Creation of comics as a pedagogical strategy in the enhancement of written production with eighth grade students at José Rafael Faría Bermúdez School.

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CHAPTER I

General description of the project

In the educational context, learning a foreign language is becoming an increasingly greater challenge in this globalized world because the interests of society have changed and, therefore, every day educational institutions are looking for students to improve their English skills from an early age and also to implement different teaching strategies for learning a second language.

Thus, this project is guided by four main components: institutional observation, pedagogical research, extension and inter-institutional activities. That will allow the pre-service teacher to deepen the role of teacher within an institution and in charge of some courses. Consequently, the institutional observation component focuses on the knowledge of the school, the methodology used in the classes and important aspects such as the PEI, the Manual of coexistence, institutional perspective, planning of the language area, activity schedules and other relevant aspects of the institution that are necessarily important to know.

According to the pedagogical research component, the implementation of Comics is implicit to have an improvement in written production with 8th-grade students, since the learning of new vocabulary will be linked to this process, due to the fact that it is an essential part when writing texts, messages or dialogues depending on the context in which they work.

Likewise, the outreach component will focus on the acquirement of new vocabulary through the use of Flashcards with 7th-grade students of the same institution, as this is one of the weak points in the acquisition of English as a foreign language.

Finally, for the inter-institutional activity's component, this was carry out with the participation in the proposed activities of the Colegio Provincial San José, José Rafael Faria, which will allow the approach to the work setting of a teacher and in the same way being part of this educational center.

Introduction

Society over the years has changed in many aspects such as the economy, technology, work and education, referring to this last one, every day within the educational framework there are new methods, new strategies and adaptations to be at the leading edge of new skills and learning that each student must learn. Nowadays, the learning of a foreign language has taken great value so it must be learned from a very early age and this is how educational institutions are increasingly betting on the improvement of all linguistic skills so that students can develop their communicative competence. Now the future teacher can support this process with new techniques and learning strategies from his or her current knowledge.

Moreover, English is one of the most spoken languages in the world, it can be found in movies, books, music, cinema, video games, among others. Therefore, it is necessary that people can develop each of these linguistic skills to be a more competitive person when it comes to get a job, to continue studying a university degree outside the country, to grow for their business or to have accessibility to a job in an international market.

For this reason, each of the strategies adapted within each institution should be aimed at fulfilling this purpose, and in the process of this construction, the MEN in Colombia is involved through the creation of some contents in its program. The "Way to go" seeks that for each of the levels or courses a pleasant, and real context is implemented for the students, in which they can develop their skills inpleasant; not only in terms of grammar but also at a communicative level.

Now, the future teacher can support this process with new techniques and learning strategies based on his or her current knowledge. Hence, the pre-service teacher takes on a very important value since in many institutions in the country; English classes continue to be developed in a very traditional way, which has caused students to show a certain rejection towards learning English. The implementation of new strategies that are linked to today's world will allow the development of learning a second language to bring new successes. The purpose of this study is to improve written production through of the creation of comics with eighth grade students of a public institution in the city of Pamplona. Through, the use of this strategy; the acquisition of vocabulary will be highly linked, since it is necessary to mention that for each activity, the story will be created by the pre-service teacher, allowing the topics and times to be worked on to be intrinsically connected with the development of the classes, and thus the learning of the same can occur in a different and dynamic way.

Justification

The teaching of English over the years has sought to implement new techniques, and strategies for students to acquire this knowledge in an encouraging context in which they can express themselves, feel comfortable, and enjoy what they are learning, in order to develop their communicative competence, which is composed of linguistic skills such as oral comprehension,

written comprehension, oral production, and written production. Regarding the last one, (Anzola, 2017) citing Hermer 2006 describes "writing is a process that needs to be developed, exercised and practiced in order to achieve the proposed objective. Even more so if the writer has the limitation of the language, since writing in a foreign language implies much more than the use of vocabulary and structures that are known, since one must think about the language itself, which is why it cannot become a process of translating sentences from the mother tongue to the foreign language". This is the case of the eighth-grade students of the José Rafael Faría Bermúdez school, because since Spanish is their mother tongue, learning to write in a second language such as English becomes complicated and often for this reason, they reject writing.

Through the observation made within the educational context, it is possible to evidence the little use of English even in the English class, because many interventions are made in the native language, thus avoiding the students to develop the communicative competence. Also, it was identified that the classes are conducted in a very traditional way, generating a certain apathy for learning a second language. This leads the pre-service teacher to design and implement a dynamic, different approach in which learning is carried out in a pleasant, real context, adapted to the 21st century.

The implementation of this project, eighth grade students will receive from the pre-service teacher a new learning strategy that is also aimed at improving their written production through the creation of comics. In this way, as mentioned by (Anzola, 2017) "the comic is a product that combines different forms of language ranging from the word to the image and vice versa, which narrate facts and events through vignettes that have a sequence and characters that interact to develop a story". Therefore, this technique allows students to communicate a message through short sentences or phrases and images. Through the development of this strategy, the use of the

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second language will be given in a creative and different way to the one that has been used during the school year but that aims to create a very significant knowledge. In order to give continuity and cover the topics that the students must learn in this grade, the comics will be created based on these topics so that the students can express what they have learned in a creative way from the acquisition of the theory.

Objectives

General

- To enhance written production through the creation of comics with 8th grade students at José Rafael Faría Bermúdez school.

Specifics

- To supply the needs of 7th grade students through the acquisition of new vocabulary with the use of flashcards.

- To participate actively in the inter-institutional activities proposed by the school.

Conclusion

This proposal was developed according to the needs seen in the institution in the observation process, which could be implemented in the schedules and times established from the beginning in common agreement between the pre-service teacher and the supervisor. Within this process of practices, the abilities and skills of the students and the pre-service teacher in training were developed, since the teaching-learning process can show the implementation of the previous knowledge acquired.

In terms of the pedagogical and research component, it was possible to achieve the established objectives, since the different comics were made, although not all the proposals, those that were made could be developed through different teaching methods. Besides, it is verified that this strategy helps in the students' learning, since its implementation was beneficial in terms of new strategies and significant learning processes.

The outreach component was developed with seventh grade students showing a great value for them, because through the use of flashcards as a pedagogical strategy they were able to recognize and identify new vocabulary that they could use within the development of classes and put it into practice outside the classroom.

In the extracurricular component, the pre-service teacher had the opportunity to participate in different activities related to the events of the institution, although they were not of total learning since within the rules of the institution was not allowed, but to participate in activities such as celebrations which allowed to have an approach to the students and learn from the attitudes that these generated and learn so that in the future these suggestions that arose can be considered.

Finally, each of these components was performed in the best possible way in which they had a relevant learning for the students as they actively participated in it and its execution was carried out in a positive way.

CHAPTER II

Institutional Observation

- **Topographic location of the institution.**

The Institution Provincial San José is a public school whose main campus is located in the city of Pamplona, specifically near the Almeyda square, the central area of the city of Pamplona in the department of North of Santander. In addition, the institution Provincial San José school is characterized by having four (4) headquarters in addition to the main one, likewise, something important to emphasize is that the other campuses are mostly close to the main headquarters and are easily accessible to all students and parents.

The headquarters of the Institution Provincial San José are:

➢ Headquarters "La Salle"

➢ Headquarters "Santa Cruz"

➢ Headquarters "Gabriela Mistral"

➢ Headquarters "José Rafael Faría Bermúdez"

The last one is where this project will be executed, this institution is located at Carrera 8 6-61. It also offers its services to the middle and high school levels.

Figure 1

Note. Adapted from Institution Provincial San José of Pamplona, 2022, https://profejavierenrique2012.jimdofree.com/

1. *Main aspects of the Institutional Educational Project (PEI)*

The PEI of the Institution Provincial San José aims at looking for the adequate way to face the challenges of the new era as well as providing background information about how the school is being directed. Likewise, with the PEI, the Provincial San José School highlights inclusion as a major priority as well as strengthening and developing different environments that can promote the philosophy of the institution as well as enriching the process of formation and teaching of students of integrity and of peace. In addition, the institution through the PEI has the opportunity to determine and redefine perspectives or objectives that will mark a path that leads to reaching optimal levels of quality and excellence.

Mission

The educational institution Provincial San José of Pamplona, as an official character, guarantees the service of education at the preschool, basic, and secondary level, with the purpose

of forming wholeness, competent beings, with an investigative spirit and citizens of peace. In a society pluralist, and globalized in permanent change, respectful of human rights, individual freedoms, and the values of human dignity, based on Santander and Lasallian principles: honor, science, and virtue.

Vision

The educational Institution Provincial San José de Pamplona, by 2020 will continue to be recognized for offering a quality educational service; based on humanistic principles, pluralist, in the healthy coexistence, and in constant updating of their pedagogical SC-CER96940 19, and research practices, in response to the challenges of the present time, the demands of the environment and the commitment to the construction of peace.

The coexistence manual

The coexistence manual can be understood as a tool that sets forth the agreements of the educational community to facilitate and guarantee harmony in the daily life of educational institutions. In this sense, it defines the expectations on how the members of the educational community should act, the resources and procedures to resolve conflicts, as well as the consequences of not complying with the agreements.

Regulations in the event of health emergency

During the pandemic, the institution José Rafael Faría Bermúdez had taken the same regulations that were extended through the presidential orders such as virtual classes, keeping the distance, carrying out the learning process through guides and evaluations in the same way. However, for this 2022 moment in the order to return to the educational institutions is given

because due to the decrease of contagions, this institution returns to the presentiality but considering the obligatory use of masks for students and teachers.

Institutional schedule and programming for the second academic trimester

Table 1

Activities and institutional agenda for the second academic quarter

	September	October	November	December
Activities	-Presentation of the tests "Pruebas Saber". -Eucharist. -Teachers meeting. -Teacher's conviviality.	-Assistance to parents. -Retreats for 11th grade students. -Institutional Week. -Return of students. -Parents school.	-Delivery of symbols. -Evaluation meetings. -Year leveling. -Institutional self-evaluation. -Closing of the primary year.	-Closing of the year "high school ". -Reunion of the "50 and 25 years" graduating classes. -Grades

		-		
		Student's day.		

Note. Adapted from Institutional schedule and programming for the second academic trimester, *own authorship.*

Pedagogical level

An institutional observation was conducted for one week to discern the key aspects of the school and to examine the pedagogical aspects considered by the teacher in the classroom. This was to ensure that the trainee teacher was fully immersed in this virtual educational context where he/she developed as a real teacher for ten weeks. On the one hand, the development of the area planning was carried out by the English teachers in charge of the different grades of primary and secondary education, there it is stipulated and emphasized the importance of improving the oral production of students, the curricular standards. Basic Learning Rights (DBA), communicative skills, structure, philosophy and values of the area, as well as the contribution to the student's profile. Likewise, the objective of this planning is the promotion, development and comprehension of English at different levels.

In the document Curriculum Guidelines for the area of Foreign Languages published by the Ministry of National Education, we find as a starting point for the proposal of competency development the scheme of Lyle Bachman (1990), which consists of three main components: language competence, strategic competence and psychophysiological mechanisms.

Figure 2

Development of specific competencies
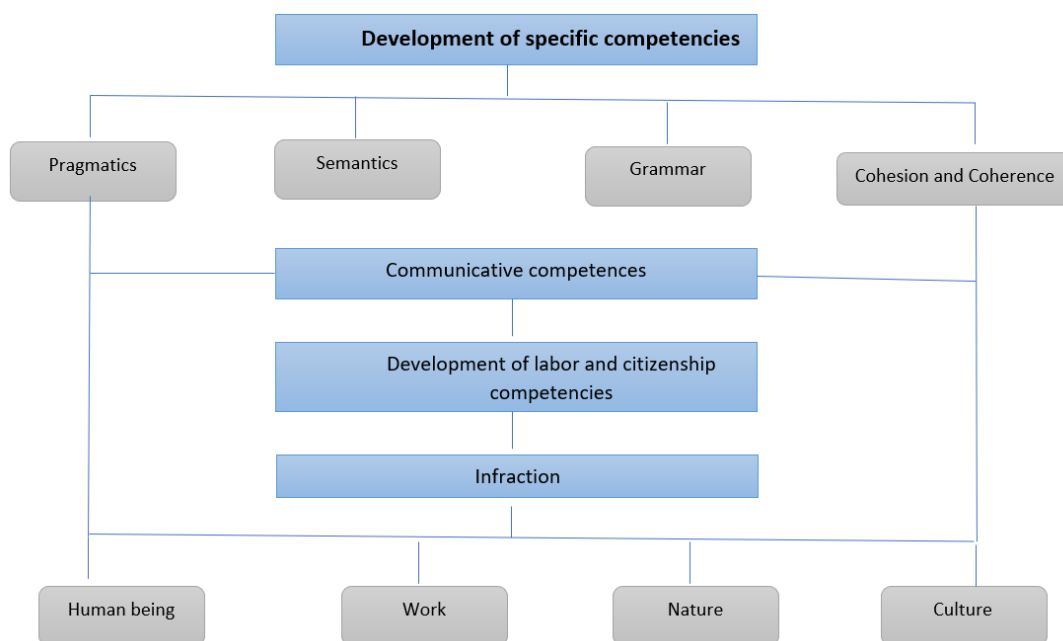
Note. Adapted from Development of specific competencies, *own authorship.*

Knowledge of the pedagogical resources available

- Guiding text that helps in the achievement of the proposed objectives.

- Tasks with an appropriate level of difficulty for each grade.

- Practical activities.

- Use of active methodology criteria in materials and resources.

- Authenticity of the materials.

- Technological resources.

For the months of September, October and November the English area has organized the following topics in its syllabus.

Figure 3

Syllabus

UNIT 3
Lesson 1: Time and place prepositions (IN-ON-AT)
Lesson 2: Gerund and infinitive verbs
Lesson 3: Vocabulary about adjectives
Lesson 4: Comparatives
Lesson 5: Superlatives
Short readings for reading comprehension.
SABER TRAINING: Dialogues

Note. Adapted from syllabus, own authorship.

Teaching Methodology in the Language Classroom

It should be noted that the methodology used by the foreign language teacher is very traditionalup; upon arriving at each of the grades, the first activity is to greet and make the prayer. Then, the topic of the day is taught through dictation, and copying on the board for students to copy the concepts in English and Spanish in their respective notebooks. In addition, the topic taught is the topic evaluated through exercises in guides.

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Figure 4

Eighth grade 01, 02 and 03 and seventh grade 03 schedule

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1	8 01	8 03		8 01	7 03
2					
3			8 02	8 02	
Break			7 03		
4	8 02				8 02
5	8 03	7 03			8 01
6	7 03	8 01		8 03	8 03

Note. Adapted from Eighth grade 01, 02 and 03 and seventh grade 03 schedule, *own authorship*.

1. *Technological level*

From the institutional observation made during the first week of the practice process, it was noted that the institution has a bilingualism room, to which the pre-service teacher did not have access, although it was noticed that only the higher levels, such as grades 10 and 11, have access to this room. For this reason, the English classes with the 8th grade are developed only in the classroom.

2. *Level Population and subject information*

Regarding the population, the José Rafael Faría Bermúdez school has approximately 90 students in the eighth grade between 15 and 17 years of age, and in the seventh grade the number of students is 30, they are in the age range between 12 and 15 years old, whose English language level according to the teacher in charge is A1, maximum A2. However, according to the Common

European Framework of Reference for Languages (CEFR), secondary students should have a B1 level. Considering this, it is absolutely necessary to promote the learning of English in high school students, as well as to find innovative strategies to encourage this process.

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CHAPTER III

Pedagogical and research component

Creation of comics as a pedagogical strategy in the enhancement of written production with eighth grade students at José Rafael Faría Bermúdez School.

Introduction.

Today in the 21st century, advances in all areas of society are very common and important, but it is even more remarkable that the management of a second or foreign language such as English is a great challenge for the different fields of learning, including medicine, engineering, science, technology, education, among others. In addition, an important aspect to recognize is that the English language will be in a few more years the most spoken language in the world by non-native speakers and that is why this language has positioned itself internationally because it allows communication between cultures, improvement and possibilities of jobs abroad. Therefore, the learning of English as a foreign language through its development, innovation and the creation of new teaching strategies has allowed Colombian institutions to adopt and implement them from a very early age. Children in their developmental stage are able to learn more easily and the information they receive can be processed and used in their daily lives as they do with their mother tongue.

In this sense, the Colombian Ministry of Education (MEN) in 2004 proposed the National Bilingualism Program (NBP) that was designed with the purpose of involving Colombians in

learning English for multicultural purposes such as business, education, technology, among others, this being a program that plays an essential role for the long-term development of the country, following the standards proposed by the Common European Framework of Reference for Languages (CEFR) in order to assess language proficiency. Therefore, it was expected that through this program, high school students upon graduation had a remarkable command of English, that is to say, that they were able to understand complex texts that are within their area of knowledge and can handle a considerable English fluency.

However, despite this effort and the use of strategies in the classroom, it is evident that the level of the students does not show an increase and it is even more evident the rejection and the little desire that they put into their classes. That is why it is necessary to implement more current strategies, those that students see as a tool that will help them in their future, even more knowing that this is a language which allows for both professional and personal growth. As a consequence, our duty as pre-service teachers and future teachers is to analyze the context and implement these engaging strategies that can motivate students, providing assistance   guidance to achieve meaningful and lasting learning.

Thus, the following project seeks that the 8th grade students of the José Rafael Faría Bermúdez institution, through the creation of comics have the possibility to improve their written production. This strategy allows them to leave their traditional method and express through images and small phrases the acquisition of each of the topics that are being developed within their teaching and learning process.

Statement of the problem

During the observation process it became evident that there is a lack of new strategies for teaching English as a foreign language, so it is a challenge for the pre-service teacher to implement a new strategy based on the fact that the students are finishing their school year and that this could be beneficial or maybe not. Therefore, the question emerges:

How can the creation of comics allow 8th grade students to improve their written production?

Justification

In the field of school education at the high school level, there has recently been a tendency to decrease the level of English over the years, likewise, the pre-service teacher has observed that it is necessary to intensify and promote this learning since many times what is stipulated in schools is not enough to generate a meaningful and lasting learning.

Hence, the role of the teacher is even more challenging, because the behavior, ways of thinking and acting of the students is definitely very different. In addition, the emergence of the pandemic in the world caused education to take a dramatic turn because from being in a classroom we had to start making use of technological tools to learn, work and share special moments. Bringing with it the fact that students studied in their free time, they did not have to respect a schedule, there was no use of uniforms, and assignments were made from the Internet search. Therefore, at this time it is evident that the knowledge during this time was not learned or

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assimilated, so there is a delay in learning. As a result, back to the classroom presents a series of challenges for teachers as well as for students.

In the observation, the pre-service teacher was able to recognize and identify that the traditional method is the one that has the most value during the development of the class, and although in the beginning, it was a teaching method, today, as expressed by (Cedeño, 2016)"this method is characterized by being a traditional method, and by the extensive use of the student's native language; excessive reading of texts and their translation; exercises and evaluation of reading comprehension, essay writing, focusing very little on oral and aural communication skills". Which means that this type of teaching is avoiding the student the acquisition or development in greater depth of each of the linguistic skills such as written comprehension, oral comprehension, oral production and written production.

Consequently, the pre-service teacher seeks to support this teaching and learning process with methods that are linked to the new realities, to develop activities and strategies that allow students to feel that in the context in which they find themselves, they can acquire the learning of a second language. For instance, it is important to mention that creativity and communication development have an important role among the new teaching methodologies, such is the case of the communicative language teaching method which, as mentioned by (Cedeño, 2016), has different techniques that allow the student to learn, such as the sequence of stories with images.

Emphasizing this previous technique, the following project will be executed through the creation of comics with the eighth-grade students of the José Rafael Faria Bermúdez School, with this type of strategy the pre-service teacher wants to provide an improvement of the written production in a creative and different way. In the same breath, the pre-service teacher will also

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provide students with the opportunity to learn in a more contemporary way and not as traditional as they have been developing it.

Objectives

General

- To enhance written production through the creation of comics with the 8th grade students of the José Rafael Faría Bermúdez School.

Specifics

- To create a series of workshops and activities with the topics of the course that can be used in the creation of comics.

- To learn new vocabulary through the creation of each of the comics.

- To recognize how the role of the teacher inside in the enhancement of written production.

Theoretical Framework

In order to theoretically support this project, the following section presents key theoretical constructs that are the fundamental axis of this pedagogical-research component.

Written production

When considering the term written production, Thao (2007) cited by (Eghtesad, 2020) said that it is an activity in which it helps to achieve greater efficiency in communication regarding other readers and improve the meaning of people who write. In the same way that (Yovie, 2019) mentions two major abilities in which learners can express their ideas and feelings to communicate them, similarly, one of the abilities is to produce well-formed and organized writings and on the other hand, the ability to make oneself understood this same ability. Moreover, for Bailly (1998) cited by (Mansoiur, 2019), written expression is "the personal and autonomous production of a written message enunciatively committed", which means that if written production takes a course in terms of communicative utility, we can say that writing will be done naturally. It should not be simulated since it will be done through written activities, and the use of operational objectives, and it will be a measure that will develop spontaneously and without being forced.

Teaching strategies

The role of the teacher in an educational institution is not only to transmit the knowledge that he/she possesses, he/she must establish within the organization of the class a type of strategy to perform with his/her students, according to (Lessard-Clouston, 2013) the concept "strategy" in the educational field, it refers to an organized and sequenced series of actions, which end is to solve one or various problems". Thus, these should be considered when planning a class, the main idea is to be able to reach each of your students and that these in turn have a significant learning.

Regarding the concept of learning a second language, (Cantor Cobos & Fuentes Oliveros, 2017) "Learning strategies are those with which learning is achieved and the responsibility for them belongs to the student, since they allow him to remember and use the information from the skills he acquires and uses as a tool for learning. These strategies make it possible to recognize new knowledge, review and restore their previous knowledge, based on the comparison with the new". Then, it is understood that they play a great role in the student's learning, since they allow the knowledge to be learned in a better way and which allows this knowledge to be long-lasting.

Comic

Over the years, many people have been able to demonstrate that comics have been able to convey stories, have also shown the situations of people, the world, and life and through these have also been able to show great criticisms.

The comics as mentioned (McCloud's, 2016) comics as "Juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer". In other words, they convey messages, reflections and experiences through the use of images and short phrases or long sentences.

Concerning comics as teaching strategies, we can mention (Barbosa, Dos santos, & Araujo, 2017)in the context of management education, the use of drawings is a method that can favor a particular dialogue between people and groups and can characterize an expression of the context. In addition, it can help students to express their emotions during the learning process." In this way, we can see that comics can allow students to express their ideas, thoughts and even give them the opportunity to put their creative side into practice.

Vocabulary

The learning of a second or foreign language should contain among all its many things the learning of vocabulary taking into account that this is not your mother tongue, according to (Lessard-Clouston, 2013), "vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. Vocabulary addresses single lexical items-words with specific meaning(s)-but it also includes lexical phrases or chunks." Therefore, this is an important element when learning a second language for the development of communicative competence.

Teaching vocabulary helps students understand and communicate with others in English. (Lessard-Clouston, 2013), Language is very difficult to express in words. I think English learners in general would agree, but learning vocabulary also helps students master English for their purposes. The vocabulary also allows them to express short sentences that make sense and that little by little will be useful for the production of the new language they have learned.

Literature Review

This section aims to provide an overview of some preliminary studies related to the creation of comics for the enhancement of written production. It is divided into the following categories: *"The enhancement of the written production through the creation of comics"* (Drolet,2019 and Huertas,2020), *"The implementation of workshops to enhance written production"* (Contreras, 2018 and Simó, Ferreira, & Ortuño, 2016), *"The acquisition of new vocabulary through the creation of comics"* (Calisto, Ulloa, & Díaz, 2017 and Dimas,2018), *"The role of the teacher in the improvement of the written production"* (Ruiz, Cuervo, Salguero, 2017 and Sukandi, 2011).

The implementation of pedagogical strategies must be considered, but even more the fact that they must be guided so that at the moment of applying them they achieve the objectives that are raised for the classes. The comics as it was mentioned before can transmit messages, situations, critiques through texts and images. In this way (Drolet, 2019) citing Cary, 2004 Comic books and comic strips, with their colloquial dialogue and contemporary settings, can demonstrate for students' authentic language at all stages of acquisition.

This can be reinforced by what (Huertas, 2020) the comic strip allows students to express their ideas and feelings in a creative way, and this is a positive aspect for students because they can create their own universe during the implementation stage. What can be inferred is that this creative process can benefit students to the extent that they are given the opportunity to be in a comfortable setting and can express their ideas, teachers also tend to be very benefited because they first motivate students to learn and gives them the opportunity to learn in a friendlier context.

Furthermore, during this process of knowledge acquisition it is necessary to first make clear the concept of what a comic book is so that the students can follow the indications clearly. Due to the fact that at the moment of writing the student must be clear that in the comics a story can be synthesized, here we can evidence two competences such as the comprehension of texts and the written production. According to (Huertas, 2020) the comic is a resource that can improve the writing environment in a classroom because students can express their thoughts, ideas, and imagination in their written productions. Therefore, it can be considered that the creation of comics is a teaching-learning strategy with which students can demonstrate what they have learned in class in a creative way, make use of, and improve their written production.

The implementation of workshops to enhance written production.

Society today is a little more aware of the fact that communication is not only through the action of speaking, in this process also involves written communication that sometimes is one of the most complicated skills because the student would be expressing their ideas at the time of implementation of written production. Nevertheless, it is important to recognize that this process must be guided because the learner will express him/herself in another language different from his/her mother tongue. According to, (Contreras, 2018) it is very important that during the realization and acquisition of a second language the learner develops the ability to establish effective communication that contributes to understanding, respect for the difference of ideas, opinions, and freedom of expression.

Hence, for the construction of written texts, the student must have the possibility of having contact with the execution of writing workshops which allow him/her to learn about the structures, rules, correct forms of writing, and each of the aspects that are considered when writing a text. Also, the work through this process as it says, (Simó, Ferreira, & Ortuño, 2016) allows the development of strategies of inquiry, interpretation and presentation of the process followed when studying a topic or a problem, which by its complexity favors the better knowledge of students and teachers of themselves and the world in which they live". These two authors point out that a student can analyze, understand and produce through the workshops, since what he is looking for is to have clear concepts so that, at the moment of writing his personal texts, he can perform during the class.

The acquisition of new vocabulary through the creation of comics.

Throughout the teaching-learning process of a foreign language, the student must learn every one of the aspects that compose it. One of them is the acquisition of vocabulary since thanks to it a person or in this case a student can express his ideas, which means that he can communicate. Therefore, as mentioned by (Calisto Miranda, Ulloa Salazar, & Díaz Larenas, 2017) the term vocabulary refers to a list or set of words for a particular language or a list of words that individual speakers of the language use". At the same time, for (Calisto Miranda, Ulloa Salazar, & Díaz Larenas, 2017), they are an important part of language as they are used to understand others' ideas and express our thoughts. This means that vocabulary is the words that a person knows from his or her own language and of which he or she has knowledge in a second or foreign language.

In terms of learning vocabulary through the creation of comics in an educational setting (Calisto Miranda, Ulloa Salazar, & Díaz Larenas, 2017), they mention that "comics are an ideal vehicle for word study." Brain studies suggest that when verbal and visual information is presented together, more of the brain is activated than when information is shown only one way or the other. Similarly, (Dimas, 2018) mentions that "The vocabulary teaching technique was monotonous; students were limited to memorizing verb changes, words related to nouns, adjectives and adverbs. Actually, there are many techniques and methods of language teaching that can be selected to teach vocabulary, some of the teachers can use means such as comics." Consequently, the use of comics can have a positive impact on the learning of a second language, by means of this use the student will acquire new vocabulary that can be used in different texts, contexts on the same class.

The role of the teacher in the improvement of the written production.

Throughout the process of teaching and learning a foreign language, many aspects must be considered, since it is known that it is learning a new language, and that this allows the person to integrate into society, but for this to happen the student must develop his communicative competence to be able to express himself either orally or in writing. Therefore, as this is a process by which the student does not digress or feedback, we can only emphasize the role of the teacher, and for assertive communication to occur, the student must have developed his or her skills in text comprehension, oral comprehension, oral production and written production with the support and guidance of the teacher.

The role or functions of the teacher in terms of writing production as mentioned (Ruiz, Cuervo, & Salguero, 2017) are the capacity of knowledge that the person has in teaching, entrepreneurship, the need to think about their students and in the formation of integral values for social and cultural development in students". In his role of transferring knowledge in the classroom, the teacher must be prepared not only to share his knowledge, but also to identify the needs of his students as well as the ways in which they learn or better understand the message he is trying to convey. In many cases, the teacher becomes a confidant, a friend, a big brother, so being attentive to every situation in which his students develop allows the teacher to recognize his students and how he can develop his classes.

According to this development, the foreign language teacher must make sure that his students develop their communicative competence through the achievement and acquisition of the linguistic skills of this new language, since it is necessary to remember that each of these skills must be well learned and that the teacher must promote their enhancement on a daily basis.

Therefore, as expressed (Ruiz, Cuervo, & Salguero, 2017) citing in their research Savorit (2014) emphasizing that written production is "a means of communication represented through a system of graphic signs, also clarifies that written communication is composed of some elaboration processes which must be structured in a considered time so that the student is successful in his written presentation in the English language". This means that during the development of classes a teacher must teach and show students the different elements that compose a text, the structures, and other considerations that must be considered when developing a written production. In the same way, it is a process that should and can be done step by step so that students can assimilate each important aspect and thus finally create coherent writings that convey the desired message.

Methodology

This research project will be carried out by means of action research that as mentioned by (Barbosa, Dos santos, & Araujo, 2017) citing Cousin 2009, can be disseminated in the field of education and is linked to a movement of the teacher as researcher. The approach adapts to the changes of research in the everyday context, both in natural contexts and in controlled environments.

This method will allow the researcher to see the progress that the student is achieving during the whole process of creation, as well as to know the reflections or thoughts that each one of them has and also to identify the enhancements and weaknesses that are presented day by day in the acquisition and learning of a second language. Likewise, this research design allows acting at the time the project is being implemented, permitting the researcher to adapt to any situation that may occur according to its progress.

Moreover, in order to introduce the project to the students, a PowerPoint presentation and a plan were designed and performed to 8th grade in which they were explained the whole methodology of the project and the creation of five (5) comics. In order to achieve the objective of this project, five (5) interventions will be carried out in which students will work in groups due to the large number of students. During this process, students will make their comics from different instructions, for example, create the beginning, create the end and create a comic strip without any basis or indication. It is also necessary to emphasize that from intervention to intervention the topics proposed to develop the comics will be linked to each of the topics that are being developed within the course, making it possible for the acquisition of vocabulary and appropriation of grammatical structures to support each of the encounters.

For the creation of a comic strip, it is necessary to follow a series of steps that as mentioned by Brown (Cordero, 2021), when writing a comic strip or any written production, the teacher had the responsibility to create a good environment in order to achieve the goals proposed for each lesson. He suggested to implement some stages such as:

• Opening: It is the first contact teacher had with the learners. In this part, the preservice teacher followed the directions given by the school regarding to the initial greeting and the prayers.

• Warm up: It is commonly called the "Ice breaker activity". In here, the role of the teacher was to motivate students to start the class.

• Introduction of a lesson: Its main objective was to create a connection between the aims of the lesson and the final product that was the creation of the comic strip.

• Presentation: In this part, the researcher had the opportunity to explain grammar using different resources, such as examples of comics, flashcards, posters, audios, videos, readings, and the rule book, etc., in order to make the topic easy to understand but enjoyable for students at the same time.

• Production activities: It was supposed that in this part students put into practice what they had learnt during the class. So that, they created their own comic strip taking into account the topic and the given instructions.

• Evaluation: The last part of the lesson planning served to assess the students' knowledge and also to give them individual feedback to clarify concepts and correct mistakes. In the same way, the researcher evaluated each production at home.

Finally, the data collection instruments will be based on the process carried out by the students, such as a field diary according to what was observed during the activity, as well as each of the comics made by the students. When this type of strategy is used, it must be clear and conscious that it is giving the student the opportunity to show and talk about any situation of daily life.

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To control to a great extent each of the situations, the pre-service teacher will give the basis for the realization of these, for example, give the general idea and that the students recreate the scenes through the text and images, otherwise it will be totally opposite to this situation.

Participants

This study will be carried out in the institution José Rafael Faría Bermúdez located in the city of Pamplona with the participation of 8th grade students that can reach 90 students gathering all three (3) groups. This study was conducted at the José Rafael Faría Bermúdez school located in the city of Pamplona with the participation of eighth-grade students. This grade consisted of 90 students who were divided into three (3) groups. It is necessary to point out here that although the process was carried out with all the students voluntarily, 9 students were considered for this research. And each of their creations was taken into account as the recognition of the work, creativity, and, in particular, the degree of difficulty with which the student can manage the creation of their comic.

Planning

The objective of the creation of the comics is to allow the students to use their learning and improve their written production. Therefore, for each intervention the pre-service teacher will give the basis for the creation of each of the comics. Moreover, as mentioned above, the themes or situations that are raised will be linked to the institutional programming of the English course. This will also facilitate the process, since they will be learning by means of another strategy that will also make possible the assimilation of each one of the topics.

Table 2

Schedule for the creation of comic

Activities	September	October	November	December
1ˢᵗ comic	Week 19-23			--
2ⁿᵈ comic		Week 3 – 7		
3ʳᵈ comic		Week 17-21		
4ᵗʰ comic			Week 24-28	
5ᵗʰ comic			Week 7- 11	

Note. Adapted from Stages to write a comic strip, *own authorship.*

Table 3

Comic and topic to be implemented

Comic	Topic

1st Creation of a comic strip from a reading.	Prepositions of place
2nd Creation of dialogues of the comic due to the fact that there will be only images.	Adjectives
3rd Creation of the beginning of the comic due to the fact that there will only be the knot and the denouement.	Comparatives
4th Creation of the end of the comic because there will only be the beginning and the knot of the comic.	Superlatives
5th Creation of a comic without having a base.	Free

Note. Adapted from Comic and Topic to be implemented, *own authorship.*

Description of activities

In order to present this strategy, the practitioner teacher will first present each of the guidelines, objectives and a general exemplification of the kind of activities that will be implemented during the integral practice. At this same moment, the participants will be obtained who will serve as the sample for the analysis of the results; this moment will be given in a voluntary manner in which each student will have the full right to express his or her intention to participate.

Figure 5

Comic Strip
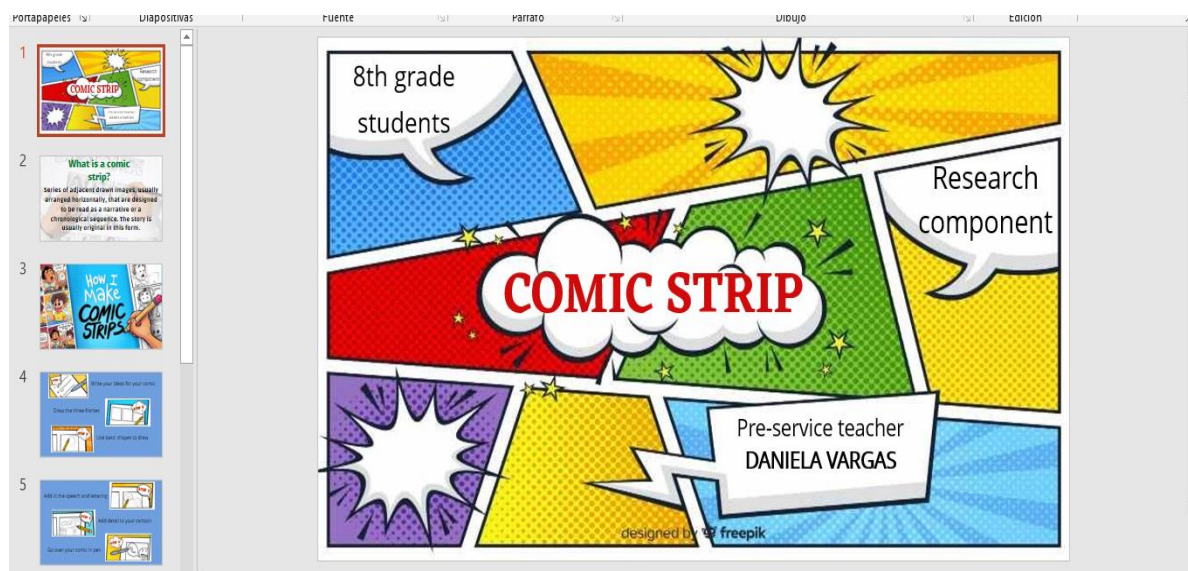
Note. Comic Strip, *own authorship.*

As can be seen in the following image the indication for the creation of the comic is clear, concrete and the student can be supported by it during the creation process.

Table 4

Topic, Comic and Activity

Topic	Comic	Activity
Comparatives	A mysterious place	To make the following comic you must consider the following aspects: 1. Identify a mysterious place.

	2. Name a person, object or animal that lives there.
	3. Establish a conversation between the human and that creation in which you can observe the use of comparatives.
	4. Must have a minimum of 3 sections and a maximum of 6.

Note. Topic, Comic and Activity, *own authorship.*

Likewise, within the planning of the creation of each comic, a series of steps were followed that can be understood as a plan or sequence of classes, as can be seen in the following image, these steps are shown in detail.

Table 5

A mysterious place and steps

| *A MYSTERIOUS PLACE*	*STEPS*
	1. A group discussion will be developed, in which students will be able to express what a mysterious place can be for each one of them.
	2. Here the student will be able to talk about aspects such as designs, shapes, and colors of

	the place as well as the character that each one will create.
	3. After having obtained an infinite number of ideas for the development of the cartoon, each student will start his or her creation.
	4. For the creation of dialogues, the pre-service teacher will support the students with the help of a physical or digital dictionary.
	5. For the creation of design, choice of color and the important aspects of the comic the student will be able to use each and every one of his didactic material.
	6. And finally, a new talk is held in which the students express how they experienced this process.

Note. Topic, a mysterious and steps, *own authorship.*

The following three (3) images represent the creation of the three (3) comic strips made by the students.

Figure 6

Creation of comic 1
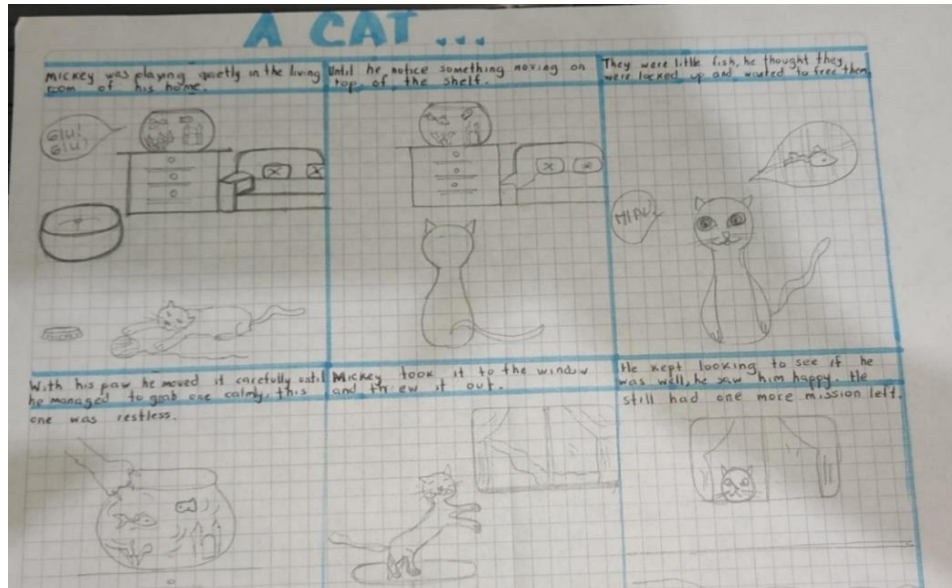
Note. *Topic, creation of comic 1,* own authorship.

Figure 7

Creation of Comic 2

Figure 8

Creation of comic 3

Note. Topic, creation of comic 3, *own authorship.*

Data collection instruments

Non-participant observation

It involves observing participants without actively participating. This option is used to understand a phenomenon by entering the community or social system involved, while staying separate from the activities being observed. For example, as mentioned by (Liu & Maitlis 2010), it can offer a more "nuanced and dynamic" appreciation of situations that cannot be captured as easily with other methods.

Table 6

Non- participant format

Topic	Grade	Date
Description of activities		
Positive aspects	**Negative aspects**	**Aspects to be improved**

This kind of collection was carried out through 2 phases, since the first one was to recognize the level of the students' language and to identify the development and implementation of the written production in order to have a base and to start from there towards the future activities. Similarly, through this observation it was possible to identify the weaknesses of the students without being immersed, but in return receive general feedback and not being specific to a particular student.

For the second observation, the purpose was to identify progress, improvements, and above all to recognize if the students were taking advantage of the creative, dynamic, and different spaces that were being used to improve their written production; how they were making use of each of the new learning experiences, considering that the implementation was taking place in relation to the acquisition of the topics that correspond to the eighth grade.

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Participant observation

Within this method, it can be identified that the objective of participant observation is to gain in-depth knowledge and familiarity with a particular group of individuals, their values, beliefs and way of life. Often, the group in question is a subculture of a larger society, such as a religious, occupational group or a particular community. To conduct participant observation, the researcher usually lives within the group, becomes part of the group, and lives as a member of the group for an extended period of time, allowing access to the intimate details and intricacies of the group and its community.

Table 7

Participant observation

Student's name	Grade	Date
Description of activity		
Comments	

Reflective Teaching Journal

In order to be able to analyze what was observed during the making of each comic strip, this method was used as an element for the teacher trainee to record her reflections and evaluate the overall success (or failure) of the teaching methods. Part of a critical analysis process, the

reflective journal assists teachers in developing many personal and professional qualities. Much more than simply personal notes on teaching pedagogy, the reflective journal represents an archive of personal experience and an insightful collection of perceptiveness into one's professional development.

Table 8

Pre-service teacher journal

Grade	Comic N°____	Objective
Description of the class moments		

Data analysis

According to LeCompte & Preissle (1993) in (Hach, 2002) a typological analysis is "to divide everything observed into groups or categories on the basis of some canon of disaggregate the whole of the phenomenon under study". Thus, this research adopted the typological analysis that allows us to organize and categorize the collected information according to the research questions by means of typologies or codes. In this order of ideas, this project is divided into three (3) types of categories: comprehension, vocabulary and motivation.

Ethical considerations

In the research, the participants were chosen on a voluntary basis, since the main idea was to allow each student to decide for themselves to show their abilities, skills and talents and to put

into practice their knowledge of the language. Therefore, no consent was requested even if they were minors, as they only had to allow a photo of their comic as evidence of their work. It should be highlighted that, as mentioned above, the instruments used were put into practice during the development of the classes and therefore they were not exposed to work in extra hours or outside the school setting.

Results

The objective of this section is to identify and describe the elements found throughout the analysis of the results in order to finally answer the main question of this research. As mentioned above, these findings are divided into four (4) types written production, workshops, vocabulary and teacher's role.

Written production

This project sought to know the impact on written production skills through the creation of comics. The students who participated in the development of this project are 8th grade students whose English level is A2, according to the teacher responsible for the subject, and according to the Common European Framework of Reference for Languages, A2 level students master the basics of English and can communicate simple and basic needs. Therefore, through the creation of these, the students were aware that they had to consider the topics to be implemented, without forgetting that here; they could use their creativity and imagination to create without any limitation.

At the moment of the observations of the creation of each one of the comics, it could be evidenced the commitment that each student put in having very clear which was the main subject and how from this one could start towards the creation of images and dialogues. Likewise, they

themselves commented that through this methodology they were able to express their doubts and how they were connecting the issue to real life even though they were creating imaginary stories.

Workshops

Through the execution of the workshops it was possible to use different teaching tools and techniques in which the students could, for example, learn the structures of the tenses, acquire new vocabulary, ideas about topics, and also allow them to avoid mistakes at the time of the creation of the comic. In the same way, by means of these, students were able to perform exercises in which they could practice, and improve their linguistic skills; thus, at the time of producing their creations, they could demonstrate what they had learned.

Vocabulary

Other important aspect to consider is that the new vocabulary is acquired through production. In this moment of creation many ideas arise which often seem complicated but by allowing them to use their imagination they could search or use the vocabulary proposed or in the best of cases put into practice their autonomy and let their ideas flow in their creation. Many times, institutions plan complex topics or creation of sentences where they are not allowed to create from their own will.

Role of the teacher

As in the previous category, motivation is an important factor when learning a new language, as it encourages us to keep going and not give up. Therefore, it is essential to motivate students with new teaching and learning strategies that promote student success in their goal of learning English. As could be evidenced day by day students wanted to learn through new

strategies that would allow them to get out of the monotony and develop the acquisition of the topics in a more dynamic setting because they could also work in teams, where ideas were shared, doubts were solved and they could feel free to express their tastes and not have some kind of limitation.

Conclusions

The project was carried out with the objective of identifying how the creation of comics enhanced the written production of 8th grade students at the José Rafael Faría Bermúdez school.

Considering the previous, three comic creations were evaluated and implemented during the classes through a series of steps to reach a final result. From the results obtained, it can be affirmed that this type of teaching strategy in the learning of a foreign language such as English allows students to express their ideas through the support of images, dialogues and a final product that in turn can be understood. Likewise, through this process the student was able to put into practice each of the knowledge that he was receiving week after week and thus being able to demonstrate that the acquisition of the topics was being done in the best way and that he was implementing them in his daily life in a more flexible and understandable manner.

In addition, it significantly benefits the acquisition of new vocabulary and expressions of the language that some topics are not usually discussed. During the process, it was also possible to evidence the opinions and perceptions of the students regarding the use of this strategy as a learning method and how through this technique they can have a better acquisition of the topics according to their grade and how through the new vocabulary they can implement it in their daily work.

Finally, it is worth mentioning that the use of this type of teaching allows to show significant advances in the learning of English, as this has become more important in many areas and it is precisely here where education takes an important role because through the appropriate bases students will be able to develop themselves more efficiently in society. Therefore, through the use of new strategies and new methodologies students will be able to use their creativity, skills and abilities to improve every day in the acquisition of new knowledge.

Recommendations

Based on the results of this project, it is suggested that future studies related to this topic should go deeper into the topics to be taken into account, since time is a limiting factor, and when applying this teaching method. A process must be followed, which is why it is recommended that the creation of the comics be carried out during several sections, since many times the methodology is not very well covered, and the activity tends to get out of control and the students must finish their creations at home, thus failing to obtain a complete observation of the whole process of creation.

CHAPTER IV

Community Outreach Component

Vocabulary acquisition for the enhancement of English through flashcards in seventh grade students at José Rafael Faría Bermúdez School.

Introduction

Education in Colombia in foreign language is usually given in different ways, because due to the great necessity of learning this the institutions seek to offer their students the opportunity to learn English as a foreign language and thereby pretend to provide a common language that allows children and young people greater access to today's world. The management of the learning process also allows students to improve their linguistic and cognitive skills. Learning a second language enables the student to establish international relations in which he/she can defend him/herself perfectly.

Nowadays, with the evolution of technology, learning a foreign language is increasingly accessible, which is why the use and management of English as a foreign language has become an essential factor in society. In Colombia, the Ministry of Education is the entity in charge of ensuring that school curriculums are updated and that they are linked to the changes that occur from year to year. For this reason, the creation of programs and strategies for teaching and learning

English have been designed to be approached in real settings and from a very early age. Hence, the new or future foreign language teacher must be prepared to supply, continue and further improve each of these processes with students from a very early age.

Justification

An important fact that is associated with the learning of a foreign language as is in this case English brings with it a series of aspects that people who wants to learn it must consider because this makes them develop each of the language skills to develop their communicative competence. Nowadays, it is clear that children are like sponges and that the development of their knowledge at this age is very favorable for them, so the daily challenge arises for institutions to start teaching English in the first grades. However, the institutions do not have qualified teachers in the area, but they still try to get the students to know and begin to have this approach to the foreign language. It is therefore very important to recognize the advantages for a pre-service teacher to have contact with students in lower grades since through this process it is possible to fill gaps that may have been left in previous years.

Internal policies of the educational institution Colegio Provincial San José are usually carried out in a different way, but within this component, the pre-service teacher must work with the seventh-grade students because they are about to ascend to a higher level and must be or have good bases to face the new challenges. Although even after leaving elementary school, they still present deficiencies in the appropriation of vocabulary, even though this should be an autonomous process, the teacher in training should support this learning process. Thus, in order for this appropriation to occur, the pre-service teacher should implement the use of Flashcards with the

use of different vocabulary so that the seventh-grade students of the José Rafael Faría Bermúdez School can finish their academic year with a good basis to face their next knowledge.

Objectives

General

- To provide new vocabulary knowledge through the use of flashcards with seventh grade students.

Specifics

- To enable students to have a good basis in vocabulary knowledge for the following year.
- To recognize the appropriate use of words according to the context.
- To engage and motivate students to learn English through creativity.

In the development and implementation of this strategy it has been possible to work on different topics for vocabulary learning, for the realization of these activities the following lesson plan has been proposed, which can be seen in the following table.

Table 9

1st Activity (Flashcard)

ACTIVITIES: 1st activity
VERBS
Warm up:

The following activity is designed to work for 5 minutes, the main objective is to recognize if the students have the knowledge about the topic that will be treated in this case "VERBS".

The pre-service teacher asks the students about the actions that people perform on a daily routine. Then, the students will be given the opportunity to express what each one of them thinks and finally the teacher will give a brief explanation about the meaning of the word verbs.

Development:

The class will be given through three (3) time periods in which the teacher has chosen a series of ten (10) verbs to be taught through the Flashcards to start the lesson. At this point, the students will have to recognize the images that have the verb and repeat the correct pronunciation.

For the second part, there will be a game for a better acquisition of the new vocabulary, the main idea is that the student on a sheet that will be given by the pre-service teacher will write the correct form of the verb, for the correct writing a student will be selected at random and will say a verb letter by letter, this can be helped with a sheet that has all the alphabet in English. For each new verb a different student will come to the front and so on until all 10 verbs are completed.

For the last activity, the student will write on a piece of paper the numbers from 1 to 10 and the teacher will do the same on the board only she will write in Spanish and the students in that order will write the verbs, but in English.

Conclusion:

The student during the development of this activity will be able to acquire ten (10) new verbs to be implemented in their English classes because they will be learning the formation and correct use of the present simple tense and these will be of great help.

Note. Topic, 1st Activity (Flashcard), own authorship.

To give evidence of the work done during this first activity, below you will be able to observe the activities planned and executed.

Figure 9

Activity's presentation
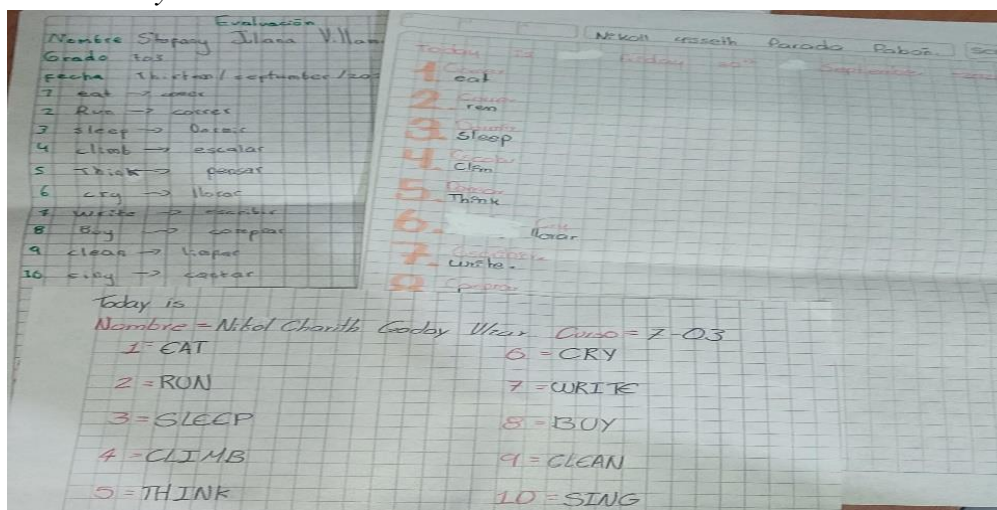

Note. Topic, activity's presentation, own authorship.

Figure 10

Activity's presentation

Note. Topic, activity's presentation, own authorship.

Figure 11

Evaluation Activity

Note. Topic, evaluation activity, own authorship.

During the second work activity with the Flashcards, this was done through the use of a pedagogical card inside, which there were eight (8) images of the "Wh Questions", In the action plan was not foreseen the realization of this topic but as the main objective is that students perform,

interpret, and learn new information that they can use in their classes is why this change is given that can be understood as an adaptation of the need of the students then the lesson plan is shown in the following table this exchange.

Table 10

2nd Activity (Flashcards)

ACTIVITIES: 2nd activity
WH QUESTIONS

Warm up:

This activity will be carried out for 5 minutes, the initial indication is that the students ask each other questions in a general way, here they can ask any kind of question because the main idea is that they recognize that there are many ways to ask questions and that, although unconsciously they do it, they will be asked in different verb tenses. Therefore, at the end of the activity, the teacher will clarify that these questions should be asked in the present simple tense because this is the subject they are learning.

Development:

For the implementation of this activity, each student will receive a sheet of paper containing images with the words and sentences of the "Wh Questions".

As a next step the students will have to copy in their notebooks each one of them with its respective meaning, here the written production will be put into practice because, although

they must transcribe, they must be very attentive to the correct writing so that in the same way this learning takes place.

Conclusion:

During the execution of this activity the student will be able to recognize how they can ask more open-ended, more formal questions which will allow them to engage in a little communication with another person.

Note. Topic, 2nd Activity (Flashcards), own authorship

In this image you can refer to the guide used to carry out the aforementioned activity.

Figure 12

2nd Activity´s presentation

Note. Topic, 2nd Activity's presentation, own authorship

And the last activity carried out so far with the seventh-grade students is regarding the vocabulary of clothing with respect to the weather, this vocabulary allows them in the same way

to make use of the vocabulary of colors, and in the same way allowed the use of the verb WEAR because it is clear that this verb is the one used to talk about clothing.

The following table shows the lesson plan implemented for this third activity.

Table 11

Activities 3ʳᵈ activity "Clothes and weather"

ACTIVITIES: 3rd Activity
CLOTHES AND WEATHER
Warm up: This activity will be performed for 5 minutes, for this activity students will be able to express their knowledge of the seasons of the year, the weather, what clothes can be used depending on these eventualities, similarly, express their tastes or preferences with respect to the weather and what kind of activities they usually do.   **Development:**   For the development of this activity will be considered 3 times or moments, in a first part the pre-service teacher will distribute a series of images in which are the three (3) weather chosen for the class and four (4) different kinds of clothes that can be used depending on this.   In a second step, the students who got the paper should come to the front and take a piece of tape and on the board the images will be organized.   In a third step, the teacher practitioner will write next to the images the meaning of each one in English.

In a fourth step, students will copy this new vocabulary into their notebooks so they can review it and keep it in mind.

And as a final step, each of the students will write on a piece of paper the following sentence "My friend Camila wears for a cloudy day a green scarf, black gloves and a purple hat".

Conclusion:

During this activity the students will learn new vocabulary, as well as remembering other vocabulary they have already learned, learning a new verb and all of this will allow them to get closer to the use of the present simple tense.

Note. Topic, Activities 3rd activity "Clothes and weather", own authorship

This part shows the material created by the practitioner and the work done by the students.

Figure 13

Activity's presentation

Note. Topic, activity's presentation own authorship

Conclusions

To conclude this component, it can be mentioned that the implementation of these strategies such as the use of Flashcards, the students have been able to learn new vocabulary in a different way and have been able to perform better in their English class. This kind of strategy also implies creativity and compromise on the part of the teacher trainee because with this, she is sure to capture the attention of her students and thus be able to develop a well-founded teaching-learning process during the class.

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CHAPTER V

Intra-institutional Activities Component

Introduction

The process of practice for a student of degree in foreign languages is a process that takes a total and permanent immersion within the educational institution because through this process you get to see each of the routines, learning, experiences that a teacher lives in their work environment. Thus, for this component, the pre-service teacher must participate in each of the activities that are carried out within the educational institution, since these allow a better integration inside the community and in the same way be an active agent in which he/she can learn how to handle any circumstance that may arise.

Justification

Participating in inter-institutional events and activities considering the context of the practicum is an important issue that the pre-service teacher will take advantage of since it provides an educational experience and supports the way in which the teacher appreciates the different procedures that are planned for the academic calendar. Furthermore, it allows the institution to recognize him/her as another person who can help, give advice or with whom the students feel support and confidence in some situation. By means of each of these activities, the pre-service teacher also learns how to handle a situation, how the regular procedures are, how these activities are planned and developed, and especially to know the objective and the impact they wish to obtain.

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Objectives

General

- To participate in the academic and intra-institutional activities arranged by the Institution José Rafael Faría Bermúdez

Specifics

- To be part of the institution not only in the English area.

- To comprehend how the different procedures of an institution are executed.

- To collaborate in the creation and execution of extracurricular events that take place within the institution.

Methodology

As part of the methodology for intra-institutional activities, it is relevant to mention that one of the activities that are carried out are the teachers' meetings that are held every 15 days, in which the pre-service teacher only at their request. One other activity in which the educational community in general will participate is the celebration of "Love and Friendship", which allows conviviality, as well as integration and recognition of the value of friendship. Furthermore, it is necessary to mention that the institution organizes Eucharist at the main campus on Sundays at 10:00 a.m., which the pre-service teacher must attend, considering whether it is elementary or high

school who organizes the event. For this trimester there is no organized activity concerning the area of Foreign Language, so the pre-service teacher will participate in the activities that are proposed.

Schedule of activities

Table 12

Schedule of activities

Activity	September	October	November	December
Reunión de profesores.	X	X		
Celebración del día de amor de amistad.	X			
Eucaristías.		X		
Día del alumno.		X		
Entrega de símbolos.			X	
Autoevaluación institucional.			X	
Clausuras de año.				X

Note. Topic, schedule of activities, own authorship

The integral practice process within the experiential formation process of a teacher allows him/her to witness, participate and be part of each one of the activities of the institution. Therefore, from the very first moment, the general objective of this component was to participate in the academic and intra-institutional activities arranged by the Institution José Rafael Faría Bermúdez, since through this kind of activities he/she can experience the procedures, activities and even the evaluations and decisions that are established inside an institution. For the specific objectives, the following were proposed: to be part of the institution not only in the area of English, to understand how the different procedures of an institution are executed, and finally to collaborate in the creation and execution of extracurricular events that take place within the institution. Each and every one of them were designed so that the teacher could feel like a member of the community.

However, in accordance with the rules and requirements of the institution, I have not participated in activities such as flag-raising, teachers' meetings or any other type of activity in which I must accompany or lead. The educational institution has this kind of activities, which can be seen in the following image, but the pre-service teacher has not been invited to participate.

At this point it is pertinent to mention that, although the pre-service teacher has not participated in intra-institutional activities considered as such in the (Agreement No.032 July 19, 2004. Article 18), she has been integrated in activities such as the celebration of love and friendship with the seventh-grade students and in activities such as training every 15 days in the central court of the institution.

One of the activities in which the pre-service teacher was able to develop, and have an approach to a work or responsibility as a teacher was the activity called "open school", because

here was given the space to engage in a conversation with the parental and clarify doubts about grades, identification of weaknesses and as a last step to obtain a commitment from both the responsible parent and the student. In the following images, you can see the type of activities in which she has been present although for the latter, there is no photographic evidence because it is a general activity.

Figure 15

Friendship and love day activity

Figure 16

Biweekly training

Conclusions

In this way, the pre-service teacher has been able to approach situations, learn from them and in the same way build a character as a future professional, since an educational institution develops different types of activities that seek not only the learning of new knowledge but the formation of a person with values, in an environment of peace and respect, the right to recreation, sports and creativity. This is how the teacher in training has evidenced the process of feeling part of the community and that the students not only of the assigned grades have the possibility of personal and professional support.

CHAPTER VI

Reflective Approach to the Practicum

When starting this integral process as the last process of my professional career, there are many doubts, questions, but at the same time there is the illusion of learning that is about to live. Then, the big question arises: what do I want to know or what can I investigate within the institution in which I will be able to demonstrate each one of the stages of the role of a teacher, which is why the observation process is a very useful basis to start. Perhaps the most difficult thing may be to start because the pre-service teacher arrives as an intruder and in many ways has to adapt to the realities, situations and experiences that are lived daily, but not forgetting the role he/she will play. After establishing the strategies and having defined the action plan, the approach to the students begins, it is probably here where each of the learning obtained through each of the semesters should be shown, because students do not learn in the same way, they may have difficulties and weaknesses that they must learn to solve and to know how to face with a good attitude to achieve the resolution of this same.

Throughout the weeks and evidencing each of the activities, classes and situations it can be concluded that the role of the teacher today must be admired because the new generations are difficult to handle, but with respect to the development of each of the activities it can be concluded that students also need a stronger character commitment from the teacher, it is very difficult for an

institution to continue giving or teaching classes in a traditional way, students as young people who want to learn in a more interactive, real way and that is linked to the way of living today. Therefore, students during each class try to give 80% of their attitude and express their desire to learn, so each of the activities have been able to be carried out and have allowed the pre-service teacher to develop each of her strategies and that she has also learned and identified the strengths and weaknesses that can occur in the role of a teacher.

Appendixes

Appendixes 1 seventh grade (Flashcards)

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