

**ENHANCING WRITING SKILLS THROUGH COMIC STRIPS IN
STUDENTS FROM 7th GRADE AT BETHLEMITAS BRIGHTON SCHOOL
IN PAMPLONA, COLOMBIA**

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FACULTY OF EDUCATION

FOREIGN LANGUAGES ENGLISH-FRENCH PROGRAM

PRACTICUM

PAMPLONA

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This success is dedicated to God who has always been my greatest support and who has given me the strength to move forward. To my beloved mother who is my inspiration and my unconditional friend, to my little sister who has been with me at all times and circumstances and to my mentor Clara Noelia Villamizar who has guided my teaching and learning process in this important stage of my life.

"Now all glory to God, Who is able, through His mighty power at work within us, to accomplish infinitely more than we might ask or think." - Ephesians 3:20

Karen Calderón Rios.

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List of Abbreviations

EFL: English as a Foreign Language

MEN: Ministerio de Educación nacional

PRADO: Práctica docente

RAE: Real Academia Española – Royal Spanish Academy

General presentation

The following research project is divided into four chapters that will be presented as pedagogical component, research component, outreach component and administrative component. The first one, pedagogical component, refers to some theoretical aspects related to the use of comic strips in the classroom in order to improve writing skills in students.

The second chapter consists of the strategies and instruments used to gather essential information of the process of reflection done by the pre-service teacher in order to improve her own practices and her teaching process. Moreover, the third chapter, outreach component, presents information related to the work done by the practitioner in primary school as a collaborator of the teacher in charge, in the field of English.

Finally, the fourth chapter comprises the administrative component in which the role of the teacher as a member of the Bethlemitas Brighton community, and the process of being a facilitator between teachers and students, is evidenced.

Introduction

In our society, English as a foreign language is considered a priority in the education process of every high school in Colombia. That is why in 2014 was launched the National English Program, COLOMBIA Very Well! which is an initiative that joins the other programs promoted by the Ministry of Education to promote the improvement of the quality of education. According to the established direction, the program will focus three fundamental components in its development during the next 10 years which are (1) strategies for teacher training and pedagogical material for basic and secondary education, (2) quality, accompaniment and financing for higher education, and (3) articulation with the productive sector.

Taking into account those parameters it is necessary to look for diverse strategies to develop reading, writing, listening and speaking skills in children. Regarding to writing skills, Brookes and Marshall (2004) affirm that a characteristic of creative writing is the development of imagination and originality, so that, if students are interested in the subject their motivation to learn more about the topic will increase (Lightbown et al., 2006).

However, even if writing is one important ability to develop, the role of the teacher is totally indispensable to reach it, because in some cases students can read and understand well but they do not have a good level when writing or creating any kind of phrase or short paragraph.

This project aimed at improving writing skills and grammar, increasing vocabulary, developing creative writing through the use of comic strips in 7th grade students, and it was carried out at Bethlemitas Brighton High School in Pamplona, Colombia.

Furthermore, this project enlightens all the activities that have been developed during the practicum process. Taking into account this, it is important to state that the pre-service teacher has proposed some objectives according to the four mentioned components in the proposal, those objectives, general and specifics, permitted the researcher to be focused on the purpose of the study. With the compliance of the different objectives, the data collection process was not only effective and appropriate, but also, useful to answer the research questions and to guide the up-to-date study. So that, in this inform will be exposed the achievement of the objectives according to the planned calendar at the very beginning of the practicum. In addition, in order to validate the process some evidences will be presented.

Justification

In order to achieve one language, the teacher must propose strategies to motivate students to learn the target or second language, in this case English. According to Lightbown, Spada, Ranta and Rand (2006) to recognize the need for enhancing the written competence teachers must also choose allowing objectives that are reachable. The teacher has to remember that the purpose is to create an environment in which the students are motivated and engaged in activities according to their context, age, interest, and to create a space where students can experience success.

On the other hand, this project looked for generating a significant impact in the institution where it was developed, and in the community in general. At the same time, the implementation of this Action Research offered to the pre-service teacher a space for self-reflection not only about the achievements of the main goals, but also about her own practices as a beginner teacher.

Objectives

General objective

- To enhance writing skills through the creation of comic strips in 7th grade students at Bethlemitas Brighton School in Pamplona, Colombia.

Specific objectives

- To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- To meet the English teaching demands of child population in primary school in Pamplona city.
- To participate in the administrative activities proposed by the Bethlemitas Brighton School.

Institutional observation

Topographic location of the educational center

Bethlemitas Brighton School is located in the North Department of Santander, south east of the urban perimeter of the city of Pamplona, Brighton neighborhood.

In 1900, the institution began to provide education in the first grades of primary education, but it was in 1953 that the need of expanding the educational service arose after the fourth grade. This led to the construction and refurbishment of new classrooms and sport spaces, an activity that year after year, has been strengthened, until today, with physical facilities suitable for children and young people at the levels of preschool, primary, secondary and technical media with emphasis in assembly and maintenance of computers.

At present, the institution serves 1,059 students, 46 Teachers, 3 Principals and 3 Administrators who carry out their work with dedication and with a high sense of belonging to the Institution.

Educational authorities

In view of the fundamentals of the educational project, curriculum, and students' demands, the required human talent is identified, in accordance with the rules and guidelines of the personnel plan, establishing the corresponding profiles in Decree 1075 of 2015.

For the benefit of the Bethlemitas Brighton School and of the community, the educational authorities are composed by the principal, coordinators, the school counselor, 45 classroom's teachers and 3 administrative.

Fundamental aspects of the Institutional Educational Project (P.E.I)

The development of the institution focuses on a well-rounded education where it is promoted the participation, solidarity, undertaking, competitiveness, and sense of belonging and democracy. In addition, it focuses on the management of ICT and the student as an environmental enabler encouraging harmonious development, and the development of human talent. The curriculum is composed of three themes: to be, to know, and to know how to do, also, with a participative, integrative, collaborative, dynamic and active methodology.

Mission

“Guide our pupils in its process of integral formation, offering to them a quality education, inclusive, based on the human-christian values, the ethical, scientific, technological, investigative and participative principles, inspired by the love to Jesus Christ and the pedagogic experience of our founding saints, encouraging in the childhood and the youth the care and preservation of the environment, the respect of the public, the rights exercise and human duties for a healthy coexistence and a good performance in the labor world”.

Vision

“The Educational Institution Bethlemitas Brighton will be an entity recognized by human christian values experience, with projection to leadership in the educative, pedagogic and technical innovation, with inclusive nature, consolidated in the process of integral formation of highly qualified people, respectful of the public, who exercise the duties and rights for a healthy coexistence, engaged with their own development and generating of actions of change in the society, by means of labor competitions performance.”

Principles of Bethlehemitas Brighton institution

1. The Bethlehemita's education is based on the christian anthropology that conceives the person like "a unique being and unrepeatable". With conscience which has been created to image and God's resemblance. Free, responsible, and autonomous.
2. The mystery of the Holiest Trinity reveals the community dimension of the human being. Equal persons in the diversity who construct unit.
3. The Bethlehemita's education forms for a new global culture, which privileges the care and life defense of all its declarations, the dignity and equality of the people and the respect to cultural diversity of the communities.
4. The institutional Bethlehemitas' culture becomes stronger for the free, autonomous, reflective, critical and democratic participation: the ethical and moral suitability: the human, spiritual and professional quality; the belonging sense and the effective interaction among the different members of the educational community.
5. The update and the continuous improvement are strategies that favor the excellence in the integral formation and the life quality of the educational Bethlehemita's community.
6. The formation is essential in human-christian values inspired by the Gospel and by the teaching of the Church, to lead the person, family, and society's transformation.
7. Bethlehemita's Philosophy: It is Based on our founders the Holy Brother Pedro of San José Betancur and the blessed Mother Encarnación Rosal.
8. The pastoral educational is invigorated in the relation of: Science – Culture Gospel. This way the Bethlehemita's education illuminates from the faith, the different disciplines of

knowledge for a new men and women's project, creators of a fair, fraternal and compassionate society.

9. The Bethlemita's education takes the integral formation of students as a main purpose by means of a dynamic and coherent process, which develops all its potentialities at personal level, socially and transcendent and interdependence with the environment.

10. The civil education is based on respect and love to the person and law knowledge, it engages all the members of the educational community in the formation of honest citizens, just persons, peace builders and caring: with local, national and planetary identity.

Distribution of the physical plant

The educational institution has two headquarters. The main one has the following dependencies: classrooms, informatics room, table games room, tablet lounge and audiovisual-library. And the second one "Monsignor Rafael Afanador" counts on the following dependencies: 15 classrooms, swarm-audiovisual room, library, informatics room, and technical room, physics-chemistry room "Synergy", English room, games room or recreation cafeteria.

School calendar of the institution

Table 1
Scholar Calendar

SCHOLAR CALENDAR		
Period	Month	Activities
Third Period	August	<ul style="list-style-type: none"> • Visita de la Madre general. • Reunión de representantes. • Actividad lúdica en primaria y secundaria. • Consejo directivo. • Pruebas superate.
	September	<ul style="list-style-type: none"> • Simulacro de visita del Santo Padre. • Citación preventiva. • Santo rosario. • Proyecto Bethlemitas por la paz. • Simulacro de sismo. • Izada de bandera (7-03) (8-03) • Pruebas de calidad.
Fourth period	October	<ul style="list-style-type: none"> • Simulacros pruebas Instruimos • Día de la madre Encarnación Rosal • Mes de la virgen María
	November	<ul style="list-style-type: none"> • Izada de bandera (6-01) (6-02) (6-03) • Talent show

CHAPTER I

Pedagogical Component

Introduction

Strengthening the domain of a foreign language is essential for any society interested in forming part of global dynamics such as academic, cultural, economic, etc. It is the reason why the Ministry of Education has designed the National English Program (2015-2025), a comprehensive, inter-sectorial and long-term strategy that reflects the experiences of the project to reinforce the development of foreign language skills. Also, it reshapes its components with interventions to a larger scale and higher investments, and includes new components such as social mobilization, partnership management, and parental involvement.

The Ministry of Education is convinced that the implementation of the National English Program and the convergence of all the actors in the development of their strategies will allow them to achieve results in the improvement of the English skills in Colombia. With this program they will contribute to achieving the goal of making Colombia the most educated country in Latin America and the country with the best level of English in South America in 2025. That is why they have decided to identify the National English Program as: COLOMBIA Very Well!

Likewise, English is also indispensable to the field of education because in many countries, such as Colombia, children are taught and encouraged to learn it. Students from schools must learn appropriately English while developing listening, speaking, reading and writing skills in order to reinforce English as a foreign language in the country. So that the

institutions have to promote or to create opportunities for students to improve in every competence and to reduce the difficulties of learning by doing activities to set national standards for language skills that they should develop in each grade.

Correspondingly, writing skills can help learners to express themselves, it can be a great tool to help them know more about what the way they think because people are better at expressing themselves in writing than any other. Taking into account that, it is important to analyze the role of the teacher in the English learning process, specially to enhance writing skills, because in most of the circumstances, scholars can read and understand well but they are not proficient when writing or creating any kind of phrase or short paragraph.

Statement of Problem

During the observation week, it was evidenced the fact that students had problems with their writing skill and difficulties to generate and organize their ideas in the written-form. In addition, the students from schools, most of the time, are not capable to use grammar correctly and to create readable paragraphs.

At the same time, the pre-service teacher observed that it is necessary to promote different strategies to improve writing skills taking into account, the course (7th grade students), the age and the context in which students are immersed because it will be better to employ time in activities that students like and they can feel relaxed at the moment of doing the required exercises.

That is why the use of comic strips to enhance writing skills was proposed, because it is useful not only to learn grammar and vocabulary but also to promote creative ways of learning to write and to develop the habit of expressing their own opinion by means of a written work. So that it is necessary to analyze:

How the use of comic strips can improve writing skill?

Justification

Over the last few years, English is increasingly valued in the country and is perceived as a vehicle that offers countless benefits and opportunities for personal and professional development. As for the academic field, the process of learning a foreign language has made an official entrance in the schools, due to the globalization and the cultural exchanges. In order to achieve a good performance in the target language, four language skills must be developed: productive (speaking and writing) and receptive (listening and reading). In that way, written production is being considered one of the most complex skills to develop because it requires not only an appropriate knowledge of grammatical structures but also because it includes the transmission of a message.

Nowadays, teachers are searching for strategies to improve written production and learners finding the use of comic strips as a great tool to begin. According to Megawati and Anugerahwati (2012) the implementation of comic strips can improve students' ability to write narrative text because it helps students to produce and to organize ideas at the same time that they are selecting appropriate grammar, vocabulary, and punctuation.

In addition, the process of writing not only needs knowledge in terms of grammar rules, structures and vocabulary, but also, the development of critical thinking because it allows students to share ideas, opinions and thoughts through a complete sort of communication.

Ludin and Moreno (2016) show the positive impact on developing writing skills by the use of comic strips as tools saying that “these productions created by the children have

been improving as the activities progress, which shows that the intervention has fulfilled the expectations of students and teachers” (p. 11)

Finally, through the implementation of comic strips students acquired and learned vocabulary, and also they had the opportunity to create, to analyze and to interpret communicative situations in different contexts.

Objectives

General objective

- To enhance writing skills through comic strips in 7th grade students at Bethlemitas Brighton School in Pamplona, Colombia.

Specific objectives

- To reinforce grammar and vocabulary through the use of comic strips as tools.
- To motivate students to use creative writing to learn English in an interesting way.
- To recognize feebleness in the learning process of English in students.
- To analyze the success of the use of comic strips in writing in the English learning process.

Theoretical Framework

The main objective of this project was to enhance writing English skills through comic strips. In order to understand the purpose of this research project, it was essential to clarify some concepts such as writing, creative writing and comic strips.

Writing

Writing is a type of communication because it allows students to put their thoughts on a paper. It is also useful to organize information and opinions into undoubted arguments; as children learn how to write it progresses from simple sentences to elaborate stories. To demonstrate advanced writing skills, the student must have a good level in spelling, vocabulary, grammar, and sense of organization.

Rahmawati (2014) expressed that:

To write a type of short essay in form of narrative text the learners should be able to integrate their knowledge of language, the correct grammar and spelling applied in writing process, generate and organize their ideas, and their understanding of the fact given to them (p. 14).

So that it is not only necessary to know about grammar and vocabulary but also to be able to share ideas that at the end will be displayed in text form.

Creative writing

Creative writing is a way of drawing on the imagination to convey meaning through the use of imagery, narrative, and drama. This genre includes poetry, fiction, scripts, screenplays, comics, and creative non-fiction.

The writing process is divided into 3 steps such as generate ideas, develop and organize those ideas and finally, revise and edit if required until the writer feels that his or her composition achieves its purpose. Creativity is not obligatory, instead it is a human right to create and publish original literature. But most of the time students cannot write because they do not know how to do it. Morley (2007) affirms that writing “can be cultivated, creativity nurtured or protected, and the purpose of creative writing as a discipline is to develop the talent and technique of new writers” (p. 60)

Comic strips

Comic books consist of storytelling through illustrations or images that work hand in hand with a written text. The term “Comic” according to the designations of the RAE consists of one: “Series of drawings that constitute a comic, dramatic, fantastic story, police, of adventures, etc., with text or without it. It can be a simple strip in the press, a full-page or a book”

Aydoğu (2015) states that the comic strips can be used as an authentic material because it offers to the student a wealth of language and content and also it allows the development of the socio-critical thinking and inspires the learner by providing elements that encourage them to communicate something by means of a written work. In other words, comic strips as a didactic tool are useful to improve grammar and lexicon in English

but it pursues not only the learning of the foreign language but also the possibility of understanding and interpreting outgoing situations in different contexts.

Literature Review

Some studies were taken in order to support this proposal. In this part, there will be presented previous studies carried out based on the use of comic strips to enhance writing skills.

Using comic strips to improve the writing learning process

This study was an action research study that aimed at improving the writing learning process of eighth grade students. The steps of the research were exploration, planning, action and observation and reflection. The subjects of this research were 34 students of VIIIIB class and the English teacher. The author collected the qualitative data by using two instruments such as the interview guide and questionnaires, the whole process consisted of observing the teaching learning process, giving questionnaires, taking photographs of the teaching learning process and interviewing the students. According to Kurnai (2015) the results of the research showed that the use of comic strips improves in an effective way the learning process of the students talking about writing recount texts.

Additionally, this strategy produced a significant improvement in the writing learning process of the students in the aspects of participation and confidence. The author

affirmed that “teachers should always try to create interesting ways for their teaching. Based on the result, the teacher can apply comic strips to improve the students’ learning process in writing especially in the text types similar to the recount text” (p. 14)

Improving students’ writing skill through textless comics

This study was a classroom action research, the general objective was to improve students’ writing skill through textless comic, while the specific objectives that were (1) to find out whether or not textless comic can improve students’ writing skill in the eighth grade of SMP Qaryah Thayyibah Salatiga, (2) to find out the effectiveness of using textless comic as a media to improve students’ writing skill, (3) to find out the strengths of the use of textless comic as a media in the teaching and learning process in improving students’ writing skill. The data were collected from achievement tests and observation and the procedure of the research consisted of planning, action, observation, and reflection.

Rahmawati (2014) showed that using textless comic can improve students’ writing skill, it is proved with the students’ improvement score of the tests made. In addition, the author suggested that the teacher should prepare materials in an appropriate way and make fun atmosphere in the class in order to students enjoy and to be interested in the topic.

The comic as a didactic resource in the foreign language classroom

This paper attempted to fill information about the use of comic strips as a didactic resource in the classroom of foreign languages, more specifically in the classroom of French, Spanish and English. A quantitative paradigm research has been carried out to collect data and to find that foreign language teachers, mostly with a ratio of more than 20

students per class, believe that the use of this resource increases the motivation in their students but their use has not yet been introduced in a general way in this type of classroom.

García Martínez (2013) affirmed that it is essential for the teacher to be familiarized to the needs of the students to achieve a successful teaching-learning process, fostering attitudes of assertiveness, reflection, flexibility, dynamism, commitment, empathy and understanding. In the case of teenage students, only a teacher who knows and understands their complex reality will be able to form the students in their entirety. In addition, it is important to emphasize that it is one more resource with which the faculty of foreign languages counts, who must know how to combine it with many others to obtain thus a satisfactory motivation of the students.

Methodology

Type of Research

This study was a qualitative research because the researcher could explore and interact with people by examining their behaviors, relationships, etc. Creswell (2007) conceived the qualitative research as “the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem” (p. 37). In here, researchers take into account the voices of participants, the reflexivity of the researcher, and the description and interpretation of the problem.

Developing an action research

This pedagogical component was developed under the parameters of an Action Research that aims at providing teachers the opportunity to study but also to analyze and to improve their own practices. According to Mills (2000) action research is a systematic inquiry done by teachers to find information about, and subsequently improve, the ways their particular educational setting operates, that means how they teach, and how well their students learn.

To achieve the main goals of this project, four interventions were carried out, so that, every two weeks, students were given a topic and then they created their own product. At the very beginning, the researcher was motivating students by presenting some examples about creative writing, in this case, comic strips with the purpose of students being

familiarized with the study but working at the same time with the activities proposed for every week. Also, it is important to clarify that every topic was totally related to the rulebook proposed by the school. In that way, the researcher could work hand in hand with grammar and vocabulary while developing his or her own project.

For each intervention the teacher used some instruments for the data collection process which were the participant observation, journal and the student's artifacts, which was a useful instrument to analyze the improvement of writing skills in students. According to this, the researcher was open-minded to accept the creativity of the students when talking about materials and stories, as long as they follow the criteria and the topic that was given previously. Additionally, the researcher used an observation grid to analyze each one of the written productions given by the participants.

Participants

This study was carried out at Bethlemitas Brighton School located in Pamplona, Norte de Santander with the participation of seventh grade students, these groups were composed of 86 students approximately aged around 12 to 15 years. Furthermore, the focus group was 7-03 taking into account that they were participative students and they were motivated when learning English. The sample was composed of 7 students to guarantee an appropriate data analysis process. These students were chosen taking into account the difficulties observed at the moment of learning English, in order to analyze their process since the beginning until the end.

Planning

According to each one of the expectations from the course in each one of the classes, it was necessary to accomplish the objectives but also to identify the different ways to motivate students to learn English. The first planning was proposed to examine the way students express their ideas after a given topic. For the second and third planning, the researcher had the opportunity to see an increase on student's motivation because of the way they started writing compared to the first implementation of the proposal. Finally, for the last planning, the researcher had the opportunity to analyze the effectiveness of the implementation of the project.

The researcher created each class planning based on the criteria given by the institution and following the topics proposed by the course book. Those class planning were checked and approved, each week, by the supervisor. It is essential to clarify that the biggest challenge for the pre-service teacher was to link the information given by the book with the aims of her own project because of the activities that were proposed in there. For example, in the book it was found a lot of exercises but students were not allowed to write just to complete or to fulfill information, to organize phrases and to learn grammar. On one side, it was very useful to teach grammar and to practice, but as students were not used to write they did not know how to give opinions or to use their own creativity when producing a piece of work. Anyway, it was better to work on the project at the same time by following the book, taking into account that students were not allowed to go to school in extra time.

Stages to write a comic strip

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. Brown (2001) suggested to implement some stages such as:

- **Opening:** It is the first contact teacher had with the learners. In this part the pre-service 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 which 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 was useful to assess learners’ knowledge and also to give individual feedback to the students to clarify concepts, correct mistakes, etc. Also, the researcher evaluated each production at home.

Data collection instruments

Non participant Observation

It involves observing participants without actively participating. It is commonly used to comprehend a phenomenon by entering the community while remaining apart from the activities being observed.

The observation process is a three-stage funnel. Spradley (1980), quoted by Liu and Maitlis (2010, p. 610-612), states that it is necessary to begin with a descriptive observation in order to get an overview of the setting, then it is important to focus the observation to pay attention to the activities that interest them, and then select the observation to investigate relations between the elements they have selected.

There were three non-participant observations with the purpose of examining the level of the students of seventh grade at the very beginning of the practicum. After having done the three observations the researcher concludes that it is necessary to promote different strategies to improve writing skills taking into account, the course (7th grade students), the age and the context in which students are immersed because it will be better to employ time in activities that students like and they can feel relaxed at the moment of doing the exercises required.

Participant Observation

Wayland (1998) states that participant observation is a qualitative method whose objective is to support researchers in the process of learning the different perspectives, according to any given community, through the study of a population. The purpose of these observations was to analyze the effects of creating comic strips to enhance writing skills. So that, four participant observations were carried out during the implementation of the study, and they have been described in the journals.

Journal

Agreeing Richards and Lockhart (2007) “A journal is a teacher or a student teacher’s written response to teaching events” (p. 19). Self-reflective journals facilitated reflexivity, and that allowed the pre-service teacher to analyze, first of all, the effectiveness of the use of comics to enhance writing skills, but also to analyze his or her own practices as a teacher.

For this project, it was supposed to implement 4 journals with the aid of the participant observation in order to analyze the whole process.

Table 2
Instruments schedule

DATE	NON-PARTICIPANT OBSERVATION	PARTICIPANT OBSERVATION	JOURNAL	STUDENTS ARTIFACTS	DATA ANALYSIS
Week 0	X				
Week 1					
Week 2		X	X	X	
Week 3					
Week 4		X	X	X	
Week 5					
Week 6		X	X	X	
Week 7					
Week 8		X	X	X	
Week 9					X
Week 10					X

Table 3
Non – participant observation format

Date:		Grade:	
Topic:			
Objective:			
Description of the activity	Positive aspects	Aspects to improve	

Table 4
Participant observation format

Date: Grade:	Observation N° ____ Objective:
Topic: Objective (Activity): Classroom organization:	
Description of the activity	Comments

Table 5
Activities schedule

WEEKLY SCHEDULE	TOPIC	OBJECTIVE	DATA COLLECTION INSTRUMENTS
Week 0		To identify the problem	Non – participant observation
Week 1		To motivate students to use creative writing.	
Week 2	Verb + Infinitive Verb + Gerund	To recognize feebleness in the English learning process in students by creating the first comic.	Participant observation Journal Students artifacts
Week 4	Possessive pronouns Possessive adjectives	To reinforce grammar and vocabulary by the creation of the second comic.	Participant observation Journal Students artifacts
Week 6	Do and make	To reinforce grammar and vocabulary by the creation of the third comic.	Participant observation Journal Students artifacts
Week 8	Can <ul style="list-style-type: none"> • Affirmative • Negative • Interrogative 	To reinforce grammar and vocabulary by the creation of the fourth comic.	Participant observation Journal Students artifacts

Week 10		To analyze the success of using comics to develop writing skills.	Data analysis
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Data analysis

This study is a qualitative research that implemented Action Research in order to enhance English writing skills in students from Bethlemitas Brighton High School. Taking into account the data collection process the researcher selected the type of data analysis process proposed by Powell and Renner (2003) in which it is important to know deeply the data collected, to focus the analysis depending on the purpose, to categorize information by identifying themes or patterns and organizing them into coherent categories, also, to identify patterns and connections within and between categories and finally, to interpret the data (Appendix H).

So that, this analysis was completed with the aid of the researcher journals and the students' artifacts also, with the aid of the participant observations of the done work. With this information the author could stand out the relation between the results of her own and other investigations about the use of comic strips to improve writing skills in English students.

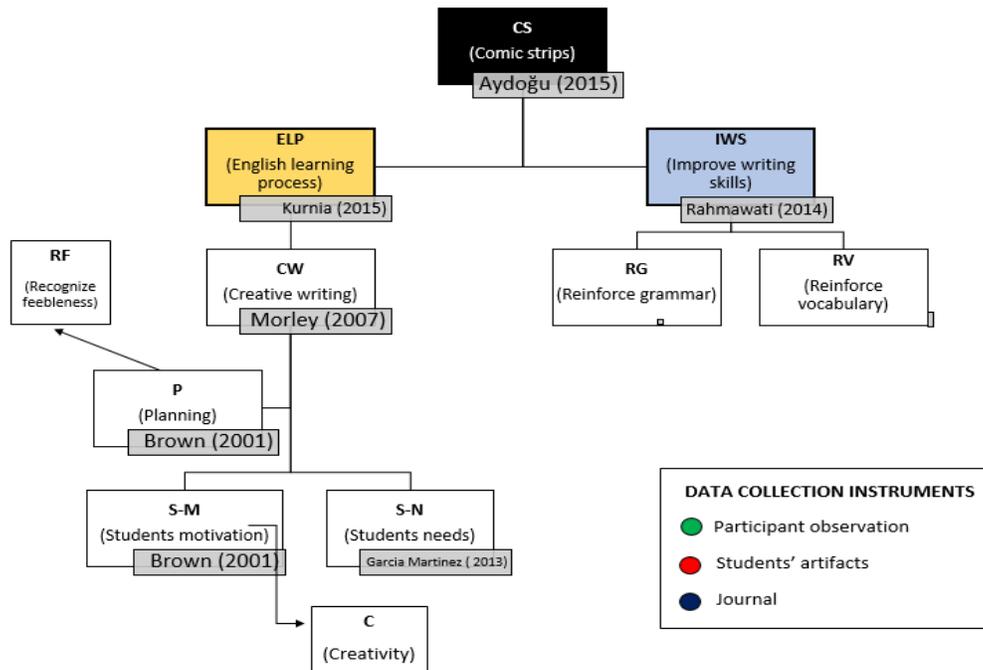


Figure 1. Modeling of the categories and codes used for the analysis process of the research component.

Results of the study

The data was collected from different instruments in the interest of validating the information from the participants. Throughout the development of the practicum the researcher implemented three non-participant observations to detect the way students were learning English and its effectiveness. After the analysis of the results provided by this instrument the author could compare the previous results with the results of the investigation itself, so that it was better to understand if the objectives were achieved successfully or not. When the data was analyzed, the pre-service teacher presents some findings by showing three categories related to the improvement of writing skill, the importance of the motivation when learning English and the febleness in the English learning process.

Generally speaking, it was found that it is really useful to motivate students to learn English in a different way, so that, they will find their learning process interesting and enjoyable at the same time because they were used only to fulfill the activities proposed by the course book, but with the activities proposed by the researcher they found a different method to enhance their writing skills by practicing the grammar they learnt during the development of each class.

Enhancement of writing through the creation of comic strips in an EFL classroom

The purpose of using comic strips is to enhance writing skills because it is useful not only to learn grammar and vocabulary but also to promote creative ways of learning to write and to develop the habit of expressing their own opinion by means of a written work. So that, the researcher decided to work with 7th grade students because it was a group in which the exposed necessities in the proposal were evidenced and, also, it was easy to manage. Something important to clarify is that, after the observation week, it was evidenced that even if they are supposed to have an A2 level they do not have the English proficiency required and instead of that, most of them have a very basic level specially when writing.

For this reason, it is important to explain that although the lesson plans might be based on their English course book, the pre-service teacher has included dynamic exercises into each planning format associated with the interests of the students, but also, taking into account the aim of the project and the instruments proposed to reach it.

The results have been scrutinized according to evaluation rubrics where the investigator evaluated the respect for the instructions, the ability to present ideas, the lexicon, the morphosyntax, the coherence and cohesion, and the creativity in students from 7th grade.

Talking about the respect for the instructions, the researcher arrived to the conclusion that students are familiarized with following the rules given by the teacher, and they are used to do what they are asked for, no more.

On the other hand, the ability to present ideas is totally related to the grammar because is a really type of error commonly made by EFL students. Learners frequently do not select the correct English verb tense for expressing an idea or do not use it in its correct form. For example:



P1: "I am *an* excellent, take a flour and throw"

"*¿*Wow? *But* this is *a* lot"

"Yes, yes I am *a* chef, take *the* food and *bakie*"

"Relax, *all* good"

"*¿*Chef?"



P2: "Mi mom died in a parachute"

"#grandpacool"

"Died in a desert in pure style Chuck Norris"

"My dad die iron the clothes"



P3: "Ohh, I've to clean the house... I think..."

According to these examples it was evidenced that students have problems to use the articles correctly, or to place words in the right order in a sentence. For that reason, it was difficult for them to produce any kind of written work. However, some grammar mistakes are easy for learners to correct themselves, but some others are simply difficult because they are not masters in English.

Generally speaking, when talking about morphosyntax is important to clarify that it is the mixture of the internal structure of words that means morphology and the way in which words are put together to form phrases and sentences that means, syntax. So that, in the analysis of the written productions given by 7th grade students, it was evidenced that at the very beginning they presented a lot of problems when structuring phrases and when organizing ideas. Also, they are used to use L1 instead of L2 or simply the mixture of both languages when writing and even, when speaking.

Moreover, vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). Also, Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” (p. 55). Taking those aspects into account, the researcher found that vocabulary is gradually learned over a period of time from numerous exposures, learners cannot acquire vocabulary only by translating and repeating; it is necessary to look for innovating ways to learn and to teach vocabulary. The researcher’s journal specified:

J1: “...es necesario implementar actividades en las cuales el estudiante se empape de nuevo vocabulario”

Likewise, in the researcher's participant observations was stated:

PO1: "Los estudiantes piden ayuda la mayor parte de tiempo pues se sienten inseguros aún sí en sus diccionarios se encuentra una traducción apropiada de cada palabra..."

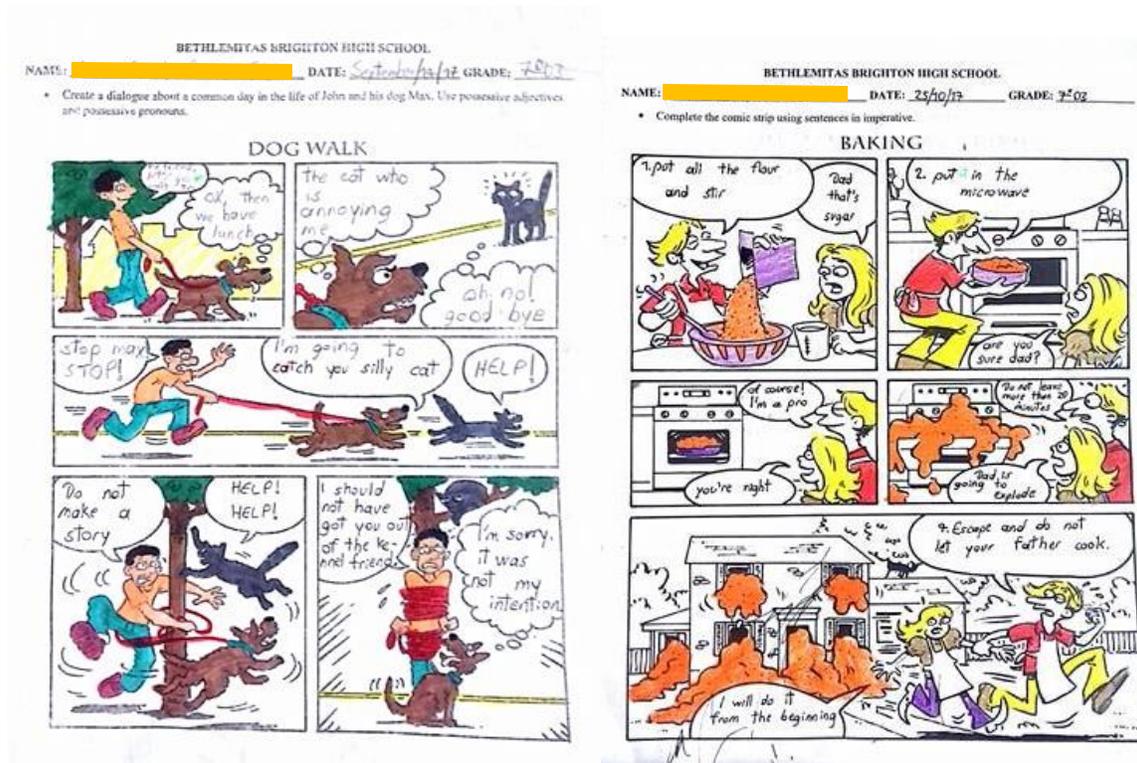
It is once again evidenced that students are tired of the same old fashioned way to learn English, they do not like the mechanization method, instead of that, they love activities in which they have the opportunity to participate and to learn lexis in a distinct way.

PO2: "Los estudiantes manifiestan su descontento con el hecho de tener que recurrir siempre al diccionario para buscar las palabras y de la misma forma tener que hacer un número específico de repeticiones por palabras desconocidas que encuentran, ellos prefieren simplemente cambiar el sentido de la frase por completo en lugar de hacer repeticiones."

As a conclusion, it is relevant to talk about the success of the creation of comic strips to enhance writing skills in EFL students. After having done the analysis of the results, the researcher encountered that providing students with an appropriate feedback could be a really good way to solve or to ameliorate students' skills. In that way, they will feel confident with their works and they will be motivated to correct their own mistakes for the next production or activity.

On the other hand, creating a connection between the theory and the results, Kurnai, (2015) explained that the results of his research showed that the use of comic strips improve in an effective way the learning process of the students talking about writing recount texts. This affirmation is evidenced when after having received the last written

production the author observed that grammar mistakes were almost imperceptible even if students should use all the grammar they learnt during all the researcher's practicum.



P4: "My friend, let's go *to* watch tv"

"Ok, then we have lunch"

"The cat who is annoying me"

"Stop Max, STOP!"

"I'm going to catch you silly cat"

"HELP!"

"I should not have got you out of the kennel, friend"

“I’m sorry, it was not my intention”

P5: “Put all the flour and stir”

“Dad that’s sugar”

*“Put **it** in the microwave”*

“Are you sure dad?”

*“**Off** course! I’m a pro”*

“You’re right”

“Do not leave more than 20 minutes”

“Dad it is going to explode”

“I will do it from the beginning”

*“**Let’s** escape and do not let your father cook.”*

In the same way, students improve not only their grammatical abilities but their confidence when writing in English because they felt free to inspire themselves and to write about something they like just by looking some images. As well, the creation of comic strips allowed students to develop their creativity while using English at the same time. Affording Morley (2007) writing “can be cultivated, creativity nurtured or protected, and the purpose of creative writing as a discipline is to develop the talent and technique of new writers.” (p. 60) So that, they were able to work on attractive subjects for them, to use the

grammar learnt during the course in a different way, and to put into practice the use of all the vocabulary learnt through the activities proposed.



Finally, for the researcher was interesting to see that students are able to use English (even if they have their own perceptions about it) when the role of the teacher is proper to the needs and objectives of each classroom. In the same way, this process has been advantageous for the students because through the creation of comic strips they had the opportunity to reinforce the grammar and the vocabulary presented in each class. Also, they have found that there are a lot of different ways of learning English and developing their skills. On the other hand, the development of the project has been a little bit difficult

because of the invested time in other activities related to the administrative activities of the school.

Motivation as an important aspect to develop creative writing in an EFL classroom

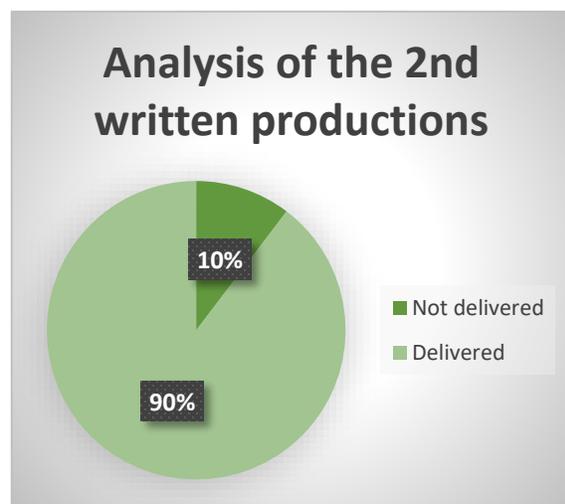
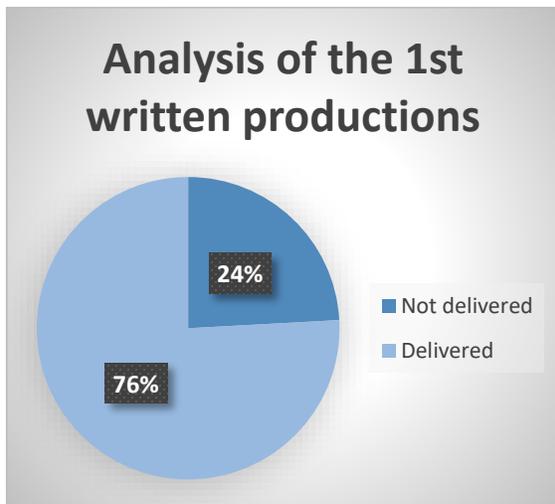
In the process of writing it is not only needed the knowledge in terms of grammar rules, structures and vocabulary, but also, the development of critical thinking because it allows students to share ideas, opinions and thoughts through a complete sort of communication. Taking into account this, the pre-service teacher noticed that students can understand in a better way a topic if they are motivated to work on that, also, they found the previous teaching and learning process really boring because they did not like to write long texts since they are aware of their own feebleness when writing, and the repercussion in their grades by doing so.

At first, when the researcher presented to them the proposal, students were a little bit skeptics, they did not want to write long texts even if it was explained that it was not the purpose. So that, the researcher planned the first intervention in an interesting way in order to attract students' attention and to motivate them to write in a creative way.

For that reason, when talking about the importance of the motivation in English learners, it is also important to take into account the way the teacher plans each class. For writing a comic strip the researcher must consider the stages proposed by Brown (2001) which are the opening or first contact, the warm up or ice breaker activity, the introduction of a lesson in which the teacher should connect the aims of the lesson with the final product, the presentation or explanation of the grammar using different resources, the

production activities, in this case the creation of comic strips and finally, the evaluation or assessment of the learners' knowledge to give individual feedback.

Those planning were implemented on 29 students from 7th grade and the researcher could realize the students' motivation through the time delivery of the written production and the way they presented each one of them. In the first written production, 76% of students delivered the activity, for the second one, the researcher found a considerable increase with the 90% of the students delivering the given activity. For the third written production the time delivery decreased with a 71% and finally, for the last comic strip the 88% of students delivered their written production.



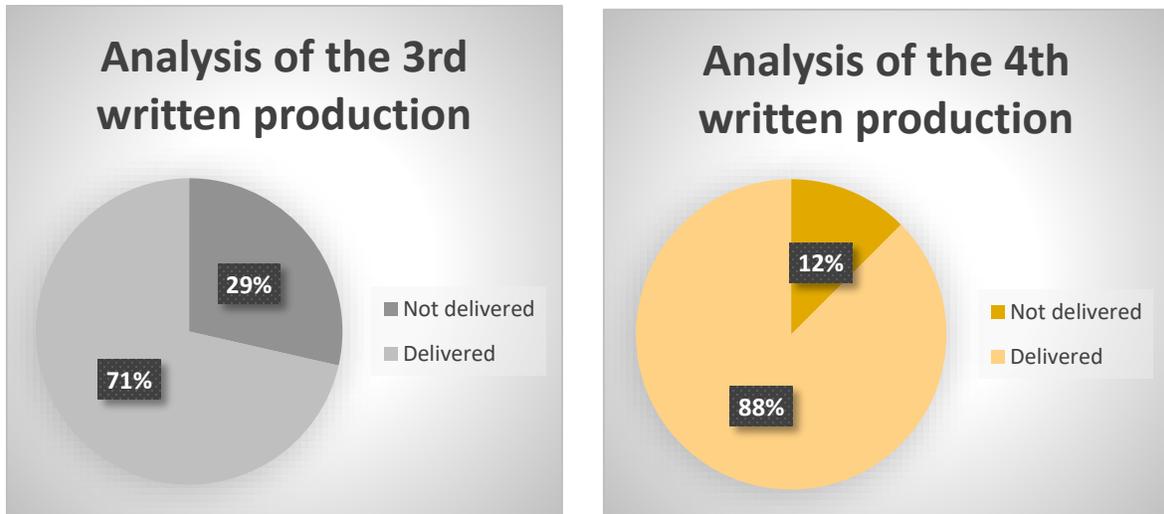


Figure 2. Written production analysis

According to these results, the researcher could analyze that students worked better when they felt free to express their own ideas instead of following a pattern proposed by the teacher. In the series of journals done by the researcher it was stated that:

J2: "... pude implementar mi propuesta pedagógica de una manera muy efectiva pues los estudiantes trabajaron con motivación y les gustó la temática."

Likewise, it could be exposed that students do not like to feel pressure when doing an activity because sometimes as the obligation of a teacher is to give a grade they feel they have to do the activities just for it and not for learning.

J3: "... a veces los estudiantes se desmotivan pues sienten mucha presión por parte de los docentes quienes, en su afán, buscan de cualquier manera obtener y obtener más notas sean positivas o negativas."

Taking that into account, it was found that is really easy for high school students to feel demotivated when they do not achieve their academic goals but instead of changing the way they act they prefer to be apathetic with the problem.

J4: “La mayoría de los alumnos, y luego de analizar la problemática con los demás docentes, se comportan de forma apática pues demuestran agotamiento físico y desinterés por todas las materias en general, y esto, a su vez se ve reflejado en las notas y en el comportamiento.”

In this part, it is when the role of the teacher is indispensable to develop not only a research project but the classes in general because in most of the circumstances, in order to enhance writing skills, scholars can read and understand well but they are not proficient when writing or creating any kind of phrase or short paragraph and, if they feel that their work is just for a grade, they will prefer to avoid the development of the tasks. Rahmawati (2014) suggested that the teacher must prepare materials properly and create a good atmosphere in the classroom in order to students enjoy and to be interested in the topic or proposed subject. In this way, the researcher found that the teacher should lead his or her students on the way to achieve a communicative goal by providing them with the tools and materials (Vygotsky, 1978).

Then, when the teacher realized the importance of her role is when the results will be appreciated in a different way and when the students, and not the tasks, will be more important and significant in the English learning process.

J5: “...la práctica docente es mucho más que hacer un planeador y proponer actividades, por el contrario, es crear un vínculo con los estudiantes, hacerlos partícipes de su propio proceso de aprendizaje y permitir que vean el inglés como una asignatura divertida y provechosa para el diario vivir, etc.”

Concluding, by doing following those aspects the stages to plan a class will be effective and profitable, they will be focused in the grammar part, but taking into account the requirements of the students. The author proved herself, once again, that the motivation of students when learning a second language is a real factor that can affect positively or

negatively the learning and teaching process since it is not the same to work with inspired students than with students that develops their activities because they have to pass the course.

Feebleness in the English learning process

According to Kannar (2009):

In schools, students are being taught that English is an international language. To learn this language requires constant practice and patience. The kind of feeling that prevails among students is that it is not possible to achieve fluency or mastery over English language. This kind of tendency prevents students from learning new languages like English (p. 2)

For that reason, the researcher found, through the participant observations, that students see English as a difficult and - impossible to reach – goal, so that, they were predisposed to the activities related to writing.

PO2: “... la actividad se vio interrumpida pues algunos estudiantes manifestaron que para mí como docente era muy fácil escribir y leer cualquier cosa en Inglés, pero que para ellos requería mucho esfuerzo.”

Students are used to learn English in a traditional way, so when the teacher tends to innovate they feel insecure about everything they write so they ask almost everything to verify if they are not making mistakes.

PO3: “Los estudiantes piden ayuda la mayor parte de tiempo pues se sienten inseguros aún sí en sus diccionarios se encuentra una traducción apropiada de cada palabra...”

On the other hand, the researcher could realize that even if the teacher used to speak in English they are not able to understand completely each demand, because the English

classroom became more like a space for traditional tasks and not a space for students to feel free to express themselves and to use their creativity. Moreover, EFL classrooms are focused on students' rote memorization and translation rather than testing their analytical and creative skills. (Kannar, 2009, p. 2)

Therefore, one of the main difficulties in the English learning process is that students learn basic grammar at school level for the purpose of passing only in the tests and in the examinations and not to face any real life situations. Also, is the lack of connection between the grammar activities or academic objectives and the real needs of the students, because what may be good for a particular population may not work with a different group of students.

It is essential for the teacher to be familiarized to the needs of the students because in that way it will be easier to achieve a successful teaching-learning process, fostering attitudes of assertiveness, reflection, flexibility, dynamism, commitment, empathy and understanding (Garcia Martinez, 2013)

In her journal, the researcher stated that:

J6: "... aprendí que la labor... no se centra en el planeador de clase, sino en tener la habilidad de adaptar dicho planeador a las necesidades de cada uno de los grupos de clase; entonces, estas serán provechosas para todos los chicos y también promoverán la inclusión en el aula de clase."

To conclude, even if learning English is not easy for students, they can overcome all those feebleness through the assistance of the teacher, but also by motivating them to use English in a creative way, not only for academic purposes as is the case of the creation of comic strips to improve the students' writing ability. Through the implementation of this study, the author could verify the fears of the students when expressing themselves in

English but it was also an opportunity for them to work on something they really love, and to produce little or short texts about topics they delight in and they enjoy learning.

CHAPTER II

Research Component

Introduction

In the context of PLEX training, the pedagogical practices of the teachers in formation are emerging as one of the focus of interest and update to study and document for the improvement of teaching-learning processes, for the qualification of the education.

Although there is an interest in the evident need to understand and to transform pedagogical practice, it is also true that a good part of local studies focuses on learning rather than teaching.

It has been considered relevant to formulate a project that establishes a reflexive approach on practices as a way of objectifying knowledge, behavior and attitudes that guide the teaching work; also as an exercise of internalization, immersion and conscious exploration of one's own teaching subjectivity, through the formulation of questions and search for information for problem solving and for self-recognition.

Statement of the Problem

At school, the core aspects of the constitution of the subjects are assumed, of the institutional life without question, are seen as imprints, stable and invariable features that are part of the identity and school culture. When the events unfold without major alteration, the teacher runs the risk of being installed in a logic of action that does not allow the pedagogical evolution and the renovation of the school culture. A practice that does not reflect does not lead to the emergence of problematic situations; these realities are ignored, invisible. In this way, the pedagogical practice is assumed from reproductive codes that install the teachers in a traditional way, of cultural reproduction becoming a barrier for the appearance of emerging practices tending to generate transformations of thinking and knowledge, to meet social needs.

Because of this situation which affects teachers, it is required that the teacher training process, in the future teacher, encourage a critical and reflective spirit that contributes to the improvement of their pedagogical practices, so that these can be essential elements that impact and transform their work and future professional performance.

In the case of the Foreign Languages Degree in the University of Pamplona, the reflection is conceived as a fundamental exercise so that the students who carry out their integral practice, can evaluate themselves and install a critical and constructive sense at their work in the Teaching role. To start this study, the following guiding questions are formulated:

- How does the implementation of reflection contribute to the transformation of the pedagogical processes inherent in the development of the integral practices?

- How does the exercise of reflection influence the development of the critical spirit of the student-practitioners in the analysis of their pedagogical work?

Justification

The formulation of this project in the context of the Integral Practice of Language students, is part of the professionalizing conception of practicum as a spearhead to improve the educational processes in the application centers where PRADO¹ is implemented. It is considered that giving importance to the role of reflection in the teaching process is the first step to understand the difficulties of the profession, the actions themselves and to be interested in the knowledge of models and approaches to address a problematic situation and establish an analytical look about the fact.

In accordance with what the educational philosopher Jhon Dewey, a pioneer in the field of reflective thinking applied to education, justified the need for this project to provide students with tools of analysis and self-observation that allow them to distinguish between routine action and reflexive action. We consider that a reflexive approach protects the agents from the traditional context of inertia, and authority that pervades the school.

¹ Práctica Docente (PRADO)

Objectives

General objectives

- To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- To promote in Students-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

Specific objectives

- To consolidate a group of teachers-practitioners with a critical spirit who reflects and presents proposals and alternative solutions to the problems present in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To identify and to analyze the strategies that the student uses in his / her pedagogical practice.
- To analyze own beliefs about the work of teachers and students.

Theoretical framework

The theory of the teaching profession, reflection, reflective practice and pedagogical practice, constitute the conceptual framework of the present study. In order to have a better grade of clarity on the concepts covered in this research project, we present an approximation to each one of them.

The Teaching Profession

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

The teaching profession requires a series of competence, which currently establish a conceptualization and a way of operating in the planning and management of human resources aimed at facilitating an articulation between management, work and education. This is how we find that every teacher must act in accordance with some competence in the discipline that allow him to master a set of knowledge and skills of the specific area, since the first intellectual requirement of a professional is the level at which he develops his activity. As well, every teacher should have abilities in the organization of content that is to say that the pedagogical practice not only requires ordering its components to be learned by the students, but to predict the conditions of teaching in the educational context or outside it. The most immediate function that teachers must develop is to design or to anticipate the practice of teaching.

The Reflection

To talk about reflection, it is necessary to talk about different conceptions of notion. For that reason, to deepen its definition, two aspects will be taken into account: reflection as process, and reflection as thematic. (Correa Molina *et al.*, 2010)

The Reflection as process

The reflection is made from a series of stages that cyclically resulting in a process. According to Schön (1983) cited by Correa Molina *et al.*, (2010), reflecting on experience implies “a type of reflexive dialogue with the situation, where language would favor access to the experiences of the individual, which would allow a new structuring of the situation”²

The stages of the process of reflection as process is evidenced in the following scheme:

² Free translation from the document: Concept de réflexion: un regard critique. Correa Molina et al (2010)

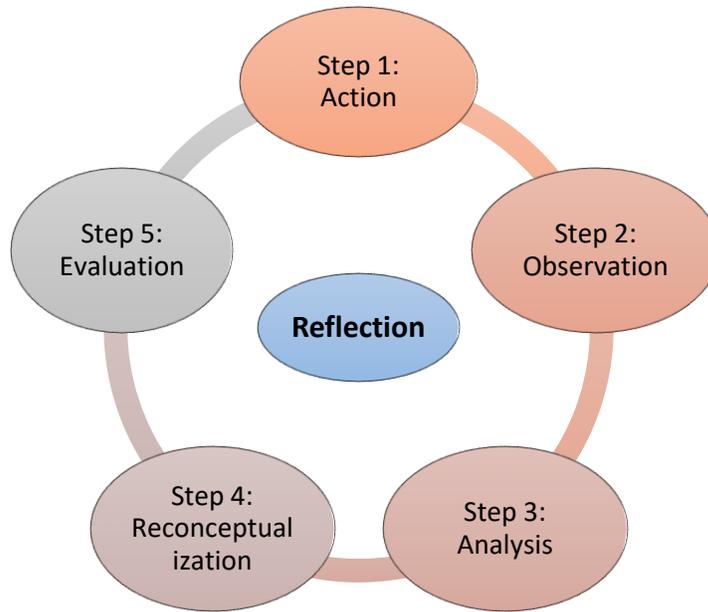


Figure 3. Process of reflection.

The Reflection as a theme

The concept of reflection is based on a subject that is related to this concept. For this and taking as reference to Grimmet *et al.*, (1999) cited by Correa Molina *et al.*, (2010), the reflection is based on three perspectives: the reflection as instrumental mediation of action, the reflection as a deliberation and the reflection as a reconstruction of experience. Being for the first two perspectives, the external aspects, and the source of knowledge that allows reflection; and the contextual aspects which allows to make the exercise of reflection in the third perspective. At the same time, these perspectives have mediators so that this process is executed; in the first instance is the action, the context, the colleagues and the person who reflects.

The Reflexive Practice

To update and to qualify the academic proposals in the University and to orient the students towards new ways of dealing with the world, it becomes necessary that the teacher examines its own practice and the repercussion that it has generated; that is capable of objectifying their behavior, and of assuming the different roles in the pedagogical relation.

The teacher plays a central role in the current educational world; acts in a complex space subject to a constant change determined by the interaction of various factors and conditions. The teaching profession requires that “teachers develop their professional knowledge in relation to changing circumstances” (Ebutt & Elliot: 1986). In this context the problems of practice and of the class spaces request a particular treatment oriented to the understanding and to the social interaction.

The need of articulating the changing social reality to our pedagogical work is evidenced by the existence of numerous attempts to explain school phenomena and to look for ways to attend to these phenomena to make school work effective.

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

According to Van Manen (1997), there are different levels of reflexivity, in a very first level in the classroom is given the effective application of skills and technical knowledge; reflection applies to the proper selection and use of strategies that the teacher will use.

In a second level, reflection carries on the implicit suppositions in the specific practices of the classroom. Then, we analyze the consequences of the strategies adopted, the curricula, and the practices are then chosen for the application of educational criteria to the practice of teaching to make educational decisions adapted to the institutional reality and to the contexts.

On a third level, Van Manen establishes an exercise in critical reflection; at this level he formulates the most elaborate reflection, a questioning of ethical, normative and moral criteria related directly or indirectly to the classroom.

The pedagogical practice

For the analysis and reflection on the practice, it is considered appropriate to resort methodologically to a conceptual operation of classifying the practice; Zeichner suggests several modalities of practice:

- **The academic practice**

It is aimed at preparing teachers who are able to reflect on the courses they teach, so that they are transformed into understandable structures for the students.

- **Social Efficiency Practice**

The aim is to achieve an effective teaching through the application of didactic techniques that are inferred from general principles that have arrived from the pedagogical research. In this case, reflection is a strategic decision: “to select among the range of available techniques what is considered most effective”

This is the way of proceeding from technical rationality.

- **Developmental**

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

- **Social reconstruction**

The object of reflection is the social, economic and political context, so as to foster truly democratic relations in the classroom, and egalitarian and fair in the social sphere.

- **Generic**

The plans refer to reflection in a generic way, but without specifying the pretensions of the plans or the contents on which to reflect nor the strategies to encourage reflective learning.

- **Reflection Activators**

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

- **Critical Element of Reflective Thinking**

This element of reflective thinking relates to “the moral and ethical aspects of compassion and social justice” as suggested by Sparks-Langer and Colton (1991: 39). The interest in social justice and ethics in education. These authors established classification categories of knowledge.

1. Knowledge of content
2. General pedagogical knowledge

3. Curricular knowledge (materials, programs, etc.)
4. Teaching knowledge and professional configuration
5. Knowledge of students and their characteristics
6. Knowledge of educational contexts
7. Knowledge of fundamentals: philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton, the narrative element is another component of reflective thinking that is included in the present study as an instrument. This is related to the teacher's narratives, to encourage the stories of their experiences in the classroom and to fulfill diverse functions in subjectivity, and in the constitution of subjectivity. In this component are located the teachers' journals in which writing unleash the elaboration of the reflective thought of the teacher, about their experiences of practice, objective and subjective and intersubjective.

Methodology

The methodological strategy proposed has as its central axis the continuous reflection that contemplates the realization of meetings for the strengthening of the collective of practice as an initial space of approach of the educational problematic and labor. The principles of organization are autonomy, planning and self-observation.

In order to review the impact of the proposed reflection on this process of practice, a process of socialization and systematization will be carried out.

This study is part of the qualitative research approach, from the perspective of reflection as a professionalizing space that will contribute significantly to the description,

identification and analysis of the pedagogical practice itself. For the collection of data in this project, the following instruments are proposed:

Reflection Workshops

The purpose of reflection workshops is to guide the reflection process of student-practitioners, but at the same time to socialize and to share their own experiences to enrich

Analysis of the instruments

Narratives

At this moment, all the narratives have been written in which the pre-service teacher has been telling her own experiences toward the practicum. The researcher expressed her feelings regarding students' behavior, the effectiveness of the material used in each one of the classes, also, the changes she has decided to get a better atmosphere in each one of the classes, etc. Something essential here was to collect the needed information to answer the research questions but also, to ameliorate the teaching practices by writing about pre-service teachers' experiences.

Those narratives were divided into three main stages or categories: first stage (narratives 1 and 2), in which the researcher described the process of adaptation to the school and the difficulties she presented at the moment of developing her classes. For the second stage (narratives 3 to 8) the researcher exposed the whole process of working not only on her pedagogical research but also on the activities in general during her time in the school. Finally, the last stage (narratives 9 and 10) were about the process of closing down the practicum with the last event called: Talent show.

Class Records

There were two evidences about the way the pre-service teachers teach inside the classroom, and the purpose was to ante up to the analysis and the reflection of all the aspects with regards to the teaching - learning process.

Self-Observation Form

The main purpose of the self-observation was being a guide to the pre-service teacher towards an appropriate view of her exercise as a teacher and of her role in the classroom and in the environment of the educational community in which she is a part. So that, four self- observations were implemented.

Schedule of data collection

Table 6
General schedule of the project

		AUGUST				SEPTEMBER				OCTOBER			
	STAGES AND ACTIVITIES	1 ST MONTH WEEK				2 ND MONTH WEEK				3 RD MONTH WEEK			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Project formulation												
2	Socialization												
3	Implementation												
4	Instruments application												
		NOVEMBER				DECEMBER							
	ACTIVITY	4 TH MONTH WEEK				5 TH MONTH WEEK							
		I	II	III	IV	I	II	III	IV				
1	Implementation												
2	Instruments application												

3	Data analysis									
4	Results									

Results

At the very beginning of the practicum, the researcher had to write a proposal which is until now the basis of the process. This proposal was based on one of the communicative competences the researcher wanted to enhance on her students, in this case, the written competence through the creation of comic strips. Additionally, the pre-service teacher, looked for information related to the use of comics as tools to improve writing in order to validate the pertinence of the project, but also, to identify the instruments researchers used to collect data and to answer the research questions.

This objective was fulfilled two weeks before starting the teaching practice when the pre-service teachers had a series of meetings in which the mentors established certain procedures researchers had to keep an eye on, in order to develop the proposal and to be prepared for the first oral report. Similarly, the dates for each one of the activities that would be developed.

The pre-service teacher collected data about her own teaching practice. So that, the supervisor noticed the way she had for teaching and also the resources she used to develop each one of the activities. In here, the instruments the researcher used were the narratives, in which it was written each one of the experienced obstacles and feelings towards those weeks of the practicum, also, the video recording of the classes, which aim is to identify weaknesses when teaching. Additionally, two self-observations have been carried out in order to analyze the practices from pre-service teacher's own perspective.

From the journals the researcher could understand and analyze her own beliefs about the work that was done for teachers and students during the practicum. So that, the author could ameliorate her own way to teach and to work with young learners.

As a conclusion, giving importance to the reflection's role in the teaching process, it is the first step to understand the difficulties of the profession. A pre-service teacher that does not reflect does not lead to the emergence of problematic situations and those realities are ignored and invisible. So that, the researcher has followed the five steps proposed when reflecting which are: action, observation, analysis, reconceptualization, and evaluation.

CHAPTER III

Outreach component

Introduction

Participating in global academic, cultural and economic policies has motivated the Colombian National Government to promote the learning of foreign languages in the different educational sectors of the country, so that citizens have the opportunity to participate in cultural exchanges that allow them to access to more equitable conditions for the personal and social development of the country.

With a view of promoting the learning of the English language in Colombia and making Colombians more competitive citizens, in 2004 the Ministry of National Education launched its policy of bilingualism whose main objective is “To have citizens capable of communicating 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. 14). This is how this Ministry has been implementing a wide variety of strategies at different levels of education with a view to achieve this goal, a clear example of which is the creation of English quality standards for basic and secondary education.

This program has been developed throughout the country and has integrated the work done by the secretaries of education, public and private universities and language centers, however, the results obtained so far have not been very encouraging since many educational institutions have not yet been impacted by it.

As far as primary school is concerned, the National Government favors the extension of the coverage of English language teaching to children, since many of these

educational establishments sometimes do not have an English teacher who guides teaching-learning and thus the results of the national-level evaluations are not very encouraging.

The University of Pamplona in Colombia, in its capacity as a public institution that trains teachers and, more specifically, the degree in Foreign Languages English - French, has approached the reality that faces the primary schools of the city of Pamplona with regards to the National Policy on Bilingualism; many of the educational institutions in this city do not have an English teacher to attend to the training needs of the primary sector.

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

Government policies identify the problem, but their attention is not filled with regulations, effective support is needed, in this case, trainers in the area of foreign languages, so that the results of examinations and tests of our students will be in accordance with the proposals.

Justification

Nowadays, learning and acquiring a foreign language allows us to be at the vanguard of our own needs. It is for this reason that this process becomes necessary to implement and to work it from the beginnings of schooling of the children so that at the end of its cycle of basic education they will have foundations that allow them to continue this learning in the secondary education, vocational media and in the superior education, to get more people trained in this area.

This project aims to raise consciousness of the English teaching process in primary schools in the city of Pamplona, contributing to the basic training in foreign language that becomes necessary and primordial at these levels. For this reason, it is carried out as part of the community extension component of the comprehensive practice developed by the last semester students of the Foreign Languages Degree of the University of Pamplona, as a way to contribute to the consolidation of teaching of English in the primary basic sector.

The implementation of this project favors both the institutions and the student population of the city of Pamplona, as well as the Program of Foreign Languages and the students who develop their practicum. This benefit results in the possibility that primary school children may have contact with the foreign language, and at the same time, to the students who are finishing their university training process so that they know the realities and educational needs of the environment, so that they can contribute intervening in processes that impact on the improvement of those needs.

Objectives

General objectives

- To meet the educational needs in English of the primary school children in the city of Pamplona.
- To integrate the foreign language training of students of the English-French Foreign Language Program into the educational reality of English teaching at the primary school in the city of Pamplona.

Specific objectives

- To familiarize the child of the primary school in Pamplona with fundamental knowledge of English.
- To involve students of the Program in Foreign Languages English-French in the processes of teaching English in the primary school of the city of Pamplona.

Methodology

This project was developed during ten weeks where the pre-service teacher implemented activities to prepare learners to acquire and to reinforce skills. The purpose of this study was to enhance vocabulary and grammar in primary school students through songs. For that reason, this proposal was carried out during 4 hours per week in 2nd grade primary school courses, so that one lesson per week was developed in order to succeed.

As this was a project that aimed at contributing to a necessity of children from public primary schools it was necessary to design creative activities using didactic material, according to the context to accomplish the main goals proposed, in order to improve English skills at Bethlemitas Brighton School.

Table 7
Schedule

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00 – 7:15	REFLECTION				
7:15 – 8:10	2 – 01		2 – 01		
8:10 – 9:05				2 - 02	
9:05 – 10:00	2 – 02				
10:00 – 10:30	BREAK				
10:30 – 11:25					
11:25 – 12:15					
12:15 – 1:00					

Results

As this was a project that aimed at contributing to a necessity of children from public primary schools it has been necessary to design creative activities using didactic material, according to the context to accomplish the main goals proposed, in order to improve English skills at Bethlemitas Brighton School. This project has been developed during ten weeks where the pre-service teacher has implemented activities in order to prepare learners to acquire and to reinforce skills such as listening and speaking.

Taking into account that the purpose of this study is to enhance vocabulary and grammar in primary school students through songs, the proposal has been carried out during 4 hours per week in 2nd grade primary school courses, so that one lesson per week has been developed in order to succeed.

Talking about familiarizing the child of the primary school in Pamplona with fundamental knowledge of English, the researcher has looked for activities to obtain the attention of the students by using songs as tools but taking into account their level of English and the topics that they are working on. Some important when working with children is the attitude of the teacher, because if the teacher is motivated the students will be motivated to participate during each class.

On the other hand, in order to involve students of the Program in Foreign Languages English-French in the processes of teaching English in the primary school of the city of Pamplona, the researcher worked on a primary school and due to that opportunity she could understand and analyze all the factors to take into account at the moment of teaching

English for children. It was necessary to examine the population, the level on English of the students and to consider the best way for them to learn.

CHAPTER IV

Administrative Component

Introduction

Bethlemitas Brighton School is an institution that carries out many activities during the year with the purpose of integrating the complete educative community and to strengthen the good atmosphere between students and teachers. Additionally, the practitioner will have the opportunity to cover many administrative tasks that will allow the pre-service teacher to be part of the community, to analyze the way an institution works and to learn how to manage a real teaching context.

Objectives

General objective

- To participate in the administrative activities proposed by the Bethlemitas Brighton School.

Specific Objectives

- To be an active participant in the administrative events proposed by the Institution in order to create an appropriate atmosphere.
- To motivate students to learn English through the different activities projected.

Methodology

From the very beginning of the practicum, the teacher trainee will be part of the institution offering extra peer tutoring to the students and setting new schedules to prepare students and rehearse their performances. For this reason, the teachers and institution should agree with the timetables and the pre-service teacher ought to show all the availability and willingness to work with the students and teachers. Therefore, it is significant to be to get involved and be immersed in the activities proposed by the institution as follows, cultural events, teachers and parents' Eucharistic celebrations, meetings, prevention meeting, exams week, and so forth.

Table 8
Activities' Schedule

August 29th – November 3rd, 2017
Talent show
Peer tutoring
Cultural events
Eucharistic celebrations
Exams
Teachers meeting
Teachers and parents meeting

Results

From the beginning of the practicum, the teacher trainee has been part of the extra activities offered by the institution. The researcher has been offering extra peer tutoring to the students and setting new schedules to prepare students to their performances related to an event called “Talent Show”. Likewise, the pre-service teacher has been immersed in all the activities proposed by the institution as follows, cultural events (Flag raisings), teachers and parents’ meetings, Eucharistic celebrations, prevention meeting, exams week, and so forth.

Table 9
Scholar Calendar

SCHOLAR CALENDAR		
Period	Month	Activities
Third Period	August	<ul style="list-style-type: none"> • Superate tests.
	September	<ul style="list-style-type: none"> • Simulacrum: visita del Santo Padre. • Teacher’s meeting. • Preventive citation • Holly Rosary. • Project Bethlemitas for peace. • Flag raising (7-03 / 8-03) • Earthquake simulacrum. • Quality testing (exams week)
	October	Completion of the third period and beginning of the fourth period.
Fourth period	November	<ul style="list-style-type: none"> • Flag raising (6th grade) • Mother Encarnacion’s day • Talent show

Being an active participant in the administrative events is something that can help new teachers to be immersed in a real teaching context, because through those experiences the researcher could analyze that the function of a teacher is not only to be prepared for a class but to have good relationships with her colleagues and her students’ parents.

Talking about motivating students to learn English through the different activities projected, the pre-service teacher has been motivating students to learn English by offering

them some peer tutoring hours in which they had clarified some existing doubts about certain topics. Also, the researcher has been motivating students to participate into the “Talent Show” to present to their classmates their own aptitudes and abilities by giving them two tutorials per week, during two weeks, about the pronunciation and the tuning when singing.

Conclusion

The purpose of this study was to analyze the effectiveness of the creation of comic strips as an interesting way to enhance writing skills in high school learners. For that reason, it was evidenced that students' abilities improved not only when talking about grammar but also when talking about promoting creativity among students and motivating them to achieve their own goals.

Although the purpose and the main objectives of the study were accomplished, which were to enhance writing skills through the creation of comic strips, to reinforce grammar and vocabulary, to recognize feebleness in the students' learning process and to motivate them to use creative writing, the development encountered some limitations related to the availability of time regarding to the administrative activities from the school.

At the same time, it was presented the effectiveness in reflecting when developing such a huge project, because in that way future investigators could understand and look for information related to the way a teacher should teach through the experiences exposed by the author. Also, the different activities done in a primary school as part of an out-reach project were exposed.

The researcher, similarly, showed the importance of being part of the administrative activities in schools because that was her opportunity to experiment the way a real teacher works.

Correspondingly, it is important to clarify that, for the development of this study the researcher took into account some considerations such as a letter of permission before starting with the data collection in the school and also at the very beginning of the

practicum. Similarly, the author ensured the anonymity of the participants in order to avoid external judgments.

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APPENDICES

Appendix A: Observation format for the teacher



UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACIÓN
LICENCIATURA EN LENGUAS EXTRANJERAS
PRACTICA INTEGRAL-2017- 2

FICHA DE EVALUACIÓN DE EJECUCIÓN DE LA PRÁCTICA INTEGRAL

ESTUDIANTE PRÁCTICANTE: _____

SUPERVISOR (A): _____

CRITERIOS DE EVALUACIÓN	28 de agosto, 22 septiembre	25 septiembre, 20 octubre	23 octubre, 3 noviembre
ASPECTOS GENERALES (20p) <input type="checkbox"/> Diseño del programa de área y/o asignatura del grado correspondiente a su práctica. <input type="checkbox"/> Planeación - desarrollo y evaluación del proyecto o propuesta correspondiente al período que dure su Práctica Integral Docente. <input type="checkbox"/> Planeación, desarrollo y evaluación, de actividades complementarias del área. <input type="checkbox"/> Planeación, desarrollo y evaluación de actividades de refuerzo y recuperación en las áreas de desempeño. <input type="checkbox"/> Planeación, desarrollo y evaluación de actividades institucionales relacionadas con su área de trabajo, consignadas en su propuesta, tendientes al campo de la investigación, a la promoción del área, a la integración con la comunidad y a la relación con los padres de familia. <input type="checkbox"/> Planear, desarrollar y/o participar en las actividades propias del área de Práctica Integral Docente de orden interinstitucional. <input type="checkbox"/> Participar en actividades culturales, en reuniones de profesores a las que fuere invitado, de padres de familia y a la realización de actividades lúdicas.			
ASPECTOS METODOLÓGICOS (30p) <input type="checkbox"/> Sigue el plan de clase y desarrolla actividades de acuerdo con los objetivos del plan de clase. <input type="checkbox"/> Privilegia la integración de las competencias comunicativas y desarrolla las competencias subyacentes (fonética, gramática, vocabulario). <input type="checkbox"/> Utiliza variedad de material didáctico y emplea material auténtico. <input type="checkbox"/> Tiene en cuenta los diferentes estilos de aprendizaje. <input type="checkbox"/> Centra el desarrollo de la clase en los estudiantes.			



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LICENCIATURA EN LENGUAS EXTRANJERAS
PRACTICA INTEGRAL-2017- 2

<input type="checkbox"/> Facilita la participación de los estudiantes. <input type="checkbox"/> Da instrucciones precisas a los estudiantes. <input type="checkbox"/> Propicia actividades que involucran el trabajo en grupo. <input type="checkbox"/> Orienta el trabajo de los estudiantes (individual y grupal). <input type="checkbox"/> Corrige los errores de los estudiantes. <input type="checkbox"/> Refuerza continuamente el aprendizaje de los estudiantes. <input type="checkbox"/> Circula por el aula atendiendo las necesidades de los estudiantes. <input type="checkbox"/> Usa elementos paraverbales y no verbales para facilitar la comprensión de los estudiantes. <input type="checkbox"/> Incorpora Tecnologías de Información y Comunicación en el desarrollo de sus clases.			
ASPECTOS LINGÜÍSTICOS –COMUNICATIVOS (30p) <input type="checkbox"/> Conoce los diferentes componentes de la Lengua extranjera. <input type="checkbox"/> Domina los contenidos trabajados durante la clase. <input type="checkbox"/> Se expresa correctamente en forma oral en la lengua extranjera. <input type="checkbox"/> Se expresa correctamente en forma escrita en la lengua extranjera. <input type="checkbox"/> Se hace entender en la lengua extranjera. <input type="checkbox"/> Alterna el uso de la lengua materna y la extranjera en clase.			
ASPECTOS ACTITUDINALES (20p) <input type="checkbox"/> Desarrolla y mantiene una actitud de responsabilidad, interés y creatividad en la planeación y ejecución en las actividades propias de la docencia. <input type="checkbox"/> Es puntual en la iniciación de sus clases y las demás actividades registradas en el cumplimiento de sus deberes. <input type="checkbox"/> Aplica la ética profesional en todas sus actuaciones. <input type="checkbox"/> Observa una conducta decorosa, mantiene una presentación personal adecuada y utiliza un lenguaje respetuoso. <input type="checkbox"/> Cumple con lo dispuesto en el Manual de Convivencia de la institución. <input type="checkbox"/> Se presenta en estado de sobriedad y lucidez mental a todas y cada una de las actividades de Práctica Integral Docente.			
*NOTA FINAL			

Firma del(a) supervisor(a): _____

*Esta nota hace parte de ficha de evaluación final y corresponde a EJECUCIÓN Y EVALUACIÓN DE SECUENCIAS DE APRENDIZAJE Y EVALUACIÓN (que tiene un valor del 60%)

Appendix B: Letter of permission



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

Pamplona, 3 de agosto de 2017

Hermana
FLOR ELBA TORRES MIRANDA
Institución Educativa Brighton Bethlemitas
Rectora

Respetada Rectora,

En nombre del Departamento de Lenguas y Comunicación de la Universidad de Pamplona agradezco la oportunidad que esta institución educativa ha brindado a nuestros estudiantes para realizar la Práctica Docente durante varios periodos académicos.

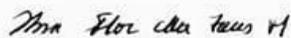
Conocedores de su espíritu de cooperación, me permito solicitar su autorización para que los estudiantes CASTELLANOS CASTELLANOS SYNDY YULIETH, CALDERÓN RÍOS KAREN YISBEL y CAMARGO PACHECO BÁRBARA DEL PILAR del programa de Licenciatura en Lenguas Extranjeras Inglés- Francés, realicen la Práctica Profesional durante el segundo semestre académico de 2017, quienes estarán bajo la supervisión de las Licenciadas, Nydia Yañez, Blanca Stella Pabón y Gennis Navarro respectivamente.

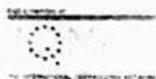
Quedamos a su disposición para cualquier información complementaria con respecto al proceso de Práctica Integral

Agradeciendo su amable atención, se despide de usted,

Atentamente,


Sonia Patricia Gómez Silva
Directora
Departamento de Lenguas y Comunicación
Universidad de Pamplona





Formadores de líderes comprometidos con la región en la
construcción de un nuevo país en paz.



Appendix C: Letter of permission for Research Component

 Universidad de Pamplona
Pamplona - Norte de Santander - Colombia
Tels. (7) 5853485 - 5853304 - 5853265 - Fax: 5853750 - www.unpamplona.edu.co

Pamplona, 28 de agosto de 2017

Hermana,
FLOR ELBA TORRES MIRANDA
Rectora Institución Educativa Brighton Betlemitas

Flor Elba Torres Miranda

Señora,
MARÍA SOCORRO JAUREGUI TORRES
Coordinadora Institución Educativa Brighton Betlemitas

Cordial saludo,

Por medio de la presente el programa de Licenciatura en Lenguas Extranjeras Inglés-Francés de la Universidad de Pamplona y la Coordinación de Práctica Integral de dicho programa agradecen a ustedes por el espacio que brindan y el recibimiento dado a nuestros estudiantes de 10º semestre del programa.

La Práctica Integral de la Licenciatura en Lenguas Extranjeras se define como el *"ejercicio de formación pedagógica profesional, que le permite al futuro licenciado el desempeño continuo y gradual de su capacidad creadora para interpretar los aspectos del proceso de enseñanza-aprendizaje, dominio de las competencias intelectuales propias de su programa de estudio, las habilidades y destrezas, para que pueda aplicarlas oportunamente, mediante la realización de proyectos que integren la docencia, la investigación, la extensión y la administración como actividades inherentes al ejercicio de la profesión de educador"*.

Con el objetivo de que ustedes tengan conocimiento de la forma como se desarrolla la práctica desde la Licenciatura en Lenguas Extranjeras Inglés-Francés, a continuación se envía información relacionada con acompañamiento que se hace a los estudiantes, calendario de práctica, proyecto que los estudiantes desarrollan en la institución, evaluación del proceso, permiso para hacer tres videos en la institución y horarios de los practicantes.

Formando líderes para la construcción de un nuevo país en paz

Appendix D: Certification of Practicum



INSTITUCIÓN EDUCATIVA BETHLEMITAS BRIGHTON PAMPLONA

Legalización De Estudios según Resolución N° 4457 del 28 de octubre de 2016

NIT-807.003.049-1

DANE 154518000753

Pamplona, 1° de noviembre 2017

Constancia 024

LA Rectora

HACE CONSTAR:

Que, **KAREN YISBEL CALDERON RIOS**, identificada con cédula de ciudadanía 1094274078 de Pamplona (Norte de Santander) Docente en Formación Licenciatura en Lenguas Extranjeras (Ingles – Francés) de la Universidad de Pamplona, realizó en esta Institución la Práctica Integral a partir del 28 de agosto hasta el 3 de noviembre de 2017 en los grados 7°01,02, 03 de la Básica Secundaria y 2°01, 02, de la Básica Primaria en el área de Ingles. Estuvo bajo la supervisión de Blanca Stella Pabón y Consuelo Cristancho, titulares del área.

Esta constancia se expide para presentar a Noelia Villamizar, coordinadora de Practica de la Universidad de Pamplona.

Ms Flor Elba Torres
HNA. FLOR ELBA TORRES MIRANDA

Stella C



Carrera 1 5-90 Barrio Brighton teléfono 568 22 06
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Pamplona Norte de Santander

Appendix E: Example of planning

PREPARADOR DE CLASE

PROFESOR: Blanca Estela Pabón PRACTICANTE: Karen Calderón Ríos AREA: Inglés GRADO: Séptimo PERÍODO: Tercero I:H:S: 4 horas semanales

FECHA	CONTENIDO	ACTIVIDADES METODOLÓGICAS	EVALUACIÓN
From September 19 th to September 22 nd .	UNIT 6: My family and my cousin's family. <ul style="list-style-type: none"> • Possessive pronouns • Possessive adjectives • Demonstrative adjectives 	<p>FIRST HOUR</p> <p>To start the class, the teacher is going to ask students to present to the class the homework they made at home, that consisted of preparing a role play with a partner.</p> <p>Then T will stick on the board some flashcards containing some objects in order to keep working on possessives. In here, students will look for unknown vocabulary in order to create sentences using possessive adjectives and possessive pronouns. Through this exercise students will work individually, also they will have to write the answers on the board.</p> <p>Having done the activity, T will ask students to open their books on page 75 and on page 76 and to work on exercises A and B.</p> <p>SECOND HOUR</p> <p>T is going to stick on the board some posters related to demonstrative adjectives and to give to each student a piece of paper containing an object in singular and plural form in order to reinforce the topic they learnt in the previous class, by means of an oral activity.</p>	<ul style="list-style-type: none"> • Decir la oración usando la estructura gramatical correcta. • Pronunciación de las palabras. • Estructura gramatical correcta – Tablero. • Revisar las respuestas. • Corregir errores. • Revisión de respuestas oralmente. • Verificar si los estudiantes entienden el tema propuesto – Demonstrative adjectives

		<p>In here the teacher is going to show some examples using demonstrative adjectives. Then, students will give their own examples according to the object they selected at first in order to verify if they have understood the topic.</p> <p>Continuing, students will read, look for unknown vocabulary, try to understand and complete a conversation using demonstrative adjectives. After having complete it, they will answer some questions related to the story they read.</p> <p>After that, they will receive a piece of paper with a comic strip that they must complete according to the story they read before.</p> <p>Students will not have homework for that day because they must study for an evaluation for the next class.</p>	<ul style="list-style-type: none"> • Comprensión escrita • Producción escrita • Actividades de refuerzo
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Appendix F: Example of a written production

BETHLEMITAS BRIGHTON HIGH SCHOOL

NAME: _____ DATE: SEPT 20 / 2017 GRADE: 7 03

- Create a dialogue about a common day in the life of John and his dog Max. Use possessive adjectives and possessive pronouns.

DOG WALK

The comic strip consists of six panels. Panel 1: John walks Max. John: "Goodbye dog". Max: "Here someone like a cat they be I find like to play". Panel 2: Max looks at a pink cat. Max: "Don't worry, let me run to you I will not hurt you". Cat: "What that bell? I have to run right now". Panel 3: John is running. John: "What are you doing?". Max: "Great idea! I want to play with your tail, I will not hurt you. I promise...". Cat: "Sorry if not that possible". Panel 4: John is tied to a tree. John: "Stop, stop Max, let the cat free". Cat: "This dog is very crazy don't have to play with it!". Panel 5: John is tied to a tree. John: "For the love of God please I'm going to punch you". Max: "You seem really angry, but it really isn't my fault." Panel 6: John is tied to a tree. John: "For the love of God please I'm going to punch you". Max: "You seem really angry, but it really isn't my fault."

Appendix G: Example of a rubric to evaluate a written production

Written production rubric									
Activity 1: Use of possessive adjectives and possessive pronouns.									
Name: _____					Date: _____				

Criteria	Grades								
Instructions' respect									
Can express the ideas clearly by following the instructions previously given.	0	0.5	1.0	1.5	2.0	2.5	3.0		
Respect of the amount of suggested text.	0	0.5		1.0		1.5		2.0	
Lexicon									
Can use the elementary vocabulary taking into account the topic.	0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Morph syntax									
Can use a limited control grammar structures belonging to a studied topic.	0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Coherence and cohesion									
Can connect words and phrases with elementary connectors.	0	0.5	1.0	1.5	2.0	2.5	3.0		
Can produce a simple and consistent text.	0	0.5		1.0		1.5		2.0	
Creativity									
The student shows considerable creativity when writing and when presenting the topic.	0	0.5		1.0		1.5		2.0	
Total: _____ / 20									
Positive aspects	Aspects to improve								

Appendix H: Matrices used to analyze the data collected

CATEGORIES	SUB-CATEGORIES	DESCRIPTION
Comic strips	Teaching writing	Planning
	Evaluating writing	Content
		Vocabulary
		Morphosyntax
	Creativity	
Improvement when writing	Grammar	
English learning process	Motivation	The role of the teacher
		Students' motivation
	Feebleness	Students' perceptions
		Lack of innovation

CATEGORIES	SUB-CATEGORIES	DESCRIPTION	DATA COLLECTION INSTRUMENTS
Comic strips	Teaching writing	Planning	<p>Journal</p> <p><i>J7: "Con la ayuda de mi supervisora pude comprender la importancia de no "correr "con los temas, si no por el contrario tomar el tiempo que sea necesario y evaluar. La importancia de la evaluación radica en el hecho de que es una de las formas más efectivas de evaluar el aprendizaje, sobre todo, en adolescentes."</i></p> <p><i>J8: "En esta semana de trabajo que paso pude constatar la importancia de adecuar cada actividad dependiendo del curso en que se vaya a implementar cada planeador."</i></p>

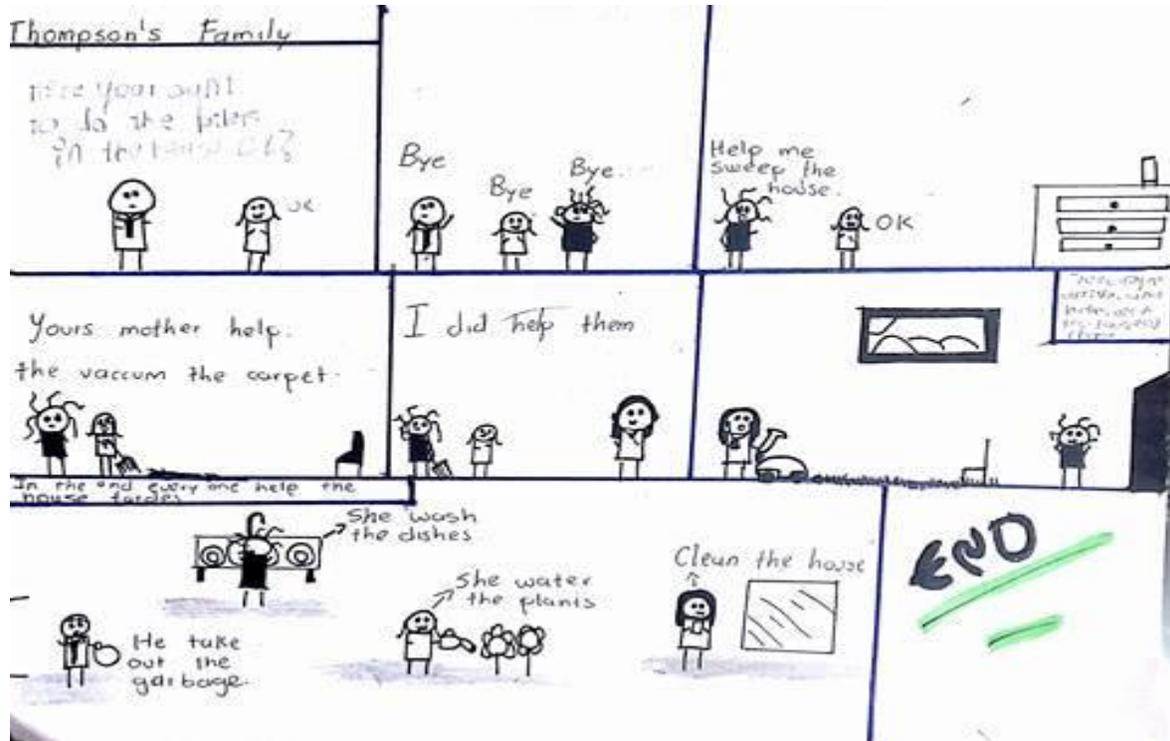
	Vocabulary	<p>Participant observation</p> <p>PO1: “Los estudiantes piden ayuda la mayor parte de tiempo pues se sienten inseguros aún sí en sus diccionarios se encuentra una traducción apropiada de cada palabra...”</p> <p>PO2: “Los estudiantes manifiestan su descontento con el hecho de tener que recurrir siempre al diccionario para buscar las palabras y de la misma forma tener que hacer un número específico de repeticiones por palabras desconocidas que encuentran, ellos prefieren simplemente cambiar el sentido de la frase por completo en lugar de hacer repeticiones.”</p>	<p>Journal</p> <p>J1: “...es necesario implementar actividades en las cuales el estudiante se empape de nuevo vocabulario”</p>
	Morphosyntax	<p>Students artifacts</p> <p>P1: “I am <i>an</i> excellent, take a flour and throw” “¿Wow? <i>But</i> this is <i>a</i> lot” “Yes, yes I am <i>a</i> chef, take <i>the</i> food and <i>bakie</i>” “Relax, <i>all</i> good” “¿Chef?”</p> <p>P2: “<i>Mi</i> mom died in a parachute” “#<i>grandpacool</i>” “<i>Died</i> in a desert in <i>pure style</i> Chuck Norris” “My dad <i>die</i> iron the clothes”</p> <p>P3: “Ohh, <i>I’ve to</i> clean the house... I think...”</p>	
	Creativity	<p>Participant observation</p>	<p>Students artifacts</p> <p>Appendices</p>

			PO3: <i>“Los estudiantes preguntan y sugieren crear ellos mismos sus propios dibujos de acuerdo a un tema que les llame la atención.”</i>
	Improvement when writing	Grammar	<p>Students artifacts</p> <p>P4: <i>“My friend, let’s go to watch tv”</i> <i>“Ok, then we have lunch”</i> <i>“The cat who is annoying me”</i> <i>“Stop Max, STOP!”</i> <i>“I’m going to catch you silly cat”</i> <i>“HELP!”</i> <i>“I should not have got you out of the kennel, friend”</i> <i>“I’m sorry, it was not my intention”</i></p> <p>P5: <i>“Put all the flour and stir”</i> <i>“Dad that’s sugar”</i> <i>“Put it in the microwave”</i> <i>“Are you sure dad?”</i> <i>“Off course! I’m a pro”</i> <i>“You’re right”</i> <i>“Do not leave more than 20 minutes”</i> <i>“Dad it is going to explode”</i> <i>“I will do it from the beginning”</i> <i>“Let’s escape and do not let your father cook.”</i></p>
English learning process	Motivation	The role of the teacher	<p>Journal</p> <p>J5: <i>“...la práctica docente es mucho más que hacer un planeador y proponer actividades, por el contrario, es crear un vínculo con los estudiantes, hacerlos partícipes de su propio proceso de aprendizaje y permitir que vean el inglés como una asignatura divertida y provechosa para el diario vivir, etc.”</i></p> <p>J6: <i>“Considero que como docentes esperamos que luego del esfuerzo que invertimos en hacer una explicación, el tema va a quedar claro y memorizado en los estudiantes, lo cual es el principio de una serie de errores.”</i></p>
		Students’ motivation	Journal

			<p>J2: “... pude implementar mi propuesta pedagógica de una manera muy efectiva pues los estudiantes trabajaron con motivación y les gustó la temática.”</p> <p>J3: “... a veces los estudiantes se desmotivan pues sienten mucha presión por parte de los docentes quienes, en su afán, buscan de cualquier manera obtener y obtener más notas sean positivas o negativas.”</p>
	Feebleness	Students’ perceptions	<p>Participant observation</p> <p>PO2: “... la actividad se vio interrumpida pues algunos estudiantes manifestaron que para mí como docente era muy fácil escribir y leer cualquier cosa en Inglés, pero que para ellos requería mucho esfuerzo.”</p>
		Lack of innovation	<p>Participant observation</p> <p>PO3: “Los estudiantes piden ayuda la mayor parte de tiempo pues se sienten inseguros aún sí en sus diccionarios se encuentra una traducción apropiada de cada palabra...”</p>

Appendix I: Examples of the students' artifacts





7-03

Appendix J: Example of a researcher's journal

UNIVERSIDAD DE PAMPLONA

KAREN YISBEL CALDERON RIOS

NARRATIVE N°1

En esta primera semana realizando las prácticas como futura docente en lenguas extranjeras, pude dimensionar la gran responsabilidad que tenemos en nuestras manos. Por lo general, solía pensar que con el simple hecho de preparar muy bien una clase era suficiente, sin embargo, esta primera experiencia real me enseñó que en algunos casos es más importante el carisma y el amor que tengamos por enseñar, que el plan de clases como tal.

Por mi parte, tuve la oportunidad de compartir con los grados séptimos, octavos y segundo de primaria; en las horas de extensión a la comunidad. En cuanto a primaria, los niños aman el hecho de tener una nueva profesora, por lo tanto, fui recibida con mucho amor y una extraña disciplina ya que siempre consideré que el hecho de trabajar con niños hacia la labor docente un poco más compleja. No obstante, los niños se comportaron de una muy buena manera y estuvieron muy participativos en cada uno de los encuentros.

Pasando a los grados séptimos, noté el gran potencial que tienen los niños para aprender el Inglés, y si bien tuve algunos problemas de disciplina, la situación nunca se salió de control pues encontré la manera de atraer su atención por medio de mi presentación inicial. Desde

el inicio quise actuar de una manera diferente, no quería convertirme en la típica profesora regañona y gritona, así que mi estrategia fue hablar con ellos desde el principio y dejar las cartas expuestas sobre la mesa.

Les expliqué que mi metodología se basaba en el respeto y que la clave para tener éxito en mis clases era trabajar en disciplina, ellos por su parte entendieron e igualmente quiero pensar que no me vieron como una amenaza sino como una ayuda, pues durante toda la semana trabajamos sin contratiempos y pudimos clarificar ciertas incertidumbres que tenían de los temas que estábamos trabajando.

En cuanto a los grados octavos, quisiera decir que si encontré un poco más de apatía por parte de los estudiantes. Llegué a la conclusión de que están en una edad que es muy difícil para ellos, y que realmente están cansados de las mismas prácticas pedagógicas de siempre. Con un octavo en especial tuve inconvenientes el primer día de clase, tanto que incluso debí recurrir a la lista de anotaciones y a dejar trabajos adicionales por indisciplina.

De igual forma, es importante destacar que el colegio no tiene problemas de indisciplina que sean muy considerables, por el contrario, se mueve un ambiente de autoridad y respeto, lo cual, en parte me ayudó a acostumbrarme al ritmo escolar de los docentes y estudiantes. Por otro lado, encontré en los docentes de diferentes áreas un gran apoyo, ellos han sido de mucha ayuda para mí en este proceso, me han dado pautas e incluso me han prevenido de ciertas situaciones en ciertas aulas de clase.

En general, considero que fue una experiencia muy difícil el primer día de clase, pero a medida que pasó el tiempo me fui familiarizando con las situaciones y encontrando nuevas estrategias para mantener a los estudiantes atentos y concentrados en el tema. Aun así,

siento que debo mejorar más en cuanto al manejo de los cursos como tal, ya que trabajar con niños y adolescentes es muy complicado pues ellos se distraen fácilmente y molestan a sus compañeros.

Finalmente, pienso que es necesario seguir implementando estrategias de enseñanza que sean divertidas para ellos, pues una buena actividad motivará al niño o al adolescente a participar activamente en el desarrollo de la misma.

PHOTOGRAPHIC GALLERY

Pedagogical Component

Classes





ENGLISH

OCTOBER MONTH OF THE
*Holy Rosary, Missions,
and Mother Incarnation*

CREATIVITY and Entrepreneurship

"Do not ask what your classmates can do for you, ask what you can do for them."



04th Saint Francis of Assisi	06th International Children's Day	12th Day of the race	13th American Culture day	31st Halloween
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Talent show











Rehearsals

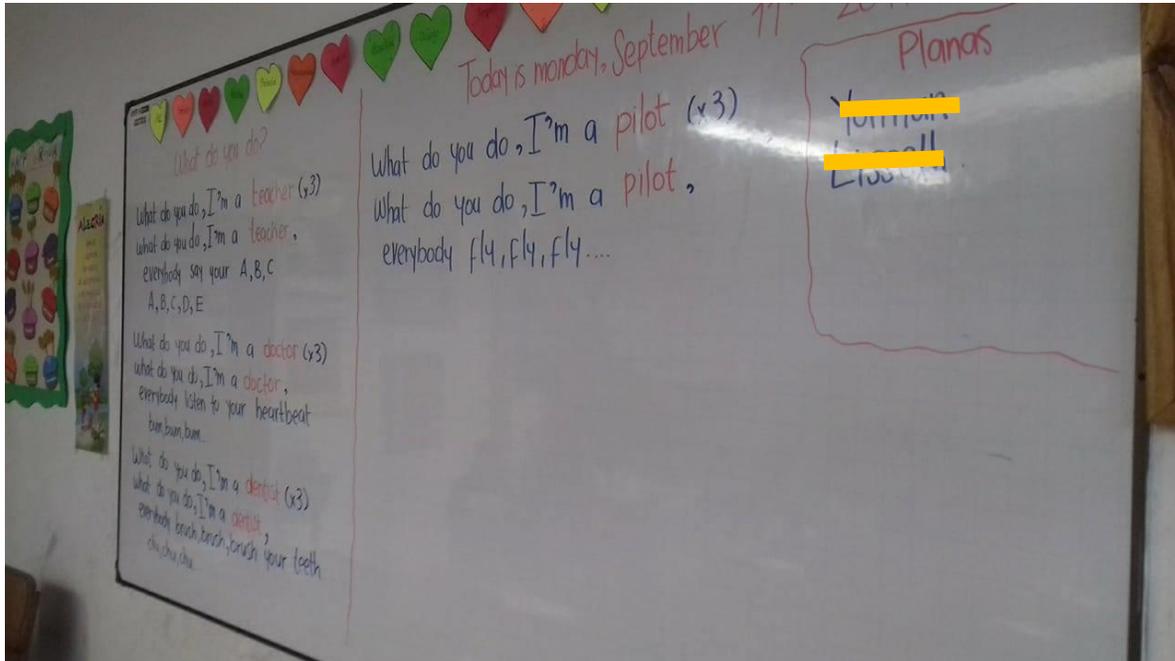




Outreach Component

Classes





Christmas' carol

UNIVERSITY OF PAMPLONA
LANGUAGE AND COMMUNICATION DEPARTMENT
FOREIGN LANGUAGE DEGREE
CHILDREN COURSE



NAME: _____ DATE: _____

- ✓ Lyrics of the song "We wish you a Merry Christmas"
Letra de la canción "We wish you a Merry Christmas"

We wish you a Merry Christmas	We won't go until we get some
We wish you a Merry Christmas	We won't go until we get some
We wish you a Merry Christmas	We won't go until we get some
And a Happy New Year	So bring it right here
Good tidings we bring	Good tidings we bring
To you and your kin	To you and your kin
We wish you a Merry Christmas	We wish you a Merry Christmas
And a Happy New Year	And a Happy New Year
Now bring us some figgy pudding	Oh bring us some figgy pudding
Now bring us some figgy pudding	Oh bring us some figgy pudding
Now bring us some figgy pudding	Oh bring us some figgy pudding
And a cup of good cheer	And bring it right here
Good tidings we bring	Good tidings we bring
To you and your kin	To you and your kin
We wish you a Merry Christmas	We wish you a Merry Christmas
And a Happy New Year	And a Happy New Year

Administrative component

Earthquake's simulacrum



