

The use of comic strips as innovated tool to enhance effectively 7th grade students' English literacy and vocabulary at Provincial San Jose High School in Pamplona Norte de Santander: an Action Research

Pre-service teacher

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Acceptation Note

Mentor's Signature

Supervisor's Signature

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Acknowledgments

Nobody could achieve alone the goals and the dreams in life. First of all, I will always thank God for guiding my process, my life and the way I do my duties every day. I would like to say to my parents “It is done”. I will thank my father and my mother to support me in order to carry out this process as professional and be the pride of the family.

Furthermore, I am very proud of them because they always are my support and my light in the long way I walk every single day. Therefore, this success is for them, my father, my mother, my aunts, my uncles, my cousins and all my family who were the guides during the difficulties and the right things I must do. For that reason, I would like to say them, if the way is hard at the beginning, the reward will be the bigger at the end. As a result all their contributions were the clue to continue with my education. Finally, I will highlight the opportunity some teachers gave me such as my supervisor Blanca Azucena Villamizar and my mentor Clara Noelia Villamizar who guided my teaching and learning process. I thank them for the pieces of advices and the suggestions that were the details to training me as student, person and a future teacher.

Dedicatory

To God who is always my way, my eyes, the gratitude is for him and his majesty

To my father who teaches me each day the importance to be a professional

To my mother who encourages me all the days before going to the university.

To my family who believes in my capacities and my virtues

The few friends who really helped me to think I am the only who can change my world.

Abstract

This action research aimed at reinforcing of 7th grade students' English literacy and vocabulary at Provincial San Jose High School in Pamplona Norte de Santander. Nine participants were randomly selected for this study. The data was collected through participants observation, reflective journals and questionnaires. The findings revealed that the use of comics was useful to enhance the written production. Firstly, the students were able to write correctly by rehearsing and repeating each word in English. Second, the comics allowed the participants to reinforce the grammar and the regular verbs. Third, it provided the advantage to learn better some words in English in a written form.

Furthermore, the implementation of comics as an effective tool to develop reading skill was useful for the participants: first of all, they were able to acquire a considerable amount of basic vocabulary through the reading of a comic. Second, the participants comprehended the content of the comic easily than a book with grammar and exercises. Third, the content of the comic caught students' attention to have a better comprehension of what the comic was about. In addition, the three participants stated some abilities were acquired while the use of comics. First, the acquisition of learning new words dynamically and basic vocabulary were the main abilities when reading or writing in a comic. Second, the participants stated to be able to conjugate better the present, past and future tense. Third, some of them were able to read, to develop and appreciate the work they did.

Keywords: *Comics, English literacy, Vocabulary.*

Introduction

English language is considered as the main instrument of communication in other countries. As human beings, we need to be able to acquire and develop different abilities to use in order to survive in the current world. Therefore, people need to adapt another language to generate a lot of changes and improvements in daily life. For that reason, nowadays the acquisition of the English language is a main requirement for all the people who will achieve their purposes and goals during their whole life. In that case, English seems to be an opportunity to get into many fields such as the educational field because it is comprised of a lot of elements and tools which are essential to take advantages and be emerged into this changeable world.

Therefore, based on the Colombian bilingualism program, students from schools must start learning appropriately the English language. Moreover, it is significant to reinforce the four communicative skills (speaking, reading, listening and writing) which the students who become to public institutions must take into account in order to develop the bilingualism in Colombia. There is no doubt that this is an extensive process which demands a tedious effort from the teachers and the community who must contribute to provide the students the opportunities to carry out an English learning process correctly. However, this program promotes an inclusive vision of bilingualism by requiring that by 2019 all school and university graduates should reach a certain level of bilingualism in English and Spanish at the end of their studies (either B1 or B2 as regards English). By contrast, teaching English as a foreign language is a primordial factor that involves the knowledge and the teacher experience focus on the institution. Then, it is the best chance which allows students to prepare how to face the globalized world related to the educational field and the society.

After having observed some classes at Provincial San Jose High School, it is identified an issue related to the low level of English that students have because of their lack of opportunities to improve differently the basis of English and the different communicative skills. In doing so, it takes into account an encouraged strategy to acquire essential knowledge, to develop these skills in order to overcome the obstacles and assume the level in which the students should be. As a result, it is important to implement a useful strategy that allows students to learn easily and be interested in going deeper of learning a foreign language. In that sense, it is important to use innovate tools that changes the reality of this English teaching process in which students and teacher can interact and work together a structured basis of English to overcome the difficulties and the lack of interest show into the English classes. As a result, new strategies and techniques are the best way to support students' needs and implement a right way to make an improvement inside the classroom.

Given that, the current proposal is aimed to enhance effectively 7th grade students' English literacy and vocabulary at Provincial San Jose High School in Pamplona Norte de Santander.

General overview

This section is a general overview of the project that was basically broken down into four chapters such as research, pedagogical, outreach and administrative components that were essential during the pre-service teacher process.

Firstly, the Pedagogical Component which describes how and what kind of pedagogical strategy and tool the pre-service teacher implemented with regards the English content and structure based on 7 graders students to enhance writing skills effectively. Secondly, the Research Component which emphasized on the reflection as the main objective in order to realize how the difficulties and the advantages affected and were essential to the contribution of the teaching process during the practicum. Thirdly, the Outreach Component which describes the extracurricular activities that the pre-service- teacher developed with the community close to the institution in order to enhance the educational field and help it by providing all the experience and the abilities the pre-service teacher acquired during his teaching process.

Finally, the last one, the Administrative Component which provides the idea to be engaged as a teacher with regards the institutional commitments and activities did in the educational field and the social context in which the future teacher got involved as a main member of this high school.

Justification

In this globalized world, a lot of tools are used to overcome obstacles and improve the human beings process. One instance of that is the use of different strategies in educational field, these are essential to develop some abilities in students who present several problems during the acquirement of a new topic or a new language. For that reason, the innovated materials are significant to solve the problematic that affects the learning process from students. Therefore, this proposal aimed to enhance writing skill through the use of comics as the main activity following other secondary activities such as games or videos to catch the students' attention and complement the improvement of the students from Provincial San Jose High School.

The proposal kept into account the students from that school who were benefited in the reinforcement in writing and reading skill using comics as an interactive tool to provide the students the opportunity to overcome their difficulties. Nevertheless, this useful proposal allowed them to reinforce their basis of English, the grammar and the vocabulary used in their own production every class. Additionally, along with the pre-service teacher's perspective this significant proposal allowed students to be engaged as the main participants of their learning process divided into three stages such as before, during and after the process students had. Each stage was a different process which described the phases of the students' work and their improvement through the use of comics to decrease their errors and increase their skills in English.

Moreover, this project allowed the pre-service teacher to deal with a real and useful experience that gave him an opportunity to become a guide for the students to support their activities and their production. Then, it was a significant proposal which was focused on the teaching process too in order to improve the role as pre-service teacher who got into the educational field. By contrast, the use of comics allowed the pre-service teacher to reinforce his knowledge inside and outside the classroom because it was a process focused on the development, the capacities and the attitudes the pre-service teacher faced during the first experience in the educational field.

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Objectives

General Objective

- To enhance 7th graders' writing skill through the use of comics as an innovate material to encourage them to get involved in each class at Provincial San Jose High School in Pamplona Norte de Santander

Specific Objectives

- To implement the reflection as a transformative 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 analyze their pedagogical work.
- To support the children and the primary school needs related to the English language in Pamplona
- To integrate the training of the foreign languages students with the teaching educative reality of English in the primary school of Pamplona
- To be engaged actively in the different activities and events organized by the Provincial San Jose High School.

Institutional Observation

Provincial San José High School was founded in 1815 when the bishop Rafael Lasso de La Vega implemented the idea to place a studies house in Pamplona that also was a seminary. Afterwards, this house judicially recognized as a place organized by incomes and salaries and authorities that were in charge of this house. In 1873, the institution opened its doors to prepare students focused on the arts and special purposes during 5 years, and then some Christians lead the administration of this setting.

In 1934, Provincial San José High School established the anthem written by Juan de Dios Arias, 8 years later, new buildings were already available to start classes, in that case the educative staff were composed by 16 religious teachers, 6 teachers, 405 students, by the time, this high school added some settings to expand the educative establishment

Nowadays, it is a recognized institution for the achievements it gained during several years ago. It is considered as one of the best high school in Pamplona locally and even nationally, because of its organization, its discipline and how students are well-prepared based on the emphasis of engineer and how English is the focus language for the present by preparing for “Pruebas Saber 11” and the future by following the program “Colombia Bilingue”.

Topographical location of the school facilities

Provincial San Jose High School is situated on the Avenue Santander 11-188 in Pamplona, Norte de Santander. It is a public establishment that carries out an A calendar, and it provides community education to more than 400 students in pre-school, primary and secondary levels. This public high school is characterized by the achievement of the academic excellence, keeping the traditional educative quality, the discipline and the support of the family of each student. Nevertheless, other establishments are joined to this high school that offer education to the community around the city, for instance five headquarters: such as Concentration Gabriela Mistral, Concentration La Salle, Escuela Santa Cruz, Colegio Rafael Faria, and Colegios Nocturnos.

General Authorities

It is described as follows:

Principal (in charge)	Francisco Mogollón
Coordinator	Martín Omero Cuy Esteban
Supervisor	Blanca Azucena Villamizar

Main Aspects of the Institutional Educational Project (PEI)

The Provincial San Jose High School follows some goals focused on the mission and the vision that are always kept in mind to guide the expectations through the development as an institution and their members.

Mission

The Provincial San Jose High School officially guarantees the education service addressed to preschool, primary and secondary education in order to train humans to become integral, competitive, and people characterized by research thinking and citizens in peace in a pluralistic and globalized society that is changing. Nevertheless, humans beings that taking into account the human rights, the individual freedom and their own values of the human dignity based on the “santandereanos” and “lasallistas” principles such as honor, science and virtue.

Vision

On 2020, the Provincial San Jose High School will be recognized to offer a quality educational service focused 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 demands and the commitment related to peace.

High school objectives

Regarding the main relevant aspects of the PEI, it is highlighted below the general and the specific objectives that carrying out the main principles, goals and values of this significant 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 instill 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 NTIC
- To invigorate the transversals pedagogical projects defined by the general education law links to the conditions of the institutional context

Pedagogical approaches

Teaching approach

The Provincial San José High School, has adopted an active teaching approach that is used on each activity developed institutionally regarding to the parameters, this approach is focused on the students' ideas, interests and activities. Nevertheless, this teaching approach is based on the tendencies in which the students show on an appropriate context. Therefore, it allows adding 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 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.

Summary of Relevant Aspects of the Community Handbook

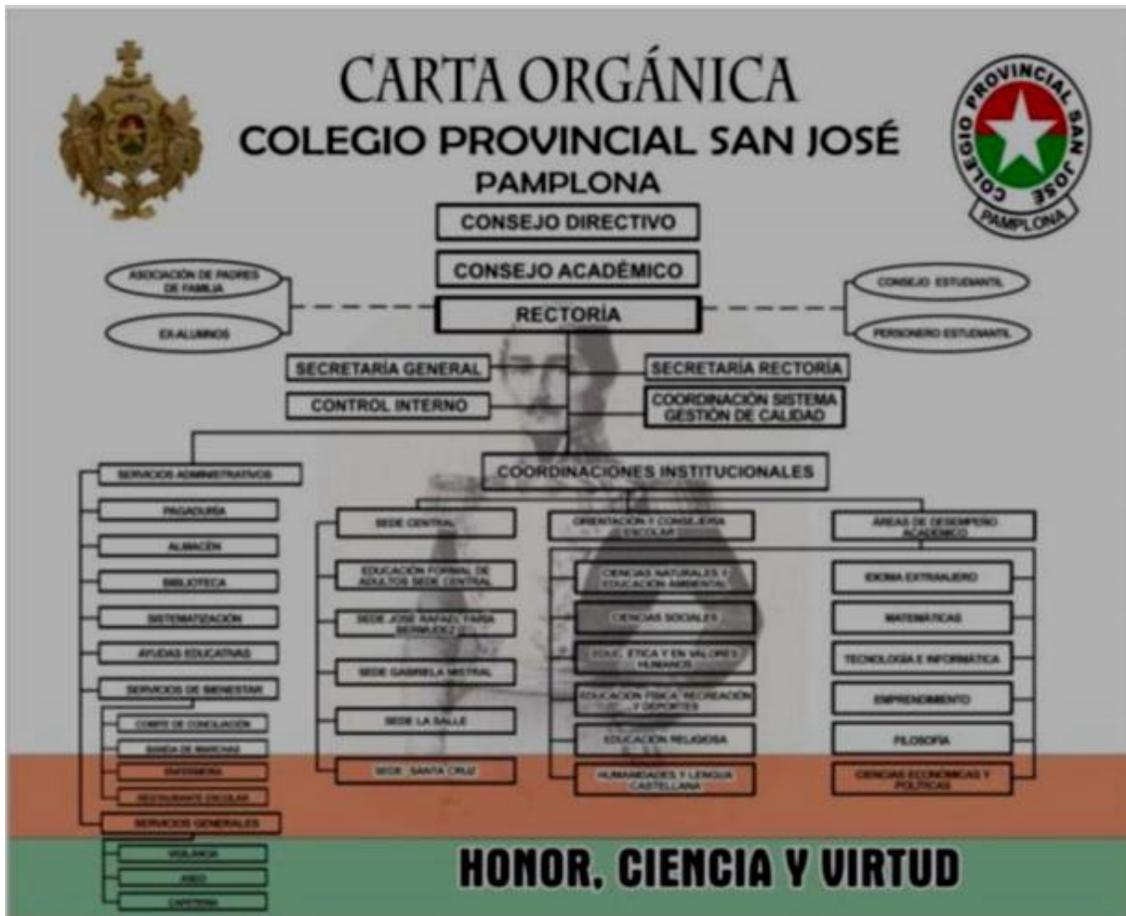
The community handbook is a series of rules and regulations defined by the educational community of the Provincial San Jose High School that aims to achieve the purposes related to the education, encouraging the relationships between all members in order to establish an appropriate school environment.

In addition, the Provincial San José is looking for the students profile in order to training an “Aguilucho”¹ efficiently. Furthermore, this high school educates young minds as efficient, rational, critical, ethical human beings defined towards the future, even doing life projects. In that sense, students become competent citizens who face the difficulties of the society appropriately; nevertheless, this high school is focused on training communicative young based on the criteria to respect the thinking of others. In addition, it is important to highlight that the pupils are training to develop futuristic and business visions to take part in the overcoming of issues of the community. Finally, the code of conduct points out to train human beings with educational necessities that are able to get involved about their abilities in educational projects.

¹an individual prepared to face the society correctly

Physical Distribution of the Institution “Provincial San Jose High School”

This institution facilitates the mobilization because of its big spaces that are significant to receive the high amount of agents such as the students, teachers, principals, and administrative, nevertheless the different places that are addressed to parents or remembers of the community. In addition, 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' needs and members of this significant school. For instance, it contains three upper floors where the students from sixth to eleventh grade and teachers' room are distributed. By contrast, the first floor is comprised of the secretary, the principal's office, the coordinator's office and 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, in that case, a gym, a parking lot, the restaurant service for the students, three huge sport fields and the technology classroom composed by new tablets.



Organization chart (Figure 1)



COLEGIO PROVINCIAL SAN JOSÉ
CRONOGRAMA DE ACTIVIDADES



FEBRERO 2017

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
			1 PLANEAMIENTO CONJUNTO PRESENCIAL	2	3	4
5 EUCARISTIA ASISTEN 6° A 8° SEDE CENTRAL ORGANIZA 6°	6 INCIO DE ACTIVIDADES DE SENSIBILIZACIÓN	7 INCIO DE ACTIVIDADES DE SENSIBILIZACIÓN	8 INCIO DE ACTIVIDADES DE SENSIBILIZACIÓN	9 INCIO DE ACTIVIDADES DE SENSIBILIZACIÓN	10	11
12 EUCARISTIA ASISTEN 9° A 11° SEDE CENTRAL ORGANIZA 9°	13 ELECCION DE REPRESENTANTES DE PADRES	14 ELECCION DEL ESTUDIANTE REPRESENTANTE DE CURSO Y AL COMITÉ	15	16	17 JORNADA DEPORTIVO RECREATIVA OCTAVOS	18
19 EUCARISTIA ASISTEN 6° A 8° SEDE FARIA ORGANIZA 6°	20 CAPACITACION DE REPRESENTANTES CONSEJO DE PADRES	21 CAPACITACION DE REPRESENTANTE GRUPO DE ESTUDIANTES	22 COMITÉ DE CONVIVENCIA ESCOLAR CAPACITACION EDUCACION OSTEO	23 IZADA DE BANDERA TRANSICION SALLE	24	25
26 EUCARISTIA ASISTEN 9° A 11° SEDE FARIA ORGANIZA 9°	27	28 ACTO DE RENDICIÓN DE CUENTAS 2016	PLANEAMIENTO CONJUNTO PRESENCIAL			



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CRONOGRAMA DE ACTIVIDADES



Marzo 2017

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
			1 MIÉRCOLES DE CENIZA PLANEAMIENTO CONJUNTO PRESENCIAL	2	3 ELECCIÓN DE PERSONERO Y CONTRALOR ESTUDIANTIL	4
5 EUCARISTIA ASISTEN SEDE MISTRAL Organiza 5°	6 INCIO NOVENA SAN JOSE ASISTEN GRADOS SEXTO Y SEPTIMO SEDE PRINCIPAL CONVOCATORIA DE	7 NOVENA SAN JOSE ASISTEN GRADOS OCTAVO Y NOVENO SEDE PRINCIPAL IZADA DE BANDERA SEXTOS SEDE	8 DIA DE LA MUJER NOVENA SAN JOSE ASISTEN GRADOS DECIMO Y ONCE SEDE PRINCIPAL JORNADA ATENCIÓN A PADRES INSTALACION DE CONSEJO	9 NOVENA SAN JOSE ASISTEN GRADOS SEXTO Y SEPTIMO SEDE FARIA IZADA DE BANDERA TRANSICIÓN SANTA	10 NOVENA SAN JOSE ASISTEN GRADOS OCTAVO Y NOVENO SEDE FARIA	11
12 PRUEBAS SABER ICFES	13 NOVENA SAN JOSE ASISTEN GRADOS DECIMO Y ONCE SEDE FARIA	14 NOVENA SAN JOSE ASISTEN SEDE MISTRAL	15 NOVENA SAN JOSE ASISTEN SEDE SALLE PLANEAMIENTO CONJUNTO PRESENCIAL	16 NOVENA SAN JOSE ASISTEN SEDE SANTA CRUZ Y ADMINISTRATIVOS INAUGURACION JUEGOS INTERCLASES	17 FIESTA DE SAN JOSE OFRENDA FLORAL, DESFILE, EUCARISTÍA Y CONFIRMACIONES	18
19	20 FESTIVO	21 INCIO DE ACTIVIDADES DE PROFUNDIZACIÓN PRUEBAS SABER	22 DIA MUNDIAL DEL AGUA DISTRIBUCION DE CALENDARIO PLANEAMIENTO CONJUNTO PRESENCIAL	23	24 JORNADA DEPORTIVO RECREATIVA SEPTIMOS	25
26 EUCARISTIA ASISTEN Y ORGANIZAN SEDE SANTA CRUZ	27	28	29 PLANEAMIENTO CONJUNTO PRESENCIAL	30	31	



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Abril 2017

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
			PLANEAMIENTO CONJUNTO PRESENCIAL			1
2 EUCARISTIA ASISTEN 6° A 8° SEDE CENTRAL ORGANIZAN 7°	3	4	5 CIRCUITO POLIMOTOR PRIMEROS PLANEAMIENTO CONJUNTO PRESENCIAL	6	7	8
9	10 LUNES SANTO ASISTE SEDE FARIA PROFUNDIZACIÓN PRUEBAS SABER 11°	11 MARTES SANTO ASISTE SEDE PRINCIPAL PROFUNDIZACIÓN PRUEBAS SABER 11°	12 MIÉRCOLES SANTO ASISTE SEDE MISTRAL PROFUNDIZACIÓN PRUEBAS SABER 11°	13 FESTIVO JUEVES SANTO ASISTE SEDE FARIA Y SEDE LA SALLE	14 FESTIVO VIERNES SANTO ASISTEN SEDE PRINCIPAL Y SEDE SANTA CRUZ	15
16	17	18 PRUEBA DE EFICACIA PRIMER TRIMESTRE	19 PLANEAMIENTO CONJUNTO PRESENCIAL	20	21 DIA DE LA TIERRA TALLER EVALUATIVO	22
23 EUCARISTIA ASISTEN 9° A 11° SEDE CENTRAL ORGANIZA 10°	24 IZADA DE BANDERA PRIMERO SALLE	25 IZADA DE BANDERA TERCEROS MISTRAL	26 DIA DE LA SECRETARIA COMITÉ DE EVALUACION PRIMER TRIMESTRE	27 ENTREGA PLANILLAS A COORDINACION ACADEMICA	28 FIN PRIMER TRIMESTRE DIA DEL IDIOMA DIA DEL NIÑO	29



COLEGIO PROVINCIAL SAN JOSÉ
CRONOGRAMA DE ACTIVIDADES



Mayo 2017

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
	1 FESTIVO	2 INICIO SEGUNDO TRIMESTRE ACADEMICO	3 CAPACITACIÓN CONJUNTO PRESENCIAL	4	5 DIA SANTANDERINO CIRCUITO POLIMOTOR SEGUNDOS	6
7 EUCARISTIA ASISTEN 6° A 8° SEDE FARIA ORGANIZA 7°	8 ENTREGA BOLETINES PRIMARIA SEDE MISTRAL	9 ENTREGA BOLETINES PRIMARIA SEDE SALLE Y SANTA CRUZ	10 CONCURSO VERBOS IRREGULARES 6° -11° ENTREGA BOLETINES SECUNDARIA	11	12 I JORNADA DE INTEGRACION DOCENTES Y ADMINISTRATIVOS	13
14 EUCARISTIA ASISTEN 9° A 11° SEDE FARIA ORGANIZA 10°	15 DIA DEL MAESTRO EUCARISTIA POR LOS MAESTROS	16 IZADA DE BANDERA GRADOS SEPTIMOS SEDE PRINCIPAL Y FARIA	17 DIA DEL RECICLAJE JORNADA AMBIENTAL CAPACITACIÓN CONJUNTO PRESENCIAL	18	19	20
21 EUCARISTIA ASISTEN SEDE MISTRAL ORGANIZA 4°	22	23	24 ESCUELA DE PADRES	25 IZADA DE BANDERA TERCERO SEDE SALLE	26	27
28	29 FESTIVO	30	31 IZADA DE BANDERA TRANSICIÓN MISTRAL CAPACITACIÓN CONJUNTO PRESENCIAL			



COLEGIO PROVINCIAL SAN JOSÉ
CRONOGRAMA DE ACTIVIDADES



Junio 2017

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
			CAPACITACIÓN CONJUNTO PRESENCIAL	1	2 CIRCUITO POLIMOTOR TERCEROS INTEGRACION PADRES DE FAMILIA PREESCOLAR	3 MARATON DE POESIA Y ARTE
4 EUCARISTIA ASISTEN SEDE SALLE ORGANIZA 4'	5 DIA DEL MEDIO AMBIENTE TALLER EVALUATIVO	6	7 CAPACITACIÓN CONJUNTO PRESENCIAL	8	9	10
11 EUCARISTIA ASISTEN Y ORGANIZA SEDE SANTA CRUZ	12	13	14 JORNADA ATENCION A PADRES DE FAMILIA	15	16 INICIO DE RECESO ESCOLAR	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Appendix 1: School Calendar

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Colegio Provincial San José

Supervisor Teacher: Blanca Azucena Villamizar



Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 st 7:00 – 7:55				7-02	
2 nd 7:55 - 8:50	7-03	7-01	7-01		7-03
3 rd 8:50 - 9: 45					
BREAK 9:45 - 10:15					
4 th 10:15 -11: 10					7-01
5 th 11:10 -12: 05	7-02	7-03		7-01	
6 th 12:05 -1: 00			7-02	7-03	7-02

Appendix 2: Supervisor teacher's schedule

Pedagogical Aspects

5.6.1 Básica primaria

	MATEMATICAS	LENGUA CASTELLANA	INGLES	CIENCIAS NATURALES Y	CIENCIAS SOCIALES	TECNOLOGIA E INFORMÁTICA	ETICA Y VALORES	EDUCACIÓN 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	EDUCACIÓN 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	1	35
UNDECIMO	5	4	4	2	5	4	3	3	2	1	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 FISICA	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 SOCIALES	VIVENCIAS (ETICA Y EDUCACION RELIGIOSA)	MATEMATICAS	CIENCIAS POLITICAS Y ECONOMICAS	FILOSOFIA	PERIODOS SEMANALES
		CIENCIAS NATURALES	QUIMICA	FISICA								
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	1	3	1	2	20
	VI		3	3	3	3	1	1	3	1	2	20

Appendix 3: Pedagogical aspects: Study plan

	COLEGIO PROVINCIAL SAN JOSE		
	PAMPLONA		
	HONOR, CIENCIA Y VIRTUD		
	PLANEACIÓN DE CLASE		

AREA:		ASIGNATURA	
TEMA:		FECHA	GRADO:
PROPÓSITO (S) DE APRENDIZAJE			

EXPERIENCIAS DE APRENDIZAJE
INICIO
DESARROLLO
CIERRE
EVIDENCIAS DE APRENDIZAJE

OBSERVACIONES

Appendix 4: Planning

	COLEGIO PROVINCIAL SAN JOSE PAMPLONA HONOR, CIENCIA Y VIRTUD		
	PLAN DE PERIODO		

1. IDENTIFICACIÓN				
PERIODO N°		FECHA DE REALIZACIÓN:		GRADO
AREA:		Asignatura		

2. FUNDAMENTACION Y LINEA BASE				
PREGUNTA PROBLEMATIZADORA				
ESTANDAR (ES)		DBA (S)		
CONTENIDOS		TIEMPO (Semanas)	NIVELES DE DESEMPEÑO	
			SABER	HACER
				SER

3. PROCESO ENSEÑANZA – APRENDIZAJE		
ESTRATEGIAS DIDÁCTICAS	RECURSOS	EVIDENCIAS DE APRENDIZAJE

4. CONTROL Y SEGUIMIENTO			
ELABORACIÓN Y RESPONSABLES DEL DESARROLLO			
CURSO	NOMBRE	CARGO	FIRMA
REVISIÓN		FECHA	
NOMBRE		CARGO	FIRMA

Appendix 5: Period planning

CHAPTER I

PEDAGOGICAL COMPONENT

The use of comics books as an innovate tool to enhance effectively 7th grade students written production of English as a foreign language at Provincial San Jose High School in Pamplona, Norte de Santander.

Introduction

Based on the Colombian bilingualism program, students from schools need to learn appropriately the English language, but also it is important to develop the speaking, reading, listening and writing skills that all the public institutions demand in Colombia in order to reinforce a foreign language in a country where the Spanish is the mother tongue. For that reason, the educative community must contribute to provide the students some opportunities to carry out an English learning process correctly. In that case, this component will be a chance to help students from Provincial San José High School to improve the different skills and reduce the difficulties they face when doing any activity or exercise in English, the idea is to work with the educative community to solve problems and to make an impact into the educational field. Then, it is important to implement a useful strategy that allows students to learn easily and be interested in going deeper of learning a foreign language. In that sense, it important to use innovate tools that changes the reality of this English teaching process in which students and teacher can interact and work together a structured basis of English to overcome the difficulties and the lack of interest show into the English classes. Given that, new strategies and techniques are the best

way to support students' needs and implement a right way to make an improvement inside the classroom the school.

FOREIGN LANGUAGES

Justification

In order to impact the educational field this proposal is focused on one solving strategy that carries out a series of processes in which the students from the Provincial San Jose need to get involved and develop their own final product that will highlight the work they were doing. In that way, comics strips is one of the best way to overcome these kinds of problems, according to Hartley in Mallia (2007) limits the use of comic in textbook design entirely to the affective domain, especially in classroom:

"Clearly the affective role of instructions is to therefore in comic strips: their aim being to attract and motivate less-able learners. Often cartoon strips are used to present a simplified form of instruction, but there has been little research on their effectiveness in this respect. ... The general picture that emerges from studies of text with cartoon embellishments is that cartoons often enhance motivation, but they do not often increase comprehension".
(p. 87-88).

In other words, comics will play an essential role to develop a series of competences and allow the students to be encouraged and be interested in the activities the teacher will implement. As a result the English learning process will enhance appropriately based on the features and the benefits comics provides to the education in order to level-up the English language by preparing students to carried out a process effectively. In that case, being able to support the students' needs from 7th grade that need a rehearsal taking into the

writing, reading skills and vocabulary and how the pre-service teacher influences in the impact the pedagogical proposal provides.

FOREIGN LANGUAGES

Statement of the problem

Although, the Colombian bilingualism program stated that the students from schools need to learn appropriately the English language, there is a concern that is focused on the learning process from students which is one of the issues that all the public schools dealt with every single day because most of them are not able yet to develop the attitudes and the skills (speaking, reading, listening and writing). Consequently, they need to take into account to appropriate easily the English language due to the process the schools carry out and the students' results. One instance of that is the English levels, which have been reinforced in 7th graders from the Provincial San Jose High School in Pamplona Norte de Santander.

In that case, it was observed that the students presented difficulties related to the written production and the lack of acquiring vocabulary. Although some of the students attempted to decrease the same problem that affected them currently. Therefore, the students were not interested in overcome the difficulties, even they were not engaged with the content and the topics taught during the class because they considered that sometimes participation was not a significant detail to learn something or solving any doubt. Nonetheless, the lack of interest from the students described the essential issue that affects their environment and their learning. Moreover, the teaching process from the teacher is another point that was observed. For that reason, it is significant to find another kind of methods, instruments and strategies to decrease the problem stated and the English level of students is suppose they should be.

In doing so, based on the students' needs of the Provincial San José High School.

The following questions were discussed:

1. How the use of comics enhance the written production of 7th grade students?
2. Is the implementation of comics an effective tool to develop reading skills?
3. What kind of abilities do the students develop through using comics?

FOREIGN LANGUAGES

Objectives

General Objective

- To enhance 7th graders' writing skill using comics to encourage the students to get involved during every single class.

Specific objectives

- To implement different interactive activities to relate the English content with the students' needs
- To promote the use of the English language and skills into the classroom.
- To develop the creativity and the imagination of students through drawing comics

Theoretical Framework

In order to better understand what this pedagogical proposal is about, it is essential to clarify some keywords such as Comics, reading, writing and vocabulary through the using of comics

Comics

With regards to Ranker in Drolet (2010) defines: “the use of comic as reading material for ESL students and found that they help English language learners with both reading and writing”. Similar theory of comic is stated by Gravett (2004) that in Japan, Manga and other forms of graphic literary materials have been an integral part of the national reading culture, for adults as well as their children, a heritage of remarkable breadth and diversity since the end of WW II. However Cary (2004) states: “comic strips can be used as a means to help students deal with difficulties in complex language in language learning especially” (p. 35). Additionally Collier’s Encyclopedia (1955) defines comic as ‘term applied to a series or sequence of closely related highly stimulating drawing which differs from the ordinary cartoon in that they are not necessarily, but some artist make some of them serious, mysterious, and adventurous’ (p. 9)

Reading

Comics provide narrative experiences for students just beginning to read and for students acquiring a new language. Students follow story beginnings and endings, plot, characters, time and setting, sequencing without needing sophisticated word decoding skills. Images support the text and give students significant contextual clues to word meaning. Comics act as a scaffold to student understanding. As Stephen Cary(n.d), a second language learner

specialist and author of *Going Graphic: Comics at Work in the Multilingual Classroom*, says:

Comics provide authentic language learning opportunities for all students. The dramatically reduced text of many comics makes them manageable and language profitable for even beginning level readers. Also according to Cary, comics motivate reluctant readers. They engage students in a literary format, which is their own. Comics speak to students in a way they understand and identify with. Even after students learn to be strong readers comics, give students the opportunity to read material which combines images with text to express satire, symbolism, point of view, drama, puns and humor in ways not possible with text alone. (p.2-3).

Writing

Comics will be an effective way improves the writing learning process because it catches students' attention. Lang (2009) suggests:

“Comics can be used: a) to practice describing characters using adjectives (e.g., Garfield is a very troublesome cat), b) to learn synonyms and antonyms to expand vocabulary, c) to practice writing direct speech (e.g., 'Hey, move your car!') and reported speech (The man told him to move his car.), d) to practice formation of different verb tenses(i.e., changing the present tense of the action in the strip to the past tense), e) to practice telling the story of a sequentially ordered comic strip that has been scrambled up and finally, f) to reinforce the use of time-sequence transition words to maintain the unity of a paragraph or story (e.g., First, the boy left for school. Next, he.)” (p.4).

Vocabulary:

Vocabulary is one essential point when students learn a foreign language due to the rigorous process. They need to develop to get the words to express themselves differently, such as Schmitt (1997) who states:

Vocabulary is a basis of a language. It is important to be mastered first. We cannot speak well and understand written materials if we do not master vocabulary. He also states that no matter how successfully the sound of the foreign language is mastered without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way (p. 41).

Literature Review

In order to support this proposal, some studies were taken into account in order to know deeply the essential use of comics to teach writing, reading and vocabulary that contributes to the English teaching process.

Megawati and Anugerahwati (2012) study aims to investigate the implementation of comic strips in teaching writing through a collaborative classroom action research with Indonesian EFL students at MAN Bangil. The findings revealed that firstly, the use of comic strips could improve the students' ability in writing a narrative text. The students' improvement on each aspect was gained through the form of comic strips and the teacher's guidance during the writing process. Secondly, the progress in the aspect of content was influenced through the dialog, which was clear to read, supported by the pictures reflecting the action and the comprehension questions during the discussion session. Nevertheless comic strips can be an effective medium because not only it is unique, but also it is suitable to present narrative text in a different way since comic strips consist of the generic structure of

narrative texts, namely orientation, complication, and resolution. Finally, in relation to the stage of process writing, it is noted that comic strips played an important role in prewriting activities. In this stage, the students were equipped with a topic in the form of story to get ideas which later on were put in a narrative scaffold as the outline in developing their narrative composition.

By contrast, Kampusu (2013) investigates the effects of comic strips on reading comprehension of 167 Turkish EFL students from Anadolu University School of Foreign Languages, the findings stated all participants with a comic strip recalled better than the ones without a comic strip. Moreover, all participants with a higher proficiency level recalled the texts better than the ones with a lower proficiency level. Finally, the participants with a low-level text recalled better than the ones with a higher-level text.

Conversely, Cimermanová (2014) study aimed to concentrate on the possible effects of using authentic comics with four students novice EFL learners in reading comics, the findings provided that first one, Subject ST whose prevailing intelligence is logical-mathematical, started immediately with the linguistic analysis. Second one, Interestingly relied fully on images and was not ready to think about the unknown words what was quite understandable considering her age and ability of abstract thinking and not understanding the language system. Third, SA had no problems in reading, he had no problem to read interjections. Linguistic barriers were overcome automatically, with no hesitations, only sometimes he asked for translation. The amount of unknown words was clear only during the translation phase as he was able to answer comprehension question.

Furthermore, Hassanirokh and Yeganehpour (2016) study aimed at 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 revealed that firstly, the point is that the presence of cartoons and visuals, generally, has not any disadvantages to students' comprehension of the texts. Indeed, pictorial cartoons had a beneficial effect on performance when information related to the content of the text is boring. Secondly, it provided the students with different, engaging and motivating types of genres and texts made them much more motivated to learn. The present study demonstrated that new types of reading passages (i.e., comic strips) would yield a positive outcome when applied to intermediate EFL learners.

By contrast, Banigau (2008) action research aimed to focus on improving vocabulary ability of 20 students using comic of SMAN 3 Kediri. The findings highlighted that first the implementation of teaching English in this action research using comic through peer work as teaching strategy could improve the students' motivation in improving their ability to speak English at both the first cycle and second cycle. It can be shown from the students' increasing average in vocabulary score. In the first treatment, the students' average was 67.8, then, on the second treatment, the students' average increase to be 78.8. Second, the use of comic through peer work as teaching strategy could improve vocabulary ability significantly. This led to the conclusion that using of comic through peer work as a teaching strategy is a need in English language teaching and learning in improving their ability to speak English in the term of vocabulary, grammar, and their performance based on the context of situation

Based on these previous studies and the findings showed above, the main benefits and the strategies were very useful to provide the essential features of comics used differently into the classroom. As a result, those studies were significant to the current proposal to compare and better analyze the effects which will be the impact on the High School students based on the writing, reading and the way students get vocabulary trough using comics.

FOREIGN LANGUAGES

Methodology

The methodology that fixed best into this study was an action research, although there are several definitions of action research, this study adopted Wallace definitions (1991) who maintains that

Action research can have 'specific and immediate outcome which can be directly related to practice in the teacher's own context' and is 'an extension of the normal reflective practice of many teachers, but it is slightly more rigorous and might conceivably lead to more effective outcomes (p.94).

The current project was focused on an action-oriented approach that creating a common point in the phase of acquisition of skills and learn the knowledge calls the learners as “social actors” (C.E.F.R., 2000, p. 9). In that case, three students from 7th grade of Provincial San Jose High School were the selected for developing this pedagogical proposal in order for them to learn vocabulary and enhance this English level, their writing skill and be able to create their own written producing through the use of the drawing and attach it to the English content.

In this component, all the objectives were achieved during these seven weeks by implementing the proposal into the institution by following some steps and the activities focused on the students' needs. During the first contact with the community and the institution. The pre-service teacher had the opportunity to establish the way this pedagogical proposal should be implemented in 7th graders. In that case, some instruments such as questionnaire and participant observation were essential to realize the difficulties and the likes the students presented during this process. Moreover, it was carried out a reinforce in students related to grammar and some skills such as writing, reading comprehension and speaking as well because the students have some obstacles to learning

the English language. For that reason, the pre-service teacher helped the students in reinforcing the basis of English like pronouns, verb to be and regulars. As a result most of the students have improved their knowledge and their vocabulary. However, some of them were not engaged to this process. In doing so, this problem was essential to start improving the students' knowledge and their interest for the language.

Instruments

In that case, with regards Miguel Martinez Miguelez (2004) pointed out two types of data collection such as Questionnaire and Participant Observation.

Questionnaire: it is opened questions instrument to easily gather information provided by students, obviously, the participants must be anonymous to preserve the sincerity and reliability, it is essential to use Likerty's scale or snopy figures as criteria. Generally, this instrument will be used to identify learners' experience related to the effects of comics emerged during the whole process. (p.250)

Participative Observation: it is a flexible way that provides to the teacher-researcher a flexible source of information and an emotional support, the best way is basically worked with another teacher interested in observing. Nevertheless, establishing a good relationship allows the teacher assume the critics better and learning about himself. Consequently, this instrument will be administered to develop a collaborative work and identify the ways students and teachers learn during this process. (p.250)

Journal: Having administered the Journal some years ago, this instrument aims to keep the essential entries of the students' perspectives in order to divide the improvements of the learning process into three stages: before, during and after,

Richards and Lockhart (2007) state

“A journal is a teacher or a student teacher’s written response to teaching events”. It is a useful tool that helps the researcher to reflect constantly and to discover essential insights in the teaching process. It is an open tool which allows studying and analyzing many different topics from classrooms experiences such as:

1. Personal reactions to things that happen in the classroom or in the school.
2. Questions or observations about problems that occur in teaching.
3. Descriptions of significant aspects of lessons or school events.
4. Ideas for future analysis or reminders of things to take action on.

FOREIGN LANGUAGES

		February				March				April			
	Steps and Activities	Month 1 Week				Month 2 Week				Month 3 Week			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Project design												
2	Socialization												
3	Administering Instruments												
Months		May				June				July			
	Activity	Month 4 Week				Month 5 Week				Month 6 Week			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Implementation of the proposal												
2	Instruments												
3	Data Analysis												
4	Findings												

Appendix 6 : General schedule of the project

Procedure

General Objective	Specific objectives	Method	Technique	Instrument
<p>➤ To enhance 7th graders' writing skill through the use of comics as innovate material to encourage the students to get involved during every single class at San Jose Provincial High School in Pamplona Norte de Santander</p>	<p>➤ To implement different interactive activities to relate the English content with the students' needs.</p>	Phenomenological	Participant Observation Planning	Observation sheet Planning model
	<p>➤ To promote the use of the English of the language skills into the classroom.</p>	Hermeneutic	Planning Watching comics and answers questions Comics in English Write a Dialogue in both languages	Planning model Videos Worksheets
	<p>➤ To develop the creativity and the imagination of students through drawing comics</p>	Phenomenological	Questionnaire Planning Anime in Videos Comic Design	Planning model Videos Comic Sample

Table 1: Methodology to accomplish the objectives

This chart established two essentials methods in which some authors pointed out to take into account to this research.

Firstly, Joseph Kockelmans (1975) considers that:

The Hermeneutic is not a special process, it is an interpretive method that follows the natural course of the understanding of human being. In that case, the process the students from the Provincial San Jose High School related to what and why they presented this kind of difficulties into the classroom. In doing so, the main purpose is to understand the phenomenon they probably did not realize when learning English. (p.112)

Secondly, Husserl (1962) establishes that:

The Phenomenological method is focused on the study of the realities which are not informed to others but these are essentials to comprehend the p life of each person. For that reason, the Questionnaire, the reflective journal and even the participant observation were useful instruments to clarify the phenomenon that really affected each student' performance every singles class. (p.139)

Besides, the chart above contents the essential technique and methods that addressed to the whole objectives accomplished.

Planning

Planning is one of t they methods this proposal will use because of their importance into the development of classes and the teaching experience. Ur (1996) states:

“A lesson plan is an extremely useful tool that serves as a combination guide, resource and historical document reflecting our teaching philosophy, student's population, textbook and most importantly, our goals for our students. It can be described with many metaphors such as road. map, blueprint, or game" plan but regardless of the analogy, a lesson plan is essential for novice teachers and convenient for experienced teachers”. (p.11)

As one part of methodology, the pre-service teacher implemented the planning based on the criteria of the institution in which the teacher used it as a way to develop all the content and the topics he developed inside the classroom. Additionally, the teacher sent to the supervisor one document per week which is composed of a lot of activities to work during the whole week. Those planning were checked by the supervisor and got back to the pre-service teacher once again in order to correct them. The planning were based on the topics followed by the student's book in order to reinforce students' knowledge such as the

adjectives, the verb to be, the comparatives and the superlatives and the definite and indefinite articles.

In that case, three of the activities were successfully completed by the students who showed a progress when developing each of them into the classroom. The comics were obviously the focus of each planning that was addressed to the students' interest and the level they had. However, it is a long process in which the pre-service teacher had to think deeply about the possible resources he could use to generate in students who presented some difficulties at the beginning of the process.

FOREIGN LANGUAGES

	COLEGIO PROVINCIAL SAN JOSE PAMPLONA HONOR, CIENCIA Y VIRTUD		
	PLANEACIÓN DE CLASE		
	Pre-service Teacher	Yesid Alfredo Villamizar Gauta	

AREA:	Human Sciences		ASIGNATURA	English	
TEMA:	Indefinite and Definite articles	FECHA	March 30 th	GRADO:	7º- 01-02-03
PROPÓSITO (S) DE APRENDIZAJE	<ul style="list-style-type: none"> ➤ The students will be able to use defined and undefined articles ➤ The students will be able to identify the A, AN and THE on sentences as definitive and indefinite articles ➤ The students will be able to reinforce the articles related to Linguistic, Grammatical and Communicative competence. 				

EXPERIENCIAS DE APRENDIZAJE
<p>INICIO</p> <ul style="list-style-type: none"> ➤ The teacher will check the attendance list by naming orally each student. (5 minutes) ➤ The teacher will write a phrase “He who opens a school door closes a prison”. Then, the students will reflect on it. (5 minutes) ➤ The teacher will divide the students into rows who will show the school supplies the teacher will say. Then, the teacher will rehearsal the last topic by writing sentences on the board. (5 minutes) <p>DESARROLLO</p> <ul style="list-style-type: none"> ➤ The teacher will divide the students into pairs and each student will show some school supplies to another classmate. Then, the teacher will select students, one by one in order to evaluate each of them orally. (15 minutes)

CIERRE

- Having the Students developed the oral production; they will pick up a worksheet with a design of a comic. Then, the students will fill the blanks of it by creating a situation, taking into account the use of the definite and indefinite articles, pronouns and vocabulary. Finally, the teacher will pick up the work (15 minutes) (Appendix 1)

EVIDENCIAS DE APRENDIZAJE

Appendices

Appendix 1



CCSS W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Also W.3.3.b, W.3.3.d; W.4.3.a, W.4.3.b, W.4.3.e; W.5.3.a, W.5.3.b, W.5.3.e.

OBSERVACIONES

	COLEGIO PROVINCIAL SAN JOSE PAMPLONA HONOR, CIENCIA Y VIRTUD		
	PLANEACIÓN DE CLASE		
	Pre-service Teacher	Yesid Alfredo Villamizar Gauta	

AREA:	Human Sciences	ASIGNATURA	English
TEMA:	Regular Verbs from 30-50	FECHA	April 18 th – 19 th
PROPÓSITO (S) DE APRENDIZAJE	<ul style="list-style-type: none"> ➤ The students will be able to learn the regulars verbs from 30-50 of the list ➤ The students will be able to use the Regulars verbs in past simple ➤ The students will be able to reinforce the simple past tense. 		
GRADO:	7º- 01-02-03		

EXPERIENCIAS DE APRENDIZAJE	
INICIO	<ul style="list-style-type: none"> ➤ The teacher will check the attendance list by naming orally each student. Then, the teacher will ask the students who bring the English dictionary and they will get a five (5.0). (5 minutes) ➤ The teacher will write the phrase “I climbed to the top of the mountain but I delayed my way” Finally, the teacher and the students will reflect on the phrase. (5 minutes) ➤ The teacher and the students will create a story in Spanish in simple past tense. Finally, the teacher and the students will summarize the hold story and the teacher will introduce the simple past tense as the main topic of the class. (15 min)
DESARROLLO	<ul style="list-style-type: none"> ➤ The teacher will check the students who brought the comics in English and Spanish. They will get a five (5.0). Then, the teacher will pick up the comics. Finally, the teacher will give each student a different comic in which first they will highlight the unknown words. Second, they will look for the meaning of each one of them in the dictionary. After, they will write them on their notebook. (15 minutes)

CIERRE

Homework:

- The students will tell the other classmates what the comics was about. Finally, they will bring an English dictionary. (5 minutes)

EVIDENCIAS DE APRENDIZAJE

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OBSERVACIONES

FOREIGN LANGUAGES

	COLEGIO PROVINCIAL SAN JOSE		
	PAMPLONA HONOR, CIENCIA Y VIRTUD		
	PLANEACIÓN DE CLASE		
	Pre-service Teacher	Yesid Alfredo Villamizar Gauta	

AREA:	Human Sciences		ASIGNATURA	English	
TEMA:	Comics and Anime	FECHA	April 21 st	GRADO:	7º- 01-02-03
PROPÓSITO (S) DE APRENDIZAJE	<ul style="list-style-type: none"> ➤ The students will be able to recognize some expressions or new words in English through anime ➤ The students will be able to learn new words by watching an Anime 				

EXPERIENCIAS DE APRENDIZAJE	
INICIO	<ul style="list-style-type: none"> ➤ The teacher will check the attendance list by naming orally each student. (5 minutes) ➤ The teacher will introduce the class by playing a Video related to how to draw a comic. After, the teacher will ask the students first what the video was about?, how many characters are there?, what kind of elements were used ?, what kind of drawing the person drew? (10 minutes) (Appendix 1)
DESARROLLO	<ul style="list-style-type: none"> ➤ The teacher will give the students some sheets in which they will answer by groups some questions in Spanish related to a video of anime called "Dragon ball z" such as how many characters are there?, what the anime is about, what language do the characters speak?, are there a subtitles?, what kind of situation is presented on the Video? . (15 minutes) (Appendix 3)
CIERRE	<ul style="list-style-type: none"> ➤ The teacher will play a Video without sound of anime. Then, the teacher will play again the same Video with Sound and the students will take notes about the expressions or words told on it related to a video of anime the teacher will play. Finally, the students will use the dictionary to find the meaning of those expressions and unknown words (15 minutes) (Appendix 2)

EVIDENCIAS DE APRENDIZAJE

Appendices

Appendix 1



Appendix 2



Appendix 3



OBSERVACIONES

	COLEGIO PROVINCIAL SAN JOSE		
	PAMPLONA HONOR, CIENCIA Y VIRTUD		
	PLANEACIÓN DE CLASE		
	Pre-service Teacher	Yesid Alfredo Villamizar Gauta	

AREA:	Human Sciences			ASIGNATURA	English
TEMA:	Regulars Verbs from 50-100	FECHA	May 5 th	GRADO:	7º- 01-02-03
PROPÓSITO (S) DE APRENDIZAJE	<ul style="list-style-type: none"> ➤ The students will be able to write the Regulars Verbs correctly ➤ The students will be able to create a comic using the Regular Verbs ➤ The students will be able to reinforce the Regulars Verbs from 1-100 of the list relate to Linguistic, Grammatical and Communicative competence. 				

EXPERIENCIAS DE APRENDIZAJE	
INICIO	<ul style="list-style-type: none"> ➤ The teacher will check the attendance list by naming orally each student. (5 minutes) ➤ The teacher will write the sentence “I discover my future and others guess it”. Then, the teacher and the students will reflect on it. (5 minutes)
Warm up	<ul style="list-style-type: none"> ➤ The teacher will say orally some regular verbs in infinitive. Then, the students must write the verbs they have understood on their notebook. Finally, the teacher will write the verbs correctly on the board (10 minutes)
DESARROLLO	<ul style="list-style-type: none"> ➤ The teacher will give the students a model of a comic in which they will create it by using the Regulars verbs and using them to create a conversation. Finally, the teacher will pick up them. (10 minutes) (Appendix 1)

CIERRE

- The teacher will divide the students into rows which will receive a letter sheet. Then, each row will write the Verbs from 4-50 by filling the blanks with the infinitive, simple past and meaning. Finally the teacher will write the sheets (15 minutes). (Appendix 2)

EVIDENCIAS DE APRENDIZAJE

Appendices

Appendix 1



Appendix 2

How many Verbs you know ?		
Complete the chart with a regular Verb, the meaning and the past simple of it		
Regular Verb	Meaning	Past tense
To Disappear		
	Designed	Diseñar
To Die		
To Discover		Descubrir
To Join	Joined	
	Helped	
	Follow	Followed
To explain		
	Improved	Mejorar
To Invent	Invented	
To Invite		
		No estar de acuerdo
		Disgustar
	Dressed	
	Happened	Suceder
To Encourage		
To Hate	Hated	
To guess		Adivinar
To identified		
	Interviewed	

OBSERVACIONES

	COLEGIO PROVINCIAL SAN JOSE PAMPLONA HONOR, CIENCIA Y VIRTUD		
	PLANEACIÓN DE CLASE		
	Pre-service Teacher	Yesid Alfredo Villamizar Gauta	

AREA:	Human Sciences		ASIGNATURA	English	
TEMA:	Design of comics	FECHA	May 12 th	GRADO:	7º- 01-02-03
PROPÓSITO (S) DE APRENDIZAJE	<ul style="list-style-type: none"> ➤ The students will be able to draw their our comic ➤ The students will be able to show their written skill into a comic 				

EXPERIENCIAS DE APRENDIZAJE
<p>INICIO</p> <ul style="list-style-type: none"> ➤ The teacher will check the attendance List by naming each one orally. (5 minutes) ➤ The teacher will write the phrase “if you ask questions, you will arrange your mind” on the board. Then, the teacher and the students will reflect on it. (5 minutes) <p>Warm up</p> <ul style="list-style-type: none"> ➤ The teacher will show a sample of a comic by pasting two texts of the reading exercise did by the students last class. Then, the teacher will show how are the steps the students must follow to create it. (5 minutes) (Appendix 1) <p>DESARROLLO</p> <ul style="list-style-type: none"> ➤ The teacher will give the students the model of a comic in which the students will start drawing and writing a dialog with the homework given last class. Finally, the teacher will pick up their work. (15 minutes) (Appendix 2) <p>CIERRE</p> <ul style="list-style-type: none"> ➤ The students will write five times the verbs in infinitive, simple past, past participle and the meaning in Spanish.

Homework

- Then, the students will search some images on internet which will represent the Regulars verbs of the list from 1 to 50. After, the students will paste each image in front of each verb.

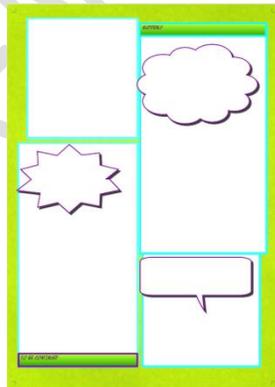
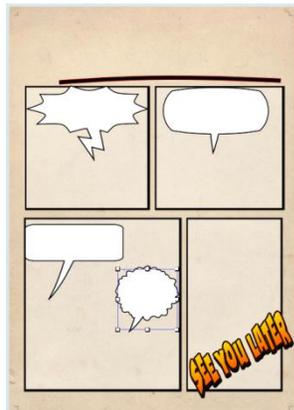
EVIDENCIAS DE APRENDIZAJE

Appendices

Appendix 1



Appendix 2



OBSERVACIONES

In order to carry out a process appropriately, the journal and the questionnaire revealed the initial students' perspectives which an idea what they will develop later. It is important to highlight the previous information gathered to have the main purpose for the participants when using the comics.

Questionnaire

This instrument has been essential to gather the experience of the students through a comic but the idea of using it into an English class for several purposes. The focus group were 3 students from the three courses 7-01, 02, 03 who were selected taking into account the different features such as students' performances, creativity and the use of English. In that case, the pre-service has gathered the 3 questionnaires which were composed of some closed- and opened end questions. However, some essential features appeared in order to link the learning process with the use of comics.

Participative Observation

This instrument was a useful tool which was administered twice during the length of time of 9 weeks in which the pre-service teacher realized two items. First, the difficulties the students presented when doing any activity in English. Thus, the observation allowed the pre-service teacher to implement new strategies and techniques to decrease those problems who mainly affected their learning process the students. Second, this instrument was an opportunity to visualize the improvements the students had during the whole process.

In that case, some items were established to describe better how the students enhance their basis of English trough new activities inside and outside the classroom. Nevertheless, some

essential comments were highlighted to take into account the significant actions to overcome the obstacles or the reinforcement the students showed before, during and after the use of comics.

Journal

9 entries of journal were kept by the pre-service teacher who took into account the procedures and the criteria to gather the essential information from the students who answered some opened- ended questions which were related to the process they carried out through the use of comics in English classes. Each journal was focused on one of the three main research questions in order to complement each answer and analyze them. As a result, each journal was another useful instrument which described the students' perspectives and thoughts. Although the answers were not extensive, they were important to highlight the features that supported the learning process and the pedagogical proposal.

By contrast, two participative observations was a clue that allowed the pre-service teacher to identify how students showed their interest for the language and their knowledge and the possible difficulties they could have during this process. First of all, the students had similar difficulties when writing some sentences in English. In that case, the participant observation number 1 showed that expressing their written ideas was a problem because of the students confused all the topics and the way they attempted to write what they wanted to say in English. As a result, the students always mixed the present simple with the present continuous. They wrote two verbs in infinitive in the same sentence. The students wrote

sentences unconsciously because they thought that those were written correctly and they attempted to use the Spanish to cover some words in English. (*See appendix 8*)

However, during the Participant Observation number 2 the pre-service teacher realized that the students were involved in a short process in which they had the opportunity to reinforce their basis of English for instance: the personal pronouns, verb “To be” and adjectives that the students were able to correct their mistakes They started remember simple topics learnt some years ago. Therefore, the pre-service teacher realized that the students reinforced those topics that were an obstacle when writing any sentence. In fact, the students acquired vocabulary and used it when developing written exercises given by the pre-service teacher.

Afterwards, the pre-service teacher followed some steps to develop the reading skills.

For instance, according to Brown (1994) reading is divided in three stages pre-reading, during-reading and after-reading:

First, the pre-reading stage aims to improve students' interest in the topic, and motivate them. It also provides some question and answer activities in order to guess the reading passage content. Moreover, it makes use of students' background knowledge about the topic. Then, the activity prepares locate students in the reading context. Finally, it builds a bridge between the reading passage and the learners' background knowledge, and interests. In pre-reading activities, students will find answers to questions based on the text; give their personal opinion about the reading subject; predict the continuing text.

Second, Reading Stage, the objective is to improve students' comprehension about the reading purpose, the structure and the organization. Also, it aims to develop comprehension for the reading text content. Besides, it looks forward to help students to use their judging

abilities. Moreover, it reminds the students of the importance of vocabulary that is worked with a key word and then the synonyms and related words that will be used in the text written using a three silhouette. Then the reading helps students to make use of cross-cultural elements. Also develop their linguistic and sociolinguistic knowledge. Then students learn to generalize on the issue under discussion, in order to read consciously. Finally they perform skimming (looking for general information) and scanning (looking for specific information).

Third, Post-reading Stage aims to help students use their acquired knowledge in similar readings. Also it helps them integrate their reading skills with the other language skills: listening, speaking and writing. Then, they integrate with the foreign culture to make use of key words and structures to summarize the reading passage. In addition, they extract the main idea of a paragraph or a reading text, so they can interpret descriptions (outlining and summarizing).

As a result, the following stages were developed by taking into account different activities focused on the pedagogical proposal and the students' interest.

(1) The pre-reading stage

The activity of watching some comics was addressed to the students to have the first contact with the comics and the structure of them in order to improve students' interest in the topic, and motivate them to get an idea deeply of what is the comic is about. Moreover, this activity was focused on the use of students' background knowledge about how to create a comic and how to understand. Then, the activity was an useful tool to catch the students' attention in order to get involved with context. (*See appendix 9*)

(2) Reading Stage

One activity was essential for the students to start reading a comic. The students were able to use the dictionary to look for the meaning of the unknown words of a comic by groups. Second, translate a comic by groups or individually and writing for first time. Therefore, they attempted to translate it from English to Spanish. Afterwards, they read what they have translated. Finally, they learnt the vocabulary wrote on their notebook through a comic.

(See appendix 10)

(3) Post-reading Stage

First of all, the comprehension of a video in which the students watched a comic that was played. In that case, this written activity contained some questions related to the video, then the students visualized, understood and clarified what the situation, the context and the main idea of the anime was about. Secondly, some videos related to comics were a useful tool for the students to write the words, new expressions that they wrote quickly when watching a comic with subtitles in English. (See appendix 11).

On the other side, the pre-service teacher was focused on the writing skills in order for the students to start writing simple phrases, words, vocabulary and verbs into their own productions. For that reason, Meyers (2005) stated six series of action (explore ideas, pre-write organize, Write a first draft, revise the draft, produce the final copy) in which students took into account to enhance their writing skills.

(1) **Explore ideas**, before starting to write, the students explored their ideas through the topics the teacher taught into the classroom. (See appendix 12)

(2) **Pre-write**, the students write without worrying about grammar or spelling, they just expressed their ideas. However, some mistakes affected their production. For that reason, the pre-service teachers corrected it using grammar or vocabulary.

(See appendix 13)

(3) **Organize**. The students started working in their own ideas by creating a dialogue in Spanish using the verb to be. (See appendix 14)

(4) **Write a first draft**, in this step, the students wrote for first time their own production freely. (See appendix 15)

(5) **Revise the draft**; the pre-service teacher checked their production by giving a grade (5.0 – 3.0) relate to the work they did and each student received a feedback of the mistakes the students did when doing the draft. (See appendix 16)

(6) **Produce the final copy**. Finally, students created a final work by using the basis of the English already taught by the teacher, for instance: the personal pronouns, the verb to be and the adjectives. Nevertheless, the main activity was the development of their skills,

their abilities through a comic in blanks in which the students were able to image the situation based on the drawing the comic illustrated to the students. As a result, most of the students did a good job by completing a comic. (See appendix 17)

FOREIGN LANGUAGES

Participant Observation

1 You speak english
2 I am at the school
3 Luis is vegetables
4 Sofia like the bears
5 Maria and Manuel dis like a book

You speak english
I am at the school,
Luis ~~love~~ eat the vegetables
Sofia love the bears
Maria and Manuel dislike
a book

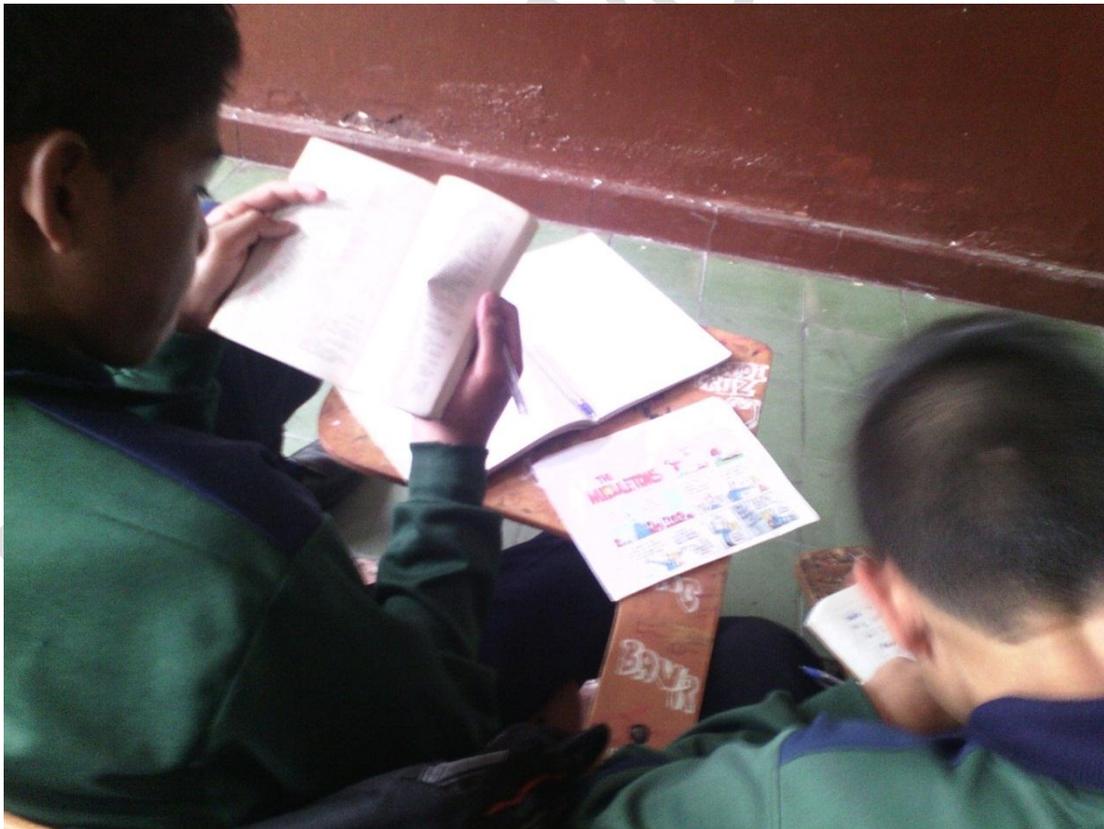
Appendix 8: items observed

The pre-reading stage



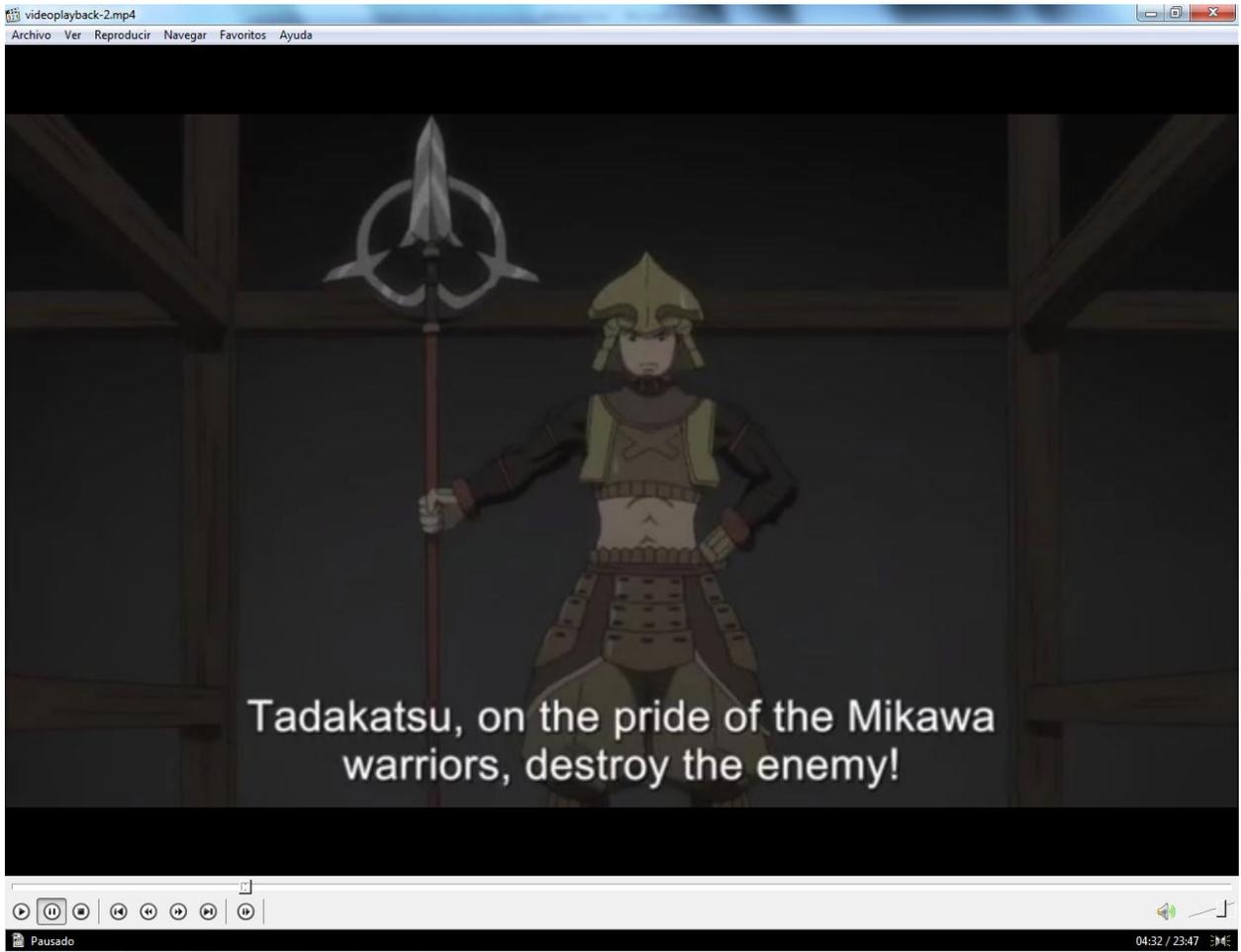
Appendix 9: Watching videos of Anime

Reading Stage



Appendix 10: Translation of a comic

Post-reading Stage



What is the context of the anime?
(Cuál es el contexto del anime)

edad antigua y edad media

How many characters are there?
(Cuántos personajes hay)

3 personajes principales

What the anime is about?
(De que se trata el anime)

De batallas

What language do the characters speak?,
(Que idioma los personajes hablan)

ingles, Japones

Are there some subtitles?
(Existen algunos subtítulos)

si, en ingles

What kinds of clothes did you see?
(Qué tipo de prendas de vestir vieron)

prendas de guerra, armas de fuego y rayos

Name the colors you saw on the video?
Nombré los colores que ustedes vieron en el video

verde, rojo, negro, morado, gris, dorado, naranja, blanco, piel, Azul, amarillo, gris etc.

What is the context of the anime?
(Cuál es el contexto del anime)

Hace mucho tiempo

How many characters are there?
(Cuántos personajes hay)

Hay 5 personajes

What the anime is about?
(De que se trata el anime)

De unos samurais que protegen su reino.

What language do the characters speak?,
(Que idioma los personajes hablan)

Chino.

Are there some subtitles?
(Existen algunos subtítulos)

si.

What kinds of clothes did you see?
(Qué tipo de prendas de vestir vieron)

Existen armaduras.

Name the colors you saw on the video?
Nombré los colores que ustedes vieron en el video

Rojo, amarillo, negro, cafe, azul, verde y plomo.

What is the context of the anime?
(Cuál es el contexto del anime)

R= The anime is Fight.
La animación es cuando pelean

How many characters are there?
(Cuántos personajes hay)

R= hay muchos personajes

What the anime is about?
De que se trata el anime)

R= de una guerra

What language do the characters speak?,
(Que idioma los personajes hablan)

R= el idioma es chino ingles

Are there some subtitles?
(Existen algunos subtítulos)

R= Si.

What kinds of clothes did you see?
(Qué tipo de prendas de vestir vieron)

R= cosas de guerreras estilo japonés

Name the colors you saw on the video?
Nombré los colores que ustedes vieron en el video

R= azul, gris, rojo, negro, amarillo, blanco, verde, violeta, marrón.

What is the context of the anime?
(Cuál es el contexto del anime)

Pelean samurai

How many characters are there?
(Cuántos personajes hay)

como 7 o 8 tal vez

What the anime is about?
De que se trata el anime)

Pelean samurai

What language do the characters speak?,
(Que idioma los personajes hablan)

Ingles

Are there some subtitles?
(Existen algunos subtítulos)

Si varios

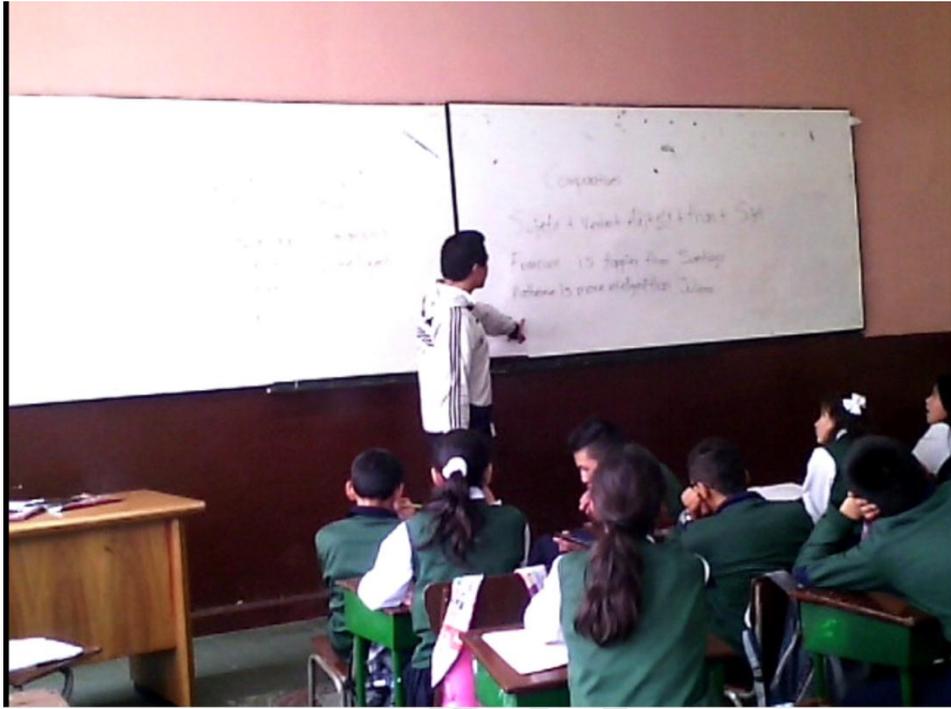
What kinds of clothes did you see?
(Qué tipo de prendas de vestir vieron)

As maderas

Name the colors you saw on the video?
Nombré los colores que ustedes vieron en el video

azul, rojo, verde, morado, amarillo

Explore Ideas



Appendix 12: learning Topics

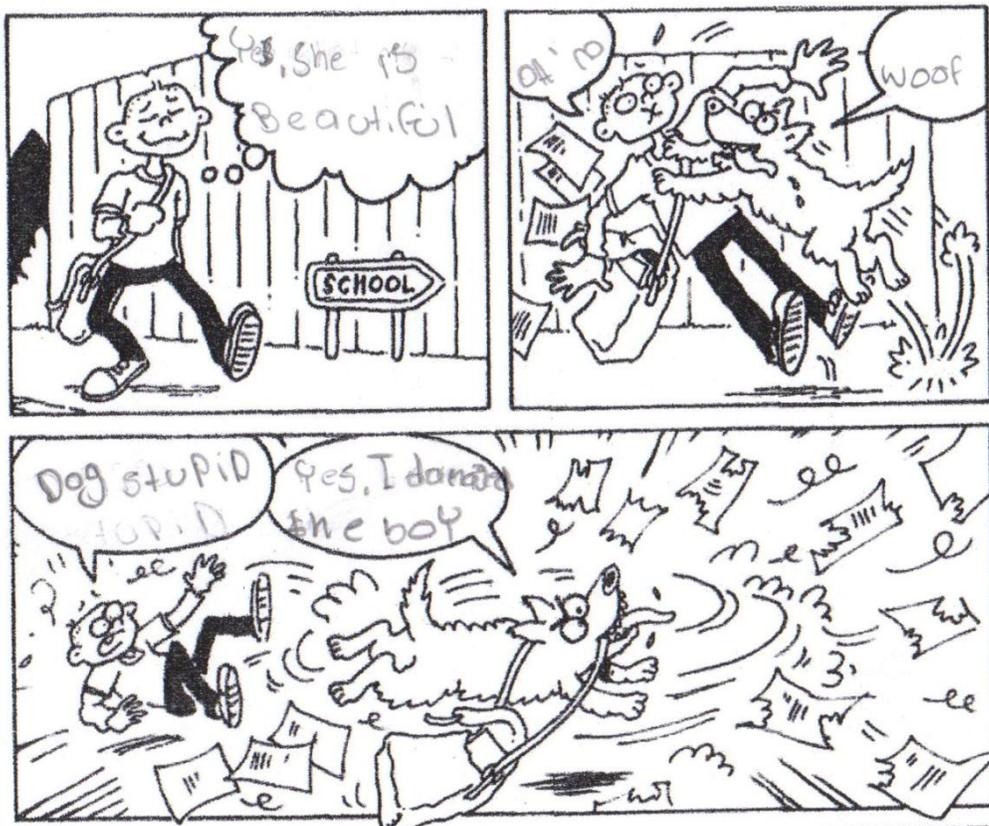
Pre-write



Appendix 13: Reinforcing the topics

Write a first draft





Appendix 15: Create the first comic

Revise the draft

FRASES

I am old - Yo soy vieja ✓
You are old - Tu eres viejo ✓
He is old - El es viejo ✓
She is old - Ella es vieja ✓
It is old - Eso es viejo ✓
We are old - Nosotros somos viejos ✓
You are old - Vosotros sois viejos ✓
They are old - Ellos son viejos ✓

I am young - Yo soy joven ✓
You are young - Tu eres joven ✓
He is young - El es joven ✓
She is young - Ella es joven ✓
It is young - Eso es joven ✓
We are young - Nosotros somos jóvenes ✓
You are young - Vosotros sois jóvenes ✓
They are young - Ellos son jóvenes ✓

FRASES

I am Tall - Yo soy alta ✓
You are Tall - Tu eres alta ✓
He is Tall - El es alto ✓
She is Tall - Ella es alta ✓
It is Tall - Eso es alto ✗
We are Tall - Nosotros somos altos ✓
You are Tall - Vosotros sois altos ✓
They are Tall - Ellos son altos ✓

I am short - Yo soy pequeña ✓
You are short - Tu eres pequeña ✓
He is short - El es pequeño ✓
She is short - Ella es pequeña ✓
It is short - Eso es pequeño ✗
We are short - Nosotros somos pequeños ✓
You are short - Vosotros sois pequeños ✓
They are short - Ellos son pequeños ✓

4.8



4.4



5.0



4.0



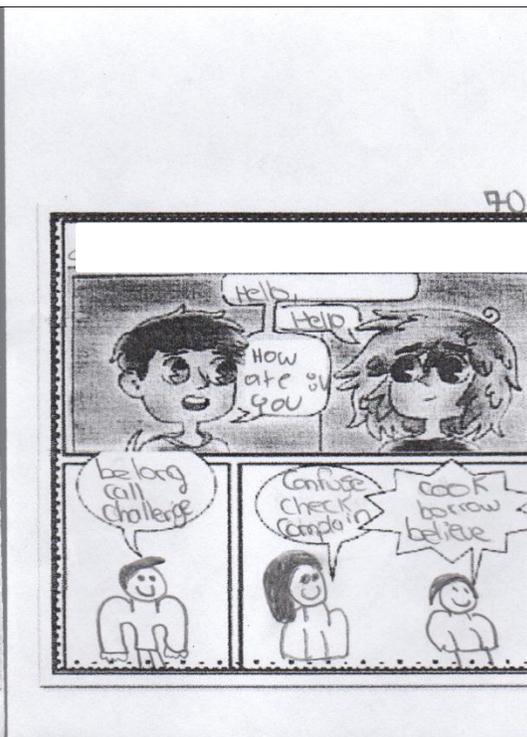
Today is Wednesday 20 March 2020

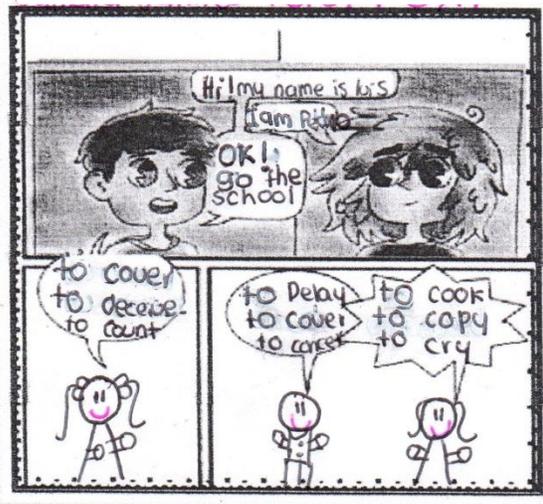
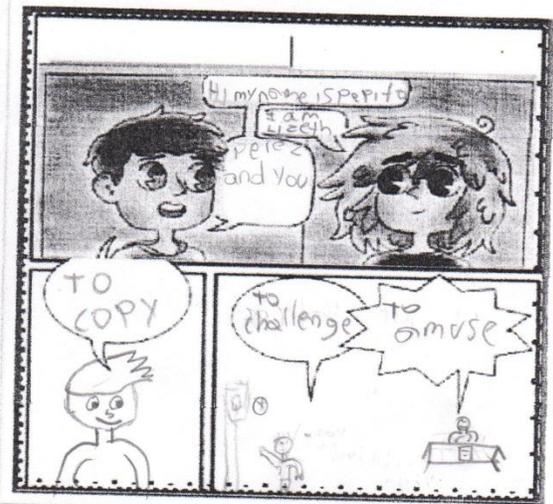
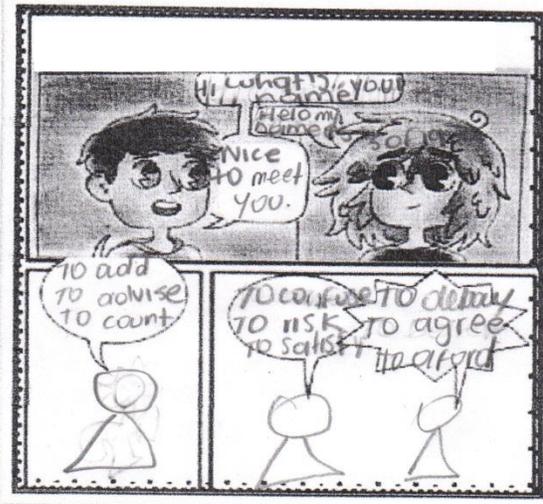
5.0



Appendix 16: Correct their mistakes. Creating the second comic

Produce the final copy







Appendix 17: the final product

Results

Having gathered data by administering the procedures during the whole practicum. The pre-service teacher analyzed and categorized the information given by the participants in order to answer teach research questions and the objectives established. Therefore one table emerged that highlights the students' perspectives and the final results the three participants got through the using of comics to improve their literacy English and the vocabulary. Taking into account the three stages such as the participants carried out before during and after the process and the instruments used the essential information described that:

Research Questions	Instrument	Findings
How the use of comics enhance the written production of 7th grade students?	Journal	<p>Con nuevos vocabularios y facilidades para poder entenderlo</p> <p>Si, si lo he usado y me ha servido cuando debo buscar el significado de una palabra desconocida para escribirla</p> <p>Si, mejora la forma de escribir ensayando cada palabra</p> <p>Sí, porque a veces le dejan trabajos de esos y es muy importante el inglés en la vida.</p> <p>Si porque al hacerlos y estudiarlos pueden mejorar su aprendizaje</p> <p>Una ventaja porque aprende como se escriben las palabras en inglés</p> <p>Pues haciéndolo varias veces para así mirar las palabras, y hasta poder pronunciarlas bien para mejorar el aprendizaje</p>
	Questionnaire	<p>La escrita, porque escribiendo se refuerza más y se aprende mucho más.</p> <p>Si por que se mejora el vocabulario y la escritura</p>

		<p>Si porque con la historieta es un aprendizaje creativo donde se facilita vocalizar y escribir.</p> <p>Si, por ejemplo la gramática Porque se puede combinar oraciones y estudiar su estructura.</p> <p>El tema de verbos regulares</p> <p>Si Porque esta esta importante para decir lo se quiere escribir y como se quiere hacer en la historieta El vocabulario, como se escribe correctamente la palabras en ingles</p>
<p>Is the implementation of comics an effective tool to develop reading skills?</p>	<p>Journal</p>	<p>Si he adquirido un vocabulario básico</p> <p>Si la he desarrollado porque he sido capaz estudiando ensayando con los comics</p> <p>Si he adquirido un vocabulario básico</p> <p>Si es más fácil en el contenido de un comic que al de un libro</p> <p>EL vocabulario y la comprensión de lectura</p> <p>Pues sí, porque esto mejorar su letra, la pronunciación, la lectura, la escritura etc.</p> <p>Sí, porque uno aprender palabras que uno no conoce o no recuerda.</p> <p>Sí, porque cada vez que usted lee la historieta mejora cada vez y es más o menos corta en cambio los libros no porque si usted lee de corrido se le olvida lo que leyó, como el libro es largo entonces por eso es que prefiero la historieta.</p>
	<p>Questionnaire</p>	<p>Sí , Porque es una forma nueva y didáctica y de qué forma, porque es más llamativa</p> <p>Pues la metodología es meterle lógica y entenderla</p> <p>Sí, Porque de esta forma uno aprende más y desarrollar mejor la lectura o la escritura</p>

<p>What kind of abilities do the students develop through using comics?</p>	<p>Journal</p>	<p>Si, pude adquirí vocabulario básico y que desconocía, Si en algunas ocasiones.es más fácil entenderlo, por ejemplo por sus dibujos y contenido</p> <p>Aprender vocabulario nuevo y aprender distintos tiempos del inglés.</p> <p>Puede ayudarme a entender el inglés estudiando el significado de nuevas palabras</p> <p>Claro porque uno aprende más y es otra manera de aprender</p>
	<p>Questionnaire</p>	<p>Escribir, Hablar porque mejore el aprendizaje del inglés</p> <p>Aprendí a conjugar mejor los verbos en pasado y presente y el futuro</p> <p>Si aprendí más vocabulario porque permite que se aprende más y mucho mejor este idioma</p> <p>Aprendí vocabulario Porque esta permite que se desarrolle más y de una manera más dinámica</p> <p>Pude obtener la habilidad de poder hacerlas, verlas leerlas y hablarlas</p>

Table 2: Data collection and research questions

Based on the table above related to the three research questions and the instruments administered, the three participants established that the use of comics enhanced the written production. Firstly, they were able to write correctly by rehearsing and repeating each word in English. Second, the comics allowed the participants to reinforce the grammar and the regular verbs. Third, it provided the advantage to learn better some words in English in a written way.

Furthermore, the implementation of comics as an effective tool to develop reading skills was useful for the participants. First of all, they were able to acquire a considerable amount of basic vocabulary through the reading of a comic. Second, the participants comprehended the content of the comic easily than a book with grammar and exercises. Third, the content of the comic caught students' attention to have a better comprehension of what the comic was about.

In addition, the three participants stated some abilities were acquired while the use of comics. Firstly, the acquisition of learning new words dynamically and basic vocabulary were the main abilities when reading or writing in a comic. Second, the participants stated to be able to conjugate better the present, past and future tenses. Third, some of them were able to read, to develop and to appreciate the work they did.

By contrast, the three participants had the opportunity to enhance their writing skills through a basic process which reflected the difficulties and the progress the participants showed during the classes. As a result, having used the comics to create their own production and to overcome their difficulties, the participants stated:

Student 7-01

“Me ha gustado la metodología del uso de historietas porque es una forma didáctica y diferente para aprender un tema pero también los comics son una herramienta útil para mejorar la escritura”

Student 7--02

“He aprendido bastante con ella, Una ventaja porque aprendo de otra forma Obviamente las historietas son una ventaja”

Student 7--03

“Esta es una herramienta adecuada que nos ayuda aprender más”

There is no doubt that the comics were considered as an useful tool to learn easily and differently any topic and vocabulary in English. It is to say, that this tool changed the environment and the way students learn English into the classroom. Although at the beginning some problems affected the learning process the participants were able to engage to their work and they took a lot of advantages to reinforce their level. However, the uses of videos frequently allowed the students to become familiar with the innovate activities that related the English and the students' needs which was the significant item during the development of each exercise. Nevertheless, the comics promoted the use the at least two skills such as reading and writing in which the participants enhanced through the different activities they did. In fact, they were able to produce their own comics to mix their creativity and drawing with their knowledge.

On the other hand, Based on these previous findings showed above, it is essential to contrast those result with previous studies that merged other features which were essential to the English learning Firstly, Megawati and Anugerahwati (2012) establish some similarities and the same features with the present research mentioned above because both of them were focused on the use of comic improved the students' ability in writing a narrative text. The students' improvement on each aspect was gained through the form of comic strips and the pre-service teacher's guidance during the writing process. Secondly, the progress in the aspect of content was influenced through the dialog clearly used to figure out the structure of the comic. As a result, the result demonstrated that the comic is an effective medium to develop the skills of the English language. This is supported by Lutfifati (2011) and Purwanitasari (2010) who stated that the use of comic strips is effective to increase the students' writing achievement and stimulate the students'

motivation in writing since it is completed with interesting pictures and chronological order of the story.

Conversely, another study contrasted the use of the comics in ELF. Hassanirokh and Yeganehpour (2016) show that the presence of cartoons and visuals, generally, has not any disadvantages to students' comprehension of the texts. Indeed, pictorial cartoons had a beneficial effect on performance when information related to the content of the text is boring. However, during this practicum the students presented some difficulties all the time to create and comprehend a text. Therefore, it was essential to carry out a reinforcement by the pre-service teacher who followed some steps in order to support the students' needs and their obstacles such as the lack of rehearsing the reading skills, the rules to become a good reader in English and the way the students understood a text because of most of the texts do not have understandable content and vocabulary. For that reason, it is necessary to follow a procedure and find a text addressed to the level the students had. As a result, the previous research was successful to describe and develop the essential stages to overcome the possible problems the 7th grade students would have during the development of the proposal.

Conclusion

To sum up briefly, the implementation of the comic was successfully as an useful and dynamic tool that produced greatly an impact on the reinforcement of 7th grade students' English literacy and vocabulary. Consequently, this innovative tool was the focus to execute all the English classes in which the pre-service teacher found difficulties but advantages for the students to took this way to enhance and support their needs inside and outside the classroom. Thus, the students were the benefit who really worked hard to generate improvements in their learning process. Nonetheless, this pedagogical proposal was appropriately addressed by following all the steps which allowed the students to recognize their mistakes and enhance the basis of English each day.

Additionally, the difficulties and misunderstandings were the main obstacles the students present when developing some activities related to the comics. However, the dynamism and the students' interest described that the activities motivated them to increase their skills and be assertive when writing a sentence in English to express any idea or acquiring new words to use later. It provided the essential results that highlighted the interesting process and improvements the students showed during the practicum. In doing so, this process was an opportunity to learn about the benefits and the drawbacks the use of comics provided to learn English as a foreign language in high school and obviously it was a great experience that contributed in the role as a future teacher.

CHAPTER II

RESEARCH COMPONENT

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

Training tool to qualify the pedagogical practice

Introduction

According to the context related to the training of PLEX², the pedagogical practices of teachers in training are based on one of the focuses of the interest and the update the 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, also it is essential to formulate a project that is focused on a reflexive approach links with the practicum as a way to place knowledge, behaviors and the attitudes that guide the teaching process. Nevertheless, as an inwardness exercise, immersion and conscious exploration of his/her own subjectivity as a teacher through asking questions and looking for information to solve problems, to himself/herself-recognition.

²(Programa Lenguas Extranjeras)

Statement of the problem

The lack of reflection does not provide the warnings into problematic situations during the practicum because those troubles are ignored and hidden. Therefore, the pedagogical practice assumes from codes that getting involved the teachers in a traditional work that emerge a barrier to the development of practices to generate transformations of thinking and knowledge to meet the social needs. For that reason, it is essential that the teaching training process promotes on the future teacher a critical and reflective spirit that contributes to the improvement of the pedagogical practices, which are significant elements that produce and transform the work and the professional performance in the future. With regards Foreign Languages Program 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 teacher. Therefore, this study is carried out by two guiding questions

1. How do the implementation of the reflection contributes to the changes of the own pedagogical process of the practicum?
2. 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 where 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 an analytic view about the event.

According to John 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.

General Objectives

- To implement the reflection as a transformative tool of the pedagogical process of the practicum
- To promote in the pre-service teacher the development of the critical spirit in order to analyze their pedagogical work.

Specific Objectives

- To consolidate a group of teachers and pre-service teacher with critical spirit that reflect and presenting proposals and overcoming the difficulty in the practicum.
- To socialize criteria, sharing ideas and guidelines to carry out the pedagogical practicum and get involved effectively into the institution
- To identify and analyze the strategies the student used during the pedagogical practicum
- To implement reflection workshops and the development of teaching units that guide the reflection of the Pre-service teacher.
- To analyze 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 we found that each teacher has to carry out some competences in order 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. Nevertheless, the teacher must have the competences relate 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)

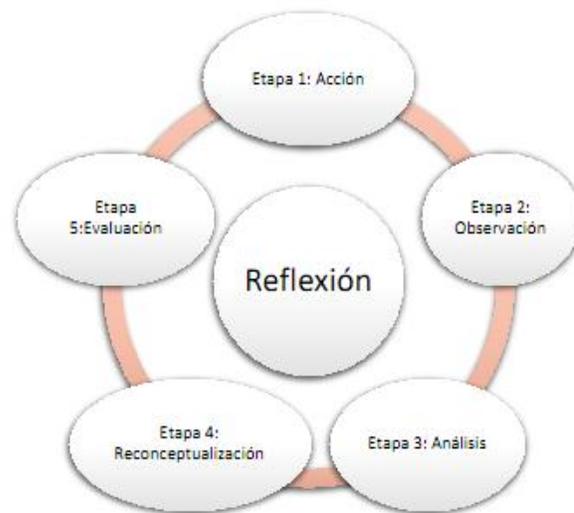


Figure 2: Reflection steps

- **Reflection as theme**

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 the process carries out, 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 wondered on 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; he 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.

Concerning 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 adapted 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 (n.d) 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 of the courses taught in order to change them in comprehensible structures for the students

- **Social practice efficiency**

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

Social reconstruction

The aim of reflection are 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 generically reflection; but they do not 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 based on the continuous reflection as the focus that is comprised of doing meetings to strengthen the collective of the practicum as initial space 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. Additionally, during the practicum, some features, beliefs, reflections and critical thinking have appeared when developing different activities, strategies and the ways to be understood. Those details have been significant to reinforce the learning process in students and the way the teacher controls and develops every single class. Furthermore, this component has been essential to emphasize the pre-service teacher's experience and his reflective process to be the best teacher

This project carried out some instruments

Instruments	Sessions	Dates
Self- reflections (Narrative)	10	3 rd March 10 th March 17 th March 24 th March 31 st March 7 th April 14 th April 21 st April 5 th May 12 th May
Self- observation sheet	4	21 st -24 th March 27 th -31 st March 24 th - 28 th April 8 th -12 th May
Reflection workshops	3	13 th -17 th March 17 th - 21 th April 8 th -12 th May
Class recording	3	21 st -24 th March 17 th - 21 th April

Appendix 18: General schedule of the instruments administered

Timetable

	Steps and Activities	Month 1 Week				Month 2 Week				Month 3 Week			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Project design												
2	Socialization												
3	Administering Instruments												
	Months	May				June				July			
	Activity	Month 4 Week				Month 5 Week				Month 6 Week			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Implementation of the proposal												
2	Instruments												
3	Data Analysis												
4	Findings												

Appendix 19: General schedule of the project

Procedure

Narrative

The pre-service teacher wrote nine narratives as a way to think about the difficulties, the improvements of his process as a teacher. Basically, he had the opportunity to reflect on the experiences of his pedagogical work with the students and his role as a teacher when implementing his proposal or teach them different topics. Moreover, it was a crucial instrument which allowed him to express his feelings and his thoughts about how he experienced different situations inside the institution. For that reason, the reflection played an important role to improve the teaching process while doing the practicum. (See appendix 25)

Self- observation sheet

The pre-service teacher had the opportunity to assess himself and the students' behavior. In that case, four self-observations sheets have been the instrument that helped him to notice better how his practicum was carried out. Firstly, this instrument allowed the pre-service teacher to change his mind because he sometimes was not a teacher who was able to include for instance different activities, catch the students' attention and motivate them to learn or develop an activity. Secondly, the obstacles pre-service teacher had to deal with while planning an activity or even a class, because when filling the self-observation sheet. The pre-service teacher remembered and reflected on how he could implement a better activity individually or in groups. (See appendix 26)

Classes recording

The pre-service teacher analyzed a partner's video which he watched several times in order to highlight another pedagogical work. Besides, the pre-service teacher developed a critical thinking of what he realized on the class. In addition, the pre-service teacher filled an evaluation sheet in which he recognized and emphasized some aspects such as the environment of the class or how the teacher structured a class with the strategies a partner used. For that reason, some beliefs and reflective thinking emerged to better analyze the items the partner described on the video. Even the pre-service teacher analyzed his own video as an exercise to notice his faults and his difficulties. As a result, the pre-service teacher could analyze better his details and implement new tools to improve his teaching process.

(See appendix 27)

Reflection Workshops

Three reflection workshops were done with the whole group. The pre-service teacher had the chance to participate on it in order to share the ideas, experiences each pre-service teacher have lived into the institutions. Indeed, the pre-service teacher has the opportunity to reflect on his own practicum by answering some questionnaires related to the advantages, disadvantages and the improvement the pre-service teacher showed before and after his teaching process. It was an excellent exercise in which the pre-service teacher listened to others and their comments. As a result, he learned about other situations, other contexts and other points of view.

Results

Based on the activities the pre-service teacher did during the practicum, it is identified that the instruments (Reflection Workshops, Self- observation sheet, Narrative and Classes recording) were the most powerful tool he used to affront the students' problems and the environment of the classroom in order to decrease his difficulties in each English class. As a result, the pre-service teacher was able to realize his teaching profession by using the reflection as a process in which he established some parameters to facilitate his strategies and the tools which improve the students' knowledge inside and outside the classroom. Nevertheless, the reflection was an essential tool that allowed him to take individual decisions correctly to change situations which probably affected the environment of the classroom. For that reason, the reflective process impacted appropriately the perspectives and the ideas he had to modify better his beliefs when doing his practicum.

In addition, the reflective process allowed the pre-service teacher to develop an excellent pedagogical process that was composed by the practice he did into the classroom which guided the students to be self-confident by promoting the encouragement in them to develop different activities related to the students' interests and the possible issues presented during this teaching process. Furthermore, the pre-service teacher identified his abilities and difficulties each day through the use of different steps of the reflection which were a clue to complement his process and his reflexive spirit as a teacher, a person and a student.

Conclusion

To sum up briefly, it is highlighted that this research component contributed highly to the development of the reflective process the pre-service teacher took into account to realize the different steps a teacher must follow to improve his teaching process such as reflecting, thinking and doing . Therefore, the narratives, the self-observation sheets and the analysis of the two classes were the significant tools which supported the ideas to be teacher inside and outside the institution. Additionally, these tools allowed the pre-service teacher to improve his strategies, his tools and his thoughts addressed to each student who was the focus in each class. Moreover, these instruments were essentially followed to the pre-service teacher to be assertive and be able to overcome the obstacles presented in different situations with students, other teachers and even the pre-service teacher. In doing so, the research component encouraged the pre-service teacher to be more critical and reflective when doing the pedagogical practice in order to improve his teaching process.

CHAPTER III

OUTREACH COMPONENT

Awareness to the English language for primary schools in Pamplona

Introduction

The Colombian national government implement the foreign languages teaching addressed to the different educative fields of the country in order to have the opportunity to participate in cultural exchanges that allows getting to the equals conditions face to the individual and social development of the country, to promote the English language learning in Colombia, to be more competitive citizens. Moreover, the ministry of national education implemented the policy of bilingualism in 2004, “it aims to have citizens who are able to communicate in English composed of the internationals standards that add the universal communication processes in the country related to the global economy and the cultural opening”.

On the other hand, the ministry implemented a broad series of strategies into the different education levels focused on the achievement of this goal; one instance is the quality of the English standards addressed to secondary and basic education and the definition of a cohesive and a solid evaluation system, and the description, the development of training plans. Additionally, this program is developed and joined by the Education Secretaries, the public and private universities, the languages centers around the country. However, the findings were not essentials because most of them did not reflect the impact into several educative institution.

On the other side, the national government attempts to cover widely the English teaching language addressed to children in the primary school because some of the institutions sometimes do not have an English teacher that guides the teaching-learning process, for that reason, the results of the national evaluation are not appropriated.

The foreign language program of the University of Pamplona is engaged to the reality that the primary school faces with regards to the national policy of bilingualism, due to most of institutions need an English teacher to overcome the needs of formation in primary. The current proposal is aimed to support the needs of training process focus on English in children of the primary school in Pamplona and integrate foreign languages training of the students who belong to the foreign language program English and French in order to decrease the rift generates among the private and the public school related to the foreign language, the governmental policies identify the problem but that is not well- covered normatively. In doing so, it is essential to training individuals focused on the foreign language area so as to get better results in the exams, tests and achieving the goal that the students' results will be according to the proposals to become one of the most educated countries.

Justification

The foreign language acquisition and learning allow to get involved to the own needs that the world requires, in that sense, it is essential to carry out the process since the children start the first contact as a students in the school in order to gain knowledge at the end of the primary school to continue developing the learning process into the higher, vocational and secondary education to well-prepared students focused on this area.

Nevertheless, this project aims to sensitize related the English teaching in primaries schools in Pamplona by contributing to the basic training in a foreign language that is required in these levels. For that reason, it is carried out for students of the foreign language program that are in the practicum as a way to contribute to the strengthening of English teaching in the primary school.

The implementation of this project facilitates highly the students, the institutions, the foreign language program and the Pre-service teacher. This is a benefit for the school children as their first contact with the foreign language and the Pre-service teacher that culminate 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.

General objectives

This project addressed to the foreign languages bachelor's degree pointed out:

- To support the children and the primary school needs related to the English language in Pamplona
- To integrate the training of the foreign languages students with the teaching educative reality of English in the primary school of Pamplona

Specific objectives

In order to better understand the formers objectives, this project aims:

- To provide the English basis to the children who belong to the elementary school in Pamplona
- To get involved foreign languages students of bachelors' degree with the English teaching processes in the primary school of Pamplona
- To join the foreign languages students training with the social Projects offered by the social-interaction office at the University of Pamplona

		February				March				April			
	Steps and Activities	Month 1 Week				Month 2 Week				Month 3 Week			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Institutional Observation												
2	Writing the proposal												
3	Implementation of the Proposal												
Months		May				June				July			
	Activity	Month 4 Week				Month 5 Week				Month 6 Week			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Implementation of the proposal												
2	Final report												
3	Data analysis and findings												
4	Socialization												

Appendix 20: General Schedule of the project

**Using interactive tools for the vocabulary acquisition of English in 1st and 5th grade students of
Provincial San Jose High School headquarter ‘La Salle’**

Introduction

The English language is an important requirement to communicate easily in the world currently, the globalization requires that English language will be used since the childhood or even teenagers. Thus, it is essential to be focused on the primaries school that offer the chance to support the necessities and enhance the English level, and motivate children to be interested and get involved with learning English process. With regards the English language acquisition, it is better that the individual become familiar to it during the early ages. There is no doubt that children have the opportunity to learn easier some topics and associate their mother tongue to learn a foreign language. Even, the way children acquire knowledge through different activities that stimulate the learning process. It is to say that the childhood is the best age of humans to learn a second language effectively. In fact, the use of the interactive teaching tools will be useful for the children to acquire the English basis appropriately.

Hence, this proposal aims to support the needs of the school community through the ideas, activities the pre-service teacher will develop to facilitate the improvement of the institution and the educational field. In other words, the role of the pre-service teacher will be significant to face the challenges addressed to work with children and the advantages emerged in order to enhance the English teaching process in this primary school.

Justification

After having observed the whole school and some classes 10 weeks ago, the pre-service teacher was able to identify that the English language is not the main focus on the headquarter “La Salle” because of the different needs this public headquarter presents. For instance, the English teachers and teaching tools, first one, it is clearly identified that the teachers do not have the chance to teach English appropriately because they do not have the level to develop the English activities and there are not an English teachers that assume the role correctly in some courses. Second one, the lack of teaching material is another factor that affects students when taking English classes because there are not appropriate tools or resources to cover the English content in order for the students enhance their skills and abilities. Therefore, a project focused on around 120 students from first and fifth grade will be implemented into the classroom to create and developing some activities that probably enhance their knowledge and their English level.

In fact, the teacher will be the guide that facilitates the teaching process in children through the use of interactive teaching tools that contribute to the overcoming of problems that affect the students’ performances. Moreover, games and videos will be significant to motivate students to learn the basis of English easily. As well as, this experience will provide a lot of benefits for the Pre-service teacher to teach his knowledge and implement the strategies into the classroom to instill the students’ interest for the language.

Objectives

General Objective

- To encourage students to learn English through the use of interactive teaching tools.

Specific Objectives

- To reinforce the pronunciation and vocabulary for the students from 1st and 5th grade.
- To implement the use of flashcards, videos and interactive games to develop students' interest for the English language.
- To motivate students to learn English as the first contact with the school.

Methodology

This component was developed by the pre-service teacher during nine weeks from February 22nd to May 19th. In that case, this work was divided into two items. First of all, the pre-service teacher carried out a sub-project which was focused on the use of interactive tools for the vocabulary acquisition of English in 1st and 5th grade students of Provincial San Jose High School headquarter ‘La Salle’. Who created their own work through the use of flashcards and worksheets which were essential to develop different assignments given by the pre-service teacher who was the guide into the classroom. Second, the four sessions of tutoring (in which the students from 7th grade to take every Tuesday in the afternoons in order to overcome the difficulties they had in the English classes. First, the pre-service teacher wrote a formal letter to the coordinator and also the parents in order to support the idea to take a tutoring on Tuesdays at 2: 30 pm. (See appendix 28). Second, an attendance list was established to carry out a control for the students who came to each tutoring. (See appendix 29)

Day Grade	Monday	Tuesday	Wednesday	Thursday	Friday
1 -01		1 hour	1 hour		
5-02				1 hour	
5-01				1 hour	
Tutoring 7 01 7 02 7 03		1 hour			

Results

This component was an opportunity to get involved with the students from different grade and ages who need clearly a reinforce and a crucial guide who was the significant leader to encourage them to reinforce the vocabulary and the basis of English through the use of interactive tools such as games, dynamics, flashcards and worksheets which caught the students attention to generate curiosity. In doing so, the students were engaged when working with those elements inside the classroom.

In that case, most of the students got good results when doing the different activities. For instance, coloring a monster with the colors by following some instructions, find the correct number by join others numbers with a line. It is to say that the activities helped students to develop better their works and use the English language dynamically. Nevertheless, the students paid always attention to the flashcards the pre-service teacher use to introduce a new topic to learn in every single class because those were colorful images which contained a design which was according to the ages and the interest of the student. Moreover, the worksheets which were essential for the students to show what they have learned before and the performances and the involvement with the topic the pre-service teacher already taught.

On the other hand, tutoring was a tool implemented by the pre-service-teacher appropriately who implemented four sessions addressed to 7 graders students who were selected because of the difficulties they presented when taking English classes related to some topics. Firstly, the three forms of the verb to be was the main topic of the first and second tutoring in which the supervisor supervised the work the students did. Secondly, the regular verbs were the main topic for the second and third tutoring in which the students worked individually.

The pre-service teacher developed four sessions of that tutoring in which a variety of students have attended to it. Although 30 students were chosen to take it on Tuesdays some of them attended every single session to overcome their obstacles with the different aspects of the English language. However, some of them didn't attend to it because they thought that it was useful for them. For that reason, those sessions were useful for some of them but boring by others who did not appreciate the opportunity to reinforce their knowledge. Generally speaking, the tutoring helped some students to improve in their grades and the development of their work in classes.

FOREIGN LANGUAGES

Conclusion

The idea of the using of interactive tools for the vocabulary acquisition of English allowed the students to reduce a little bit the problem the primary schools have in Pamplona. Thus, the different activities achieved the goal to support h the necessities this primary school presents and enhanced the English level the students had. In that case, the Pre-service teacher was only the guide who helped them to be interested and be motivated with the interactive tools used to promote a commitment for the acquirement of the English language. There is no doubt that it was not an easy task because the students were adapting to have an English teacher who teaches some days in a week. Therefore, this project was a chance to carry out to motivate students to learn easily the basis of this language and help the educational community through the pre-service teacher's experience with children and the availability to do the best job to have an impact in the educational field.

CHAPTER IV

ADMINISTRATIVE COMPONENT

Introduction

As soon we belong to the school community as teachers, it must be taken into account some aspects that concern the activities and the events done by the institution. In that case, this component is essential to have the opportunity to get involved deeper into the educational field and to participate with other people to achieve the same purpose. Nevertheless, as teachers, we have to follow some rules and duties that are essential in a community, for that reason, it will be significant to be part of some assignments even different from the specific area the teacher is in charge such as parents' meetings, cultural events, supervision of students , control of discipline, going to the catholic church. The teacher plays an important role, because we are a guide that students want to be. Besides, the relationships among teachers, students and parents with the pre-service teacher is important to get on well and providing an appropriate environment which facilitates the teaching learning process as one objective to accomplish into the educational field. This administrative component is one of the steps to become a defined teacher because it is also a training, which provides a lot of benefits and experiences through sharing perspectives and thoughts with others inside and outside the institution.

General Objective

- To be engaged actively in the different activities and events organized by the Provincial San Jose High School.

Specifics Objectives

- To help the members of the institution in developing and support the activities they propose for the students.
- To be part of the educational community as the first contact as a pre-service teacher.
- To motivate the students to participate in all the events of the high school
- To share the experience as a foreign language teacher to provide ideas to develop new and different activities.

FOREIGN LANGUAGES

Methodology

As a pre-service teacher, it is significant to take part actively and be engaged in the different activities established by the institution. The pre-service teacher is encouraged to develop the activities and to promote events based on his knowledge and experience by collaborating with decoration a setting, getting involved into the extracurricular activities, being in charge of any kind of activity, implementing strategies to better organizing and developing events that extremely highlight the commitment and the interest he provides in order to contribute efficiently when working with the members of the community and the whole institution. Therefore, the pre-service teacher was engaged actively into the institution when doing several activities during these nine weeks. Although there were few activities, the pre-service teacher attempted to do the best, to help the teachers and even the students who were participating in order to support them and the activities proposed by the institution where it was the focus of the process as a future English teacher.

Procedure

The follow schedule describes the series of activities the Pre-service teacher developed into the institution.

N°	Date	Activity
1	March 1 st , 6 th and 18 th April 2 nd and 7 th	Masses
2	March 7 th , 29 th	Meetings
3	March 24 th May 5 th	Flags-raising
4	March 31 st	Choice of the student's representative
5	March 18 th April 11 th	Procession and parades
6	April 25 th	Language day
7	May 10 th	Day "E"

Table 3: Schedule of the Activities developed

Masses

In that case, the pre-service teacher was engaged with the different activities such as masses. First of all, he attended some masses where 7 graders were the participants of them. Second, another activity like the "Viacrusis" that was carried into the chapel of the institution. Third, the mass which was attended the whole school to celebrate San Jose's day. (See appendix 32)

Meetings

In that sense, the pre-service teacher attended to parent's meetings in which he had the chance to write a list that contained the students who would reinforce the subject. For that reason, he gave the students some piece of advices and he talked with the parents one by one who seemed to be interested in their sons or daughters. Additionally, the pre-service teacher filled a sheet with the items each student should reinforce and the signature of the parents as a tool to control the attendance of this meeting. Secondly, he Pre-service teacher was engaged to the first meeting related to the strike which had a length of time of two weeks. (See appendix 33)

Flag-raising

It was an event to congratulate the best students and to celebrate the women's day inside the institution where a serenade and a candy for all the women were the main points during that flags raising. Besides, the celebration of Santanderino's day which developed a lot of activities like dancing and homages in honor to the General Santander. (See appendix 34)

The choice of the student's representative

The choice of the student's representative was a process in which the pre-service teacher had the opportunity to help. Firstly, the control and the supervision of the students from 6th grade because they needed to be quiet while the electoral process was carried out. Secondly, he had the opportunity to be a jury when counting the votes to choose a winner. In addition, he was assigned as electoral witness to organize the votes related each course. (See appendix 35)

Procession and parades

Firstly, the pre-service teacher helped to organize 7th graders during the celebration of San Jose's day in which the whole students walked by the streets before going to the Cathedral church to the main mass of this day. Secondly, the pre-service teacher was a participant with the institution as a teacher in holydays. For instance, he participated with the delegation of teachers and students on Tuesday, 11th April at night. (See appendix 36)

Language day

The pre-service were totally engaged during this day because he was a guide to organize and was in charge of a group to go to the theatre "Jauregui" to appreciate the spectacle and the shows some students of the same school had prepared to celebrate this significant day. Nevertheless, the pre-service teacher supervised the students to remain in silence and be organized in this place during each presentation. (See appendix 37)

Day "E"

It was a long day, which was composed of 5 hours inside of a classroom to develop the day "E" in which the pre-service teacher was a member of a group of teacher to do different activities to improve the students' performances into the classroom. Even participated in the different assignments gave this day for the teachers as the main actor of the education. (See appendix 38)

Results

Having established the different activities the pre-service teacher did above, it is important to highlight the commitment he showed during each phase and every single assignment inside and outside the institution because it was a process to complement the process of being teacher and belong to the educative community which gave the chance to develop the abilities as the role of teacher and as a person with the other teachers, administrative, parents and students. As a result it is important to say that the role of teacher was accomplished every day. The pre-service teacher experienced a clear idea of the work each teacher developed with his students. For that reason, the pre-service teacher realized more than one advantages through helping students in different situations because he recognized early his functions and difficulties, which allowed him to become a teacher for first time into the institution. This experience was composed of several issues which sometimes interfered with the development of the role of the teacher inside of the institution. However, the virtues of the pre-service teacher allowed overcoming those obstacles and establishing a solution appropriately. By contrast, the community gave the pre-service teacher the best welcome to be part of a place where the education and the training of the students were the focus. Therefore, the pre-service teacher was a clue to help students and the community to prepare how to face life and society. In that case, the school offered the pre-service teacher the freedom to implement different ways to change the students' thoughts. Given that, it was a good job to guide students in to a process that was carried out every day. More importantly, the pre-service teacher learnt many of things related to the organization of the institution, the different roles each person accomplishes into it and the advantages to be part of the educational field.

Besides, the participation of each activity gave the pre-service teacher some ideas to promote other activities which probably will develop in another school. Nonetheless, the pieces of advices, the environment and the stories of life were the most powerful advantages the pre-service teacher took to implement them from now.

FOREIGN LANGUAGES

Conclusion

As conclusion, the activities and the commitment by the pre-service teacher was the focus on of this component which was successfully developed every day inside or even outside the institution. Thus, the pre-service teacher is satisfied with the results and the good job did into the institution because this experience was not easy to carry out due to the internal and external factors, which allowed the pre-service teacher to modify his actions and develop correctly this role as teacher in to the high school. By contrast, the administrative component was an opportunity to be engaged with the whole events established by the school. Even, the different roles the pre-service teacher played in order to develop better the duties he had to accomplish in different situations with the students, teachers and administrative. Therefore, the events encouraged the pre-service teacher to organize and get involved with the activities the members of the institution established in order to recognize the importance of belonging of the institution and the capacities and the abilities the pre-service teacher used to support his work as one member of this educational center.

General Conclusions

First, the objectives were accomplished because of developing the pedagogical proposal into the institution, most of the steps of the methodology were carried out correctly. Moreover, with regards the instruments, some of them needed to be reinforced in order to better keep entries to support the pedagogical work the pre-service teacher did and how students' improvement appeared before, after and during their process and the practicum. However, the proposal was a successful process which allowed the 7th grade students overcoming the difficulties they presented when writing a sentence in English or acquiring vocabulary. Furthermore, the comics was a useful tool to catch student's attention in order to get involved with the language taking into account the likes the students have related with anime and the English level they had to be.

Second, the narrative, the self-observation sheet, the workshops and the class recording were a significant tool to describe how the pre-service-teacher felt and got involved during each class. In that case, it was a process which helped him to discover their difficulties and their abilities as the first experience at the school before getting as a future teacher into the educational field. In addition, the analyses of another partner helped the pre-service-teacher significantly to assess his process in order to take into account some suggestions, some comments that will be essential during his whole life as a person and teacher.

Third, the pre-service-teacher developed a good job with the children from the headquarter "La Salle" because he was engaged with the community by teaching them this important language. It is to say that those children improved their knowledge through the use of interactive tools such as games, worksheet and colorful flashcards because of the pre-service-teacher as a guide and his collaboration with the education of some children who needed to support their learning process with new tools and activities that were the main focus to improve the educational process of the members of this elementary school.

Fourth, during the practicum the pre-service-teacher had the chance to be part of an institution as another experience got into the institution. For instance, he was totally engaged with the institution by collaborating with the discipline and the students' behavior. It means that the role of teacher was a hard work, which involved a series of tasks that was focused on the improvements of the school and its community. For that reason, this experience allowed the pre-service-teacher realizing the extra-activities the teacher need to do in order to contribute with the institution and the significant work, which describes this profession. Consequently, the pre-service-teacher took an important role when the institution developed different events inside or outside of it. As a result, this component has been essential for the pre-service-teacher to be engaged actively with the students, the teachers and the community.

Evidences

CHAPTER I

PEDAGOGICAL COMPONENT

1. Observación Participativa

Profesor- Investigador: Yesid Villamizar

Grados: 7-01 / 7-02/ 7-03

Fechas: 6 al 31 de Marzo

Puntos Claves	Ventaja, Desventaja	Comentario
<p>Contenido de clase</p> <p>Manejo de temas en ingles</p> <p>Aplicación de sus conocimientos</p> <p>Nivel adecuado de ingles</p>	<p>Problemas de redacción</p> <p>Confusión de temas</p> <p>Interferencia de la lengua materna con la lengua extranjera</p>	<p>Durante las primeras semanas se evidencio la forma en la cual los estudiantes tiene dificultades en la creación de oraciones en ingles</p>
<p>Motivación de estudiantes</p> <p>Necesidades de los estudiantes</p> <p>Demostración de sus habilidades</p> <p>Interacción con la lengua inglesa</p>	<p>Interés en la realización del proyecto</p> <p>Participación en clase</p> <p>ingenio y creatividad</p>	<p>Al ver que una de las herramientas para mejorar la parte escrita sería el uso de la historieta, los estudiantes participan en clase por medio de ejercicios simples como redactar oraciones simples para completar una historieta</p>
<p>Herramientas</p> <p>Mejorar las habilidades y competencias</p> <p>Tras una historieta</p> <p>¿Cómo hago para escribir en inglés?</p> <p>Que debo hacer para adecuar una historieta y mi nivel de inglés?</p>	<p>Una historieta</p>	<p>Muchas preguntas han sido llevadas a cabo por los estudiantes quienes aunque saben lo que hacen, tienen algunas dudas con respecto a cómo escribir oraciones en ingles sin primero pensar que quieren pensar.</p>

2. Observación Participativa

Profesor- Investigador: Yesid Villamizar

Grados: 7-01 / 7-02/ 7-03

Fechas: 3 al 29 de Abril

Puntos Claves	Ventaja, Desventaja	Comentario
<p>Contenido de clase</p> <p>Manejo de temas en ingles</p> <p>Aplicación de sus conocimientos</p>	<p>Aclaración de temas como el verbo ser o estar</p> <p>Refuerzo de los pronombres personales</p>	<p>En este caso, los estudiantes recordaron de una buena manera los temas simples al iniciar el aprendizaje del inglés, y lo tuvieron en cuenta como primer paso de su aplicación de conocimientos en el aula.</p>
<p>Proceso para la redacción de frases</p> <p>Refuerzo de conocimientos básicos</p> <p>Corrección de errores</p> <p>Utilización de vocabulario</p>	<p>Fosilizaciones</p> <p>Errores comunes</p> <p>Confusiones</p> <p>Aparición de dudas</p> <p>Mejor desempeño de un nivel básico</p> <p>uso de vocabulario</p>	<p>Aunque los estudiantes presentaban aún muchas dificultades en cuanto a la escritura de frases en inglés, pudieron aprender una estructura básica y simple.</p>
<p>Proceso de comprensión</p> <p>Ilustración de historietas</p> <p>Lectura de historietas</p> <p>Traducción de pequeñas conversaciones dentro de una historieta</p> <p>Obtención de vocabulario (Verbos, días de la semana, acciones, animales)</p>	<p>Apuntar palabras de vocabulario en el cuaderno</p> <p>Uso del diccionario</p> <p>Apreciación de historietas y su estructura de una manera escrita y audiovisual</p>	<p>Lo estudiantes captaron de una manera más fácil y positiva el diseño de una historieta, la forma de diseñarla y lo esencial para obtener un buen resultado.</p> <p>El diccionario como herramienta para así facilitar la traducción y el aprendizaje de nuevas palabras.</p>

Appendix 21: Participant Observation



Cuestionario N°1

Las siguientes preguntas están enfocadas como el inicio del proceso del uso de caricaturas, por lo tanto la respuestas de los estudiantes dadas serán analizadas para el proyecto de investigación: *“El uso de caricaturas como una herramienta innovadora para mejorar la lectura, la escritura y el vocabulario en estudiantes de séptimo grado del colegio provincial san José de Pamplona, Norte de Santander, una investigación Acción”*.

Mencione nombres de caricaturas que usted haya escuchado?

Ha leído las caricaturas?

Sí ____ No ____

Qué tipo de Caricaturas usted lee?

Acción

Ficción

Anime

Etc.



De qué temas son tratados en las caricaturas leídas?

Qué le motiva a la lectura de caricaturas?

Qué tema gramatical de inglés desea reforzar con la ayuda de las caricaturas?

Cuál de las siguientes competencias cree usted que se desarrolla mas con el uso de las caricaturas?

- Leer
- Escribir
- Hablar
- Escuchar



Cuestionario N°2

Las siguientes preguntas están enfocadas en el proceso sobre el uso de las caricaturas. Por lo tanto, las respuestas dadas serán analizadas para el proyecto de investigación: *“El uso de caricaturas como una herramienta innovadora para mejorar la lectura, la escritura y el vocabulario en estudiantes de séptimo grado del colegio provincial san José de Pamplona, Norte de Santander, una investigación Acción”*.

Le ha gustado la metodología de la utilización de historietas en clase?

Sí ____ No ____

Si su respuesta es afirmativa, Por qué le gusta dicha metodología?

Si su respuesta es negativa, cuáles han sido los inconvenientes en el uso de historietas



Cuales herramientas cree más eficaz para superar sus dificultades en cuanto a comprensión de una historieta?

El uso de las historietas ha permitido la mejora de la comprensión lectora y escritura?

Sí _____ No _____

¿Por qué y de qué forma?

Cuál ha sido la competencia que más ha desarrollado, la comprensión lectora o la escritura? ¿Por qué?

Se le ha facilitado la adquisición de la competencia gramatical y el vocabulario con el uso de la historieta? ¿Por qué?



Cuestionario N°3

Las siguientes preguntas están enfocadas en el proceso sobre el uso de las caricaturas. Por lo tanto, las respuestas dadas serán analizadas para el proyecto de investigación: *“El uso de caricaturas como una herramienta innovadora para mejorar la lectura, la escritura y el vocabulario en estudiantes de séptimo grado del colegio provincial san José de Pamplona, Norte de Santander, una investigación Acción, principalmente guiaran la siguiente pregunta de investigación:*

3. ¿Qué tipo de habilidades los estudiantes pueden desarrollar a través del uso de las historietas?

El uso de historietas durante este proceso le ha ayudado claramente a mejorar su desempeño en inglés?

Sí _____ No _____

Cuales habilidades siente que han mejorado?

Cree usted que el uso de historietas es una herramienta adecuada para mejorar las habilidades y competencias en el inglés?



Considera usted que el trabajo con las historietas permite el incremento en el aprendizaje de vocabulario? Si ____ No ____ Por qué?

Considera usted que el trabajo con las historietas permite el incremento en el desarrollo de la producción escrita en inglés? Si ____ No ____ Por qué?

Considera usted que el trabajo con las historietas permite el incremento en el desarrollo de la gramática en inglés? Si ____ No ____ Por qué?

Qué otras competencias o habilidades han podido trabajar por medio del uso de las historietas en la clase de inglés?



DIARIO DE CAMPO N°1

Las siguientes preguntas están enfocadas como el inicio del proceso del uso de caricaturas, por lo tanto la respuestas de los estudiantes dadas serán analizadas para el proyecto de investigación: “el uso de caricaturas como una herramienta innovadora para mejorar la lectura, la escritura y el vocabulario en estudiantes de séptimo grado del colegio provincial san José de Pamplona, Norte de Santander, una investigación Acción.

1. ¿Alguna vez ha usado un comic para poder mejorar sus habilidades en inglés?
2. ¿Cómo pueden los comics mejorar su aprendizaje en inglés?
3. ¿Cree usted que el uso de los comics mejora su forma de escribir?



DIARIO DE CAMPO N°2

Las siguientes preguntas están enfocadas como el inicio del proceso del uso de caricaturas, por lo tanto las respuestas de los estudiantes dadas serán analizadas para el proyecto de investigación: "el uso de caricaturas como una herramienta innovadora para mejorar la lectura, la escritura y el vocabulario en estudiantes de séptimo grado del colegio provincial san José de Pamplona, Norte de Santander, una investigación Acción.

1. ¿Cree usted que ha sido capaz de desarrollar su habilidad de leer tras el uso de una historieta?
2. ¿Ha adquirido un vocabulario básico con la ayuda de la historieta?
3. ¿Cree usted que comprende más fácil el contenido de una historieta que del texto en un libro?



DIARIO DE CAMPO N°3

Las siguientes preguntas están enfocadas como el inicio del proceso del uso de caricaturas, por lo tanto las respuestas de los estudiantes dadas serán analizadas para el proyecto de investigación: "el uso de caricaturas como una herramienta innovadora para mejorar la lectura, la escritura y el vocabulario en estudiantes de séptimo grado del colegio provincial san José de Pamplona, Norte de Santander, una investigación Acción.

1. Que habilidades cree que ha desarrollado con el uso de historietas en inglés?
2. Siente que el uso de las historietas ha sido una ventaja o una desventaja para aprender el inglés?
3. Cree usted que las historietas son una herramienta adecuada para aprender los temas enseñados en inglés?

CHAPTER II

RESEARCH COMPONENT

Universidad de Pamplona

Practica Integral

Reflexión: semana uno

En esta primera semana de inicio de la práctica integral tuve la oportunidad de trabajar con los grados primero, quinto y séptimo, en este caso, mi experiencia fue enriquecedora ya que establecí cuatro planes de clase para su respectivo desarrollo durante esta semana, fueron clases enfocadas para detectar las necesidades y hacer un diagnóstico general para saber más a fondo las debilidades y fortalezas, estos primeros cinco días me ayudaron a comprender porque soy profesor y mis deberes relacionados con mi trabajo, los estudiantes y la institución educativa

Primero, tuve la oportunidad de medir mis capacidades como profesor en formación de inglés en el cual implemente muchas formas didácticas como juegos y actividades grupales que fueran divertidas, innovadoras e impactantes para los estudiantes y así poder tener la atención de ellos, sin embargo, algunas veces mis estudiantes no tomaban estas actividades muy bien ya que solo era motivo para molestar y salirse de las actividades planteadas, por ende, tuve que cambiar de actividades para poder lograr una mejor disciplina del salón. Segundo, los estudiantes me recordaron un poco lo que yo a veces también hacía en el colegio, a veces no colocaba atención o como molestar en clase sin mirar quien estaba dictando la clase al frente, algunos se acercaron y fueron amables y colaboraron tanto en la aceptación de un nuevo profesor y en el desarrollo de las clases. Por otra parte, otros estudiantes no estaban nada felices por las actividades para aprender inglés y también su disposición para hacerlas, por esta razón, a veces sentía que debía acercarme a ellos y hablar más a fondo pero como son muchos estudiantes sentí que el tiempo y la forma de trabajar de cada uno interferían con el mejoramiento de ellos y las actividades en cada clase.

Finalmente, tuve la chance de ser parte de un grupo de profesores, de conocer a la mayoría y sus virtudes, aunque el primer día fue difícil en la interacción pero poco a poco se ha ido entablando relaciones simples y así poder colaborar y ayudarnos entre nosotros mismos, de otra manera, fue un ejercicio muy provechoso para mí como parte de una institución educativa.

Universidad de Pamplona

Practica Integral

Reflexión: Semana Dos

En esta segunda semana de la práctica integral tuve la oportunidad de reanudar las clases con los grados con los grados primero, quinto y séptimo, en este caso, la práctica se llevó con normalidad, cumpliendo con el desarrollo de las clases de acuerdo con la planeación ya establecida, en esta semana se hizo mucho énfasis en los temas ya vistos en clases para así lograr un mejor desempeño de los estudiantes y el profesor, en esta semana se mejoró mucho la parte un poco del manejo de grupo, la disciplina sin embargo en ocasiones los estudiantes no colocaban ímpetu para así realizar cada clase de inglés, por otra parte se pudo evidenciar el compromiso con la institución ya que se colaboró en la parte administrativa con el desarrollo de actividades como la izada de bandera en donde se dio lugar a la mujer y al hombre como prioridad en es el último día de la semana, en general se tuvo un buen compromiso y una buena experiencia en el desarrollo de la continuación de clases en la práctica integral.

Por otro lado, me sentí que tuve momentos tensos y me sentí cómodo en cuanto el desarrollo de clases ya que los estudiantes fomentaban la indisciplina, el desorden y no dejaban explicar un tema o escuchar a los compañeros, por lo tanto, sentí que debía cambiar mi actitud frente a estos hechos, tomar decisiones como sacar tres notas por semanas, y estar atentos a cualquier falta de respeto conmigo u otros estudiantes, por ende, algunas veces subí la voz, cambie estudiantes de puesto, incluso coloque una mala nota porque ya sentía que la indisciplina de algunos era muy repetitiva. Sin embargo creo que así como ellos estaban pendientes de las notas que colocaba también los motivo a participar, aunque a veces no eran tan claros, los estudiantes demostraban que tenían la intención de participar y tratar de entender, pero hubo otros estudiante que no les importo, y siguieron en un desorden de habla y molestar. Al principio me molesto mucho pero después pensé, con tal de que 4 o 5 alumnos entiendan para mi es suficiente, siento que debo mejorar cada día y también que debo tener paciencia pero eso es algo que se adquiere con la experiencia y el tiempo.

Universidad de Pamplona

Practica Integral

Reflexión: Semana Tres

En esta tercera semana de la práctica integral básicamente tuve la chance de tener a mi tutora en mi clase, por ende, puse lo mejor de mí para poder hacer una buena clase, la instrucción para mi esta semana era clara, tratar de mejorar en muchos aspectos en los diferentes componentes que conforman mi trabajo como docente. En estos cinco días, aprendí muchas cosas, pero también saque a relucir otras como practicante de una lengua extranjera tanto en la redacción de actividades, el desarrollo de las mismas, las instrucciones precisas y ejemplos para apoyar esas instrucciones. No obstante, mi role como ser humano ha crecido un poco más, ya que debido a las situaciones presentadas como en la reunión de padres de familia, pude comprender mejor la situación de algunos estudiantes, para de hecho tomarlo en cuenta y aplicarlo cada clase.

En relación con mis aspectos como practicante-profesor, esta semana me sentí ya realmente parte de la institución educativa porque tuve la oportunidad de interactuar mejor con los profesores en una jornada de votación, pude colaborar al máximo en lo que pude. En cuanto a las clases, me sentí mucho mejor ya que tuve ya mejorías en los aspectos como el manejo de grupo, el control de disciplina, ya no ser como un practicante para los estudiantes, sino más bien un profesor al que deben colocar atención y participar en clase. Me gusta la manera en la cual me dicen las cosas a mejorar y las posibles soluciones para mejorar mi práctica como docente. Primero, estas cosas son dichas de una buena manera para así poder resaltar algunas falencias pero también el rendimiento mío el cual me exige ser mejor y más bien ser dinámico en mis clases y en mi proceso de formación. Segundo, los consejos y sugerencias por parte de mi tutora que obviamente me ayudaron para poder así implementar la clase cuando ella estuvo observándome. Tercero, me sentí bien corrigiendo a mis estudiantes para bien y que puedan mejorar ciertos aspectos pero también tomando en cuenta los comentarios de ellos que me hicieron mejor en mis explicaciones, la interacción con ellos y las posibles dificultades, en general, vi la mejora de mi rol de profesor, de amigo para así poder colaborar en el proceso de aprendizaje de los estudiantes.

Universidad de Pamplona

Practica Integral

Reflexión: Semana Cuatro

En esta cuarta de semana de trabajo con la institución educativa se comenzó primero con la colaboración y asistencia a la misa de los sextos, séptimos y octavos cumpliendo así con una parte del componente administrativo pero más que eso un apoyo por parte de mi rol de profesor hacia los estudiantes y los docentes, por otro lado, la implementación del subproyecto en la sección primaria ha realmente sido un buen trabajo con los niños de primero y quinto ya que se obtiene un buen aprendizaje por parte de ellos y es una ventaja tanto para mí como para ellos; en este mismo componente se logró exitosamente la implementación de tutorías con los estudiantes el día martes el cual sirvió mucho para aquellos que poseen ciertas falencias y debilidades en algunos temas. En cuanto al componente pedagógico esta semana me sirvió para ver que otras acciones podría aplicar para así lograr una mejoría en todos los estudiantes.

De otro modo, en el proceso de practicante-profesor de lenguas extranjeras durante esta semana, me sentí algo frustrado por parte del rendimiento de mis estudiantes y más que todo el comportamiento, la disciplina, en muchos casos, este fue el mayor obstáculo para poder lograr una buena clase, la verdad yo había preparado un a buena clase y un buen material pero en este caso no se dio la oportunidad de hacer nada por la indisciplina, así que debí tomar medidas para calmar esto, no me gusto esta forma pero creí que era la única forma de poder obtener el control del grupo, por ende, no grite, ni pelle mucho con los muchachos, solo me senté y espere que se quedaran callados. Aunque creo que no fue la mejor forma me ayudo un poco a mirar algunas debilidades mías y también de los muchachos que me pueden llegar a ser útil para las próximas clase. Por otra parte, no todo fue malo, hubo momentos en los que me sentí ya acostumbrado a la forma de dictar clases y realizar diferentes actividades s para entretener a los muchachos, logre que todos participaran en las clases y también les di la oportunidad de ser escuchados, corregidos y poder ayudarlos en las dificultades que tenían, generalmente tuve un rendimiento regular pero no fue por mí, sino por circunstancias normales que se presentan en el aula en cualquier día, clase,, para ello se mejorará y se podrá así poder establecer un plan de acción para evitar ciertos desaciertos y un ambiente incómodo de indisciplina durante algunas fases de la clase.

Universidad de Pamplona

Practica Integral

Reflexión: Semana Cinco

En esta quinta semana de práctica con la institución educativa, se tuvo como énfasis el desarrollo de la prueba de eficacia de inglés para los grados séptimos, primero y Quinto. La verdad una prueba que había sido informado meses anteriores pero no había tenía la oportunidad de diseñarla para la aplicación de esta durante la práctica, esta es una de las fases de mi práctica la cual tendré seguramente que hacer en el futuro como profesor no hubo ningún problema con el diseño de esta, más bien el tiempo fue favorable para así poder tener los temas claros y así empezar con el diseño de esta para poder aplicarla la siguiente semana a los estudiantes. Por otro lado, la corrección y la suma de notas para así sacar una nota final por cada alumno ha sido también una constante durante esta semana ya que es esencial mirar el rendimiento de los estudiantes, sus dificultades, sus mejoras.

Por otra parte, durante este proceso de practicante-profesor de lenguas extranjeras durante estos cinco días, me sentí algo agotado y algo estresado por decirlo así. El motivo principal es la toma de notas. El diseño de la prueba de eficacia y el comportamiento de los estudiantes en las clases. Primero se puede decir que la toma de notas aumenta un poco el trabajo de un practicante ya que se debe hacer lo posible para poder equilibrar las notas y poder sacar un promedio efectivo que ilustre el rendimiento de ellos, no obstante, el diseño de la prueba de eficacia de un día para otro sin dejar atrás los deberes ha sido algo exhaustiva ya que esta semana era clave para presentar el diseño para así hacer sus respectivas correcciones. Segundo, el comportamiento de los estudiantes altero un poco mis sentidos y mi forma de ser como profesor ya que ellos no tenían la disponibilidad para las clases, por ende, aunque no me gusta hacerlo, se dejó tema visto tema evaluado para que si los estudiantes pudieran comprender que las clases son para ellos y para mí. Por esta razón, me sentí algo frustrado durante algunas clases de esta semana porque la verdad no sabía si seguir o esperar que los estudiantes hicieran silencio o de una vez desarrollar un quiz para así llamar la atención de ellos y logra una mejorar durante esta situación presentada

Universidad de Pamplona

Practica Integral

Reflexión: Semana Seis

En esta semana de práctica con la institución educativa, se cumplió un papel importante como futuro, primero que todo la corrección de la prueba de eficacia de inglés para secundaria e incluso para primaria, de esta forma se tuvo la oportunidad de tener la experiencia por primera vez de colaborar con una prueba la cual es primordial para los alumnos, profesores y la institución. Segundo, la aplicación de esta misma en esta semana para los grados séptimos. Esta fue una prueba que generalmente contaba con preguntas estilo icfes y contaba con los contenidos de inglés que se habían enseñado. No obstante, tuve la oportunidad de supervisar cada instante de la prueba, no fue fácil el control de ciertos estudiantes ya que ni la prueba y las recomendaciones evitaban el ruido o ciertos comentarios. Por otro lado, se tuvo la oportunidad de cubrir a los profesores de disciplina durante el descanso de los estudiantes, por tanto se estuvo pendiente de que este tiempo transcurriera en total normalidad.

Por otra parte en cuanto a mis clases, esta semana aunque no se desarrollaron con normalidad debido a los diferentes eventos del colegio celebrado como el día del idioma y una asamblea general de profesores en la ciudad, tuve un buen desempeño en mis contenidos enseñados hacia los alumnos, la verdad me sentí un poco mejor ya que cada día, cada semana puedo incluir y descubrir diferentes estrategias para así atraer la atención de los estudiantes y la disciplina en el aula de clase. Digo sentí porque poco a poco ha sido un proceso en el cual me muestro que voy evolucionando, aún hay cosas por mejorar pero eso será a raves con el pasar de los días.

En contraste con las cosas positivas, se puede decir que el papel del profesor a veces no es que sea fácil, eso es más que todo en el colegio en cuanto a la libertad de hacer cosas que sean buenas para los alumnos porque yo trato de hacer cosas diferentes pero a veces los mismos profesores me limitan a uno a sólo dictar la clase a lo tradicional. Además, como los profesores no se apoyan en mí sino que son puras críticas y afectan un poco el desempeño de un buen profesor en mi papel como profesor por ende seguir ciertas políticas que algunas veces no son buenas pero que debo adaptarme. Generalmente, ha sido un buen ejercicio esta semana ya que también tuve mi tutora supervisándome mi clase, dándome las pautas, mi supervisora del colegio quien me guía durante cada clase y me aconseja, esos tips y esa ayuda ha sido muy buena para poder mejorar y establecer mi punto de partida como futuro licenciado.,

Universidad de Pamplona

Practica Integral

Reflexión: Semana Siete

En esta semana de práctica con la institución educativa, se tuvo la oportunidad de ser parte de la institución educativa como parte administrativa ya que estos días fue esencial para poder cumplir un papel importante como futuro profesor de lenguas extranjeras. Por ejemplo, la consignación y entrega de notas de los grados séptimos de la institución educativa, se pudo apreciar como en esa parte del quehacer docente se valora y se resalta el compromiso que se debe tener y el trabajo un profesor debe hacer para así poder responderles a los estudiantes en cuanto a su desempeño y habilidades. No obstante, se estuvo presente en el día santanderino el cual el colegio lo celebro con mucho ímpetu y se ayudó en la disciplina de los alumnos y su respectiva organización en el patio del colegio.

Por otro lado, como mi proceso de formación como futuro profesor de lenguas extranjeras, tuve varios momentos que fueron esenciales para mejorar algunas cosas, ver otras y resaltar mis virtudes adentro y fuera del aula. Primero, sentí que cargaba con una gran responsabilidad en cuanto a la calificación de la prueba de eficacia de inglés ya que no debía cometer errores en ella el momento de calificarla. Segundo, la recolección de notas de los diferentes estudiantes fue al principio un ejercicio duro pero después se me facilito mucho poder tener un promedio final para así comunicar las notas hacia cada estudiante de una manera individual y con mucho respeto ya que en el momento de entregar notas los estudiantes reaccionan de una manera diferente por ende se me facilito llamar a cada alumno, dar su respectiva nota y explicarle el porqué de ese resultado. Aunque sentí que todos debían pasar la materia en este primer trimestre del año, pude comprender que las notas se rigen es por su desempeño y no otros factores. Por lo tanto, pude comprender y resaltar la parte de evaluar y demostrar porque los estudiantes merecían o no aprobar la materia. Por otra parte, esta semana aunque fue muy corta me pareció que se hizo muy larga ya que pues se trabajó tanto que se perdió la noción del tiempo, la verdad no me gusto esta semana ya que tenía unas clases ya establecidas, sin embargo, debí cambiar y adaptarla otra serie de actividades para así poder hacer un repaso de los la lista de los verbos regulares que los estudiantes del colegio están próximos a presentar por medio de un concurso.

Universidad de Pamplona

Practica Integral

Reflexión: Semana ocho

Aunque en esta semana no tuve la oportunidad de trabajar en los componentes enfocados con la propuesta, tuve la participación en el día E para así cumplir por lo menos con la parte administrativa. Aunque fue una jornada extenuante de 5 horas, pude obtener una idea general de lo que hacen los maestros en un colegio durante este día dedicado a la mejora de la institución y el de desempeño de los estudiantes.

También en la parte administrativa se pudo participar en la entrega de las notas de los estudiantes para así poder tener soporte del trabajo evidenciado en la institución durante estos meses y luego el respectivo procedimiento para poder subir las notas al sistema. Lastimosamente, no tuve la oportunidad de manejar ese sistema para poder tener la experiencia de eso pero se puede evidenciar las funciones que los maestros deben cumplir también para poder resaltar el aprendizaje.

Por otro lado, como mi proceso de formación como futuro profesor de la licenciatura en lenguas extranjeras, me sentí algo frustrado, primero, no tuve mucho la oportunidad de impartir la clase en todos los cursos ya que cese de actividades impidieron la realización de mis clases, la aplicación de mi propuesta y la última observación de mi tutora. Por ende, alguna de mis planes no fueron aplicados sino más bien pospuestas para la siguiente semana.

Segundo, en estos pocos días, tuve la oportunidad de impartir dos días de clase que fueron esenciales para poder aplicar los primeros planes de esta semana. En este caso, me sentí bien porque seguí los planes tratados y establecidos previas semanas y las actividades eran centradas para un sólo objetivo, el aprendizaje de los verbos, como refuerzo para así los estudiantes estén preparados para el concurso respectivo. Sin embargo, no se pudo realizar las clases enfocadas ya que la profesora me impartió hacer otra actividad para ello, por eso me sentí algo apenado por decirlo así pero no pude hacer mi actividad planeada pero en general tuve un buen desempeño en cuanto a la aplicación de esta.

*Obligatorio

Dirección de correo electrónico *

kamma.lg@hotmail.com

Escoja de 1 a 4, según el criterio descrito. Siendo 1 el más bajo y 4 el más alto *

Fecha

24/03/2017

Nombre del estudiante *

Yesid Villamizar

I. PLANIFICACIÓN

Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación

Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y autoevaluación. *

1 2 3 4

Planifico mi actividad educativa de forma coordinada con el resto del profesorado. *

1 2 3 4

Observaciones y propuestas de mejora: *

mejorar un poco las situaciones de grupo

REALIZACIÓN:

-Motivación inicial de l@s estudiantes:

Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad. *

1 2 3 4

1 2 3 4

Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar. *

1 2 3 4

Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo. *

1 2 3 4

Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes *

1 2 3 4

Planteo situaciones introductorias previas al tema que se va a tratar. *

1 2 3 4

-Motivación a lo largo de todo el proceso:

Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado. *

1 2 3 4

Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real. *

1 2 3 4

Doy información de los progresos conseguidos así como de las dificultades encontradas. *

1 2 3 4

-Presentación de los contenidos:

Relaciono los contenidos y actividades con los conocimientos previos de mis estudiantes. *

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Estructuro y organizo los contenidos dando una visión general de cada tema (índices, mapas conceptuales, esquemas, etc.) *

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Facilito la adquisición de nuevos contenidos intercalando preguntas aclaratorias, sintetizando, ejemplificando, etc. *

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

III. EVALUACIÓN:

Tengo en cuenta el procedimiento general para la evaluación de los aprendizajes de acuerdo con la programación de área. *

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Aplico criterios de evaluación y criterios de calificación en cada uno de los temas de acuerdo con la programación de área. *

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Realizo una evaluación inicial a principio de curso. *

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Utilizo suficientes criterios de evaluación que atiendan de manera equilibrada la evaluación de los diferentes contenidos. *

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

En las actividades que propongo existe equilibrio entre las actividades y los trabajos en grupo. *

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

-Recursos y organización del aula:

Distribuyo el tiempo adecuadamente: (breve tiempo de exposición y el resto del mismo para las actividades que l@s estudiantes realizan en la clase). *

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Adopto distintos agrupamientos en función de la tarea a realizar, controlando siempre que el clima de trabajo sea el adecuado *

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Utilizo sistemáticamente procedimientos e instrumentos variados de recogida de información sobre l@s estudiantes. *

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Habitualmente, corrijo y explico los trabajos y actividades y, doy pautas a l@s estudiantes para la mejora de sus aprendizajes. *

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Utilizo diferentes técnicas de evaluación en función de la diversidad de estudiantes, de las diferentes áreas, de los temas, de los contenidos... *

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Utilizo diferentes medios para informar a padres, profesores y estudiantes (sesiones de evaluación, boletín de información, entrevistas individuales) de los resultados de la evaluación. *

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>



Appendix 27: Class Recording

CHAPTER III
OUTREACH COMPONENT



Pamplona, 28 Marzo 2017



Señor:

Martin Omero Cuy Esteban
Coordinador académico

Cordial saludo.

La presente carta es para pedirle encarecidamente la autorización y el apoyo con relación a las tutorías de inglés que serán llevadas a cabo los días martes de 2:30 a 3:30 de la tarde en las instalaciones del Colegio Provincial San José, estas sesiones serán con el fin de reforzar la asignatura de inglés en los estudiantes de séptimo grado, para así poder lograr una mejoraría y un mejor desempeño en los estudiantes. Esta actividad extra-curricular será dirigida por Yesid Villamizar como profesor- practicante del programa de lenguas extranjeras en los grados séptimos supervisados por la Docente Blanca azucena Villamizar. Por lo tanto, primero, se entregaran unas citaciones a algunos estudiantes las cuales serán firmadas bajo el consentimiento de los padres de familia para autorizar de una manera formal y responsable que sus hijos asistan a esta actividad. Segundo, se llevara un control de asistencia y evidencias que serán mostradas a los padres de familia para así poder tener un control estricto de las actividades que se hacen en estas sesiones de tutoría.

Agradezco su atención y colaboración,

Martin Omero Cuy Esteban
03-04-2017

Atentamente,

Yesid Villamizar

Yesid Alfredo Villamizar
Estudiante del programa de Lenguas extranjeras

Tutoría de inglés

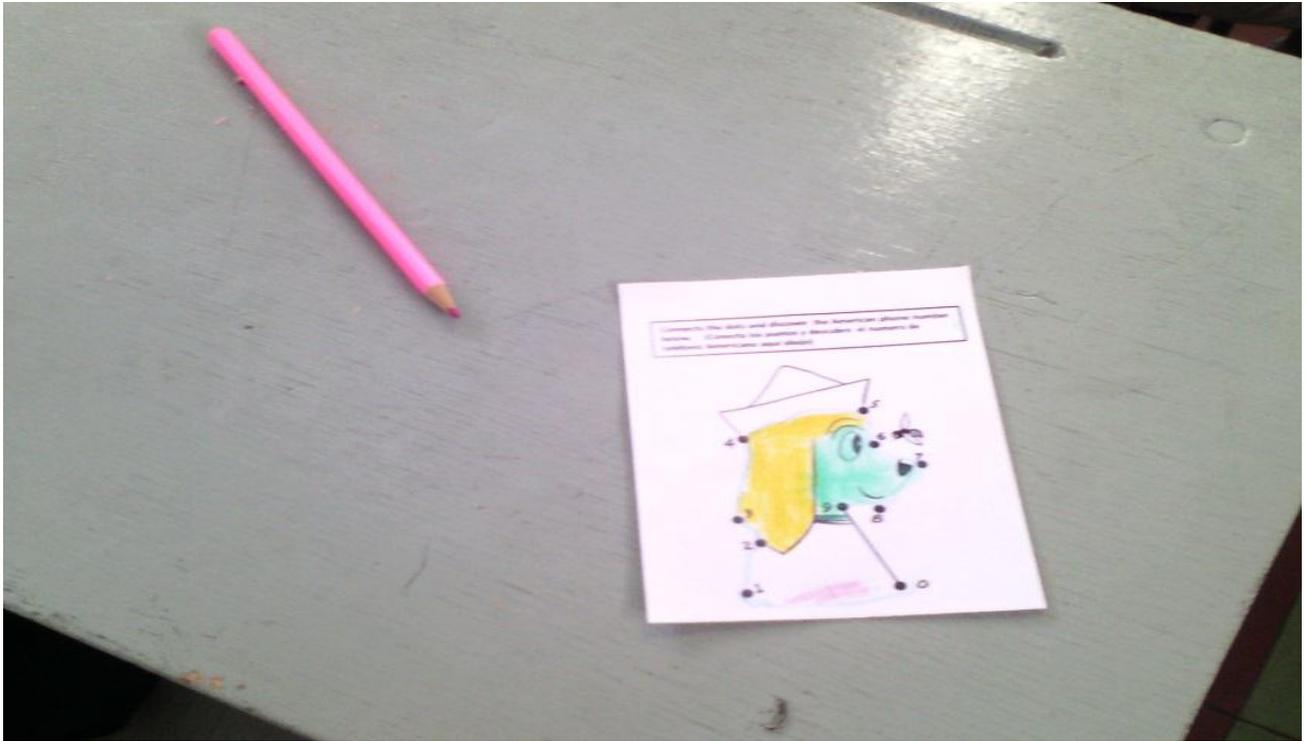
Día: Martes

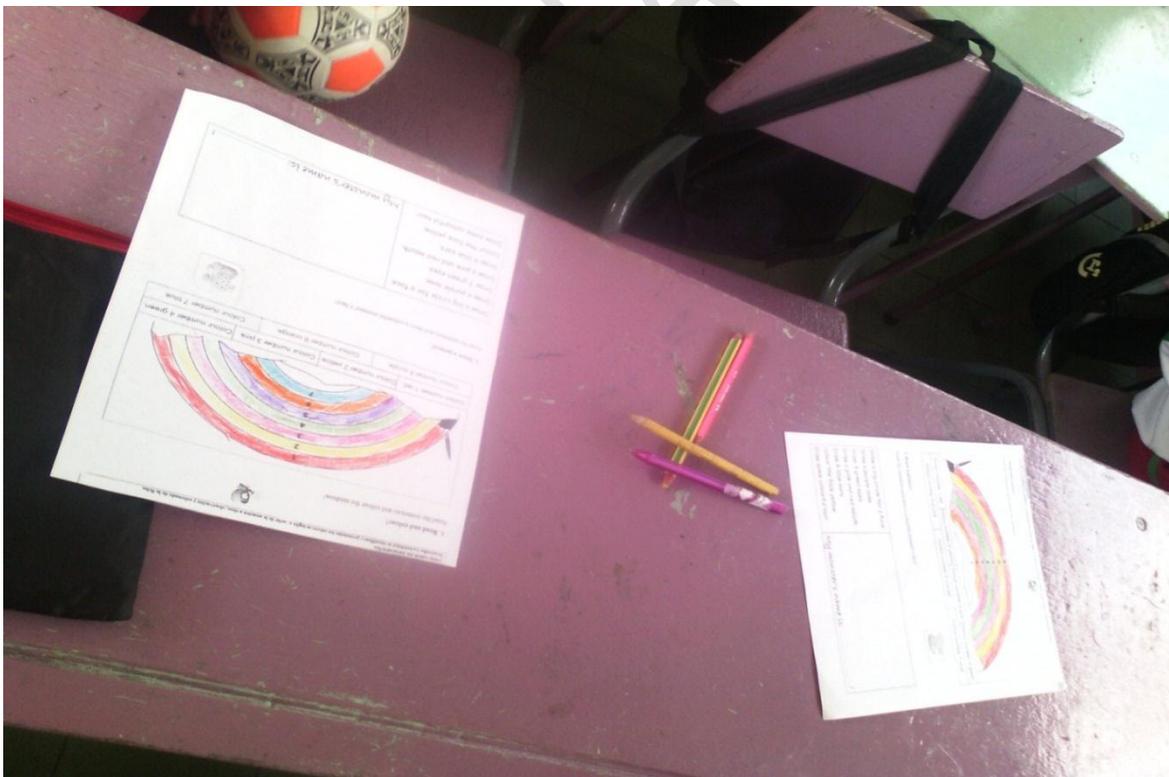
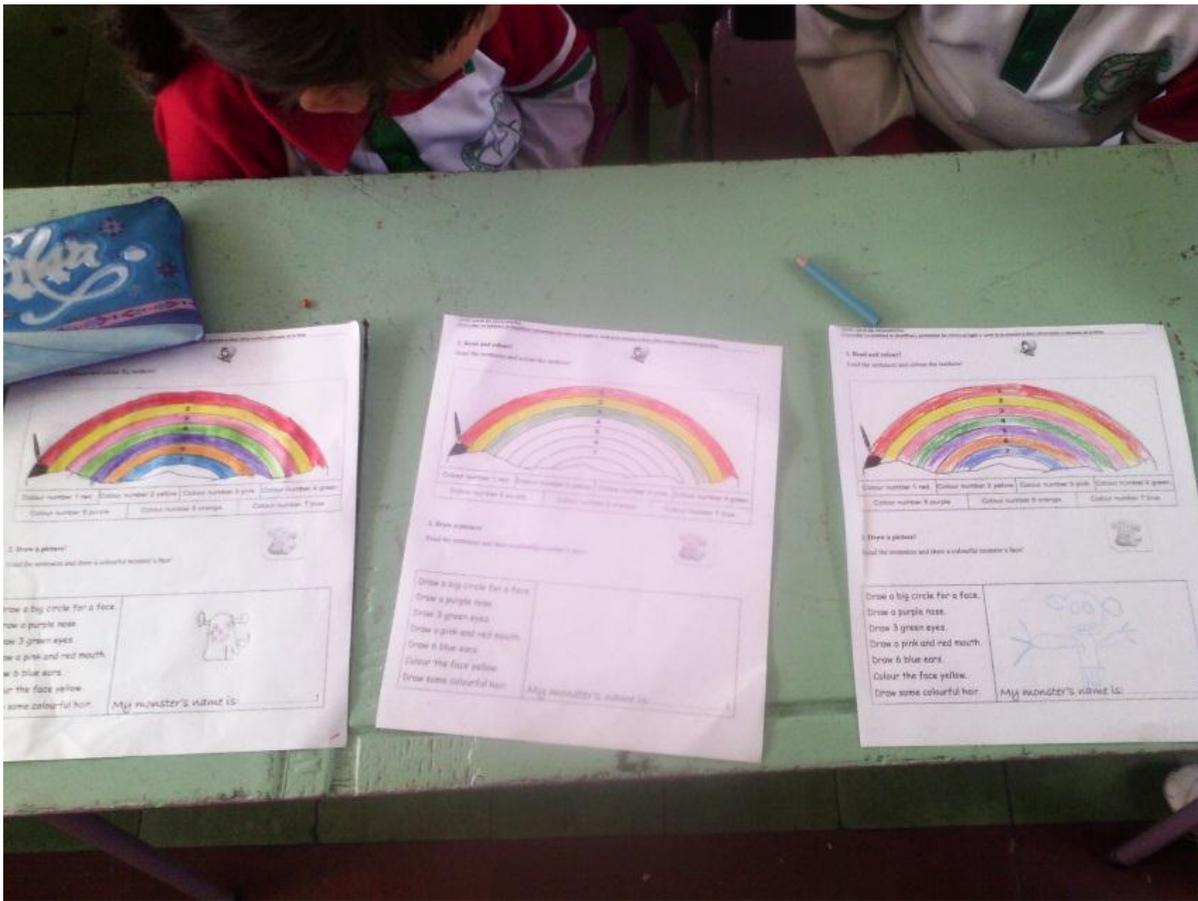
Hora: 2:30 a 3:30 pm

Lugar: Colegio Provincial San Jose

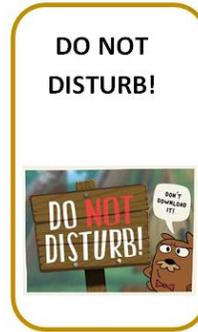
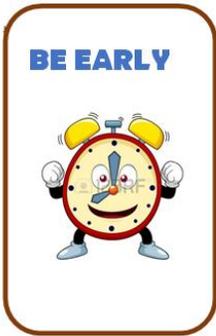
Estudiante	Grado	Fecha			
		4 abril	18 abril	25 abril	9 mayo
LIZCANO SUAREZ CLAUDIA PATRICIA	7 01	X	X	X	
ARENAS PORTILLA MARTA DANIELA	7 01	X			
RAMON CAMARGO CAMILO ANDRES	7 01	X	X		
RUIZ CASTRO LUER RAMIRO	7 01	X			
SOLANO BAUTISTA KELLY JOHANA	7 01		X	X	
CABRERA RUBIO JONATHAN ANTONIO	7 01	X			X
ISIDRO PEREZ KAROL YULIETH	7 02	X	X		X
OSORNO GIRALDO BRIGITH	7 02	X			
RODRIGUEZ VERA ENMMANUEL	7 02	X	X		X
ZULETA GARCIA LUISA ALEJANDRA	7 02	X	X		
FUENTES MANTILLA FREDDY	7 02		X	X	
BECERRA ACEVEDO DERLYN	7 02	X	X		
LABRADOR MENESES DEIBY	7 02	X	X		
RAMIREZ HEREDIA ARLEY	7 02	X	X		
CONDE RUBIANO ALEJANDRO	7 02				X
HERNANDEZ RODRIGUEZ WILLIAM	7 02				X
RAMIREZ ANTELIZ CAMILO ANDRES	7 03	X	X		
MONTERREY JAIMES DANIEL ALBEIRO	7 03	X	X		
PARRA MARTINEZ EDGAR GIAMPIER	7 03	X			
SILVA SUAREZ LUIS MIGUEL	7 03	X			
SUESCUN TORRES JUAN SEBASTIAN	7 03	X			
HERNANDEZ SUAREZ DUVAN FELIPE	7 03	X			
SUAREZ MENDOZA JUAN PABLO	7 03	X	X		
BAUTISTA MARTINEZ CARLOS EDUARDO	7 03	X	X		
BAUTISTA MARTINEZ ANGIE TATIANA	7 03	X			

Appendix 29: Attendance list





Flashcards and worksheets 1st grade



Behavior Rules

Connects the dots and discover the American phone number below.
 Conecta los puntos y descubre el numero de teléfono Americano aquí abajo:



(987) _____

The numbers

1. Read and colour!
 Read the sentences and colour the rainbow!

Colour number 1 red.	Colour number 2 yellow.	Colour number 3 pink.	Colour number 4 green.
Colour number 5 purple.	Colour number 6 orange.	Colour number 7 blue.	

2. Draw a picture!
 Read the sentences and draw a colourful monster's face!

Draw a big circle for a face.
 Draw a purple nose.
 Draw 3 green eyes.
 Draw a pink and red mouth.
 Draw 6 blue ears.
 Colour the face yellow.
 Draw some colourful hair. My monster's name is:

The colors

	COLEGIO PROVINCIAL SAN JOSE		
	PAMPLONA		
	HONOR, CIENCIA Y VIRTUD		
PLANEACIÓN DE CLASE			
Pre-service Teacher		Yesid Alfredo Villamizar Gauta	

AREA:	Human Sciences		ASIGNATURA	English
TEMA:	Pronouns and Verb to be	FECHA	March 23 rd -24 th	GRADO: 5° 01-02
PROPÓSITO (S) DE APRENDIZAJE	<ul style="list-style-type: none"> ➤ The students will be able to recognize the personal pronouns ➤ The students will be able to use the Verb To Be ➤ The students will be able to reinforce the Verb To Be related to Linguistic, Grammatical and Communicative competence. 			

EXPERIENCIAS DE APRENDIZAJE
<p>INICIO</p> <p>The teacher will ask students for their parents' name and their professions. Then. The Teacher will write some information related to them on the board. (10 minutes)</p> <p>DESARROLLO</p> <p>The teacher will explain the pronouns by pronouncing and writing them on the board. Then the teacher will explain the students the verb to be, by pasting each conjugation in front of the pronouns written previously (15 minutes)</p> <p>CIERRE</p> <p>The teacher will write some sentences with some blanks on the board. After. The students will complete them by using the verb to be in the three forms correctly on their notebook by using the verb to be. (20 minutes) (Appendix 1)</p>

EVIDENCIAS DE APRENDIZAJE

Appendices

Appendix 1

Fill in the correct form of the verb to be

1. They _____ friends.
2. Sam _____ at home
3. Liz and Kathe _____ at school.
4. Tim _____ 11 years old
5. _____ It a cat?
6. _____ You in the classroom?
7. _____ They Friends?
8. He _____ (not) a pilot
9. You _____ (not) a Boy
10. She _____ (not) a painter

OBSERVACIONES

	COLEGIO PROVINCIAL SAN JOSE PAMPLONA HONOR, CIENCIA Y VIRTUD		
	PLANEACIÓN DE CLASE		
	Pre-service Teacher	Yesid Alfredo Villamizar Gauta	

AREA:	Human Sciences		ASIGNATURA	English	
TEMA:		FECHA	March 30 th		GRADO: 5° 01-02
PROPÓSITO (S) DE APRENDIZAJE	<ul style="list-style-type: none"> ➤ The students will be able to greet someone else ➤ The students will be able to use the greetings and farewells ➤ The students will be able to reinforce greetings related to Linguistic, Grammatical and Communicative competence. 				

EXPERIENCIAS DE APRENDIZAJE
<p>INICIO</p> <ul style="list-style-type: none"> ➤ The teacher will check the attendance list by naming each student orally. (5 minutes) ➤ The teacher and the students will rehearsal the last topic by writing some phrases on the board. After, the teacher will check the homework by picking up all their notebooks. (10 minutes) <p>DESARROLLO</p> <ul style="list-style-type: none"> ➤ The teacher will select some students who will play a role play by using the greeting and farewells in Spanish. Then, the teacher will explain the greetings and farewells by pronouncing and using some flashcards as examples (10 minutes) <p>CIERRE</p> <ul style="list-style-type: none"> ➤ The teacher will give a worksheet for each student who will develop different exercises by using the verb to be. Then, the teacher will clarify all the doubts by passing on each row. Finally the teacher will pick up the activity to asses it (20 minutes) (Appendix 1)

EVIDENCIAS DE APRENDIZAJE

Appendices

Appendix 1

3. Correct the mistakes:

1. Liz are ill.
2. Ben am my best friend.
3. Liz and Kate is sisters.
4. Tim and Bob is at home.
5. Dogs is animals.
6. Nick are from London.
7. Bill am eleven now.
8. They is very lazy.
9. We am in the hall.



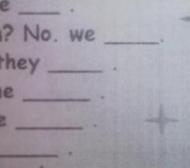
7. Fill in am, is, are:

Hil My name ____ John.
I ____ 10 years old. I ____
a student. I ____ a good boy.
I ____ a sportsman.
My best friends ____ Nick
and Charlie. They ____
students too. We ____ always
together. They ____ good
friends.



6. Ask questions and give short form answers:

1. ____ he a doctor? Yes, he ____.
2. ____ you in the classroom? No, we ____.
3. ____ they friends? Yes, they ____.
4. ____ Liz at home? No, she ____.
5. ____ you singers? Yes, we ____.
6. ____ that Nick? No, he ____.
7. ____ Bob from London? Yes, he ____.
8. ____ you ten? Yes, I ____.
9. ____ it a cat? Yes, it ____.



4. Fill in the negative form of the verb to be:

1. They ____ students.
2. Sam ____ in the gym.
3. Kate ____ twelve years old.
4. We ____ in London.
5. The dog ____ under the table.
6. I ____ in the museum.
7. You ____ twelve years old.
8. She ____ a dancer.
9. We ____ friends.



OBSERVACIONES

	COLEGIO PROVINCIAL SAN JOSE PAMPLONA HONOR, CIENCIA Y VIRTUD		
	PLANEACIÓN DE CLASE		
	Pre-service Teacher	Yesid Alfredo Villamizar Gauta	

AREA:	Human Sciences		ASIGNATURA	English	
TEMA:	Feelings	FECHA	April 6 th		GRADO: 5° 01-02
PROPÓSITO (S) DE APRENDIZAJE	<ul style="list-style-type: none"> ➤ The students will be able to express their feelings ➤ The students will be able to recognize the different feelings described in people. ➤ The students will be able to reinforce the Feelings related to Linguistic, Grammatical and Communicative competence. 				

EXPERIENCIAS DE APRENDIZAJE
<p>INICIO</p> <ul style="list-style-type: none"> ➤ The teacher and the students will rehearsal the last topic by writing some phrases on the board. (5 minutes) ➤ The teacher will show some flashcards of different faces which described some feelings. Then, the students will guess what feeling will be. Finally, the teacher will be pasted the flashcard on the board. (10 minutes) (Appendix 1) <p>DESARROLLO</p> <ul style="list-style-type: none"> ➤ The teacher will select some students who will be described a feeling, Then, the rest of the class will be guest in English each one. After, the teacher will explain the topic by give the meaning of feelings and pronouncing them. (15 minutes) <p>CIERRE</p> <ul style="list-style-type: none"> ➤ The teacher will write on the board some activities the students will develop on their notebook. Then, the teacher will check the students works by supervising (15 minutes) (Appendix 2)

EVIDENCIAS DE APRENDIZAJE

Appendices

Appendix 1

 www.britishcouncil.org/learnenglishkids	 happy www.britishcouncil.org/learnenglishkids	 www.britishcouncil.org/learnenglishkids	 surprised www.britishcouncil.org/learnenglishkids
 www.britishcouncil.org/learnenglishkids	 sad www.britishcouncil.org/learnenglishkids	 www.britishcouncil.org/learnenglishkids	 confused www.britishcouncil.org/learnenglishkids
 www.britishcouncil.org/learnenglishkids	 excited www.britishcouncil.org/learnenglishkids	 www.britishcouncil.org/learnenglishkids	 worried www.britishcouncil.org/learnenglishkids
 www.britishcouncil.org/learnenglishkids	 bored www.britishcouncil.org/learnenglishkids	 www.britishcouncil.org/learnenglishkids	 frightened www.britishcouncil.org/learnenglishkids

Appendix 2

Complete the blanks with some Words Complete the phrases with a feeling

1. Wo _ _ i _ d
2. B _ _ e _ _
3. S _ _
4. _ h I _ s t _
5. Con _ _ s e _
6. S _ rp _ _ sed
7. Ha _ _ y

1. I am _____
2. They are _____
3. She is _____
4. He is _____
5. The cat is _____
6. The dog is _____
7. You are _____
8. We are _____

OBSERVACIONES

Appendix 31: the use of flashcards and worksheets with 1st and 5th grade in “La Salle”

CHAPTER IV
ADMINISTRATIVE COMPONENT



Appendix 32: Masses and Viacrucis

Apellidos y Nombres

Grado 7^o 02
Materia: Inglés

Becerra Acevedo Darlyn
 Castellanos Jaimés Ellen
 Figueroa Suarez Adriana
 Labrador Menezes Deiby
 Osorno Giraldo Brighth
 Ossa Lopez Gerson
 Ramirez Heredia Arley
 Rodriguez Vera Emmanuel
 Zeleta Garcia Luisa Alejandro
 Isidro Karol

23
18

Whitelys
 Josid Villanizar

COLEGIO PROVINCIAL SAN JOSÉ		PAMPLONA, NORTE DE SANTANDER		CODIGO:	
ACTIVIDAD DE ATENCIÓN A PADRES DE FAMILIA				DA: APP-001/S	
Reporte de docentes de cursos especiales				VERSIÓN	
				V-001-2015	
DOCENTE	Blanca Arocena Villanizar			ASIGNATURA	Inglés
FECHA	Marzo 29 de 2017			GRADO	7-03
Nº	ESTUDIANTE	TIPO		OBSERVACIÓN	
		A	D		
1	Alemoz S. Duvan F.			Mediación de fines, participación en clase, trabajo a tiempo	
2	Monterrey J. Daniel A.			Indisciplina, entrega, trabajo a tiempo * ALEX MONTERREY JIMENEZ	
3	Ortiz Gaitán Fabián A.			Entrega, trabajo a tiempo * Ana Liza Gaitán	
4	Parra M. Edgar G.			Entrega, trabajo a tiempo, trabajo de fines	
5	Rentería C. Jose M.			Entrega de fines, participación en clase * JORGE	
6	Selva S. Luis M.			Entrega, trabajo a tiempo, participación en clase	
7	Suarez M. Juan Pablo			Mediación de fines, participación en clase * Deiby Mendez P. 312 352 2 355	
8	Suarez T. Juan S.			Indisciplina, no entrega, entrega, trabajo a tiempo * HUGO TORRES	
9	Vera V. Vaira V.			Indisciplina, falta de atención en clase	
10	Villanizar C. Johan F.			Mediación de fines, entrega, trabajo a tiempo, participación en clase * JOSE CARLOS	
11	Villanizar D. Gina M.			Entrega de fines, entrega, trabajo a tiempo, participación en clase * MARCA SOLANO	
12	Ramirez Camilo A.			Indisciplina, Reflexión de fines, comparendo con la materia * Darlyn Forada Herrera	

Appendix 33: Meetings



Appendix 34: Flag-raising



Appendix 35: The choice of the student's representative



Appendix 36: Procession and parades



Appendix 37: Language day



Appendix 38: Day "E"

References

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