

The use of comics strips as an innovative tool to improve vocabulary and English writing production in 10th grader students from Provincial San José high school in Pamplona Norte de Santander: an action research.

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Practicum
Pamplona
2017

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General overview.

This first section is a general outlook about this project which is split into four chapters, the pedagogical, the research, the outreach and the administrative components where they represents the activities regarding to the pre-service teacher's process.

First, the pedagogical component portrays the pedagogical approaches and tools that the pre-service teacher applied concerning to English contents and structure from 10 th grader students for improving vocabulary and English writing production skills.

Second, the research component seeks to implement reflection as transforming tool of proper pedagogic process from practicum and promote in student-teacher the development of critical thinking. Third, the outreach component deals with English training necessities in students from Provincial San José high school in Pamplona city with the purpose that those learners begin with their English learning process for acquiring a correct formation during their current and future learning process.

Regarding to the administrative component, this one deals with the extra-curricular activities that the pre-service teacher developed within the institution, moreover this component deals with academic compromise such as activities and institutional commitment which was developed within the educational field.

Introduction

As a country in continuous progress. Colombia feels the necessity of accomplishing and enhancing English teaching as a foreign language in all areas of education that concern to its population. Since a plenty of benefits and favourable opportunities the use of this target language would bring to people and to the country, the significance of this language should be a priority both for its people and for the government to increase an upright management of it. English learning process demands lots of capacities, one of those capacities is the development of skills, such as speaking, writing, reading comprehension and listening comprehension. Thus, it is essential to remember the National Bilingualism Program which promotes a comprehensive vision of bilingualism by stating that by 2019 schools and universities graduates should arrive to a certain level of English and Spanish at culmination of their studies. (Either B1 or B2 concerning English). Furthermore, it is striking the conception of determining an objective to inhabitants in Colombia, which states English language as a challenge through a period of time where the learners will have time to enhance, dominate and employ this target language.

Considering that, after having observed some classes at provincial San José school, it is distinguished an issues correlated to a low English level and its different skills. Consequently, it is necessary to motivate the students with an innovative strategy for having a better English learning process in order to stimulate them to overtake those issues and take possession of the English level in which those learners must be.

Justification.

This proposal targets to improve vocabulary and English writing skills applying one main activity which is the use of comics for complementing the English learning process of the students from Provincial San José school, essentially, this proposal takes into account students' necessities that have made an impact on their classes' performance. Thus, the focus of this proposal is to improve the students' English writing productions, in that sense, reinforcing writing skills through the use of comics as innovative tools is the chance and the challenge for overcoming students' English necessities, likewise this innovative tool catches students' attention in order for them to express their feelings and thoughts in a suitable way.

Moreover, this proposal benefited 10th graders students, teachers, parents and even students' friends from provincial San José school. In addition, this project provided students an engagement as the main participants of their English learning process, as Reina and Valderrama (2014) explained that comics catches learners' attention, because they feel an interest for comprehending what the text and images are trying to express. This students from provincial San Jose high school were able to clarify doubts and overcome issues that they are facing, consequently students had the opportunity to keep what they have done and created during their time with their pre-service teacher.

Objectives

General objective

- To use comics strips as an innovative tool to improve vocabulary and English writing production in 10th grader students from Provincial San José high school in Pamplona Norte de Santander: an action research.

Specific objective

- To improve 10th grader's vocabulary and their English writing skills throughout the use of comic strips as an innovative tool to involve them into their English classes at Provincial San Jose High School in Pamplona Norte de Santander.
- To utilise the reflection as a transforming tool of the pedagogical process of the practicum
- To encourage in the Pre-service teacher the development of the critical spirit in order for them to analyse their pedagogical work.
- To strength collaborative work among students of 10th grade, as a strategy to strengthen English learning.
- To participate in activities and events from Provincial San José School during the pre-service teacher time.

Institutional observation

Provincial San José School was founded in 1816 when the bishop Rafael Lasso De La Vega thought about the implementation of a foundation of Casa de Estudios School in Pamplona that served as a seminary for the region as well. Thanks to General Francisco de Paula Santander the 5th march 1823, he stated Casa de Estudios Pamplona as a legal institution, where he assigned incomes, salary and the authorities nomination in charge of institution progress. Juan De Dios Arias composed the school anthem in 1934. A new building and was available for starting new classes and accept new students. But this happened on January the 25th 1943 when the educative personal transferred to their new building, conformed by 16 religious teachers, 6 teachers, 405 students.

For departmental order on July the 26th 2002 it is restructured the educative sector in regional scope and it started a new educative organization establishing the educative institutions, being “Provincial San José” school one of those institution established in Pamplona. Then, on January the 28th 2003 it is joined to Provincial school the schools: Santa Cruz, La Salle, Gabriela Mistral, Joaquin Faría, José Rafael Faría and Instituto Técnico de Bachillerato.

Today, this institution is recognized because of its accomplishment obtained some years ago, furthermore, this institution is contemplated as one of the best high school located in Pamplona, due to the institution organization and discipline, moreover it is well-contemplated thanks to its students’ preparation, taking into account the program “Colombia bilingue” as guidelines for students’ English learning process.

Topographical location of the school facilities

Provincial San José school is located on Avenida Santander 11-188 in Pamplona, Norte de Santander. This public establishment conducts an A calendar, furthermore this establishment provides education to more than 400 students from preschool to secondary graders, this school is nominated by its accomplishment in academic superiority, taking into account the traditional educative quality, the discipline and family support from each student, however other institutions are joined with provincial school that provide education to Pamplona community, there exist six headquarter joined like: Escorial school, Concentración Gabriela Mistral, Concentracion la Salle, Santa Cruz school, Rafael Faria school and nighttime school.

General Authorities

It is described as follows:

Principal	Luis Francisco Mogollón.
Coordinator	Martín Omaro Cuy Esteban
Supervisor	María de los Ángeles Eugenio López

Institutional Educational project (PEI).

The achievements from provincial San José school are sharpened on the mission and the vision which have been always followed for guiding school expectations throughout the development as an institution and members.

Mission

The Provincial San Jose School in Pamplona is an inclusive institution that affords educational service which is addressed to preschool, primary and secondary education, with the purpose to train integral, competitive and enterprising beings. Citizens for a globalized society in constant change, respectful citizens with human beings, taking into account honour, scientific and righteousness principles through a pedagogic process based on the knowledge construction.

Vision

On 2020, the Provincial San Jose High School will be acknowledged to provide a quality educational service sharpened on the humanistic and pluralistic principles in harmony and the current actualization of the pedagogical practices and the research facing the challenges to the current time that the environment commands and the commitment related to peace.

High school objective

Regarding the main relevant aspects of the PEI, it is presented below the general and the specific objectives that show the main principles, goals and values of this institution.

General objectives:

- To educate high-value people in order to facilitate the human, scientific and technological development.

Specific objectives:

- To give academic education that allows the student to get into the higher education and his incorporation to the society effectively as agent.
- To provide respect and values by stimulating the development of the socio-affective process.
- To experience the conflicts resolution into the classroom respecting the individual differences and the plurality as elements of peace.
- To develop the communicative competence and the use of the new technologies and the researcher practices appropriately.
- To preserve the physical and mental health of the person during the use of free time.
- To instil respect, and the preservation of the environment appropriately.
- To promote the research practice focused on the different fields as a teaching strategy that provides the development of the knowledge based on the ICT'S.

- To invigorate the transversals pedagogical projects defined by the common education law links to the conditions of the institutional context.

Pedagogical approaches

Teaching approach

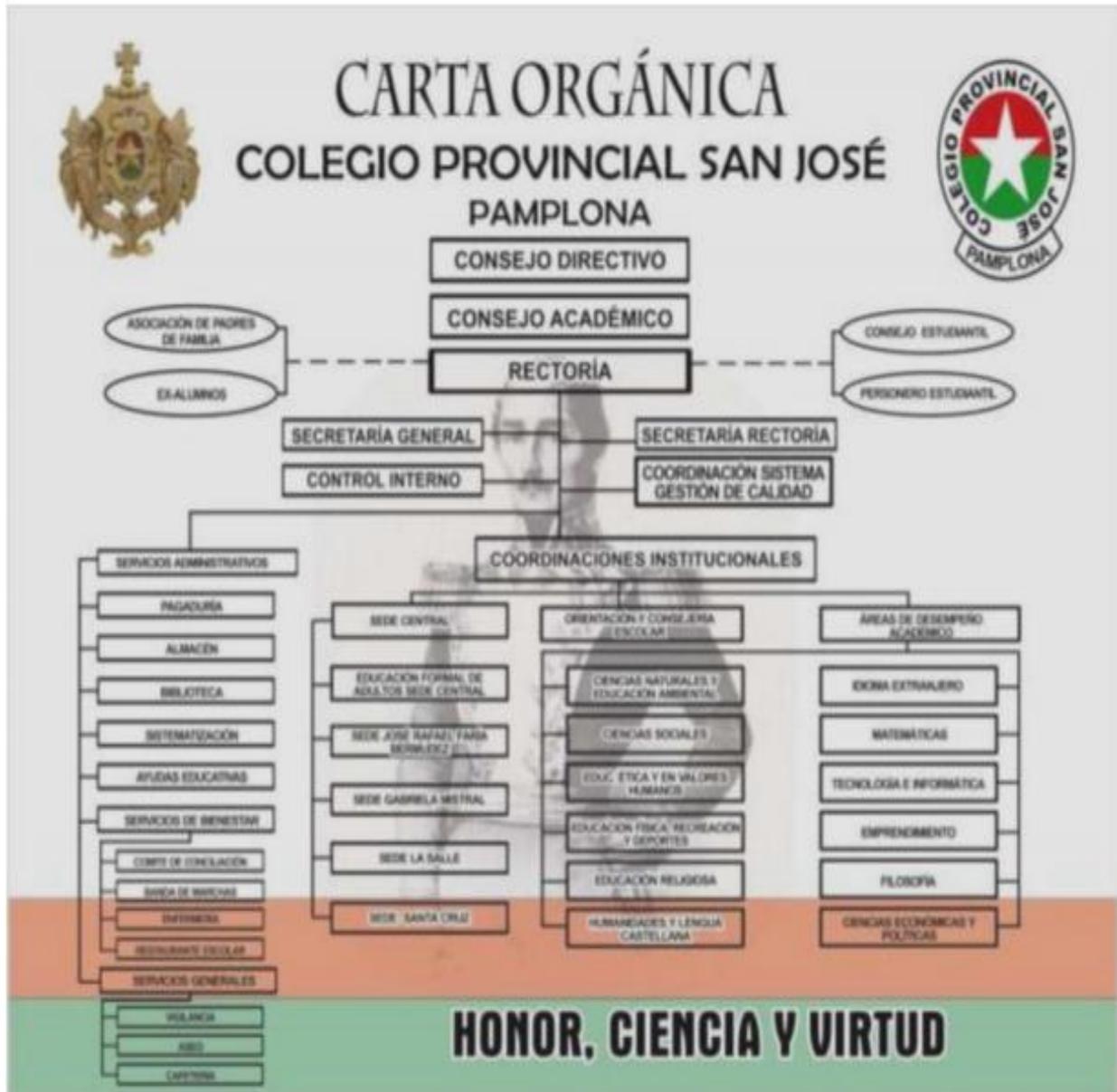
The Provincial San José High School, has assumed an active teaching approach that is used on every single activity developed institutionally regarding to the parameters. This approach is focused on the student's ideas, interests and activities. Nevertheless, this teaching approach is based on the tendencies in which the students show an appropriate context, therefore, it allows to add the knowledge they need to their personal improvement and the development of competences.

Methodological approach

With regards this Institutional approach, the students have the opportunity to appropriate of a learning process that enhance the educational quality, for instance there are three items divided into learning, practicing and implementing, it is to say what they learn, they do and how they implement during their process.

Organigram and physical distribution

This high school provides a high level in terms of the distribution of settings to teach students appropriately and other places in order to cover students' necessities and members of this significant school, for instance, it contains three upper floors where the students from sixth to eleventh grade and teachers' area are distributed. On the contrary, the first floor is comprised of the secretary, the principal's office, the coordinator office, a chapel. On the second floor is situated the psychology office, on the other hand, it is essential to highlight another elements that this school offers to the members of it, so therefore, a gym, a parking lot, a restaurant service for the students, three huge sport field sand the technology classroom composed by new tablets.



Organizational chart (figure 1)

Second Semester global schedule

DOMINGO		LUNES		MARTES		MIÉRCOLES		JUEVES		VIERNES		SABADO	
				1		2		3		4		5	
6		7 SE TRABAJA CON ESTUDIANTES IZADA DE BANDERA ORGANIZA GRADO 8 SEDE PRINCIPAL		8		9		10		11		12	
13 EUCARISTIA ASISTEN 9° A 11° SEDE FARIA ORGANIZA 11°		14		15		16 JORNADA DE ATENSIÓN A PADRES DE FAMILIA		17		18 INAUGURACION JUEGOS INTERCLASES		19	
20		21 SE TRABAJA CON ESTUDIANTES		22		23		24		25 JORNADA ESPECIAL ESTUDIANTES GRADO 11º		26	
27 PRUEBAS SABER GRADO 11		28		29 IZADA DE BANDERA SEGUNDOS MISTRAL		30 IZADA DE BANDERA PRIMERO Y SEGUNDO SANTA CRUZ		31 IZADA DE BANDERA SEGUNDO SEDE SALLE					

DOMINGO		LUNES		MARTES		MIÉRCOLES		JUEVES		VIERNES		SABADO	
										1 BENDICION BIBLIAS		2	
3 EUCARISTIA ASISTEN SEDE MISTRAL ORGANIZA 3°		4		5 PRUEBAS DE EFICACIA SEGUNDO TRIMESTRE		6		7		8 DIA DE LA NIÑA MARIA		9	
10 EUCARISTIA ASISTEN SEDE SALLE Y SANTA CRUZ ORGANIZAN TERCER GRADO		11		12		13 COMITES DE EVALUACION		14 ENTREGA DE PLANILLAS A COORDINACION		15 FIN SEGUNDO TRIMESTRE		16	
17 EUCARISTIA ASISTEN 6° A 8° SEDE CENTRAL ORGANIZA 6°		18 INICIO TERCER TRIMESTRE		19 SEMANA AFECTIVIDAD IZADA DE BANDERA NOVENOS SEDE PRINCIPAL Y FARIA		20 SEMANA AFECTIVIDAD		21 SEMANA AFECTIVIDAD		22		23	
24 EUCARISTIA ASISTEN 9° A 11° SEDE CENTRAL ORGANIZA 9°		25		26 ENTREGA DE BOLETINES BASICA PRIMARIA		27 ENTREGA DE BOLETINES BACHILLERATO		28 IZADA DE BANDERA QUINTOS SEDE SALLE		29		30	



COLEGIO PROVINCIAL SAN JOSÉ
CRONOGRAMA DE ACTIVIDADES



OCTUBRE 2017

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
1 EUCARISTIA ASISTEN 6° A 8° SEDE FERIA ORGANIZA 6°	2	3	4	5 ACTIVIDAD LEXICO PRIMARIA DÍA DE LA BIODIVERSIDAD	6	7
8	9 CLASE CON ESTUDIANTES DESARROLLO INSTITUCIONAL EN JORNADA CONTRARIA	10 CLASE CON ESTUDIANTES DESARROLLO INSTITUCIONAL EN JORNADA CONTRARIA	11 CLASE CON ESTUDIANTES DESARROLLO INSTITUCIONAL EN JORNADA CONTRARIA	12 CLASE CON ESTUDIANTES DESARROLLO INSTITUCIONAL EN JORNADA CONTRARIA	13 CLASE CON ESTUDIANTES DESARROLLO INSTITUCIONAL EN JORNADA CONTRARIA	14
15	16 SE TRABAJA CON ESTUDIANTES	17	18	19	20 EXPOSICION DE TRABAJOS AREA DE ARTISTICA	21
22 EUCARISTIA ASISTEN 9° A 11° SEDE FERIA ORGANIZA 9°	23	24	25 ESCUELA DE PADRES	26	27	28
29 PRIMERAS COMUNIONES	30	31				



COLEGIO PROVINCIAL SAN JOSÉ
CRONOGRAMA DE ACTIVIDADES



Noviembre 2017

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
			1	2	3	4
5	6 SE TRABAJA CON ESTUDIANTES	7	8	9	10	11
12	13 SE TRABAJA CON ESTUDIANTES	14	15	16 IZADA DE BANDERA CUARTOS SEDE SALLE	17	18
19	20	21 PRUEBA DE EFICACIA TERCER TRIMESTRE	22	23	24	25
26	27	28	29 COMITES DE EVALUACIÓN Y PROMOCION	30 ENTREGA DE PLANILLAS A COORDINACION		

Time/ Day	Monday	Tuesday	Wednesday	Thursday	Friday
7:00–7:55	11-01	10-03	11-02	10-01	10-03
7:55–8:50		11-03	11-01		11-02
8:50–9:45	10-01	10-01			10-02
9:45–10:15	Break	Break	Break	Break	Break
10:15–11:10		10-02			11-03
11:10-12:05					
12:05-13:00	10-02	11-02	10-01		
				10-03	
				10-02	
				11-03	

*Appendix n*2: Supervisor teacher's schedule*

Pedagogical Aspects

5.6.1 Básica primaria

	MATEMATICAS	LENGUA CASTELLANA	INGLES	NATURALES Y EDUCACION AMBIENTAL	CIENCIAS SOCIALES	TECNOLOGIA E INFORMÁTICA	ETICA Y VALORES	EDUCACION RELIGIOSA	EDUCACION ARTISTICA	EDUCACION FISICA	PERIODOS SEMANALES
PRIMERO	6	6	1	3	3	1	1	1	1	2	25
SEGUNDO	6	6	1	3	3	1	1	1	1	2	25
TERCERO	6	6	1	3	3	1	1	1	1	2	25
CUARTO	5	5	1	4	4	1	1	1	1	2	25
QUINTO	5	5	1	4	4	1	1	1	1	2	25

5.6.2 Básica secundaria

	MATEMATICAS	LENGUA CASTELLANA	INGLES	CIENCIAS NATURALES	CIENCIAS SOCIALES	TECNOLOGIA E INFORMÁTICA	ETICA Y VALORES	EDUCACION RELIGIOSA	EDUCACION ARTISTICA	EDUCACION FISICA	PERIODOS SEMANALES
SEXTO	5	5	4	4	5	2	1	1	1	2	30
SEPTIMO	5	5	4	4	5	2	1	1	1	2	30
OCTAVO	5	5	4	5	4	2	1	1	1	2	30
NOVENO	5	5	4	5	4	2	1	1	1	2	30

5.6.3 Media académica

	MATEMATICAS	FISICA	QUIMICA	BIOLOGIA	LENGUA CASTELLANA	INGLES	CIENCIAS SOCIALES	FILOSOFIA	INFORMATICA	ETICA Y VALORES	EDUCACION RELIGIOSA	ARTISTICA	EDUCACION FISICA	PERIODOS SEMANALES
DECIMO	5	4	4	2	5	4	3	3	2	1	1		1	35
UNDECIMO	5	4	4	2	5	4	3	3	2	1	1		1	35

5.6.4 Media – Articulación en Ingeniería

	MATEMATICAS	FISICA	QUIMICA	BIOLOGIA	LENGUA CASTELLANA	INGLES	CIENCIAS SOCIALES	FILOSOFIA	INFORMATICA	ETICA Y VALORES	EDUCACION RELIGIOSA	ARTICULACION	PERIODOS SEMANALES
DECIMO	4	3	3	1	3	3	2	2	1	1	1	11	35
UNDECIMO	4	3	3	1	3	3	2	2	1	1	1	11	35

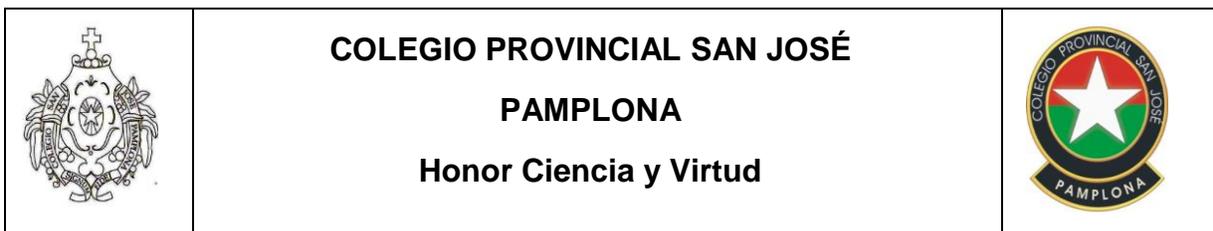
5.6.5 Media – Articulación en administración de empresas

	MATEMATICAS	FISICA	QUIMICA	BIOLOGIA	LENGUA CASTELLANA	INGLES	CIENCIAS SOCIALES	FILOSOFIA	INFORMATICA	ETICA Y VALORES	EDUCACION FISICA	ARTICULACION	PERIODOS SEMANALES
DECIMO	4	4	4	1	3	3	2	2	1	1	1	9	35
UNDECIMO	4	4	4	1	3	3	2	2	1	1	1	9	35

5.6.6 Educación para adultos

		CIENCIAS NATURALES Y EDUCACION AMBIENTAL	LENGUA CASTELLANA	INGLÉS	CIENCIAS	VIVENCIAS	MATEMATICAS	CIENCIAS	FILOSOFIA	PERIODOS
PRIMARIA	I	2	6	2	3	1	6			20
	II	2	6	2	3	1	6			20
SECUNDARIA	III	4	4	3	4	1	4			20
	IV	4	4	3	4	1	4			20
MEDIA	V	3	3	3	3	1	3	1	2	20
	VI	3	3	3	3	1	3	1	2	20

Appendix n°3: Study plan



Instrumento:

1. PREPARADOR DE CLASE				1.1 N°	
1.2 NOMBRE DE LA UNIDAD DIDACTICA:					
1.3 ASIGNATURA		1.4 ÁREA:			
1.5 GRADO(S):		1.6 PERÍODO:		1.7 AÑO:	

2. ACCIONES OBLIGATORIAS DE CONTROL Y FORMACIÓN
<p>2.1 REFLEXIÓN Y TOMA DE LISTA</p> <p>2.2 REVISIÓN DE LA PRESENTACIÓN PERSONAL</p> <p>2.3 MENSAJE FORMATIVO</p> <p>2.4 ENTREGA DE INFORMES SI LOS HAY (EVALUACIONES, TRABAJOS)</p> <p>2.5 ATENCIÓN A RECLAMOS Y ACLARACIONES</p>

3. ACCIONES OBLIGATORIAS DE INFORMACIÓN
<p>3.1 FECHA</p> <p>3.2 TEMA</p> <p>3.3 ESTÁNDAR</p> <p>3.4 OBJETIVO (S)</p>

4. DESARROLLO DE CONTENIDOS

- 4.1 DESARROLLO DE CONTENIDOS
- 4.2 BILINGÜISMO
- 4.3 MANEJO DE TICS
- 4.4 EJERCICIOS PARA DESARROLLO DE COMPETENCIAS
- 4.5 ACLARACIÓN DE DUDAS
- 4.6 ACTIVIDADES DE AUTOAPRENDIZAJE
- 4.7 EVALUACIÓN FLEXIBLE

5. CULMINACIÓN

(SE PUEDE DESARROLLAR EN UN ANEXO)

EVALUACIÓN DE LAS ACTIVIDADES PEDAGÓGICAS

ELABORÓ		FECHA	
NOMBRE	CARGO		FIRMA
	Profesor		
REVISÓ		FECHA	
NOMBRE	CARGO		FIRMA
	Coordinador de sede		
APROBÓ		FECHA	
NOMBRE	CARGO		FIRMA
	Coordinador académico		

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Appendix NO 4. Planning template

Chapter I – PEDAGOGICAL COMPONENT.

Introduction

Taking into account the Colombian bilingualism program, in order to strengthen a foreign language where Spanish is the mother tongue, students from Colombia have to learn accurately the target language, that is English in this case, furthermore it is necessary to enhance the speaking, reading, listening and writing skill from all institution from Colombia for achieving a proper English level. Thus, it is important that educative community must provide to students opportunities to immerse themselves into the English learning process properly. Taking into consideration this background, this component was the opportunity to encourage students from Provincial San José School to enhance their different skills and diminish their issues when dealing with any English exercise or activity. The idea of this component was to work with the educational community to resolve issues in English learning process and to make an influence into the Provincial San José school community. Therefore, it was essential the implementation of an innovative and a useful strategy that empower students to learn readily and encourage them to go further in their learning of this foreign language. Consequently, it was important the use of innovative tools for changing the reality of English learning and teaching process where students and teacher could communicate and work mutually a different tool in English for overcoming their difficulties and their lack of interest presented into the English classes. For this reason, new strategies, techniques and tools are the greatest procedures for supporting students' necessities and implementing the correct procedures to construct an improvement inside the classroom.

Statement of the problem

This proposal was addressed to the issues observed during the institutional observation, for instance, there existed difficulties related to their English written production and vocabulary. This is one of the main problems that have been affecting 10th grader students in their English learning process where these students did not have the opportunities to develop different activities that could reinforce their English level. Moreover these students were not motivated to improve the target language, because of the strategy and the resources that their English teacher applied inside the classroom, did not catch students attention and students were easily distracted with different gadgets during their classes. These disadvantages affected students' comprehension and students' grades when they developed activities and exercises. In other words, students did not pay attention because of the class environment and the teacher strategies were not enough to engage them to improve their English learning process. Taking into consideration these observation, 10th grader students did not have an upright preparation for the use of English, due to they did not have a suitable use of the target language, this means the four skills, such as: speaking, writing, listening and reading. Depending on Provincial San José school 10th graders' needs, these following questions were discussed:

1. In which way the use of comics will enhance 10 graders' students' vocabulary and writing skills?
2. How the use of comics will improve 10th graders' reading skills?
3. How and what kind of abilities will the 10th graders develop and improve with the use of comics?

4. In which way the use of comics will encourage 10th grader students for having an upright participation inside the classroom?
5. How will 10th graders express appropriately their feelings and thoughts with the use of comics?

Justification

With a view to influence the educational field, this proposal is based on solving learning process issues which takes into account a set of strategies where students from Provincial San José School were engaged for developing their final product that will emphasize the work they were doing.

In order to overcome issues presented in the English learning process, comics is an innovative tool and one of the best way that helps to solve these kind of issues, in that way students become more creative and have cohesion with their writing. Furthermore, comics makes students to enhance their writings and reading comprehension, thus comics is a striking tool that catch students' attention for drawing, moreover comics increases students' imagination where they can put into words their thoughts and their feelings (Mehdadi and Mokaddem, 2015).

Consequently, comics play an important role that helps students to enhance their English competences, express their thoughts and feelings and allow them to be encouraged in the activities the teacher will develop with them, likewise their English learning process will improve accurately focused on the characteristics and the advantages that comics provides to this process, as result for supporting 10th graders' needs and in this way to take students' learning-process adequately, which entails English vocabulary and English writing skills.

Objective

General objective

- To improve 10th grader's vocabulary and their English writing skills through the use of comics strips as an innovative tool at Provincial San Jose High School in Pamplona Norte de Santander.

Specific objectives

- To apply interactive activities for relating the English content with students' needs.
- To enhance and make students practice their English writing skills through the use of comics taking into account the book "English please 2" as guideline for students classes.
- To develop students' imagination, creativity, self-esteem and confidence through the use and creation of comics.

Theoretical framework

In order to develop this pedagogic project, it was essential to pay attention to some theories and definition concerning keywords of this plan.

Comics

Based on Ranker in Drolet (2010) states “ the use of comic as a reading material for ESL students”. He found that the use of comic helps English language learners with both reading and writing. Its aims is to enhance writing in English learners students through the use of new vocabulary which is essential for having an upright production, as Drolet (2010) explains “by using comics in the classroom, students can investigate the use of dialogue, concise and dramatic vocabulary, and non-verbal communication” where is expected to make students to increase their English vocabulary, to express their feeling and thoughts and to do something with this innovative tool. Furthermore, reading comprehension plays a great role within the use of comics where the advantage of providing them diminishes when the student has difficulty comprehending the text (Gorjian and Branch, 2016).

Reading comprehension

The comprehension as a reading goal is a cognitive skill in which the inference and deduction or reasoning plays an important role when developing this skill. Reading comprehension is a collaborative procedure between the reader, the experiences and texts that involves cognitive resources and knowledge. (Crown 2005). Along this lines, there will be reading comprehension activities during the pre-service teacher time in order to help the student to increase their knowledge, their vocabulary and their reading

comprehension in English as foreign language. Using this previous ideas, 10th graders students from provincial San José school will have a better conception in their writings.

Writing

The writing process is a series of five stages that describe what students think about and do as they write the stages are prewriting, drafting, revising, editing and publishing. (Tompkins, 2014, p.48). Taken into account this definition, this writing production process was reflected during students' comic strips creation where they had think first what they were going to work with, then they drafted their comics, after that it was always necessary to revise in order to edit. As result of this, students created their comics taking into account all their own correction.

Vocabulary

Vocabulary is the core for learning a foreign language due to without vocabulary the target language user will not be able to articulate neither announce a statement. In this case, students have to increase their vocabulary for expressing themselves and putting into word their feelings and their knowledge. To learn and increase vocabulary make possible the use of the target language, in that way learning and increasing vocabulary is important for acquiring a successfully foreign language use and this vocabulary plays an important role for oral and writing productions (Alqahtani,2015).

Furthermore, Olmez (2016) states : “Reading in a foreign language contributes to the attainment of additional vocabulary knowledge, greater amounts of knowledge result in a

more successful reading comprehension as well”. Furthermore, Laufer (1989) pointed out: “that the coverage of 95% of vocabulary is essential for the comprehension of written discourse. The vocabulary size necessary for the reading comprehension is subject to various research attempts” (p. 316). Consequently, the use of new vocabulary is helpful for the students have better understanding in their texts provided by the pre-service teacher and to have a correct reading comprehension. Moreover, the improvement of vocabulary helped the students to enhance their writing productions and their comic strips creation.

Literature review

Among the points addressed, some concepts and theories are mentioned in this component regarding the use of comics as strategy for teaching English as a foreign language. In order to provide a broader understanding of each one of them, they are going to be covered subsequently.

Mehdadi and Mokaddem (2015) study aims to identify the contribution in comics from learners’ writings in their second year in high school. The findings from this study revealed that through three writing production, participants presented an improvement where they became more creative and they showed an upright cohesion, moreover their writings were accurately, understandable and they showed a logical sequence. In addition, regarding to creativity, the participants were effective, their ideas were generally fluent, well-prepared, well-developed and well-explained, Throughout data collection, these participants proved they had a great imagination and originality, each participant

designed and drew their own comic completely different from their partners. Regarding to cohesion, participants' writing were globally coherent, they produced chained ideas and any contradiction with them. On the other hand, the authors stated comics provide benefits to the images, this means the images helped the participants to have a better communication and to immerse themselves into the images universe, furthermore comics aided the participants to overcome their issues in their writing as some of them considered comics as a playful activity and inspiring due to they felt confident and at the same motivated for developing the activity. Finally, writing in comics is a moment where the participants could open their imagination, they would have a different perspective from their foreign language classes, in this way the participants became more responsible their writing productions.

On the other hand, Gorjian and Branch (2016) study aims to investigate the use of comics strips stories on vocabulary learning intensive reading comprehension courses among intermediate English learners. For having results of this research, the researchers wanted to show the difference of reading comprehension using comics strips stories and passages without series of events. Where the participants who used comics strips followed the story and in this way they identified the main ideas of the lesson. On the contrary, the other group received help from their teacher to comprehend the passages. Thus, the findings revealed the use of comics strips facilitated the increase of vocabulary knowledge which was related to the reading comic strips, consequently the reading of comics made the participant to acquire incidental vocabulary related to the subjects of the comics that were used in the research, therefore the use of comics helped the participants

to learn different topics in classroom as well. In relation to motivation, comics catches learners' attention for the reason that they will develop their creative writing abilities and reading skills.

In consequence, Reina and Valderrama (2014) study seeks to strengthen the acquisition and comprehension of English vocabulary in student from Miguel Antonio Caro educative institution where the authors found that throughout the development of activities the students enhanced their vocabulary. Moreover, the researchers found that motivation that comics generated in students learning process was pleasant given that comics is a didactic tool that provided playful options and caught students' attention in a better and proper way, in this way their learning process became meaningful. With the use of comics, the students gradually and systematically learned new vocabulary for writing new sentences, taking this into account, this means images helped them to remember the meaning and the continuous use of images that allowed them to relate with other structures until they could write more complicated sentences. With respect to motivation, students showed an upright engagement by reason of they worked in a different activity that they were used to developed; Reina and Valderrama (2014) explained comics is a correct way for increasing writing and reading skill with stories full of adventures and sense of humor that the student could develop. With all this in mind, comics is a practical and interesting didactic tool for students, recommended in the school due to its ease and creativity taking into account teacher's objectives. Comics is a acceptable material for using it in a foreign language class, in view of the fact that it can

be used in different disciplines and in this way it could be used in other field of knowledge.

Equally, Hassanirokh and Yeganehpour (2016) study was focused on investigating comic strips and assessing the probable effect of using comics as reading material for improving 91 Turkish intermediate EFL learners reading from fifth and sixth grade students at Final School in Erzurum were divided into control and experimental group.. The findings of this study revealed; first of all the use of comics strips did not show any disadvantages when reading them. Certainly, the use of pictorial comics showed a beneficial effect on performance when information related to the content of the reading was boring. Furthermore, an important finding on this study was the different, engaging and motivating types of genres and texts that were presented to the students where they felt more engaged in their learning process. Finally, other important finding within this study was showed evident new types of reading passages (in this case: comics strips) would provide a positive result when they were used in intermediate EFL learners.

On the other side, Kampusu (2013) study aimed to investigate the effects of comic strips on reading comprehension of 167 Turkish EFL students from Anadolu University School of Foreign Languages. The findings presented that all participants who used comic strips showed a better performance than the other without using comics strips. Furthermore, all participants who showed a higher proficiency level showed a better comprehension than the other participants who presented a lower proficiency level. At the last moment, the participants who presented a low-level text remembered better than the ones with a higher-level text.

Taking into account these previous studies and the findings presented in them, the main advantages, strategies and tools were completely useful to provide the proper characteristics of comics used with the participants. As results, these previous studies were meaningful to the current proposal for comparing them and have a better analysis of the results and effects which will be represented for the students in their high school for their writing, reading and the method for learning vocabulary throughout the use of comics.

Methodology

For this proposal, the best methodology that fixed into it was an action research. However, there exist definitions about action research and in order to reach the objectives of this project, to achieve interest and engaged students in learning English as second language, this proposal adopted O'Brien (1998) definition which maintains that "action research is "learning by doing" - a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again" where the idea was to guide 10th graders students from Provincial San José school to solve their English learning problems regarding to the use of comics as a tool for enhancing their English writing skills.

In this case, 10th graders students from Provincial San Jose School were selected for developing this pedagogical proposal in order to increase their English vocabulary and their English writing skills, through the use of comics. In this way they could write and draw their own comics and their written productions thanks to the previous subjects

reviewed in class. Students created their own stories taken into account the subject taught in class. Students had to use this subjects within the comics for finally gathering their stories.

For achieving the targets of this proposal, the pre-service teacher took in consideration 3 procedures as: the planning, reading comprehension and writing process where the pre-service teacher applied different activities in order to the students develop a better work that was presented as the final product.

The planning

According to the structure given by the Provincial San José High School, the lessons plan contained aspects such as: group, level or grade, date, class objectives (communicative, linguistics and sociolinguistics) warm up, development and closure. Having said that, the classroom activities took into account consideration the stages proposed by Brown (2001):

- Opening: the pre-service teacher greeted her students, gave the date, and reminded the last topic.
- Warm up: the pre- service teacher carried out a short activity in order to catch the students´ attention and make them guess the topic.
- Introduction of a new lesson: the pre-service teacher developed a reading activity or explained it on the blackboard to introduce the new topic.

- Presentation: the pre-service teacher explained clearly the topic by using the book and extra material like posters, images or slides in order to ensure students' comprehension.
- Practice: the teacher gave a worksheets to made students practice the topic. The exercises were varied (crosswords. Matching, listening, etc.)
- Evaluation: the pre-service teacher corrected students written productions and tests at home, later the pre-service teacher gave a spaces to review and correct the worksheets, and evaluations.

Taking into account this definition, the planning was a useful tool for enhancing the development of classes which gave to the teacher a proper order for teaching everything about comics and furthermore students were guided correctly for their comic strips creation. All this in order to give students a correct and proper directions during the English teaching process. Consecutively, it was necessary to consider all the stages during the planning creation and in this way to apply all this stages throughout the development of classes for having a correct organization of them. On the other hand, there was taken into account the two templates of planning, one template provided by the provincial San José School which was delivered to the institutional supervisor and the other template created by brown in 2001 was delivered to the tutor provided by the university.

Reading comprehension.

Reading comprehension was taken into account when the students had to read the material provided by the school itself. Thus, the students increased their ideas for developing their writing productions and furthermore, they increased their vocabulary. However, all this learned vocabulary was used by the students in their comic strips.

Writing process.

In this process, students from provincial San José high School created their comics. Where they took into account all the information and subjects taught in their English classes, in this way, this students had to present cohesion in their creation. All this writings process was reflected through the creation of their comics strip. For creating their comic strips, a part of the class used the program PIXTON and the rest created their comic strips manually, this means they did not use any program. Within this program (PIXTON) was reflected students' writing process of some students.

Instruments for data collection

In order to collect written production from students, Creswell (2012) and Mills (2011) proposed documents, participant observation and interviews as instruments for data collection, all this, to reach the objectives of this proposal.

- **Documents:** Documents represented a good source for text data for a qualitative study. In this way, they provided the advantage of being in the language and words of the participants. Thus, the students had to follow the sequence of a story in order

to draw it in comics, these students used the vocabulary, the grammar structure and the writing tips that were taught before doing their productions, however it was taken into account the book “English please 2” used by the ministry of education in Colombia as guidelines for teaching new vocabulary, grammar and writing. Furthermore, it was taken into account the program PIXTON for students create their comics strips. Within the program PIXTON, students had to use the grammar and the vocabulary taught in class.

Finally, all these comics were taken in order to create a portfolio for collecting all students’ stories, where the pre-service teacher explained to them to use beginning, climax and ending.

- **Participant observations:** In order to learn about a situation in a classroom, it is essential to become involved in activities at the research site. Thus, the teacher observed how students’ progress was regarding the thematic, grammar and vocabulary though in class. This offered excellent opportunities to see experiences from the views of participants when doing their comic strips creation. Taken into consideration their improvement in grammar and vocabulary as well.
- **Interviews:** This instrument was helpful in order to questions students about their thoughts regarding to comics strips. Furthermore, this instrument helped the researcher to know student thoughts about their improvements in the target

language. This instrument was developed orally during the pre-service teacher time.

However, Morgan (2008) proposed placement test as instrument for identifying students level and what skills the students need to reinforce.

- **Placement test:** Many colleges use some sort of a placement system to determine if incoming students are required to take remedial level courses or place students in a class that focuses the teaching to their level of expertise. Regarding to this instrument, it was helpful for determining students' English level and therefore, the pre-service teacher knew how to begin his classes. Thus, this instrument was applied at the end of the pre-service teacher time in order to verify participants' improvement in the target language.

Timetable

Instrument / Weeks	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
Documents		X		X		X		X	X	X
Participant observation	X	X	X	X	X	X	X	X	X	X
Placement test.	X									X
Interviews						x				x

Development of the component

Results.

First of all, it is essential to emphasize that the most essential part of this stage was to be immersed in the whole teaching role and to live the experience as a foreign language teacher in basic secondary education. Regarding to the specific objectives of this pedagogical component, they were fulfilled in a complete manner.

Keeping in mind the first specific objective which is: To apply interactive activities for relating the English content with students need, the pre-service teacher has used ICT for reaching this objective ([Appendix 2](#)). For motivating students, it was implemented interactive activities for creating comics. It was shown to the students videos and tutorials for they had knowledge about how to create their own comics strips.

The implementation of comic strips had as result the students practiced the target language in a different and an innovative manner. Firstly, it was explained the difference between comics, cartoon and comics trips in order to avoid confusion with this topic. The pre-service teacher explained to them through an animated video how to create a comics strip. All this was taught for the student to have an idea of how to begin to create a comic strip. Furthermore, the pre-service teacher created his own comics strips in order to the students to know how their creations were going to be. In order to use ICT, it was explained they could use PIXTON (a useful web page for creating comics trips) on their computers and smartphones. ([Appendix 3](#))

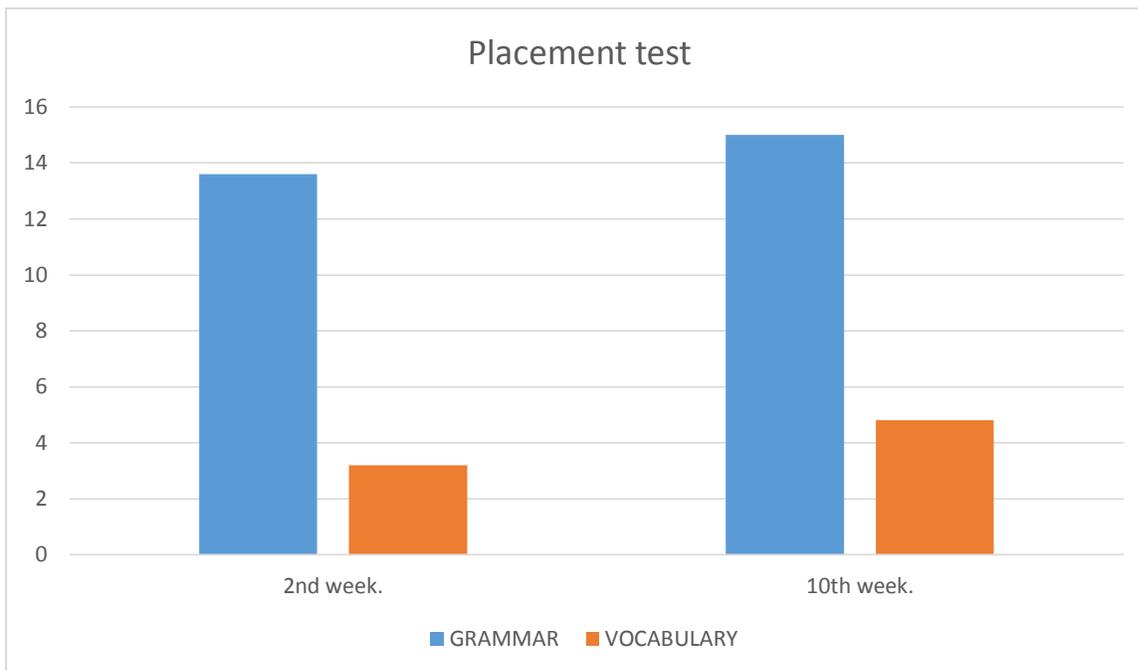
Regarding to the second specific objective which is :to enhance and make students practice their English writing skills through the use of comics taking into account the book “English please 2” as guideline for students classes, students learned the vocabulary and the grammatical structures taught in class taking into account the book “English please 2”. Students applied them in their comics’ strips creation. For students’ comics strips’ creation, most of them used the program PIXTON ([Appendix 4](#)) where they could work in a proper and correct way, students could bring their smartphones and laptops in order to create their comics in classes, however, some of them had to work in sheet of papers because they did not have resources for working with the program PIXTON ([Appendix 5](#)). Therefore, as students worked in comics, they improved their English vocabulary.

Regarding to the last specific objective of this proposal: to develop students’ imagination, creativity, self-esteem and confidence through the use and creation of comics. The motivation that students had for their English learning process was pleasant, taking into account that this innovative tool helped students to develop their imagination, self-esteem and creativity. Moreover, the implementation of comics aided the students to catch students’ attention, in this manner they had a meaningful English learning process concerning with the subject taught in class.

On the other hand, it has been evidenced with the use of comics strips students have shown a progression regarding to vocabulary acquisition and writing production due to they have used them in activities during the classes; taking into

account that in writing production some students have used the grammatical tenses explained in classes.

Furthermore, it was applied two placement tests, in order to review students' progressions. All objective were fulfilled and giving a review of the topics established within the placement test, student showed an improvement in those topics that were explained during the pre-service teacher time. These placement tests were composed by two section, the first one which had forty questions and the second part had teen questions about vocabulary, having a total of fifty questions. Taking into account as inconvenient that some of students have lost their scholar year and that shows lack of motivation. ([Appendix 6](#))



Discussion.

Limitation.

The development of this research had been successful, however, it is important to highlight that this one had found some limitations. Firstly, the lack of motivation of some students made student to have a delay with each comic strips delivery. Secondly, the lack of resources from a part of students within the institution did not allow them to use the program PIXTON in order to create their comics strips and finally, the lack of a high internet connection within the institution did not allow the student to work appropriately, thus students had to work at home or the pre-service teacher had to share internet connection in order to they would be able to work with the program PIXTON.

Ethical consideration.

Throughout the development of this study, some aspects have been taken into consideration, such as: confidentiality, participants' anonymity, in other words, it will not be shown students identity in order to avoid anyone's judgment. Before starting the pre-service teacher time, a letter of consent was delivered to the rector and academic coordinator from the school.

Recommendations.

For working appropriately with comics within an institution, it is recommended to implement more technological resources, due to in this way, students will work better and

they could develop more interactive activities. Taking into account, the implementation of technological resources, students will be more motivated and thus, the process of working with comics would be easy.

Application.

This study, it is useful for other researchers that would like to work with comics strips, those researcher could use the proposed theory within their research for they have a support.

Results interpretation.

It could be testify taking into account Mehdadi and Mokaddem (2015) and Gorjian and Branch (2016) theories, the implementation of comics helped the students to have an improvement with vocabulary acquisition, furthermore it helped students with their creativity and with their imagination. Thus Reina and Valderrama (2914), it is pertinent to testify that motivation was an important aspect during observation that helped students to have a pleasant English process where comic strips caught students' attention in a proper way. Finally, thanks to Hassanirokh and Yeganehpour (2016) theory, it can be deduced that comics do not show any disadvantage in students' English learning process.

Conclusion.

This is study which aims to improve 10th grader's vocabulary and their English writing skills through the use of comics strips as an innovative tool at Provincial San Jose High School in Pamplona Norte de Santander. It could be testified students improvement regarding to the use of vocabulary and their English writing skills thanks to the use of PIXTON, which is a useful tool for creating comic strips.

Regarding to the results, the usage of comics helps the participant to use the vocabulary taught in class and the grammatical structured which aid the students to have a correct English writing skill. Furthermore, the principal advantage of comic strips implementation is that it helps student to learn the target language in a funny way, thus students can amuse and learn at the same time.

Chapter II - RESEARCH COMPONENT

The Training of the reflexive spirit on Pre-service teacher from PLEX,

Training tool to qualify the pedagogical practice

Introduction

According to the context related to the training of PLEX¹, the teacher pedagogical practices in training are based on one of the focuses of the interest and the update to study and documenting in order to enhance the teaching-learning process to qualify education.

Although it is considered to evident the necessity to comprehend and transform the pedagogical practice, because there exist local studies which are especially more focused in the learning problem than teaching.

Moreover, it is essential to formulate a project that is focused on a reflexive approach links with the practicum as a way to place knowledge, behaviours and the attitudes that guide the teaching process, furthermore, as a inwardness exercise, immersion and conscious exploration of own subjectivity as a teacher through asking questions and looking for information to solve problems and self-recognition.

Statement of the problem

In schools is assumed key aspects from humans constitution and from institutional life without questioning, these aspects are seen as stables and unchanging features that form part of human identity and scholar culture. When events are developed without any bigger variation, the teacher take the risk to install in a logic action that does not allow a pedagogic evolution neither a scholar cultural renovation. The lack of reflection in practice does not provide the warnings into problematic situations during the practicum because those troubles are ignored and hidden. In that way, the pedagogical practice is assumed from codes which are installed in teachers within their traditional duty that emerge a barrier to the development of practices which generate transformations of thinking and knowledge to assist the social needs.

For that reason, it is essential that the teaching training process promotes on the future Pre-service teacher a critical and reflective spirit that contributes to the improvement of the pedagogical practices to be significant elements that produce and transform the work and the professional performance in the future with regards foreign languages bachelor's degree of the University of Pamplona, the reflection is conceived as a main exercise for the students when doing their practicum, to self-evaluate, to fix a critical and a constructive view about their work as a teachers, therefore, this study is carried out by some guiding questions

- How do the implementation of the reflection contributes to the changes of the own pedagogical process of the practicum?
- How do the reflection exercise influence on the development of the critical spirit of the Pre-Service teachers into the analysis of their pedagogical work?

Justification

The formulation of this project is addressed to the professional idea of enhancing the educative processes into the settings when foreign languages students get involved during their practicum. The significant role of reflection is considered as the first step to understand the difficulties of the profession into the teaching process and the actions, the interest towards the knowledge of the approaches in order to face a difficult situation and provide analytic view about the event.

According to Jhon Dewey a precursor to the reflection thinking through the teaching, the need of this project is to provide the students the tools of analysis and the self- observation which allow them to distinguish among the daily and the reflective work. Nevertheless, the reflective approach considered an aid to protect the agents of the traditional context and the authority in the school.

Objectives

General Objectives

- To implement the reflection as a transforming tool of the pedagogical process of the practicum
- To promote in the Pre-service teacher the development of the critical spirit in order for them to analyse their pedagogical work.

Specific Objectives

- To consolidate a group of teachers and Pre-service teacher with critical spirit that reflects and present proposals and alternative solutions for overcoming the difficulty in the practicum.
- To socialize criteria, share ideas and guidelines to carry out the pedagogical practicum and get involved effectively into the institution
- To identify and analyse the strategies used by students during the pedagogical practicum
- To implement reflection workshops and development of teaching units that guide the reflection of the Pre-service teacher
- To analyse the beliefs about the teaching work and the students

Theoretical Framework

The theory about the teaching profession, reflection, reflective practice and pedagogical practice constitute the theoretical framework of this current study. In order to clarify those concepts, we attempt to describe each of them.

Teaching profession

One of the main members of the educative institution is the teacher who is in charge of sharing knowledge addressed to a determined science or art, but also the teacher is responsible to the integral formation of the students.

The teaching profession requires a series of competences that constitute currently a way to plan and to use humans' resources to carry easily out the administration, work and education. Therefore, it is found that each teacher has to carry out some competences in order for him to master the knowledge and the skills of the specific subject because the main intellectual requirement is to provide a high level to develop his task, likewise the teacher must have the competences related to the organization of contents but the teaching conditions inside or outside the educational field, the main objective of a teacher is to design the teaching practice.

Reflection

Reflection involves several definitions that describe it, for that reason, two aspects are taken into account to deeper understand what reflection is about such as reflection as a process, and reflection as a theme. (Correa Molina et al 2010)

- **Reflection as a process**

Reflection is carried out from a series of steps cyclically that giving a process as a result, according to Schön (1983) cited by Correa Molina et al (2010), reflecting on the experience involves "a kind of reflective dialogue with the situation, where language would facilitate the access to individual's experiences that provides a new change of the situation".

The stages of the reflection process are highlighted in the following scheme.(**Figure 2**)

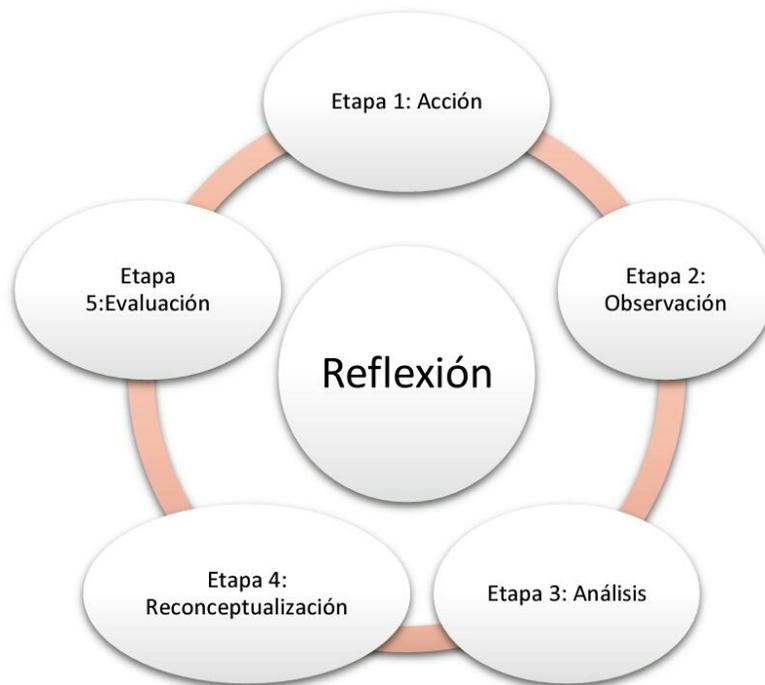


Figure 2: Reflection steps

- **Reflection as thematic**

Reflection is addressed to Grimmet et al (1999) cited by Correa Molina et al (2010), reflection is based on three different perspectives such as the instrumental meditation of action, reflection as a deliberation and reflection as reconstruction of the experience. In

doing so the first two perspectives, the external aspects, the source of knowledge that allows reflecting; and the contextual items that allows doing the reflection exercise on the third perspective, then, those perspectives are mediators in order to carries out the process , as the first instance, it finds action, the context, the colleagues, and the person who reflects.

- **Reflective practice**

Update and qualify the academic proposals at the university and guiding the students to new ways of getting involved to the world , it is essential that teacher wonder about his own practice and the impact produced in order for him to be able to identify his behavior, and taking different roles in the pedagogical relationship .

The teacher plays a central role in the current educational world; it acts in a complex space under constant change determined by the interaction of various factors and conditions. The teaching profession requires that "teachers develop their professional knowledge related to changeable circumstances" (Ebutt and Elliot: 1986). In this context, the issues of practice, class spaces require a particular focus aimed at understanding and social interaction.

With regards Van Manen (1997) pointed out three different levels of reflexivity, firstly, reflection is essential to select the teaching strategies that the teacher will use. Secondly, implementing educative criteria to the teaching practice to make pedagogical decisions adopted to the reality and the contexts, and thirdly, an elaborated reflection of

questioning of ethics, normative and morals criteria directly or indirectly related to the classroom

- **Pedagogical practice**

It is considered to establish a methodological conceptual operation of classification of the practicum to analyze and reflecting about the practicum, for that reason it is highlighted Zeichner who pointed out some practice modalities such as Academic practice and Social practice efficiency.

- *Academic practice*

It is addressed of training teachers who are able to reflect about the courses taught in order to change them in comprehensible structures for the students

- *Social efficiency practice.*

It is attempted to develop an efficient teaching through the development of teaching techniques that are comprised of general principles linked with the pedagogical research in that case, reflection consists on taking a strategic decision, in that sense, it is about to select between a series of techniques to use the most efficient one”

This is how the way the technical rationality proceeds

Developing

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

Social reconstruction

The aim of reflection is the social, economic and political context in order to implement democratic relationships into the classroom, and those must be equals and fairs in the social context.

Generic

Programs refer to reflection in a generic way; but they don't specify clearly the pretensions of programs and even the contents about what to reflect or the strategies to promote reflective learning.

Reflective activators

According to Schulman (1987), those activators are the cognitive basis of the teacher about life into the classroom; they compose the element of reflective thinking that provides an aid to the teacher's knowledge in order for him to take decisions in the classroom.

Critical element of the reflective thinking

With regards Sparks-Langer y Colton 1991:39 pointed out that, this element of the reflective thinking is based on “the morals and ethics aspects of the compassion and the social. Justice” It is to say the interest that concerns the social justice and the ethic into the education.

Methodology

The methodological strategy is based on the continuous reflection as the focus that is comprised of doing meetings to strengthen the collective of the practicum as initial space which relates to the educative and working issue; the organization principles are autonomy, planning and self-observation.

In order to review the effect of the proposal based on reflection of this practicum process. It will be socialized and will take systematization. Additionally, this study focuses on the qualitative research approach from the reflection perspective as professional field, which will contribute highly to the description, identification and the analysis of the pedagogical practice.

This project will be administered some instruments to gather data:

- **Reflection Workshops**

The reflection workshops guide the reflective process of the Pre-service teacher however they will be able to socialize and sharing experiences of their work to enrich their process and add new tools that changing their pedagogical practices

- **Self- observation sheet**

The self-evaluation sheet aims to guide the Pre-service teacher towards his/her own view of the exercise of the role as a teacher into the classroom and the setting of the educative community where the teacher belongs

- **Narrative**

The reflection exercise allows the student to express about his/her work through the narrative of his/her experience as a way to make sense to the daily life of the teacher.

- **Classes recording**

It will be essential to take evidences from the Pre-service teacher actions into the classroom to reflect about different aspects that the Pre-service teacher maybe or not took into account through the reflection exercise, those classes recording aim to allow an external and constructivist view of their pedagogical practices.

- **Population**

This study will be focused on thirteen students of tenth semester, Pre-service teacher of the foreign languages program English and French of the University of Pamplona

- **Direct beneficiary population**

Pre-service teacher

Supervisor teacher

Student community to develop the practicum

- **Indirect beneficiary population**

It is composed by the program of foreign languages teachers; the results will provide the view of the agents of the program about their collective practices of the practicum

- **Institutional agencies joined to the project**

Foreign languages program

Communication and languages department

Education faculty

- **External institutions involved with the project**

Colegio José Antonio Galán

Colegio Brighton

Colegio La Presentación

Normal Superior de Pamplona

Colegio Provincial San Jose

Colegio Jose Rafael FariaBermudez

InstituciónEducativa Cristo Rey

Timeline for data collection.

Instruments	Sessions	Dates
Self- reflections (Narrative)	10	1 st September 8 th September 15 th September 22 th September 29 th September 6 th October 13 th October 20 th October 27 October 3 rd November
Reflection workshops	3	11 th -15 th September 2 nd - 6 th October 30 th October – 3 rd November
Class recording	3	5 th September 12 th October 1 st November

Results.

My reflection process was based on 3 instruments of the research component, the narrative being the most constant and significant. ([Appendix 7](#))

Narratives. These self-reflections were written each week. It was looked for aspects from the planning until the execution of classes by the pre-service teacher. Through the pre-service teacher time was passing by, there were found positive aspect and negative aspects, like the motivation, improvements during the development of classes, students good attitude in class development. On the other hand, negative aspect were found like: class instruction explanation, students' management who finished their activities faster.

Moreover, self-observations allowed to the pre-service teacher to take into consideration several point, especially for the future experiences as teacher. The possibility of evaluating us by ourselves in a critical and constructive way encourage us to find the correct and appropriate strategies to teach, to be a better professional and to reach a correct personality.

Reflection workshop. In addition to this, the self-observation sheet provided some points that I had to take into consideration in order to improve future experiences as teacher. The idea of evaluating ourselves encourage us to seek the appropriate approaches in order to have a better class development.

Generally, one of the richest tool in information is the audio-visual **recording** of classes, which will help the teacher to find out what correct and incorrect aspects the teacher have during his/her classes. These recording helped the pre-service teacher to find deeply what problems was presented during the classroom management and in other aspects during the classes. It is essential to remark that audio-visual recording helps us to find and determine carefully our aspects to improve and advantages in teaching.

Conclusions.

The main purpose of this component was the implementation of reflection as a transformative tool of the pedagogical processes of the pre-service teaching process, additionally, to promote the pre-service teacher the development of critical thinking that allows them to analyze their pedagogical activity, for carrying out these objectives there were proposed five specific objectives. Where it is essential to reach five specific objectives in order to accomplish the general objectives. Regarding to the first specific objective: Consolidating a group of thinkers teachers-practitioners that reflects an presents proposals and possible solutions towards the real problems of their pre-service teaching process, was successfully accomplished taken into account that for reaching this objectives was taken into consideration the recording of some classes, thus the pre-service teacher could identify and reflect about his decision during his classes.

Moreover thanks to the self-reflection (narrative) the pre-service teacher could reached the objective related to strategies applied during the pedagogical practicum, thus, the pre-service teacher could identify the appropriate strategies for class development.

The fact of reflecting about teacher belief and job, helped the pre-service teacher to reflect about how he was organizing his classes, his lessons, reaching the class objectives, activities and so on. This objective was partially accomplished due to there was just one socialization with the rest of the pre-service teacher from the University of Pamplona. However thanks to the self-observation as part of this objective was accomplished.

Generally, it was carried out three instrument within this research component, which helped to have an upright vision of the education work. It is essential to consider that reflection in an important and necessary tool for improving classes, thus the students can understand appropriately. As future teacher, it is always important to reflect on our own strategies, approaches and techniques in order to find out if these one are working appropriately or if they need to be improved.

Chapter III OUTREACH COMPONENT

Teaching mentoring and academic reinforcement tutoring in high school students'

Introduction

Through the last decades teaching English as a foreign language, changed from an academic responsibility to a necessity. Regardless to the global demand and the local necessity to access a better tool to improve the life style and job opportunities.

The English learning represents an imperative area at school, especially high school. Because of that, different activities has been proposed by the school teachers' in order to increase, to reinforce and improve their students' English language. Having sad that, is imperative to create spaces to reinforce English skills through activities and strategies focused on the improvement and equilibrate the student's weaknesses in order to follow the learning in a correct way.

Justification

The acquisition and learning of a foreign language allow to get involved to the own needs that the world requires, in that sense, it is essential to carry out the process of learning English especially to whom deserve some extra hours to improve their learning and enhance some disabilities throughout the collaborative work.

Collaborative work is an effective strategy in which the pre-service teacher offers an exceptional opportunity to ameliorate their deficiencies about their English knowledge. This opportunity the get more chances to increase significantly the students' skills and be in touch deeply with the English language.

The implementation of this project facilitates the schoolers training and improvement of the language. This is a benefit for the 10th grader students from provincial San José school for them to increase their contact with the foreign language (Glinz, 2010) and the Pre-service teacher that culminates their training process at the university in order to become familiar with the reality and the educative needs of the setting given that, they are able to help by implementing procedures based on the improvement of these needs the school must support.

Statement of the problem

The problem found is the lack of time in classes to learn English adequately and to reinforce students' weaknesses. There exist students who present problems on their English skills, so this impules the necessity to create a space to promote and improve students English skills through collaborative work by using different activities from the common classes, for instance, the use of videos, songs, talks, flashcards etc.

This qualitative action research determined the weaknesses and deficiencies from Provincial San José 10th grade students and how the use of supplementary activities by the hand with specific activities done to engage student, will encourage them to learn and improve English a second language.

Objectives

General objective

- To promote collaborative work among students of 10th grade, as a strategy to strengthen English learning.

Specific objectives

- To provide an optimal ambiance in which students feel comfortable and motivated to work in teams
- To develop group of exercises to encourage interaction in students.

Theoretical framework

The use of flash cards

Howard Gardner's multiple intelligence theory (1991) reminds teachers that there are many types of learners within any one class. Gardner's research indicates that teachers should aim to appeal to all the different learner types at some point during the course. It is particularly important to appeal to visual learners, as a very high proportion of learners have this type of intelligence. Flash cards can be bright and colorful and make a real impact on visual learners.

Many of the activities outlined below will also appeal to kinesthetic learners.

Flash card is not actually pictures. However, being used in a similar way as picture flash card, they can often enrich the lesson. On top of that, those two can be indeed combined and applied together. As Wright (1990) pointed out, word flash cards are most typically used in teaching reading and writing. Nevertheless, they will find their use in teaching vocabulary too, offering valuable help mainly in teaching the spelling of newly learnt words, which definitely should not be neglected as it often is.

The use of videos

Shepard and Cooper (1982) and Mayer and Gallini (1990) made the connection between visual clues, the memory process, and the recall of new knowledge. Allam (2006) observes that the creative challenge of using moving images and sound to communicate a topic

indeed engaging and insightful. These include research skills, collaborative working, problem solving, technology, and organizational skills. In some cases, video can be as good as an instructor in communicating facts or demonstrating procedures to assist in mastery learning where a student can view complex clinical or mechanical procedures as many times as they need to. Furthermore, the interactive features of modern web-based media players can be used to promote 'active viewing' approaches with students (Galbraith, 2004).

Stempleski (1987) states a rich and exciting source of video software for EFL/ESL classes is authentic material.” Authentic video material, especially that which represents what goes on in a non ELT environment, designed for its entertaining value rather than language teaching is a rich and exciting source of video software for instruction in English as a second language (ESL) classroom.

Methodology

Firstly, it is essential to remark the importance of collaborative work, which is an exercise focused on cooperation, where the members share and exchange their knowledge and/or information. Activating all of their previous knowledge (Glinz, 2010)

For this reason, collaborative work seeks to promote cooperation in students, and the exchange of knowledge and skills for the purpose of accomplishing a task and to obtaining certain knowledge.

Furthermore, it is important to remark that collaborative work involves activities that meet certain requirements or conditions, so that the target can be reached:

Ainscow and West (2006) propose the following aspects to consider:

- The presence of incentives to encourage participants in the collaborative process to explore possibilities for the benefit of their own educational communities.
- Developing a sense of shared responsibility towards the improvement of the majority of individuals.
- The identification of shared priorities for improvement in order to be seen as relevant by most of individuals.
- Availability of external aid with credibility and commitment.
- Support and trust from the educational authorities to the collaborative process by adopting

New roles and relationships when necessary.

In this way, the teacher plays an important role in the development of collaborative student work, since he/she is in charge for choosing and implementing activities, providing all the advice and support required in order to be a constant guide for the students.

Timetable

Topics	Date	Weeks
Parts of the body	29th and 31st August	1st
Daily Routine	4th and 8th September	2nd
Modal verbs	11th and 15th September	3rd
Parts of the house	18th and 22nd September	4th
Preposition of place	25th and 29th September	5th
Numbers from 1 to 100	2nd and 6th October	6th
Present simple tense	9th and 13th October	7th
Definite and indefinite articles	16th and 20th October	8th
Past simple tense	23rd and 27th October	9th
Regular verbs rules in past	30th October and 3rd November.	10th

Results.

To begin with the report of this outreach component, it is important to emphasize the importance of collaborative in students that are really interested in learning and those ones who need help with their learning process. Considering that it was not allowed to work with primary school, working with high school students is a gratifying experience where students were in a different and better environment. Students that always attended to the classes were pleased to have my presence, my collaboration for clarifying their doubts and to be able to receive it from me the English knowledge.

Through all these activities, students reinforced some of their doubts about their English learning process, taking into account that they always had doubts about topics taught in class. For some classes, ICT were used in order to students to have a different environment and to learn in a different way. Using ICT students feel entertained. On the other hand, worksheets and flashcards were used with the students in order to they develop their activities.

Thanks to all this collaborative work, students could improve in a considerable way their doubts about the target language. Thus, they showed a better understanding regarding the topics their teacher taught them in class.

Conclusions

The main purpose of this outreach component was to promote collaborative work among students of 10th grade, as a strategy to strengthen English learning. For reaching this general objective, there were established two specific objectives where the first one was successfully accomplished since the practicum and the collaborative work began with the students. Then the second specific objective of this outreach component was accomplished as well, where students were able to interact with themselves in the target language and thus, they could help each other with their target language doubts.

CHAPTER IV: ADMINISTRATIVE COMPONENT

Introduction

When we belong to a school community as teachers, it is important to consider some aspects that concern the activities and the events developed within the institution, thus this component is essential to have the opportunity to be engaged in provincial San José activities, get involved deeper into the educational field for participating with other people to reach the same purpose. Therefore, it is significant to be part of some institutional activities which are different from the specific area where the teacher develop his/her work, like is parent's meetings, cultural events, supervision of students , control of discipline, going to the catholic church, for that reason, teachers plays an important role where he/she guides the students. Moreover, the relationships among teachers, students and parents with the Pre-service teacher is important for providing an appropriate environment which facilitates the teaching learning process as one objective to accomplish into the educational field. Essentially, this administrative component is one of the steps to become a defined teacher because where the he/she obtain benefits and experiences through sharing perspectives and thoughts with others inside and outside the institution.

Objectives

General Objective

- To be part and participate in activities and events from Provincial San José School during the pre-service teacher time.

Specifics Objectives

- To aid the members of the institution in developing and supporting the activities and events proposed for the students.
- To be constantly part in the institution activities proposed by its members.
- To collaborate appropriately in each activities and job proposed by the institution.
- To provide the experiences as a foreign language student for developing different and motivating activities

Methodology

As a Pre-service teacher, it is essential to take part in the different activities established by the institution, the Pre-service teacher must be motivated for developing the activities and promoting events based on his knowledge and experience by collaborating in extracurricular activities, being in charge of any kind of activity, using better strategies for organizing and developing events that are highlighted by the institution commitment. Moreover, the pre-service teacher must show its interest with extra-curricular activities in order to contribute efficiently when working with the members of the community and the whole institution.

The follow schedule describes the series of activities the Pre-service teacher will develop within the institution.

DATE	EXTRA-CURRICULAR ACTIVITY
Every Monday.	Students' formation.
September 14th	Interclasses games inauguration.
September 22nd	Love and friendships day.
October 11th	English program meeting.
October 25th	Earthquake simulation.

Results.

Each Monday in the school, it is established “Formación” where all people belonging to Provincial San José High School had to stand in the yard of the school in order to communicate future event during the week. The role of the practitioner during this extracurricular activities was to help other teacher to well organise the students for the formation. This extracurricular activity had to be done every Monday with the students.



September 14th :other extracurricular activity was to participate in students' organization during the inauguration of "JUEGOS INTERCLASES" where the pre-service teacher role was to collaborate with students' organization. During this activity, students had to walk from La gala School to "El Coliseo" in order to let to know the people from Pamplona that these games were going to begin.



September 22nd: This day was carried out an institutional activity named: The celebration of the love and friendship day. The director from the school allowed to the institution to commemorate this day during the last 3 hour of the day. But before going to the classroom for developing the activities, students were taken to the big yard from the school, in order to see some presentation that were prepared for the institution. After that, students and teachers went to their classroom, each group prepared some food and brought presents in order to share them with their classmates. Furthermore, special words were told from each one to the rest of the class.



October 11th : this day, there was an extracurricular activity named: “Reunión por programas” where the objective of this meeting was to give ideas with teachers from English area about how to improve “El plan de area de inglés”. The objective of the pre-service teacher was to develop the same role as other teacher did. Opinions about how to improve “El plan de are de Inglés”. That day, teacher arrived to an arrangement where they proposed to change the scholar book in order to the students have a better English learning process.



October 25th : Accident simulation day. Within this activity, the pre-service teacher and the rest of the teacher of the institution had to simulate an earth quake in order to make an evacuation within the institution. This simulation took 1 hour, where all of the students and teacher had to wait until all the protocol was accomplished.



Conclusions.

The main objective of this administrative component was to be part and participate in activities and events from Provincial San José School during the pre-service teacher time. For reaching this general objective, it was essential to establish three specific objectives. When extracurricular activities came, the pre-service teacher was on time in order to accomplish all the objective established by the school director.

Furthermore, it is important to understand the role of teacher is not only to be all the time inside the classroom, but it is also to participate in most of the extracurricular activities. For this reason, the pre-service teacher participated in all extracurricular activities that were developed and organized during the preservice teacher time.

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APPENDICES.

1. Provincial San José infrastructure.

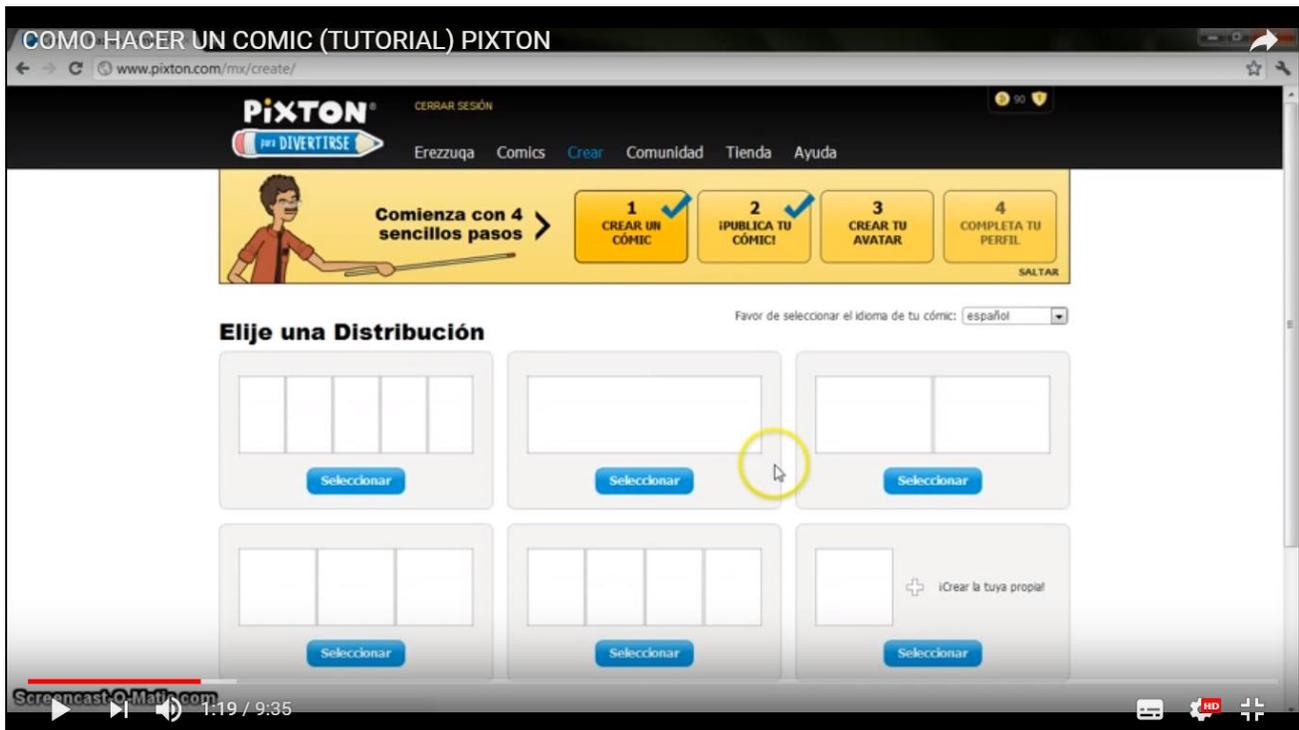


2. Video: STEPS FOR CREATING A COMICS STRIP.



Link: <https://www.youtube.com/watch?v=ujlEx6d485U>

3. PIXTON.

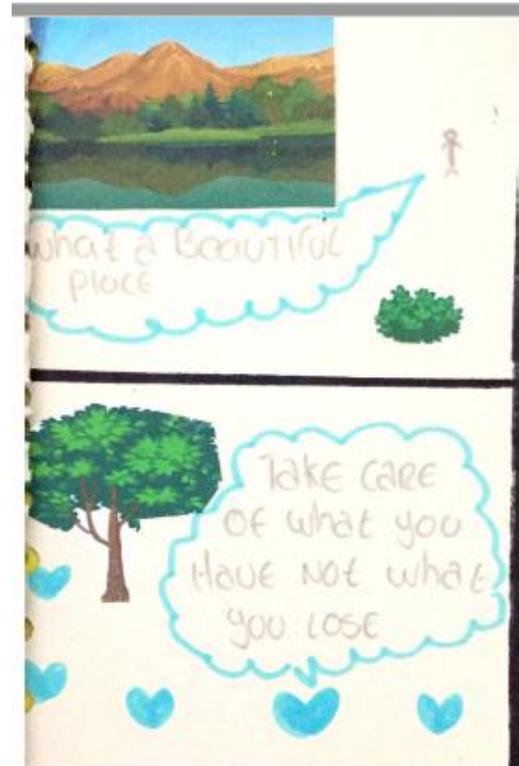


Link: <https://www.youtube.com/watch?v=GWEepZaPWfI>

4. Comic strips development with the use of PIXTON.



6. Comic strips development without the use of PIXTON



7. Placement test sample.

	<p>COLEGIO PROVINCIAL SAN JOSÉ PAMPLONA Honor Ciencia y Virtud</p>	
PRUEBA DIAGNOSTICA DE INGLÉS.		
CÓDIGO:	SGC-	

Total score	Level
0 - 35	Beginner
36 - 50	Elementary

Grammar

- 1 _____'s your name? Thomas
- a How
 - b Who
 - c What
 - d Where
- 2 This is Lucy and her brother, Dan. _____ my friends.
- a We're
 - b I'm
 - c You're
 - d They're
- 3 _____? I'm from Italy.
- a Where are you from?
 - b Where you are from?
 - c Where from you are?
 - d From where you are?
- 4 I'm from Milan. _____ is in Italy.
- a They
 - b It
 - c He
 - d She
- 5 Excuse me, how _____ your last name? R-I-L-E-Y
- a spell
 - b you spell
 - c do you spell
 - d spell you
- 6 Oh, _____ are my keys!
- a This
 - b These
 - c That
 - d It
- 7 I'd like _____ omelette, please.
- a a
 - b □
 - c an
 - d two
- 8 And here is your _____.
- a desk
 - b desks
 - c a desk
 - d an desk
- 9 My name's Pete and this is Sylvia. _____ doctors from France.
- a I'm
 - b We're
 - c She's
 - d They're
- 10 Sorry, _____ Paul. My name's Eric.
- a I isn't
 - b I is not
 - c I aren't
 - d I'm not
- 11 _____? No, he isn't.
- a Are they teachers?
 - b Are you from Italy?
 - c Is Mr Hanson a teacher?
 - d Is this your phone?
- 12 _____ is the school? It's 50 years old.
- a How many years
 - b How much years
 - c What years
 - d How old
- 13 What is _____?
- a job Mary
 - b Mary job
 - c Mary's job
 - d job's Mary
- 14 Your bag is next _____ the table.
- a on
 - b to
 - c in
 - d of
- 15 _____ are the keys? On the table.
- a What
 - b When
 - c Where
 - d Who
- 16 I go to work _____ train.
- a with
 - b by
 - c for
 - d in
- 17 She _____ a dog.
- a not have
 - b don't have
 - c don't has

- d doesn't have
- 18 Stephen _____ in our company.
- a work
 - b works
 - c is work
 - d working

- 19 _____ they live in London?
- a Are
 - b Is
 - c Do
 - d Does

- 20 _____ to the cinema.
- a We not often go
 - b We don't go often
 - c We don't often go
 - d Often we don't go

- 21 When do you play tennis? _____ Mondays.
- a On
 - b In
 - c At
 - d By

- 22 What time _____ working?
- a starts he
 - b do he starts
 - c does he starts
 - d does he start

- 23 _____ two airports in the city.
- a It is
 - b There is
 - c There are
 - d This is

- 24 There aren't _____ here.
- a a restaurants
 - b any restaurants
 - c any restaurant
 - d a restaurant

- 25 I'm afraid it's _____.
- a a hotel expensive
 - b expensive hotel
 - c expensive a hotel
 - d an expensive hotel

- 26 They _____ popular TV programmes in the 1980s.
- a are
 - b were
 - c was
 - d is

- 27 _____ at school last week?
- a Do you were
 - b Was you
 - c Were you
 - d You were

- 28 Brad Pitt is a popular actor but I don't like _____.
- a him
 - b his
 - c her
 - d them

- 29 We _____ the film last week.
- a see
 - b saw
 - c sees
 - d were see

- 30 He _____ tennis with me yesterday.
- a doesn't played
 - b didn't played
 - c not played
 - d didn't play

- 31 She was born _____ May 6th, 1979.
- a in
 - b at
 - c on
 - d from

- 32 Where _____ last summer?
- a you went
 - b did you went
 - c do you went
 - d did you go

- 33 Were you at the shops at 5 p.m. yesterday? No, I _____.
- a didn't
 - b am not
 - c wasn't
 - d weren't

- 34 Excuse me, _____ is the T-shirt? It's £25.99.
- a what expensive
 - b how much
 - c how many
 - d how price

- 35 She's only four but she _____.
- a can read
 - b cans read
 - c can reads
 - d cans reads

- 36 This party is boring. We _____ a good time.
- a don't have
 - b aren't having
 - c don't having
 - d aren't have

37 Sorry, I ____ you at the moment.

- a can't help
- b don't can help
- c can't helping
- d can't helps

38 I ____ my computer very often.

- a am not using
- b don't use
- c doesn't use
- d am not use

39 It's my mum's birthday next week. I ____ her a present.

- a buy
- b buys
- c am going to buy
- d buying

40 What ____ do after school today?

- a are you going to
- b are you
- c do you
- d you

Vocabulary

41 Gina is married to John. He's her ____

- a uncle
- b husband
- c wife
- d parent

42 We usually ____ the shopping in a supermarket.

- a make
- b do
- c have
- d go

43 I love this watch! It's ____.

- a cheap
- b small
- c beautiful
- d ugly

44 He doesn't have a car so he often uses public ____.

- a taxi
- b transport
- c car
- d bus

45 I don't go to ____ on Sundays.

- a job
- b office
- c factory
- d work

46 Do you like Chinese ____?

- a kitchen
- b meal
- c food
- d cook

47 They hardly ____ visit us.

- a ever
- b sometimes
- c never
- d usually

48 I'm Jeff Caine. Nice to ____ you, Mr Caine.

- a speak
- b talk
- c meet
- d watch

49 Can I help you? Thanks, but I'm just ____.

- a watching
- b looking
- c seeing
- d shopping

50 Mandy is over there. She's ____ a blue T-shirt and jeans.

- a having
- b wearing
- c doing
- d walking

8. Narrative example.

Decima narrativa: Raúl Eduardo Salgado. Decima semana: desde el 30 de octubre hasta el 3 de Noviembre. Documento: 1094273970

Para mi última semana de práctica integral, podría decir que he tenido un proceso bastante satisfactorio. Siento que generalmente he mejorado en todo el sentido de la palabra, la enseñanza de los idiomas. Pienso que me he convertido una persona mucho más paciente, con los estudiantes, teniendo en cuenta que hay estudiantes que no marchan al mismo ritmo que todos. No diré que tendré un excelente dominio del salón de clases pero si podría decir que llegué a tener un gran porcentaje y control sobre los estudiantes al momento de desarrollar las clases. Ya sean de inglés o de francés. Siento que este proceso me ha enseñado, la realidad de la educación en el país. Aprendí que hay una gran diferencia en la planeación de clases de la universidad y de los colegios.

Puedo decir que me siento apto, para adaptarme fácilmente a los protocolos de las instituciones.

Por otro lado, siento que ser un poco creativo con los estudiantes haría las clases diferente sin embargo, a veces el contexto no ayuda muchas veces. Entonces, por esa razón hay que aplicar siempre estrategias tradicionalistas con tal de que haya un buen dominio del aula de clases.

En general, debo mejorar un poco la creatividad, haciendo que los estudiantes sean mucho más motivados a prestar atención y dejando hacia un lado la pedagogía tradicional con la cual realicé mi práctica. Sin embargo, gracias a este proceso, he aprendido muchas cosas y aspectos que me podrán servir en el futuro.

9.