p> <p>-On the other hand, the trainee teacher will show the learners a comic in order to first identify the elements and structure of it; at the same time, students will be asked certain key questions such as:</p> <ol style="list-style-type: none"> <li>1. What do you perceive in the comic?</li> <li>2. Who are the characters involved in the story?</li> <li>3. What do you think is the main theme of this comic strip?</li> </ol>	<p>-Slides, computer</p> <p>- A comic strip based on personal information</p>	<p>Grammar</p> <p>Speaking</p> <p>Reading</p>	25 min

	-Once the learners have shared their ideas, they will need to read the whole comic and underline the unknown words to be explained later through pictures by the teacher in training.			
<b>While- reading</b>	-In this stage, a general reading of the comic will be carried out for students to understand the story exposed in the comic, and also to practice the right pronunciation of the words. -In a second section, the learners will be required to answer questions such as: 1. <i>Who are the characters presented in the comic?</i> 2. <i>What nationality are they?</i> 3. <i>Why did the girl travel to Colombia?</i> 4. <i>What do the boy's parents do?</i> 5. <i>What is the perception of the boy towards his family?</i>	<i>Slides</i>	Reading	5 min
		<i>Comic picture</i>	Speaking	
<b>Post- reading</b>	-At this stage the teacher will put the students in context by answering and correcting the questions discussed in the previous stage; besides, the topic behind the comic will be revealed.	<i>Slides</i>	Speaking	5 min
<b>Brainstorming</b>	-During this session, students will be given a situation which consists of creating a comic strip based on personal information exchange between people for them to gather many ideas about it.	<i>Peace of paper</i>	Writing	10 min
<b>Drafting</b>	-In this step, learners will create an initial written composition by writing down all the ideas they have about the situation.	<i>Ideas about the situation</i>	Writing	15 min
<b>Revision</b>	-Students with the help of the trainee teacher will review and reorganize in a better way their ideas	<i>Written text</i>	Writing	15 min
<b>Editing</b>	-At this point, students will correct errors in grammar, spelling, morphosyntax in order to improve the quality of the text.	<i>Written text</i>	Writing	10 min
<b>Final product</b>	The final comic version will be shared with the pre-service teacher; besides, a grid evaluation will be implemented to assess the quality of work done by the students.	<i>Final version of the comic</i>	Writing	5 min

### ***Workshop N°3: Describing food using the Quantifiers in English!***

The second planning intervention was applied by the pre-service teacher during the fifth week of the practicum stage, whose topic was mainly focused on the quantifiers countable and uncountable nouns in English. It is also pertinent to precise that one of the objectives of this workshop was to place a special emphasis on grammar by having as reference a comic strip aiming at demonstrating a situation related to the class topic for students to expand their ideas and thus begin the writing process of their own comic grounded in the description of a special meal for a birthday party. In short, this session was very enjoyable for the students and significant learning was evidenced in the way that most of the language skills were put into practice. Below are some pictures of the intervention carried in the study group. Besides, in order to explore each of the comics strips created by the learners, [go to annex 11 to 16.](#)

***Figure 84. Pedagogical - Research Evidence – Comic Strip N°2.***



## WEEKLY PLANNER - RESEARCH PEDAGOGICAL PROJECT

**Name of the project:** Implementing comics to foster writing skills and vocabulary on 10th grade English Course at Concentración de Desarrollo Rural high school.

[illegible]

	<p>Additionally, basic examples that show the real use of quantifiers in sentences will be given by the pre-service teacher, as well as learners will ask to complete certain exercises comprising an interactive quiz by Toy story 4 Ever.</p> <ul style="list-style-type: none"> <li>▪ In a second time, the pre-service teacher will present to the learners a comic picture by which quantifiers will be identified; likewise, their structure and employ found in each sentence will be discussed with the learners.</li> </ul> <p>Likewise, based on the information exposed in the comic, students will need to answer certain basic questions. These are the following:</p> <ol style="list-style-type: none"> <li>1.What can you tell from the picture?</li> <li>2.What do you think is the theme behind the comic?</li> <li>4. What elements of the comic are presented in the picture?</li> <li>3. What are the quantifiers found in the comic?</li> </ol> <ul style="list-style-type: none"> <li>▪ After students express their ideas, they will be required to read the comic and then proceed to extract the unknown vocabulary from it to be explained with the help of images by the trainee teacher for learners to become familiar with these words and continue reviewing them at home.</li> </ul>	<p><i>-Interactive quiz by Toy story 4 Ever</i></p> <p><i>-Comic picture about quantifiers</i></p>		
<b>While- reading</b>	<ul style="list-style-type: none"> <li>▪ At this stage, learners will be invited once again to read the comic and answer specific questions with the aim of assessing overall understanding of the comic theme as well as giving students the opportunity to present their opinions and impressions in relation to the information displayed on it. The questions are as follows:</li> </ul> <ol style="list-style-type: none"> <li>1.What is the comic's communicative intention?</li> </ol>	<i>Slides</i>	<p>Reading</p> <p>Speaking</p>	10 min

	<ol style="list-style-type: none"> <li>1. What are the characters described in the comic?</li> <li>2. What is the order of the actions developed by the characters?</li> </ol>			
<b>Post- reading</b>	<ul style="list-style-type: none"> <li>At this point, the pertinent corrections of the questions discussed in the previous session will be presented by the pre-service teacher for students to know in deep the comic main theme.</li> </ul>	<i>Slides</i>	Speaking	8 min
<b>Brainstorming</b>	<ul style="list-style-type: none"> <li>During this session, students will be given a situation, which consists mainly of creating a comic strip based the description of a special food for a birthday party using the quantifiers in English explained in class by the trainee teacher.</li> </ul> <p>It is important to mention that the purpose of this phase is to brainstorm ideas about the situation to be taken and organized in a piece of paper.</p>	<i>Piece of paper</i>	Speaking Writing	15 min
<b>Drafting</b>	<ul style="list-style-type: none"> <li>At this very moment, learners will be encouraged to create an initial writing composition by presenting a general idea of the given situation and then be presented to the trainee teacher the next English class who will make comments about it.</li> </ul>	<i>General ideas of the given situation</i>	Writing	10 min
<b>Revision</b>	<ul style="list-style-type: none"> <li>The goal of this session is that students with the help of the trainee teacher review, modify, and reorganize the comic composition in its whole.</li> </ul>	<i>Comic composition in its whole to be reviewed</i>	Writing	15 min
<b>Editing</b>	<ul style="list-style-type: none"> <li>In this session, students will need to look at each sentence carefully and correct errors in grammar, spelling, morphosyntax suggested by the pre-service teacher in order to improve style and clarity in the text.</li> </ul>	<i>Writing part of the comic</i>	Writing	20 min
<b>Final product</b>	<ul style="list-style-type: none"> <li>In this last step, students will share the final comic version with the pre-service teacher.</li> </ul> <p>On the other hand, a grid evaluation will be implemented to assess the quality of work presented by the students.</p>	<i>final comic version</i>	Writing	5 min

### ***Workshop N°4: Comic Strip - Calvin and Hobbs-Modal verbs!***

This third workshop was implemented during the ninth week of the integral practicum, and whose topic was the modals verbs in English (*should, must, have to, could, will*). It is also pertinent to mention that the main objective of this final intervention was to encourage learners to be able to identify and use the modal verbs in real situations as well as to know the basic grammar structure of this type of verbs through the use of a comic strip by Calvin and Hobbs. Based on this idea, it can be said that these authors give the learners an example of a comic strip focused on the use of these verbs as a way of motivating the students to create their own comics. In summary, the development of this workshop was successful, and the majority of the students were attentive to the explanations and general information given by the trainee teacher. Below are some photos of the pedagogical implementation process; moreover, in order to explore each of the comics strips created by the learners, [go to annex 17 to 22](#).

**Figure 15.** Pedagogical - Research Evidence – Comic Strip N°3



WEEKLY PLANNER - RESEARCH PEDAGOGICAL PROJECT				
Name of the project: Implementing comics to foster writing skills and vocabulary on 10th grade English Course at Concentración de Desarrollo Rural high school				
Educational School: Concentración de Desarrollo Rural (CDR)	Trainee teacher's name: Dainny Carrillo Gutiérrez	Date: Nine week / from May 23th to 27th	Course: 10 <sup>th</sup>	
Supervisor: Vivian Calderón Pérez	Tutor: Mayeini Katherine García Parada	Time: 120 minutes	Topic: Modal verbs	
Name of the Comic N°3: Comic Strip - Calvin and Hobbs				
Communicative objective:	-After developing the session, the students will be able to identify and use the modal verbs in real situations.			
Linguistic objectives:	-To recognize modal verbs, and the basic grammar structure of this type of verbs through the use a comic strip by Calvin and Hobbs -To learn new vocabulary related to the comic strip.			
Socio-cultural objective:	To know about certain American comic books like Calvin and Hobbs.			
CLASS METHODOLOGY ACCORDING TO PAUL (2000), AND HARMER (2004)				
READING AND WRITING PROCESS	STAGES DESCRIPTION	MATERIALS	SKILL	TIME
Pre- reading	1. For beginning the class, the trainee teacher will present to the learners a series of pictures which seek principally to give them a first idea of the topic to be explained in class. After that, a general explanation of the modal verbs is continued considering the grammar structure of this type of verbs to form sentences. 2. In a second time, the pre-service teacher will show the learners a comic strip of Calvin and Hobbs linked to the topic class; besides, the pre-service teacher will share important details from these two characters well known for their funny performances in the comic strips they usually appear.	-Slides of the modal verbs (See appendix A)	Grammar	45 min
		- A comic strip by Calvin and Hobbes aiming at presenting a situation based on modal verbs	Speaking  Writing	



<b><i>Post-reading</i></b>	-At this stage the teacher will put the students in context by answering and correcting the questions discussed in the previous stage; besides, the topic behind the comic will be revealed.	<i>Slides</i>	<i>Speaking</i>	<i>5 min</i>
<b><i>Brainstorming</i></b>	-During this session, students will be encouraged to create a situation by using certain modal verbs presented in a piece of paper that the pre-service teacher will share with all learners.	<i>Peace of paper</i>		<i>10 min</i>
<b><i>Drafting</i></b>	-In this step, learners will create an initial written composition by writing down all the ideas they have about the situation.	<i>Ideas about the situation</i>		<i>20 min</i>
<b><i>Revision</i></b>	-Students with the help of the trainee teacher will review and reorganize in a better way their ideas	<i>Written text</i>		<i>15 min</i>
<b><i>Editing</i></b>	-At this point, students will correct errors in grammar, spelling, morphosyntax in order to improve the quality of the text.	<i>Written text</i>		<i>10 min</i>
<b><i>Final product</i></b>	The final comic version will be shared with the pre-service teacher; besides, a grid evaluation will be implemented to assess the quality of work done by the students ( <i>See appendix E</i> ).	<i>Final version of the comic</i>		<i>5 min</i>

### Implementation of the research project

This research project was grounded in a qualitative approach. According to Creswell (2014), the qualitative approach integrates procedures that seek to understand the social phenomenon converging in the setting. Based on this idea, it can be said that this type approach permits the researcher to understand the individual's context at learning about their surrender experiences and circumstances that emerge in the classroom setting; moreover, it contributes greatly to the description, identification and analysis of pedagogical practice itself.

### ***Design***

The current research was centered on an Action Research which is defined by Parson & Brown (2002) as a "a form of investigation designed for teachers' use, attempting to solve problems and improve professional practices in their own classrooms" (p.1). Therefore, the integration of this research design to this study allowed the pre-service teacher to better know, analyze and understand the reality in which students are immersed within a classroom, their problems, needs, capabilities, potentialities, and limitations in order to promote actions to change this reality. In other words, this method allowed the trainee educator to find out how the use of comics improves the students' writing skills.

### ***Setting***

This research project took place at the Concentración de Desarrollo Rural educational school in Saravena-Arauca. It is important to highlight that this Institution is characterized for offering a quality education to students who wish to continue their elementary studies. Moreover, the institution is divided into primary school, high school and the supplementary cycle, with almost 1200 students.

### ***Population***

Concerning the research group, they were fourth groups of tenth grade enrolled in the CDR School, that possess 12 hours of learning English per week each one in accordance to the National Education Ministry (N.E.M) guidelines. They are 240 learners in total and whose ages range between 14 to 16 years old, among them there are both males and females.

### ***Sample***

A mixed sample of 10 students was chosen from the beginning for this study; however, through the implementation of the project, four of them announced their withdrawal from it due to the short time availability to participate in the activities proposed to collect data. Therefore, the study sample was only six students. It is also important to precise that a non-probability sampling was the technique used by the researcher to select the participants, which is based on a voluntary basis aiming at promoting better participation of students who show themselves interested in the study in question and availability to participate in the research activities.

### **Instruments**

To collect data and in order to have a better insight into the objectives contained in this project and also have a deeper understanding of the problem under study, the application of the following instruments was proposed:

#### ***Participant Observation***

The participant observation was the first instrument applied for gathering data for this pedagogical project since it is one of the most useful techniques in all qualitative researches. Besides this, MARSHALL & ROSSMAN (1989) define participant observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79). In other words, researchers by applying this type of instrument can gather more reliable insights because they capture data on what participants do as oppose to what they say they do. Likewise, observations are an appropriate way to identify the performance of students in terms of writing skills and vocabulary acquisition, which were developed during their implementation.

Based on the information presented above, it can be said that the pre-service teacher has had the opportunity to successfully implement three participant observations inside the classroom, which allowed her to identify the students' performance in terms of writing skill and vocabulary acquisition as well as their perceptions about the creation of comic strips as a way of improving writing, an essential linguistic skill in the English learning process. Below is one model of the three participant observations made by the trainee teacher based on the implementation of the three pedagogical workshops to one of the fourth groups of the tenth grade. To explore the other field notes, [go to the annex section table 29-30](#)

*Table 12.Observation No.1*

PEDAGOGICAL-RESEARCH PROJECT		
<b>Project:</b> “Implementing comics to foster writing skills and vocabulary on 10th grade English Course at Concentración de Desarrollo Rural high school”		<b>Observation No.1</b>
<b>Educational Institution:</b>  Concentración de Desarrollo Rural (CDR)	<b>Trainee teacher:</b>  Dainny Jhoana Carrillo Gutierrez	<b>Date</b> (week 2): March 29 <sup>th</sup>
<b>Students:</b> 36	<b>Grade:</b> 1003	<b>Time:</b> 6:00-7:50
<b>Objective of the observation</b>	- To analyze the willingness and interest of students in learning English by the creation of a first comic strip	
<b>Objective of the class</b>	-To learn and understand the present simple considering the affirmative, negative and interrogative form by implementing a comic founded in the exchange of personal information.	
<b>Modality and organization</b>	-The class is developed under a face-to-face modality by making use of a TV for the explanation of the topic class and also for showing the comic strip to be worked on.	
CLASS OBSERVATION INSTRUMENT		

TIME	CATEROGRIES	FIELD NOTES
From 6:00 to 7:50	<b>Pre- reading</b>	<p>-During this first stage, a great interest and curiosity was evident on the part of most of the learners to know the story behind the comic projected by the trainee teacher. Moreover, the learners gave their first perceptions about the content, unknown vocabulary, elements and organization of the comic.</p> <p>-On the other hand, it is pertinent to mention that some students shared their ideas about different types of comic strips they had already read, which made the pre-service teacher feel motivated to know that there are students interested in the comic as a meaningful English learning tool.</p>
	<b>While- reading</b>	<p>-At this stage, the students were more attracted by knowing in detail the information presented in the comic strip; therefore, they asked the pre-service teacher to make an in-depth analysis of each vignette of the comic by considering the translation into Spanish of all the ideas exposed there.</p> <p>-Additionally, an active participation throughout this section was evident given that students are very open in expressing their insights; besides, the idea of reading the comic deeply and analyzing well the questions to be answered helped the learners to acquire a more significant learning.</p>
	<b>Post- reading</b>	<p>-Learners were given feedback on the questions discussed in the previous section; likewise, they expressed their feelings and attitudes when carrying out this type of activities by stating that comics are very interesting writing activities but very difficult to develop since they need to have a lot of imagination and creativity at the time of writing and drawing the pictures.</p>
	<b>Brainstorming</b>	<p>-It's important to highlight that during this first writing session, the work of the students was characterized by being a collaborative work where each one of them had the opportunity to exchange ideas among themselves, and in this way create a major theme that would guide the development of their own comic strips.</p>
	<b>Drafting</b>	<p>-It should be noted that in this phase, individual work was one of the most notable aspects given that each learner assumed in a very responsible way the writing process of a comic strip grounded in the exchange of personal information suggested by the pre-service teacher as a way of helping them to develop their own writing competences.</p>

		<p>-Another important aspect to point out in this stage is that some learners presented interesting and well-developed short ideas by following an appropriate style to capture the reader's attention.</p>
	<b>Revision</b>	<p>-One of the aspects to remark in this session is that the trainee teacher guided all learners by answering their questions and helping them to organize their ideas in a correct and clear way.</p> <p>-It is also important to indicate that many writing skills issues were found in this space such as the absence of punctuation marks, unclear sentences, word choice, English verb conjugation; what made the trainee teacher feel a little discouraged to realize that certain learners presented their ideas in an incomprehensible and erroneous way, which does not reflect a serious work done by the students.</p>
	<b>Editing</b>	<p>-At this stage, the pre-service teacher turned their attention on helping the learners to find a solution concerning the difficulties found in the written part of the comic linked to errors in grammar, spelling, morphosyntax for them to improve the quality of the text they have created.</p> <p>-In addition, the reaction of the students when they realized the mistakes they were making, was not as optimistic, many of them stated that English was not their learning option.</p>
	<b>Final product</b>	<p>-During this last step, an evaluation grid was applied, which allowed the researcher teacher to state that the writing process related to the creation of the first comic activity was not successful at all due to the lack of knowledge that the students possess about English as a foreign language. Nevertheless, the pre-service teacher attempted to change the point of view of the students by telling them that writing is one of the most important linguistic skills to be developed when learning a foreign language and therefore it must be their goal to fulfill it.</p>

### Evaluation Grid

Evaluation Grid was essential in this project because it reflects the performance of the learners depending on the assigned tasks such as the creation of comics demanded by this pedagogical project. Based on this idea, Martinez and Van (2009) claims that the assessment grid has two moments, one which relates conceptual parameters for text analysis, and another that classifies qualitatively and quantitatively the written production by gathering evidences of student performance to measure learning and understanding.

During these ten weeks of the practicum stage, the trainee teacher was able to apply three evaluation grids, which were intended to assess the quality of work done by the learners once they created their comic strips. It should also be noted that thanks to this resource, the research teacher could identify the progress made by students during the application of this study as well as the aspects that need to be reinforced and that are linked to the writing skills. Below is one of the evaluation grid format used to evaluate the comics made by the learners. To explore the other assessment grids applied, go to annex document.

Figure 16. Evaluation Grid format

Participant N° <u>1</u>		Grade: <u>8.5/10</u>				
<b>ASPECTS TO EVALUATE</b>						
<b>Required Elements</b> The comic includes all necessary elements for the task as well as a few additional ones.		0	0.5			
<b>Organization of the episodes</b> The content of the story is organized appropriately. The ideas are expressed in a coherent way, one idea or scene follows another in a logical sequence with clear transitions.		0	0.5	1.0	1.5	2.0
<b>Texts and dialogues</b> There is an appropriate amount of dilaogue and text to bring the characters to life and it is always evident to know which character is speaking.		0	0.5	1.0		
<b>Images and compositions</b> The images are abundant and help the reader to understand the action/emotions in the story. The composition is appropriate and varies in the vignettes.		0	0.5	1.0	1.5	
<b>Creativity</b> The comic is creative as a whole by some outstanding characteristics such as (drawings, plans, images, colors, typography etc..) It does not copy another comic and there is great attention to detail.		0	0.5	1.0	1.5	
<b>Morphosyntax, spelling and grammar</b> It shows a good command of morphosyntax and spelling, with sporadic mistakes of a elementary level. Use simple grammatical forms and structures linked to the comic theme.		0	0.5	1.0	1.5	2.0
<b>Use of vocabulary</b> An elementary repertoire of words and expressions related to the given situation is used by the learner.		0	0.5	1.0	1.5	

### *Semi-structured interview*

The semi-structured interview was another of the instruments used in this research study to gather qualitative data in a deep way. According to Blanchet & Gotman (2010), this kind of interview it is characterized by the fact that it leaves freedom of expression to the interviewed subject. The researcher therefore adopts an attitude of listening, understanding and neutrality, so that he only asks the questions and lets the participant answer freely since his role is to encourage the interviewee to speak and give more information on the research topic.

This last instrument was implemented the last week of the practicum stage, and had as objective that the students shared their ideas and perceptions based on the implementation of this pedagogical project inside the classroom.

Below it is found an example of the interview transcriptions made by the trainee teacher; moreover, to explore each one in detail, refer to the annexes document.

### **REJILLA DE VALIDACIÓN DE INSTRUMENTOS**

<b>INFORMACIÓN GENERAL</b>	
<b>Nombre del estudiante:</b>	Dainny Jhoana Carrillo Gutiérrez.
<b>INFORMACIÓN DEL PROYECTO DE INVESTIGACIÓN</b>	
<b>Título del proyecto de investigación:</b>	“La implementación de cómics para fomentar las habilidades de escritura y vocabulario en el curso de inglés de décimo grado en la Institución Educativa Concentración de Desarrollo Rural”.
<b>Tipo de investigación:</b>	Un estudio de investigación acción.
<b>Objetivo general:</b>	Fomentar la escritura y la adquisición de vocabulario a través de la realización de historietas.
<b>Objetivos específicos:</b>	<ul style="list-style-type: none"> <li>- Establecer el uso de historietas a estudiantes de décimo grado como una estrategia para mejorar sus habilidades de escritura y nivel de vocabulario.</li> <li>- Involucrar a los alumnos en su proceso de aprendizaje mediante el uso de los cómics.</li> <li>- Conocer las percepciones de los alumnos sobre el aprendizaje del inglés a través de la creación de historietas.</li> </ul>

Para poder revisar y valorar cada una de las preguntas y opciones de respuestas (si es el caso) del instrumento. Por favor tenga en cuenta las siguientes siglas.

Clase de pregunta:	Tipo de pregunta:	Valoración	Objetivo del instrumento:
A: Abierta	1: Dicotómica	E: Excelente	-Conocer las percepciones y preferencias de los estudiantes a partir de las canciones trabajadas en las clases de inglés a lo largo del desarrollo del proyecto.
C: Cerrada	2: Selección Múltiple única Respuesta	R: Regular	
	3: Respuesta abierta	M: Malo	
	4: De escala	Otras valoraciones a proponer	
	4.1. Escalas de importancia		
	4.2. Escala de valores		
	4.3: Escala de Likert		
	4.4: Escala numérica y de intervalo		
5: Otras, ¿Cuáles?			

UNIVERSIDAD DE PAMPLONA  
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN  
FACULTAD DE EDUCACIÓN  
LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS

**Objetivo:** Conocer las experiencias y percepciones de los estudiantes respecto a los cómics leídos y trabajados en la clase de inglés para mejorar la comprensión y producción escrita mediante la ejecución del proyecto pedagógico.

### Instrucciones:

La presente entrevista será aplicada a 6 estudiantes pertenecientes al curso de inglés 103 de la Institución Educativa Concentración de Desarrollo Rural. Cabe mencionar igualmente que dicha entrevista está compuesta de 13 preguntas, y su realización tomará únicamente entre 10 a 15 minutos, así que responda las preguntas de la manera más sincera posible. Asimismo, las respuestas serán utilizadas para la escritura de resultados del proyecto expuesto anteriormente.

Finalmente, esta entrevista será grabada y la información recolectada será tratada con la más alta privacidad y confidencialidad para una mejor participación de los estudiantes.

**CRITERIOS:**

<b>PREGUNTA:</b>	<b>Categoría:</b>	<b>Clase</b>	<b>Tipo</b>	<b>OBSERVACIONES Y SUGERENCIAS POR PARTE DE LA PERSONA QUIEN REVISAS.</b>
1. ¿Cómo le pareció el aprendizaje del inglés a través de la implementación y desarrollo de cómics en clase?	Cómic	A	3	
2. Según su experiencia ¿Qué fue lo más difícil de realizar estos comics? Explica, ¿Por qué?	Cómic	A	3	
3. Según su experiencia ¿Qué fue lo que más se le facilitó al realizar estos cómics? Explica, ¿Por qué?	Cómic	A	3	
4. ¿Considera usted que mejoró la escritura después del trabajo con los cómics ¿Sí?, ¿No?, ¿De qué forma?	Producción escrita	A	3	
5. ¿Crees que los cómics trabajados en clase le ayudaron a aumentar su léxico? ¿Sí? ¿No? ¿Por qué?	Vocabulario	A	3	
6. ¿Piensa usted que las actividades de vocabulario que se realizaban antes de leer los comics, le ayudaban a una mejor comprensión de estos? ¿Sí? ¿No? ¿Por qué?	Comprensión escrita	A	3	
7. ¿Qué opinas de las correcciones que se hicieron para mejorar la parte escrita de los cómics?	Retroalimentación	A	3	
8. ¿Considera que el trabajo con los comics lo motivó para seguir aprendiendo el inglés? ¿Sí? ¿No? ¿Por qué?	Motivación	A	3	
9. ¿Siente usted que desarrolló su creatividad al realizar estos comics? ¿sí? ¿no? ¿Por qué?	Creatividad	A	3	

10. ¿Qué aspectos trabajados en la escritura mencionados a continuación consideras que desarrolló más al momento de escribir? -Gramática -Ortografía -Coherencia y Cohesión -Vocabulario Justifica su respuesta.	Producción escrita	A	2	
11. ¿Cuál o cuáles de los siguientes aspectos sientes que aprendiste o desarrollaste menos a través de los cómics? -Lectura -Escritura -Reglas Gramaticales -Creatividad -Vocabulario	Producción escrita	A	2	
12. ¿Te gustaría que en tus clases de inglés se sigan implementando los cómics como estrategia para mejorar la producción escrita? ¿Sí? ¿No? ¿Por qué?	Interés	A	3	
13. Si tuviera la oportunidad de hablar con varios docentes de inglés ¿le recomendaría los cómics como recurso didáctico para el aprendizaje de este idioma? ¿Sí? ¿No? ¿Por qué?	Cómic	A	3	

## **Data analysis and interpretation**

Regarding the type of analysis took into account in this research to measure qualitative information it is found the inductive analysis, which starts from the specific to the general, that is, understandings are generated starting from specific elements and finding links between them. In that regard, Creswell (2002) proposes the analysis and interpretation of qualitative data considering this type of analysis involves six interrelated steps.

### ***1). Prepare and organize data for analysis***

In a qualitative study, the initial data management aims to organize the data, transcribe the interviews, type up the field notes, and make the decision on how the data will be analyzed (manually or by computer).

### ***2). Explore and code data***

Qualitative researchers do a preliminary analysis of the data by reading it to get a general idea of the information gathered. This coding process includes reducing a database of text or images to descriptions and themes of people, places or events. In other words, it involves examining the database of text line by line, and wondering what the participant is saying, then assigning a code label to the text segment.

### ***3). Coding to build description and themes***

Codes are used to develop descriptions of people and places. They are also used to deal with themes that present a broader abstraction than codes. These themes can therefore be layered or organized to tell a story, or they can also be interconnected to represent the complexity of the central phenomenon.

#### ***4). Represent and report qualitative findings***

Researchers represent their findings in visual displays that can include numbers, charts, comparison charts, and demographic charts. They also report results in narrative discussions that include many forms, such as a timeline, questions, or comments about the changes participants are experiencing.

#### ***5). Results interpretation***

From the report and representation of the results, qualitative researchers interpret the meaning of the research. This interpretation typically involves advancing personal opinions, making comparisons between results and the literature, and suggesting limitations and future research.

#### ***6). Validate the accuracy of the results***

To verify the accuracy of their research, qualitative investigators often use validation procedures such as member verification, triangulation, and auditing. The external reviewers or the data sources themselves provide proof of the accuracy of the information contained in the qualitative report.

Considering the information presented above, it can be said that for the analysis of qualitative data, two analysis matrices designed in a word format were taken into account, which allowed the researcher teacher to organize in a better and clear way the information gathered by making use of categories and subcategories found through the application of three participant observations as well as the application of a semi-structured interview, which were of great help for writing the final results of this study. Below it is found some pictures that demonstrate the work carried out for the qualitative data analysis.

Figure 107. Data analysis and interpretation of the Interview.

Análisis de datos de diarios de campo (entrevistas)								
Categorías	Subcategorías	Descripción teórica	Frases literales de entrevista					
Written comprehension	- Global comprehension activities	Paul (2000), suggests therefore to motivate the students to use all their analytical skills that allow them to draw conclusions based on what they have read.	Participante 1	Participante 2	Participante 3	Participante 4	Participante 5	Participante 6
	- Specific comprehension activities	In the same way, the author Paul (2000), claims that it is important to prepare students for what they are going to read, and an effective way to do this is by asking basic questions aimed at activating previous knowledge towards reading.	"Al llevar a cabo estos ejercicios de vocabulario pude familiarizarse con las palabras y su significado, y pues al momento de leer el cómic ya tenía conocimientos del vocabulario y podía comprender fácilmente el texto".	"Sí, porque gracias a todo ese proceso que se llevaba a cabo pudimos realizar la lectura del cómic y entenderlo de manera global dado a que el vocabulario que desconocíamos ya lo habíamos estudiado, y aprendido a la vez".	"Sí, porque al conocer palabras claves relacionadas con el tema me ayudaban a la hora de leer la historieta, además entendía las frases más rápidamente, asimismo adquirí vocabulario para la realización de mi propio cómic".	"Sí, porque es una forma muy positiva de preparar a los estudiantes para la lectura, además el ejercicio de estudiar vocabulario con anticipación me daba una idea más o menos de que se iba a tratar el cómic".	"Sí porque me ayudaban a una mejor comprensión de la historieta y a tener una primera idea del tema que componía dicha tira cómica".	"Sí, porque existe un paso a paso en todos los procesos y este no es la excepción, por lo tanto, si se aprende el vocabulario desconocido se podrá comprender a la perfección el texto".
Written production	- Grammar	Regarding the CEFR, a learner having an A1 level shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	"Si mejoré mi escritura porque notoriamente gracias a que pude aprender correctamente la estructura de una oración y como se modifican algunas palabras (verbos auxiliares etc..) para determinar el tiempo en el cual existe la oración"	"Si mejoré la escritura porque había algunas palabras en inglés que desconocía su escritura y gracias a esta actividad aprendí su forma correcta de escribirlas, y así como su orden lógico en las frases ya que si hablamos de adjetivos siempre van a ir primero que los sustantivos".	"Considero que sí y bastante dado a que la realización de este tipo de ejercicios lo forzan a uno a ir más allá, como por ejemplo a averiguar la forma correcta de escribir las palabras, la conjugación de verbos, además con ayuda de la profe pude poco a poco mejorar mis falencias."	"Sí, porque aprendí la estructura correcta de una oración y por lo tanto pude crear frases claras y coherentes obviamente la profesora tuvo que hacerme correcciones, pero fueron muy pocas y la verdad ya no le temo a la escritura en inglés".	"Sí porque aprendí a escribir palabras que no conocía e incluso desconocía su significado en español"	"Sí, la verdad me di cuenta que en inglés siempre se va a necesitar de un sujeto que indica quien realiza la acción dentro de la oración, por ejemplo, ya a veces no hacia uso del sujeto porque mis ideas en español no requerían de una persona y por lo tanto pensaba que estaba bien la oración cuando realmente estaba errónea."

Figure 9. Data analysis and interpretation of the journal.

Análisis de datos de diarios de campo (journal)				
Categorías	Descripción teórica	Frases literales del diario de campo (journal)		
Written comprehension (Pre-reading While-reading Post-reading)	Level A1 According to the common European Framework of references for languages a student with A1 level, can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	Journal 1	Journal 2	Journal 3
		<p>- In the pre-reading stage, learners gave their perceptions about the content, elements and organization of the comic exposed by the pre-service teacher.</p> <p>-In the while-reading session, students read in a deeper way the comic strip with the help of the trainee teacher in order to understand and analyze well the questions to be answered.</p> <p>-Regarding the last stage, learners were given feedback on the questions discussed in the previous section; likewise, they expressed their feelings linked to the comic.</p>	<p>In the first phase, students were able to identify what elements a comic contained and how they should be included in it.</p> <p>- Learners were very interested in learn in depth what the comic strip presented by the pre-service teacher was about; thus, they asked many questions about it;</p> <p>-At this point, it was perceived a high level of understanding from students about the story behind the comic, which was confirmed after general feedback made by the pre-service teacher regarding certain questions made from the comic.</p>	<p>-It was observed that in the first session, students concentrated a lot on the content of the comic strip given that the comic contained more drawings and the story behind it was so funny that inspired in a very interesting way the students.</p> <p>-In the second session, learners read the comic louder and pronounced the words they did not know and they would like to know; besides, they were required to answer certain questions. Once having a deeper knowledge about the comic, they were encouraged to socialize the story exposed in the comic.</p> <p>-In the final phase, it was perceived that students presented their perceptions about the comic studied. Some of them consider it as a very attractive and easy activity to develop.</p>
Written production (Brainstorming, Drafting, Revision, Editing, Final product)	Considering what it is presented in the CEFR, a student having an A1 level can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	<p>- In a first time, learners exchanged ideas among themselves with the purpose of creating a major theme that would guide the development of their comic strips.</p> <p>- In the second phase, the work of the students was characterized by the creation of a draft based on the topic given by the teacher, where each of them presented their ideas in a more structured sentence.</p>	<p>-In the first phase of the writing process, most of the learners created their ideas in their mother tongue because they find it easier to translate.</p> <p>- Students were encouraged by the pre-service teacher to put their ideas into complete thoughts, such as sentences and short paragraphs by using English as a foreign language.</p>	<p>-Students' impressions concerning the topic given by the trainee teacher for creating the comic strip were very positive.</p> <p>- Emotion and a little anxiety were evidenced in some learners who did not have clear ideas about what to write in each the sections that make up the comic.</p>

## Pedagogical - Research Chronogram

The following chronogram had two purposes: to establish the dates for the realization of the proposal and to set the dates for the collection of information.

**Table 13. Pedagogical - Research Chronogram.**

[illegible]

## **Ethical considerations**

Concerning the ethical considerations, it should be stressed that throughout the implementation of this pedagogical project, students were fully informed of the purpose of it, the benefits of taking part in it, how long the project would take as well as they were notified that the information collected would be published only in an academic context. All this with the objective of promoting an active participation and to protect the rights and integrity of the participants. Based on this view, it can be said that the trainee teacher presented the project and also read a consent letter for students to be aware of its implementation in the classes. ([\*See figure 19,20\).\*](#))

On the other side, to ensure a transparent process, participation in this study was entirely voluntary; besides, a prior consent authorized by them and especially by their parents was established, this because they were under-ages. It is also important to remark that the participants were free to withdraw from the project at any time without leading up to any consequences or some impact on their involvement in future participation in the current field.

Finally, it is also crucial to state that the researcher teacher gave priority to the processing of information within the framework of copyright, this means the information presented are based only on what the author says, it is not given any meaning other than that of the author; besides, bibliographic resources were specified in an appropriate manner and did not take the authors' ideas as if they were our own.

Below, it can be found the two informed consent letters taken into account for the execution of this pedagogical project.

## Findings

After applying all the instruments planned for the data collection process, which were the participant observation, evaluation grid and semi-structured interview, four categories came up: *a) writing comprehension, b) writing production, c) vocabulary d) comics*. Additionally, these four categories present some subcategories that are supported and guided by the information gathered from the application of the instruments previously mentioned.

It is necessary to point out that the results that will be described in this space emerged from the implementation of a pedagogical project aimed at implementing comics to foster writing skills and vocabulary on 10th grade English Course at Concentración de Desarrollo Rural high school.

## Writing comprehension

According to the common European Framework of references for languages CEFR (1991) a student with A1 level, can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. Therefore, regarding the focus of writing comprehension, it is evident that the activities implemented to carry out the reading of the comic were significant for the learners in the way all the exercises were based on the information exposed in the comics aiming principally at presenting unknown vocabulary and formulating basic and global questions that assess student understanding; moreover, the data collected in the journal reveals that the sequence of stages of pre-reading, reading and post-reading were essential because most of the learners could understand the story well and could transfer it to their mother tongue thanks to the fact that they already knew most of the vocabulary behind the comic to be studied in class.

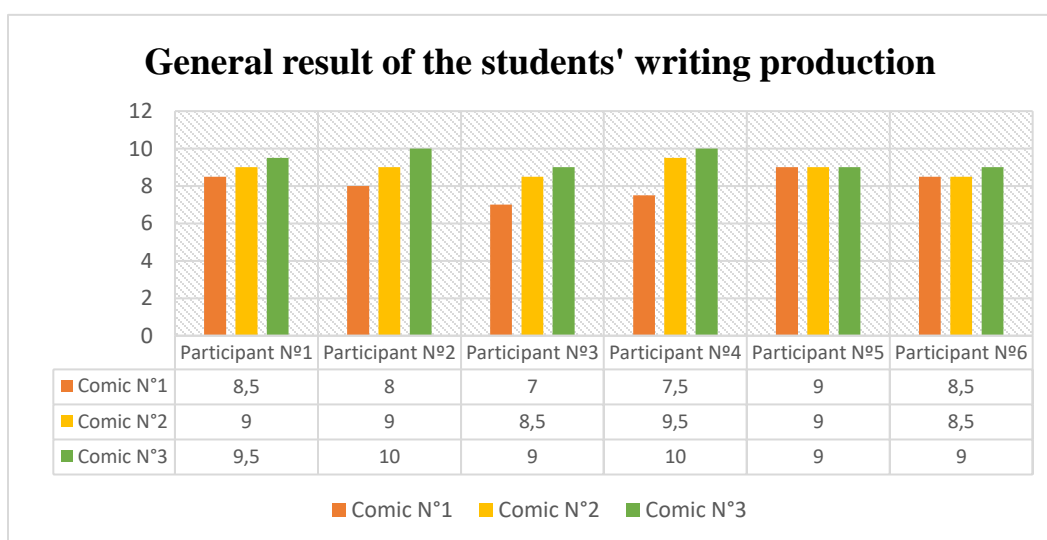
The ideas presented above are shared by all the participants who consider that by knowing in advance key words related to the comic help them to more quickly understand the story. A clear example of this is supplied by the participant N°1 who exposed in the interview. that *“By doing these vocabulary exercises, I was able to become familiar with the unknown words and its meaning, and by the time I read the comic I already had knowledge of the vocabulary and could easily understand the story”*. Besides that, participant N°4 added that *“vocabulary activities are a very positive way to prepare students for reading, besides, the exercise of studying vocabulary beforehand gave me a more structure idea of what the comic was going to be about.”* Likewise, it was revealed in the journal N°3 that learners were active and motivated during the development of the reading stages. *“Students concentrated a lot on the content of the comic strip given that the comic contained more drawings and the story behind it was so funny that inspired in a very interesting way the students”*.

## **Writing production**

Considering the information displayed in the CEFR (1991), a learner having an A1 level in writing production, can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. In relation to this, Harmer (2004) declares that the best way to work the written production is by considering the following stages. Those are brainstorming that consists of gathering ideas about the topic to be considered in the writing. Drafting that seeks to write down all this range of ideas and thus create an initial composition. Revising, which aims at improving the content presented in the written work; likewise, the editing stage is found, where learners correct errors linked to grammar, spelling, and morphosyntax for reaching the last step that is publishing, where the last version of the written production is shared.

With respect to the previous point of view, it can be specified that the data gathered demonstrates that the students' improvement in writing skills was mainly influenced by the teacher's guidance during the writing process, who helped the learners to write appropriately in terms of content and organization given that students with clear ideas or concepts write well because they already know what to write in their composition. With regards to the student's perceptions about the exercise of creating comics based on the topics given in class, in the interview the participant N°3 expressed the following idea *"I consider that I improved my writing given that doing this type of exercise forces us to go further, such as finding out the correct way to write words, the conjugation of verbs, also with the help of the teacher I was able to improve my weaknesses."* Furthermore, this perception is also supported by the participant N°4 who said that *"I learned the correct structure of a sentence and therefore, I was able to create clear and coherent sentences, obviously the teacher had to make corrections, but those were very few and the truth is that I am no longer afraid of writing in English"* (semi-structured interview).

**Table 14** Resultats obtained regarding students' writing production.



The previous graph shows the percentages obtained by each learner regarding the written production skills; therefore, it can be said that all of them obtained good scores, which allows to conclude that students are capable of constructing a story taking into account its sequence and time; in addition, the idea that students communicate their ideas through drawing, was a very positive step for them to improve their writing skills. Nevertheless, there are still aspects that must be reinforced on the part of the students in terms of knowledge of the correct structure of sentences for learners to present their ideas in a clearer and precise way by using the appropriate vocabulary.

### ***Grammar***

Regarding the CEFR (1991), grammatical competence may be defined as knowledge of, and ability to use the grammatical resources of a language; therefore, a learner who possesses an A1 level shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. Based on this view, it is pertinent to indicate that students' improvement on grammar was obtained through the creation of the written part of the comics in which they were required to use grammatical forms and structures linked to the comics theme. To illustrate this point of view more specifically, in the interview, the participant N°1 affirmed that *"I think the creation of comics helped me to improve and further develop my grammar and organization of sentences since I was able to learn the conjugation of 3rd singular person verbs that I did not know and that it is essential to learn when mastering this language and in all the others"*. On the other hand, the participants N° 2, 3,4,5,6 also showed in the interview the same perception for the good effect of comic strips in assisting them in writing in terms of content, organization, grammar and vocabulary. Nevertheless, all of the aspects mentioned above have a negative connotation in the three journals carried out during the implementation of this pedagogical

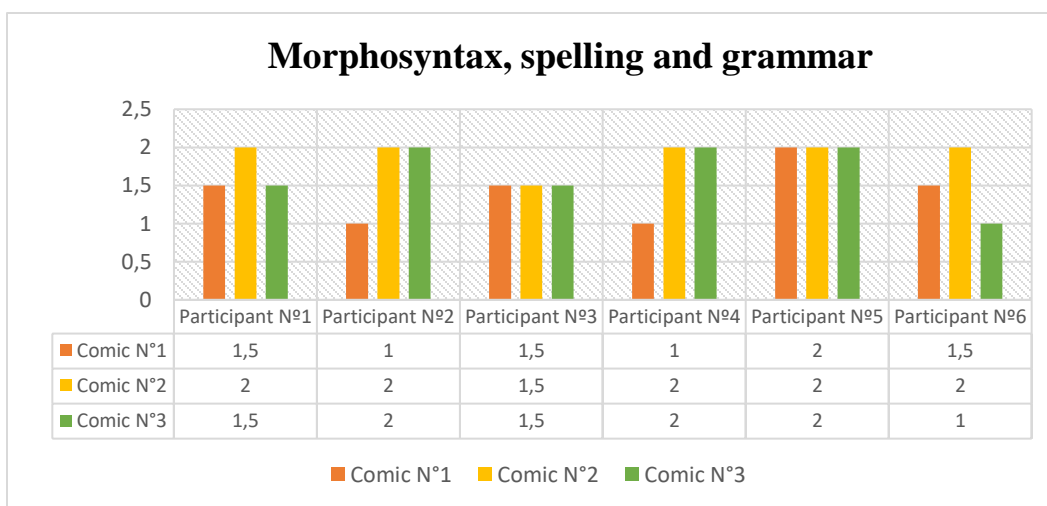
project., where it was verified the following information “*Certain writing issues were found in this space such as the absence of punctuation marks, unclear sentences, word choice, English verb conjugation*” (Journal 1). “*The students continued to make grammatical and spelling errors, where the main reasons are based on the students’ interest for the language*” (Journal 3). In relation to this, it can be said that students did not master grammar they continue having some errors and mistakes but according to their point of view they think that they improved.

### ***Spelling***

Considering the common European Framework of references for languages CEFR (1191), a student who has an A1 level in English, can copy familiar words and short phrases e.g., simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details. Therefore, the data provided by the participants, shows that the use of comic strips is a good strategy for learners to develop skills to produce good written texts given that it gives contribution to aspects such as spelling and punctuation, helping students to be more careful in using correct spellings when writing. Regarding the learners’ ideas presented in the interview, it was found that the participants N°2, 3 and 6 agree with the same point of view by declaring that spelling was one of the aspects that they all developed the most when creating their comics. This can be explained by the participant N°6 who specified that “*What I developed the most was spelling and grammar because sometimes I write quickly and I omit some words, but when I made the comic, I had to be very careful; Otherwise, I was not going to learn enough either*”.

The following graph shows the quantitative results of the three evaluations grid applied to evaluate the quality of work done by each learner in the creation of their comics regarding morphosyntax, spelling and grammar aspects, where 0 is lowest learning and 2 is the highest for each item. In a general analysis, it is evidenced that certain participants obtained good scores, while others decreased the score in the creation of the last comic. For example, it must be highlighted that the participant N°2 and 4 improved because in the first comic, they both got 1 of 2 points, while in the comic N°2 and 3, they obtained 2 of 2 points; besides, the other participants maintain good scores ranging between 1,5-20 points, except the participant N°6 who decreased his score compared to the mark obtained in the comic N°1 and 2. In summary, the results demonstrate a good command of morphosyntax and spelling that includes sporadic mistakes of the elementary level that each of the participants possess in this moment in English. Additionally, it was found that learners attempted to use in their comic strips grammatical forms and structure linked to the comic theme, which were focused on present simple, quantifiers and modal verbs situations given by the pre-service teacher in class.

**Table 155.** Resultats obtained regarding the morphosyntax, spelling and grammar aspect.



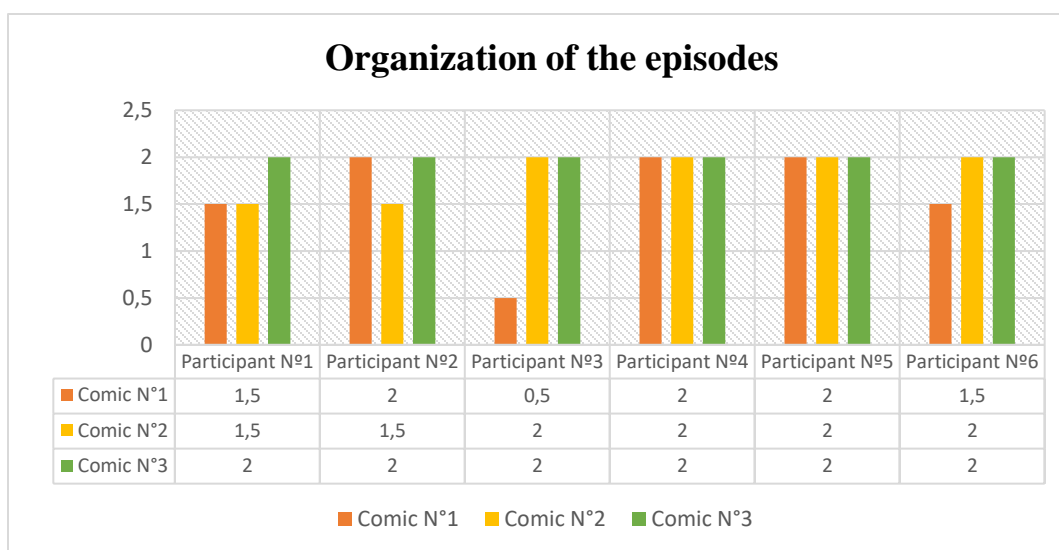
## Coherence and cohesion

A learner having an A1 level according to the common European Framework of references for languages CEFR (1991), is able to link words or groups of words with very basic linear connectors like ‘and’ or ‘then’. In that context, Hickmann (2004), Coherence is widely referred to in the literature as a kind of ‘conceptual connectivity’, achieved through structural relations such as causality and knowledge about how events, actions, objects and situations are interrelated and organized and presented (Trabasso, Suh, & Payton, 1995). Thus, participants at this pedagogical project developed their coherence and cohesion at the moment of creating the written part for their comic strips; besides, a clear example of this is the draft that each of them did before starting the real writing process. For instance, the participants N° 1 and 4 highlighted in the interview that coherence and cohesion were the aspects they made the most progress when they created their comics given that they were able to create clear, precise and organized sentences. Apart from that, it was evidenced in the journal N°2 that “*Students were encouraged to put their ideas into complete thoughts, by creating clear sentences and short paragraphs by using English as a foreign language*”.

The graph below shows the results obtained from the evaluation grid regarding the organization of the comic episodes. In this item, it is observed therefore that the majority of the participants organized their story appropriately, which indicates the students’ ideas are expressed in a coherent way, it means one idea or scene follows another in a logical sequence with clear transitions. At this point, it is also necessary to precise that the participants N°3, in the comic N°1, did not give high scores, which could be interpreted as not so helpful when compared to the other participants who obtained positives marks. Nevertheless, it was found that this same participant made progress in his writing concerning the comic N°2 and 3, which demonstrates in

a general way that all the participants have achieved to develop the comics in a good manner in terms of coherence and cohesion aspects.

**Table 166.** Resultats obtained regarding the organization of the episodes.



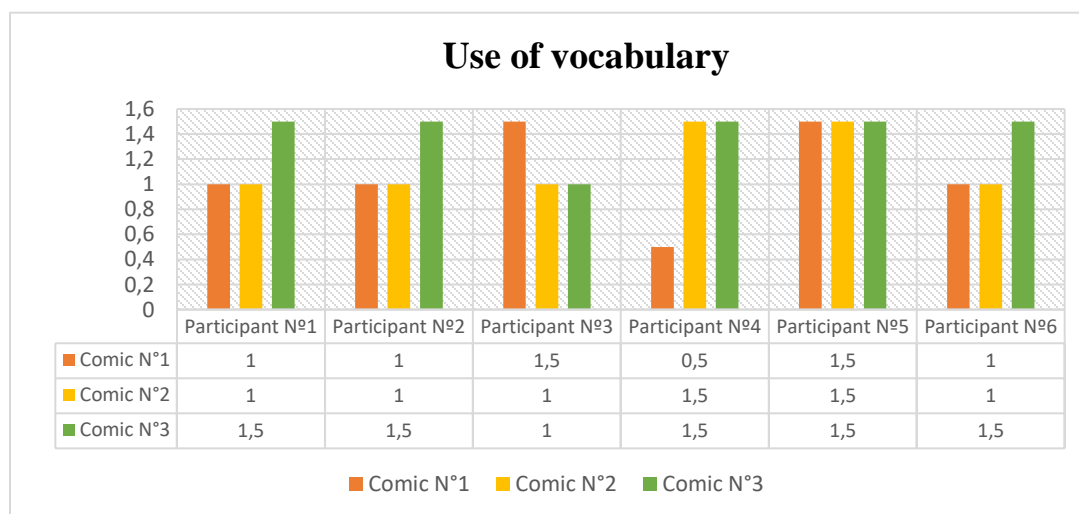
## Vocabulary

According to the Common European Framework of Reference for Languages CEFR (1991), a learner who possess an A1 level has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. In that context, it was perceived that participants have learned a wide range of vocabulary through the implementation of comics inside the classroom, which they can easily remember by guessing the words through the pictures presented in the comics. Concerning the student's perceptions about vocabulary acquisition, all of them stated that they had gained a lot of vocabulary after having worked on the comics. For example, the participant N°3 exposed in the interview the following perception *"I improved my vocabulary since I had to find the words that I did not know and that I needed to create the texts of each vignette of the comic; In addition to this, the teacher suggested us an application called "Wordreference, which was very helpful for my writing process since apart from finding the*

meaning, I had access to certain examples". It should also be mentioned that the learners improved or learnt the vocabulary because they not just learnt it, they read it in the comic and finally they used in their compositions. On the other hand, it was noticed from the journal N°1, a comment *"learners gave their perceptions about the content, vocabulary, elements and organization of the comic exposed by the pre-service teacher"*.

The following chart displays the results obtained from the application of the evaluation grid regarding the students' use of vocabulary in their comic strips where 0 is lowest learning and 1,5 is the highest. With regards to the information gotten from the chart, it can be said that vocabulary acquisition is not so evident by students at the beginning of the process compared to the scores obtained at the end. For example, it is shown that the participant N°1, 2, 4 and 6 improved their vocabulary level given that in the first two comics, the score they got was not as significant as the results obtained in the comic N°3 because they got 0,5-1,5 of 1,5 points, while in the comic N°3, they all had the highest score 1,5 of 1,5 points. In addition, the graph also demonstrates that most of the students increased their lexicon level by creating the final comic strip where the most outstanding score is 1.5 of 1,5.

**Table 1717.** Resultats obtained regarding the use of vocabulary.



## Comics

From the point of view of Ozdemir & Ertugrul (2017), comics are good tools to enhance students' English skills, specially writing skills because comics make learning an entertaining activity as well as increase students' creativity and interest in learning. Based on this idea, the data gathered from the participants showed that the implementation of comic as a strategy to improve writing skills and vocabulary was of total pleasure and interest for all the participants since thanks to comics, they could put into practice their writing skills as well as their imagination and creativity. This implies therefore that significant and permanent learning has been achieved, evidenced by the positive responses of all participants when asked about their perception about the use of comic inside the classroom; here is one of the responses of participant N°3 from the interview *"I found comics to be an excellent way of learning, since with the implementation of these new teaching methods I was able to put my creativity into practice and the classes became a little more dynamic"*. In the same sense, the participant N°4 added that *"I found it very interesting and at the same very attractive as it is a very creative way of learning English."*

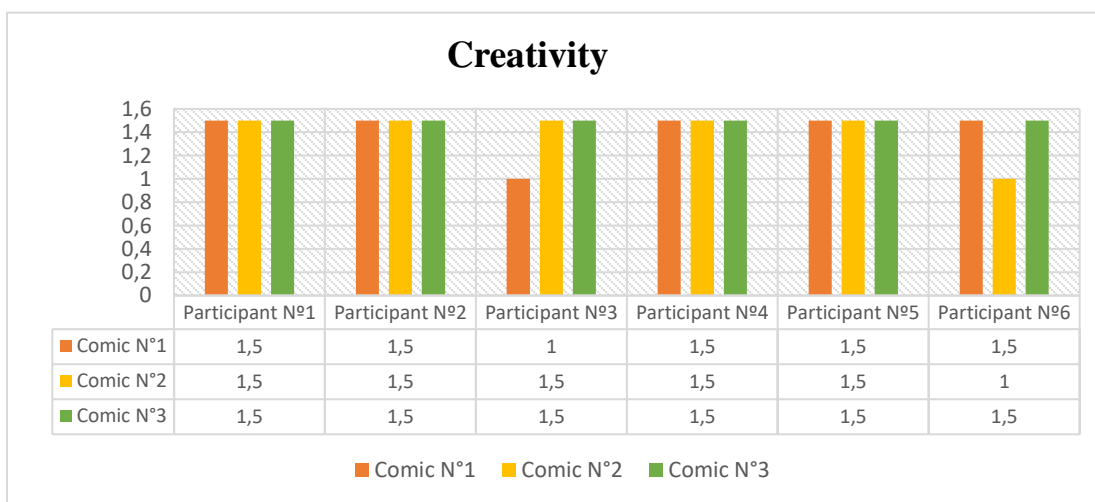
## Creativity

Regarding this concept, Betancourt (2000), states that this ability is composed of cognitive, affective, intellectual components, which through a creative atmosphere is manifested to generate new ideas and new projects making use of our imagination, our creative and critical thinking; that is why, it is important to give opportunities to students for the development of creativity using imagination and experimentation in the creation of action projects. In this pedagogical proposal students showed a high level of creativity by creating their comic strips, since a comic not only requires texts but also pictures that illustrate the action of the characters.

More specifically, in the interview the participant N°4 claimed that *“I developed my creativity because to make comics you need to be creative, and although I do not consider myself to be such a perfectionist, I felt that I did a good job because I gave my best to make good combinations between the colors I applied, besides, the drawings were not too bad”*. Beyond this, the participant N°3 emphasized that *“The teacher gave us the freedom to do it to our liking, it was also based on our personal information; therefore, I think that many of us let our imagination and creativity fly when making our own comics”*. On the other hand, it was revealed from the journal N°3 that *“Some of the learners consider comics as a very attractive and easy activity to develop”*.

The following chart presents the positives results got from the application of the evaluation grid in terms of creativity. Therefore, it is found that 90% percent of the participants obtained the highest score that evaluates this item. For instance, it must be pointed out that the participants N°1,2,4 and 5 got the same punctuation, which indicates that their creativity is very good compared to the other participants N°3 and 6, who obtained lower scores. Nevertheless, it must be said that those scores represent still a good level of students' creativity.

**Table 188.** Resultats obtained regarding the creativity aspect.



## **Motivation**

Recine (2013), expresses that comic strips are 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 the use of comic strips in the English class encourage learners to learn the language; besides, they felt more confident in writing as well as they perceived the comics as a very helpful strategy for them to enhance their writing skills. In relation to this, the participant N°3 in the interview declared the following idea *“Yes, I feel motivated since it is a more dynamic and practical learning method that allows us both to learn the language and to express new ideas through drawings and written sections. Personally, I love to draw, but I do not really like English, but mixing English with something I like motivates me to practice it and learn it more deeply”*. On the other hand, it was found in the journal N°2 certain ideas relating to the students' motivation. *“Learners were very interested in learn in depth what the comic strip presented by the pre-service teacher was about; thus, they asked many questions about it”*.

## **Interest**

Interest plays a vital role in education and particularly in second or foreign language learning. It is defined as “heightened attention and emotional engagement that emerges when a person has a positive interaction with a content area or a task” (Hidi & Renninger, 2006, p. 112). Taking into account the information previously presented, it can be said that most of the learners showed a great interest in continuing working on comics as a way of changing the dynamics of the classes and make them more attractive and interesting for all learners.

A clear example of this is given by the participant N°5 who noted that *“I would like to continue developing comics to distract my mind from the academic activities that are usually carried out in class, which do not motivate me to take part in the class, not even take notes, which is the most minimum”*. Additionally, this perception is shared by the participant N°3 who pointed out that *“By creating comics of this type more often I can improve my writing skills and thus acquire more vocabulary in English since the learning process takes a long time; therefore, a good strategy to start learning this language is through the creation of comics”*. As well as, in the journal N°2 it was noticed that *“Learners were very interested in learn in depth what the comic strips are about”*.

Finally, these results captured above allow to make some comparisons with the studies used to support this study where several authors investigated the research topic and found very valuable information. on the one hand Hernández (2019) in his study entitled *“The comic in the teaching of writing”* found that integrating comics in the didactics of writing improve students learning, since its structure is more attractive and flexible; therefore, in the current study, the same information was found mainly in the interviews where the students expressed that comic strips allowed them to express their ideas in a more creative and attractive way; they added also that comics are a useful resource to improve the environment of writing in English. A clear example of this is provided by the participant N°3 who stated in the interview that *“I found comics to be an excellent way of learning, since with the implementation of these new teaching methods I was able to put my creativity into practice and the classes became a little more dynamic”*. On the other hand, Evaristo (2017), conducted a study entitled *“Comics in English as a didactic resource for learning the vocabulary”*. Where it was perceived, that comics have a positive impact on learning new vocabulary because learners consider it as a good tool to learn.

## Conclusions

In conclusion, this pedagogical component based on the implementation of comics to foster writing skills and vocabulary has accomplished all the objectives planned from the beginning for its execution; besides, the pedagogical methodology applied in each of the workshops enhanced the learning of the participants given that the classes were characterized by an active and interactive educational atmosphere where not only unknown vocabulary is learned, but it was also possible to practice grammatical structures and stimulate students' imagination and creativity when creating their comics based on the topics given in class.

It is also pertinent to admit that although in the two first implementations of the project, a series of writing difficulties linked to morphosyntax, spelling and omission that made the texts of the majority of the participants incoherent and difficult to understand, the methodology with comics achieved its objective of fostering writing skills, in the way learners were given by the pre-service teacher continue feedbacks that helped them to understand the language way more and therefore recognized their own mistakes and improved them; in addition to this, it may be added that there was a good motivation and relationship with the participants, which created work disposition and learning intentions.

Finally, it can be mentioned that the students' perception of learning English through the implementation of comics were very positive, which was mainly evidenced in the applied interview where all learners stated that they liked the methodology and even if the work of the comics is arduous, they would like to continue developing them in class. In other words, this methodology managed not only to encourage the writing skill or the acquisition of vocabulary in learners but also to improve other skills such as writing comprehension, creativity, and imagination where students acquired knowledge and felt comfortable.

## Recommendations

According to the pedagogical experience of the pre-service teacher from the work oriented in the Institutional observation, pedagogical component, community outreach component, interinstitutional activities component, and reflective approach, some suggestions are proposed in order to improve the quality of the English teaching and learning process within the educational institution. It is recommended therefore in the first place the implementation of new strategies and the use of authentic material that help learners to develop their written production performance and also motivate learners to learn the English language. As well as it is important that educator make constant feedback on the activities carried out inside the class for students to know what are their strengths and weaknesses, they need to improve.

It is also requested that the four English language skills, that is, oral production, written production, listening comprehension and reading comprehension be worked on at the same time in all classes given that excessive reading and grammar don not arouse the interest of students in learning the language or even stimulate the acquisition of knowledge of the foreign language. Likewise, it is necessary to adapt the teaching strategies to the different styles and rhythms of learning for students to master easily the competences of English previously mentioned.

Finally, values such as responsibility, discipline and personal commitment with school affairs are demanded from learners, so that, at the end of the school year, there are no problems with recovering subjects, poor academic performance related to all subjects they are taking at school that lead to the loss of the school year due to neglect throughout class periods.

## **Chapter IV: Community Outreach Component**

### **Teaching Second Language in Primary Graders through the use of didactic Material to foster interactive learning of English at Concentración de Desarrollo Rural Educational Institution**

#### **Introduction**

To participate in global policies in the academic, cultural and economic fields, it is left to the Colombian Government that promotes foreign language learning in different educational sectors in the country, so that citizens have the opportunity to participate in cultural exchanges that allow them to access more equitable conditions facing the personal and social development. In relation to this, the Ministry of National Education launched in 2004 its policy of bilingualism whose main objective is “To have citizens capable of communicate in English, with internationally comparable standards, that insert the country in the processes of universal communication, in the global economy and in cultural openness” (p.6); besides, this idea is considered as a great way to promote the learning of English in Colombia and make more competitive Colombian citizens.

Additionally, in recognition of this reality and the problems it generates, this social project aimed to address the needs in English in children of primary school, especially in the municipality of Saravena. Integrating the students of program in foreign Languages English-French to the educational reality of this sector to be treated, to reduce the gap generated between public and private schools in the area of foreign language, as it is the case of the CDR high school that despite the fact that its objective is to teach English as a foreign language taking into account certain elements provided by the National Government and the Ministry of National

Education (MEN) such as the Basic Learning Rights (DBA), the Suggested Curricular Scheme in each secondary grade, among other elements of pedagogical development for the teaching of English, its educational reality is very far from the government education policy because firstly they do not have linguistically prepared educators to teach the language, and secondly the appropriate learning spaces for the language are limited.

In view of the foregoing, this component arose as a response to the need to create learning situations that would propitiate and motivate learning EFL among elementary students making part of the Educational Institution Concentración de Desarrollo Rural.

## **Justification**

Teaching English as a foreign language in primary schools plays a central role on Colombian educational policies. Indeed, as a result of such educational policies, it has become mandatory for elementary students to learn at least one foreign language in almost all Colombian regions. With the introduction of the National Program of English. 2015- 2025 Colombia Very Well, it is expected for both elementary and high school students to become familiar with the target language, its lifestyle, culture, and so on. However, the accomplishment of this goal is a serious challenge, especially in Colombia where children study this language for only two or three hour a week in a large number of the Colombian 53 institutions. On the other hand, most of the public Colombian primary schools do not possess adequate resources to use in an ESL classroom.

In response to this phenomenon, it was proposed to provide the necessary assistance to elementary students through a diversity of EFL lessons, which took place two times a week during the morning for a period of ten weeks; moreover, the development of these lessons represented a valuable tool for the school community, especially for the students who were beneficiaries of this pedagogical project.

## **Objectives**

### **General objective**

- To enlarge the learning of English in fourth and fifth grade students of the Concentración de Desarrollo Rural educational Institution through the use of didactic material.
- To integrate the practicum student teacher to the educational reality of English teaching in primary education at the Concentración de Desarrollo Rural high school

### **Specific objectives**

- To design educational material in order to supply students' pedagogical needs
- To adopt strategies that help increase linguistic skills proficiency (Writing, Reading, Listening, Speaking) in primary students.
- To implement dynamic material that motivate students to enhance English learning in class and outside the classroom.

## Methodology

The activities planned to be carried out in elementary school, fourth and fifth grades aimed at working on different topics. Regarding the development of the classes, these were developed by considering three great moments: The first one, was determined by the topic introductory including songs, flashcards and the right pronunciation of the lexicon, followed by exercises that demanded the use of the vocabulary acquired. Finally, the students were required to develop practical exercises provided by the trainee teacher on paper sheets.

It is also indispensable to say that this outreach component was implemented from March 22 to June 3. It took place every Tuesday from 3:30 to 5:30 with primary school students belonging to one of the fifth-grade groups; likewise, the trainee teacher benefited one of the fourth-grade groups at the CDR school complying with the following schedule: Wednesdays from 1:00 pm to 3:00 pm.

On the other hand, it is pertinent to mention that this pedagogical project was executed with the help of primary school teachers who controlled the student's behavior in class and guided the pre-service teacher in each of the activities proposed as learning reinforcement for this educational community.

*Table 199. Methodology- Community Outreach Component.*

FIRST STEP	SECOND STEP	THIRD STEP
Introduction to the subject of the class by using flashcards, songs etc...	Development of exercises that demand the use of the vocabulary acquired such as drawings pictures.	Development of practical exercises such as crosswords, word search based on the class topic.

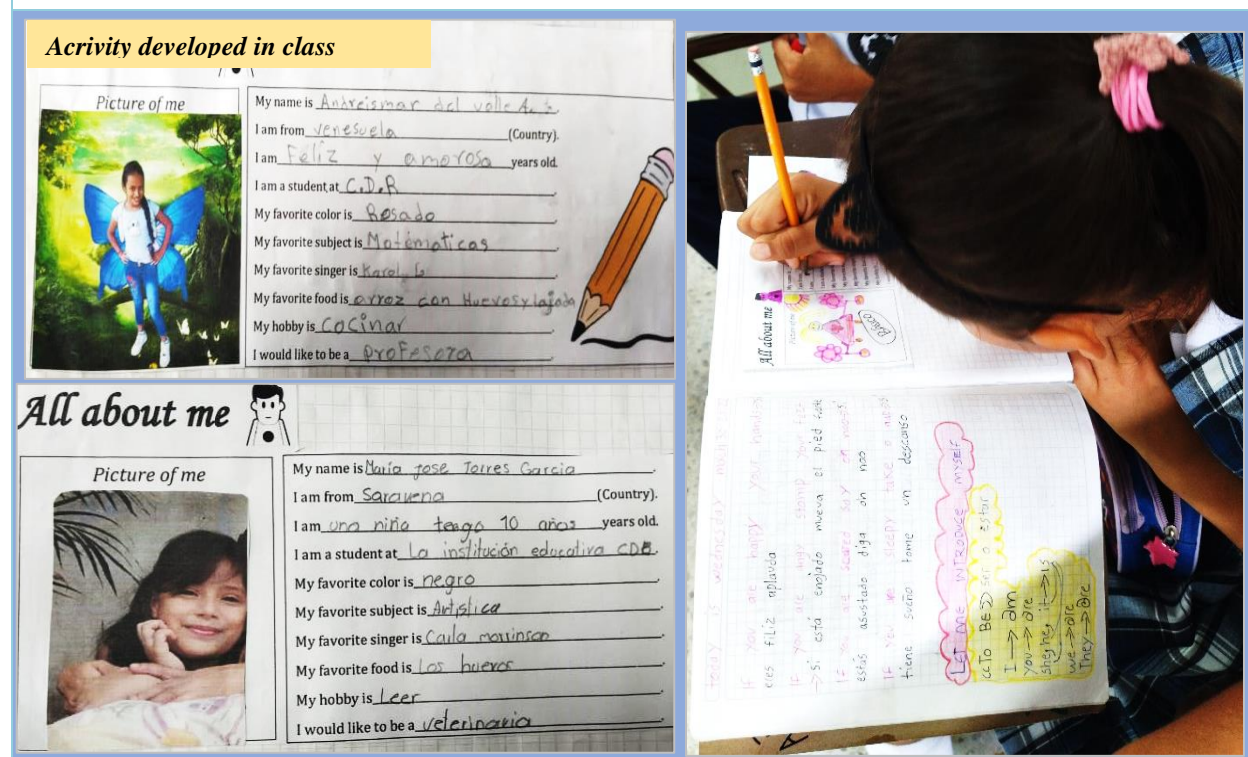
## Description of the activities implemented

### First week-activities

It's important to highlight that during this first session, the pre-service teacher focused on the explanation of a very important and essential topic in English that concerns the personal presentation including the TO BE. It should also be mentioned that this topic was applied in both fourth and fifth grade given that the trainee teacher considered it was necessary to start by teaching the students how to give personal information about themselves when someone else asks about it. Therefore, the class dynamic consisted of carrying out two exercises, a written and an oral activity in order to obtain a more meaningful learning of the topic in question.

In conclusion, it can be said that the implementation of this first activity was a total success given that students' disposition and interest for the class was very significant; therefore, the class objective was fulfilled.

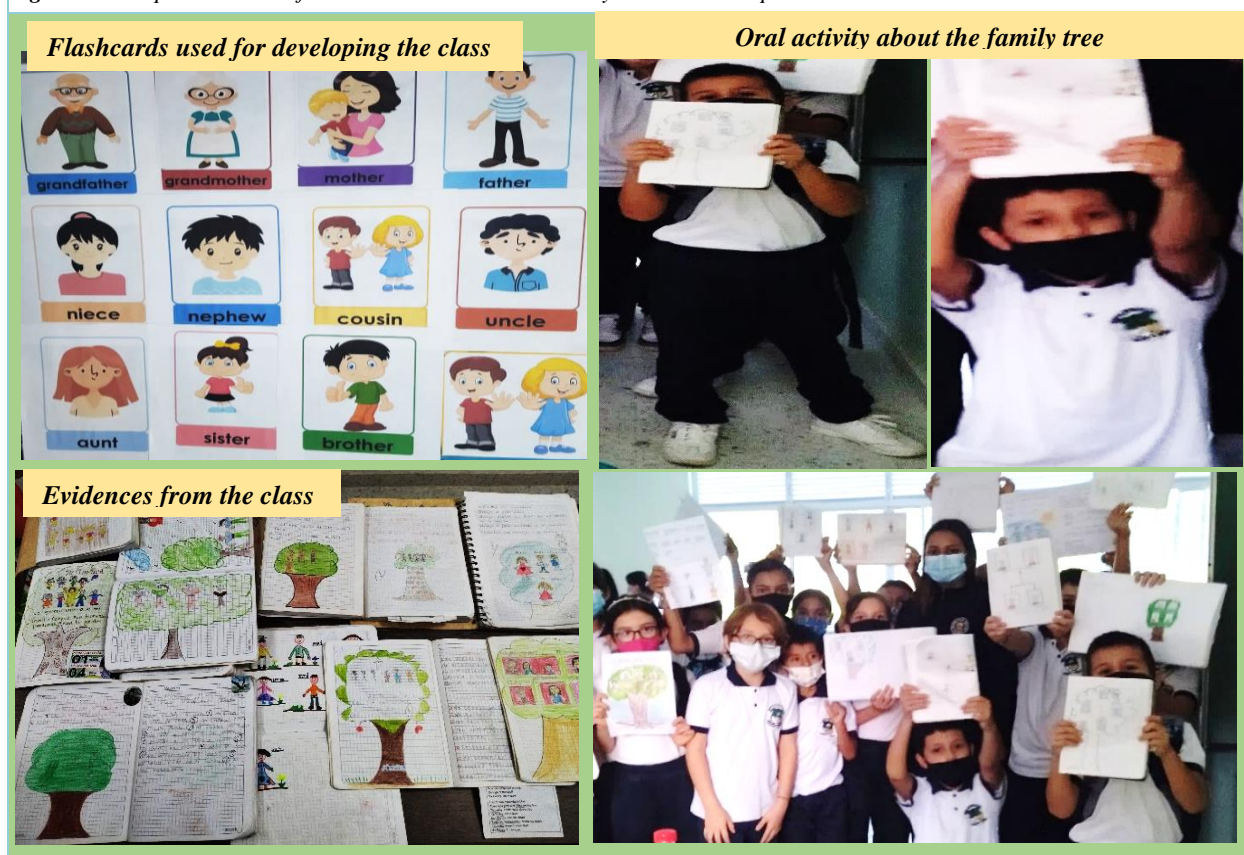
Figure 21. Implementation of the first session- Community Outreach Component.



### *Second week-activities*

The second session of this pedagogical project was grounded in subject the family members together with the adjective's possessives, applied in fourth and fifth grade. For beginning the class, all the family members were exposed on the board by using flashcards, likewise, the pre-service teacher introduced her family tree for students to have a better idea of the topic class. On the other hand, the learners were asked to create their own family tree to be explained in front of the other students with the purpose of practicing the speaking skills. In others words, it is possible to state that this activity was very interesting since the students acquired a deeper knowledge of their classmates' family members; in addition, the participation of the students was very active, all of them concentrated so much on the personal presentation of their partners. (To explore the didactic sequence, [go to the annexes section, table 32.](#)

**Figure 112..Implementation of the second session- Community Outreach Component.**



### *Third week-activities*

The objective of the session number three was to teach in a clear way the colors in fourth and fifth grade. Regarding the dynamic work that was implemented in these two primary courses, it is possible to state that it was a very flexible and very practical class, which had a positive impact on the students, who remained very attentive to all the explanations and comments made by the pre-service teacher; in addition, several practical exercises were developed for students to understand the topic class in a better and easy way.

*Figure 123. Implementation of the third session- Community Outreach Component.*



#### Fourth week-activities

It's important to highlight that this fourth intervention had as a main objective to teach the days of the week through a song named "*The seven-day of the week*". It should be noted that students' reaction to the song was very positive: besides, some of them stated that the song was very beautiful and that although they did not complete all the activities correctly, they loved it very much. Additionally, some other practical activities related to the topic class were proposed for students to put into practice their knowledges gained in class. In short, it was a very interesting session and the learners did all the activities proposed during its implementation.

**Figure 134.** Implementation of the first session- Community Outreach Component.



### *Fifth week-activities*

The intervention developed during this weekend on fourth and fifth grade aimed at explaining "the parts of the body in English" by developing different exercises inside the class such as going to the board and placing the body parts on a man picture and even drawing each of the body part in the notebook. As a summary of this session, it can be said that the learners participated actively in all the activities proposed in class.

**Figure 145.**Implementation of the fifth session- Community Outreach Component.



### *Sixth week activities*

The class intervention carried out during this sixth week linked to the community outreach component aimed at teaching the “feeling and emotions” by using the song “If you’re happy” on fourth and fifth grade founded on a participative and interactive basis. It must be mentioned that the dynamic followed by the pre-service teacher to develop the class consisted of executing certain important activities, first the trainee teacher made the respective presentation of the topic, then the students were invited to write and memorize the vocabulary related to the emotions. Finally, mechanization and practical exercises were proposed in order to practice the lexicon studied in class. In summary, it can be said that learners were very participative and interested in the class that developed all the activities in the best way.

**Figure 156.** Implementation of the sixth session- Community Outreach Component.



### *Seventh week activities*

It is pertinent to indicate that during this session, the trainee teacher focused on teaching the seasons of the year and also review the month of the year. The class was developed by considering two important moments, during the first one, the topic was explained for the pre-service teacher for students to become familiar with the vocabulary; therefore, in a second time learners are required to develop certain activities that allowed them to put into practice the knowledge acquired in class. In addition, they counted on the help of the trainee teacher who guided them during the execution of the exercises.

**Figure 167.**Implementation of the seco session- Community Outreach Component.



### ***Eighth week activities***

It is worth mentioning that during this session, the pre-service teacher focused on teaching on Fourth and Fifth grade, the vocabulary related to the parts of the house and professions. The classes were divided into sections, during the first phase, the students studied and wrote in the notebook the vocabulary linked to these two topics; on the other hand, learners were invited to carry different type of activities for them to master the subject in a very clear and positive way by putting into practice what they have learnt in class.

**Figure 28.** Implementation of the second session- Community Outreach Component.



### *Ninth- and Tenth-week activities*

During these two last encounters with learners, the pre-service teacher focused her attention on explaining the learners two topics “The fruits and vegetables and prepositions of place”. These topics were explained by the trainee teacher considering different activities such as draw the fruits and the prepositions as well as they were invited to develop other practical exercises for a better learning of the topics. It is also noted that the participation of the students was very positive in the two class sessions.

**Figure 29.** Implementation of the second session- Community Outreach Component.







## Conclusions

In accordance with the objectives established, it is possible to expose the following conclusions emerged from this component. Firstly, an important aspect that was evidenced in the development of the sessions was that when implementing attractive material like songs, worksheets, or flashcards and explain the subjects didactically contribute enormously to the understanding and deepening of topics; besides, it is easier to attract students' attention, preventing them from missing any important information of a particular theme. Likewise, it was perceived that when the pre-service teacher applied this sort of teaching aids, the learners' motivation increased considerably, they seemed to be more involved with the topics in the way they participated with great enthusiasm in all the activities proposed in class.

On the one hand, it was appreciated the importance of introducing effective language teaching methods according to the interests and needs of the students, this rather than just focus on the use of traditional methods that are limited to teaching grammar and vocabulary; that is why, the implementation of the four linguistic skills at this project was taken, which contributed a lot to the understanding of the topics and the use of the language in real situations; besides, a better academic performance was obtained from learners.

Finally, it can be stated that the positive impact that has generated the application of didactic materials in the motivation and participation of students has allowed the teachers to be interested about their use and future application in order to avoid monotony in the classroom. It is also necessary to highlight that not only the English primary teachers were satisfied with the labor performed by the pre-service teacher during the classes; further, the pre-service teacher was equally benefited from the guide provided by experienced educators, which results in gaining a deeper understanding of the working context and an improvement in the management group.

## **Chapter V: Intra-Institutional Activities Component**

### **Introduction**

The administrative activities are the important spaces designated by the institutional administrators in order to supplement and complement the curricular or main activities. Its overwhelming importance lies in the fact that these play an important role in catering the many facets making part of the students' personality, as they are particularly good at providing opportunities for them to exercise leadership, work in teams, develop a sense of belongingness, take the initiative themselves as well as exhibit both, their academic and non-academic abilities. On the other hand, in some opportunities, such activities allow to strengthen the theoretical knowledge when organization is related to the content taught in the classroom.

With regards to their importance as an essential element of an educational institution, it remains an imperative for the pre-service teacher to be actively immersed both, in the organization (if it is a requirement) and development of such administrative activities that may include attending staff meetings, writing reports, documenting students' performance and progress, flag raising and cultural events as well as attendances to additional activities assigned spontaneously by the administrators.

In other terms, the intra-institutional activities component brings an opportunity for trainee teachers to acquire the necessary experience and the required knowledge of the institutional organization, methodologies, and guidelines, among other activities that come to be paramount to the process of integral practicum.

**Justification**

The participation of the pre-service teacher into the administrative activities and the curriculum taking place in educational institution becomes a propitious component since these complementary spaces enhance students' formation and development of their skills in terms of both, their educational and sociable skills that are otherwise the success expected for each student fostering their cultural education, and the conceptions towards the social welfare.

Through this component it was represented the constructive experience that the preservice teacher acquires in a deeply way by regarding the managing of the administrative matters of the determined institution as well as the basic knowledge of the smooth running of it. besides, it is also necessary from the interactional perspective, to know in-depth the disciplinary given that institutions not only involve academic processes but also administrative and playful processes that train both students and teachers with integral values in terms of responsibility and commitment.

Therefore, pre-service teachers need to enter into the processes to gain knowledge and experience during their teaching performance taking into consideration an administrative and academic perspective.

## **Objectives**

### **General objective**

- To participate in Intra institutional responsibilities delegated by the institution and the administrators

### **Specific objectives**

- To support different institutional activities that go along with cultural and pedagogic purposes.
- To understand the pedagogical value of the institutional chronogram of students' learning processes
- To develop a sense of belonging for the educational community

## Methodology

As pre-service teacher, it was important to take an active part and consider myself as a member of the Institution. Therefore, the trained teacher was willing throughout the entire process of the practicum stage to face and to work on all the events and activities which supported the assignments of the institution by offering her services when it was necessary and by organizing, decorating and participating in extracurricular activities in order to express her commitment with the community and the institution.

It should be noted that the Rural Development Concentration develops a large number of intra-institutional activities throughout the academic year, these activities or events are intended to highlight cultural, religious, academic and other aspects that seek the recognition of students linked to educational communities with principles and values.

### *Description of events and activities*

Some of the activities in which the pre-service teacher was required to participate in the 2022-1 calendar were the following: *women's day, hoisted flag, language day, parent meeting, teachers meeting, interclasses, visit of the mayor of the town.*

Table 222. Intra-institutional activity N°1.

WOMEN'S DAY	
<b>Objective</b>	-Celebrate women's day and spend a pleasant moment among all the administrators of the educational community.
<b>Teacher's role</b>	-It is worth mentioning that the pre-service teacher participated at this in this event as a guest, she did not take any other role.
<b>Acquired learning</b>	-From this event, it was possible to perceive that this celebration has a very great value within the educational community since it is a way for men to express their gratitude to women and praise them for their valuable work at school.
<b>Evidence</b>	

Table 233. Intra-institutional activity N°2.




HOISTED FLAG	
<b>Objective</b>	-To reward the students who obtained good academic performance through the first term, as well as commemorate the secretaries for the hard work they do daily in the Educational Institution.
<b>Teacher's role</b>	During this event the pre-service teacher had to control students' discipline and avoid disorder while the cultural activities were carried out (National anthem, pledge to the flag).
<b>Acquired learning</b>	-In this activity, it was evidenced the importance of being a disciplined and responsible student with the academic work at school and also obtain great marks since that gives us the privilege of being exalted by all people who are sure of our strong intellectual abilities.
<b>Evidence</b>	  

Table 244. Intra-institutional activity N°3.





LANGUAGE DAY	
<b>Objective</b>	-Commemorate language day highlighting Spanish as our universal language to communicate.
<b>Teacher's role</b>	During the execution of this activity, the pre-service teacher was in charge of observing and controlling students' behavior.
<b>Acquired learning</b>	-From this event, it was perceived important cultural activities such as (songs, poems, recitation of texts, dances). In addition to this, it was possible to acquired relevant information concerning the importance of this day and its author, Miguel de Cervantes Saavedra.
<b>Evidence</b>	  

Table 255. Intra-institutional activity N°4.

PARENT MEETING	
<b>Objective</b>	- To socialize with parents, the work methodologies and strategies to improve educational difficulties
<b>Teacher's role</b>	-The pre-service teacher accompanied the head teacher/supervisor in the grade report meeting in which parents were informed about the directives for the first term and the aspects that were considered when evaluating students.
<b>Acquired learning</b>	-From this space, it was possible to gain some knowledge about how the grading system works in the school since there was a qualitative evaluation based on students' performances instead of a quantitative one.
<b>Evidence</b>	

*Table 266. Intra-institutional activity N°5.*


TEACHERS MEETING	
<b>Objective</b>	-To find strategies to improve the bad behavior of some students inside the classroom.
<b>Teacher's role</b>	-On this occasion, the trainee teacher participated as another member of the educational community in finding ideas about the new rules that would be implemented in the classroom.
<b>Acquired learning</b>	-From this section, it was possible to learn about new typologies regarding the offenses that students can commit inside the classroom, such as the use of the cell phone without permission and absences without justification from the classroom.
<b>Evidence</b>	

Table 277. Intra-institutional activity N°6.

INTERCLASSES	
<b>Objective</b>	-Inaugurate the beginning of the sports activities within the Institution where all students participated.
<b>Teacher's role</b>	-During this cultural activity, the trainee teacher was required to control students' discipline and avoid disorder throughout the event execution.
<b>Acquired learning</b>	-After the realization of this activity, the trainee teacher was able to recognize that this celebration plays a very important role within the educational community given that it is an event that gives all the students the opportunity to spend a pleasant moment and at the same time to participate in a particular sport of their choice.
<b>Evidence</b>	 

Table 28. Intra-institutional activity N°7.

VISIT OF THE MAYOR OF THE TOWN	
<b>Objective</b>	-To find strategies to improve the students 'needs within the institution.
<b>Teacher's role</b>	-On this occasion, the trainee teacher participated as another member of the educational community by taking part of the meeting.
<b>Acquired learning</b>	- From this section it was possible to know the new policies that are carried out within the mayor's office in relation to the issue of education, such as new opportunities for students to continue their studies.
<b>Evidence</b>	 

**Table 29.***Intra-institutional activities chronogram.*

INTRA-INSTITUTIONAL CHRONOGRAM – CONCENTRACIÓN DE DESARROLLO RURAL HIGH SCHOOL																
ACTIVITIES	MARCH				APRIL				MAY				JUNE			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
Women's Day		X														
Presentation of the candidates		X														
Hoist the National Flag International			X													
Institutional improvement plan			X													
Debate of the candidates			X													
Closure of the electoral campaign			X													
Election of the students' representative				X				X			X					
Leveling first term				X												
Parent meeting - bulletin delivery					X						X					
Possession of the school government							X									
Language day							X									
Pedagogical day (primary education)								X								
Teacher's Day										X						
Parents' Council Meeting																
Teachers meeting											X					
Interclasses												X				
Visit of the mayor of the town													X			
Mother's Day											X					

## Conclusions

Regarding this component, it can be said that all the activities developed during the practicum stage have allowed the pre-service teacher to acquire a deep perspective of the administrators, teachers and the students allowing her therefore to expand the knowledge concerning the educational field and be aware of the importance of them to analyze the managing of administrative matters that is required to lead an Educational Institution.

On the other hand, the development of these activities has been meaningful for both the students and the trainee teacher since these spaces enhance students' well-being and development of educational and social skills that are otherwise the success expected for each student and teacher within an Educational Community.

Finally, it is important to point out that the time foreseen for the development of such essential events at school has restricted sometimes the accomplishment of the activities that the pre-service teacher had prepared in advance, having as a result, these activities were not fully developed and even preventing the pedagogical project to meet the dates raise, which may suggest that there is a prime need of striking a balance between curriculum, academic and administrative activities in order to accomplish all the targets outlined by the Institution.

## **Chapter VI: Reflective Approach to Integral Practicum**

### **Description of the reflection process**

The pre-service conducted weekly narrative reflections that allowed her to analyze every aspect that in detail was detrimental or beneficial through the process involved within her practicum in the classroom activities; besides, this space allowed the student teacher to think and reflect about her teaching labor including (material use, teaching methods, techniques used in order to address a specific issue, discipline management. A clear example of this is the new challenges which are necessary to deal with as the use of new technologies in class instead of the traditional materials of instruction, which have allowed the pre-service teacher to display information in a more effective and attractive way given that she made use of a TV in her classes, which she found useful for projecting videos, songs, and practical exercises.

Additionally, it can be said that this reflection process has constituted an invitation to the pre-service teacher to renew her teaching practices and dogmas, implementing change if it is possible and avoiding therefore the implementation of techniques and strategies founded on traditional teaching by considering others ones that give way to a more appropriate teaching process and thinking of the profession and decision making as a future teacher.

On the other hand, the idea of creating narratives reflections has allowed the trainee teacher to gain experience and many abilities at the moment of solving problems in class and adopting measures that seemed to be helpful to overcome her own daily issues when dealing with students that may be conscious of the importance of studying or so far not to like the English language.

## **Conclusions**

### ***Class time***

The time designated for the development of the English classes was always a great obstacle for the trainee teacher at the moment of implementing the activities already planned, given that time was short and, in some occasions, it was impossible to complete all the activities. However, the suggestions of the supervising teacher regarding time management were most of the time very positive by noting that the most important thing was not to do all the activities but to be effective when teaching.

### ***Student misbehavior***

During the first two weeks of practice the trainee teacher felt a bit depressed because of the tenth graders' behavior, but in spite of being upset; the student teacher looked for other ways to deal with their attitude for the next class, which changed to be a success because at the end of the process the pre-service teacher tried to make students concentrate in class by doing classwork or by watching some videos and then know their perceptions about it.

### ***Topic management***

In some of the first classes the trainee teacher experienced some insecurity in the explanation of the topics since she had not studied grammar for a long time; therefore, from that moment the pre-service teacher always attempted to be more prepared when explaining in oral way the topics class as well as the oral activities; besides, when she made a mistake, she looked for help from the supervisor teacher, who made the pertinent corrections given that the most important thing here was that the students learnt something real and not some wrong information that it was not going to contribute to their English learning process.

### ***Teaching methodology***

From the beginning of her teacher practice, the pre-service teacher implemented various methodological tools leading to questioning their effectiveness and adopting different ones that provide better outcomes such as the implementation of icebreakers in the middle of the class when students seem to be tired, which turned out to be a great help for students to concentrate and were interest in class and the topic explained.

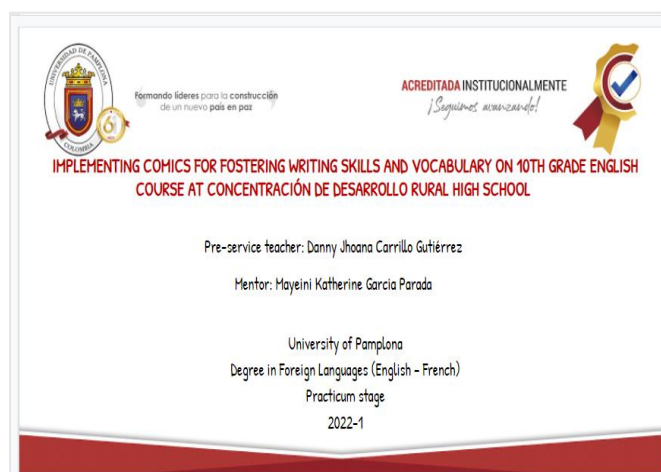
### ***Use of English in class***

The use of English was always been something that has worried the teacher all the practicum process since the use in English classes was very limited and this means that students will not increase their English level because there is no efforts evidenced on the part of them to make use of the language in class even if they do not understand it, given that the essential aspect is that they practice it in class for the pre-service teacher to correct the mistakes, and in this way they can gain a better knowledge of the language.

## Annexes

### Annex 1. Material used for the presentation of the project in class.

<https://docs.google.com/presentation/d/1QCswMVJ7Aqv7iVkmUUr5m5pfuh3G6ix-1/edit#slide=id.p1>

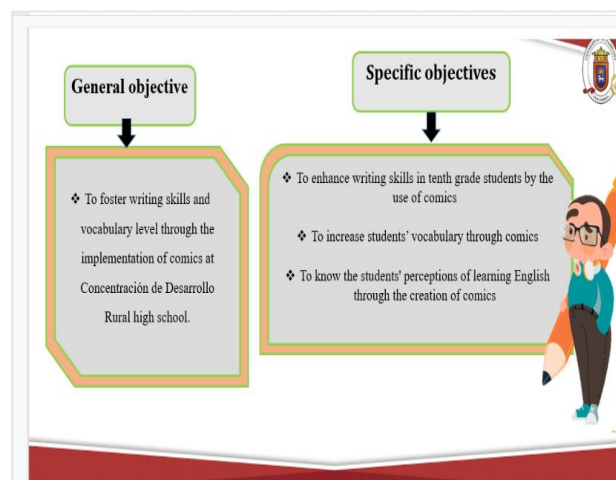


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**IMPLEMENTING COMICS FOR FOSTERING WRITING SKILLS AND VOCABULARY ON 10TH GRADE ENGLISH COURSE AT CONCENTRACIÓN DE DESARROLLO RURAL HIGH SCHOOL**

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Mentor: Mayeini Katherine García Parada

University of Pamplona  
Degree in Foreign Languages (English - French)  
Practicum stage  
2022-1

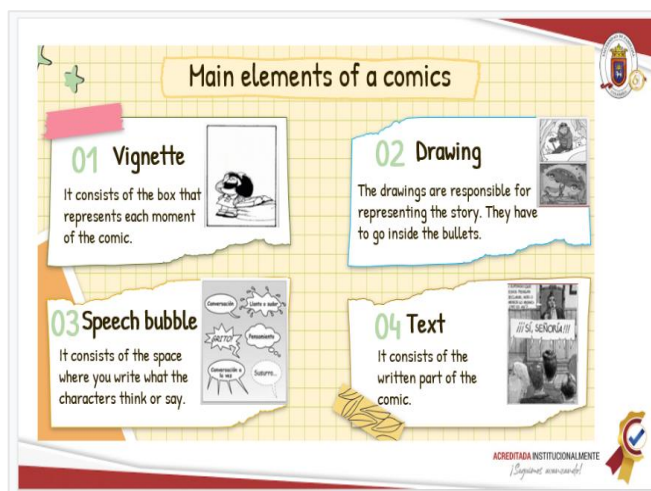


**General objective**

- ❖ To foster writing skills and vocabulary level through the implementation of comics at Concentración de Desarrollo Rural high school.

**Specific objectives**

- ❖ To enhance writing skills in tenth grade students by the use of comics
- ❖ To increase students' vocabulary through comics
- ❖ To know the students' perceptions of learning English through the creation of comics



**Main elements of a comics**

**01 Vignette**  
It consists of the box that represents each moment of the comic.

**02 Drawing**  
The drawings are responsible for representing the story. They have to go inside the bullets.

**03 Speech bubble**  
It consists of the space where you write what the characters think or say.

**04 Text**  
It consists of the written part of the comic.



**Condorito Comic Strips**  
<https://youtu.be/46mxayv3AI>

**Online Activity based on Condorito characters**

Condorito	Don Pepe
Condorito	Don Cuadrado
Condorito	Yagla
Don Pepe	Papa Condorito

[https://www.dailymotion.com/video/x31777688bd3b47a2b25c65bd2c86ca9?video\\_id=7&templateId=3&fontSize=16](https://www.dailymotion.com/video/x31777688bd3b47a2b25c65bd2c86ca9?video_id=7&templateId=3&fontSize=16)

**Activity focused on creating an ending to the story**  
[https://www.dailymotion.com/video/x31777688bd3b47a2b25c65bd2c86ca9?video\\_id=7&templateId=3&fontSize=16](https://www.dailymotion.com/video/x31777688bd3b47a2b25c65bd2c86ca9?video_id=7&templateId=3&fontSize=16)

## Informed consent letter

<https://docs.google.com/document/d/1TTIqlUNNnwqf0UflMoVdaXNHbDE2XrbA/edit?usp=sharing&oid=115018908402388304356&ripof=true&sd=true>



ACREDITADA INSTITUCIONALMENTE

*¡Seguimos avanzando!*



Saravena, 05 de Abril del 2022

Estimados,

Estudiantes

Decimo grado

Institución Educativa Concentración de Desarrollo Rural

Cordial saludo,

Yo, DAINNY JHOANA CARRILLO GUTIERREZ, identificado con C.C 1094281340 de Pamplona-Norte de Santander, 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 Vivian Zurima Calderón Pérez, me dirijo a ustedes con el fin de informarles que dentro del desarrollo de mi práctica, estaré llevando a cabo un proyecto titulado IMPLEMENTING COMICS TO FOSTER WRITING SKILLS AND VOCABULARY ON 10TH GRADE ENGLISH COURSE AT CONCENTRACIÓN DE DESARROLLO RURAL HIGH SCHOOL que tiene como objetivo *to foster writing skills and vocabulary level through the implementation of comics at concentración de desarrollo rural high school*. Por tal razón, dentro de las clases se propondrán 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 etc. 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,

*Dainny Jhoana Carrillo*

C.C.1094281340

Estudiante-Practicante

Licenciatura en Lenguas Extranjeras Inglés-Francés



SC-CER96940



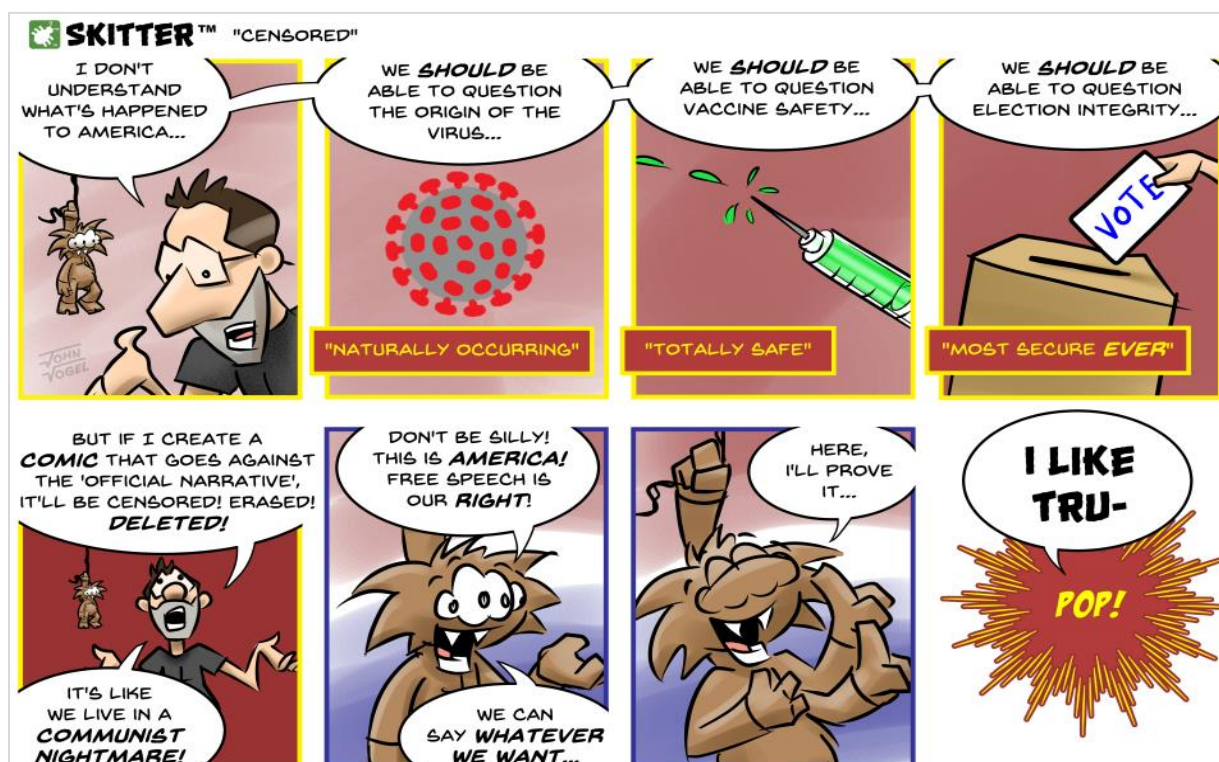
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Condorito comic strip.



Doctor poo comic strip.



*The most popular Condorito Comic Strips.*



*Online Activity based on Condorito characters.*



Activity focused on creating an ending to the story.



**Annex 2.** Material used for the implementation of the workshop N<sup>o</sup>2 focused on present simple.

<https://docs.google.com/presentation/d/1ijT5OB9ApNabDhslyEOJiDGGtPriHXgf/edit?usp=sharing&ouid=115018908402388304356&rtpof=true&sd=true>




Online exercise about the present simple-the pink panther.

<https://en.islcollective.com/video-lessons/present-simple-pink-panther>



Present simple -classwork.

[https://docs.google.com/document/d/17487TKEG4c2Ki6L1q\\_c38VPEOM8IIyLM/edit?usp=sharing&oid=115018908402388304356&rtpof=true&sd=true](https://docs.google.com/document/d/17487TKEG4c2Ki6L1q_c38VPEOM8IIyLM/edit?usp=sharing&oid=115018908402388304356&rtpof=true&sd=true)



LE CONCENTRACIÓN DE DESARROLLO RURAL

PRESENT SIMPLE- CLASSWORK

TEACHER: LIC VIVIAN ZURIMA CALDERÓN PEREZ


**1. Find and correct the mistakes below using present simple.** *(Encuentra los errores y corríjalos).*

- She don't like tennis \_\_\_\_\_
- Does they live in Canada? \_\_\_\_\_
- Does John has enough money? \_\_\_\_\_
- Do they usually driving to work? \_\_\_\_\_
- They has lots of free time. \_\_\_\_\_
- My father wants to travels to Spain. \_\_\_\_\_
- He doesn't drinks tea. \_\_\_\_\_
- Jenny is not work at a restaurant. \_\_\_\_\_
- Why you study English? \_\_\_\_\_
- Robert plays baseball on the weekend. \_\_\_\_\_

Oral activity implemented in class.

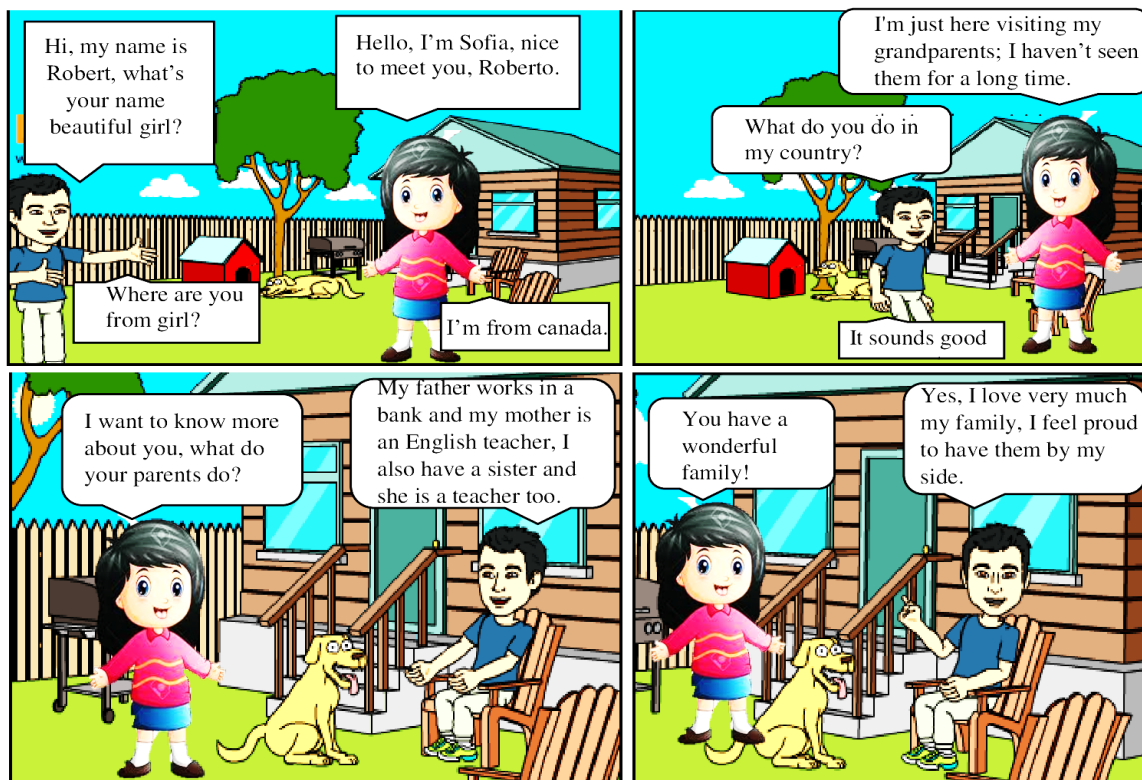
<https://docs.google.com/document/d/1iIKjwh1GnYZCf3RT345PTjPvhxspSalM/edit?usp=sharing&oid=115018908402388304356&rtpof=true&sd=true>

**SIMPLE PRESENT DIALOGUE EXERCISE**



**Mike:** What do you do?  
**Sara:** I'm a teacher. I (teach / teaches) english.  
**Mike:** Where do you live?  
**Sara:** I lives / live in Japan.  
**Mike:** Are you Japanese?  
**Sara:** No, I'm not / I am. I am Spanish.  
**Mike:** Where do you work?  
**Sara:** I works / work at University  
**Mike:** What do you do for fun?  
**Sara:** In my freetime I goes / go running.  
**Mike:** Do you play sports?  
**Sara:** Yes, I do / I don't. I play / plays tennis on saturdays.  
**Mike:** What do you do on sundays?  
**Sara:** I usually cleans / clean my house on sundays.  
**Mike:** Do you cook?  
**Sara:** Yes, I don't / do. But I don't cook on fridays.  
**Mike:** Where does your mother live?  
**Sara:** She live / lives in Spain. She is / are Spanish too.  
**Mike:** Where does she work?  
**Sara:** She work / works in a hospital. She are / is a doctor.  
**Mike:** Does she cook?  
**Sara:** Yes, she does / doesn't . She always cooks / cook.

Comic picture about personal information in present simple tense.

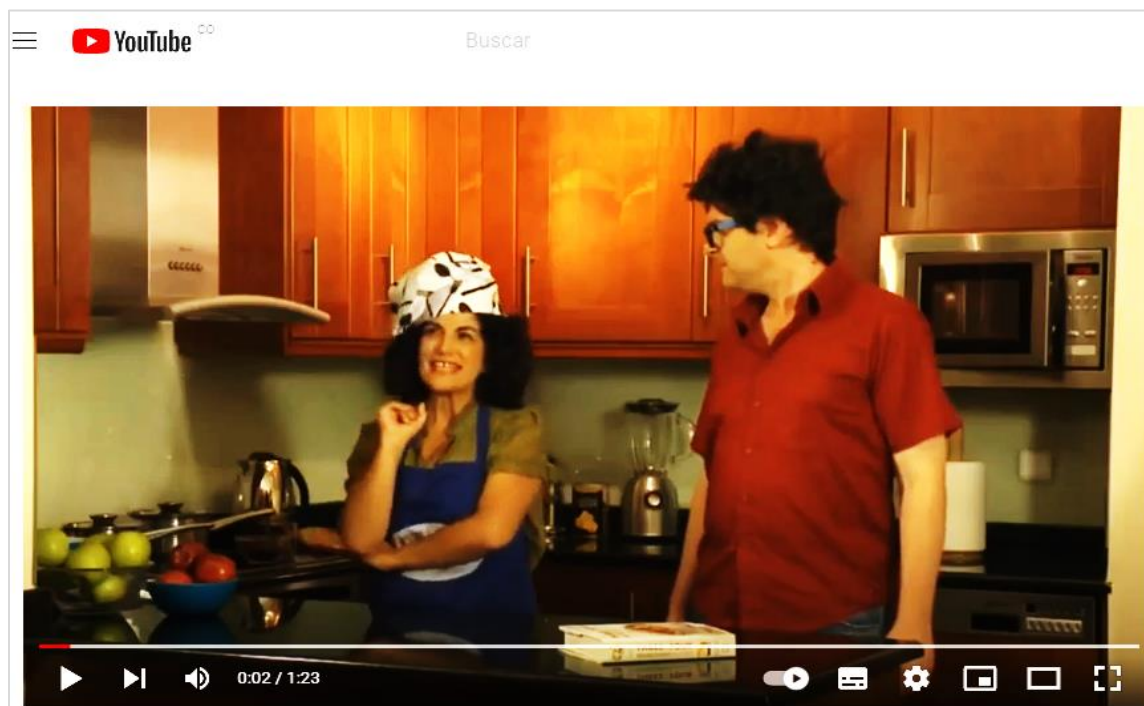


Unknown vocabulary.



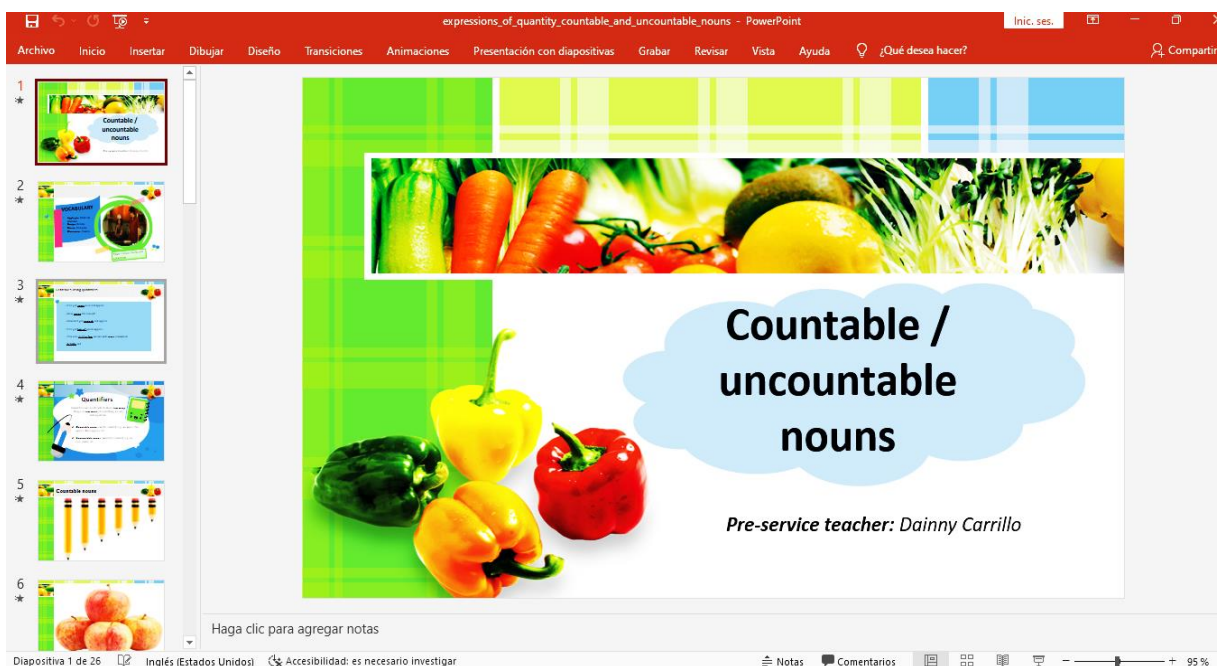
**Annex 3.** Evidences from the implementation of the workshop N°3 based on quantifiers.

<https://youtu.be/wuIIULKKQS8>



Slides used for developing the class.

<https://docs.google.com/presentation/d/1s0jI2vLzIjFTTAKg2I7cl0EJVqFbaudG/edit?usp=sharing&oid=115018908402388304356&rtpof=true&sd=true>



Practical exercise carried out in class.

**Put the words in the correct group.**

I. Look at the picture and place it in the correct column.

Countable noun	Uncountable noun
Vegetable	Egg
Sugar	Apple
Rice	Fast food
Milk	Chocolate
Salad	Bread
Tomato	Orange
Carrot	

Interactive quiz by Toy story 4 Ever.

<https://en.islcollective.com/video-lessons/quantifiers-some-any-much-many-and-a-lot-of>

**Quantifiers (some, any, much, many and a lot of)**

NatalieChangLS August 23, 2021

2339 plays | 25 faves | 38 copies

Toy Story 4 Ever

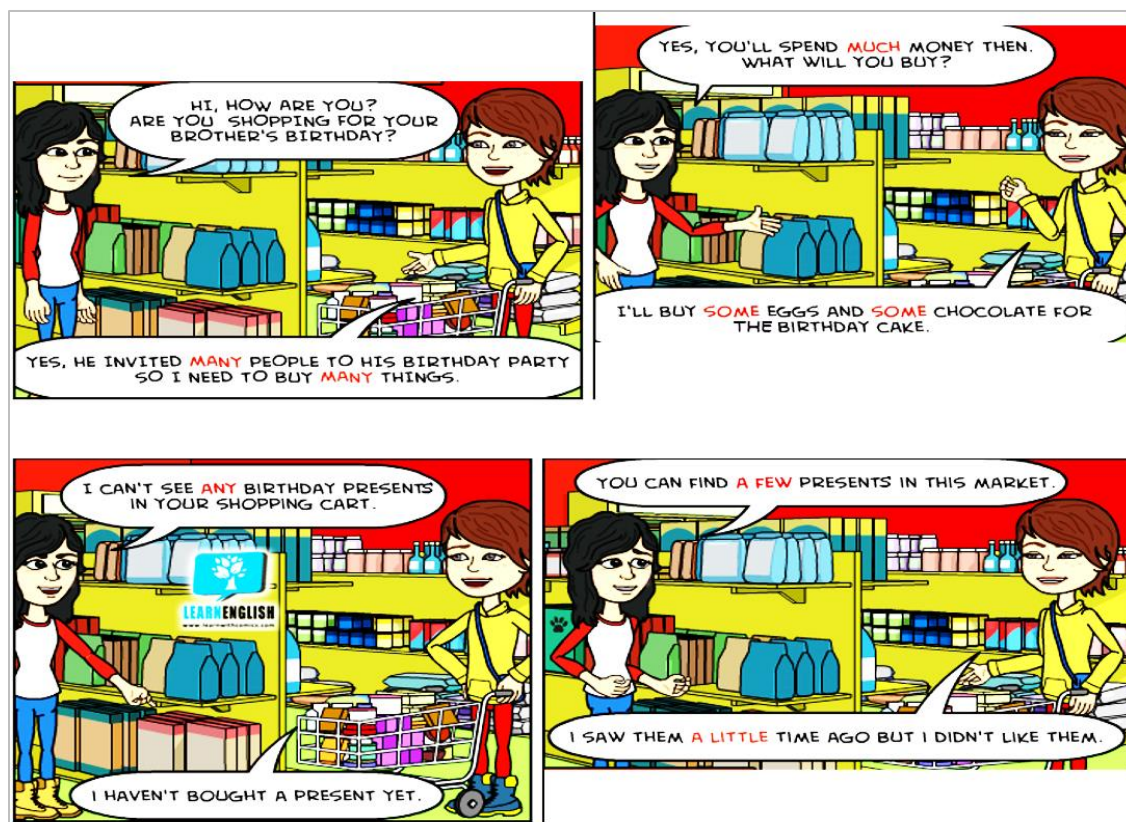
TOY STORY 4

Play modes ~

YouTube

00:00 / 02:51

Comic picture about quantifiers.




Unknown vocabulary.




#### Annex 4. Evidences from the implementation of the Workshop N<sup>o</sup>4.

<https://docs.google.com/presentation/d/1B2Q-O-eywTTObTyXq362dcfIEDqeBWTv/edit?usp=sharing&ouid=115018908402388304356&rtpof=true&sd=true>




## Modal Auxiliary Verbs


start




**sing**



**swim**



**cook**



**draw**

### WHAT ARE MODAL VERBS?

We use **modal verbs** to express ability, to give advice, to ask for and give permission, to express obligation, to express possibility, to deduce and to make predictions.

**CAN:** Ability, permission, possibility

**BE ABLE TO:** Ability


**COULD:** Ability in the past, more polite permission

**MAY:** Possibility, probability, Formal request

**MIGHT:** more polite permission, weak possibility

**SHOULD:** Advice, 50% obligation, say what is a good idea

**OUGHT TO:** Advice, obligation, logical conclusion



**MODAL VERBS**

Practical exercises developed in class.

<https://es.liveworksheets.com/kt67215uv>

## MODAL VERBS

**CAN**

• **EXPRESS ABILITY**

**Affirmative:**  
Frogs can jump high.

**Negative:**  
Frogs can't sing.

**Interrogative:**  
Can frogs fly? No, they can't.

**COULD**

• **EXPRESS POSSIBILITY**

Can you see me tonight?

**MAY**

• **EXPRESS PERMISSION**

Can I go to the concert?  
-Yes, you can./No, you can't.

**MUST**

• **EXPRESS OBLIGATION**

You must wear a helmet when you ride a motorbike.













**MUSTN'T**

• **EXPRESS PROHIBITION**

You mustn't shout in the library.

### MODAL VERBS MULTIPLE CHOICE

Fill in the gaps with the correct option:

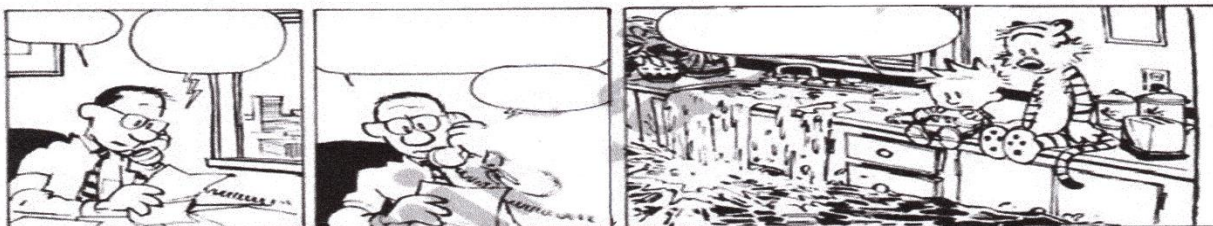
 1. You _____ smoke here. a. shouldn't b. must c. mustn't	 2. They _____ borrow books at the library. a. have to b. can c. mustn't	 3. She _____ wear a uniform. a. must b. doesn't have to c. mustn't	 4. We _____ go to school at weekends. a. mustn't b. don't have to c. can't
 5. You _____ have a card to borrow books at the library. a. must b. can c. may	 6. My little brother _____ walk. a. mustn't b. can't c. doesn't have to	 7. It _____ be Tina. She promised to phone me. a. can't b. may c. must	 8. You _____ eat so much fast food. It's bad for your health. a. mustn't b. shouldn't c. may
 9. _____ use the phone, please? a. May	 10. You _____ drive on your right in most countries. a. should	 11. You _____ overcome other cars. a. don't have to	 12. You _____ exercise to keep fit. a. must

Comic picture about quantifiers.



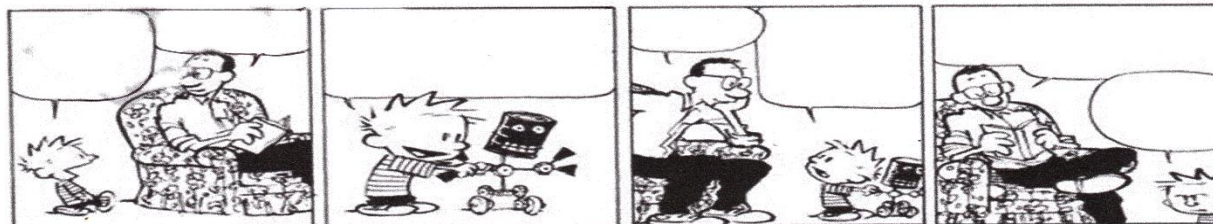
Example: can, should, must

①



might, would like, could

②



have to, may, will

Unknown vocabulary found in the comic.

## VOCABULARY



Pool (piscina)



Homework ( Deberes)



Terminar, llegar



Unfair (Injusto)



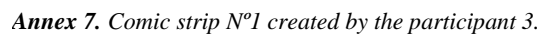
Should: Debería



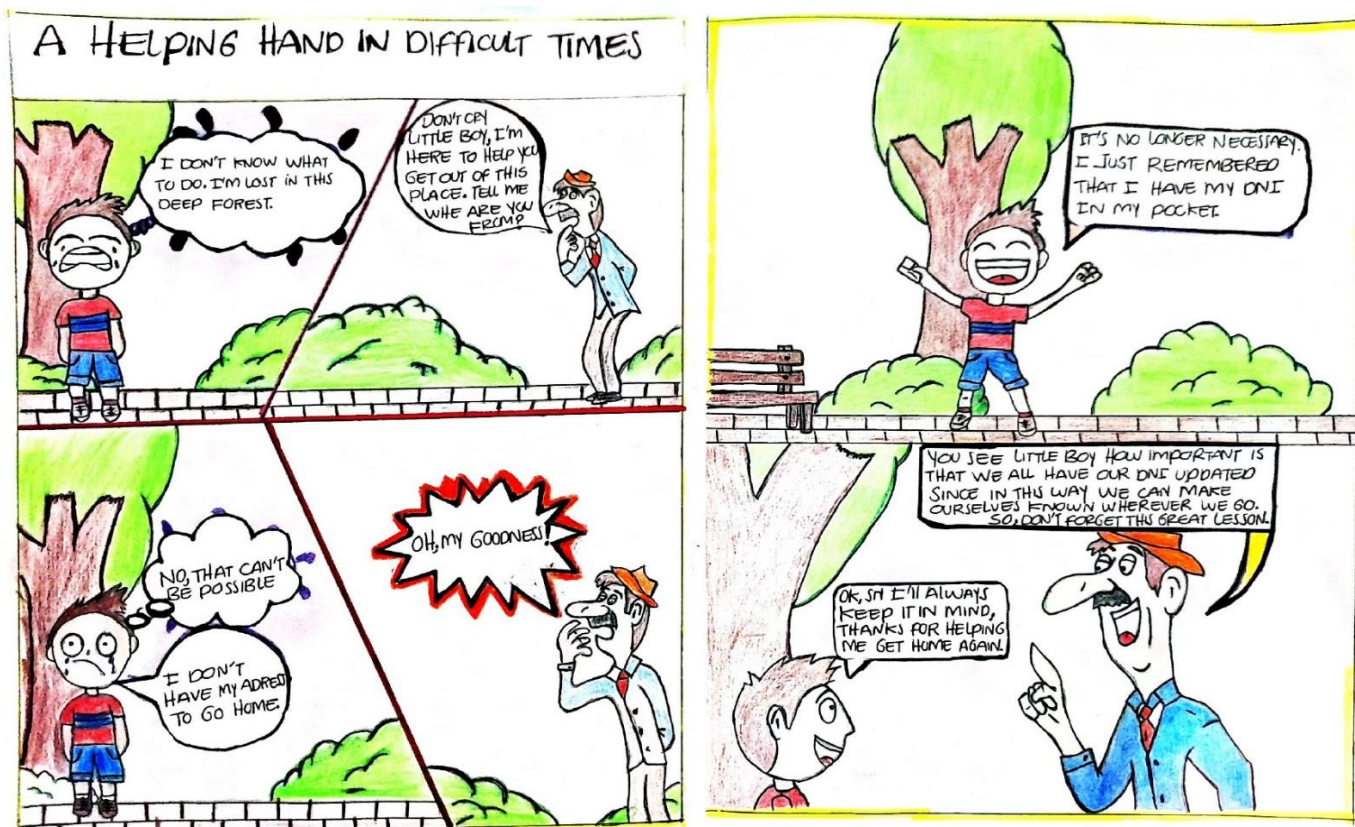
Swimming (Nadar)

Annex 5. Comic strip N°1 created by the participant 1

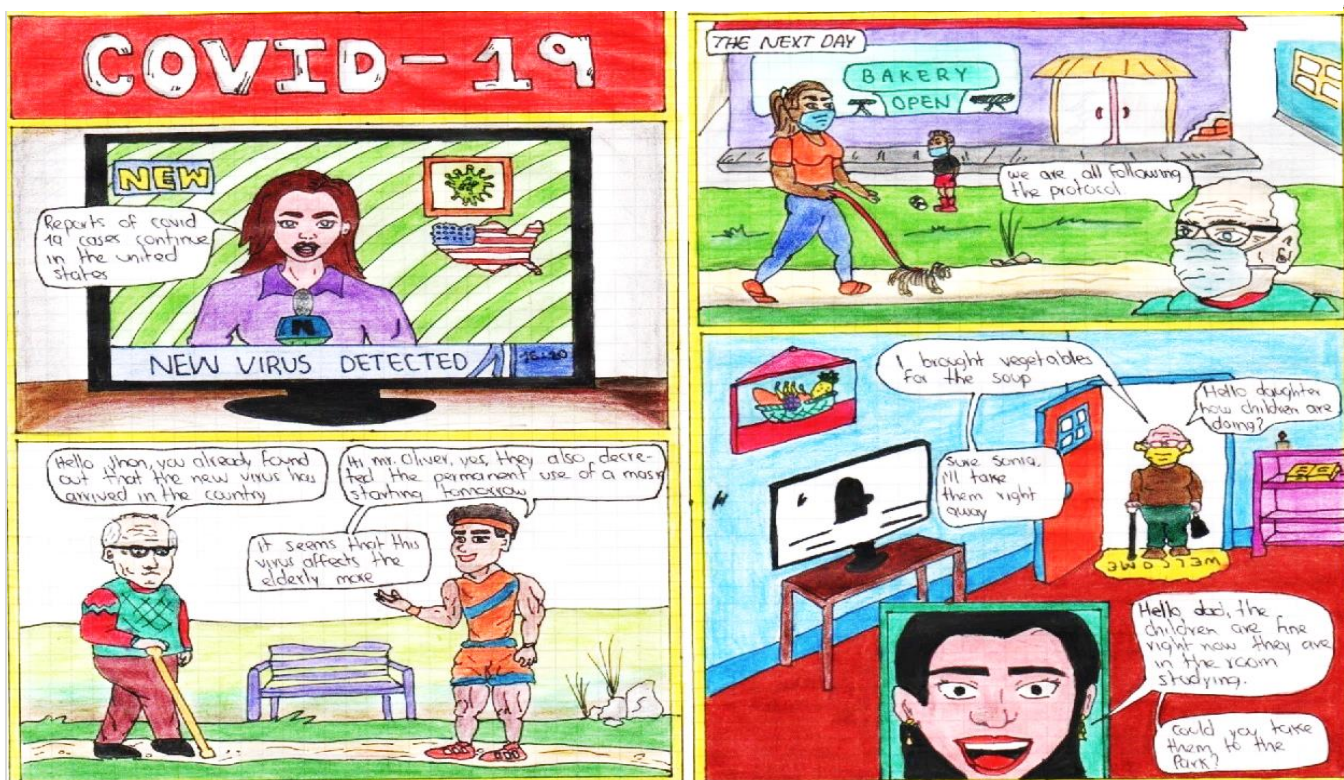




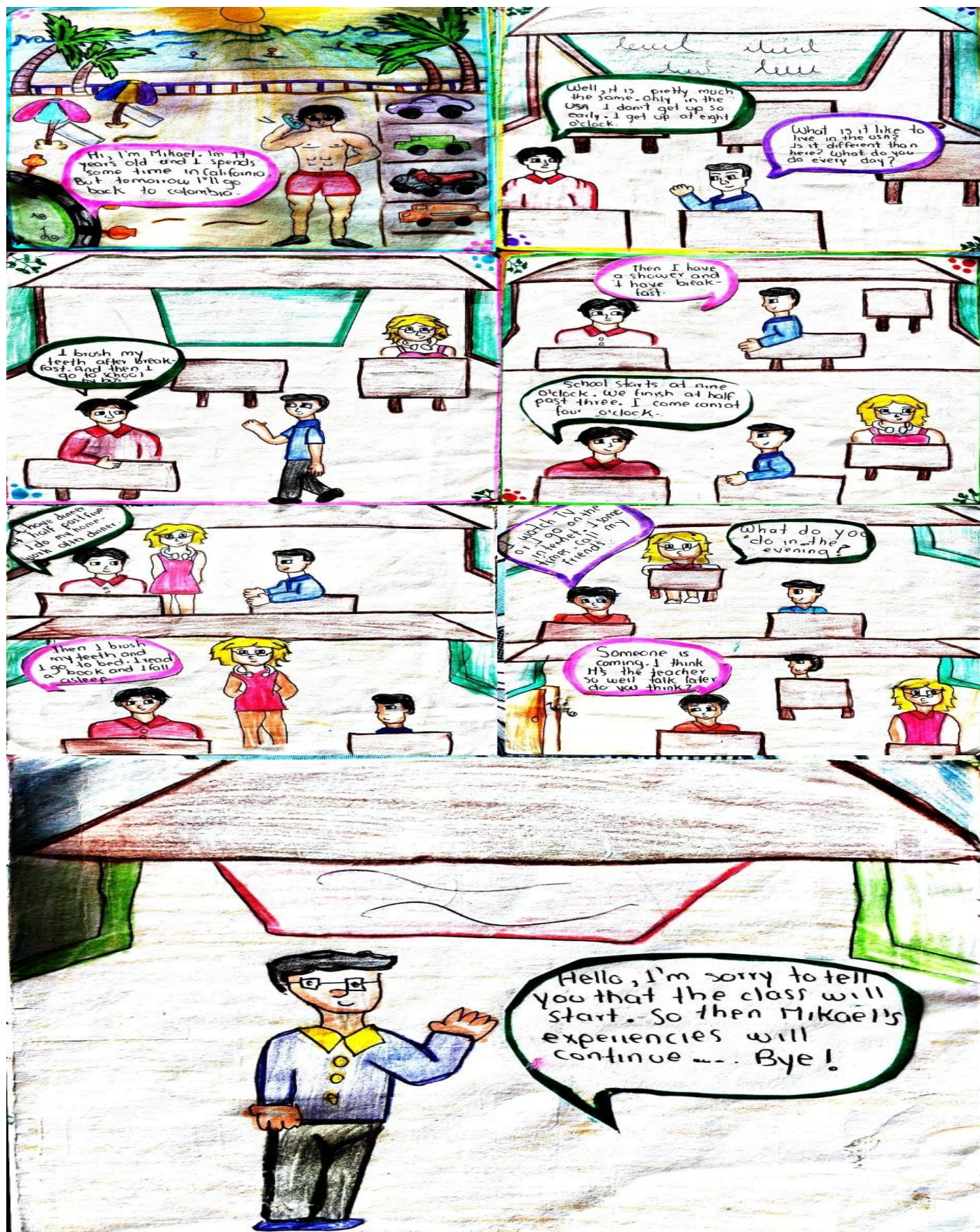
Annex 8. Comic strip N°1 created by the participant 4.



Annex 9. Comic strip N°1 created by the participant 5.



*Annex 10. Comic strip N°1 created by the participant 6.*

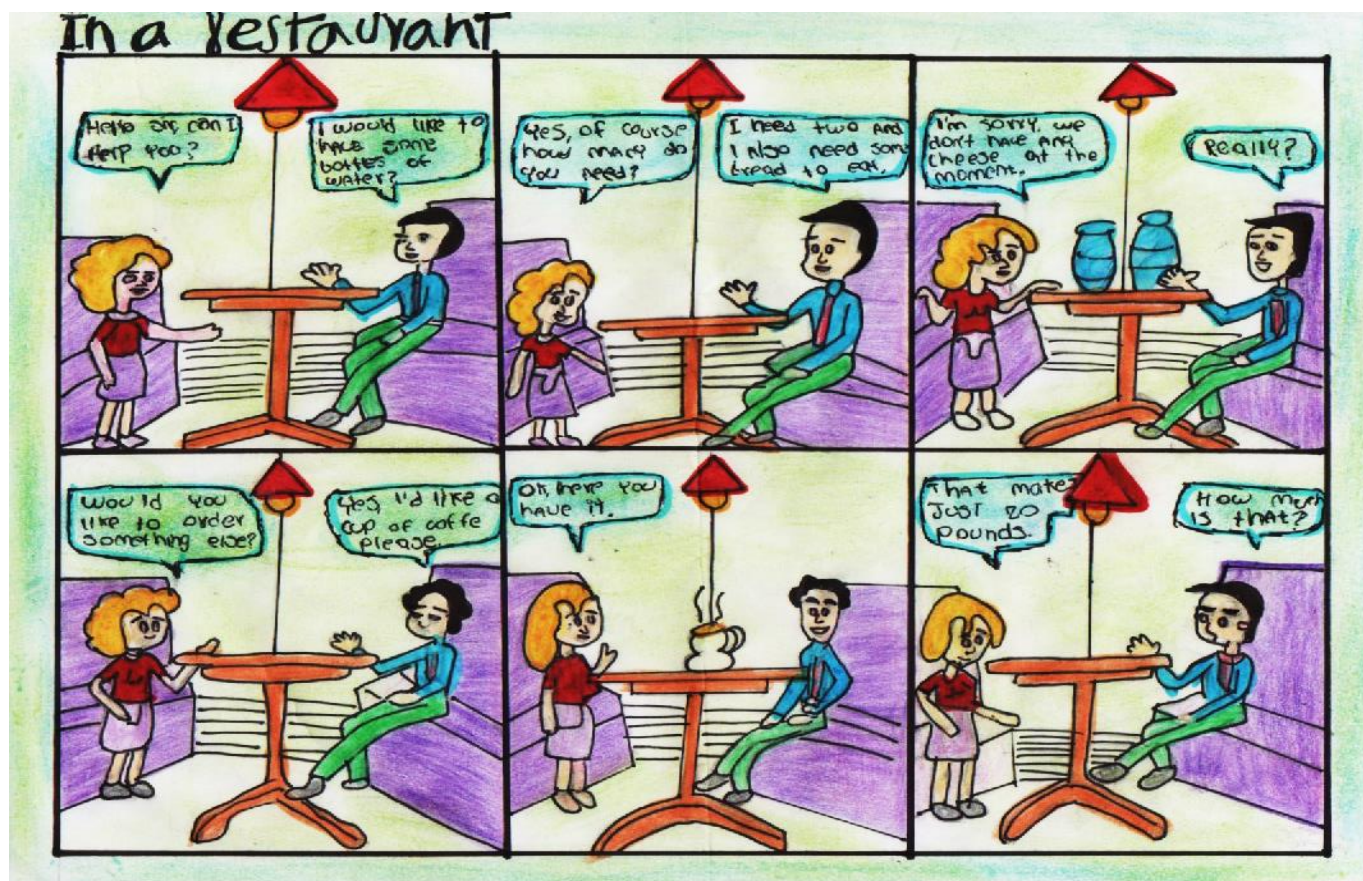


Annex 11. Comic strip N°2 created by the participant 1.

## A GOOD RECIPE FOR A PARTY



Annex 12. Comic strip N°2 created by the participant 2.



Annex 13. Comic strip N°2 created by the participant 3.



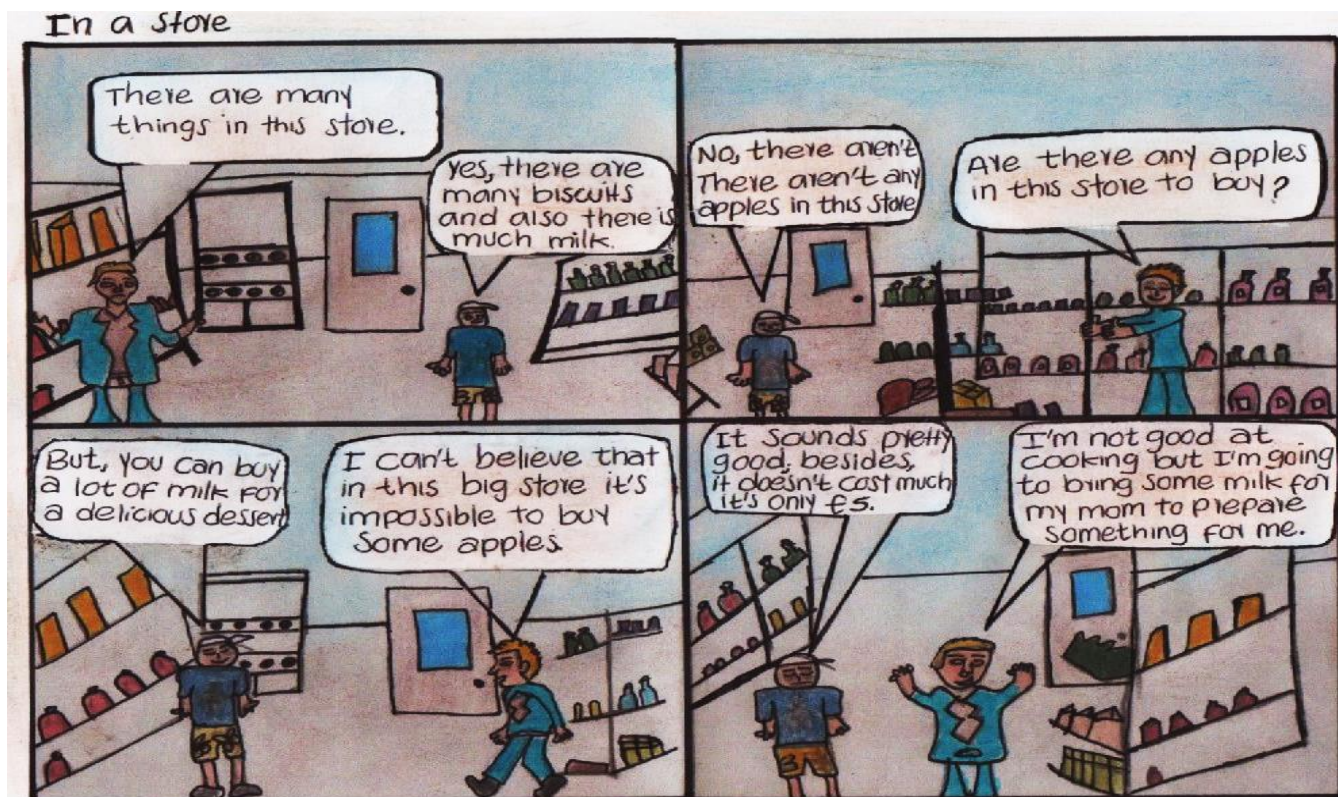
Annex 141. Comic strip N°2 created by the participant 4.



Annex 15. Comic strip N°2 created by the participant 5.



Annex 16. Comic strip N°2 created by the participant 6.

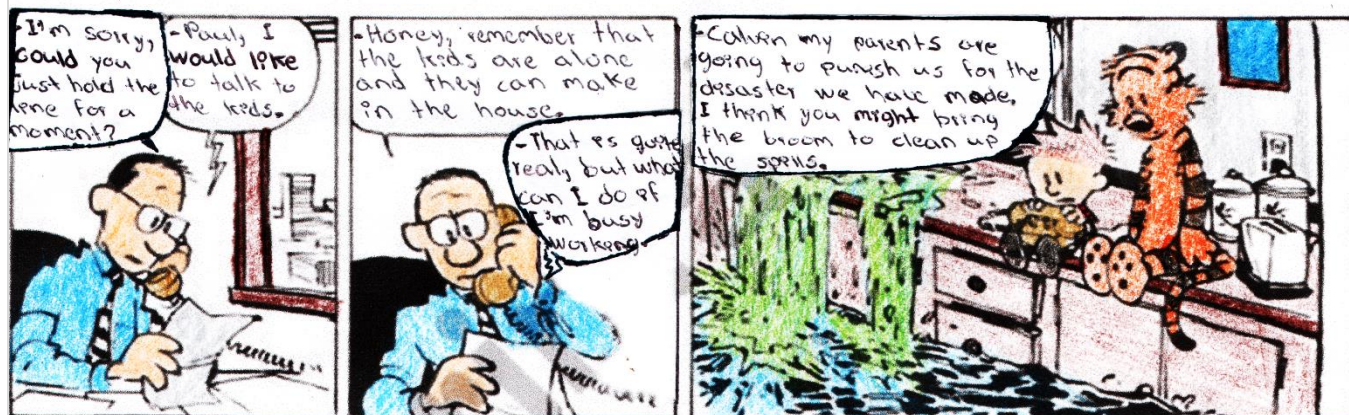


Annex 17. Comic strip N°3 created by the participant 1.



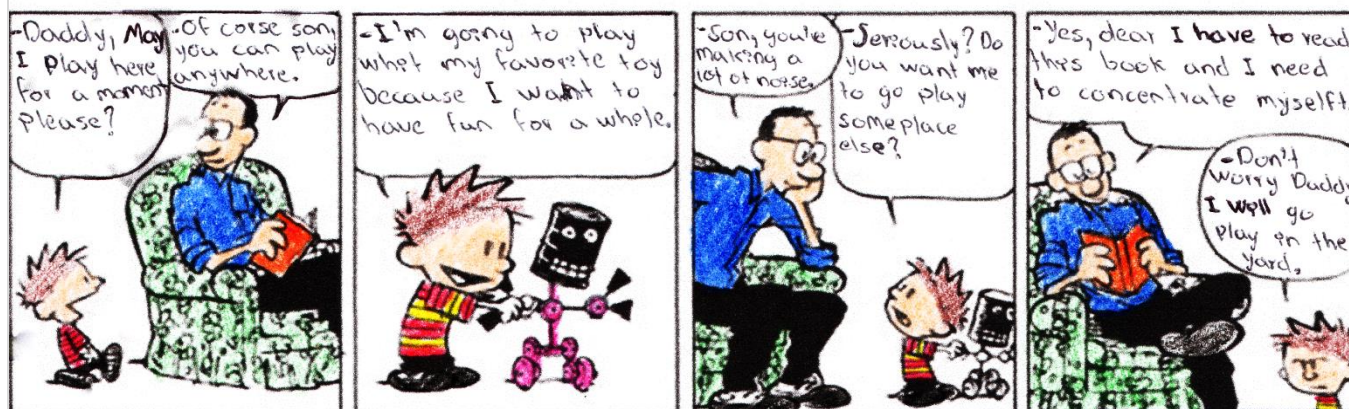
Example: can, should, must

①



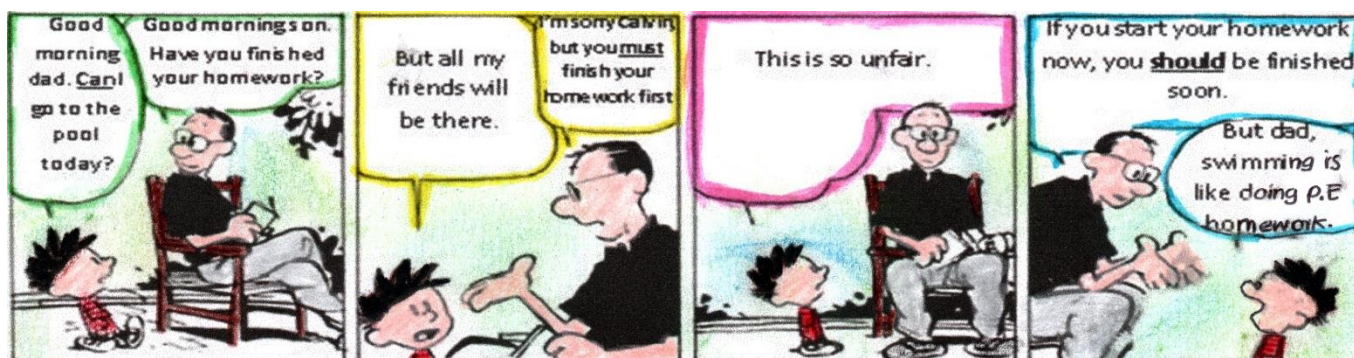
might, would like, could

②



have to, may, will

Annex 18. Comic strip N°3 created by the participant 2.



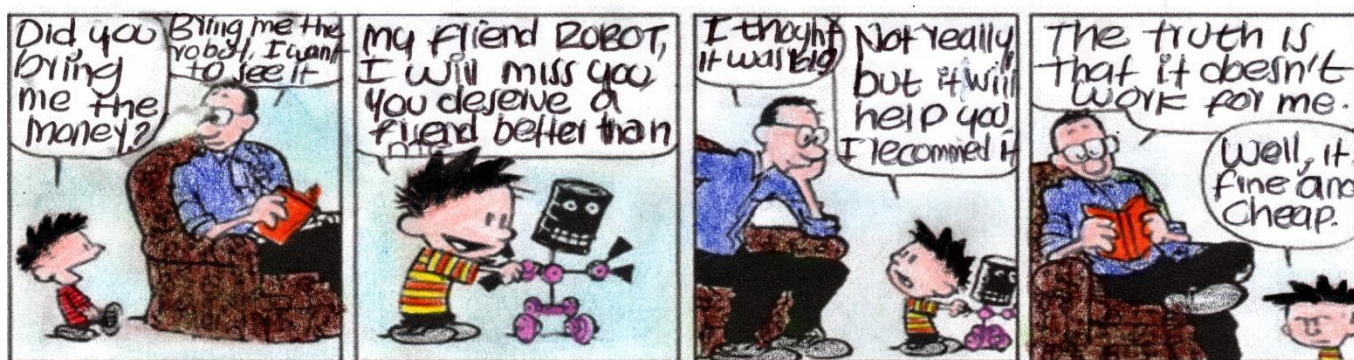
Example: can, should, must

①



might, would like, could

②



have to, may, will

Annex 19. Comic strip N°3 created by the participant 3.



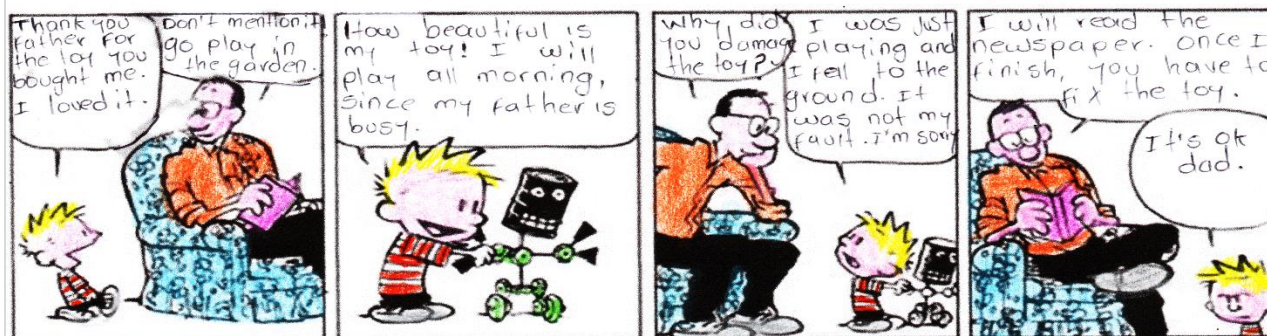
Example: can, should, must

①



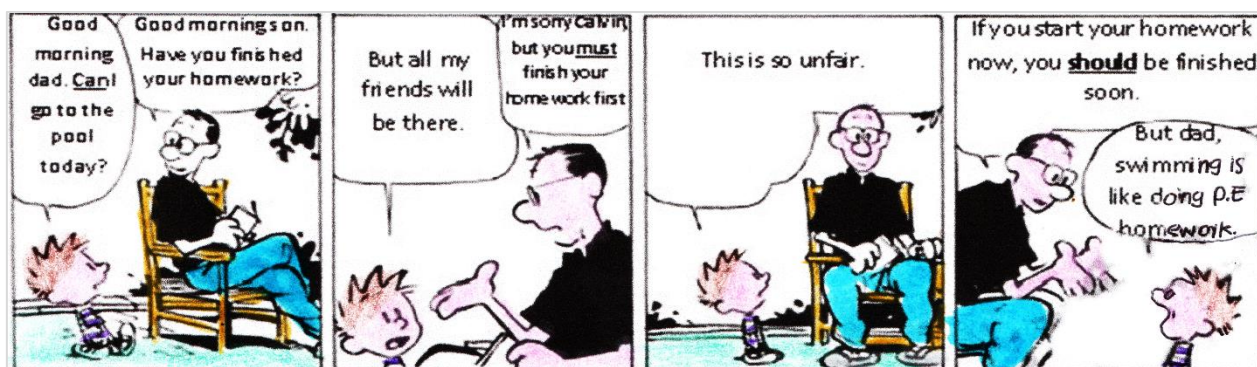
might, would like, could

②



have to, may, will

Annex 20. Comic strip N°3 created by the participant 4.



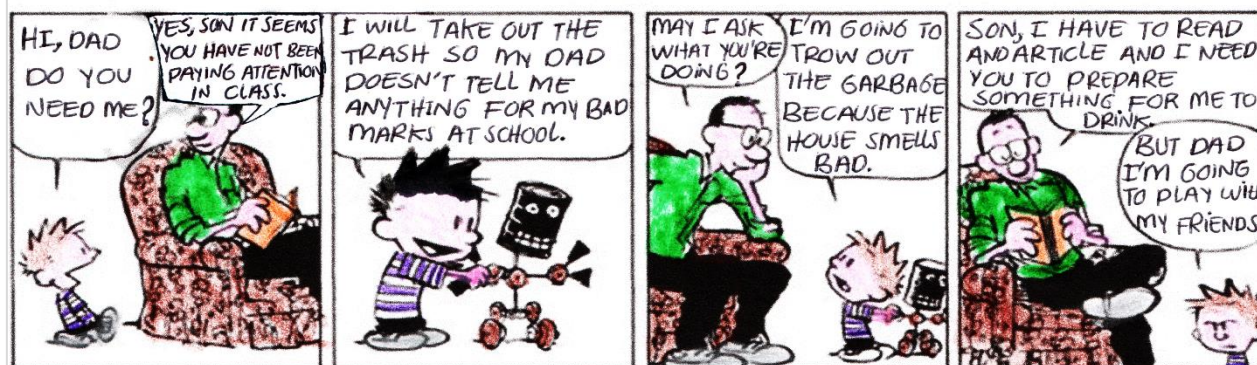
Example: can, should, must

①



might, would like, could

②



have to, may, will

Annex 21. Comic strip N°3 created by the participant 5.



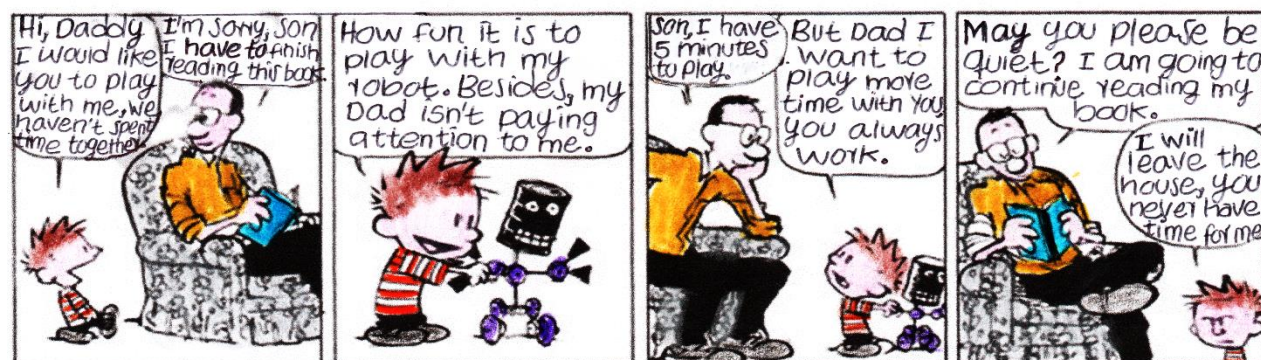
Example: can, should, must

①



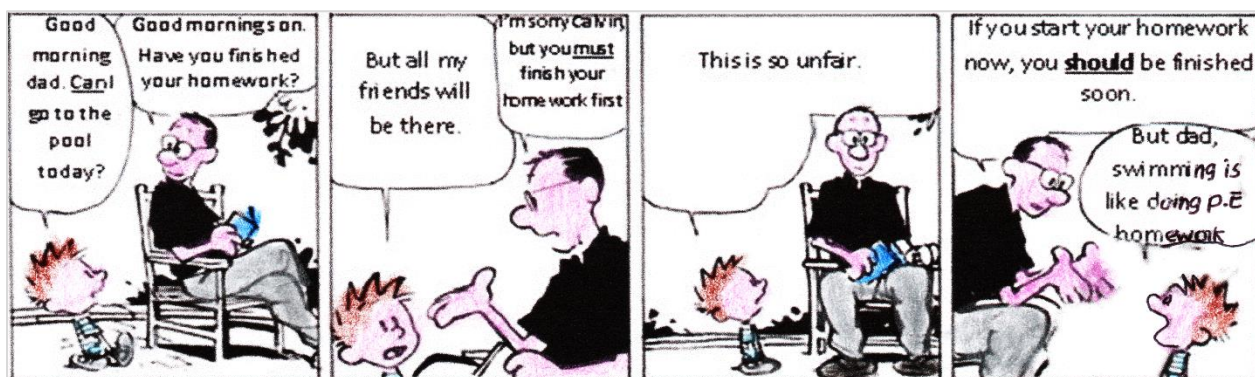
might, would like, could

②



have to, may, will

Annex 222. Comic strip N°3 created by the participant 6.



Example: can, should, must

①



might, would like, could

②



have to, may, will

Table 31. Participant Observation N°2.

PEDAGOGICAL-RESEARCH PROJECT		
<b>Project:</b> “Implementing comics to foster writing skills and vocabulary on 10th grade English Course at Concentración de Desarrollo Rural high school”		<b>Observation No.2</b>
<b>Educational Institution:</b>  Concentración de Desarrollo Rural (CDR)	<b>Trainee teacher:</b>  Dainny Jhoana Carrillo Gutierrez	<b>Date</b> (week 5) 25 <sup>th</sup> -29 <sup>th</sup> April
<b>Students:</b> 36	<b>Grade:</b> 1003	<b>Time:</b> 8:00-9:50
<b>Objective of the observation</b>	- To analyze in depth the students' insights in learning English in front of a work methodology based on the implementation of comics.	
<b>Objective of the class</b>	- To learn and understand the quantifiers in English by knowing how to use and place them in sentences.	
<b>Modality and organization</b>	-The class is developed under a face-to-face modality by making use of a TV for the explanation of the topic class and also for showing the comic strip to be worked on.	
CLASS OBSERVATION INSTRUMENT		
TIME	CATEROGIES	FIELD NOTES
From 8:00 to 9:50	<b>Pre- reading</b>	-During this first stage, it was possible to identify a deeper knowledge on the part of the students concerning the type of work methodology that is being implemented in class given that their participation in class was very evident, they already knew what elements a comic contained and how they should be included in it. Moreover, the students' first impression about knowing the main idea of the comic strip was motivating, they were very interested in learn in depth what the comic strip presented by the pre-service teacher was about; thus, they asked many questions about it; however, they were informed that it was essential to carry out a step-by-step reading procedure to gain a better understanding of it.

	<b>While- reading</b>	<p>-The learners' reaction to the general reading of the comic was very positive in the way that some of them attempted to translate all the information displayed in the comic picture into Spanish in order to better understand the story; nevertheless, this was not a good option for some other students who considered that the comic was easy to read since the unknown words were already explained by teacher in training through images.</p>
	<b>Post- reading</b>	<p>-At this stage, learners tried to summarize, reflect, and question what they have just read, in addition, it is possible to affirm that there was a high level of understanding from students about the story behind the comic, which was confirmed after general feedback made by the pre-service teacher.</p> <p>-On the other hand, it was perceived that once the three reading steps were completed by learners, they became more involved in the story being able to easily make the story known orally.</p>
	<b>Brainstorming</b>	<p>-It's convenient to precise that at this first writing step, a teamwork was essential among all the students who proposed different ideas about the situation given by the trainee teacher, which consisted of creating a comic strip based on the description of a birthday party. In relation to this, some students suggested certain ideas such as preparing chicken rice, which turned out to be a good option for everyone; therefore, with the help of the pre-service teacher, a list of ideas such as (<i>rice, chicken, water, salt</i>) was created on the board.</p> <p>- In relation to the information exposed above, it can be inferred that work in group, is a very good learning strategy because all learners created more interesting and well- structured ideas.</p>
	<b>Drafting</b>	<p>-An aspect to be highlighted at this phase, is that most of the learners create their ideas in their mother tongue because they find it easier to translate. However, the pre-teacher invited the students</p>

		to avoid these linguistic changes and make a great effort to organize and put their ideas into complete thoughts, such as sentences and short paragraphs by using English as a foreign language given that the only way to achieve a good level of language, especially in writing skills is by practicing it in a real learning context.
	<b>Revision</b>	<p>-At this stage, a great help from the pre-service teacher is evident in the way she is willing to guide the learners during the entire writing process by giving them continuous feedback and helping them to organize their ideas in a more coherent way.</p> <p>-Another aspect that is worth mentioning in this section is that the students continue to have serious writing problems that make their ideas meaningless and difficult to understand, and despite the fact that the trainee teacher has made a great effort to help them, it is still an aspect to improve for the next writings.</p>
	<b>Editing</b>	-At this stage, it is perceived that learners receive corrections on the part of the pre-service teacher; besides, it was remarked that the attitudes that the students take towards the corrections do not always have a positive connotation, and despite the fact that they are a group of students with a low linguistic level, English is not one of their favorite subjects, which makes their interest for learning English does not exist.
	<b>Final product</b>	-Thanks to the application of a second evaluation grid in this last step, learners were able to recognize the quality of work done by each of them, as well as what are their strengths and weaknesses in which they should work more in order to acquire a better linguistic level in English.

Table 321. Participant Observation N°3.

PEDAGOGICAL-RESEARCH PROJECT		
<b>Project:</b> “Implementing comics to foster writing skills and vocabulary on 10th grade English Course at Concentración de Desarrollo Rural high school”		<b>Observation No.3</b>
<b>Educational Institution:</b>  Concentración de Desarrollo Rural (CDR)	<b>Trainee teacher:</b>  Dainny Jhoana Carrillo Gutierrez	<b>Date</b> (week 9): June 1 <sup>st</sup> to 4 <sup>th</sup>
<b>Students:</b> 36	<b>Grade:</b> 1003	<b>Time:</b> 8:10-9:50
<b>Objective of the observation</b>	- To analyze the willingness and interest of students in learning English by the creation of comic strips.	
<b>Objective of the class</b>	-To learn the basic grammar structure of the modal verbs by making use of a comic strip by Calvin and Hobbs	
<b>Modality and organization</b>	-The class is developed under a face-to-face modality by making use of a TV for the explanation of the topic class and also for showing the comic strip to be studied in a general way.	
CLASS OBSERVATION INSTRUMENT		
TIME	CATEROGIES	FIELD NOTES
From 6:00 to 7:50	<b>Pre- reading</b>	-At this first stage, students concentrated a lot on the content of the comic strip because compared to the previous one, in this comic there were more drawings and the story behind it was so funny that inspired a well-used change in the daily academic activities in the classroom.
	<b>While- reading</b>	An important aspect to highlight in this session is that the students showed more disposition for the class; therefore, each of them read the comic louder and pronounced the words they did not know and they would like to know; additionally, the pre-service teacher implemented two immediate strategies, the first required students to answer certain questions, seeking clarity in the information given, and secondly, once having a deeper knowledge about the comic, encourage them to

		socialize the story exposed in the comic.
	<b>Post- reading</b>	-Learners received feedback in a positive way; besides, they presented their perceptions about the comic studied. Some of them consider it as a very attractive and easy activity to develop given that they already knew the vocabulary found in the comic, and therefore understanding it was easier compared to the other comics already read in class.
	<b>Brainstorming</b>	-A positive aspect that was evidenced in this stage is that many of learners feel a great interest in learning English; therefore, their impressions concerning the topic given by the trainee teacher for creating the comic strip were very motivating; besides, the work of the students was grounded in the exchange of ideas among themselves as a purpose of conveying ideas that would guide the development of the written part of their comic strips.
	<b>Drafting</b>	- At this stage, it was almost impossible to ignore that emotion and a little anxiety are also evident in some learners who did not have clear ideas about what to write in each the sections that make up the comic.
	<b>Revision</b>	<p>All learners are guided by the trainee teacher who answers their questions and help them to create more structure ideas.</p> <p>-It is also important to precise writing skills issues were always found in this space such as the absence of punctuation marks, unclear sentences, word choice, English verb conjugation; which indicates that many of the students do not take writing seriously and do it just to avoid getting a bad grade in class and do not think about improving their linguistic skills. It can be concluded therefore that English is not learners' best learning option.</p>

	<b>Editing</b>	-At this stage, the pre-service teacher work was characterized by helping the learners to correct the mistakes found in their written texts. Nevertheless, the reaction of the students when they realized the type of mistakes they were making was not as positive given that many of them felt unable to continue the writing process, but the teacher in training motivated them to keep trying and make great efforts to achieve it.
	<b>Final product</b>	-At this last step, an evaluation grid was applied, which allowed to identify that despite the corrections made by the trainee teacher, the students continued to make grammatical and spelling errors where the main reasons are based on the students' interest for the language; moreover, the pre-service teacher attempted to change the point of view of the students by telling them that writing is one of the most important linguistic skills to be developed when learning a foreign language and therefore it must be their goal to fulfill it.

Table 362. Didactic sequence- Community Outreach Component.

PLANNING- SECOND WEEK					
<b>School's name</b>	Concentración de Desarrollo Rural (CDR)				
<b>Teacher's name</b>	Dainny Jhoana Carrillo Gutiérrez				
<b>Grade</b>	Fifth	<b>Course</b>	English	<b>Time</b>	2 hours
<b>Standard</b>	-To learn the family members in English				
<b>Objectives</b>	-To know the family members -To talk about the members of the family -To use the vocabulary about the family members in a real situation				
<b>Topic</b>	Family members.				
<b>Warm up</b>	To start the class, the pre-service teacher will warmly greet the learners, afterwards, she will implement a warm up activity based on The Dance Freeze Song in order to get the students' attention inside the class ( <i>Annex 1</i> ).				
<b>Main Activity</b>	The pre-service teacher will explain the topic of the class through flashcards ( <i>Annex 2</i> ), where all family members' vocabulary will be presented. Additionally, she will ask the learners to pronounce each of the vocabulary words presented for them to learn these words as well as their correct pronunciation in English. At the same time, students will be asked to create their own family tree by considering the example of the pre-service teacher's family tree ( <i>Annex 3</i> ).				
<b>Practice or Application</b>	Once the learners have created their own family tree, the trainee teacher will propose to them an oral activity to put into practice what the students have learned. To do this, the learners will be needed to make an oral presentation where they will introduce their family tree.				
<b>Review</b>	With the purpose of verifying if the students learned the vocabulary concerning the family, the strategy called ( <b>student review</b> ) will be taken into account. For doing so, the teacher will ask each of the students to tell him what he/she has learned in class.				
<b>Materials</b>	Flashcards, loudspeakers				

## Appendices

*Annex 1. Warm up-activity.*

<https://youtu.be/2UcZWXvgMZE>



*Annex 2. Family members through flashcards.*

<https://en.islcollective.com/english-esl-worksheets/vocabulary/family/family-flashcards/114279>



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