

**Comics in ToonDoo and Collaborative learning, a visual literacy resource to evidence
vocabulary learning with emphasis in action verbs in an EFL group of seventh
graders in a Cajicà school**

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DISTANCE B.Ed. IN ENGLISH AS A FOREIGN LANGUAGE

Bogotá D.C., March 2016

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ABSTRACT

The objective of this paper is to determine how the implementation of visual literacy tools such as comics created through ToonDoo (digital tool) evidences in an EFL group of seventh graders at a Cajicà School to use vocabulary with emphasis in action verbs. This document explains an action research proposal with implementation. The process involved diagnostic tests in written and oral forms, a journal, visual literacy activities involving a comic design, an interview and rubrics for data collection. The methods for data analyzed were carried out by the Content Analysis Approach and the Narrative Approach. The results demonstrated that visual literacy tools such as comic created in ToonDoo evidence the use of vocabulary but in a very slow manner due to the complexity of learning the tool in function of the allotted time despite the substantial interaction of the students in the assigned project.

Key words: Visual literacy, Comics, ToonDoo, Collaborative Learning, Vocabulary Learning, Digital Resources.

RESUMEN

El objetivo de este trabajo es determinar cómo la implementación de herramientas de literacia visual como cómics creados a través de aprendizaje colaborativo y ToonDoo (herramienta digital) evidencia aprendizaje de vocabulario con énfasis en verbos de acción, en un grupo de estudiantes de inglés como lengua extranjera, pertenecientes al grado séptimo de la Institución Educativa Departamental Pablo Herrera en Cajicá. Este documento explica una propuesta de investigación-acción con implementación. El proceso consistió en pruebas de diagnóstico en formas escrita y oral, un diario, una serie de actividades de literacia visual dentro de ellas el diseño de una historieta, una entrevista y rúbricas para la recolección de datos. Los métodos para datos analizados se llevaron a cabo por medio del Enfoque de Contenido y el Enfoque Narrativo. Los resultados demostraron que las herramientas de literacia multimodal como historietas creadas en ToonDoo evidencia la utilización de vocabulario pero de una manera muy lenta debido a la complejidad del aprendizaje de la herramienta en función del tiempo asignado, a pesar de la interacción sustancial de los estudiantes en el proyecto asignado.

Palabras clave: Literacia visual, Comics, ToonDoo, Aprendizaje colaborativo, Aprendizaje de Vocabulario, Recursos digitales.

INTRODUCTION

The main goal for this proposal is to analyze and establish concrete data on the effect that implementation of visual literacy resources such as comics created through collaborative learning and the interaction with a digital tool as ToonDoo has on students in a seven grade classroom environment when reinforcing vocabulary and the application of such. Walsh (2010) defines visual literacy as the meaning-making that occurs through the reading, viewing, understanding, responding to and producing and interacting with multimedia and digital texts. On the other hand, according to Stocker (2011) “the uses of ToonDoo (interactive and digital Web 2.0 tool) allow students to make use of vocabulary more productively and to make use of the time spend in class more collaboratively effective” (p.16).

By researching the activities provided by visual literacy resources such a comic in ToonDoo, a clear perspective on how this interaction can evidence student’s use of new vocabulary and correct application can be obtained. With the results given from the investigation, it is possible to provide proof that the visual literacy resources through the Information and Communication Technologies (ICTs) have a direct influence on the learning process and Ochoa (2013) states additionally that “the application of ICT in education motivates students and captures their attention, becoming one of the engines of learning” (p.24).

Thus, great benefits can be gained in Pablo Herrera High School by the knowledge acquired from this research; we can apply these results directly to the school’s curriculum, increase student engagement and participation as well as student passion for the subject which is English, and the most important thing contribute to improving the communicative competences in the students.

To contribute to the strengthening of the competence as defined above is evident to work in the vocabulary because as explained Brown (2007) “the vocabulary is essential when constructing ideas and when trying to express thoughts as well as being the foundational lexical item in the acquisition and in the production of any language” (p, 435).

The students need to use the vocabulary in an everyday scenario with real communicative events because in various contexts of reality of people or a group of people where the elements of communication are into action with these situations looking to develop skills to communicate efficiently.

In this way, it is important, as this study demonstrates, to allow students to assimilate in forms different from the traditional way in which students are passive subjects who receive knowledge from the teachers. The work with this visual resources offers the opportunity for students to use the comic to evidence action verbs vocabulary and also to encourage the active interaction between the students; in other words, as Barkley (2005) indicates, “Collaborative learning offer students opportunities to learn valuable interpersonal and teamwork skills and dispositions by participating in task-oriented learning groups” (p.69).

The following research study is organized in 6 chapters which give an account of different components of the research process. Chapter one describes the problem statement that provides a general view of the context, presents the research question, objectives and proposal justification as input of the process of teaching English as a foreign language to students of seventh grade.

In Chapter two, the theoretical framework is presented, which contains the main constructs that support the study realized and that emerged from the question and the research objectives.

Chapter three refers to the research design that describes how this qualitative and quantitative investigation is framed in the methodological process of the Research Studies with an implementation and how the selected instruments help to collect the information that will be analyzed in the next chapter.

Subsequently, Chapter four describes the Instructional Design that includes the research participants, theoretical framework of the pedagogical intervention as well as the pedagogical objectives, and the type of material utilized for the development of the same in relation to the research question.

In Chapter five the data gathering will be analyzed that shows the process with the students during the pedagogical intervention, their perceptions, and how they used the vocabulary with emphasis in action verbs through resources of visual literacy.

On the other hand, Chapter six presents the conclusions and pedagogical implications that emerge from the strengths and difficulties presented along the project elaborated by the students, the limitations at general level of the study and the final contribution of the proposal.

Finally, this proposal presents a series of references of authors that support the theoretical basis of this study as well as an appendix to the pedagogical implementation and the instruments utilized in the instructional design.

1. PROBLEM STATEMENT

Traditionally, the teaching of English in public high schools has been practiced from my point of view as the teaching of structures without a context or a really communicative function, and one of the well-known aspects is the huge gap between public and private education even more when we talk about second language teaching. El MEN(Ministerio de Educación Nacional) with the Colombia bilingual program has as a goal to have citizens that are able to communicate in English, with comparable international standards ,that involve the country in the process of global economy, communication and cultural opening; it calls the teachers to reflect from the discipline and didactic point of view in order to achieve the established goal and close up a bit this gap that makes difficult the access to higher education and well-paid jobs.

Therefore, I as a future English teacher, questioned myself about the most relevant aspects where the English teaching is having troubles in public schools with , for that, I decided from my role as a Spanish teacher in Pablo Herrera High School in Cajicá, to collect the perception of some English teachers through informal conversations. As a result, one of the biggest concerns of teachers is the lack of vocabulary in EFL that students have when they arrive to secondary since in the learning process “the vocabulary is a basic lexical item for learning any language, that is, the vocabulary is the starting point for the development of any of the four skills of EFL” (Brown, 2007, p. 435).

The seventh grade students come from primary levels without a teacher specialized in English. The level is low due in part to the number of English classes per week (1 hour in primary), the material used in the Institution is barely motivating for effective learning and they live in a family context that does not allow language practice.

The bad results in the local test in seventh graders 2014 (See Appendix 1) support the statements mentioned before since sixth graders teachers have to start basically from zero and as a consequence seventh graders teachers receive students, ranging between 12 and 14 years, with considerable difficulties in vocabulary, as well as lack of use in communicative events, besides, students show lack of interest and a low learning English process due to the few lessons they have per week.

Considering what we mention before, it is possible corroborate that with the local result of diagnostic test (See Appendix 2A) where we can see the difficulties that students have at the moment of expressing and understanding in communicative events, taking into account the previous knowledge students should have in order to start seventh grade contents; these contents are focused on present simple and progressive, but the learning process is too slow and weak.

On the other hand, when checking the methodology used in English classes, we could identify some strengths when using multimodal literacy tools such as reading comprehensions, contests, presentations, relation drawing, highlighting that according to the teachers, activities that have drawings are the most attractive for students; as weaknesses, we could identify the few use of technological visual communication tools since teachers state that the school does not have software to work with and when they have it, students just try to enter to webs sites like Youtube and facebook that distract the goal of the lesson.

On the contrary, some Spanish teachers handle a methodology based on the use of blogs and e-mails, and they have been able to develop different topics through it, likewise, it has really been an attractive source for students where sound, images, and technology interact.

Thus, it is evident that many times the poor use of technology in English classes is due to handling and wrong election of unattractive tools for students. For that reason, it is necessary that now a days teachers use these tools to approach students to knowledge, Ramos (2005) says “it is necessary a new approach to teaching / learning to include new strategies and new tools that bring us new technologies to be able handle the new codes for the integral formation of students as citizens of a modern and multicultural society”. (p, 15)

In this order of ideas, the tools implemented to achieve that goal should be according to the diverse now a day ways of communications and technologies as Ortero (2009) says “several semiotic modes (verbal, visual and auditory) gain special importance as semiotic research in the world of contemporary communication, where it is present more and more intense thanks to technological advances that we are living" (p, 656)

In that sense, my research is focus on the Vocabulary Learning based on the integration among visual literacy tools and digital resources taking into account that the research will be a support to improve the level in the English learning process in Pablo High School from a collaborative learning. According to the results of the research of Quintero (2010) “technology allows students to develop work where they feel part of a community with which to interact and share interests and learning objectives” (p, 21).

Reviewing different visual literacy strategies I found out Comic as a resource that integrate what was mentioned before because the comic make use of the text-image dynamics modality through which students are exposed to knowledge and can practice a subject by expressing communicative events; Cohn (2012) asserts “in the comic images support the text and give students significant contextual clues to word meaning”. From this way, I decided implement a comic design using ToonDoo (digital tool) with the seventh grades students in order to get vocabulary learning and visual literacy through a didactic unit.

Additionally, it is important to remember that the application of new tools allow students can create knowledge and interact in a foreign language in an interesting and

meaningful way to make progress through activities that focus their attention, considering that a language is not presented in an isolated way but rather in a natural, cultural and significant linguistic environment.

Research Questions

Main question:

How does the implementation of visual literacy resources such as comics created through collaborative learning and the interaction with a digital tool as ToonDoo, evidences vocabulary learning with emphasis in action verbs in an EFL group of seventh graders at a Cajicá School?

General Objective

To determine if the implementation of visual literacy resources such as comics created through collaborative learning and the interaction with a digital tool as ToonDoo, evidences vocabulary learning with emphasis in action verbs in an EFL group of seventh graders at a Cajicá School.

Specific objectives

1. To describe vocabulary learning in the seven graders students from visual literacy activities.
2. To determine if the use of comics encourage visual literacy in the seven graders students through action verbs.
3. To analyze if is possible integrating ToonDoo for collaborative learning in seven grade students.

JUSTIFICATION

The rapid change and abundant studies in teaching practices as well as the diverse generation of teaching materials and tools in the last 20 years where every day there are more and more innovating applications, have made teachers become exposed to the access of these with the goal of expediting a more effective learning process.

It is clear the high interest of students in activities of visual impact supported by digital resources. This is not that only these kind of strategies are the most effective ones, on the contrary, what it is looked for is to integrate traditional teaching with new tendencies and in this way according to Dias (2001) what technology does is:

Support and extend curriculum objectives to encourage students to better understand and build learning, it is not then something done separately but it must be part of the daily activities carried out in the classroom. (P, 4).

In that sense, the use of multimodal resources give specially to the humanistic teachers the possibility to integrate these two paradigms with the goal of having a meaningful learning Particularly, Pablo Herrera Departmental Educative Institution English teachers have hardly worked with some multimodal tools in their teaching process since didactic resources are really few, short weekly lessons and a socio- economical and familiar context not very favorable.

However, the results of final test per period do not show a learning improvement process specifically in seventh graders in the EFL, which invite to reflect about methodologies used in order to overcome the weaknesses that students have when they get to seventh grade. From the perception collected in informal conversations with English teachers, was evident concern them by the low level of students' vocabulary, starting point for the reach of the program objectives and object of interest which emerged this research project.

From this way, I tried to implement multimodal literacy tools to evidence the use of vocabulary and I considered that the design of a comic will allow to integrate visual literacy with digital resources. For that so, this project used an innovated tool , attractive and easy to use as for teachers as well for students, the comic through the use of ToonDoo (a digital tool) that became in the final project of several visual literacies activities based on vocabulary that will support Pablo Herrera High School teachers in their teaching process.

Cohn (2012) states that “the elaboration of comics allows for the multimodality of human expression found in co-speech gestures”. Therefore, when facilitated by the interaction with Web 2.0 tools, as Marques (2007) cites, “allow professors and students to easily elaborate group and individual materials as well as to share them and submit them under readers’ comments”. This means that professors from any educative sector could use tools with educative goals.

Moreover , the use of multimodal resources allow students to take part in a collaborative learning, an approach that now a days is taking big importance in the learning process where the “students are actively exchanging, debating and negotiating ideas within their groups increases students’ interest in learning” (Dooly, 2008,p.8).

Therefore, Pablo Herrera Departmental Educative Institution English teachers could seek for actual, innovative and effective strategies that allow it to overcome such difficulties that present during the process of teaching and the implementation mentioned before in this project research is a flexible proposal that can be implemented in this didactic search.

Finally, this research proposal is not only a valuable resource for professors and seventh grade students of the Pablo Herrera Departmental Educative Institution, but also for teachers who teach foreign languages and for those who have difficulties teaching any other type of content. This proposal is for those professors who wish to innovate their pedagogic practice with new multimodal visual resources such as comics designed with digital tools , which employ new roles oriented towards the autonomous and collaborative work, towards the personal expression, towards sharing resources and ultimately, towards learning.

2. THEORETICAL FRAMEWORK

The following chapter details the constructs that served as the theoretical basis of my research project, which aim to determine if the implementation of visual literacy resources such as comics created through collaborative learning and the interaction with a digital tool as ToonDoo, evidences vocabulary learning with emphasis in action verbs in an EFL group of seventh graders at a Cajicá School.

Objectively, the implementation of comics through as a pedagogical tool and by using ToonDoo as an ICT mediator for the creation of these comics would permit practice of basic lexical in an evidencing way so that these EFL students can make use of the language they are learning. I believe also that by utilizing collaborative learning, the students not only will be able to help each other developing the project as well as the work with comics and Web 2.0 tools such as ToonDoo, but also they will help each other in the main target which is learning the English language.

The multimodal literacy concept is a characterization of the reality of communication where people (students) must understand the combination of components in which people express, that is sound, music, words, pictures, images, texts; moreover, this multimodal literacy specifically visual literacy is something that would also by association of new meaning, expressly for communicative purposes.

2.1 Vocabulary as a basic lexical for learning a language

As established by Lajtai (2013) “Vocabulary acquisition is a key importance when learning a language, the grammar is the core or the frame of a language , and vocabulary is a magical particle that gives mass to our knowledge” (p.14). Based on this research turns around the vocabulary, I found it necessary to take as a first construct learning vocabulary, something really quite complex but the starting point of learning a language.

Brown (2007), mentions “the thousands of lexical building blocks that are available to the average user of a language” (p.435). Lexical Items are basic to all the four skills, but Vocabulary is not a skill so “the skill in this aspect is achieved by getting efficient storage which becomes a competence and a recovery of learning at the right time which results in the performance of learning” (Brown et al., 2007, p. 435) . In this context, “el aprendizaje del léxico de una nueva lengua ha de ser de forma gradual, desde el nivel más básico hasta el más avanzado” (Monroig and Pérez ,1992,p 169). Thus the importance of using resources that allow the acquisition of vocabulary according to the context of learners, thus the use of vocabulary must be commensurate with the specific needs of the age, interest and in the same way and close to be a useful naturally learn vocabulary.

In addition, Ghazal (2007) argues that:

Vocabulary is central to language and is of great significance to language learners. Words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning. Teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge. (p.49)

Therefore, the students who participated in this research project had were exposed to different strategies to use the vocabulary in context, “several studies also suggest that one might not make a long progress in English learning without an adequate size of vocabulary, as higher levels of the language require a higher amount of known words” (Lajtai et al., 2013,p.13).

Although learning a language cannot be reduced to only learning vocabulary , but it is also true that “no matter how well the students learns grammar, how successfully the sounds of other language area mastered, without words to express a wide range of meanings, communication in other language just cannot happen in any meaningful way” (McCarthy,1990,cited in López,1995). From this way, vocabulary is central to language but

learn not just about knowing a specific amount of words but to use it in context, and this is made possible by integrating multimodal literacy.

Therefore, in this research proposal, based on the fact that lexical is essential to develop the different language skills was designed a pedagogic intervention in order to find better and effective resources for vocabulary learning using a specific multimodal literacy.

Nonetheless, taking a moment to Reflect what would be the environment most effective to achieve the vocabulary learning arose aspects to take into account as the age and characteristics of the participants and this determined the search for a very different way than traditionally was being used, but an approach where the learners were more active, ie, create a more dynamic classroom interaction and this only was possible through Collaborative learning.

2.2 Collaborative Learning

In terms of Smith and MacGregor (1992) “Collaborative learning is an umbrella terms for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together” (p, 19). Usually, students work in groups, mutually searching for understanding, solutions, or meanings, or creating a product and whole the activities are center on students’ exploration.

As explained by Dillenbourg (1999), “collaborative learning (CL) is a situation in which two or more people learn or attempt to learn something together” (p.23). Each element of this definition can be interpreted in different ways:

- "two or more" may be interpreted as a pair, a small group (3-5 subjects), a class (20-30 subjects), a community (a few hundreds or thousands of people), a society (several thousands or millions of people)... and all intermediate levels.
- "learn something" may be interpreted as "follow a course", "study course material", "perform learning activities such as problem solving", "learn from lifelong work practice",

- "together" may be interpreted as different forms of interaction: face-to-face or computer mediated, synchronous or not, frequent in time or not, whether it is a truly joint effort or whether the labor is divided in a systematic way.

These three elements of the definition define the space of what is encountered under the label 'collaborative learning', I explored in this research the space with pairs learning through intensive problem solving during one or two hours per class using a digital resource during a year course. Barkley et al. (2005) indicated that "Collaborative learning continues to attract interest because it addresses several major concerns related to improving student learning" (p.85).

CL offer students opportunities to learn valuable interpersonal and teamwork skills and dispositions by participating in task-oriented learning groups. Also, Kane and Harms (1999) argue that "CL creates new challenges for a teacher to find in her or himself the capacity to provide diverse learning environments for students with distinct, often overlapping, motivations and learning practices" (p. 19). In this sense, this research project provides an environment mediated by digital resources in order to enrich the relationships between teacher and students.

Furthermore, Kane and Harms et al. (1999) based on reflections established a series of practices that they found significant in enhancing collaborative process:

- Creating comfortable, safe zones for learning because in creating the context of the life of the mind.
- Engaging in problem-solving approaches teaching with other faculty and with students.
- Involving students in decisions.
- Privileging analysis and evaluation of information over absorption of facts.
- Providing continuous feedback.
- Working cooperatively together so that there is mutual responsibility taken by students.

Therefore, during the process performed in this research aspects as negotiation of meaning was involved to allow students to take decisions, constant feedback, and different kind of evaluations: hetero-evaluation, co-evaluation and self-evaluation.

Barkley (1991) asserts “co-laboring is an important feature of collaborative learning, all participants in the group must engage actively in working together toward the shared objectives” (chapter 1). For that reason, I decided to focus the pedagogical intervention through Goal Oriented Learning because from the beginning the goal was determined to achieve where the students worked together on a collaborative assignment.

Dillenbourg et al. (1999) states that CL “allows students to assimilate in forms different from the traditional way in which students are passive subjects who receive knowledge from the teachers. The work performed by the participants may vary and develop in different jobs with the objective of achieving the set goal” (p.1-19).

In terms of Laal (2012) “the professor is a guide and the students who manage to plan, acquire and end up producing the knowledge to be learned. Ultimately the results are meaningful developed through motivation” (p.491). Moreover, students are able to share their own experiences and listen to others’ in a diversified exchange pool of ideas, “students become submerged in situations where they are driven to listen carefully, think critically and participate” (Laal et al., 2012, p.492) .

It is evident that CL provides many advantages and it was a very valuable contribution to this research because it involved elements such as motivation and proper environments for learning EFL; CL was one of the most important in the research aspects. Certainly, the CL alone was evident through activities with a goal initially set and the resource used for this purpose was one of the multimodal literacy turned out to be more impacting to students according to their age, as it was visual literacy.

2.3 Multimodal Literacy

The National Council of Teachers of English published a statement in 2005 regarding the concept of multimodal literacies. It was established that “multimodal literacies is the interplay of meaning-making systems (alphabetic, oral, visual, etc.) that teachers and students should strive to study and produce” (p.4). This means, all modes of communication are codependent and each affects the nature of the content of the other and the overall rhetorical impact of the communication event itself.

Likewise, Walsh (2010) added that:

Multimodal literacy refers to meaning-making that occurs through the reading, viewing, and understanding, responding to and producing and interacting with multimedia and digital texts. It may include oral and gestural modes of talking, listening and dramatizing as well as writing, designing and producing such texts. (p.31)

Therefore, the processing of modes, such as image, words, sound and movement within texts can occur simultaneously and is often cohesive and synchronous. Walsh (2010) argues:

Sometimes specific modes may dominate. There are two significant themes emerging from current research into multimodal literacy and these considerations have implications for classroom practice. The first theme is the effect of the technological changes that are inherent in reading, writing and producing ‘on screen’ compared with reading and writing print-based texts. The second theme is related to the changes that are occurring in the social practices of literacy which have changed and expanded exponentially with the development of Web 2.0 technology. (par. 5).

Consequently, I can conclude that Multimodal literacy involves different ways of producing meaning understood by the participants of the communication, for the transmitters as well as for the audience. It is the competency that allows a person to understand the different modes in which the communication is presented. According to Otero (2010) "Multimodality of communication consists of several semiotic modes (verbal, visual and auditory) and it gains special importance as semiotic research in the world of contemporary communication, where it is present increasingly intense thanks to technological advances we are living " [My translation] (p. 656).

The medium used as multimodal should be constituted by elements that are synchronous in such ways that are produced to help transmit the message. The National Council of Teachers of English et al., (2005) suggests that it "involves the use of different type's media by which messages are transmitted; however, when referred to multimodal, it is important to understand that it is the combination arrangement of the different modes of communication that is used". Multimodal literacy provides varied arrangements that allow teaching and learning.

For this project, I decided to take within the multimodal literacy visual literacy as the most relevant to support research, because the visual part is the currently most striking students by being in the pre-adolescence. According to Harmer (2006) "the students have a limited attention span; unless activities are extremely engaging they can easily get bored and the teachers need to provide a variety of resources" (p.38). Below it explains what it is and its characteristics.

Visual Literacy

Visual literacy has been defined as the "ability to understand, interpret and evaluate visual messages" (Bristor & Drake, 1994, Vol.22). The National Council of Teachers of English (NCTE/IRA) (1996) clearly acknowledges the importance of teaching students to be visually literate. The organization's preface to its standards states:

Being literate ... means being active, critical, and creative users not only of print and spoken language but also of the visual language of film and television, commercial and political advertising, photography, and more. Teaching students

how to interpret and create visual texts ... is another essential component of the English language arts curriculum. (p. 5)

Messaris (1995) states that “visual literacy is the gaining of knowledge and experience about the working of the visual media coupled with a heightened conscious awareness of those workings” (p.22). In the same way, Frey and Fisher (2008) asserts:

Visual literacy is an integral part of literacy development, and this much-needed classroom companion helps teachers engage students as critical readers or writers and prepare them for living in the twenty-first century. Today's students live in an increasingly visual world where they are engaged not only by words, but also by images. (p.62)

Likewise, Frey and Fisher et al. (2008, p. 64) establish that teaching Visual Literacy offers background information, research, practical ideas, and sample lessons to help educators:

- Capture the attention of learners and boost their critical thinking skills.
- Support and strengthen multiple competencies in literacy.
- Help students comprehend and assess visual information.
- Reach students with disabilities and extend their understanding.

Furthermore, in terms of Bamford (2012) “Visual literacy encourages an appreciation and comprehension of visual communication. A lack of awareness of visual literacy effects your ability to be able to communicate effectively” (p.33). Therefore in this research was used visual literacy as the goal of using vocabulary refers precisely to be able to effectively communicate a message regarding the new means of knowledge representation as ICT.

In this context, the argument given by Bleed (2005) becomes more relevant use this construct in this research “new learners, new technologies, new workforce skills, and new modes of creative expression are driving the need for visual literacy. Being visually literate

will be a prerequisite in the future because visual media are integral to how we work, entertain, communicate, and educate” (p.10). In addition, Baker, F. (2012) asserts:

One of the best ways to engage students in visual and news literacy is by incorporating cartoons and comics in the classroom, because they are traditionally found in newspapers and magazines, they are easily accessible. With Internet access, teachers and students can locate cartoons and comics from every newspaper in the U.S., as well as those from all over the world. (p.67)

Thus, using comic as a resource to promote visual literacy in the classroom represented a valuable support for this research proposal.

2.4 Comics as a didactic resource

As stated by Cohn (2012) “comics are a social object that is the result of two human behaviors: writing and drawing. Believing ‘comics’ are an object of inquiry would be akin to linguists focusing on ‘novels’ as opposed to studying English, the language that novels a ‘visual language’ ”(p.47).

In addition, Jane Scanlon (2013) asserts that “comics is hence a form of literature that is composed by modalities of communication such as written verbal language and image language, also called visual-graphic. Comics are without a doubt a very useful tool where image and text are intertwined together to transmit meaningful messages” (p. 65).

From this way, el comic as cited by Gasca and Ruben (2001) “constituye un medio escripto-icónico basado en la narración mediante secuencias de imágenes que integran en su seno textos literarios” (p.14). This means talking about an iconic language (visual) and therefore is given an importance to the image, hence the base of comic vignettes are as defined Gasca and Ruben “Cada viñeta delimita una porción de espacio en el que se representa mediante el dibujo un espacio ficticio, en cuyo interior acontece una acción de duración variable.....es, en realidad, un instante durativo.” (p.16).

The comic fits perfectly within what is called visual literacy and for this reason was a resource that allowed to the studio presented in this research from a pedagogical look. , Moreover, Rollan and Mendez (1986) defined the comic as a close education element and described as follows:

The comic is a teaching vehicle that stands with advantage among the fortunately overcome purely verbalist teaching, and the only iconic, with difficult gaps to overcome, taking both his expressive virtues for a balanced synthesis and perform a scheme that underscores the importance the versatility of its components. [My translation] (p. 11).

Taking into account that The Common European Framework of Reference for Languages (2002) includes “the comics within the types of texts listed as channels of written communication”. (p. 93), it becomes clear that the comic is a teaching resource in the linguistic field offers many benefits for the development of basic skills in any language and a pleasant stimulus as Aparici (1992) states "inculcates the dialogue between the image and word and promotes new forms of expression that give life to school "(p.5).

Therefore, though comic students are able to learn language as well as make use of the language with the integration new ways of communication and expression. According to Diago and Bedoya (p.56) there are a number of objectives that can be achieved through the comic, some of them are:

- Promote the combination of techniques group work, critic and creative.
- Encourage creativity from the collective task to the individual task.
- Developing the capacity of critical assessment.
- Develop capacity for dialogue and tolerance.
- Training for oral and written expression.

This means that a high percentage, the comic promotes Collaborative Learning because contemplates collective work as the basis of individual intellectual work. According To

Garcia (2013, p, 16) within the advantages found to use a comic in the classroom specifically in the foreign language classroom include the following:

- They can work different content: phonetic-phonological, language or grammatical, lexical-semantic, functional and communicative, cultural or strategic.
- It is possible to work the five skills: listening, understanding reading, oral interaction, speaking and writing.
- As recommended by the CEFR, is a real material, not manipulated or adapted.
- It is a dynamic, communicative and family resource for students.
- New technologies allow production in an attractive way, simple and quick.
- Promotes cooperative and collaborative work.
- His playful component favors the teaching-learning through play.
- Appeals to the young students.
- It features iconic elements and verbal elements, it can be used as a resource to acquire lexicon by inductive way.

It features iconic elements and verbal elements, it can be used as a resource to acquire lexicon inductive way. In that sense, in this research drawing up a comic was proposed by a digital resource to use vocabulary evident from collaborative work, an excellent resource that allowed the integration of several elements for educational purposes.

2.5 Motivation and ICT

Ochoa and Holguin (2013), establish that “motivation is one of the main factors for the inclusion of ICT in effective teaching”, as the entire population of School Gabriela Gómez Carvajal, the ICT seen from an educational mediation is a very good tool and a very good way to carry out the development of academic activities, in this particular case the area of English. Ochoa asserts that:

The application of ICT in education motivates students and captures their attention, becoming one of the engines of learning, as it encourages activity and active thinking. So, to be more motivated, students can spend more time working and

learning more, since they are continuously active in interacting with the computer and distance between themselves. (p. 17)

Besides, Ramos (2005), says that “with the combination of technological, pedagogical and human resource efficiency further respond to the interests and needs of each individual, in this sense motivate students to learn” (p. 10). Therefore, in this research proposal, the use of ICT could become a motivational tool for students, focusing on learning activities that are interesting within the student context, high school students today are surrounded by technological media calling their attention and this factor allows easy inclusion of ICT in English classes.

So, this project proposed use ICT as an effective way in the Vocabulary learning because allow captures the students’ attention, becoming one of the engines of learning, as it encourages activity and active thinking. Thus, to be more motivated, students can spend more time working and learning more, since they are continuously active in interacting with different tools, for that reason is necessary to make a reflection around the methodology to teach EFL, according to Kalpana and Rupal (2012), “ICT implementation as a dynamic process to requires new skills, competencies and attitudes amongst those curriculum planners, educational leaders, teachers and trainers who are going to design and develop materials and support learners online as well as off line” (p.45).

Therefore it is vital pose new spaces and use multimedia resources of learning that contribute to increase student interest in learning. Likewise, several teachers are looking for different tools to increase motivation of students not only in the classroom but to stay out of these classrooms y classrooms and this requires a conscious effort from pedagogy oriented to not fall into the mistake of leaving responsibility in the hands only of the tool. In terms of Low (2003), “ICT cannot ascertain a learner’s motivational levels and language skills, detect semantic and cultural differences, and gauge learners’ communication abilities, the presence of a competent e-Coach (e.g. who is knowledgeable, able to encourage participation, communicates well) is vital in making ICT-mediated learning succeed” (p.20).

Therefore, in this research proposal, the use of ICT in the learning process is understood as making a change the relationship between teacher and learner. The design and planning of the curriculum should be supported from these tools that enable the development of skills in EFL students. According to Vannestal (2009), “ICT helps to create more variation in the classroom, which might lead to increased motivation in the students and thus better conditions to learn the target language” (p.17). Also, the ICT implementation in the language classroom provides the students the opportunity to write for others rather than only for their teacher “their production is exposed and it has the potential to be read by an audience, this could help assure that students put more effort into their work” (Vannestal et al , 2009, p. 18)

From this way, it is important to use ICT as a medium in a process of education and that promote collaborative work, access to knowledge and communication channels and that requires that teachers use all communication tools in their teaching pedagogies reflective practice.

2.6 ToonDoo

According to Stocker (2011), “ToonDoo allows you to make comics strips easily. Teacher could use this tool to introduce ideas about whatever topic .At the end of the lesson, show them how to use the website and make their own. So that they could view each other’s get them to embed the code using the link into a glossary activity on your Moodle site” (p.3).

Further, ToonDoo has a shop where you can purchase print-quality images at ToonDoo. Sitocker also states that “You can buy a hi-res image of any tool at ToonDoo (if the author has granted permission). The Hi-res images are of print quality and can be used for printing on any surface - T-shirts, posters, cloth, mugs, mouse pads, key chains and more” (p. 3).

William and Russell (2013), asserts that “ToonDoo (<http://www.toondoo.com>) describes itself as the fastest way to create a cartoon. The side includes a wide array of flexible templates to support choice and personalized learning” (p.6). Thus, Students use

text and images in constructing their individualized comics. Nevertheless, the side also has a collaborative component that allows students to work together on comics, share their comics, and make comments on peers' comics.

This Web 2.0 technology “allows students to become creative comic producers, providing them with opportunities to explore illustrations, conversations and dialog which are key features needed to make comics” (Bustamante, Hurlbut and Moeller, 2012, p.6). From this way, ToonDoo teaches students how to storyboard their ideas and think about how they wish to communicate their ideas as they create a script through the elements of a story.

There are even more benefits to be gained by having students create their own cartoons in class. According to Teacher's guide to ToonDoo by creating cartoons, students:

- Interpret a concept from verbal/textual form (provided by teacher) to visual form (created in ToonDoo)
- Organize science concept to fit a limited-panel representation
- Create their own new, unique representation of an idea
- Appreciate the difficult scientists encounter when trying to communicate their ideas to others
- Demonstrate computer skills

Therefore, in this research proposal, ToonDoo is understood as a web 2.0 tool to allowed to make comics in an easy way, this could be used by students and teachers and also has a store of images . Also, as established Bustamante, Hurlbut and Moeller et al. (2012) “ToonDoo proved be a valuable feature of the technology as students who are not so good at drawing their ideas with paper and pen, because they feel more comfortable creating their comics using characters from the online library located in ToonDoo” (p.8).

Thus, ToonDoo removes the physical boundaries of the classroom increasing access to learning also develops critical thinking, through increased communication, and the typical paper and pencil is replaced by the design of digital comics, which is consistent with the generation that we face.

3. RESEARCH DESIGN

In order to determine if the implementation of visual literacy resources such as comics created through collaborative learning and the interaction with a digital tool as ToonDoo, evidences vocabulary learning with emphasis in action verbs in an EFL group of seventh graders at a Cajicá School, it was necessary to lay out a Mixed research (qualitative and quantitative) design involving different components about Action research project which are detailed in this chapter. For this project it was necessary to choose some participants that were relevantly accorded to the specific need to be able to test out this project with validity, 7th grade students from the Educative Institution Pablo Herrera, making it the component of the context and participants.

The process also involved choosing a type of study to be developed, which will characterize the study and its results. The other component depicted here is the stages of this research process so that it is better understood and organized. Finally, the last component in this research design lists the instruments and techniques that are used to collect the data obtained from the sample.

3.1. Context and participants

The participants of this research proposal belonged to the Educative Institution Pablo Herrera located in the rural area (Chuntame) of the municipality of Cajicà, which is north of Bogota, D.C, Colombia. It is an institution of public character that renders educative services in the primary and secondary basic education levels in the morning part of the working day, and primary basic education in the afternoon part of the working day. For this reason, I remark that the class hours are of 55 minutes only, and the English class hours rendered in primary school are limited to one weekly hour and 3 weekly hours for secondary school.

The students belonging to this school municipality fall in the social strata 1 and 2, which correspond to middle-low and low socio-economic classes. In this way, the didactic resources are quite limited. Due to the characteristics of the premises, the institution counts

with groups between 15 and 23 students approximately; Since the year of 2014, some spaces were open that allow for better service, this include: 1 laboratory, 1 audiovisuals room and 1 computer lab with internet service to be shared with all the departments.

The institution counts with four quality policies that worked in transversal ways within the curriculum; these are 1) Formation for healthy cohabitation, 2) Artistic and Cultural Sensibility, 3) Competent and competitive formation, and 4) Shared leadership. In this way, this research project is integrated from the competent and competitive formation to the proposed curriculum of the English department as far as the implementation of multimodal literacy tools to be able to entice vocabulary with emphasis in action verbs in the students. Likewise, shared leadership is integrated from the collaborative work in each of the activities proposed and in the final project of the comic design.

The participants in this research proposal were a 7th grade group of 16 students, between the ages of 12 and 14 years. The group was composed of 9 female students and 7 male students. The criteria used for selecting those participants were according to the group of 7th grade students who were registered for the 2015 year at the Pablo Herrera Departmental Educative Institution of the Cajicá Municipality. The students reach the seventh grade with a very low level in vocabulary to be able to express common daily activities, which was supported by the results of the diagnosis test. For this reason, this proposal was designed to determine if the implementation of multimodal tools such as comics using ToonDoo entices in on EFL group of seventh grade students at Cajicà School to use of vocabulary with emphasis in action verbs.

3.2.Type of study

As this research proposal aims to determine if the implementation of visual literacy resources such as comics created through collaborative learning and the interaction with a digital tool as ToonDoo, evidences vocabulary learning with emphasis in action verbs in an EFL group of seventh graders at a Cajicá School, this research study will follow the Qualitative and Quantitative Research paradigm, according to Creswell (2003, p.17) this mixed method is in which the researcher tends to base knowledge claims on pragmatic

grounds, it employs strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand research problems. The data collection also involves gathering both numeric information as well as text information so that the final database represents both quantitative and qualitative.

According to Dönyei (2007) “mixed method research allow understand a complex phenomenon by converging numeric trends from quantitative data and specific details from qualitative data. Words can be used to add meaning to numbers and numbers can be used to add precision to words”. (p.45). Therefore, this proposal implements different instruments to collect qualitative (observing, interview, analyzing documents) and quantitative data (diagnostic and final test, rubrics).

The Research design for this study follows the principles and procedures of a Research Studies with an implementation claim that as Fraser, Richman and others (2009, p.3) the intervention research is a dynamic process that involves researches, agencies, and practitioner. Intervention research involves creative as well as evaluative processes, and it often result in two products: a detailed description of a new program or service and an evaluation of the effectiveness of that program or service.

It is pertinent to adopt this research method in this proposal because first interventions will be performed weekly during four academic periods, into a dynamic process, in an EFL group of seven graders and second, the intervention involve innovation and creativity with the use of multimodal literacy tool as a comic developed in ToonDoo (web 2.0). Thus, the intervention will continue through action research because educational level determines the main features that will guide the development of this proposal.

Action Research always understands itself as a concrete, practical expression of the aspiration to change the social or educational world for the better through the improvement of shared social practices; it also is a form of self-reflexive inquiry that can be utilized by teachers in order to improve the rationality and justice of their own practices, their understanding of these practices are carried out (Kemmis, 1993). In contrast, Nunan (1992, p. 35) claims that in language education, teachers, learners, researchers, and curriculum specialists can collaborate for a number of reasons.

Action Research can help language teachers, learners, and researchers make a collaborative reflection that leads to an improvement of understanding and experience in language classrooms. So, this joint effort would bring the diverse bases of their knowledge and their distinctive social locations to bear on a problem collaboratively and to solve a real English teaching problem in context. Nunan (as cited in Hien 2009, p. 102) argues that the seven steps in the action research cycle are: initiation (problem), preliminary investigation (nature of the problem), Intervention (strategies applied), Evaluation (diagnostic and final test), Dissemination (report), Follow-up (Alternative solutions are continually investigated).

In this way, this research proposal takes as reference the previous steps where the intervention was carried out through some strategies listed as follows in chronological order: the formulation of the problem, the context analysis, the formulation of the objectives, the pedagogical intervention where the thematic unit was developed with activities prior to the comic design in ToonDoo (activities focusing on vocabulary), realization of the closing outcome, the analysis of the data obtained including analysis of the participation and interest of the students through the results of an interview in a report, which presented the impact of the visual literacy tool and the type of interaction between the participants, and finally the presentation of some conclusions that permitted to make a pedagogical contribution and that served as input in case the investigation is continued.

3.2.1 Stages of the Research Process

To determine if the implementation of visual literacy resources such as comics created through collaborative learning and the interaction with a digital tool as ToonDoo, evidences vocabulary learning with emphasis in action verbs in an EFL group of seventh graders at a Cajicá School, I decided to use an action research project, which helped me test this proposal as a researcher and as docent.

Zuber-Skerrit states that the process of action research was conceptualized by Lewin (1952) and developed by Kolb (1984), Carr and Kemmis (1986), Elliot (1991) and others,

but in summary all the authors follow a spiral of action research cycles consisting of mayor phases: planning, acting, observing and reflecting, that can be observed in **Figure 1**.

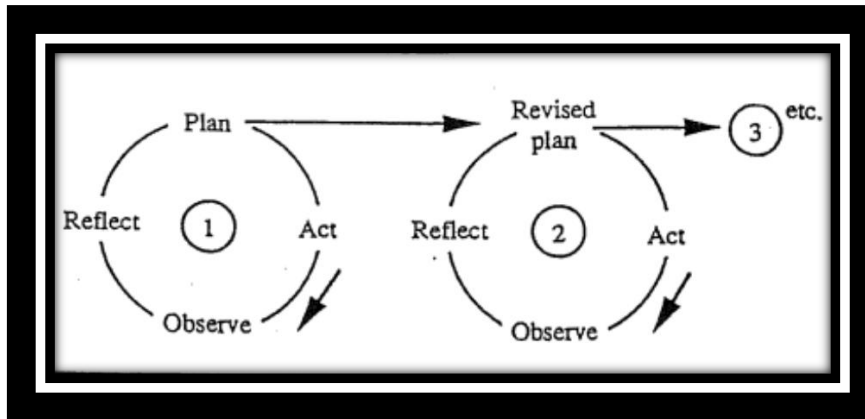


Figure 1. Action Research Spiral

Thus, the best way to organize, categorize and develop this research proposal was to follow these phases. To support this, I followed the development of Henning et al. (2009):

- **Observing stage**, Henning et al. (2009) states that this phase consists of two steps. First, action researchers should construct an objective description of student performance. It should be thorough, detailed, objective, and as free from judgments or inferences as possible. Second, examining data from multiple perspectives by making comparisons and contrasts, by integrating different observations in different ways, and by viewing the data through different conceptual lenses.

The aim with this phase was to know the level of vocabulary with emphasis in action verbs in seventh grade students and the relationship between this vocabulary and visual literacy. The instrument used was an Initial Diagnostic Test (See Appendix 2A to 2C) and a Final Test (See Appendix 3A to 3C) with two parts *Writing test*: composed of 11 questions, in written form, which comprehends the components: Vocabulary, Reading and Writing; and *Oral Test*: composed of a survey with 5 questions to answer in a table.

- **Planning**, Henning et al. (2009) cites that this phase refers to deciding on the goals and purpose of the study, deciding on the research question to guide the study, selecting the research participants, and determining the method of data collection. The aim with this phase was to implement English language demonstrated through the expression of vocabulary learning displayed by comics.

Besides, to realize a closing outcome through a visual literacy tool such a comic designed in ToonDoo, a production to include collaborative learning with emphasis in negotiation of meaning and peer assessment. In that sense, I implemented some visual literacies activities according with the Goal oriented learning and collaborative learning, at the end the instrument used was the elaboration of a comic in ToonDoo (See Appendix 4A to 4H).

- **Acting**, Henning et al (2009) states that this phase refers to actions to be carried out. It includes implementing new teaching strategies and collecting data on them. Data collection to analyze the level of interest and impact about the implementation of the comic in ToonDoo as a visual literacy tool includes administering tests, observing students, and conducting surveys and interviews. The aim with this phase was to capture the learners' opinion from their own learning experience about the implementation of visual literacies. The instrument used was an Interview of 12 questions through a recording at the end of the pedagogic implementation. (See Appendix 5A to 5B)
- **Reflecting**, Henning et al. (2009) describes this phase in 3 steps: 1st. interpreting and explaining your observations, generating many plausible explanations as possible, 2nd. developing new teaching strategies derived from past experience, data from the study, techniques shared by other teachers, or the educational literature. 3rd. justifying the new teaching strategies with the data, best practice, educational research, or educational theory.

The first aim with this phase was to describe implications during the research project through reflections and perceptions registering the process and the students'

progress. The instrument used was a journal to record the data collected of each class - 14 lessons (See Appendix 6A to 6B).

The second aim was to monitor and evaluate the action research process and the learners' results based on their participation and the development of the didactic unit through three kinds of rubrics: *hetero-evaluation* with 4 categories: vocabulary, communicative competence, collaborative work and assessment; *Co-evaluation* and; *Self-evaluation* with 3 categories: vocabulary, communicative competence and collaborative work. (See appendix 7A to E).

3.3. Data collection Instruments and Techniques

Johnson (2012) states that collecting data in an action research project is a series of quick looks taken at different times and in a variety of ways, and the author explains this with an example “In this sense, data collection in action research is much like collecting soil samples: You collect little bits of soil in different places over time” (p. 24). In this way, **Table 1** shows a summary of the phases of action research and instruments that I applied in this study.

Table 1. Data Collection Instruments

ACTION RESEARCH STAGES	AIMS	INSTRUMENTS
OBSERVING	To know the level of vocabulary with emphasis in action verbs in seventh grade students and the relationship between this vocabulary and visual literacy.	Diagnostic test (See Appendix 2A to 2C) and Final Test (See Appendix 3A to 3C): <ul style="list-style-type: none"> • Writing test: composed of 11 questions in written form, which comprehend the components: Vocabulary, Reading and Writing. • Oral Test: survey with 5 questions to answer in a table.

PLANNING	To realize a closing outcome through a visual literacy tool such a comic designed in ToonDoo - a production to included collaborative learning with emphasis in negotiation of meaning and peer assessment.	Comic: elaboration of a comic in ToonDoo. (See Appendix 4A to 4H).
ACTING	To capture the learners' opinion from their own learning experience about the implementation of visual literacies.	Interview: 12 recorded questions at the end of the pedagogic implementation. (See Appendix 5A to 5B).
REFLECTING	<p>To describe implications during the research project through reflections and perceptions by registering the process and students' progress through a Journal.</p> <p>To monitor and evaluate the action research process and the learners' results based on their participation and the development of the didactic unit.</p>	<p>Journal: recording the data collected of each class (14 lessons). (See Appendix 6A to 6B).</p> <p>Rubrics: hetero-evaluation, co-evaluation and self-evaluation rubrics. (See Appendix 7A to 7B).</p>

4. INSTRUCTIONAL DESIGN

Since this is a project that involves teaching classes, this chapter contains the instructional design, which will be utilized to determine if the implementation of visual literacy resources such as comics created through Collaborative Learning and the interaction with a digital tool as ToonDoo, evidences Vocabulary Learning with emphasis in action verbs in an EFL group of seventh graders at a Cajicá School. In this chapter, the participants as well as the theoretical foundation from the pedagogical intervention implemented including the teaching methods, the material to be worked, and the procedures for this research proposal will be specified.

4.1. Pablo Herrera Department school participants

The participants for this research proposal comprise a group of 16 students of the 7th grade class of Educative Institution Pablo Herrera in Cajicà, Colombia. These students take 3 hours of English weekly based on the English department plan of the institution according to the lawful standards of the Ministry of National Education for the corresponding grade of 7th as well as in the specific context of the institution.

The institution defines within the plan of the English Department (English Department Curriculum 2015) the specific objectives to ultimately achieve the main target which determines what the each student should have learned by the end of the 7th grade academic year. Such objectives, which correspond to each of the 4th periods, are: 1) To express ideas and sentiments with short and clear sentences in a comprehensible communication, 2) To deal with daily topics with vocabulary worked during the year, 3) To express events that are occurring at the moment, and 4) To present activities realized in the spare time.

Consequently, the professors of the 7th grade students of this institution have not found a solid base of the English language to achieve these specific objectives for the pertaining grade. These limitations have been evidenced not only for this group of students corresponding to 2015 academic year, but for the students of previous academic years at 7th grade. Students demonstrate that they need to practice more, more efficiently and more

importantly to practice with enjoyment during these 3 weekly hours of English so that learning this language is more substantial and meaningful for them. I believe that by utilizing more efficient tools, students could be able to achieve the institution's objectives and ultimately to make use of the language. Visual literacy resources such as comics created in through Collaborative Learning and the interaction with ToonDoo could be an alternative in which students not only will be exposed to visual association of meaning but also be exposed to discuss the meaning in collaborative learning.

For this reason, it is necessary to create a structured instructional design based on a theoretical support to be able to intervene pedagogically and test the validity of the proposal. The nature of this research proposal integrated Goal Oriented Learning, Collaborative Learning and Vocabulary Learning with visual literacies through digital resources allow the students interact with other classmates, express ideas, use vocabulary with a specific propose, combine digital resources with other visual literacy tools finding new ways to learn a language.

4.2. Theoretical foundations supporting the pedagogical intervention

For this pedagogical intervention I set a pedagogic goal around vocabulary learning for that reason I decided to focus on Goal Oriented Learning, according to Donovan, Chair, Morell and Harvey (2001) this refers to “increased competence level in individuals for a given task, overcoming task difficulties, and mastering challenging activities”(p.8) and from which was constituted a didactic unit with a main topic and 3 subtopics that was designed according to the *institution's curriculum mesh* and the purpose of this investigation to certain extend.

The Goal Oriented Learning, allowed me to begin from a sequence of vocabulary where students should fill this vocabulary into a structure through communicative events using a comic, in this way we could see a Vocabulary learning. Different researches include the technology as an effective teaching strategy using visual support systems such as pictures, icons and digital media, where “the student's interests has great promise as a resource to active literacy opportunities in the classroom” (Lindey-Glenn , 2008, p. 10).

In this context, was evident to do an integration between Goal Oriented Learning, Vocabulary Learning and Collaborative Learning to implement the didactic unit integrated ToonDoo in the classroom language. Considering that “the vocabulary is the sub-skill of a language and it plays a very important role in language learning and teaching” (Siriwan, 2007, p.45) and the vocabulary learning is the main concern of seventh grade teachers from Educative Institution Pablo Herrera and the main students difficulty in the second language learning process.

Consequently, I considered fundamental to create an interactive environment to explore the tool and evidence the use of this vocabulary, this way I made use of the Collaborative Learning approach “two or more students laboring together and sharing the workload equitably as they progress toward intended learning outcomes” (Barkley, Cross and Mayor, 2005,p.5), in order to make in couples the comic with the purpose of achieving the most optimum learning process for the population of this research .

Finally, each procedure was subjected to evaluation in order to obtain results about the process developed through digital material as a resource to the comic design, highlighting the student’s role as a self-manager of their learning process and the teacher’s role as a guiding and feedback proving figure.

4.2.1. Goal oriented learning

The Goal oriented learning comes from Goal Setting Theory proposed by Locke and Latham (1990) this theory present a goal as an immediate regular of human action, guiding the direction, intensity, and persistence of task related behavior. In providing this directions and persistence learning goals are proposed to enhance performance on a given task.

In this manner, “a learning goal oriented individual displays cognitions, affect, and behaviors that are more adaptive for goal attainment” (Donovan et al, 2001,p.11), allowing to feedback and evaluate actually performance.

Furthermore, Elliot and Thrash (as cited in Farsani, Beikmohammadi and Mohebbi, 2014) suggested a four-dimensional approach to goal orientation in which mastery goal orientation is further differentiated into two dimensions: mastery approach and mastery avoidance:

1. Mastery-approach goal orientation refers to making efforts to improve one's skills and abilities, to advance one's learning, to understand material, or to master a task. Individuals with mastery goal orientation believe that ability is changeable (i.e., incremental theory of ability), perceive difficult tasks as challenging not threatening, set high performance goals, and demonstrate high levels of intrinsic motivation.
2. Mastery-avoidance goal orientation comprises the efforts individuals exert to avoid losing one's skills and abilities, forgetting what one has learned, misunderstanding material, or leaving a task incomplete or unmastered .(p.7)

According to Donovan et al, (2001, p.13), studies about goal oriented learning demonstrated the positive impact indicating that individuals with a strong learning goal orientation are likely to set higher goals and exhibit higher self-efficacy than individuals with a weak learning goal orientation.

4.2.2. Vocabulary Learning

Vocabulary is an essential element within a language, for that reason as cite López et al. (1995 p, 48) teachers should choose different strategies and types of tasks to teach vocabulary and help learners develop different systems of organizing lexical items in order to facilitate the storage and retrieval of words.

This becomes evident that the topics selected in the pedagogical intervention should be selected according to the learners' interests, need and background knowledge. Pavicic (2008) states that:

Vocabulary learning is the acquisition of memorized sequences of lexical items that serve as a pattern on the basis of which the learner creates new sequences.

Vocabulary acquisition is not merely a mental collection of individual lexical items, it includes more knowing its semantic aspect. (p, 10)

According to Taffy (2003) there are several different facets of vocabulary learning:

First of all, we need to ensure that the words we choose to teach represent important and useful words. Second, we need to teach students to be active vocabulary learners who use a combination of problem-solving strategies and cross checking to figure out new words in context. Third, we need to teach students to become metacognitive aware of words, and of how meaning is packaged into words in English. Fourth, we need to help students develop both the skill and the will to learn new vocabulary words. And fifth, we need to allow students to encounter core vocabulary concepts repeatedly in both the same and different forms. (p.7)

On the other hand, for students to achieve ability to learn and use vocabulary effectively is necessary to “use visual support systems as an effective way to support their vocabulary and literacy skills along with promoting their successful participation in inclusive classroom settings” (Lindey-Glenn et al, 2008, p. 4).

4.2.3. Collaborative Learning

The collaborative learning is the term in higher education to refer to an interactive group learning, it has three essential elements referenced by Barkley et al, (2005) “intentional design, co-laboring, and meaningful learning”:

- The intentional design in collaborative learning faculty member create intentional learning activities. The focus is on intentional group activities carefully structured to provide opportunities for learning.
- In collaborative learning, all participants in the group must engage actively in working together toward the stated objectives; all group members receive the same task that together constitute a single, large project, all students must contribute more or less equally.
- As students work together on a collaborative assignment, they must increase their knowledge or deepen their understanding of course curriculum. The task assigned to the group must help them accomplish the learning objectives of the course.(p.24)

Likewise, students are responsible for one another's learning as well as their own and that reaching the goal implies that students have helped each other to understand and learn. For collaborative learning to be effective, there should be both "group goals" and "individual accountability" (Slavin, 1989). This means that the collaborative learning task must ensure that every group member has learnt something. Ideally, a collaborative learning task would allow for each member to be responsible for some concept necessary to complete the task.

In collaborative learning, group members are asked to organize their joint efforts and negotiate among themselves who will perform group roles as the group critiques a student essay. The use of rubrics “can be provide a clear description of the levels of performance, it also helps the students to know what is expected of them” (Dooly et al., 2008, Chapter1) and in my case rubrics help me to organize the assessment because they clary showed me the expected outcomes.

4.3. Pedagogical Objectives

General Objective

To implement a didactic unit for goal oriented learning in seven graders students through collaborative activities by integrating comics in ToonDoo in the language classroom, during the academic year.

Specific Objectives

- To get the use of vocabulary about routines, free time activities and activities at home.
- To describe communicative events about preferences and activities through a comic.
- To accomplish a collaborative learning through a digital resource.

4.4. Participants Roles

Student's role

The students following the Goal Oriented learning working together toward a common goal hard in the different activities, persisting in the face of difficulty and frustration through the competence activities, taking risks and trying things that they did not know how to do like a comic using a digital resource, all in the service of mastering the task at hand. They participated in learning activities into an ongoing process, were concerned with charting their own progress through negotiation meaning with a partner and discovered “all outcomes as opportunities to learn something about themselves” (Husman, 2005).

Therefore, the students were responsible for one another's learning as well as their own and that reaching the goal implies that “students have helped each other to understand and learn” (Dooly et al., 2008, Chapter 1). It means, that they need to do a negotiator between the self, the learning process, and the goal, this aspect contribute to the learning process and the students reinforce the idea to taking responsibility for their own learning while learning to respect the opinions and work of the partner.

Besides, students, during the pedagogical intervention the students were receptive to the digital resource as a new possibility to use as a means to effectively organize their work

interacting positively with a partner and with a tool a specific characteristic in the collaborative learning approach.

Teacher's role

Due to the fact this study is based on action research, the teacher plays the role of researcher. According to Chamot (1998) because the teacher assumes the action of understanding the teaching-learning process as well as the interaction of the knowledge and the student's learning process in a systematic way.

On the other hand, during the pedagogical intervention the teacher was a facilitator in the learning process with the purpose of “make the best to encourage a mastery orientation in the majority of the students” Svinicki (2005, p.4). Considering the approach of this author I chose activities the students valued structuring the learning situation, previously activities to the comic and then the use of a digital resource making the classroom a safe place to evolved students in learning.

Certainly, to make this environment possible was necessary to give an accompaniment to the students with regard to doubts solving and support and training in the use of the tool, according to Svinicki et al (2005) “teachers can continue to support the students efforts while they work on the task so that they are encouraged by their progress and they encourage the building of a community of learners in the class” (p.18).

The last idea was developed through the collaborative work where I gave a space where everyone supports the partner while I oriented the classes and taking time to “give more feedback on the process of learning as well as the product of learning and on how well students work together” (Dillenbourg, 2007, p.22).

4.5. Teaching Material

The students involved in this project started the academic year with pedagogical lessons regarding the content to be developed throughout the year. These contents correspond to institution curriculum of the English Department, which are composed of the use of actions conjugated in the simple present tense and present continuous to be able to

express daily, free time activities and activities at home. The lessons (See Appendix 3A-3H) were given to the students through different media such as using the white board by displaying conceptual maps, minimum physical activities involving handcrafted materials and digital tasks.

Likewise, the research process involved developing a didactic sequence through the comic as a didactic resource, the comic "is a story told through pictures and interrelated texts, which represent a series of significant moments of the same story, according to the selection made by a narrator" (Argudo, 2003, p. 56) that allowed to clear the use of vocabulary in communicative events.

As preparation for the comic design, the lessons were composed of different and varied activities that involved traditional methods such as using the white board and a marker to draw and present a conceptual map, an ideogram to be more specific, to teach them one of the lessons. Another portion of the activities carried out were composed of more dynamic and complex task of contests that involved physical activities with the goal of making the lessons more attractive, dynamic and more interactive among them, so that each student were more prompt to participate and follow the process. The materials used for these activities included sacks for a sack race, and pieces of paper.

The other portion of the activities as preparation for the comic comprised different activities of multimodal literacy character. It was necessary to use them so that the students were starting to be familiarized with other types of activities different than the traditional text methods. These activities included tasks of handcrafted and manual materials such as cards made of cardboard with images to be scrambled, drawings made by the students with markers and color pencils to later join them and create scenes of a comic strip, images of magazines to answer questions in oral form, puzzles, a "friso", and hand-shaped pieces made cardboard too. The students also used dictionaries and their notebooks for any notes they needed to take during the activities.

The students then were transitioned to digital tools and activities with the goal of continuing the applicability in multimodal literacy tools. The students were asked to

complete tasks in the computers of the school, and in one occasion computers outside school due to technical difficulties. The computers were utilized to access different programs and media from the internet that involved videos, reading comprehensions, exercises of pairing images with audios, and descriptions of daily routine images.

Finally, the step to the comic design was taken. In this step, the students had to make use of different computer tools to accomplish the comic. The students had to make use of the internet to access e-mails and the digital comic strips tool, ToonDoo. ToonDoo, it is a “tool allows you to make comics strips easily” (Stocker, V. et al 2001). In this way, ToonDoo was a creative way to design comics, personalized way, using text and images and provided the possibility of a collaborative work during the pedagogical intervention because the students could make comics with a partner, participating a negotiation meaning and comment the work of others.

Many of the students did not know much about creating e-mail accounts and using ToonDoo, which was utilized to send the saved work and to store it from class to class. The students employed a great time of this implementation using the multimodal literacy tool ToonDoo. With this tool, the students designed comic strips to tell a story by practicing and demonstrating their communicative competence of the English language through action verbs of daily activities, free time activities and activities at home expressed in the grammar tenses mentioned previously. In this task, the students were given the liberty with guidance to choose images of characters, backgrounds, and settings as well as bubble to be fill out with the texts they thought to be more appropriate, and comments according to their expression and arrangement of ideas with his/her work pair. Likewise, the students were taught to take screenshots to paste the images in PowerPoint for the final presentation.

4.6. Design

Didactic Unit: “My life in a comic”

Level: 7th Grade

Term: I-IV Term

Introduction

Due to the fact that the population for this project belongs to a 7th Grade, the vocabulary utilized in this unit was selected based on the thematic established in the institution's curriculum for the year of 2015, which were formulated based on the Basic National Standards of Competencies in Foreign Languages: English (2006).

The vocabulary was framed by the action verbs in contexts such as daily routines, free time activities, and activities at home. The following Didactic Unit was divided in 14 lessons with a main topic *Action Verbs* and 4 sub-topics: Action verbs for describing daily routines, Action verbs for giving information about activities at home, Action verbs for describing free time activities and My life in a comic. Each lesson was associated with the general objective and this one was related to the CEFR (Common European Framework Reference) and the aspects established by O’Connor (1953): learning goal, reflection, students thoughts, guiding question, work off students thoughts.

It is evident that in each lesson I worked the specific objectives principles with different activities applying Goal oriented learning and Collaborative learning. During the lessons the students had the opportunity to use vocabulary in a foreign language helped by their own prior knowledge making of this a meaningful learning. They had the possibility to make a task according to the teacher’s explanation supported by a constant feedback and where the students could make evident how much they understood.

For that reason, at the end of the lessons the students achieved a goal to show a comic where they had the possibility to integrate grammatical and lexical contents. Likewise, the students had the opportunity to make evident their learning vocabulary.

Justification

The setting was a classroom with 16 students, 7 male and 9 female, between 12 and 14 years old approximately. These students belonged to the 7th grade of the Educative Institution Pablo Herrera, located in Chuntame neighborhood in the Cajicá municipality. It is not a bilingual school and the social class of the majority of the families whose students make up this school fall in the strata 1 and 2 (low).

I decided to design a didactic unit in which the students could integrate visual literacy with digital resources in the learning vocabulary around a collaborative learning sharing points of view and assessment. Besides, I could provide them with basic vocabulary related with their immediate context, essential topics to obtain a level of proficiency in A1 “the student can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type” (CEFR et al, p,24).

This didactic unit was carefully planned so that the lessons would involve the content of material targeting the teaching and practice of preferences and activities about their social setting to be expressed through communicative events in English. Likewise, the plan was to create settings where the students would accomplish the comic design on collaborative learning. To enrich the linguistic pattern I decided to relate all the vocabulary with simple present and the present continuous by describing activities of their own context.

Syllabus

As found below, the syllabus in *Table 2* is presented from which the lesson plans (See Appendix 9) emerged that became the guide for the pedagogical implementation.

MAIN TOPIC: ACTION VERBS						
SUB-TOPICS	OBJECTIVES	GRAMMATICAL CONTENT	LEXICAL CONTENT	ACTIVITIES	SOCIO-CULTURAL ASPECTS	RESOURCES
<p>Action verbs for describing daily routines</p> <p>From March 25th to April 8th</p>	<p>By the end of the unit students will be able to talk about daily routines by using the simple present through the association of image and word in comic scenes about a real situation.</p>	<p>-Personal pronouns: I, you, he, she, they.</p> <p>-Demonstrative pronouns: This/That. What's this/that?</p>	<p>Daily activities: wake up, get up, take a shower, brush my teeth, get dressed, have breakfast, have dinner, have lunch, go to work, go to school, do homework, start studying at..., finish studying at..., arrive home, go home, take a rest, watch TV, go to bed.</p>	<p>-Warming Up activity: hangman.</p> <p>-Choosing the characters of the comic,</p> <p>-Choosing the places for the comic</p> <p>-Drawing a situation.</p> <p>-Representing situations.</p>	<p>-To learn how to respect other students turn-taking.</p> <p>-To value the work of other classmates.</p> <p>-To recognize the need to use another language to communicate and idea or opinion.</p> <p>-To realize a collaborative work in pairs.</p> <p>-To know about other manner and customs</p> <p>-To develop confidence in the ability to express real situations in English effectively.</p>	<p>-Speakers</p> <p>-Music</p> <p>-Computers</p> <p>-Internet</p> <p>-Markers</p> <p>-Papers</p> <p>-Board</p> <p>-Camera</p> <p>-Video Bean</p>
<p>Action verbs for giving information about activities at home</p> <p>From April 8th to 22nd</p>	<p>By the end of the unit students will be able to give information about activities at home by using the simple present through comic scenes about a real situation.</p>	<p>-Adverbs of frequency: always, usually, often, sometimes, seldom, never.</p> <p>-Places in the neighborhood, cloth, food, nouns.</p> <p>-Modal "have to" for express necessity.</p>	<p>-Areas of a house: bedroom, bathroom, dining room, kitchen. Living room, garage and yard.</p> <p>-Verbs: to have, to like, to eat, to do, to take, to help, to write, to complete, to choose, to speak, to listen, to organize, to wash the dishes, to clean the house.</p>	<p>-Warming Up activity: mental maps.</p> <p>-Vocabulary mimics</p> <p>-Using of the vocabulary in simple present tense sentences.</p> <p>- Scenes sequence (comic organization),</p>	<p>-To learn how to respect other students turn-taking.</p> <p>-To value the work of other classmates.</p> <p>-To recognize the need to use another language to communicate and idea or opinion.</p> <p>-To realize a collaborative work in pairs.</p>	<p>-Speakers</p> <p>-Music</p> <p>-Computers</p> <p>-Internet</p> <p>-Markers</p> <p>-Papers</p> <p>-Board</p> <p>-Camera</p> <p>-Video Bean</p>

<p>Action verbs for describing free time activities</p> <p>From May 6th to June 10th</p>	<p>By the end of the unit students will be able to describe free time activities by using the simple present through comic scenes about a real situation.</p>	<p>Information questions: What ...?, Who...?, Where...?, How...?</p>	<p>-Games: football, basketball, video games, volleyball... -Adjectives that express an opinion: delicious, exciting, boring, nice, interesting, necessary, enjoy. - Verbs: get up, go to school/ home / to bet, do a task/cleaning, watch TV/ videos, pay attention, study, wait for the bus, play football/basketball, go out, take a shower/ the bus, walk in the park/ in the neighborhood, talk on the phone, wear the uniform/ a jean, buy candies/ fast food..., visit my grandmother/sister.... listen to music, use the Internet, sleep late/ early, stay home/school.</p>	<p>-Warming Up activity: puzzles. -Description of free-time activities.</p>	<p>-To know about other manner and customs -To develop confidence in the ability to express real situations in English effectively.</p>	<p>Speakers -Music -Computers -Internet -Markers -Papers -Board -Camera -Video Bean</p>
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<p>My life in a comic</p> <p>From September 02nd to November 9th</p>	<p>-By the end of the lessons students will be able to talk about daily routines, to give information about activities at home and to describing free time activities by using the simple present and present continuous through comic scenes about a real situation.</p> <p>- By the end of the lessons students will be able to use vocabulary about daily routines, food preferences, activities at home and free time activities.</p> <p>- By the end of the lessons students will be able to work in groups, to learn how to respect other students turn-taking, to learn how to interact and practice with different classmates, to value the work of other classmates, to recognize the need to use another language to communicate and idea or opinion, to realize a collaborative work in pair and to develop confidence in the ability to express real situations in English effectively.</p>	<p>-Simple present tense. - Present Continuous. -Position of not. - Responses with Do, Don't, does, doesn't.</p>	<p>Use of the whole lexical content seen in class through the comic.</p>	<p>-Final presentation design in ToonDoo. -Oral presentation rehearsal. -Interview. -Final exam.</p>		
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Table 2. Syllabus Unit "My life in a comic"

Assessment and evaluation:

The population for this project involving the 16 students of 7th Grade of the Departmental Educative Institution Pablo Herrera was subjected to a series of tests and assessments for the process. These evaluations included a diagnostic test, the comic design, the presentation, observations from collaborative tasks, rubrics, an interview, and a final test. These specific materials of evaluation were designed to accomplish this project and test the efficacy and application of visual literacies through the means of comics and tools such as ToonDoo for the learning process of EFL students.

The structure of the materials was also designed so that the methods of evaluation had fallen within the freedoms that public institutions, such as IED Pablo Herrera, are allowed for assessment of their students. The Colombian Ministry of National Education establishes the articles under which the educative institutions should evaluate the students; this can be found under Decree No. 1290 (et al 2009). The ministry sets the evaluation frames and dictates that public and private institutions carefully adapt their evaluation sets under the articles of this Decree No. 1290 For this reason, it was necessary to understand and examine Article 3., and Article 5., mostly, which refer to the “objectives of the evaluation of the institution’s students as well as the national evaluation ranking scale so that the material for this project would legitimately meet the ministry’s requirements” (MEN, 2009, p, 2-3).

The diagnostic test, which was designed to assess the subjects’ level of English vocabulary, according the institutions curriculum as the first step of the project, was designed for and under objectives 2 and 3 of Article 3 of Decree No. 1290, which are “intended to acknowledge the student’s competencies to consolidate, direct the educative process and to be able to implement the pedagogic strategy for the students learning process” (MEN et al 2009, p, 1-2).

The diagnosis test was evaluated by a rubric in which the correct answers are summed up. Then the scores are adjusted quantitatively according with the Pablo Herrera Institutional Evaluation System (SIE, 2014, p,5) and qualitatively to Article 5 of Decree No. 1290 to accommodate the students under the national rating scale being Superior Level,

High Level, Basic Level and Low Level, where a Basic Level meets national standards and a Low Level fails the standards.

The students were also given a goal to be developed through the whole academic year in class sessions where the students would work in short groups and pairs. I had a journal in which notes were taken about the student's performance overall but mostly about collaborative work in which is identified if the student was able to achieve Negotiation of Meaning with his partner. This was also supported by the accomplishment of the implementation to assess if the pair group was able to conclude it by scoring the final project between a grading scale of 1 and 50, to later equalize it to the qualitatively scale .

An interview was carried out and given to each student to support the process of this implementation in order to capture the learners' opinion from their own learning experience and detect deficiencies, misunderstandings and to acknowledge the student's perspectives. Likewise, a co-evaluation session was made. These two materials helped in meeting Objective 1 of Article 3 of Decree 1290 in which is intended to identify the student's interests, rhythms, learning styles to account for the student's advances.

The same diagnostic test was implemented at the end of the implementation to account for the learning results and project results. This diagnostic test concluded the determination for the promotion of the students as established under Article 3, Objective 4 of Decree 1290 as well as for the modification of the implementation for the improvement of the institution's curriculum.

On the other hand it is important to highlight that every time the students required feedback I used assessment because it is a process in words of Diaz,, Brown and Salmons (2010):

“assessment is a progressive process that develops throughout the course, not just an accounting of outcomes at the end. For students in collaborative learning, the need for clear expectations and feedback on progress, as well as fair grading protocols, is even more essential”.

For that reason, during the whole class through Collaborative Learning, I assessed if the students were achieving the enabling objectives and the developmental use of comics in ToonDoo by circulating within the classroom. At the end of the class, a feedback was made about the scene designed and the data were recorded in the journal.

Besides, I integrated Goal Oriented Learning because the successful assessment requires articulating goals, first I established a learning objectives, then I gave learning opportunities with every single activity. Afterwards, I registered the data obtained and I interpreted them as well, and the results will be used as evidence for future modifications of this intervention.

Procedures

Each lesson included the linguistic objectives as well as sociolinguistic and performance at communication levels from different strategies. Initially the students were subjected to critical thinking when I posed the questions about their daily time activities. This was the moment when they started to perform mentally to be able to direct themselves in what they created through the comics using English. The Goal Oriented learning permitted that the students not only expressed communicative events about their life or the suggestions, but also that they had to integrate it with another language when they expressed it through English making use of verb actions through the comics. Likewise, the consistency and uniformity of the lessons allowed them to make use and understand how the English language works by fluency due to the continuity of the process.

Through the work in pairs, students were able to make use of collaborative learning where the students were able to share their own experiences with their peer. I believe that by creating small groups such as a pair, this setting permitted the students to avoid becoming unaccountable as it is characterized by collaborative learning approaches. They listened to each other, which made the student to be exposed to new ideas, points of views, and others' experience.

Likewise, I, as teacher, only circulated throughout the classroom accompanying each pair for small laps of time, the students found themselves carrying out their tasks on their own. This helped the students manage their own time during the time allotted while

completing the task in this case, the comic scenes in each lesson through visual illustrations. The work in pairs allowed them to arrive to conclusions of the aspects discussed between the pairs through negation meaning; however, I also guided them to comprehend that the conclusion obtained did not have to be one their points of view as all may be valid, but a conclusion that is accepted for the purpose of the task, their shared goal.

In addition, the students were able to respect their peer's point of view and took turns when expressing their ideas. Moreover, through the final presentations and the feedback obtained from the whole class, the students were also exposed to more ideas. It is important to keep in mind that the process was documented with pictures. For this, the parents of the students needed to sign an authorization for the publishing of pictures and audios used for this research purposes. (See Appendix 8)

I believe that the process of creating individual scenes with the same partner in a long process to arrive to a final comics that told a story is a good representation to integrate Goal Oriented Learning and Collaborative Learning to evidences vocabulary Learning. The development of a comics is a complex task where the students were able to make decisions about the correctness of their interpretations with their partner. As the students were initially presented with the verbs themselves, they constructed the knowledge with their peer about how to apply that verb in the comic's scene. This endeavor allowed the students to be challenged and demonstrate qualities such as "self-drive, effort, creativity, empathy and resiliency" as suggested by Markham (2011).

Finally and very importantly was the fact that this approach was expected to achieve that the student retained the information learned longer than received information from the professor in a lecture due to the practice of the applicability in this kind learning process such as telling a story by creating comics in EFL through motivating tools such as ToonDoo.

5. DATA ANALYSIS

Determining to determine if the implementation of visual literacy resources such as comics created through Collaborative Learning and the interaction with a digital tool as ToonDoo, evidences vocabulary learning with emphasis in action verbs in an EFL group of seventh graders at a Cajicá School is based on the analysis made to the data obtained following the protocols listed in the research design. In this chapter, it will be explained what data was collected, and the ways and parameters in which this data is analyzed. By doing so, the results allow me to answer concretely my research question as well as to conclude if the objectives were achieved.

5.1. The Data Gathering

The data gathering involved the compilation of information obtained from the different collection methods. With this information, and after analyzing each instrument with the other, I was able to address the paradigm of this research proposal, which is to be able to determine if the implementation of visual literacy resources such as comics created through Collaborative Learning and the interaction with a digital tool as ToonDoo evidences vocabulary learning with emphasis in action verbs in an EFL group of seventh graders at a Cajicá School. The instruments that I applied to this intervention for collecting the data are the following:

- **Diagnostic and final test:** the diagnostic test and the final test was the same, with two parts Writing test: composed of 11 questions, in written form, which comprehends the components: Vocabulary, Reading and Writing; and Oral Test: composed of a survey with 5 questions to answer in a table, which was designed to assess the subjects' level of English vocabulary according the institutions curriculum as the first step of the implementation. According to Seliger and Shohamy (2001), "a test is a procedure used to collect data on subject's ability and Knowledge of certain disciplines". (p, 31)

This type of instrument is defines by Brown (2001) as " any written instruments that present respondents with a series of questions or statements to which they are to react

either by writing out their answers or selecting from among existing answers” (p.6). In terms of Dörnyei (2007) “a test takes a sample of the respondent’s behavior/knowledge for the purpose of evaluating the individual’s more general underlying competence/abilities/skills” (p.103).

- **Journal:** a journal in which notes were taken about the student’s performance overall but mostly about collaborative work in which is identified if the student was able to achieve negotiation of meaning with his partner as well as to describe implications during the research project through reflections and perceptions registering the process and students’ progress to record the data collected of each class, 14 lessons.

Writing the data collected of each class it is a systematic process to collect information, according to Rodriguez Gil and Garcia (1999) “in this process the perceptions intervene of the subject who observes and his/her interpretations of the observed”. (p, 19). Furthermore, journal as established Dörnyei et al. (2007) “is a diary kept by the researchers themselves during the course of a research project rather than by participants of a study concerning the topic of the investigation.”(p.159).

- **Comic:** the comic project permitted me realize with the students a closing outcome through a visual literacy tool such a comic designed in ToonDoo - a production to included collaborative learning with emphasis in negotiation of meaning and peer assessment. Likewise, this instrument allowed me to test the student’s skills as far as collaborative learning competence, and use of negotiation of meaning. According to Stoker (2011), “ToonDoo allows you to make comics strips easily. Teacher could use this tool to introduce ideas about whatever topic. At the end of the lesson, show them how to use the website and make their own.”

- **Interview:** an interview was carried out and given to each student to support the process of this implementation. This interview allowed me to analyze the level of interest, the type of interaction between the participants , and the impact about the implementation of the comic in ToonDoo as a visual literacy tool to acknowledge the student's, which represents the individual's subjectivity and interpretation. The interview was an Interview of 12 questions through a recording at the end of the pedagogic proposal process.

According to Rodríguez, Gil and García (1999),” the interview is an instrument for data collection that consists in request information from interviewer to an interviewee with the goal of obtaining data about a determined subject”. (p, 10). In addition, Dörnyei et al. (2007) defines “Interviewing is a Known communication routine that the method works so well as a known communication routine that the method works so well as a versatile research instrument” (p.134).

- **Rubrics:** this instrument is a table that allows for the assignment of some evaluation. In this case I used three types one of hetero-evaluation, one of self-evaluation and one of co-evaluation. These permitted me to collect the information about the process of the comic, the interaction between the work pairs, the interaction between the visual literacy tool and the student and the final presentation, which is the comic conclusion to get some conclusions.

5.2. Criteria and steps to analyze data

I decided to choose the content analysis and narrative analysis methods in order to determine if the implementation of visual literacy resources such as comics created through Collaborative Learning and the interaction with a digital tool as ToonDoo, evidences vocabulary learning with emphasis in action verbs in an EFL group of seventh graders at a Cajicá School. This was decided on the basis that since my research project

follows the Mixed Research paradigm (Qualitative and Quantitative). In this context, Porta and Silva (2003) assert that:

El Analisis de Contenido es un procedimiento que permite analizar y cuantificar los materiales de la comunicación humana. En general, puede analizarse con detalle y profundidad el contenido de cualquier comunicación: en código lingüístico oral, icónico, gestual, gestual signado ...el Analisis de Contenido se configura, como una técnica objetiva, sistemática, cualitativa y cuantitativa que trabaja con materiales representativos, marcada por la exhaustividad y con posibilidades de generalización.

(p.8)

In addition, Smith (2000) establishes that “content-analysis as a technique used to obtain specific information of verbal material usually by systematically and objectively identifying specified characteristics of the material” (p.12).

On the other hand, Bamberg (2010) states that narrative research, is a term that subsumes a group of approaches that in turn rely on the written or spoken words or visual representation of individuals. Hence, this method permitted me to look into the answers and perceptions of the students when they were interviewed. Since this interview was carried out at the end of the process, it allowed me to confirm the reason why the different attitudes and performances of the students during the comics designs process and the final presentation results.

Likewise, Smith et al. (2000) also argues “ narrative research may obtain information not usually available by other methods, such as in- depth understanding of the subjective experience of particular individuals or the modes of thought and emotion characteristic of different cultures” (p.332)

Therefore, I followed the following set of steps established by Smith et al. (2000) because he blends Content with Narrative Analysis “ the steps in narrative research are similar to those of content- analytic research...content-analytic coding systems might

benefit from greater emphasis on information often obtained in narrative analyses regarding context, structure, and linguistic devices indicative of evaluation” (p.331):

1. *I state the research problem and the goal of the research:* How does the implementation of visual literacy tools such as comics created through collaborative learning and the interaction with ToonDoo (web 2.0) evidences in an EFL group of seventh graders at a Cajicá School the vocabulary learning with emphasis in action verbs? And the three main objectives to guide the research: a) To describe the vocabulary learning in the seven graders students from visual literacy activities, b) To determine if the use of comics encourage visual literacy in the seven graders students through action verbs, c) To analyze if is possible integrating ToonDoo for collaborative learning in seven grade students.
2. *Decide whether content analysis will provide the need information, either by itself or in conjunction with another method:* I selected content analysis and additionally Narrative method to include some instruments that allowed me collet information.
3. *Decide what type of material will best provide the information needed:* according with the Mixed Research and following the principles of action research with implementation I choose material to allowed me collect the information about Collaborative learning, Vocabulary Learning through visual literacy, and the use of comics as a didactic resource. Thus I used qualitative and quantitative as archival and elicited material.
4. *Decide how to select the chosen material and the amount needed:* I used some instruments like: a diagnostic and a final test; a journal to narrate experiences in the pedagogic implementation and a comic (archival material); rubrics to hetero-, co- and self-evaluation; and an interview (elicited material).
5. *Decide on a content analysis system. What categories or rating dimensions will best yield the information you want?:* according with the information gathered I

established two categories a) Students reflecting vocabulary learning through visual literacy tools; b) Students integrating ToonDoo for collaborative learning.

6. *Obtain pilot material on which to try out the coding system:* I implemented a didactic unit to evidence the use of instruments and obtain information. I obtained the material through the action research stages established by Johnson et al. (2012) : Observing, Planning, Acting and Reflecting.
7. *Train coders. Make sure that satisfactory inter-coder agreement can be obtained using the pilot material:* while I was doing the pedagogic implementation I had to adjust the time use of some instruments as the case of the comic designed in ToonDoo by difficulty in Internet signal.
8. *Obtain the final material to be analyzed:* finally I got whole information through the instruments and I registered the dates using photography's, notes (Appendix 6B), charts (appendix 2C, 3C, 7C, 7E) and the power point presentation about the comic (appendix 4a-4H) included in these instruments.
9. *Code the material, with identifying characteristics removed, and determine inter-coder agreement:* I selected relevant information for each category and subcategory according with the research problem.
10. *Analyze the data; carry out cross validation if appropriate:* per category I presented evidences of content and narrative analysis based on the research question and objectives. In addition, I explained description of result, and the date collection instruments allowed me to identify.

For instance, the interview permitted me to look into the answers and perceptions of the students about the comic designed in ToonDoo. Since this interview was carried out at the end of the process, it allowed me to confirm the reason why the different attitudes and performances of the students during the comics designs process and the final presentation results.

11. *Interpret the results. Compare your findings with norms, if available:* per category I stated my research experience and finally in the concluding chapter I presented the strengths and difficulties in the process. From this way, I was able to determine that the different behaviors, comments, and interaction observed during the process.

For instance, a result is that this research project fostered vocabulary learning and visual literacy through a didactic unit and the use of multimodal resources.

5.3. Categories from the research question

To give an answer to the research question raised in this research proposal, I established two categories *Table 3*, that emerged from grouping relevant answers provided by the instruments used in this research.

Table 3. Categories from the research question.

RESEARCH QUESTION: How does the implementation of visual literacy resources such as comics created through Collaborative Learning and the interaction with a digital tool as ToonDoo, evidences vocabulary learning with emphasis in action verbs in an EFL group of seventh graders at a Cajicá School?	
Final Categories	Sub – categories
1. Students reflecting vocabulary learning through visual literacy tools.	1.1 Students expressing with clarity activities done in a regular day.
	1.2 Students using action verbs through visual literacy and digital tasks.
	1.3 Students presenting a comic in ToonDoo as a goal in their academic year and an opportunity to improve their English level.

2. Students integrating with ToonDoo for Collaborative Learning.	2.1 Students sharing point of views from negotiation of meaning and discovering new strategies to work collaboratively.
	2.2 Students doing collaborative work feeling the partner may help them in their learning process.
	2.3 Students assessing the work developed for classmates to provide a critical reflection.

5.4 Description analysis and interpretation of results

First Category. Students reflecting vocabulary learning through visual literacy tools.

The main idea behind this proposal is the use and applicability of visual literacy resources such as designing comics through Collaborative Learning and the interaction with a digital resource as ToonDoo with the purpose of evidencing vocabulary learning in students to practice English as a foreign language content corresponding to their academic level grade. As Ghazal (2007) suggest it, "Words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning. Teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge"(p,4).

For this reason, it is important that students become capable of being able to express themselves through common vocabulary such as talking daily routines, giving information about activities at home and describing free time activities. This is the content that the 7th graders from the Pablo Herrera Cajicá School are required to learned based on the institution's curriculum. This group of students were firstly assessed through a diagnostic test at the beginning of the process for this research proposal. Likewise, as just cited by

Ghazal et al. (2007), “students should be equipped with strategies so that the content, the vocabulary, is learned”. (p,5)

For this reason, an alternative for this purpose should be the application of the common and nowadays widely available multimodal literacy tools which is a system to make meaning, as The National Council of Teachers of English et al. (2005) established, "regarding the concept of multimodal literacies. It was established that multimodal literacies is the interplay of meaning-making systems (alphabetic, oral, visual, etc.) that teachers and students should strive to study and produce."

This group of students were assigned a great variety of academic tasks of multimodal literacy character with the goal of practicing the vocabulary and in order to prepare them for a project which involved creating comics in a digital tool such as ToonDoo based on the affirmation of Low (2003) with respect to being able to be ready to make use of ICT's, " ICT, as Mediator, facilitates the process of acquiring knowledge, but that this process actually takes a person competent in the use of the tools and also aware of the linguistic and cultural skills of learners". Likewise, Ochoa and Holguin et al. (2003) assert that, "The application of ICT in education motivates students and captures their attention, becoming one of the engines of learning, as it encourages activity and active thinking” (p12).

The work for this students which covered a long process was to create comics in ToonDoo (Web 2.0.) According to Stocker et al. (2011), “ToonDoo allows you to make comics strips easily” . In this project, the students were subjected to make use of the vocabulary learned, to apply it and to practice it by means of storytelling through a comic.

As suggested by Cohn (2012), "This makes comics potentially written in both a visual language and a written language—reflecting the multimodality of human expression found in co-speech gestures which have received much attention in linguistics (compared to only an emerging literature on text-image relations in the linguistic/cognitive sphere)" (p, 10).

In that sense, students expressed daily activities, activities at home and free time activities through various visual literacy activities, thus demonstrated the appropriation of vocabulary and even had difficulties in grammatical composition, the message was understandable.

Sub – category 1.1. Students expressing with clarity activities done in a regular day.

As my research proposal states it, I believe that if the students are able to express with clarity activities done in a regular day, these will allow the students to practice foreign languages, in this case, English. However, it is without doubt, and very important for the students to reach the level necessary to make use of visual literacy tools. Therefore, it is not only a matter of using them, but being able to use them correctly, understand them, make sense of them, and ultimately master them; this is, being able to make one's self be understood by others.

For this reason, is necessary that the basis for mastering visual literacy tools comes from experience and design from within as Jewitt (2008) suggest in for the pedagogic starting point:

Although the following pedagogic sequences are not necessarily linear, the model begins with immersion in an acquisition-rich environment. The starting point is that of the students and a focus on situated practice based on the learners' experiences. Situated practice involves the immersion in students' experience and the designs available to them in their life worlds.(p,34)

The students participated in all the exercises proposed to learn daily activities, activities at home and free time activities, some with more difficulty but the students demonstrated effort.

The students were able to display major clarity in activities done daily in the friso. The friso was an exercise elaborated in Lessons 1 and 2; where the students drew activities performed at home, and they also wrote what they performed according with the drawing. Since the “friso”, it is a sequence of images with texts, the students were able express different activities in a short and simple way.



Daily Routine about Andres



Daily Routine about Juanita

In the picture above, it can be seen how Andres and Juanita represented, and presented in a sequence, their daily routine. They only had a few errors in the present tense. This work took two classes to be realized and presented. This work became the basis so that the students would understand later how to make the comics.

On the other hand, for the fourth activity of Lesson 5, students were told to choose their free time activity and they drew it on the papers; effort to be able to pronounce the question correctly was perceived as well as the answer while they would take turns. Moreover, the student would work better because of the incentives. The students would look forward to obtaining the major number of happy faces, which made the concentrate in the activity. The collaborative work was an important aspect in this activity again because the students had to have a role within the group, if one would fall back or was shy, the students themselves would push each other to continue.

In this lesson, it is evident that the student, although they continued making mistakes in the pronunciation, and in the expression of the idea, the students improved a little with respect to the previous activities, and they were also found to be more prompt to correct such errors.

Sub – category 1.2. Students using action verbs through visual literacy and digital tasks.

The goal of this research proposal is to find tools which can induce the practice and more importantly, motivated practice, so that the process is enjoyed and looked forward to as Clark (2013) concludes in her study:

New literacies implies that new technologies are continuously emerging that will require students to read text and comprehend meaning in different ways, using different processes. The literature found that technological devices and tools have a positive impact on the development of language and literacy skills. Technology helps to bridge the gap between in and out of school literacies. Multiliteracies are capable of increasing engagement and improving motivation in acquiring a second language. Additionally, technology creates a student centered learning environment which in turn promotes learner autonomy. (p, 27)

For this reason, it is important to reach that level of sensibility in which the students are able to identify with themselves as far as more tools that break traditional unproductive patterns. Likewise, by being able to close that gap, students will be able to make use of these new tools to express themselves and communicate which is the goal of languages.

The screenshot displays a digital learning environment. The main content area is titled 'Daily routine' and includes a 'Vocabulary exercise to help learn words to talk about what you do every day.' Below this, there is a 'Match the words and pictures' section with a grid of purple buttons containing various action verbs. At the bottom of this section, there are two small images: one showing a family at a dining table and another showing a person waking up in bed. To the right, a sidebar contains several interactive elements: a 'Photo caption 083' section with a numbered list of options, an 'Online dictionary' search bar with a 'Look it up!' button, and another 'Photo caption' section with a small image and a prompt to write a caption.

Excercise on the Internet

The second part of the first lesson was made with the help of exercises on the internet, in partners, the students listened and matched the words. Wrote the best word to fill the gaps and individually, the each student read the activities and put them in the order of a normal day. This grabbed the students' attention significantly as they manifested that they have barely had the opportunity to work in computer due to the internet service failures. As far as the solution to the exercises of the drawings, these were solved in less time, with greater efficiency and pleasantness. The audio exercises were the most difficult ones as these types of exercise are worked few times, but these setbacks are common among the students of this institution because they are not exposed to this kind of exercises in their English classes.

http://www.englishexercises.org/makeagame/viewgar English Exercises: Daily Rou... ×

Archivo Edición Ver Favoritos Herramientas Ayuda

A day in the life of...

1 - Read the text and write the verbs in the correct form.

Hi! My name is Lucy. This is my daily routine on weekdays.

I (get up) at half past seven and I (have) breakfast with my parents and my younger sister Paula. I (like) cereals but my sister (like) bacon and eggs. My parents (eat) coffee and toast. We (go) to school by bus, but my father (go) by train. My mother (work) at home, she (be) a journalist. We (have) lunch at school, because in the afternoons we (do) activities: I (sing) in the choir and (play) basketball, my sister (go) to art class and (play) badminton. After school we (go) home and my mother (help) us with the homework. We also (help) at home, I (clean) the rooms and my sister (wash) the dishes. In the evenings we (watch) TV, (play) games and (talk) about our day. My sister and I (go) to bed at nine o'clock.

On weekends we (get up) later, around nine o'clock. We (play) outdoors games, in the park or our garden. Then we (visit) our grandmother, I (like) her very much! She (make) us cakes and we (play) all afternoon with our cousins. It's great fun!

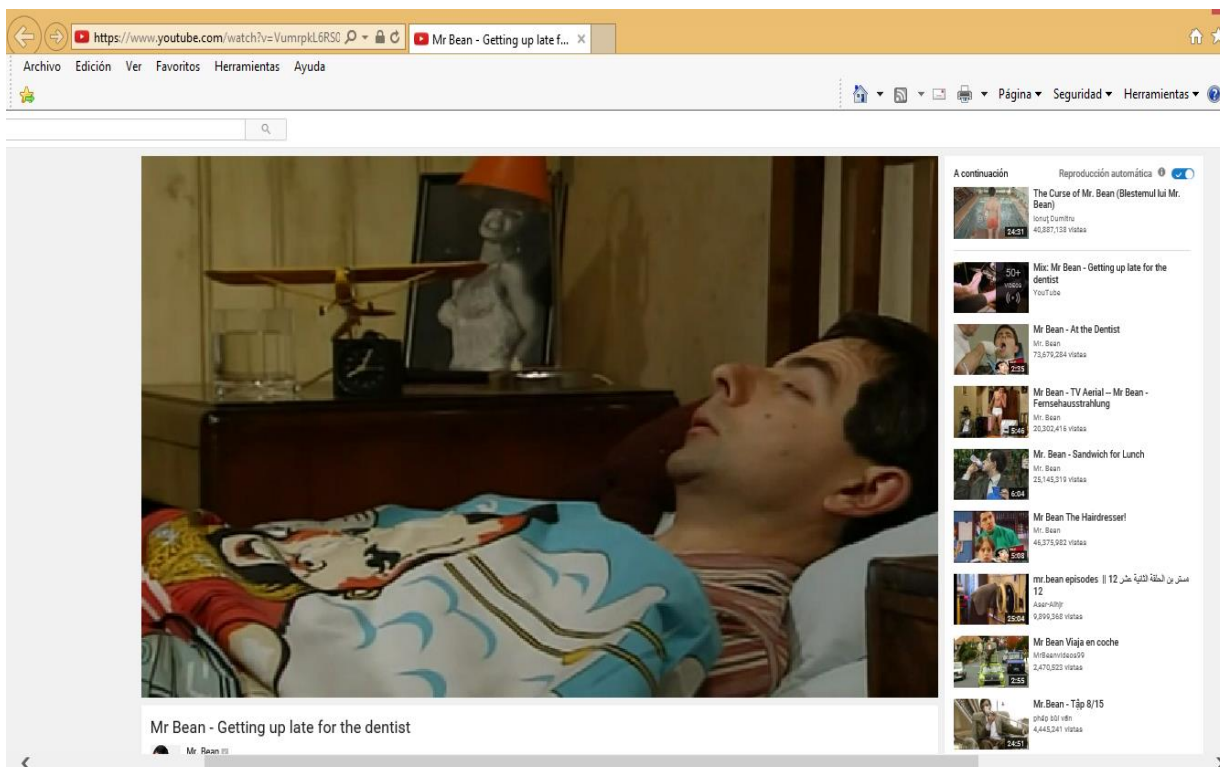
2 - Choose the correct answer.

On weekdays, Lucy gets up at...

Reading Comprehension

Other exercise using the online resource was developed individually in the lesson 2 where the students read a Reading Comprehension in the internet and answer questions about it, still some students took long to answer the questions and to come up with the main idea; for this reason, they were told to underline the known words to continue following

that method. Although in the beginning the students demonstrated some apathy for the reading comprehension activity perhaps because they feel frustrated at not being able to understand the text completely, then the students realized that only if they tried of understand the text they could answer the questions and get a good score.



Video " Mr. Bean's routine

On the other hand, I could verify the videos are a good start to work with the students; first in the lesson 3 the students watched the video of Mr. Bean's routine, and they liked because of the silliness of the situation. This motivated the students to participate in the ideogram about the activities at home of this character. The students continued naming the activities in Spanish but they were given the respective translation to motivate the participation even more.

The image shows a YouTube video player interface. The main video frame displays a cartoon illustration of a girl in a pink dress and a boy in a green shirt and pants standing in a living room. The text "Stay home." is written across the bottom of the illustration. Below the video frame, the title "Weekend or Leisure Activities || Kids Learning || Cartoon Videos" is visible. To the right of the video player, there is a sidebar with a "GUITAR HERO LIVE" advertisement and a list of recommended videos, including "Pattern Practice | ESL | EFL | What Do You Like to Do? | ELF Learning" and "What Do You Like To Do? song".

Video about Free time activities

Second in the lesson 5 I showed them a video about free time activities and they demonstrated pleasantness and great attention towards audiovisuals activities (multimodal literacies). They analyzed the videos and then they found themselves more disposed to participate. They tried to answer to the question, What do you do in your free time? with expressions and vocabulary seen in previous classes. However, they were given certain vocabulary for them to be more specific in their descriptions.

Therefore, it was evident that for students was more motivating and attractive to use action verbs combining visual literacy resources activities with digital resources, because this is not regularly used in their English classes. This outcome makes me consider as valid the traditional tools used in combination with digital tools since in this research project the students were practicing they were learning vocabulary in a way that was more interesting for them, as stated a student "...estas actividades nos permite tener más oportunidades de usar más la tecnología y aprender más" (Tatiana).

Sub – category 1.3. Students presenting a comic in ToonDoo as a goal in their academic year and an opportunity to improve their English level.



Students starting to create the comic

Designing comics is not an easy task as it involves several aspects; however, it is a form of expression, which anyone can use to transmit messages in simple forms. One of the most difficult tasks of creating comics is not the actual writing of words, but the complex design that it entails; however, thanks to technology and specially to digital means, digital graphics are found everywhere; many tools provide us with libraries with infinite options to choose from.

ToonDoo, for example, it is a digital tool that closes that breach between not being able to draw, and being able to recreate infinitely in short time and practically.

Design comics in ToonDoo permitted students to express ideas in writing form about daily routines, activities at home and free time activities . Yunus et al. (2012) concluded that “In terms of the advantages of digital comics, the majority of the respondents agreed that digital comics can attract and encourage low-achieving language learners to write in English. The appealing features of digital comics thus seem undeniable.” (p, 8)



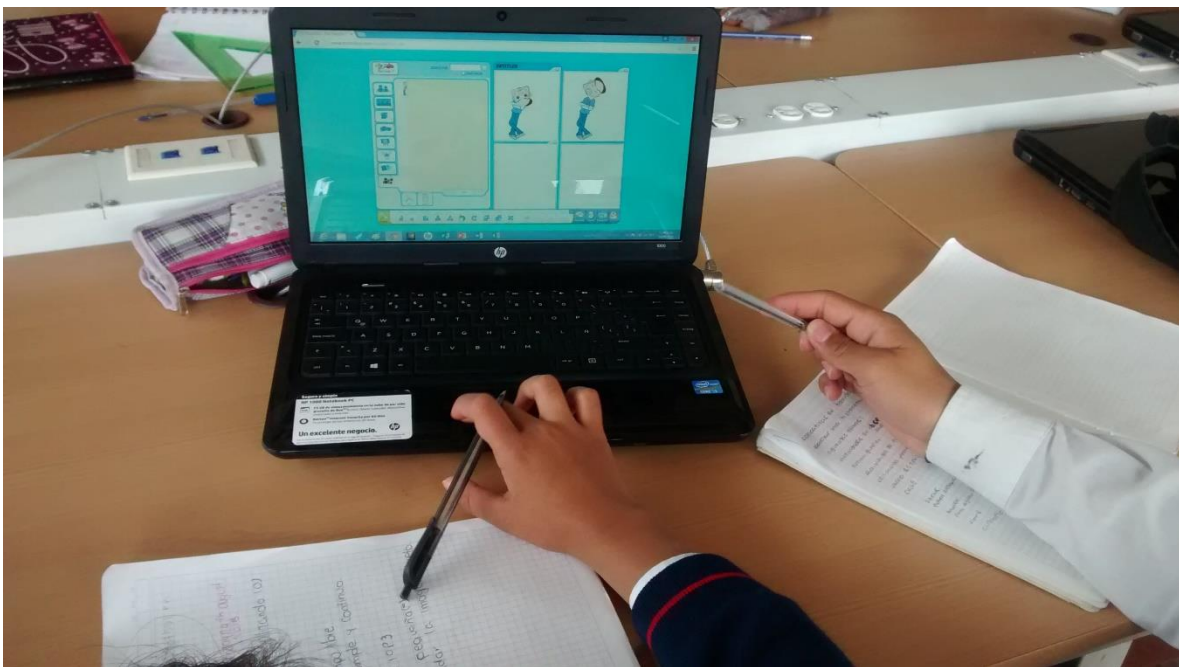
First agreements with the work partner



Drafts as a preliminary step

As it can be seen in the pictures above, in Lesson 9, the students started to create their comic, first as drafts as a preliminary step, to then create it in ToonDoo. This showed that to meet the proposed target students followed a series of steps from which they were using vocabulary without thinking proper they were doing but intrinsic way.

It is important to highlight that the students had to clarify their ideas and make a kind of map that would guide their design in ToonDoo to establish the first agreements with their work partner. This translates to the development of the idea by the sender; the development or conceptualization of an idea to be sent by the communicator.



Students exploring ToonDoo.

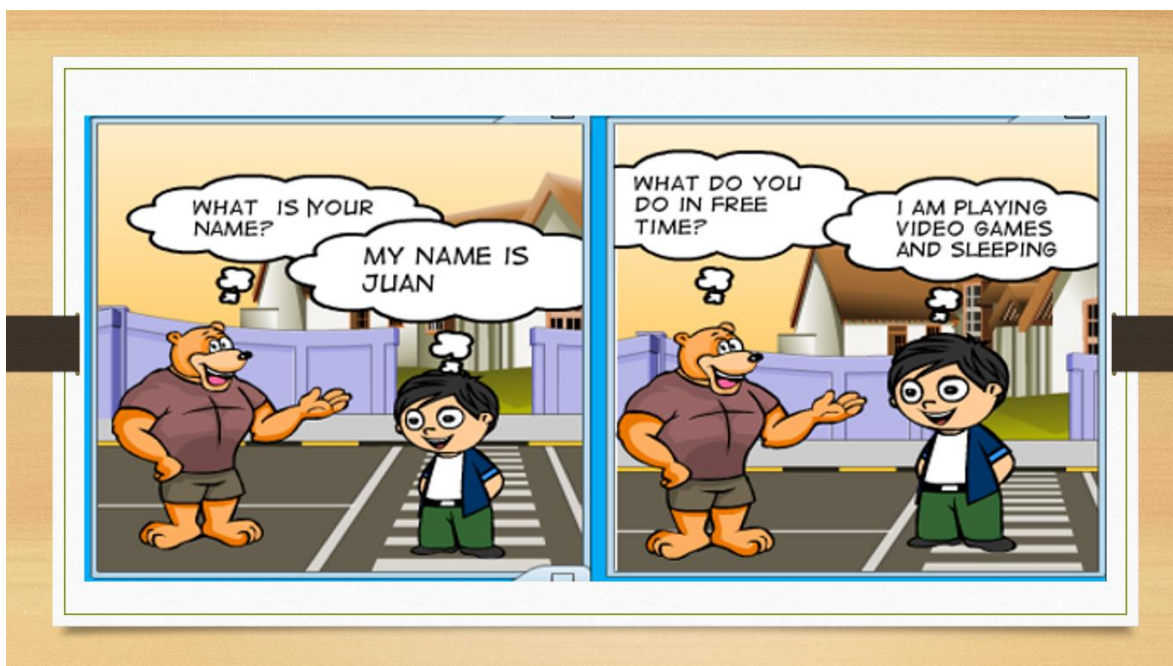
In lesson 10, the students were introduced to the tool of ToonDoo. The students explored it and initiated the design of the comic. The results displayed a series of errors in the distribution of the scenes. Some groups tried to compact the story in 6 scenes and thus it was necessary to clarify that the requirement was 16 scenes. In this way, the students had to describe the daily routines, activities at home, and free time activities in a more detailed way.

These mistakes then allowed to reflect on the work done, but at the time they were part of the construction of the comic and they were valid in the process of vocabulary learning,

because it is necessary do not forget the rhythms of learning. Observing the work of several groups that in view of any teacher would be a deficient comic, from my point of view was a huge breakthrough with students who had never designed a comic even traditionally and even more students with deficiencies in the use of digital tools.

Teacher orienting the work throughout the classroom.

The comic design was finalized in lesson 11 and 12; I circulated throughout the entire classroom as it is shown in the picture above. It was in this way how it was noticed that the students kept making the same errors in the use of vocabulary and in grammar aspects; for example, in the comic called “The Pedro’s Routine” it can be observed how Pedro in the second scene asks in present tense, and Juan answers him in present continuous.



Comic “The Pedro’s Routine”

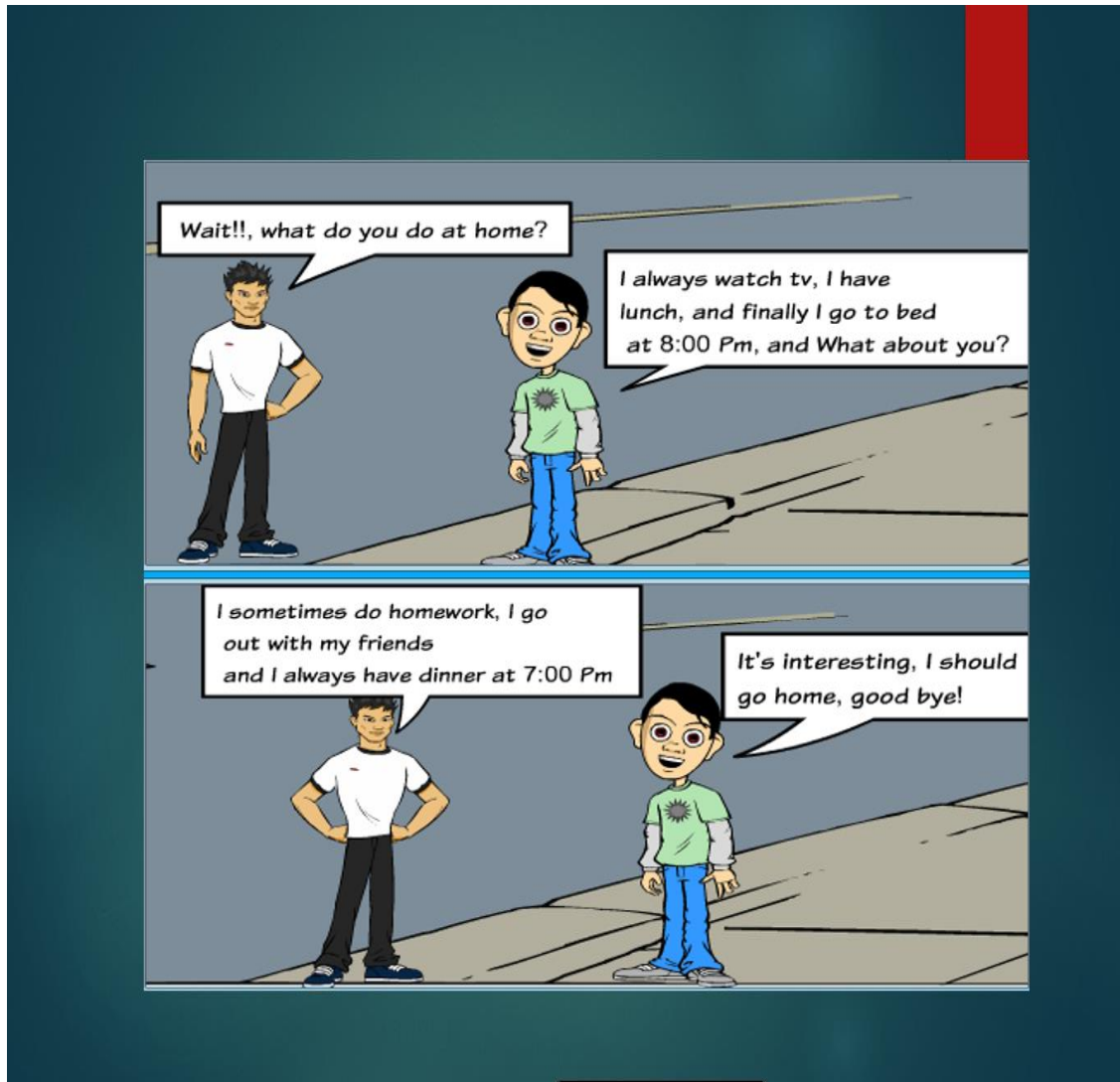
In the comic “My Friend Marcela and I”, some errors in vocabulary can be seen such as “brosh” to say “brush”, and in the structure of the sentence “is Marcela” to say “it is Marcela”, this last error is very common due to the fact that the students translate as if it were in Spanish



Comic “The Pedro's Routine”

Nonetheless, it is made evident that despite the errors, the groups reached a high level of communicative competence – one of the evaluated criteria of the rubrics (See Appendix 7A to 7B). Something very similar occurred with the comic “The Wonderful Vacations” but in general, the communicative effort was reflected in the result presented. It was a great opportunity to improve increase the English level because the comic is a work extremely interesting for them and the same way the correction of errors create an impact that will be most certainly taken into account in future essays.

On the other hand, there was a group that stood out for the high level in the vocabulary learning, “A Victorious Day”, as they used through dialogs all the vocabulary worked on the Didactic Unit and they expressed with clarity the activities done in a regular day.



Comic "A Victorious Day"

From the rubric, (See Appendix 7E) it can be seen how the comic above reached a superior performance in the categories of vocabulary and communicative competence while "The Travel of Megan" and "A New Friend" only obtained a low performance as the student who created these comics could not describe one daily routine, free time activities and activities at home with enough clarity. This means that needs to be implemented more

activities of visual literacy with students from very low level of English or failure of attention.



Comic “The travel of Megan”.

Although in the comic, “A New Friend”, closeness to the topic is observed, it is only made evident in the following two scenes of 17 that they designed.



Comic “A New friend”.

On the other hand, being able to communicate an idea effectively is closely linked to the level of language acquired; and to be able to achieve such level, it was necessary to go through a process that in this case was carried out through the different activities of preparation for the comic. One evidence of the students' advance can be observed in two routes; first in the comic design itself, and second, in each student's personal perception.

The last aspect can be seen in the answers of the students to question 3 and 11 of the interview, which was realized at the end after presenting the comics. Question 3 was: *Do you think you have improved your English level through the use of these activities? Why?*

Marcela: Sí, porque vimos temas que no habíamos visto y que luego desarrollamos de forma práctica con las actividades que habíamos hecho.

Andres: Sí, porque no entendía muy bien como era el presente continuo y eso me ayudó a entenderlo mejor.

Tatiana: Sí, porque ..ehhh...cuando hacemos los comics, somos de capaces de hacer mejor los dialogos ya que como tenemos algunas palabras que entendemos en el cuaderno, nos podemos guiar desde ahí.

Karen: Sí, porque aprendimos cosas distintas y pudimos mejorar nuestro vocabulario y aumentarlo.

Juan Sebastian: Sí, porque aprendimos nuevas cosas y.... diferentes.

Jhonatan: Sí, porque algunas frases que no entendíamos en los comics, luego las entendimos.

Jhon: Sí, porque las palabras que no sabía, las conocí mejor y me ayudó para las evaluaciones..

Juanita: Sí, porque las actividades me ayudaron a pronunciar mejor las palabras en Inglés que no sabía como pronunciar.

Miguel: Sí, porque gracias al vocabulario que vimos en Inglés yo aprendí mejor.

Carol: Sí, porque reforcé más mi Inglés. Yes because I reinforced English more.

Dayana: Sí, porque todas las cosas que eran necesarias para hacer el comic estaban en el cuaderno.

The previous answers demonstrated that all students felt that they learned something significant during the process of the comic design; the advance is seen reflected in the way that they designed the comic with the goal of communicating a series of ideas that can be of interest for certain type of audience.

With respect to question # 11, "what did you learn the classes?" The students answered the following:

Marcela: A describir my rutina diaria y a trabajar con un compañero.

Andres: Ehh, Yo aprendí palabras y que hay un mejor trabajo cuando se trabajan dos personas.

Tatiana: Bien, yo aprendí a hacer mejores dialogos y también a hacer... escribir mi rutina diaria.

Karen: Yo aprendí una major pronunciación y también diferentes verbos que me ayudaron.

Juan Sebastian: Yo aprendí sobre el vecindario, a hacer mas frases y oraciones más completes.

Jhonatan: Yo aprendí a trabajar en grupo con my compañero de clase y de mi rutina diaria.

Jhon: mmm... Yo aprendí a pronunciar major las palabras y a escribirlas.

Juanita: Yo aprendí a pronunciar, los verbos y....todo eso.

Miguel: Yo aprendí a organizar mis ideas en un texto en Inglés.

Carol: Yo aprendí a agregar, quiero decir, "ing" a los verbos.

Dayana: Bien.. . Yo aprendí , ehh..Yo aprendí a trabajar el "ing" y sobre nuestra rutina diaria.

The answers to question 11 make evident what the students felt they learned about the lexical content and grammatical context, which structured the ideas that were later developed in the comic.

However, the students were uncomfortable about extending this type of visual literacy tool, using ToonDoo, in a non-academic environment. Therefore, this means that creating comics does not result in an impacting and useful resource to communicate a story or an experience in a context out of the academic environment of learning purposes. The following can be analyzed from the answers given by the students to Question 10, "Would you like to design comics in ToonDoo in your free time? Yes? No? Why?"

Marcela: No, porque no me gusta, lo usaría solamente para trabajos.

Andres: Yes, es divertido.

Tatiana: No, porque no me gusta estar ahí diseñando más comics.

Karen: No, porque para craer un comic tiene que hacerse un montón de pasos y algunas veces estos se tiene que repetir.

Juan Sebastian: No, porque creo que no sería util, solo para trabajos. En mi tiempo libre, no pienso que hay necesidad.

Jhonatan: No, porque en mi tiempo libre yo necesito jugar y eso, y los comics son para trabajar cosas así.

Jhon: Ye, porque en lugar de perder el tiempo, podría hacer algo útil.

Juanita: No, porque no me atrae y no me gustaría crearlos en mi tiempo libre.

Miguel: Yes, porque estaría pensando en algo más interesante, no unicamente en facebook o salir.

Carol: No, porque no tengo paciencia para eso.

Dayana: A mi no, porque eso toma mucho tiempo y la verdad es que no tengo paciencia.

In addition, the students realized that learning vocabulary had a final purpose, the presentation of a comic designed ToonDoo and to get the result of the final test they had

improved their score and therefore their level of English vocabulary. I consider this aspect very important because teachers of English area realized that perhaps one of the reasons why students have low levels in English is because there is no goal to guide the whole process of the year, translated obviously in a final product produced by students, ie, students were learning a series of contents that period by period, but these contents had no obvious connection and therefore the level of interest was also decreasing.

I socialize students' goal from the start of the pedagogical implementation and this helped motivate students to develop all activities that led to students finally to develop the comic. However, there were some difficulties with the tool, because a good internet connectivity was necessary and had to delay the design until solution looked for to this aspect, the non-attendance of some students and the lack of management of some basic informatics concepts.

Second Category. Students interacting with ToonDoo for Collaborative Learning.

The design of my proposal involves as the major and final project for the students so that they can make use of the content learned and prove that they learned it, the production of a comic through Collaborative Learning and the interaction with ToonDoo which is characterized by the visual literacy. This comic is the project which student developed class by class as they were creating each scene in each class. The students were accommodated in pairs for the duration of the project acknowledging what Barkley et al. (2005) suggest, "The advantages of collaborative learning for actively engaging students are clear when compared with more traditional methods-such as lecture and large-group discussions-in which only a few students typically can, or do, participate."

With the first activities prior to the project the students were already developing activities of multimodal literacy in character for the preparation of the project. They were also already developing these activities in groups and pairs. As John Thomas (2000) explains project based tasks are characterized by "complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations."

Finally, this set up of students working in pairs for Collaborative Learning and accomplishing a project was designed so that the students are able to participate in negotiation of meaning. The goal here is that each student participates and shares his/her idea by being able to express them with another classmate in an intimate space. Likewise, the agreements to which the couple needs to arrive to accomplish the project made them exchange ideas and options.

Likewise, at the end, I allowed the students to participate in a co-evaluation so that each student would understand better the criteria and competence in which he/she should stand. Moreover, the co-evaluation elicited an exchange of opinions that were needed for the conclusion of this intervention as we needed to understand what the students perceived of their classmates, their performance.

Sub – category 2.1 Students sharing point of views from negotiation of meaning and discovering new strategies to work collaboratively.

As Negotiation of meaning is a concept in which a party of communicators arrives to a conclusion based on differences that have come up. This said difference can be specified not only to an agreement of meaning to arrive to one concluded meaning, but also the exchange of meanings from the parties involved. Bower (2000) explains that :

“Negotiation of meaning is triggered when a breakdown in communication occurs in conversation leading to a modified utterance either from the L2 learner or their interlocutor. Either the learner needs to change what is said (i.e., modified output) in order to be understood by the native speaker or the NS needs to simplify speech (i.e., modified input) in order to be understood by the NNS”. (p, 22)

Both modified input and modified output may lead to noticing of gaps in learner interlanguage. Such noticing may improve chances of subsequent acquisition of the noticed form. For this reason, it is expected that learner have the chance to participate and take advantage of negation of meaning. Likewise, besides the great benefit of being able to play

a part in negation meaning, since the students are directed to solve tasks, it is expected that negotiation of meaning allows them to solve the tasks given.



Students discussing about the comic design

Since the beginning of the comic designing, the couples had to establish certain agreements to be able to elaborate their story. Tatiana and Dayana manifested during Lesson 9, "I want to choose this background and my couple wants to choose another one, we took too long trying to get into an agreement." On the other hand, Brayan and Carol manifested certain inconveniences when choosing the character, the setting and the text. Brayan said, "Carol loses patience too quickly, she gets stressed because she thinks that she is going to make a mistake and that the comic is not going to be good".

These comments show that each student believed to be the one right. Fight of powers was showed and discussions in which without a doubt, negotiation of meaning was utilized to be able to advance in the project. Also, I think that create situations where students must hold discussions on how to perform a task, carried these students do negotiation of

meaning, it is observed on the faces of helplessness, disgust, concern that slowly started transforming as students used according parameters.

Despite the fact that for some students it was easier to arrive to an agreement, in the whole project negotiation of meaning was used in some way or another to be able to translate the idea that they had. This was for example the case of Angie and Maryerly. Maryerly said in lesson 10, "When Angie comes up with an idea, I support her and vice versa". The same model happened with Miguel and Juan Sebastian, who agreed to support each other and to try to unify the ideas. On the other hand, Juanita and Jhon distributed their work easily. Since Jhon had displayed since the beginning of the elaboration of the "friso" that he had skills at drawing, and Juanita more ability for redaction, they matched very well.



Students talking about different points of view

Another evidence of negotiation of meaning was seen in that some groups looked for their strategies to arrive to agreements; that is the case of Sergio and Laura who in individual ways, they chose the characteristics of the comic and then when they realized that they could not agree on anything, they chose something totally different to each individual's like.

On the other hand, Karen and Andres opted, after some arguments, for providing what each of them knew to compact the ideas. If one of them would not understand, the other one would explain it. These two groups demonstrated, since the beginning, that they had their goal very clear set, and beyond of imposing their own ideas, they gave resolution to their differences.



Students using Negotiation of meaning

Finally, it is important to highlight that when the students finished their comic, they demonstrated that within the process there was negotiation of meaning. This was also expressed by some of them in the answers given to Question 4 of the interview, Did you have the opportunity of sharing your ideas with a class mate to design the comics through the use of ToonDoo? Did you enjoy it? Why?

Marcela: Sí, porque cuando creabamos el comic con mi compañero, estuvimos de acuerdo en escoger las ideas y el tema que ibamos a hacer.

Andres: Yes, porque aprendí muchas cosas de mi compañero que no sabía, algunas veces discutíamos pero eso pasaba.

Tatiana: Yo me divert trabajando con otra persona porque con mi compañera casi nunca hablo y cuando trabajamos en el comic discutíamos un poquito...aunque nos peleábamos un poco (risas) terminamos por realizarr el comic.

Karen: Yo me divert porque aprendí muchas cosas nuevas de mi compañero y pues aunque había peleas y disgustos, finalizamos el Proyecto.

Jhonatan: Me divert con mi compañero porque podimos escoger los personajes que queríamos y no peleamos.

Jhon: Sí, pude aprender algo con mi compañero porque cuando no sabía, nosabía alguna cosa, ella sabía y cuando ella no sabía, yo sabía

Juanita: Me divert porque creamos algunos personajes que erasn muy divertidos, I enjoyed it because we created some characters that were very funny, les creamos grandes cabezas y todo.

Dayana: Pues. Me divertí porque con Tatiana no solo creamos el comic sino que algunas veces hacíamos cosa tontas y eso me divirtió mucho.

The above also demonstrates that within negotiation of meaning as Bower (2000) explains “the student can not only learn, but also teach, and finally construct meaning; making a matter of communication even if it entails several exchanges of words, phrases, ideas and opinions” (p, 57). Besides it can be noticed that some of the students arrived to certain grade of empathy due to the fact that their answers were given in the first person in plural, “we would be able to choose the characters we would want and we did not fight”(Jhonatan) and this can only be achieved from negotiation of meaning.

Sub – category 2.2. Students doing collaborative work feeling the partner may help them in their learning process.

The students were assigned tasks and the final project to be developed in groups, mostly in pairs, especially for the project, but in general they never worked on their own. The students were asked and expected to complete the tasks. For this reason, the concept of

collaborative learning aims to characterize that setting in which students accomplish something with at least one partner with the purpose of obtaining knowledge from the experience.

Dillenbourg et al.(1999) suggests two views about learning collaboratively in his books and compares them:

Similarly, peers do not learn because they are two, but because they perform some activities which trigger specific learning mechanisms. This includes the activities/mechanisms performed individually, since individual cognition is not suppressed in peer interaction. But, in addition, the interaction among subjects generates extra activities (explanation, disagreement, mutual regulation, ...) which trigger extra cognitive mechanisms (knowledge elicitation, internalization, reduced cognitive load, ...).” for the second view he states, “Basically, collaborative learning takes the form of instructions to subjects (e.g. "You have to work together"), a physical setting (e.g. "Team mates work on the same table") and other institutional constraints (e.g. "Each group member will receive the mark given to the group project"). Hence, the 'collaborative' situation is a kind of social contract, either

between the peers or between the peers and the teacher (then it is a didactic contract).” (p, 33)

Students doing the Minute Paper dynamic

The picture above demonstrates that the students worked in a collaborative form, not only in the comic design, but also since the previous activities to the lesson 1-7 themselves.



The competencies were activities where the students had the opportunity of solving exercises to finish a task, but in a conjoined way.



Students sharing the responsibility

Centering ourselves in the comic, the students were able to share the authority, responsibility, and their peers' point of view developing skills that in many cases they did not know. This was the case of Marcela who did not know that she had the ability of design in the computer; for this reason, her group was the first one to finish the comic. Other students, on the contrary, took advantage of their capacities to help others. Brayan, for example, in Lesson 12, helped several groups to edit their comics (taking screenshots,

cutting them, and locating them in the power point), something that the great majority did not know how to do it.



Student helping others to edit the comic

However, the collaborative work was not only seen reflected in this way, but also when the students received lots of reciprocal influence by pairs. Each individual input consolidated the work of each scene of the comic and for being a work of two students, the mutual commitment with the project was manifested even more. These aspects were seen reflected in details such as the high level of concentration compared to other activities realized. All the comments between groups were about the comic. They tried to solve their difficulties at the maximum by themselves without having to ask for help to the processor. Their disposition was constant. They were anxious about accomplishing the comic and interaction with communicative purposes was seen.

Within the interview, one of the questions was referred precisely to get to know what type of interaction took place in the collaborative work as some students had manifested since the beginning that they had never worked with Thor corresponding partner. Question # 6. How was your interaction with your classmates?

Marcela: Divertido, porque nos llevamos muy bien.

Andres: Bien, no tuve ningún problema con nadie o algún inconveniente.

Tatiana: Divertido y al mismo tiempo interesante porque hablamos mas **aunque no eramos muy amigables, nos hablamos mucho.**

Karen: fue muy chevere porquee aprendimos cosas de otras personasque no sabiamos porque no nteractuabamos mucho y pues...compartimos.

Juan Sebastian: Bien, porque **aprendimos a socializar con las personas y a aprender más cosas sobre ellas.**

Jhonatan: Ehhh.... porque aprendimos sobre quienes eran, como eran y ellos aprendiern cosas de nosotros.

Jhon: Bien porque no tuve ningún problema con ninguno de ellos durante el año.

Juanita: Fue chever porque aprendimos de otros y pudimos interactuar con cada uno.

Miguel: Excelente porque **pudimos conocer de cada uno, con nuestras dificulatades y diferencias.**

Carol: Divertido porque no tuve problema con ninguno de ellos.

Dayana: Pues, pienso que fue chevere porque **con algunas personas que yo no trato, pues los traté y no más.**

The above demonstrates that the students were motivated to work in pairs. It was a learning experience not only at cognitive levels but also at social level. Listening to each other, presenting their individual point of view, making negotiation of meaning, peer correction, and accomplishing a project demonstrates a collaborative work that promotes interest and critical thinking.

It is a fact that during the process some arguments and frustrations came up. By being prompt to make use of negotiation of meaning, the students demonstrated that a product such as the comic is only accomplished when a process is realized with effort and team

work; as Susan Gerke would say it, "In a team, conflicts are inevitable...in fact in order to achieve synergic resolutions, a variety of ideas and approaches are needed".

The above also can be supported from the answers given by some students to question 8 of the interview: What do you prefer, to work individually or with partner? Why?

Andres: Ehh....., si, me gustaria trabajar con otro compañero porque el me puede ayudar con cosas que no se .

Tatiana: Yo prefiero trabajar en grupo porque no es necesario poner solo lo que me gusta sino que otra persona nos puede ayudar en nuestros errores.

Karen: Ehh...pues....mmm...en grupo porque aprendemos no solo de lo que sabe el otro sino porque tambien podemos tomar esas cosas que el dice para hacer el trabajo.

Vasquez: En grupo para aprender.

Jhonatan: En grupo porque es una manera como trabajamos mejor y las ideas que él pueda tener las podemos poner en practica y las ideas que yo tenga también.

Carol: En grupos porque si no entiendo algo bien mi compañero me ayuda.

Dayana: Me gusta en grupo porque podemos decir, exponer dos puntos de vista muy diferentes entonces me gustaría en parejas o en grupo.

In addition, some students affirmed the benefits of collaborative work on answers to the Question # 11. What did you learn during the classes?

Marcela: A describir my rutina diaria y a trabajar con un compañero.

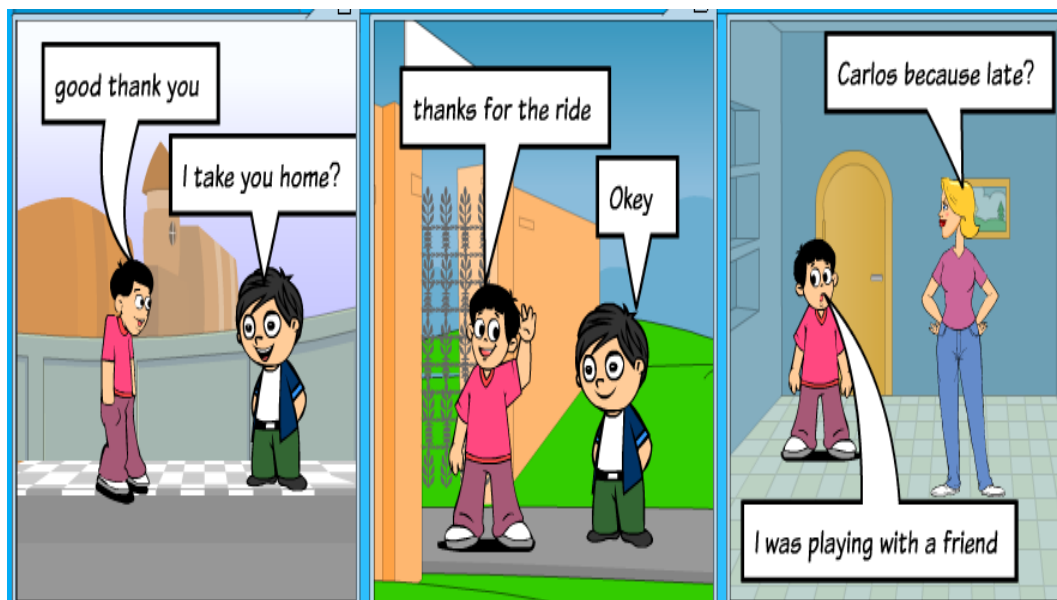
Andres: Ehh, Yo aprendí palabras y que hay un mejor trabajo cuando se trabajan dos personas.

Jhonatan: Yo aprendí a trabajar en grupo con my compañero de clase y de mi rutina diaria.

On the other hand, collaborative work was evaluated based on the rubric Hetero-Evaluation (SEE APPENDIX 7A). Here it can be demonstrated that this one was of the criteria with greater score obtained by the students. This also determined in great part the final evaluation of the comic. Two groups obtained 10 points out of 10, 3 groups obtained 9 points, one group obtained 8 points, one group obtained 5 points and lastly one group obtained 3 points as this collaborative work does not only makes evident the type of interaction but also the final product that demonstrates if really the assignment of responsibilities was well distributed and executed.



Comic " Good play"



Comic "A new Day"

It is the case of the comics "Good Play" with 8 scenes and "A New Day" with 5 scenes, where it can be noticed the low collaborative level and therefore low level in communicative competence.

From this way, I consider the collaborative work allows the students support their point of view on the classmate. Improving their individual proposals and realizing some mistakes. Learning, no doubt, can not only be unilaterally, not only the teacher has the ability to teach, in this research project can be seen as the classmate was a support throughout the pedagogical implementation and the evidence resides in the quantitative and qualitative outcomes obtained.

Sub – category 2.3 Students assessing the work developed for classmates to provide a critical reflection.

An important aspect that I consider for this research proposal is peer assessment. I believe that students should take into account what their peers say about them, which comes actually in how their peers perceive them, as well as their work. This not only allows students to receive any feedback, but feedback from students who first, are somewhat, at the same level than them; second who they more or less trust, and third, people who the

student himself/herself sees as a different feedback compared to the academic feedback that the teacher's feedback represents. Spiller (2012) establishes that:

- Peer feedback can encourage collaborative learning through interchange about what constitutes good work.
- The conversation around the assessment process is enhanced. Research evidence indicates that peer feedback can be used very effectively in the development of students' writing skills.
- Students engaged in commentary on the work of others can heighten their own capacity for judgment and making intellectual choices.
- Peer evaluation helps to lessen the power imbalance between teachers and students and can enhance the students' status in the learning process.
- It is possible to give immediate feedback, so formative learning can be enhanced. Peer assessment processes can help students learn how to receive and give feedback which is an important part of most work contexts. (p, 6)

Therefore, peer assessment goes in hand with collaborative learning. The students participated of peer assessment in the activities prior to the comic as well as in the comic itself. For instance, in activities such as the sack race in Lesson 6, the students were allowed to work in pairs, but as usual they would try to pair with their best friend.

It was determined to pair them based on the alphabetical list of their last names and by every other name so that they would have the opportunity of working with classmates who they had not worked with before. In this way, in this activity each pair was able to discuss and correct the exercises to earn the points for the group. In other words, one of the affirmations of Spiller (2012) is met as far as Peer Assessment "the focus of peer feedback can be on process, encouraging students to clarify, review and edit their ideas." (p, 30)

Another evidence of Peer Assessment was observed during the comic design through ToonDoo as several couples elaborated the scene while they corrected their peers and their own work of the comic designed in their homework. Spiller (2012) affirms that the,

"students can help each other to make sense of the gaps in their learning and understanding and to get a more sophisticated grasp of the learning process."



Peer feedback used by students

In addition, the students co-evaluated the comic of their peers based on the rubric (SEE APPENDIX 7D) that consisted of three specific criteria: Presentation, Vocabulary and Communicative competence. This allowed the students to make part of the evaluation process of their classmates, analyze how each group performed, and with this being able to determine their auto-evaluation since from comparison, it was easier to make an individual reflection of the work done. The results of the rubric showed the following: as far as the presentation, 5 of the groups achieved an evaluation of Superior. With respect to the vocabulary, the majority of the groups obtained a scores of more than 15 points out of a

maximum of 20; finally, as far as communicative competence, the majority also obtained 15 points

In this manner, 3 comics ended up in a Superior Level, 5 comics in a Basic Level. This means that for the students, the communicative intention was assertive and the information of the comic was based on the material worked in the classes.



Students doing co-evaluation

On the other hand, the co-evaluation helped so that the some students realize of the strengths and difficulties met from the evaluation from an equal, which results being very significant for the improvement in search of learning. Spiller (2012) talks about this in the following manner “students receiving feedback from their peers can get a wider range of ideas about their work to promote development and improvement.” (p, 12)

This situation elicited a series of reflections; first the students manifested that it was an opportunity to share their point of view and second, a high level of concern was perceived from the co-evaluators students as far as the evaluation that they were going to assign. They thought they could be a little unfair and some students thought even more on the grade than on learning itself. These two aspects were seen from the answers to Question # 12. How do you feel when you co-evaluate and co-evaluate other class mates?

Andres: Cuando yo evalué, me sentí mal porque tal vez podría decir algo que iba hacer sentir mal a mi compañero, cuando ellos me evaluaron sentí curiosidad por saber que dirían de mi.

Tatiana: Yo., cuando evalué a otros me sentí bien porque tuve la oportunidad de expresar lo que pensaba sobre las presentaciones de mis compañeros, y cuando ellos me evaluaron me sentí normal.

Karen: Cuando co-evalué me sentí bien..pues un poco extraña porque no sabía como mis compañeros de clase se sentirían con la nota que yo les daba. Y cuando me evaluaron sentí un poco de nervios.

Juan Sebastian: Cuando evalué pue yo pude...yo me sentí extraño porque no sabía si daría una mala nota a mis comañeros de clase.

Jhonatan: Pues...cuando me evaluaron me sentí bien porque fue nuna nota basada en el trabajo que había hecho y cuando evalué me sentí mal porque depronto no podría dar una nota que no le gustara a mis compañeros de clase,

Jhon: Cuando evalué me sentí mal porque no sabia cómo reaccionaria mi compañero de clase sobre lo que diría de el o ella y cuando fui evaluado me sentí bien porque sabía lo que mi compañero de clase pensaba sobre mi trabajo.

Juanita: Cuando evalué me sentí mal porque no sabía que nota poner y porque no sabía algunas cosas y cuando me evaluaron me sentí extraña, con nervios.

Miguel: Cuando evalué a otro compañero me sentí mal porque no sabía que nota darle y cuando me evaluaron me sentí relajado porque ellos decían la verdad en la nota.

Carol: Cuando evalué me sentí bien con la satisfacción de dar una nota que ellos merecían y cuando fui evaluada sentí nervios.

Dayana: Pues...me senti bien porque sentia que que estaba en lo correcto al elegir una nota para la otra persona y cuando ellos me evaluaron algunas veces sentí nervios de que algo de mi trabajo estuviera mal.

Students doing the self-evaluation

The picture above permits to observe the way in which students once they were co-evaluated, they proceeded to do the analysis in pairs of the scores obtained. In this way, they made their self-evaluation (SEE APPENDIX 7C) with the same criteria of the co-evaluation. This allowed to complete all three forms of evaluation listed in Article 12, numeral 1 of the 1290 decree of the Ministry of National Education (2009) with respect to the right of students to be evaluated integrally and Article 4, numeral 5, about the processes of auto-evaluation of the students.

In this context, one of the characteristics of collaborative work is that it allows to reach agreements in order to achieve a goal and as evidenced in the category above the student learns from his classmate, therefore assessment may also arise between them. The co-evaluation allowed students to compare their work, evaluate the work of classmates and provide comments guaranteeing critical reflection.

Moreover, I observed in the groups concern about to design a good comic considering that their same classmates were going to assess this yield resulted in more effort and beneficial to the learning process.

Finally, the student through the co-evaluation realized to assess required specific parameters that included not only functional aspects but also the same collaborative work. Besides it can be noticed that some of the students arrived to certain grade of empathy due to the fact that their answers were given in the first person in plural, “we would be able to choose the characters we would want and we did not fight” (Jhonatan) and this can only be achieved from negotiation of meaning.

6. CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

Based on the main research question of this study, in this process it was proved if the implementation of visual literacy resources such as comics created through collaborative learning and the interaction with a digital tool as ToonDoo, evidences vocabulary learning with emphasis in action verbs in an EFL group of seventh graders at the Pablo Herrera Departmental Educative Institute in Cajicà (Colombia), this research project allowed me to conclude that visual literacy resources such as comic created in ToonDoo evidences the use of vocabulary but in a very slow manner due to the complexity of learning the tool in function of the allotted time despite the substantial interaction of the students in the assigned pedagogic intervention.

The initial diagnostic demonstrated that the students has a low level of vocabulary with emphasis in action verbs, difficulty to describe in written form free time activities and to answer questions in oral form about daily activities.

At such, the comic was a proposal of visual literacy resource that would fulfill the goal to be achieved perfectly - the learning vocabulary with emphasis in action verbs - and in which best way than to make the use of stories through technological tools as in this case, ToonDoo, as at the age of these students, everything that is accompanied by images is very motivating, and even more when they are the ones creating it.

In this way, it was necessary to follow a series of steps within process that would be the basis for the creation of the comic. For this reason, it was so important to utilize a series of previous visual activities such as the elaboration of a “friso”, participation in competences, solution digital tasks, reading comprehension, and other activities that permitted to get the student closer to comics. For example the “friso” was a fundamental activity because this one allowed the students who did not know how to go about making a comic and its involving elements to learn how to do them in a traditional form.

In this way, as the pedagogic implementation was being applied, it was observed how the students used more vocabulary in context. Despite the difficulties in pronunciation and writing, the students demonstrated a major communicative level at expressing ideas that

were understood by the others. Furthermore, this research project fostered vocabulary learning and visual literacy through a didactic unit and the use of multimodal resources and not only from using a digital tool but the combination of traditional tools and tool mid by technology because despite find us in a technological age the vocabulary learning is manifested in a variety of environments. In this sense, a technological tool is just one of the vehicles to advance learning and only from the definition of a pedagogical goal this tool can provide advantages in the teaching-learning process.

Something that was evident in the study was the empathy and like of the students for whole the activities mainly because the classes in English that the institution gives them are not as dynamic and they lack of variety in approaches, which results demotivating for the students. Besides the use of computers with Internet is limited due to the bad connectivity. Moreover, it is vital pose new spaces and use multimedia resources of learning that contribute to increase student interest in learning and the use of visual literacy through technological tools as ToonDoo or any other tool it is a good option to create thee environments.

In this sense and based on the above, without a doubt, the elaboration of the comic in ToonDoo was something very motivating for the students as far as learning, not as significant to use it in their free time but indeed to recommend it to other students and professors as well as to use it for other subjects; also to use it as a technological tool and learn through a more fun way. This was manifested in the answers to question 4 of the interview.

On the other hand, the study permitted to observe not only if the comic as a visual literacy tool evidences in the students learning vocabulary but also it demonstrated excellent results as far as the interaction between digital resources and Collaborative Learning. Collaborative Learning was one of the most outstanding aspect in this research project, because it allowed several students who initially demonstrated a low level in the use of vocabulary, lack of interest and insecurity could practice negotiation of meaning in a collaborative work. Creating situations discussion between students and observe how gradually the students were nearing the end of a task was an aspect that also allowed to

develop peer assessment and a way to demonstrate that learning is a process of interaction not only with environments and tools but with other people.

In negotiation of meaning, the students had some inconveniences at the beginning of the class but they found the way to solve them on their own and to accomplish the comic. Through collaborative learning, the students had the opportunity of working with classmates who they had never worked with, and they figured out the skills of each one of them to assign responsibilities. As far as peer assessment, the students made co-evaluation and self-evaluation. They came up with conclusions about the Herero-evaluation although some insecurities were seen when co-evaluating. They followed a rubric that determined the grade of communicative competence of the comic.

It is important to highlight that as all studies, there were some limitations that delayed the investigation, and in some instances, it caused to rethink some aspects or to make emphasis in others. One of the limitations encountered for the pedagogical implementation was the failure of the Internet connection of the institution as the comic needed to be worked online in ToonDoo. This delayed the work considerably and the work had to be postponed 6 months. For this reason, the lesson plan activities were increased and the time of the Internet was used at the maximum. In two occasions, authorization from the institution and the parents was requested to be able to go out with the students and make work in an internet room of the municipality.

Another limitation encountered was the little time to develop the comic through ToonDoo as the displacement time to the computers room or out of the institution and the low ability of the students to work the technological tool subtracted valuable time for the design of the comic. Moreover, the constant absence of two of the students delayed the work in pairs and it was reflected in the quality of the final comic, this corresponds precisely to the two comics with the lowest score.

During the design of the comic, the students manifested that sometimes the internet was too slow, and that this was the reason why they took long to access ToonDoo. Besides in some computers, ToonDoo did not allow to download certain images or they were selected but they were not able to be inserted. Perhaps for having too many computers connected to ToonDoo, the site would collapse a little. Another factor was the fact that to

be able to access ToonDoo, the students had to use a password and create an email. The majority did not have or if they had it, they would forget the password and they had to create it again. In one occasion, the group lost the password of their email, the password was not able to be retrieved, and the information worked in three hours was lost. They had to recreate the comic.

Finally, a considerable percentage of the students lacked certain technological knowledge; for example, they did not know how to attach a file, save changes, send emails, take screenshots, and all these elements were necessary to edit the comic. Besides, since the students worked outside the institution, it was necessary to save the changes in the email to later retrieve them and recompile all the scenes.

Therefore, it is necessary to make use of tools and programs that can be downloaded from the computer to the lack of internet connection does not interfere with the objectives, and work together the English area with the Technology area to potentiate learning. Also, encourage students a change of thinking about the meaning of the assessment and as co-evaluation is an important way to assess as the Herero- and self – evaluation.

Nonetheless, limitations also translate to opportunities of flower improvement and this was demonstrated in the final the test and in the comic. Even though in the test, better results were expected, the comic did determine a significant improvement based on the fact that the students had not been exposed to this type of visual literacy resources and their communicative competence was really low. Additionally, the students enjoyed designing the comic, they explored it, the socialized it, and they proved more attentive and disposed to work utilizing visual literacy tools.

This study allowed to observe that although the comic is a motivating visual literacy resource for the students that permits the use of vocabulary with emphasis in action verbs, it did not allow the expected advance in the vocabulary learning as far as the allotted time projected for the design of the comic. This means that to be able to achieve the proposed objective, it is evident that the following requirements are met: a more extended period of time, an excellent internet connectivity and major effort from the students to come up with a good process.

Additionally, the use of visual literacies as a comics designed through Collaborative Learning and the interaction with ToonDoo provide a space for a high level of interaction to be able to be used as supply of meaningful learning string at a goal. It is an excellent resource to integrate students in Collaborative Learning, because it provides the possibility of articulating technology and English contents, it also promotes the creativity, positive perception of English classes, interest for showing good results and reflection starting at assessment.

As final conclusion, English teachers from seventh grade, whom took part in the process of implementation, were very motivated with the proposal and they would like to incorporate it to the 2016 curriculum although they consider that it involves more work, time and effort by teachers, and school but it could be implemented since sixth grade and in that way provide a space for a high level of interaction to be able to achieve meaningful learning. Also propose a Goal oriented learning translated into a final product motivating for students and involving all the contents of the curriculum, thus ensure a significant and contextualized learning.

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APPENDIXES

APPENDIX 1. TEST OUTCOMES INSTITUTIONAL FOR PERIOD

PRIMER PERIODO 2014

PABLO HERRERA			TOTALES	
701	702	703	NUM	%
			0	0%
1	1	1	3	5%
6	5	9	20	36%
10	12	10	32	58%
17	18	20	55	100%

SEGUNDO PERIODO 2014

PABLO HERRERA				TOTALES	
701	702	703	704	NUM	%
0	0	0	0	0	0%
2	0	0	0	2	3%
6	5	4	7	22	31%
9	13	14	10	46	66%
17	18	18	17	70	100%

TERCER PERIODO 2014

PABLO HERRERA			TOTALES	
701	702	703	NUM	%
0	0	0	0	0%
0	2	0	2	4%
8	10	4	22	42%
9	6	13	28	54%
17	18	17	52	100%

CUARTO PERIODO 2014

PABLO HERRERA				TOTALES	
701	702	703	704	NUM	%
0	1	0	0	1	1%
2	0	1	1	4	6%
2	3	0	3	8	11%
13	14	17	13	57	81%
17	18	18	17	70	100%

APPENDIX 2A. Diagnostic Test



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 EDUCACIÓN ABIERTA Y A DISTANCIA
Escuela Superior de Estudios Universitarios de Colombia
ENGLISH DIAGNOSTIC TEST-SEVENTH GRADE

STUDENT'S NAME: _____

DATE: _____

Vocabulary

Match. Write the letters.

1. study _____	A. the bus
2. do _____	B. my grandmother
3. wait for _____	C. in the neighborhood
4. walk _____	D. Math
5. visit _____	E. an English task

6. Write two words from the box in the correct column.

breakfast DVDs football home to bed
 fast food dinner basketball TV candies

eat	go	play	watch	buy

Reading

Look at the action in the picture and choose the correct answer.



7. What does he do?

A. He pays attention in the class.
 B. He uses the internet in the class.
 C. He does a task in the class.
 D. He sleeps in the class.

Order the sentences (see the corresponding number). Choose the option with the appropriate sequence.

8. This is my routine:

1. I get up and take a shower
2. then, at about six o'clock I take the bus
3. My day starts at five o'clock in the morning
4. after I wear the uniform

A. 1,2,4,3
 B. 4,2,3,1
 C. 3,1,4,2
 D. 1,3,2,4

Read the text and choose the correct sentences (Translate in the answer sheet).

Ana and her sister, Clara, do different things on the weekend and Tania tells us how her weekend is:

"My sister and I are very different. On the weekend, I go out with my friends. I go to the movies, or I go to a concert. Clara doesn't go out at all. She stays home and watches videos. On Sunday, I don't sleep late. I get up at 7:30 A.M. Clara sleeps late. She gets up at 10:30 A.M."



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 EDUCACIÓN ABIERTA Y A DISTANCIA
 Personería Jurídica 3045 del 6 De Agosto de 1995
 ENGLISH DIAGNOSTIC TEST-SEVENTH GRADE

9. Clara goes out every weekend.

- A. true
 B. false

10. Ana doesn't stay home.

- A. true
 B. false

Writing

11. Complete the survey. Check (✓) Yes or No. Then write about yourself using the chart information.

What do you do in your free time?	Yes	NO
1. Do you listen to music?		
2. Do you talk on the phone?		
3. Do you use the Internet?		
4. Do you watch TV?		
5. Do you play video games?		

In my free time I _____



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 Personería Jurídica 3645 del 6 De Agosto de 1965
 ENGLISH DIAGNOSTIC TEST-SEVENTH GRADE


Oral Diagnostic Test

The following table is created in the notebook:

QUESTIONS	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4
What's your name?				
How old are you?				
What is your daily routine?				
What do you do at home?				
What do you do in your free time?				

The group is organized in two, one looking outside, the other one looking inside, the circle inside spins clockwise every 6 minutes; during this time the students asks questions mutually the five questions and write the answers in a table.

APPENDIX 2B. Marcela's Diagnostic Test



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 EDUCACIÓN ABIERTA Y A DISTANCIA
Personería Jurídica 9645 del 8 De Agosto de 1965
ENGLISH DIAGNOSTIC TEST-SEVENTH GRADE

C = 9 / 30

STUDENT'S NAME: Angie Marcela Ramos

DATE: 27/01/2015

7. What does he do?

A. He pays attention in the class. *X 0.0*
 B. He uses the internet in the class.
 C. He does a task in the class.
 D. He sleeps in the class.

Order the sentences (see the corresponding number). Choose the option with the appropriate sequence.

8. This is my routine:

1. I get up and take a shower
2. then, at about six o'clock I take the bus
3. My day starts at five o'clock in the morning
4. after I wear the uniform

A. 1,2,4,3 *X 0.0*
 B. 4,2,3,1
 C. 3,1,4,2
 D. 1,3,2,4

Vocabulary

Match. Write the letters.

1. study B *X* A. the bus *0.0*
2. do A *X* B. my grandmother
3. wait for D *X* C. in the neighborhood
4. walk E *X* D. Math
5. visit C *X* E. an English task


6. Write two words from the box in the correct column.

breakfast DVDs football home to bed
 fast food dinner basketball TV candies

eat	go	play	watch	buy
<i>?</i>	<i>TV X</i>	<i>?</i>	<i>home X</i>	<i>?</i>

Reading

Look at the action in the picture and choose the correct answer.



Ana and her sister, Clara, do different things on the weekend and Tania tells us how is her weekend:

"My sister and I are very different. On the weekend, I go out with my friends. I go to the movies, or I go to a concert. Clara doesn't go out at all. She stays home and watches videos.

On Sunday, I don't sleep late. I get up at 7:30 A.M. Clara sleeps late. She gets up at 10:30 A.M".



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 Personería Jurídica 3045 del 6 De Agosto de 1965

ENGLISH DIAGNOSTIC TEST-SEVENTH GRADE

9. Clara goes out every weekend.

- A. true
- B. false

0.3

10. Ana doesn't stay home.

- A. true
- B. false

0.3

Writing

11. Complete the survey. Check (✓) Yes or No. Then write about yourself using the chart information.

What do you do in your free time?	Yes	NO
1. Do you listen to music?	✓	
2. Do you talk on the phone?	✓	
3. Do you use the Internet?	✓	
4. Do you watch TV?	✓	
5. Do you play video games?		✓

In my free time I _____

?

D

APPENDIX 2C. Results Diagnostic Test

Grammar diagnostic: Vocabulary and Reading through 10 questions (Q.) of multiple selection. Each question with a value of 0.3.

STUDENTS	GRAMMAR INITIAL DIAGNOSTIC TEST									
	Q. 1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10
Tatiana Barrera	0.1	0.0	0.0	0.0	0.1	0.3	0.0	0.3	0.3	0.3
Laura Arevalo	0.0	0.0	0.0	0.0	0.0	0.1	0.3	0.0	0.3	0.0
Dayanna Montalvo	0.0	0.0	0.0	0.0	0.1	0.1	0.0	0.3	0.0	0.0
Sergio Castro	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Sebastian Vasquez	0.0	0.0	0.0	0.0	0.1	0.3	0.0	0.0	0.3	0.3
Miguel Contreras	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Brayan Sepulveda	0.1	0.0	0.1	0.0	0.1	0.3	0.0	0.3	0.0	0.0
Carol Contreras	0.0	0.0	0.1	0.0	0.1	0.1	0.0	0.3	0.3	0.0
Juanita Prieto	0.1	0.0	0.0	0.0	0.1	0.3	0.0	0.3	0.3	0.3
Jhon Ortiz	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Karen Aguiar	0.1	0.0	0.0	0.0	0.1	0.1	0.3	0.3	0.0	0.0
Angie Hernandez	1.0	0.0	0.0	0.0	0.0	0.1	0.3	0.3	0.3	0.0
Mayerly Parra	0.1	0.1	0.0	0.0	0.0	0.1	0.3	0.3	0.3	0.3
Jhonathan Cabanzo	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Marcela Ramos	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.3
Andres Bello	0.0	0.0	0.1	0.0	0.1	0.3	0.0	0.0	0.0	0.0

Writing and Speaking diagnostic writing composition with a value of 10 and oral survey with a value of 10. Final diagnostic value of Quantitative and Qualitative form.

STUDENTS	WRITING AND SPEAKING INITIAL DIAGNOSTIC TEST			QUANTITATIVE VALUE	QUALITATIVE VALUE
	WRITING COMPOSITION (10)	ORAL SURVEY (10)			
Tatiana Barrera	0.1	3	The message is only understood in two answers, lacks clarity in structures and major vocabulary. Disposition to learn is observed. Asked a lot of questions about the point.	18	LOW
Laura Arevalo	0.0	0	Answered with little vocabulary and without structures in two questions. There is no clarity in the message.	7	LOW
Dayanna Montalvo	0.1	0	Answered with little vocabulary and without structures in two questions. There is no clarity in the message.	5	LOW

Sergio Castro	0.0	0	Answered with little vocabulary and without structures in one question. There is no clarity in the message.	1	LOW
Sebastian Vasquez	0.1	0	Answered with little vocabulary and without structures in one question. There is no clarity in the message.	11	LOW
Miguel Contreras	0.0	0	Answered with little vocabulary and without structures in one question. There is no clarity in the message.	0	LOW
Brayan Sepulveda	0.1	3	The message is only understood in two answers, lacks clarity in structures and major vocabulary.	13	LOW
Carol Contreras	0.0	0	Answered with little vocabulary and without structures in one question. There is no clarity in the message.	0	LOW
Juanita Prieto	0.2	1	Answered with little vocabulary and without structures in three question. There is no clarity in the message.	12	LOW
Jhon Ortiz	0.0	0	Answered with little vocabulary and without structures in one question. There is no clarity in the message.	0	LOW
Karen Aguiar	0.0	2	The message is only understood in two answers, lacks clarity in structures and major vocabulary.	11	LOW
Angie Hernandez	0.3	3	The message is only understood in two answers, lacks clarity in structures and major vocabulary. Disposition to learn is observed. Asked a lot of questions about the point.	17	LOW
Mayerly Parra	0.0	0	Answered with little vocabulary and without structures in one question. There is no clarity in the message.	15	LOW
Jhonathan Cabanzo	0.0	0	Answered with little vocabulary and without structures in one question. There is no clarity in the message.	0	LOW
Marcela Ramos	0.1	3	The message is only understood in two answers, lacks clarity in structures and major vocabulary. Disposition to learn is observed and a good pronunciaton..	9	LOW
Andres Bello	0.0	0	Answered with little vocabulary and without structures in two questions. There is no clarity in the message.	5	LOW

APPENDIX 3A. Final Test



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EDUCACIÓN ABIERTA Y A DISTANCIA
Paralelos Jurídicos 3648 del 6. Do. Agosto de 1988
FINAL TEST-SEVENTH GRADE

STUDENT'S NAME: _____

DATE: _____

Vocabulary

Match. Write the letters.

- | | |
|-------------------|------------------------|
| 1. study _____ | A. the bus |
| 2. do _____ | B. my grandmother |
| 3. wait for _____ | C. in the neighborhood |
| 4. walk _____ | D. Math |
| 5. visit _____ | E. an English task |

6. Write two words from the box in the correct column.

breakfast DVDs football home to bed
fast food dinner basketball TV candies

eat	go	play	watch	buy

Reading

Look at the action in the picture and choose the correct answer.



7. What does he do?

- A. He pays attention in the class.
B. He uses the internet in the class.
C. He does a task in the class.
D. He sleeps in the class.

Order the sentences (see the corresponding number). Choose the option with the appropriate sequence.

8. This is my routine:
- I get up and take a shower
 - then, at about six o'clock I take the bus
 - My day starts at five o'clock in the morning
 - after I wear the uniform
- A. 1,2,4,3
B. 4,2,3,1
C. 3,1,4,2
D. 1,3,2,4

Read the text and choose the correct sentences (Translate in the answer sheet).

Ana and her sister, Clara, do different things on the weekend and Tania tells us how her weekend is:

"My sister and I are very different. On the weekend, I go out with my friends. I go to the movies, or I go to a concert. Clara doesn't go out at all. She stays home and watches videos. On Sunday, I don't sleep late. I get up at 7:30 A.M. Clara sleeps late. She gets up at 10:30 A.M."



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 EDUCACIÓN ABIERTA Y A DISTANCIA
 Personería Jurídica 3045 del 6 De Agosto de 1965
FINAL TEST-SEVENTH GRADE

9. Clara goes out every weekend.

- A. true
- B. false

10. Ana doesn't stay home.

- A. true
- B. false

Writing

11. Complete the survey. Check (✓) Yes or No. Then write about yourself using the chart information.

What do you do in your free time?	Yes	NO
1. Do you listen to music?		
2. Do you talk on the phone?		
3. Do you use the internet?		
4. Do you watch TV?		
5. Do you play video games?		

In my free time I _____



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EDUCACIÓN ABIERTA Y A DISTANCIA

Personería Jurídica 3645 del 6 De Agosto de 1965

FINAL TEST-SEVENTH GRADE


Oral Test

The following table is created in the notebook:

QUESTIONS	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4
What's your name?				
How old are you?				
What is your daily routine?				
What do you do at home?				
What do you do in your free time?				

The group is organized in two, one looking outside, the other one looking inside, the circle inside spins clockwise every 6 minutes; during this time the students asks questions mutually the five questions and write the answers in a table.

APPENDIX 3B. Marcela's Final Test



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EDUCACIÓN ABIERTA Y A DISTANCIA
Personería Jurídica 3645 del 8 De Agosto de 1988
FINAL TEST-SEVENTH GRADE

0 = 30 / 30 = 100%

STUDENT'S NAME: Angie Marcela Ramos Ibarra

DATE: 13/11/2015

7. What does he do?
 A. He pays attention in the class.
 B. He uses the internet in the class.
 C. He does a task in the class. 03
 D. He sleeps in the class.

Order the sentences (see the corresponding number). Choose the option with the appropriate sequence.

8. This is my routine:
 1. I get up and take a shower
 2. then, at about six o'clock I take the bus
 3. My day starts at five o'clock in the morning
 4. after I wear the uniform
 A. 1,2,4,3
 B. 4,2,3,1 03
 C. 3,1,4,2
 D. 1,3,2,4

Vocabulary

Match. Write the letters. 05

1. study <u>D</u>	A. the bus
2. do <u>E</u>	B. my grandmother
3. wait for <u>A</u>	C. in the neighborhood
4. walk <u>C</u>	D. Math
5. visit <u>B</u>	E. an English task


6. Write two words from the box in the correct column.

breakfast DVDs football home to bed
 fast food dinner basketball TV candies

eat	go	play	watch	buy
Breakfast	home	football	TV	Candies
Fast food	to bed	basketball	DVDs	fast food
Dinner				

Reading

Look at the action in the picture and choose the correct answer.



Tania and her sister, Martha, do different things on the weekend and Tania tells us how she spends her weekend.
 Tania y su hermana, Martha, hacen diferentes cosas en el fin de semana y Tania nos cuenta como es su fin de semana.
 "My sister and I are very different. On the weekend, I go out with my friends. I go to the movies, or I go to a concert. Clara doesn't go out at all. She stays home and watches videos."
 Mi hermana y yo somos muy diferentes. En el fin de semana, yo salgo con mis amigos. Yo voy a ver películas, o yo voy a conciertos. Clara no sale casi. Ella ~~esta~~ se queda en casa y mira videos.

On Sunday, I don't sleep late. I get up at 7:30 A.M. Martha sleeps late. She gets up at 10:30 A.M.
 Los domingos, yo no duermo hasta tarde yo levanto a las 7:30 am. Martha duerme hasta tarde. Ella se levanta a las 10



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 PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA
 EDUCACIÓN ABIERTA Y A DISTANCIA
Personería Jurídica 3045 del 6 De Agosto de 1965
FINAL TEST-SEVENTH GRADE

9. Clara goes out every weekend.

- A. true
- B. false 0.3

10. Ana doesn't stay home.

- A. true 0.3
- B. false

Writing

11. Complete the survey. Check (✓) Yes or No. Then write about yourself using the chart information.

What do you do in your free time?	Yes	NO
1. Do you listen to music?	✓	
2. Do you talk on the phone?	✓	
3. Do you use the Internet?	✓	
4. Do you watch TV?	✓	
5. Do you play video games?	✓	

10.3/10.5
10

In my free time I Listen to music, I talk on the phone, I use the internet, I sometimes play Video games, I watch TV.
 I wake up at 4:45 A.M, I get up at 5:00 am, I ~~get dressed~~
~~at 5:00 am~~ take a shower at 5:05 am, I get dressed
 at 5:25 am, I have breakfast at 5:40 a.m, I brush
 my teeth at 5:50 am, I comb my hair at 5:55 am,
 I go to school at 6:00 am, I finish class at 12:30 m,
 I go home at 12:45 pm, I have lunch at 1:10 pm, I
 brush my teeth at 1:30 pm, I watch tv at 1:45 pm,
 I do homework at 3:pm, I go out with my friends at
 4:00 pm, I go home at 7:00 pm, I have dinner at 7:30
 pm, I brush my teeth at 8:pm, I go to bed and
 watch tv at 8:30 pm, And I sleep everyday at 10:pm.

APPENDIX 3C. Results Final Test

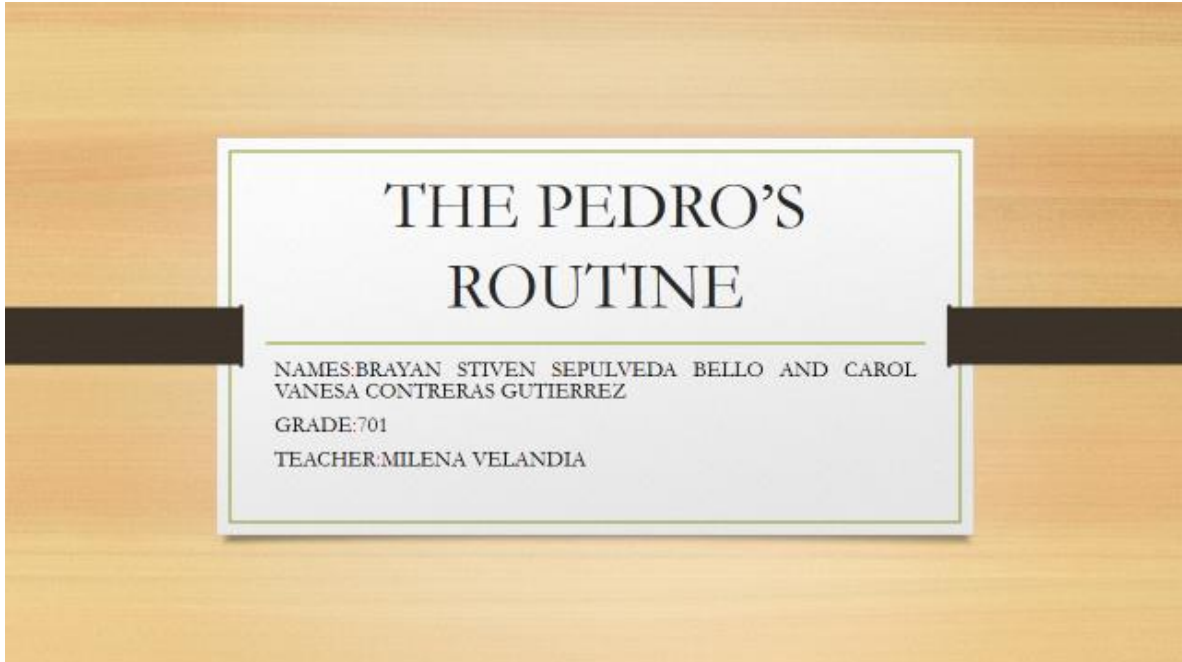
Grammar diagnostic: Vocabulary and Reading through 10 questions (Q.) of multiple selection.
Each question with a value of 0.3.

STUDENTS	GRAMMAR FINAL DIAGNOSTIC TEST									
	Q. 1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10
Tatiana Barrera	0.3	0.0	0.3	0.3	0.3	0.3	0.3	0.0	0.3	0.3
Laura Arevalo	0.1	0.3	0.1	0.1	0.3	0.3	0.0	0.3	0.3	0.3
Dayanna Montalvo	0.3	0.3	0.0	0.0	0.0	0.2	0.3	0.3	0.0	0.0
Sergio Castro	0.3	0.0	0.1	0.1	0.3	0.3	0.0	0.3	0.3	0.3
Sebastian Vasquez	0.3	0.3	0.2	0.3	0.3	0.2	0.3	0.3	0.3	0.0
Miguel Contreras	0.3	0.3	0.0	0.0	0.0	0.0	0.3	0.3	0.0	0.0
Brayan Sepulveda	0.0	0.3	0.3	0.3	0.3	0.3	0.0	0.3	0.3	0.3
Carol Contreras	0.3	0.3	0.3	0.3	0.3	0.2	0.0	0.3	0.3	0.0
Juanita Prieto	0.3	0.0	0.3	0.3	0.3	0.3	0.0	0.3	0.3	0.3
Jhon Ortiz	0.0	0.0	0.1	0.1	0.1	0.2	0.3	0.3	0.3	0.3
Karen Aguiar	0.3	0.3	0.1	0.0	0.0	0.3	0.3	0.3	0.3	0.3
Angie Hernandez	0.3	0.0	0.3	0.3	0.3	0.3	0.0	0.3	0.3	0.3
Mayerly Parra	0.3	0.3	0.3	0.3	0.3	0.3	0.0	0.3	0.3	0.3
Jhonathan Cabanzo	0.3	0.3	0.1	0.0	0.0	0.2	0.3	0.3	0.3	0.0
Marcela Ramos	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Andres Bello	0.3	0.0	0.3	0.3	0.2	0.3	0.0	0.3	0.3	0.3

Writing and Speaking diagnostic writing composition with a value of 10 and oral survey with a value of 10. Final diagnostic value of Quantitative and Qualitative form.

WRITING AND SPEAKING FINAL DIAGNOSTIC TEST				QUANTITATIVE VALUE	QUALITATIVE VALUE	
STUDENTS	WRITING COMPOSITION (10)		ORAL SURVEY (10)			
Tatiana Barrera		0.8	8	Improved considerably his/her communicative skill, some pronunciation errors.	40	HIGH
Laura Arevalo		0.9	5	There is confusion between simple present and present continuous.	35	BASIC
Dayanna Montalvo		0.4	4	The emitted message is not clear.	22	LOW
Sergio Castro		10	5	Forgets to use the subject in almost all interventions.	35	BASIC
Sebastian Vasquez		0.1	4	There is confusion between simple present and present continuous.	30	BASIC
Miguel Contreras		0.1	4	There is confusion between simple present and present continuous.	17	LOW
Brayan Sepulveda		10	8	Improved considerably his/her communicative skill, some pronunciation errors.	42	HIGH
Carol Contreras		0.2	5	Still forgets to use the verb in third person correctly.	30	BASIC
Juanita Prieto		10	8	Still forgets to use the verb in third person correctly.	42	HIGH
Jhon Ortiz		0.2	4	The emitted message is not clear.	23	LOW
Karen Aguiar		0.2	8	Improved considerably his/her communicative skill, some pronunciation errors.	32	BASIC
Angie Hernandez		0.9	8	Improved considerably his/her communicative skill, some pronunciation errors.	41	HIGH
Mayerly Parra		10	6	Forgets to use the subject in almost all interventions.	43	HIGH
Jhonathan Cabanzo		0.0	5	The emitted message is not clear.	23	LOW
Marcela Ramos		10	10	Improved considerably his/her communicative skill, some pronunciation errors.	50	SUPERIOR
Andres Bello		0.2	5	Still forgets to use the verb in third person correctly.	30	BASIC

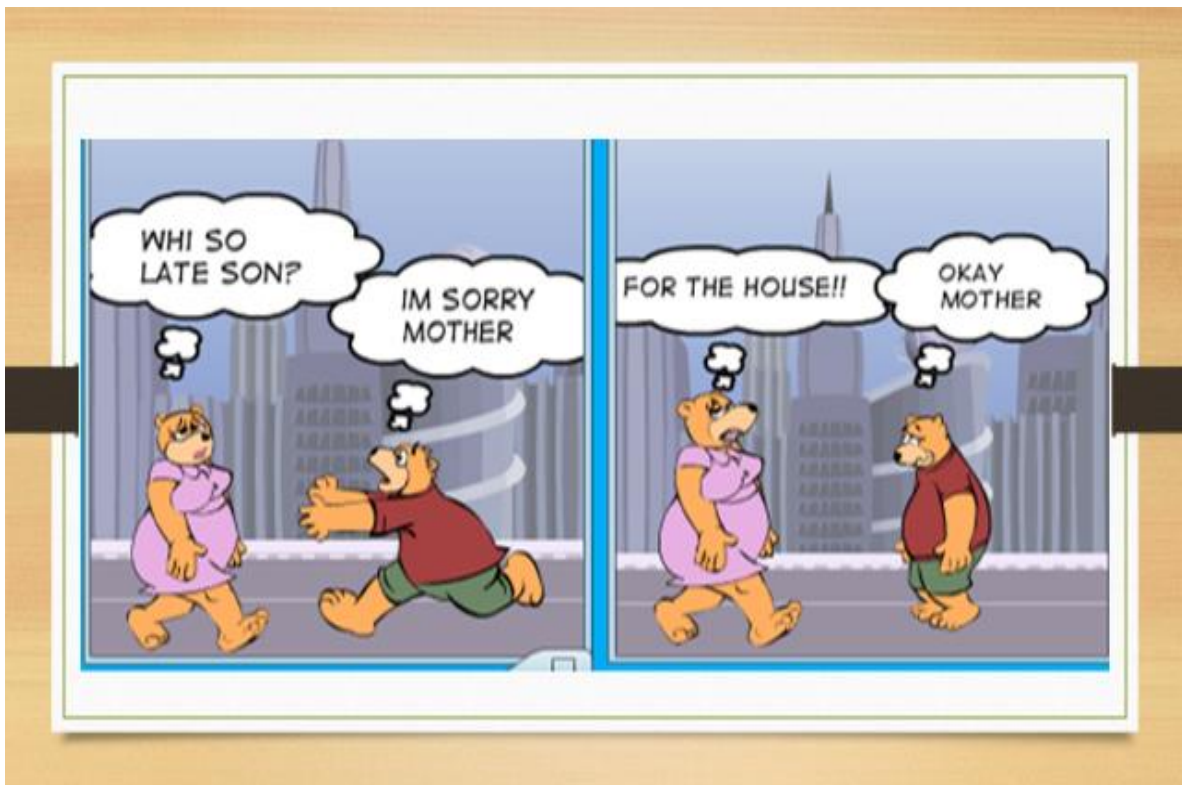
APPENDIX 4A. Comic “The Pedro’s Routine”













APPENDIX 4B. "A NEW DAY"

A NEW DAY

PRESENTED BY:
 JUAN SEBASTIAN VASQUEZ RAMIREZ
 MIGUEL STIVEN CONTRERAS HERNANDEZ

GRADE:
 701

I.E.D. PABLO HERRERA





APPENDIX 4C. "A NEW FRIEND"

A NEW FRIEND

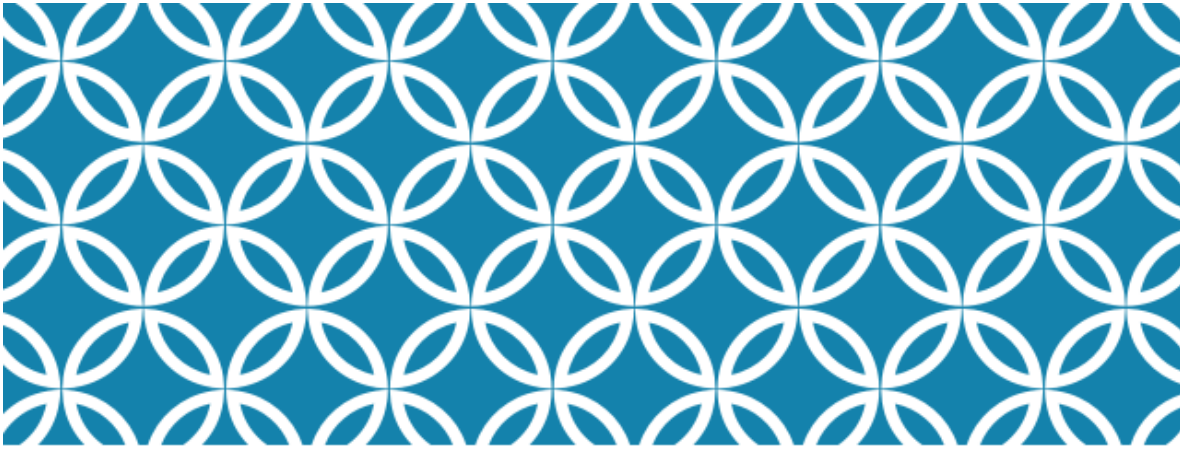
KAREN MILENA AGUIAR QUIROGA
JULIAN ANDRES BELLO TORRES
INSTITUCION EDUCATIVA DEPARTAMENTAL PABLO HERRERA
701
2015





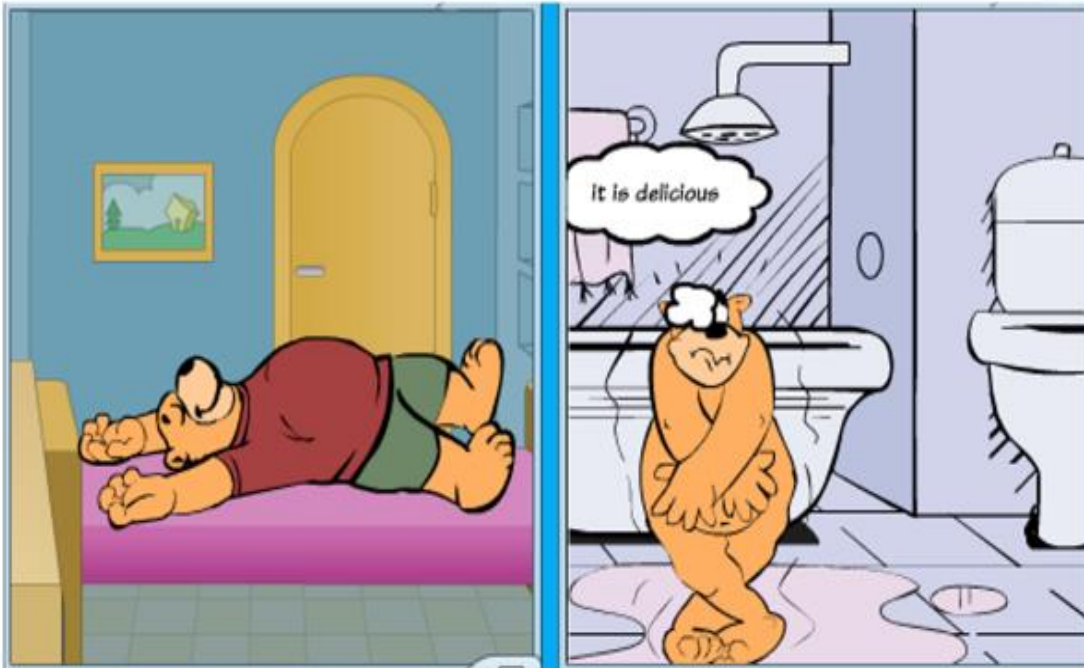


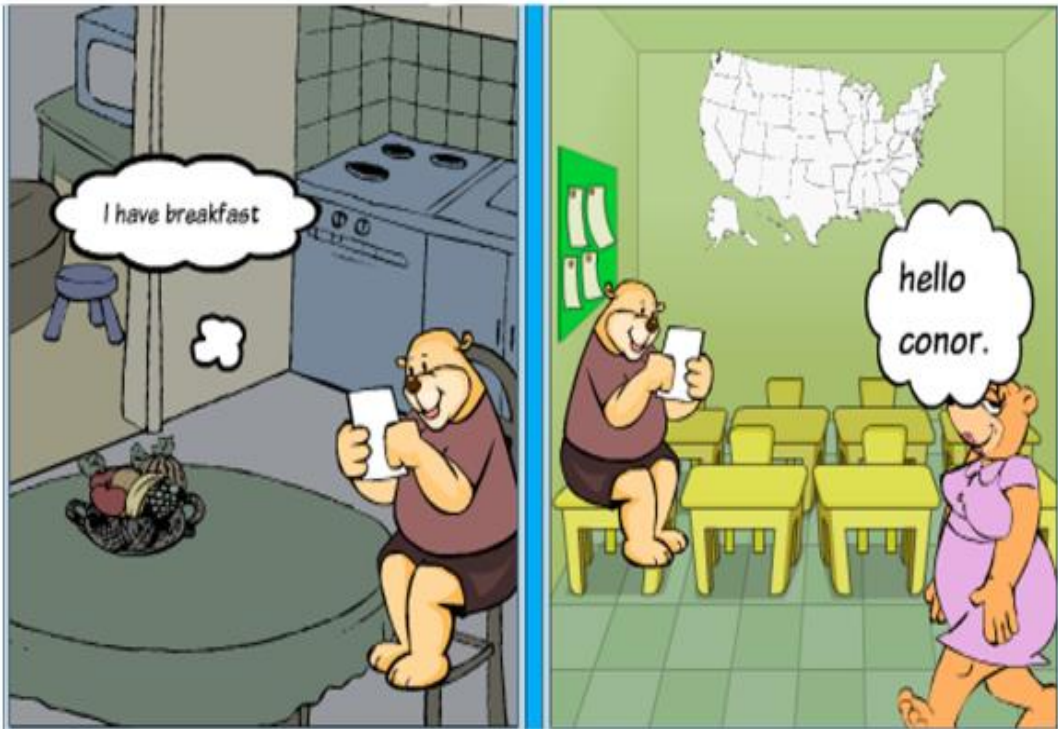
APPENDIX 4D. "My friend and I"



MY FRIEND MARCELA AND I

NAMES:
LAURA MARCELA AREVALO
SERGIO ESTIVEN CASTRO
GRADE:701











APPENDIX 4E. " Good Play"

GOOD PLAY

PRESENT BY:
JHON ORTIZ
JUANA PRIETO
GRADE :
701
I.E.D. PABLO HERRERA





APPENDIX 4F.” The travel of Megan”

THE TRAVEL OF MEGAN

PRESENT BY:

MAYERLY JIMENEZ

ANGIE HERNANDEZ

GRADE:

701

I.E.D. PABLO HERRERA





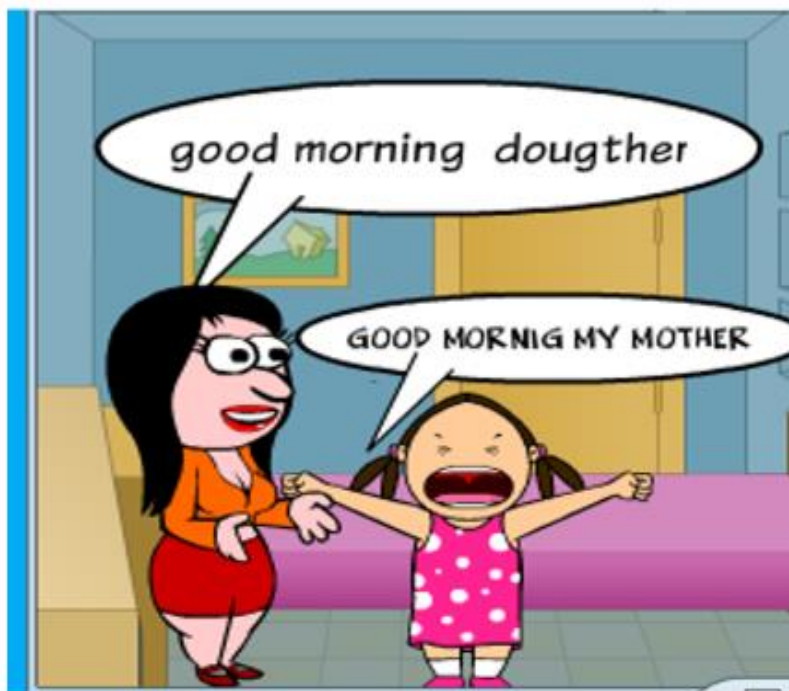


APPENDIX 4G. "The wonderful vacations"

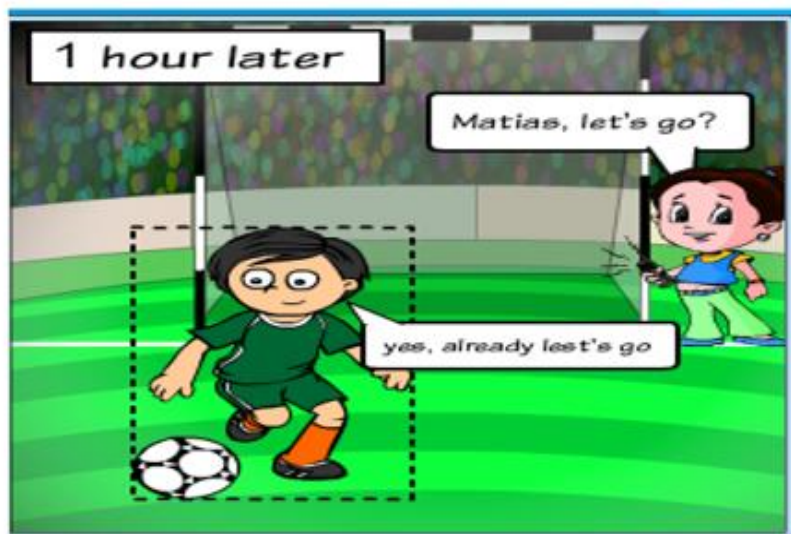
THE WONDERFUL VACATIONS

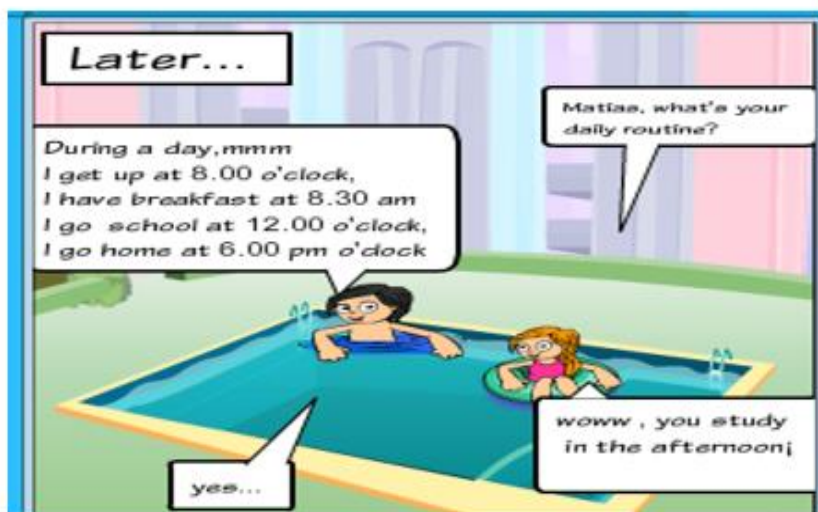
Names: Dayana Paola
Montalvo Sarmiento and
Tatiana Valentina Barrera
Molano

Grade: 701





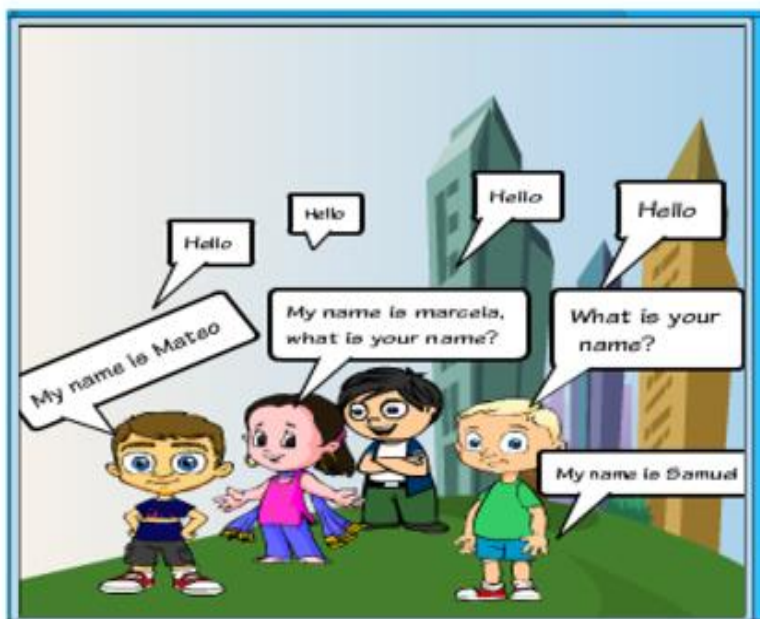
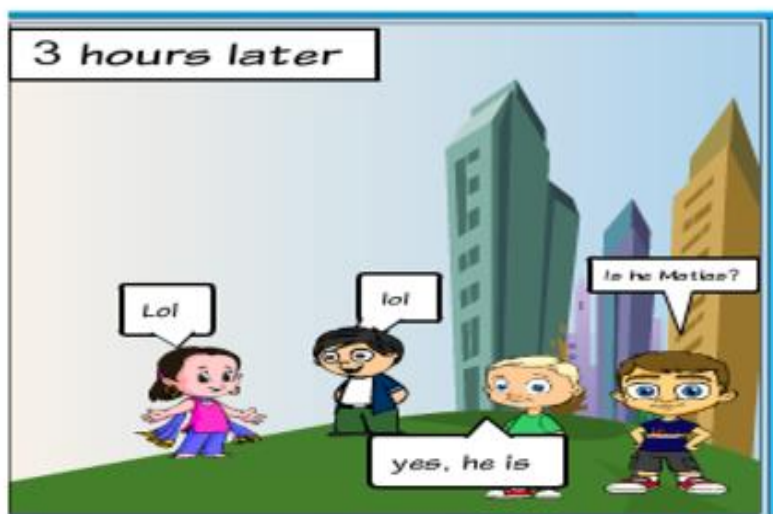




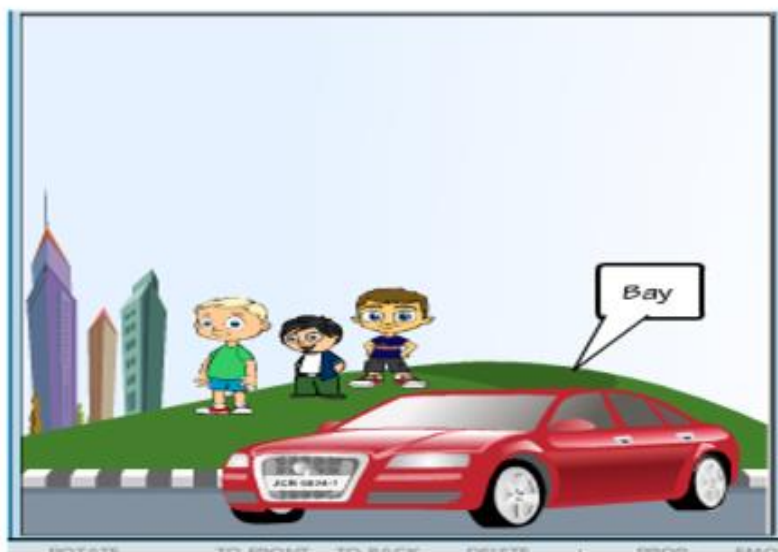










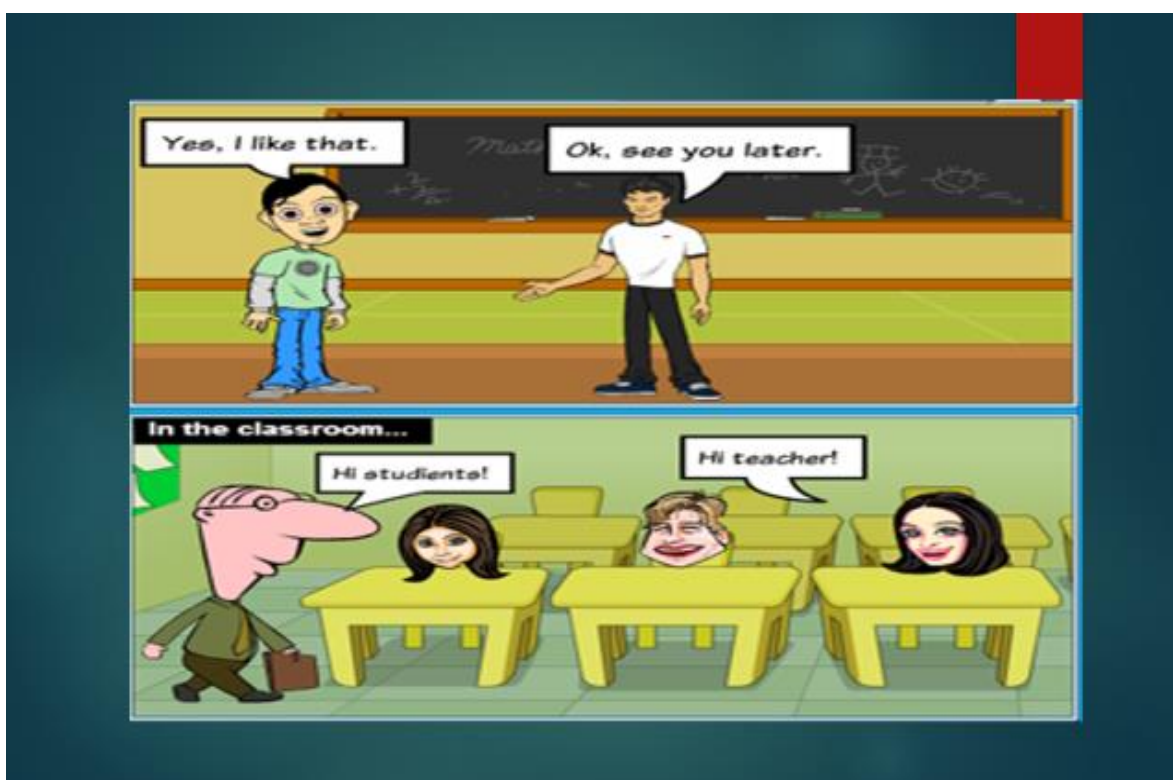


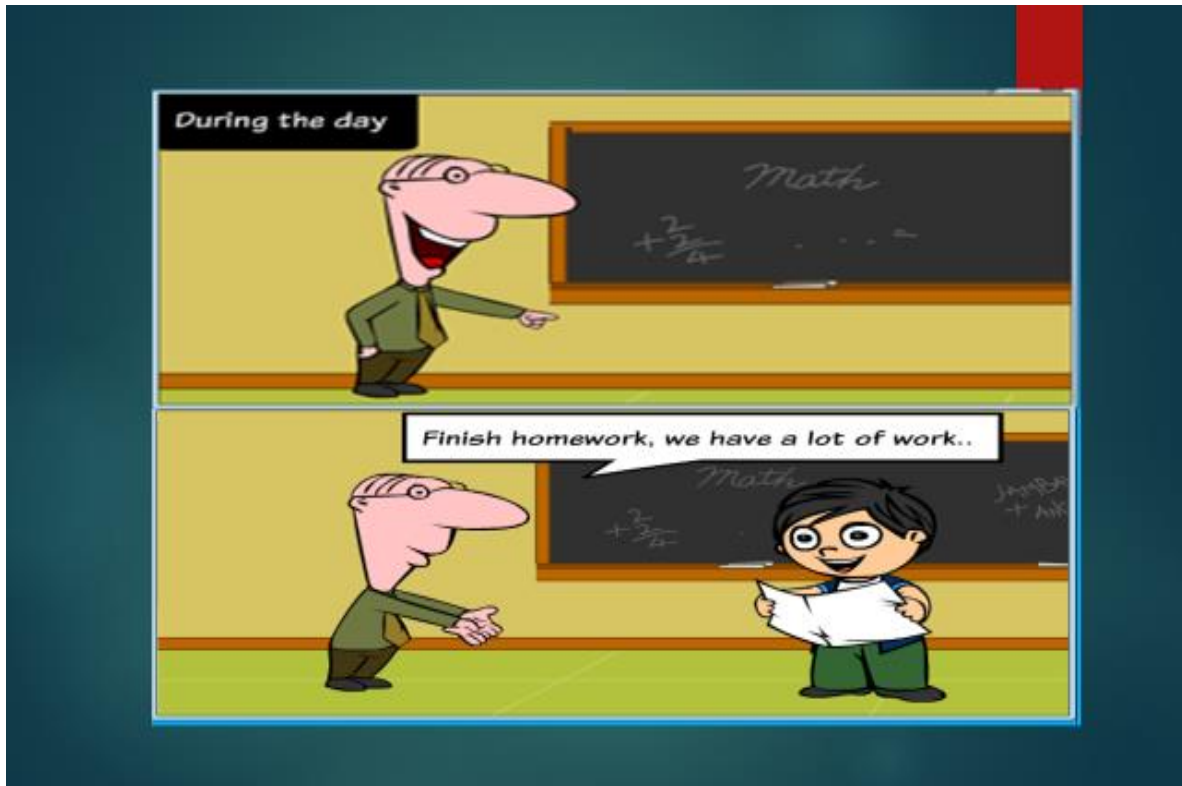
APPENDIX 4H. "A victorious day"

A VICTORIOUS DAY

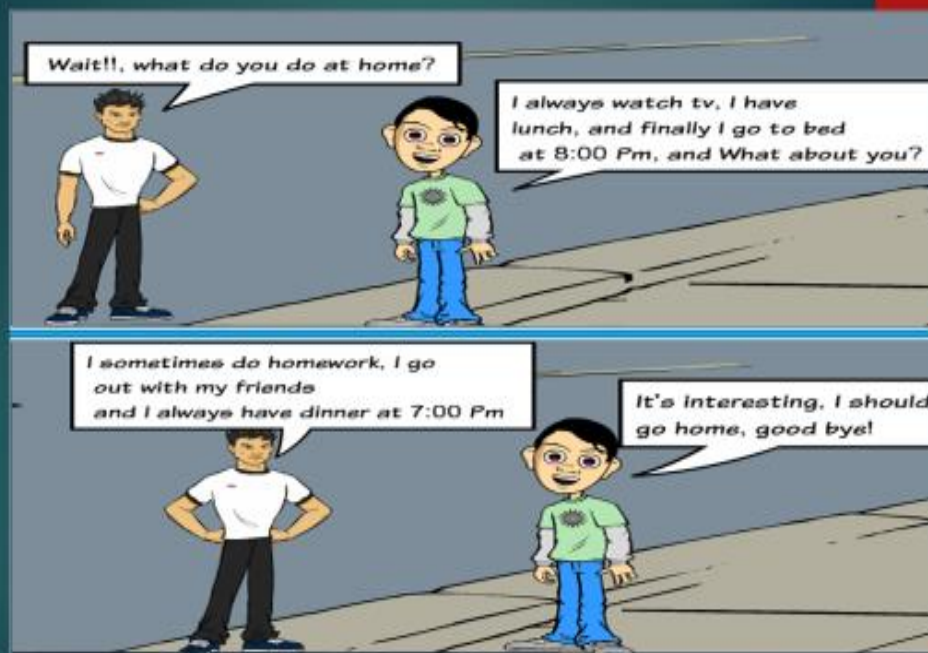
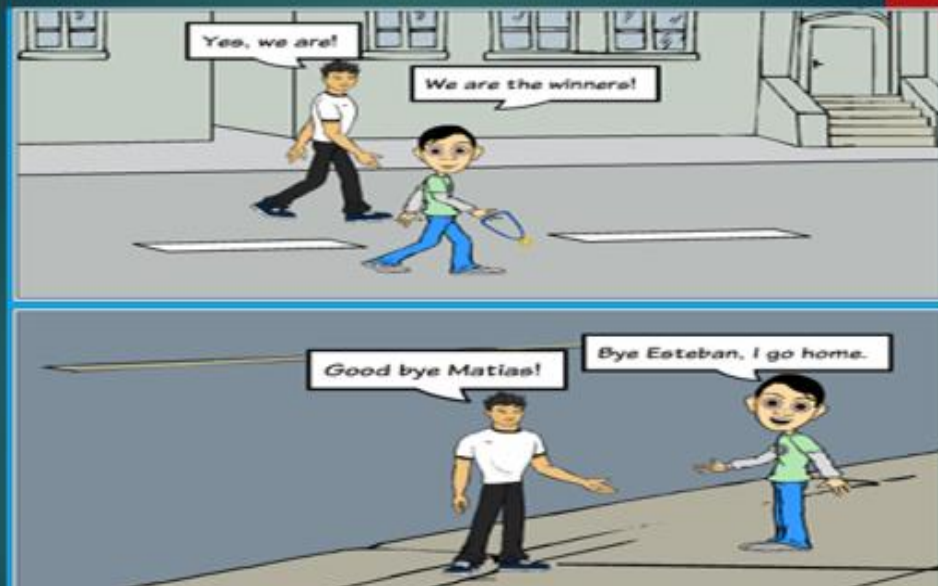
ANGIE MARCELA RAMOS IBÁÑEZ
JHONATAN DAVID CABANZO RAMÍREZ
INSTITUCIÓN EDUCATIVA DEPARTAMENTAL PABLO HERRERA
701
2015













APPENDIX 5A. Interview

- 1. Did you find difficult to work a comic? , Why?**
- 2. Do you feel that practicing multiple activities (competitions, writing exercises, videos, ...) helped you design a comic?**
- 3. Do you think you have improved your English level through the use of those activities? , Why?**
- 4. Did you have the opportunity of sharing your ideas with a partner designing a comic through the use of a ToonDoo? Did you enjoyed? Why?**
- 5. Would you recommend creating a comic in ToonDoo to any other student or teacher? Why?**
- 6. Would you make use of comics for any other contents? Which?**
- 7. Would you design comics in ToonDoo in your free time? Why?**
- 8. What kind of activitiy did you enjoy?**
- 9. How was your interantion with other classmates?**
- 10. What do you prefer, working individually or with a partner?**
- 11. What did you learn during the classes?**
- 12. How do you feel when you are co-evaluated and when you co-evauate other parthers?**

APPENDIX 5B. Interview Example

Interviewer: Question # 1. How do you feel when you co-evaluate and co-evaluate other class mates?

Andres: Cuando yo evalué,, me sentí mal porque tal vez podria decir algo que iba hacer sentir mal a mi compañero, cuando ellos me evaluaron sentí curiosidad por saber que dirian de mi.

Tatiana: Yo..., cuando evalué a otros me senti bien porque tuve la oportunidad de exresar lo que pensaba sobre las presentaciones de mis compañeros, y cuando ellos me evaluaron me sentí normal.

Karen: Cuando co-evalué me sentí bien...pues un poco extraña porque no sabía como mis compañeros de clase se sentirian con la nota que yo les daba. Y cuando me evaluaron sentí un poco de nervios.

Juan Sebastian: Cuando evalué pue yo pude...yo me senti extraño porque no sabía si daría una mala nota a mis comañeros de clase.

Jhonatan: Pues...cuando me evaluaron me sentí bien porque fue nuna nota basada en el trabajo que había hecho y cuando evalué me sentí mal porque depronto no podría dar una nota que no le gustara a mis compañeros de clase,

Jhon: Cuando evalué me sentí mal porque no sabia cómo reaccionaria mi compañero de clase sobre lo que diría de el o ella y cuando fuí evaluado me sentí bien porque sabía lo que mi compañero de clase pensaba sobre mi trabajo.

Juanita: Cuando evalué me sentí mal porque no sabía que nota poner y porque no sabía algunas cosas y cuando me evaluaron me sentí extraña, con nervios.

Miguel: Cuando evalué a otro compañero me sentí mal porque no sabía que nota darle y cuando me evaluaron me sentí relajado porque ellos decían la verdad en la nota.

Carol: Cuando evalué me sentí bien con la satisfacción de dar una nota que ellos merecían y cuando fui evaluada sentí nervios.

Dayana: Pues...me senti bien porque sentia que que estaba en lo correcto al elegir una nota para la otra persona y cuando ellos me evaluaron algunas veces sentí nervios de que algo de mi trabajo estuviera mal.

APPENDIX 6A. Journal Example – Lesson 1

LESSON 1. DAILY ROUTINE

DATE: March 16th of 2015

The students were very expectant to the work to be done. When performing the mimicry, I realized that the students get the idea but they express themselves in Spanish and they do not try to use English. For this reason, I asked them to use the words in English they knew, so they ended up mixing English with Spanish. The students who tried the hardest were Karen Aguiar and Tatiana Barrera. At the end, the students explored the topic.

At the moment of creating the mental map, the students found looked even more shy; the students demonstrated fear due to the pronunciation, and some students started to use the dictionary to be able to participate; however, not all the students did it since generally the students do not take their dictionary to class. This can make the process more difficult because this resource will be used greatly. The map was done but in a shorter time compared to the planned scheduled as it is necessary to expedite the process little by little.

When organizing the daily routines, the students erred several times as they found compound verbs and this confused them a little. Tatiana and Karen Aguiar kept being more proficient.

The second part of the class was made with the help of exercises in the internet. This grabbed the students' attention significantly as they manifest that they barely have the opportunity to work in computer due to the internet service failures. As far as the solution to the exercises of the drawings, these were solved in less time, with greater efficiency and pleasantness. The audio exercises were the most difficult ones as these types of exercise are worked few times.

As far as the individual exercise, it was more difficult for the student. They talked to their mates next to them looking for help. Certainly, the job was better done when done in groups that at individual levels. In this work, Marcela Ramos was outstanding.

During socialization, the students manifested that they felt they worked better in groups because what one student did not know, the other one would solve it. In this way, they liked to solve the puzzles in pairs and later to work the puzzles created by other groups. At the end of the class, the students had already mastered some routines, but the most difficult ones were: have breakfast/dinner/lunch and brush my teeth.

APPENDIX 6B. Journal Example – Lesson 8

LESSON PLAN 8. THE COMIC

DATE September 23rd of 2015

To take advantage of maximum time inside the informática room, the assigning of computers to each pair was made for a total of 8 computers. The students were informed that during the process of the design, they should save the changes in their assigned computer and the same computer respectively. Each pair opened an account in Gmail; some students did not know how to do it, but these students were helped by their corresponding couple, which expedited the work.

Then, step by step, each pair registered in ToonDoo. The couple had to provide a user name, a password as well as the e-mail address just created in Gmail. Moreover, to be safe, the students were told to copy these credentials in their notebooks individually in case their couples would miss class.

Some difficulties were presented with registering in ToonDoo due to the Internet's low speed. Some passwords were also determined by the program to be too unsafe; for this reason, the docent went by each group to assist the pairs. Each couple was given the chance to explore the tool freely, to test it, to make small designs and to finally design the characters of their comics to be created. The students had the chance of make negotiation of meaning to be able to choose the spaces of the comic's development.

Some students would not come to an agreement at all; for example, the couple composed of Karol and Brayan had issues. Brayan would say one something and Karol would not like it, and she would lose patience very rapidly, she would get upset. Likewise, the couple composed of Mayerly and Angie would present conflicts of power, one would take over the computer and then the other one would take it from the other without coming to an agreement, they would almost not communicate.

Other groups would try to come to an agreement but it was very difficult due to the fact that such couples had not worked together before.

By the end of the class, the students manifested pleasantness and interest for the tool. They asked when they could go back to the informática room to use ToonDoo. The students also were given a chance to explain some of the applications of ToonDoo, they also asked: Where do I save the designed character? How do I insert an image? Can anyone see my comics in the internet? If another student from another class wants to modify my work, are they able to do it? In other words, how secure is it?

APPENDIX 7A. Hetero – evaluation Rubric

Rubric for the comic

CATEGORY	SUPERIOR	HIGH	BASIC	LOW
VOCABULARY	Uses through dialogs all the vocabulary worked on the Didactic Unit.	Uses through dialogs the majority of the vocabulary worked on the Didactic Unit.	Uses through dialogs part of the vocabulary worked on the Didactic Unit.	It is difficult for the student to represent through dialogs the vocabulary worked on the Didactic Unit.
COMUNICATIVE COMPETENCE	Expresses with clarity the activities done in a regular day through the comic designed in ToonDoo.	Expresses activities done in a regular day through the comic designed in ToonDoo.	Expresses with some difficulty the activities done in a regular day through the comic designed in ToonDoo.	It is difficult for the student to express with clarity the activities done in a regular day through the comic designed in ToonDoo.
COLLABORATIVE WORK	Shares the work responsibility from his/her inputs through negotiation of meaning.	Shares in the majority of the cases the work responsibility from his/her inputs through negotiation of meaning.	Shares with difficulty the work responsibility from his/her inputs through negotiation of meaning.	Does not share the work responsibility from his/her inputs through negotiation of meaning.
ASSESSMENT	Provides a critical and personal reflection about the work of others and his/hers.	Frequently provides a critical and personal reflection about the work of others and his/hers.	Sometimes provides a critical and personal reflection about the work of others and his/hers.	In few occasions provides a critical and personal reflection about the work of others and his/hers.

APPENDIX 7B. Self – evaluation rubric

CATEGORY	CRITERIA	POINTS	QUANTITATIVE VALUE	QUALITATIVE VALUE (Superior, High, Basic, Low)
PRESENTATION	The work shows order, creativity and appropriate material.	1- 10		
VOCABULARY	Uses the vocabulary worked on the lesson.	1- 20		
COMMUNICATIVE COMPETENCE	Expresses with clarity the ideas.	1- 20		
	TOTAL			

APPENDIX 7C. Hetero- evaluation and Self- evaluation Results

The valuation of the collaborative work was made during the observation of the entire process, and it is registered in the journal, it should be supported by the accomplishment of the comic.

The valuation of the assessment was made based on the self-evaluation from the following criteria: Vocabulary (3 points), Communicative competence (4 points) and Presentation (3 points)

COMIC	VOCABULARY 1-15	COMMUNICATIVE COMPETENCE 1-15	COLLABORATIVE WORK 1-10	ASSESSMENT (SELF-EVALUATION) 1-10	TOTAL QUANTITATIVE VALUE	QUALITATIVE VALUE (Superior, High, Basic, Low)
A VICTORIOUS DAY	14	14	10	10	48	SUPERIOR
THE TRAVEL OF MEGAN	6	6	9	8	29	LOW
THE WONDERFUL VACATIONS	11	13	9	7	40	BASIC
A NEW FRIEND	8	7	8	7	29	LOW
THE PEDRO'S ROUTINE	11	13	9	8	41	HIGH
MY FRIEND MARCELA AND I	11	13	10	8	42	HIGH
GOOD PLAY	6	9	5	7	27	LOW
A NEW DAY	2	3	3	6	24	LOW

APPENDIX 7D. Co – evaluation rubric

CATEGORY	CRITERIA	POINTS	QUANTITATIVE VALUE	QUALITATIVE VALUE (Superior, High, Basic, Low)
PRESENTATION	The work shows order, creativity and appropriate material.	2- 10		
VOCABULARY	Uses the vocabulary worked on the lesson.	2- 20		
COMMUNICATIVE COMPETENCE	Expresses with clarity the ideas.	2- 20		
	TOTAL			

APPENDIX 7E. Co- evaluation Rubric results


For the recording of the data obtained in the co-evaluation of the groups, the following table where each group co-evaluated the other seven groups was used, and at the end a quantitative score was assigned with its respective qualitative equivalence. Co-evaluator groups and y co-evaluated groups.

Presentation with a value of 1-10, Vocabulary with a value of 1-20 and Communicative Competence with a value of 1-20.

GROUP 1:	A VICTORIOUS DAY	MARCELA RAMOS Y JHONATAN CABANZO
GROUP 2:	THE TRAVEL OF MEGAN	ANGIE HERNANDEZ Y MAYERLY PARRA JIMENEZ
GROUP 3:	THE WONDERFUL VACATIONS	TATIANA BARRERA Y DAYANNA MONTALVO
GROUP 4:	A NEW FRIEND	KAREN AGUAI R Y ANDRES BELLO
GROUP 5:	THE PEDRO'S ROUTINE	BRAYAN SEPULVEDA Y KAROL CONTRERAS
GROUP 6:	MY FRIEND MARCELA AND I	LAURA AREVALO Y SERGIO CASTRO
GROUP 7:	GOOD PLAY	JUANITA PRIETO Y JHON ORTIZ
GROUP 8:	A NEW DAY	MIGUEL CONTRERAS Y JUAN SEBASTIAN VASQUEZ

	CO-EVALUATOR GROUP																								QUANTITATIVE VALUE	QUALITATIVE VALUE			
	PRESENTATION (1-10)									VOCABULARY (1-20)									COMMUNICATIVE COMPETENCE (1-20)										
COMIC	1	2	3	4	5	6	7	8	TOTAL	1	2	3	4	5	6	7	8	TOTAL	1	2	3	4	5	6	7	8	TOTAL		
A VICTORIOUS DAY		8	1	9	1	8	1	1	8		1	1	1	2	1	2	2	1		1	2	1	1	1	1	2	1	43	HIGH
			0		0		0	0		7	6	8	0	6	0	0	8		5	0	4	7	8	9	0	7			
THE TRAVEL OF MEGAN	8		8	1	1	7	1	1	9	1		2	1	2	1	1	1	1	1	1	1	1	1	1	2	2	1	45	HIGH
				0	0		0	0	0		0	8	0	7	8	8	7	9	5	5	4	4	7	0	0	9			
THE WONDERFUL VACATIONS	9	9		8	1	8	8	8	9	1	1		1	1	1	2	2	1	2	1		1	1	1	1	2	1	44	HIGH
					0				7	5		5	8	5	0	0	7	0	9		9	6	8	0	0	8			
A NEW FRIEND	9	9	1		1	7	1	8	9	1	1	1		1	1	1	1	1	1	1	1		1	1	1	1	1	39	BASIC
			0		0		0		8	8	5		2	6	5	6	6	5	2	5		4	2	5	5	4			
THE PEDRO'S ROUTINE	7	1	1	1		7	1	9	9	1	1	1	1		1	1	1	1	2	1	1	1		1	1	1	1	39	BASIC
		0	0	0			0		6	3	9	9		4	3	4	5	0	0	5	0		3	9	6	5			
MY FRIEND MARCELA AND I	8	1	1	1	8		9	9	9	1	1	1	1	1		1	1	1	1	1	1	1	1		1	1	1	39	BASIC
		0	0	0					0	8	8	8	4		4	4	5	3	3	5	5	3		9	8	5			
GOOD PLAY	5	7	1	1	5	8		5	7	6	1	1	1	1	1		1	1	9	5	1	1	9	1		1	1	30	BASIC
			0	0						4	0	0	5	6		2	2			3	3		8		0	1			
A NEW DAY	3	5	5	5	4	7	5		5	2	1	1	7	8	1	1		1	5	5	5	5	7	1	5		8	30	BASIC
									1	7			8	7		1						5							

APPENDIX 8. Authorization by Parents


UNIVERSIDAD SANTO TOMÁS
 PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA

Reconocimiento Institucional, Bogotá, Medellín y Pereira y alrededores • Acreditación Institucional Bucaramanga, Medellín, Toluca y Villavicencio

**FORMATO – CESIÓN DE DERECHOS-
 SERIE AUDIOVISUAL: AUTORIZACIÓN DE USO DE DERECHOS**

Yo, Diana Ximena Holano Barreto, mayor de edad identificado (a) con cédula de ciudadanía. No. 39804078 de Cajica, en uso de mis plenas facultades autorizo a las entidades ejecutoras, para que, derivado del registro audiovisual, realizado para _____, utilice información de mi hijo(a) en cuanto a:

SÍ NO <input checked="" type="checkbox"/> <input type="checkbox"/> Nombre	SÍ NO <input checked="" type="checkbox"/> <input type="checkbox"/> Imagen	SÍ NO <input checked="" type="checkbox"/> <input type="checkbox"/> Frases	SÍ NO <input checked="" type="checkbox"/> <input type="checkbox"/> Declaraciones testimoniales
SÍ NO <input checked="" type="checkbox"/> <input type="checkbox"/> Imágenes de archivo audiovisual	SÍ NO <input checked="" type="checkbox"/> <input type="checkbox"/> Derechos de autor	SÍ NO <input checked="" type="checkbox"/> <input type="checkbox"/> Fotografías	

Descripción: éste con el fin de adelantar una investigación relacionada con el aprendizaje en lengua extranjera, para los exclusivos efectos de emitir, publicar, divulgar y promocionar en cualquier lugar del mundo, el registro audiovisual arriba descrito, en la serie audiovisual, el uso de los registros audiovisuales podrá realizarse mediante la divulgación a través de su reproducción, tanto en medios impresos como electrónicos, así como su comunicación, emisión y divulgación pública, a través de los medios existentes, o por inventarse, incluidos aquellos de acceso remoto, conocidos como internet, para los fines de promoción cultural y académica de las entidades ejecutoras. Asimismo, manifiesto que he sido informado (a) previamente del uso que se dará a dicho material y que esta autorización la otorgo con carácter gratuito, por lo que entiendo que no recibiré ningún tipo de compensación, bonificación o pago de ninguna naturaleza. Reconozco además que no existe ninguna expectativa sobre los eventuales efectos económicos de la divulgación que puedan realizar las entidades ejecutoras del proyecto.

Declaro que conozco que los propósitos de las entidades ejecutoras referentes a promocionar valores educativos y culturales, hecho por el cual en las emisiones, no habrá uso indebido del material autorizado, ni distinto al educativo y cultural descrito.

Atentamente,

Diana Ximena Holano Barreto
 Nombre completo acudiente
 C.C. 39804078 de Cajica

Acudiente de Tatiana Valentina Barrera Holano Edad: 13 años
 C.O. o REGISTRO CIVIL: 1003526634
 Fecha: 23-02-2015

APPENDIX 9. LESSON PLANS

LESSON PLAN 1. ACTION VERBS FOR DESCRIBING DAILY ACTIVITIES		
DATE	March 16th of 2015	
TERMINAL OBJECTIVE	By the end of the lesson students will be able to identify, in a collaborative work, daily routines by using simple present tense through activities to organize in written form and with the internet.	
GRAMMATICAL CONTEX	Personal pronouns: I, you, he, she, they. -Demonstrative pronouns: This/That. What's this/that?	
LEXICAL CONTENT	Daily activities: wake up, get up, take a shower, brush my teeth, get dressed, have breakfast, have dinner, have lunch, go to work, go to school, do homework, start studying at..., finish studying at..., arrive home, go home, take a rest, watch TV, go to bed.	
STAGES	ACTIVITIES	RESOURCES
OPENING	<ul style="list-style-type: none"> • Diagnostic Test. • The professor mimics about daily routines so that the students are able to discover the topic. • The students elaborate, in a general form, a mental map about daily routines, each student offers routines and the professor elaborates the map on the board. 	Board Markers
DEVELOPMENT	<ul style="list-style-type: none"> • The docent writes a list of routines scrambled, the students must organize the list based on the day time in their own notebook and individually. • In partners, the students listen and match the words and practice. Write the best word to fill the gaps:http://learnenglishteens.britishcouncil.org/grammar-vocabulary/vocabulary-exercises/daily-routine • Individually, the each student reads the activities and put them in the order of a normal day:http://learnenglishteens.britishcouncil.org/grammar-vocabulary/vocabulary-exercises/daily-routine 	Computers
CLOSING AND EVALUATION	<ul style="list-style-type: none"> • Socialize the two words realized through the internet page. • Organize partners to design a puzzle with the daily routines. • The students change the puzzles between partners to answer the puzzles. 	Computers Papers Pencil

LESSON PLAN 2. ACTION VERBS FOR DESCRIBING DAILY ACTIVITIES		
DATE	March 25th of 2015	
TERMINAL OBJECTIVE	By the end of the lesson students will be able to describe, in a collaborative work, daily routines by using simple present tense through the elaboration of a friso.	
GRAMMATICAL CONTEX	Personal pronouns: I, you, he, she, they. -Demonstrative pronouns: This/That. What's this/that?	
LEXICAL CONTENT	Daily activities: wake up, get up, take a shower, brush my teeth, get dressed, have breakfast, have dinner, have lunch, go to work, go to school, do homework, start studying at..., finish studying at..., arrive home, go home, take a rest, watch TV, go to bed.	
STAGES	ACTIVITIES	RESOURCES
OPENING	<ul style="list-style-type: none"> The professor asks the students to play hang man to discover the frequency adverbs through spelling. The teacher gives papers to each student with the frequency adverbs and with the respective percentage, the students ask students the following question: How often do you watch TV? How often do you have breakfast with eggs and coffee? How often do you get up at 5:00 a.m.? 	Board Papers
DEVELOPMENT	<ul style="list-style-type: none"> Copy on the notebook the list of Times and Frequency adverbs. The students make a Reading Comprehension in http://www.englishexercises.org/makeagame/viewgame.asp?id=6234 The students write their daily routine using frequency adverbs, Ex: I sometimes get up at 8:00 a.m. The students begin to make a friso with the daily routine, en pasteboard. 	Computers Internet Pasteboard Markers Magazines Ruler Colors
CLOSING AND EVALUATION	<ul style="list-style-type: none"> Oral Exposición about the first part of the work. Co-evaluation by pairs. 	cartulina

LESSON PLAN 3. D ACTION VERBS FOR DESCRIBING DAILY ACTIVITIES AILY ROUTINE AND ACTIVITIES AT HOME		
DATE	April 8th of 2015	
TERMINAL OBJECTIVE	By the end of the lesson students will be able to give information about activities at home and daily routines by using the simple present through the exposition of a friso.	
GRAMMATICAL CONTEX	<ul style="list-style-type: none"> -Personal pronouns: I, you, he, she, they. -Demonstrative pronouns: This/That. What's this/that? -Adverbs of frequency: always, usually, often, sometimes, seldom, never. -Places in the neighborhood, cloth, food, nouns. -Modal "have to" for express necessity. 	
LEXICAL CONTENT	<p>Daily activities: wake up, get up, take a shower, brush my teeth, get dressed, have breakfast, have dinner, have lunch, go to work, go to school, do homework, start studying at..., finish studying at..., arrive home, go home, take a rest, watch TV, go to bed.</p> <p>-Areas of a house: bedroom, bathroom, dining room, kitchen. Living room, garage and yard.</p> <p>-Verbs: to have, to like, to eat, to do, to take, to help, to write, to complete, to choose, to speak, to listen, to organize.</p>	
STAGES	ACTIVITIES	RESOURCES
OPENING	<ul style="list-style-type: none"> • The students observe a video about one of Mr. Bean's routine and some activities that he does at home: https://www.youtube.com/watch?v=VumrpkL6RS0 • The students make an ideogram on the board about Mr. Bean's routine and his activities at home. 	TV Internet Board Markers
DEVELOPMENT	<ul style="list-style-type: none"> • Dictionary search about the verbs list to be used to describe activities at home: to have, to like, to eat, to do, to take, to help, to write, to complete, to choose, to speak, to listen, to organize. • The students construct in pairs the phrases that describe daily activities within the Minute Paper dynamic, which consists in circulating the blank sheet of each pair to compile the major quantity of phrases, each group having one minute. Ex. I have to organize my bedroom. • Continuation of the elaboration of the friso, attaching activities done at home. The students can draw or include cut pieces to contextualize each scene of the friso.. 	Dictionaries Papers Pasteboard Markers Ruler Magazines Colors
CLOSING AND EVALUATION	<ul style="list-style-type: none"> • Oral exposition of the frisos and co-evaluation by pairs, using a rubric. 	Frisos Rubrica

LESSON PLAN 4. ACTION VERBS FOR DESCRIBING ACTIVITIES AT HOME		
DATE	April 22nd of 2015	
TERMINAL OBJECTIVE	By the end of the lesson students will be able to give information about activities at home using the simple present and adverbs of frequency through the making of a comics.	
GRAMMATICAL CONTEX	-Adverbs of frequency: always, usually, often, sometimes, seldom, never. -Places in the neighborhood, cloth, food, nouns. -Modal "have to" for express necessity.	
LEXICAL CONTENT	Areas of a house: bedroom, bathroom, dining room, kitchen. Living room, garage and yard. -Verbs: to have, to like, to eat, to do, to take, to help, to write, to complete, to choose, to speak, to listen, to organize, to clean, to wash the dishes.	
STAGES	ACTIVITIES	RESOURCES
OPENING	<ul style="list-style-type: none"> The students get together in groups of 4 students and choose one monitor who must stay in the meeting point with the professor. The other 3 students of the group must tie their shoes with one another. The professor hides the cardboards with some home activities in the main patio of the school. Each student should find the greatest number of cardboards. Every time the group has one cardboard, the group must go to meeting point and give it to the monitor. Only one cardboard per trip. Finally, each group shows and pronounces each activity at home found, and the count is made to decide the winner. The winner has 2 additional points in the activity to be made in class. 	Shoelace Cardboards
DEVELOPMENT	<ul style="list-style-type: none"> The students make work pairs, the groups of 4 already made can be split in two. Phrases organization about activities at home: the professor gives an envelope to each pair with a phrase in simple present cut word by word about activities at home. The pair has to organize it on the floor in the shortest amount of time and give their meaning. The winner will be the pair who completes it correctly. The phrases are given in affirmative, then in negative form and finally in question form. Ex: I have to help my Mom/ Do you complete the hometask? Nelson doesn't clean the house. 	Envelopes with phrases. Phrases Markers Pencil Board Hand made of cardboard

	<ul style="list-style-type: none"> • Each time that there is winner, the pair will go to board and writes the phrase so that the other pairs correct their phrases. • Written competency in individual form: the professor dictates the phrases in Spanish to be translated into English and vice versa using the three forms: affirmative, negative and question. By using a cardboard hand, the professor lets the students know if the phrase should be answered in a negative or positive form. • The score is being kept on the board. 	
CLOSING AND EVALUATION	<ul style="list-style-type: none"> • The work pairs are formed again and in the notebook, a short text is made with the phrases organized, Negotiation of Meaning will be used, and connectors are utilized to give sense to the text; for this reason, the professor gives a card to the students containing the following connectors: so, and, besides, in another way, because. • Finally, the texts are exchanged between pairs and the pairs try to identify errors in a co-evaluation. The text is read loudly. 	Notebook Cards with Connectors

LESSON PLAN 5 . ACTION VERBS FOR DESCRIBING FREE TIME ACTIVITIES		
DATE	May 6th of 2015	
TERMINAL OBJECTIVE	By the end of the lesson students will be able to express free time activities by using the simple present and present continuous through a survey and guessworks.	
GRAMMATICAL CONTEX	Information questions: What ...?, Who...?, Where...?, How...?	
LEXICAL CONTENT	Games: football, basketball, video games, volleyball... - Verbs: get up, go to school/ home / to bet, do a task/cleaning, watch TV/ videos, pay attention, study, wait for the bus, play football/basketball, go out, take a shower/ the bus, walk in the park/ in the neighborhood, talk on the phone, wear the uniform/ a jean, buy candies/ fast food..., visit my grandmother/sister.... listen to music, use the Internet, sleep late/ early, stay home/school.	
STAGES	ACTIVITIES	RESOURCES
OPENING	<ul style="list-style-type: none"> • The professor shows two videos about Free time activities: • https://www.youtube.com/watch?v=tYNap8gVnK4 What do you like to do? • https://www.youtube.com/watch?v=ewv9POaKONG free time activities. 	TV Internet

	<ul style="list-style-type: none"> The professor asks individually: What do you do in your free time?, giving examples of her spare time activities(I usually listen to music in my free time) 	
DEVELOPMENT	<ul style="list-style-type: none"> Each student makes a table to record the information collected in a interview made to 5 students with the following question: What’s your favorite free time activity? The student should record the time of the interview with his/her mate. Each student translates the information to a paragraph using connectors such as: while , and, but, likewise. Previously, the teacher writes them on the board. Individual socialization of the results. Each student chooses his/her favorite activity, adds “ing” correcting the activity in continuous present and writes it on the board, then, in a piece of paper, the student makes a drawing that represents his/her activity and pastes it in the front. Two rows of students (A and B) will be formed facing each other, and the student facing each other will ask the other Are you drawing?, Are you playing?, trying to guess. The other student answers in short form: Yes, I am/No, I’m not. Row A moves one student down every 30 seconds while Row B remains still until all the students from Row A have passed in front all the students of Row B . For each guess, the student gets a happy face. 	Notebook Pencil Board Pieces of paper of 8 cms x 8 cms Colors Tape Happy face stickers
CLOSING AND EVALUATION	<ul style="list-style-type: none"> The professor makes sure who is the student who scores the most “happy faces” and gives a prize. Then the professor asks to the whole group: Who is the student that is chatting?, so that all students are able to socialize the previous activity. 	

LESSON PLAN 6. ACTION VERBS FOR DESCRIBING FREE TIME ACTIVITIES	
DATE	June 10th of 2015
TERMINAL OBJECTIVE	By the end of the lesson students will be able to describe free time activities by using the present continuous through a competition of writing and pronunciation.
GRAMMATICAL CONTEX	Information questions: What ...?, Who...?, Where...?, How...?

LEXICAL CONTENT	<p>Games: football, basketball, video games, volleyball...</p> <p>-Adjectives that express an opinion: delicious, exciting, boring, nice, interesting, necessary, enjoy.</p> <p>- Verbs: get up, go to school/ home / to bet, do a task/cleaning, watch TV/ videos, pay attention, study, wait for the bus, play football/basketball, go out, take a shower/ the bus, walk in the park/ in the neighborhood, talk on the phone, wear the uniform/ a jean, buy candies/ fast food..., visit my grandmother/sister.... listen to music, use the Internet, sleep late/ early, stay home/school.</p>	
STAGES	ACTIVITIES	RESOURCES
OPENING	<ul style="list-style-type: none"> • The teacher splits the class room in three spaces: jungle, Sea and Earth, all the students are in the Jungle, in the Sea a student does a mimic about a free time activity that he/she should pick from a bag of options that the professor offers. If the student guesses the activity, the student passes to the Earth space. • The last student to pass from the Jungle to the Earth pays a punishment. • The student uses the following questions: Are you riding a bike? 	Papers with free time activities
DEVELOPMENT	<ul style="list-style-type: none"> • The professor forms 8 teams, and assigns one gunny sack, a marker and explains the rules of the competition: two students of opponent teams jump towards the board inside the gunny sack, and write the fastest possible, in present continuous, phrases referent to the spare time activity that the professor dictates, utilizing the affirmative, negative, and interrogative form that corresponds. • Then the first student to arrive to the start line has the first opportunity to pronounce correctly and translate his/her phrase, if it is correct, the other contestant has the chance. If neither of the students is correct, her/his respective pair can come in to correct in the shortest time. 	Gunny sack Markers Board
CLOSING AND EVALUATION	<ul style="list-style-type: none"> • The students by pairs answer a Reading comprehension text about free time activities: multiple choice. • Finally, the teacher and students socialize the answers. 	Reading comprehension

LESSON PLAN 7. THE COMIC		
DATE	September 02nd of 2015	
TERMINAL OBJECTIVE	By the end of the lesson students will be able to design the characters of the comics through the ToonDoo applications.	
GRAMMATICAL CONTEX		
LEXICAL CONTENT	Daily Routines, Activities at home and Free time activities, password, user, e-mail.	
STAGES	ACTIVITIES	RESOURCES
OPENING	<ul style="list-style-type: none"> The professor shows to the group examples of comics such as Condorito and Batman, then she poses some questions: What do these comics have in common? In what form these are written? What features do you observe? How are the characters and the spaces like? Have you read comics of this kind before? Which ones? 	TV comics
DEVELOPMENT	<ul style="list-style-type: none"> The professor explains to the students that a comics will be made with the knowledge learned about the three units worked: Daily Routines, Activities at home and Free time activities. Also she makes clear that the comics is made firstly in a draft in the notebook in work pairs, and later this one is made in a tool called ToonDoo, in the internet. The professor shows in the TV the steps to register in ToonDoo so that the students are able to access once they get in the computer room. The professor organizes the work pairs randomly and assigns a computer to each group where they will always work their comics and where they will save the work. Each pair opens a gmail account to save the advances in their work in case there is a problem with the computers. Each pair registers in ToonDoo. To do this, the students must create an user name, a passwords and add the e-mail address created in gmail. Once they have registered, the students start to explore the tool (design characters, backgrounds, work applications,...) 	Computers Internet
CLOSING AND EVALUATION	<ul style="list-style-type: none"> The students design the characters for their comics and start to select the spaces to be used (places). The students socialize the applications that ToonDoo has and their usefulness, so that each pair that has not had the chance to explore it has knowledge of it. Likewise, the professor gives a space for questions about the tool. 	Computers Internet

LESSON PLAN 8. THE COMIC		
DATE	September 16th of 2015	
TERMINAL OBJECTIVE	By the end of the lesson students will be able to describe daily routines, activities at home and free time activities by using the simple present and the present continuous through the elaboration of a comics.	
GRAMMATICAL CONTEX	Wh questions: What do you do in your free time?, What time do you get up/ have dinner/ go to school?, What d you do in the afternoon?...	
LEXICAL CONTENT	Expressions: Mmm, Umm, Ups, Wow, ok, uff, that's good, lol, oh, eh, aush, later, in the morning, in the afternoon, at night, the next day, the coming Monday, yeah.	
STAGES	ACTIVITIES	RESOURCES
OPENING	<ul style="list-style-type: none"> On the walls, the professor pastes a series of expressions that are used in the comics, so that the students are able to try to identify in which situations these would be used: Hmm, Umm, Oops, Wow, ok, uff, that's good, lol, oh, eh, Ouch, later, in the morning, in the afternoon, at night, the next day, the upcoming Monday, yeah. 	Expressions in pasteboard
DEVELOPMENT	In pairs the students initiate the comics in the notebook and in pencil. Meanwhile, the professor circulates the room to clarify doubts in each group.	Notebook Pencil
CLOSING AND EVALUATION	The students socialize what they have done about the comics in the notebook. The professor corrects some redaction errors.	Notebook

LESSON PLAN 9. THE COMIC		
DATE	September 23th of 2015	
TERMINAL OBJECTIVE	By the end of the class students will be able to elaborate scenes of the comic in ToonDoo from the work in groups y respect for each other students turn-taking.	
ACTIVITIES	<ul style="list-style-type: none"> The students in pairs will start with the first 5 scenes of the comic. Then the corrections will be made during the class. Saving of changes in the e-mail to be able to edit later in the comic 	RESOURCES: Internet ToonDoo Computers

LESSON PLAN 10. THE COMIC		
DATE	October 14th of 2015	
TERMINAL OBJECTIVE	By the end of the class students will be able to design in pairs 5 scenes of the comic in ToonDoo from the discussion of points of view by using strategies to carry out a project.	
ACTIVITIES	<ul style="list-style-type: none"> • The students in pairs will continue with the 5 additional scenes of the comic. • The necessary corrections will be made during the class. • Saving of the changes made in the e-mail will be made to be able to edit the comic later. 	RESOURCES: Internet ToonDoo Computers

LESSON PLAN 11. THE COMIC		
DATE	October 28th of 2015	
TERMINAL OBJECTIVE	By the end of the lesson students will be able to design 6 or more scenes of the comic in ToonDoo developing confidence in the ability to express real situations.	
ACTIVITIES	<ul style="list-style-type: none"> • The students in pairs will design 6 or more scenes to finalize the comic. • The necessary corrections will be made during the class. • Saving of the changes made in the e-mail will be made to be able to edit the comic later. 	RESOURCES: Internet ToonDoo Computers

LESSON PLAN 12. THE COMIC		
DATE	October 30th of 2015	
TERMINAL OBJECTIVE	By the end of the lesson students will be able to edit the project of the comic through technological tools acknowledging the need to use another language to communicate.	
ACTIVITIES	<ul style="list-style-type: none"> • Comics scenes editing in Word • Comic editing in power point for the final presentation. • Scenes adjustments 	RESOURCES: Internet ToonDoo Computers Power Point.

LESSON PLAN 13. THE COMIC		
DATE	November 9 of 2015	
TERMINAL OBJECTIVE	By the end of the lesson students will be able to present the comic in front of their classmates and make some reflections about their work and the others evaluating the work of other classmates	
ACTIVITIES	<ul style="list-style-type: none"> • Comic presentation in pairs in front of the classmates • Co-evaluation in pairs .(See appendix 6D) • Self-evaluation of work pair .(See appendix 6B) • Hetero-evaluation of the comic. .(See appendix) • Interview (See Appendix 4A) • Final Test (See Appendix 2A) 	RESOURCES: Video – bean. Hetero evaluation rubric. Co-evaluation rubric. Self-evaluation rubric.