

DRAWING AS AN ALTERNATIVE FOR ENGLISH TEACHING IN FIFTH GRADE
CHILDREN FROM THE JOHN F. KENNEDY SCHOOL,
EXTENSION JOSÉ MARÍA OBANDO

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Drawing as an alternative for English teaching in fifth grade children from the John F. Kennedy School, Extension José María Obando

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CONTENTS

INTRODUCTION	4
1. JUSTIFICATION	5
2. PROBLEM STATEMENT	8
3. RESEARCH QUESTIONS	9
4. OBJECTIVES	10
4.1 GENERAL OBJECTIVE	10
4.2 SPECIFIC OBJECTIVES	10
5. LEGAL MODELS AND EDUCATIONAL POLICIES	10
5.1 GENERAL DE LAW OF EDUCATION	10
5.2 THE NATIONAL TEN-YEAR EDUCATION PLAN	11
5.3 CURRICULAR GUIDELINES FOR ENGLISH TEACHING	12
5.4 NATIONAL PLAN OF BILINGUALISM – PNB	13
5.5 BASIC STANDARDS OF COMPETENCES IN FOREIGN LANGUAGES: ENGLISH	15
5.6 CODE OF CHILDHOOD AND ADOLESCENCE	15
6. BACKGROUND	16
6.1 LOCAL BACKGROUND	16
6.2 NATIONAL BACKGROUND	17
6.3 INTERNATIONAL BACKGROUND	18
7. CONCEPTUAL MODELS	19
7.1 DRAWING	19

7.2 FOREIGN LANGUAGE TEACHING	21
7.3 MOTIVATION	23
7.4 CHILDREN	25
8. METHODOLOGY	26
9. PROCEDURE	27
10. CHRONICLES	29
10.1 CHRONICLE 1: DRAWING: A LANGUAGE OF CHILDREN FOR MOTIVATION IN LEARNING AND TEACHING ENGLISH.	29
10.2 CHRONICLE 2: PARTICIPATE IN CLASSES, MY IDEAS AS SOURCE OF MOTIVATION AND CREATION.	42
11. ANALYSIS	51
12. CONCLUSIONS	67
BIBLIOGRAPHY	69
ANNEXES	71
ANNEXE 1. Formato “Tell the story”	71
ANNEXE 2. Consentimiento informado a padres o acudientes de estudiantes	72
ANNEXE 3. Encuesta a niños y niñas al inicio del proyecto.	73
ANNEXE 4. Encuesta a niños y niñas realizada al finalizar el proyecto.	75
ANNEXE 5. Ilustraciones	78

INTRODUCTION

The Program of Modern Languages, English – French of the University of Cauca, according to its academic, social and pedagogic responsibility began a process that was looking for investigating about strategies that would help as alternative for the teaching of a foreign language. At the same time, it would allow to analyze conditions that could favor the linguistic, creative, critical and analytical skills of the students who were benefited by this program. Through the Educational Process Orientation (Orientación del Proceso Educativo - OPE) generally known as pedagogical or professional practice which is a crucial moment where eighth and ninth semesters students who are part of the process of formation carry out the pedagogical practice in different public schools in Popayán. In that way the OPE offers a field of research during its course, for the development of different projects implemented by the students; preservice teachers who are enrolled in a teacher preparation program and working towards teacher certification. During this process, our research group was born. Our purpose was to implement free drawing as a key part for the teaching of a foreign language. This group formed by the Pre service teachers Iván Camacho Pastas, José Lennyn Gómez Chaves, Wilson David Rojas Rojas, César David Santacruz started and completed this formative process, presenting as a result of the experience this final report.

The project entitled: “Drawing as an alternative for the teaching of English in fifth children of the John F. Kennedy Educational Institution, Extension José María Obando” had as its fundamental purpose to use drawing as an alternative tool for English teaching, recognizing this artistic discipline as a first form of writing and expression, in order to develop through the drawing an academic process in which children awoken their creative skills and their motivation face to the learning of a foreign language. In this work it is found everything related to the theoretical and legal framework, as well as the methodology used, the chronicles that emerged from the research process, the analysis of these and the conclusions.

1. JUSTIFICATION

Analyzing the current situation of the country in terms of education, we perceived and understood many of the problems that affect children and young people within educational institutions. A latent problem in this kind of learning is the motivation towards the search for knowledge because in many cases the sociocultural context of the student and his needs are not taken into account. The majority of educational models that are used today in schools and colleges are based on European methodologies that have no relation to the Colombian reality.

According to the research "Transformation and crisis of the school: some reflections on the Colombian case" carried out at the University of Tolima in relation to education in Colombia, it says that:

"Some research carried out in the last twenty years of the last century on school life in Colombia, concluded that the school was authoritarian, unjust and violates the rights of students" (Palacios, 2013)¹

Our research showed us that many of the European methodologies implemented currently at the public schools are accompanied by an atmosphere of authority and hierarchy. Some teachers often have the responsibility of controlling student groups, but sometimes they misinterpret the meaning of the word "control" and appears a kind of verbal aggression which emerges between teacher and student, or vice versa, student to teacher, but in most of the cases teachers to students. In the same way, the teacher is no longer a guide, he becomes the person who is right and in command. This scholar behavior is frequently given to students and affects their creative responses and the way as they are learning at schools.

¹ Palacios Mena, Nancy. "Transformación y crisis de la escuela: algunas reflexiones sobre el caso colombiano". *Revista Historia de la Educación. Latinoamericana*. Vol. 15 No, 21, (2013): 335 -375.

Visualizing there is a need for changes at the teaching process in Colombia, we have presented a proposal that offers as an alternative in the methodology for the teaching of a foreign language in the John F. Kennedy Educational Institution, Extension José María Obando in Popayán. Drawing played a fundamental role in the performance of this project because it is an artistic discipline with better reception in children. According to Tonucci in Morales Artero (2001) in reference to creative expressions, he says that:

The first thing that these experiences could demonstrate is: "everyone has creative potential". By creative potential I do not understand in any artistic way but self-expressive capacity. Whenever I do something personal, something of mine, originates certain sense because it has my own creativity in it. It is about something that I do with my own head. It means I got to start and I got to finish [...]. With the creative ability something happens, something similar happens: if it is not developed it is lost [...]. I think we started to castrate the creativity of children from the first manifestations of life [...]. Creative capacity flourishes in a social context, in the need to find solutions in a social environment"(p. 67)

So, we could say that artistic skills such as free drawing have a quite positive impact on children's brain, developing creative abilities that must be promoted because they might be useful in different areas.

In the case of teaching a foreign language in Colombia, we have found different articles that talk about the difficulty to make English a language of importance in the classrooms and in the students' lives. According to experts from the Ministry of Education, such a difficulty takes place in the Colombian classrooms because English has no relation with the needs of the students.

Learning a language is a complex process. Some people find it easy at the moment of learning a new language, however, others do not have comfortable experiences, and their learning finds multiple difficulties. Several researchers in the area of foreign language learning have identified

that factors such as motivation, anxiety, learning styles and study strategies are key in the development of this learning. (Diaz, 2014, page 4).

In that way, motivation in front of the learning of a foreign language was another factor that we planned to carry out making use of drawing strategies with which the students felt in a comfortable and favorable environment for the development of their thoughts, personalities and identities.

2. PROBLEM STATEMENT

Nowadays we see that the traditional educational system shows an imbalance in more than one human activity, specifically in the teaching of a foreign language (as a primary inclination in this problem approach) or the arts, it might happen because it is based on linear models that focus on imitative learning. For this reason, we see that expressions such as English or drawing are taken as an additional subject in the curriculum that students must accomplish with and not as a language that allows them to learn the content in a useful and creative way. This compliance is formed on the stipulations given by the General Law of Education² (1994) which suggests that students learn a new language or artistic practices in order to stimulate the intercultural and artistic relationship with others. Although well stipulated, but developed with deficient methodologies, the intention to teach another language is pertinent because it contributes to the integral development of the human being. From this, we have seen how there is particularly low performance regarding to English language in many of the Educational Institutions of Colombia as one can read in the article published by the newspaper El Tiempo. Asserting that Colombia is indeed among the countries with very low levels of English³. Hence, new methodologies are being implemented to improve our teaching in Colombia. However,

² <http://www.banrepcultural.org/blaavirtual/educacion/leyedu/1a35.htm>

³ <http://www.eltiempo.com/estilo-de-vida/educacion/indice-de-nivel-de-ingles-colombia-tiene-muy-bajo-nivel-de-ingles/16426446>

the inadequate use of such methodologies has made this trend turn into an unpleasant way at the moment of learning another language.

Currently, education is seen as a systematic step by which we must go through to "progress" in society; in this way, the schools base their teaching methods on European models that have long been in force without modifications, adaptations or without being contextualized to the real needs of the students.

On the other hand, we observe that the child comes to school with the concept of monotonous learning, where the teacher dictates and then they copy. Mechanical practices are adapted to repeat and copy the actions and words from others without taking into account that students are learning without any sense or objective. Perhaps, it is an intuitive feeling that leads them to think this because they do not feel comfortable with the education they are receiving. It is well-known that education trends are different nowadays. They do not care about promoting human being creativity and sensitivity as an essential tool for self-discovery, but as a basis for the formation of men and women around capitalism. That is to say, education has become a tool of labor and economic conduct of the people rather than a utility given to the service of human beings and for human beings from the integral point of view of himself. All that senseless learning is like a sack filled with things that at their age are unnecessary, or as Freinet (2000) would say: "Nobody likes to work without an objective, to act like a robot, that is, to submit to thoughts inscribed in routines in which they do not participate" (p.38). At their age, children should be knowing and feeling the world for themselves, not only through books or a board, but also through authentic justification about teaching and useful learning of life.

3. RESEARCH QUESTIONS

- What was the effect of implementing drawing as an alternative strategy for teaching English in fifth grade children of the John F. Kennedy Educational Institution, Extension José María Obando?

- How did drawing encourage children in the process of English learning?
- What were the difficulties found in teaching English to fifth grade children, through drawing?
- What was the impact of the implementation of drawing on the process of English teaching as a foreign language?

4. OBJECTIVES

4.1 GENERAL OBJECTIVE

To implement the use of drawing as an alternative strategy for teaching English to fifth grade children at the John F. Kennedy School, extension José María Obando.

4.2 SPECIFIC OBJECTIVES

- To encourage children's motivation through drawing on English teaching.
- To identify difficulties in English teaching through drawing in fifth grade children.
- To analyze the impact of the use of drawing on English learning in fifth grade children.

5. LEGAL MODELS AND EDUCATIONAL POLICIES

5.1 GENERAL LAW OF EDUCATION

The Law 115 from February 8th., 1994 or General Law of Education bases on an educational service as a constant process of formation, personal, cultural and social that is based on a complete human concept for a better educational national system. The General Law of Education handles everything concerning with the educational implications in all the levels; formal, not formal and informal

education aimed to the population in general and stipulated through articles. In the articles that we searched for our work, we found in the first extent, one article related to the targeted education purposes: "The access to the knowledge, the science, the skill and other goods and values of the culture, the encouragement of research and the stimulus to the artistic creation in its different manifestations. (Article 5. Aims of Education).⁴

As general goals of the basic education, the Law establishes: "To promote a general formation, by means of the access, of a critical and creative way, to the scientific, technological, artistic and humanistic knowledge and of its relations with the social life and with the nature, in a such way that prepares the pupil for higher levels of the educational process and for his or her link with the society and the work" (Article 20). As specific goals of the basic education in the elementary cycles dictates that in the first five (5) grades of the basic education that constitute the elementary cycle of education, is established: "The artistic formation by means of body language, the role-playing, the music, the plastic arts and the literature and the acquisition of communicative and reading elements at least in a foreign language". (Article 21).

5.2 THE NATIONAL TEN-YEAR EDUCATION PLAN

The National Ten-Year Education Plan 2006 - 2016 is a proposal that was collectively constructed to respond to the needs around education for present and future generations. It is a planning exercise, regulated in article 72 of the General Education Law of 1994, in which society determines the main lines that should guide the meaning of education for the next ten years.

⁴In: <http://www.banrepcultural.org/blaavirtual/educacion/leyedu/1a35.htm>. 10 May 2016.

Its objective was to generate a national agreement that commits the government, the different sectors of society and citizens in general to advance in the transformations that education needs. Therefore, the plan is indicative because it proposes guiding principles, but allows each government the freedom to adapt them to its own problems; in that way, it is participatory because all the sectors are committed to education in the country and must intercede in the formulation and realization of their proposals, integral because it must cover all the functions of education and iterative because it must be permanently oriented from the evaluation of their own results and changes in the social environment.⁵

5.3 CURRICULAR GUIDELINES FOR TEACHING ENGLISH

These are the epistemological, pedagogical and curricular guidelines defined by the MEN (Ministry of National Education) with the support of the educational academic community to support the process of foundation and planning of the compulsory and fundamental areas defined by the General Law of Education in its article 23. The guidelines allowed the today teachers, educating children and young people for society, a changing society in search of critical and analytical minds that can face the citizenship and work together for an improvement.⁶

It was taken into account the need to promote the acquisition of at least one foreign language since the primary cycle is very important according to the Curricular Guidelines for the Area of Foreign Languages in Basic and Secondary Education. As Communicative Competence in Foreign Languages, these became a primordial tool to build a representation of the world, in a basic instrument for the construction of knowledge, to carry out apprenticeships, for the optimal management of new technologies and for the achievement of a full social and cultural integration.

⁵ In: http://www.plandecenal.edu.co/html/1726/articles-166057_resumen.pdf. 11 May 2016

⁶ In: <http://www.mineducacion.gov.co/1759/w3article339975.html>. 11 May 2016

The artistic education within the curricular guidelines was an important point because in this way the students developed their skills that is why we kept in mind these guidelines and even more with our work based on art, especially drawing. Regarding the key competences in cognitive development from artistic education, it concluded that the purpose of teaching the students to think is to prepare them so that, in the future, they can solve problems effectively, make well-considered decisions and enjoy a lifetime of learning.

5.4 NATIONAL PLAN OF BILINGUALISM – NPB

The recognition of the importance of a foreign language, in this particular case English, led the Ministry of National Education to implement the National Bilingualism Program (2004 - 2019) as a strategy for improving the quality of English teaching in Colombia and as a strategy to promote the competitiveness of our citizens.

The main objective of the National Bilingualism Program is to have citizens capable of communicating in English, with internationally comparable standards. The program has consolidated strategies such as: the definition of competency standards in English, the evaluation of competences in students, teachers and graduates of degree and language programs, the offering of improvement programs for teacher training in language and in the methodology of English teaching and the linking of new technologies and means for teaching and learning English.⁷

Colombian students live in a world that every day requires them to communicate more in English, to interact with citizens of other countries and to access to knowledge in this language, which will allow them to have access to greater and better educational and employment opportunities. At present, despite the efforts and resources that the country has invested to contribute to the improvement of

⁷ In: <http://www.colombiaaprende.edu.co/html/productos/1685/article-158720.html>. Mayo 12 de 2016

English levels, they are still very low. In this context, the program "Colombia Bilingüe 2014-2018" of the Ministry of National Education has proposed the goal of raising the Pre-Intermediate level B1 for students in Basic level A2 by 2018.

To achieve the above, some strategies that involve improving the level of English in teachers who teach this language were established. A pedagogical design where the construction of a general curriculum was advanced, guidelines for the design of a learning plan and development and publication of the materials for learning English and, finally, the provision of material and pedagogical resources for elementary and high school, including teacher training workshops and classroom accompaniment. (Ministry of National Education, 2004).

5.5 BASIC STANDARDS OF COMPETENCES IN FOREIGN LANGUAGES: ENGLISH

At present, Colombian education is governed by the use of the so-called basic standards for competences in foreign languages. Basically, what these standards indicate is a level of quality that must be achieved in schools. The standards are distributed in the different grades to indicate what children and young people should know and know how to do depending on the degree they are in.

The basic standards of competences in foreign languages contributed to our research as a clear and definite guide for our teachings. We also managed to attach several standards to teaching, including drawing. As part of this proposal, we use standards related to writing and free expression such as:

- I write small stories that I imagine. In this standard, we look at the drawing as a form of writing.
- I associate a drawing with its written description. Drawing as the main tool for the association of concepts with their tangible and real or graphic equivalent.⁸

⁸ In: http://www.mineduacion.gov.co/1759/articles-115174_archivo_pdf.pdf. 13 May 2016

5.6 CODE OF CHILDHOOD AND ADOLESCENCE

Law 1098 of 2006 or Code of Childhood and Adolescence is a set of norms that consists of the protection of children and adolescents, whose purpose is to guarantee their well-being, so that they grow up with their family, in an environment of happiness, love and understanding.⁹

Participation is an important aspect within education as a right since the child or the young person in his or her learning process is autonomous in decision-making, their point of view within the school and social area must be asserted. The right to have everything that the child or adolescent requires for their integral development, such as education, recreation and health, is of great importance to take them into account when assuming it from our perspective to apply them in our project.

6. BACKGROUND

6.1 LOCAL BACKGROUND

Gamboa, M. Garcia, V (2015), *Les arts plastiques: A stratégie de motivation pour l'apprentissage de l'anglais langue étrangère dans les cours pour enfant d'âge préscolaire d'Unilingua*. The problem appeared in this work was that the low frequency and the low hourly intensity make a distance between the students and the language; a single contact in the week with the language, three hours in total, and the slow progress that it entails, making it difficult to motivate the students of that age and to maintain that motivation.

From this study arose as a research question: what way do the visual arts serve as a motivational

⁹ In: <http://www.icbf.gov.co/portal/paqe/portal/ICBFNinos/ABCderechosninos>. 13 May 2016

strategy for learning English as a foreign language? Thus, it raised as an objective, to propose a pedagogical alternative that integrates the plastic arts in order to stimulate the motivation for learning English as a foreign language in children from 4 to 6 years of Unilingua. As a method, the natural method was used. The word method is defined as a series of activities and techniques to initiate a behavior in the class.

6.2 NATIONAL BACKGROUND

Boris, A. (2014), *Drawing as pedagogical strategy for learning*. As an approach to the problem it was considered that the children recognized that they had difficulties to understand the topics, that they also thought it was too boring and that when they read, their minds get disconnected because the topics seen in class lacked interest. Therefore, participating was much more complicated, because for them it was to repeat the texts worked on by memory, they did not understand them and felt them too distant. In this way, this work had as a research question, what strategy can be advanced to promote and improve learning processes? considering the needs of this work in terms of children's learning, the objective is to implement methodological tools so that they can stimulate the creative process of the sixth-grade students of Instituto Educativo Tecnico Ambiental Fernández Guerra, in the municipality of Santander de Quilichao Cauca. The method used in this work was carried out through Action Research and the qualitative approach.

As a result, the work showed us that the students wanted to put aside the traditional impositions acquired in school and that their learning was handled from the way they perceived the world. The closest way was through drawing and crafts. In conclusion, this research work indicated us that drawing was an intellectual task that involves an understanding of things, developing a critical and selective sense of that reality. It favors the visual curiosity and the interest to keep looking outwards.

Therefore, the drawing is always an original interpretation, for what it supposes of understanding and for the personal creative modifications made in the drawing.

6.3 INTERNATIONAL BACKGROUND

Bautista, J (2012), *The Drawing as a learning tool in preschool children of the first grade*. The problem seen in this work was the antipathy that arises from repetitive work (pages of numbers and letters), where as a research question appears: Can drawing as a learning tool be used to improve the acquisition of concepts in the boy? That is why the goal is that child expresses through drawing their emotions, feelings, ideas and thus internalizes concepts, ensuring an improvement in the psychological processes of the child and a greater development of their abilities.

This work was carried out in preschool children; the methods are shown in the different chapters and in their corresponding activities:

Observing the theories of the cognitive development of Jean Piaget and Vygotsky's theory.

- Childhood drawing, as a way of communication, where we can explain the unique value of drawings and the evolution of their strokes.
- Drawing and learning, where we can see that drawing is a relatively simple technique to obtain information and create more meaningful learning.¹⁰

As a result, we had that, through drawings we will learn not only to identify letters or numbers but also to enjoy speaking, reading, writing and imagining. Therefore, as a conclusion, it shows us that teaching with drawing allows the child to realize that he can represent different ideas and give them meaning.

¹⁰ <https://psicologiyamente.net/desarrollo/aprendizaje-significativo-david-ausubel>

Drawing does not need impossible spaces but the necessary resources that are within reach. Plastic arts provide elements and tools to observe, describe, imagine, interpret and think about. It will allow children to develop their own criteria, and at the same time benefit the creation of a personal liking.

7. CONCEPTUAL MODELS

7.1 DRAWING

Drawing is a way of communication and expression that human beings have developed to express their desires in a free way with great content of meanings. As well as it is mentioned in the book *El arte y la creación de la mente*:

The way in which the language is constructed, especially by means of its form and its connotative qualities, expresses emotions and outlines meanings that they cannot be transmitted through literal denotation. Nevertheless, although it is true that language is a form of basic and fundamental representation, it is not, in any way the only form of representation. The shapes that attract our sense of sight also are basic manners of communication and it has been since the human beings inscribed images approximately seventeen thousand years in the walls of Lascaux's caves. (Eisner W. E, 2002, p. 25).

It is possible to say then that drawing beside of being a skill that the human beings develop instinctively, is a part as well of the development of the human language. The language of drawing in the child is natural and is an essential tool in his learning; initially it acts of spontaneous way, but later it loses impulse, due to the lack of motivation as it is expressed by Vigotsky, L. (1930).

From all forms of creation, literary or oral, is art the most typical of the school age. We know that, in the early age, all the children pass through several stages of drawing. Drawing is the typical way of expression particularly in the pre-school age. In those years,

children like to draw, without being motivated by adults; sometimes it is enough the simplest stimulus in order that the child begins to draw. The observations demonstrate that the entire children draw and the stages through which they pass in their drawings are more or less common for the children of the same age. In those years, drawing is a favorite occupation for the children, but when starting school age, their interest for the drawing starts to decrease and, in many children even in most of them, it disappears completely because is not being stimulated. (p. 24).

There are different types of drawing like artistic drawing, free drawing, technical drawing, geometrical design, mechanical drawing, architectural drawing and topographic drawing. In this project, we did not promote the learning of any skill or type of drawing, but the education with drawings; for this motive, the types of drawings more suitable that we use were:

- The free style drawing: the child about a topic and in a way that he or she wishes it does. Through drawing, the student expresses his or her ideas, feelings, reinforces his or her knowledge and ideals, contributes the necessary elements to specify the concepts that he or she possesses. It is a revealing index of aspects of the personality in development of the child, evidencing their intelligence, memory, imaginative richness, and knowledge of the world that surrounds them, states of mind, fears, dreams, satisfied and unsatisfied desires, and feelings.
- The Artistic drawing: It is a tool for the transmission of information of all kinds; ideas, descriptions and feelings. Artistic Drawing promotes the development of the artistic sensibility and the creativity. In turn, it is necessary to combine the rational aspects with the emotive ones.

7.2 FOREIGN LANGUAGE TEACHING

The education of a foreign language implies knowing a new world using an already learned language

that will be expressed in a written or spoken form with new and unknown words, where at the beginning, the main thing was to achieve a linguistic competence more than a grammatical one. Krashen's theory about of Second Language Acquisition supports: "The human beings develop the linguistic competence mainly through the acquisition in which the grammatical structures are learned following a natural order and it distinguishes between the concepts of mother language (ML) and foreign language (FL), respectively between the processes of acquisition and learning of each one of them ". (Krashen, 1981).

However, there exist different barriers where they give priority to the interests of the teacher and not those of the apprentices, for it is necessary to give him or her priority to what the apprentice feels as indicates Martín José M. (2000):

The humanistic skills have been defined as those that harmonize what the student feels, thinks and knows with his or her learning of L2, all this by activities that often look for the accomplishment and increase of the self-esteem of the apprentice. Derived from this principle, it is established that the education must be submitted to the human learning and, therefore, the center of attention must be focused on the pupil and not on the teacher. Paradoxically, due to the artificiality of these methods, in the reality, the teacher plays a role of the first order and only after a long process of formation, he or she is qualified to put them into practice. (pág.36).

The Natural Approach developed in 1977 by Terrell y Krashen. This approach is a method in which it is tried to integrate the naturalistic principles identified in the studies about the acquisition of second languages. Emphasizing this way, the importance of the communication as base for the development of an atmosphere with communicative aspects. At the same time, everything turns around the constant communicative practices that will not involve a grammatical analysis nor the correction of the mistakes but rather in the importance of being able to communicate under any influence of knowledge that should be the language that is learned. In the Natural Approach, which is about a method of education

of a language through strategies and skills that allow the creation of an environment adapted for the learning of a foreign language; in addition, it gives more importance to the production of language so that it serves for an effective communication. The Natural Approach allows to focus his or her energy towards activities where priority to orthography and grammar is not given; that is not often clear and ends making the children more confused.

7.3 MOTIVATION

Nowadays the world is in a constant evolution of circumstances or situations that often take us to the inertia; where the circumstances end up by controlling us to act in a routine way. To know our motivations is to know ourselves as persons; it is the way of the self-knowledge. Therefore, the motivation is what stimulates an individual to do certain actions up to fulfilling the raised aims. In other words, it is possible to define as the will that stimulates to do an effort with the intention of reaching certain goals.

It is necessary to clarify that motivation implies the existence of some need, already be absolute, relative, of pleasure or luxury. When someone is motivated, he or she thinks that the thing who fills with enthusiasm is indispensable or appropriate. Therefore, the motivation was the bond that made possible an action to satisfy a need.

It is necessary to know that motivation emerges from the need of the individual, and there exist different types of needs like physical, security, love, belonging, auto-accomplishment and of knowledge. Each one has a major value that the other and thus to satisfy a need all the previous ones must be covered. There exist diverse motives that stimulated the motivation: rational, emotional, egocentric, altruistic, of attraction or rejection, among others.

Motivation can be acquired, supported or increased depending on intrinsic and extrinsic elements. In occasions, both motivations interact.

The intrinsic motivation. The conduct is carried out in a frequent way and without any type of external impulse. It is the innate inclination of compromising the own interests and exercising the personal capacities for seeking and dominating the maximum challenges. When a person experiences the sensation of competitiveness and self-determination, he or she is motivated intrinsically. The own incentive is intrinsic to the activity itself, it is the accomplishment of the conduct what motivates, the motives that lead to the activation of this situation are inherent in the person without need of external stimulus. It arises spontaneously from the psychological organic needs, the personal curiosity and the desire to grow.

Extrinsic motivation: the characteristic of extrinsic motivation is that the motives that drive the person to perform the action are external to the own action, so they are determined by external rewards. This refers to negative or positive incentives or reinforces external to the own subject and activity. Ultimately, it is advisable for any field to stimulate a growth and interest internally to stimulate motivation to do, to perform, to experiment, regardless of the purpose pursued. The extrinsic motivation and the intrinsic motivation are very different from each other, the ideal would be to complement and combine both in such a way that the objectives accomplished are achieved in the most productive and profitable way possible. Extrinsic motivation is necessary to start routines (as in school or work), especially in the youngest, but once the activities started, it would be right for them to keep motivated by intrinsic motivations.¹¹

Without motivation there is no learning, so the teacher must create interest, direct and maintain the effort to achieve the learning objective. The function of the teacher is to be an outside agent that tries to free the interests of the student. Incentives have a limited motivational value. The same incentive activity produces different responses in different individuals or even in the same student at different times. Some factors that influence the interest of the student are the enthusiasm of the teacher, the

¹¹ <https://psicologiamotivacional.com/la-motivacion-intrinseca-y-la-motivacion-extrinseca/>

climate in the class, the good relations among the members, students and teacher or between the students themselves, the pleasure of attending classes, etcetera.

7.4 CHILDREN

Defining the concept of boys and girls is to include many observations since the idea of the child is fundamentally essential for the formation of people. Many authors agree that children are the bosom or the beginning of what any society is, hence the important and necessary fact of educating or guiding children through the appropriate paths so that they walk safely and feel free at time to make your own choices. For this reason, according to Krishnamurti¹² (2006) who thinks that:

Children are the essence of the human being; they are able to learn about the unity of life, to see things as they are, to be whole and complete; therefore, children flourish when we help them from childhood not to imitate anyone, but to be themselves all the time. When we teach them to learn how to think and not what to think, when we help them discover life and not take it for granted, when we honor their alert mind, when we strengthen them so that they never feel psychologically hurt. Not only while they are at school, but throughout their entire lives.

Thus, it was pertinent for us to keep in mind these words, since we were exposed in a context where the center or working nucleus was the children of the John F. Kennedy School, Extension José María Obando. In this regard, Freinet¹³ mentions that "There is no formative didactics but the person, the entire child, is accepted and committed, not only in their cognitive level, in their limits of learning, but

¹² http://matosas.typepad.com/educar_juntos/2006/06/la_educacin_seg.html. Mayo 25 de 2016

¹³ In: <http://miscursosfilosofiyeducacion.blogspot.com.co/2013/07/resumen-general-del-metodo-de-celestin.html>. 25 May 2016

also, in their being an integral, corporeal subject, body between bodies". Based on the development of his work due to the educational inculcations he made throughout his life in girls and boys for a better integral development in their environment.

8. METHODOLOGY

Given that this pedagogical project was based on the teaching and experience of English through drawing, it was intended to keep a direct relationship between the pre-service teacher and the students of the John F. Kennedy School, Extension: José María Obando, in the city of Popayán. This to acquire skills that allow cognitive, creative, communication, and socialization, to give a real appreciation to the process.

Hence, this pedagogical project was intended to develop as follows: two of the four members collected data from the students for this project. They were; Wilson David Rojas Rojas and César David Santacruz Rivera who lived the direct experience, the other two pre-service teachers Iván Andrés Camacho Pastás and José Lennyn Gómez Chaves helped in the creation of each session to be carried out during the process. Finally, after having gathered the information from students, the whole group wrote a chronical which was analyzed in order to find an outcome for the project. For this, we made use of the qualitative approach based on the "PAR" (Participatory Action Research) so that this work could be a participatory, investigative and pedagogical process as a basis for acquiring new experiences.

The qualitative approach is based on the analysis of a certain subjectively studied context using the researcher's appreciation and interpretation as an aid to relate their values and tendencies and thus expose the ideas taken by him. The action research aims to solve everyday problems and at the same time improve specific practices that imply a trend of analysis and reflection for the improvement of said practice or problem.

In this way and taking the drawing as a teaching alternative, we used this artistic technique so that students learn English through it. In the same way, we clarified that students not only had to draw during the class, but also faced other dynamics exposed by the pre-service teacher which involved drawings made by the pre-service teacher so that they would be motivated with this learning. To do this we conducted ten sessions, which were made during the Educational Process Orientation (OPE II).

It should be said that this type of pedagogical work was not intended to adopt methods for teaching English, but to acquire bases, experiences and tools so that children have the opportunity to learn this language through different pedagogical proposals given by students of the languages program.

9. PROCEDURE

To carry out this investigation, 3 moments were considered:

First Moment: Introduction of the drawing as writing.

This first moment was developed in the following two stages:

- Stage 1: Drawing as writing.

Drawing as writing was implemented during ten sessions in 2016.2, starting from the month of July to October, within the framework of the field called Educational Process Orientation - OPE, PLLMI-F.

The children of grade 5A and 5B of the John F. Kennedy Educational Institution, Extension José María Obando, started a process where drawing was identified as the first way of writing, relating it to the English language. The total of children was 59, ages range from 9 to 11 years.

- Stage 2: Registration and collection of information.

Immediately after each session, the chosen pre-service teachers to carry out the development of the project, recorded the information. The format "Tell the story" (See Annex No. 1) informed the context, the student's experience and details of the procedures used in each session. Based on the information collected according to the drawing, we considered the point of view of each student. To conclude this stage, we made a final survey to the children (See Annex No. 3) to appreciate the work done during this process and interviews addressed to the main teachers of the participating courses.

Second moment: Analysis and interpretation of information.

For this second moment of the project, the pre-service teachers based on the data collected in the "Tell the story" format wrote two chronicles as a product of the experience. Regarding the analysis and interpretation of the data taken from the drawings and their use described in the chronicles were key to interpreting the results of this strategy.

Third moment: Writing and presentation of the final report.

Once the information has been collected and after its interpretation, the pre-service teachers in charge started to write based on what they experienced through the OPE process. The OPE students assigned to the development of this project wrote a chronicle of the research experience.

10. CHRONICLES

10.1 CHRONICLE 1: DRAWING: A LANGUAGE OF CHILDREN FOR MOTIVATION IN LEARNING AND TEACHING ENGLISH.

"The perfect class". (25/02/2016)

The first day of class with fifth graders I was afraid and at the same time anxious but still I went to give my class, the first thing I saw was their main teacher teaching mathematics to them. The students were sat, and the teacher was standing in front of them using the whiteboard giving his class. I also

noticed that the classroom was poorly decorated; it was not yet covered by children's creations made during their learning which is what they value and causes great motivation in them.

When I entered the classroom, quickly I remembered the sentence “Perfect class” where the kids only pay attention from their desks, while the teacher explains the topic. My arrival ended the quietude surrounding the place and as I was handing out the surveys to get student’s opinion about drawing and English language, soon they started to give their advices and experiences, to be more active and cheerful.

At the end of the class I showed them some of the drawings that I had done, and I told them that I would have in mind their advices and suggestions made in the survey to bring more drawings related to those topics and teach them English. Immediately they wrote their thoughts, surely, they thought that that survey was not important. When I picked up the survey sheets I said goodbye to them and aside from they were giving me their suggestions, for a moment they rested from their "perfect class".

Drawing as a motivation, imagination and creation implement. (04/03/2016)

Drawing attracts a lot children’s attention; drawings flashy and easy to do. Children try to imitate everything they see, but it is important to motivate them to make their own drawing designs.

I made an “animalarium” book which contained different animals and the students could mix these animals in three parts: the head, the body, and tails. This activity was something very effective and the kids loved it, this motivated them for this English class. All the students wanted to use the book and show to their classmates what their imagination had created.

When it was already the children's turn to draw mixed animals, they tried to copy exactly the drawings of the animals that I had drawn, that was not the target. On the contrary the idea was to draw and also make a reflexive work and realize about the value of their drawings as they are admired by their peers.

The whiteboard was only used to write the names of the animals and some sentences in English. But firstly, I asked them if the tiger was weak or strong, whether the bear was small or large, whether the pig was fat or thin; Tried to make gestures and movements to explain these adjectives, and then we wrote "the pig is fat", "the tiger is angry" although some of the students preferred "the tiger is fast". The drawing helped to interact more with the children and not with their notebooks as is common in other classes. Therefore, the rest of the time it was practiced, and it was spoken in English making use of gestures along with the drawings; although this generated a bit of noise and "indiscipline", but it gave more life to the class.

“Teacher, I don’t know how to draw”. The ideas of drawing children have in primary school.
(10/03/2016)

Arriving to the classroom with good energy and willingness to listen to them and then during the activities, go from seat to seat, observing them and offering help, that was my thinking and attitude in each class. The idea of not being able to draw is something that is present in the minds of many; not only in the mind of adult people but also in the minds of children. Perhaps because of the type of drawing I brought, some children asked for help to draw the same, however, that was not the idea. I told them many times that they could make their own drawings and that they did not have to be the same as mine. Then I decided to stick my drawings around the classroom, so they could see them, but some of them preferred to copy my drawings and pass them to me, as if the activity was to draw a picture just as those I had brought and showed them. They did this to get a good score. Just as when the teacher is dictating something in the class, they copy it, then they show the notebook to the teacher and he grades them with an excellent note, without looking at what they really learned from the words or drawings taught. A student, one of the oldest in the classroom almost always being the focus of the indiscipline, drew a picture of a fish, but he was afraid to show it to the others. I highlighted his work

and pasted his drawing on a classroom wall along with other drawings. He realized that he had done something good and left his drawing on the wall; during the rest of the class his attention was only focused on the drawings of the other students. His attitude and behavior suddenly changed, he was different.

I listened the phrase: "*teacher, I do not know how to draw*", in children from 9 to 12 years it was very strange to hear, since drawing is one of the first tools that children use to learn, and it is what most influences them in the early stages and in primary school. That left me wondering at what point these children lost their creativity and imagination. The use of this type of drawing is a little more suitable for young people than for children it contains some difficulty and little interest, since children feel more attracted to something more comical and related to them. A drawing made with shading technique and light management will not attract as much attention as a simple drawing that suggests something funny or tender.

A teaching created with children: learning full of opinions and reflection. (31/03/2016)

The children were motivated by the class because when they saw me arrive, they immediately asked me about the drawings I was carrying and what subject they would learn in the classroom. Their motivation was the goal, what I was looking for and was achieving it through the drawings.

On this occasion I took some drawings of fruits and added big eyes, smiles, gestures, this caught the attention of children. I asked about the colors, tastes, sizes and shapes of the fruit. They said to me "*the lemon is green, is bitter and sweet with sugar*", others said, "*The pineapple is yellow, is big*". All this was considered for the vocabulary; in the sentences we would do in the English class. I like to listen to them and make them see that they are the ones who create their own knowledge and I only help them with some things. In that class the phrase: "*Teacher, I do not know how to draw*" was heard less times. However, this was still an impediment for some children. Older children would often say to me,

"*I'm a bad drawing,*" and when they showed me what they had drawn, they immediately hid it afraid of being mocked by their peers; But I emphasized the effort and the particularity of their drawings when they stuck their drawings around the room and, along with the drawings of the other students, we reviewed the subject that we just learned.

In this way, they noticed that their drawings had a good ending and was part of the decoration of the room. A girl was very shy, without doing or talking at all. After paying attention to her, talking to her, and explaining how she could begin her drawing; she made a drawing in that very moment and passed it to me; it was a very nice drawing and his state of mind changed soon. The practice where the teacher teaches from the board and avoids contact with the students, to gain their respect and maintain order in the classroom, does not help in the learning; sometimes it only generates fear and boredom, and creates a non-favorable atmosphere for the class.

School as a prison. (07/04/2016)

As soon as I entered in the classroom, I noticed that the drawings I pasted the previous class were not on the wall; they had been kept them in a closet behind the door. I thought maybe the main teacher needed the space for something else. The children in the middle of their curiosity asked me about the drawings I was carrying and the subject they would learn in this class. Besides, they were talking about things related to their lives and they all had something to say; However, I had a lesson plan to follow, which didn't allow me to be so flexible and pay the attention that their stories deserved.

I told the children that we would learn about the different places in the countryside and in the city. I showed them my drawings and I mentioned how each place was pronounced in English for example: bank, church, river, farm, among others in English to create sentences, depending on the most common

action that they believed was done in there. The kids had lots of ideas and it was fun to hear them. For example: "*In the river we can brush the teeth*" "*run in the park*", "*study in school*".

It was something I had not prepared for the sentences exercise, but I really liked the use of their imagination. Then when I showed the drawing of the school, which I tried to draw like theirs, some said that the drawing looked more like a prison. The main teacher who was present said that it was the school and compared the drawing with the real school. Perhaps they were right about the jail, the gates with bars and the enclosure of the place; gives the atmosphere of a jail; even though the school has more resemblance with the prison due to the norms, rules and boredom that the school can cause.

After making the sentences, the children began to draw the places that most attracted their attention and then paste them to create an environment where the countryside and the city coexists. Most of them decided to draw the neighborhood where they lived. Another child, one of the most undisciplined was sitting without doing anything; He was standing there worried, he was in trouble because of his indiscipline. Then I approached him and asked him what he would like to draw; He replied: "*I do not know how to draw. I draw ugly*". I then asked him about the neighborhood where he lived trying to encourage him to draw it. Later he began to draw but every time he drew something at the next moment he erased it.

Then he drew a bank that was one of the places in the city that I had taught and then stuck it along with the drawings of the others. At the end of the session I gave away some drawings that the children had asked me as a reward for their participation in the class; the other children were excited and told me to draw something for them; in the next class they would behave better.

"Teacher! What are we going to draw today?" (21/04/2016)

Enter the classroom and listen: "*Teacher! What are we going to draw today?*" Is becoming a common phrase every Thursday, the main thing is that they motivate themselves through drawing and use it in

favor of teaching and learning. In this class I had planned to do a test to evaluate the subjects I had previously taught them and thus to know the doubts to make a reinforcement in the following classes, leaving aside the importance of a grade that evidences their knowledge, however, the children don't know it or don't understand it and when I mentioned that I would test them, everyone complained and said that they had not reviewed and that they were going to lose it. Besides the fact that children are limited by grades, with the teachers happens the same. In my case, I had to grade their learning, their behavior and their hygiene and dress. This kind of things are not to evaluate the student and give him a grade, but for the teacher to see beyond and be aware of what social or familiar problems a child has, which may be causing difficulties in their learning.

During the exam some children explained the drawing of the animal they had done in case I did not understand. In addition, some wrote the name for me to identify "a tiger", "a snake; As if they were unsure of what they had done. Talking with children, explaining that drawing is not difficult and that their drawings are unique and therefore beautiful, is a compensation for their effort and progress. I always told them that I did not draw better, but that I have practiced a lot.

After the exam we went on to the professions subject. Some children mentioned some common professions like "teacher", "police man", "doctor" that they had learned in English class previous years. I showed them the drawing and they tried to say it in English. Then we would write sentences considering the action that was done in each profession, for example, "*the teacher speaks English*", "*the chef cooks chicken*" "the housewife cleans the house" "*the teacher is small*". I had taken pictures of the objects related to each profession and put them in a bag so that the children took each one depending on the profession they liked the best and another profession of my choice. Not imposing knowledge but giving them freedom to choose is much better for them and their motivation. Every teacher should make his students feel that the classroom is like their second home.

The traditional and modern in the same classroom. (28/04/2016)

The planned subject was the planets of the solar system and some elements that conform it. With my workmates we thought about changing the dynamics of the class with the drawings, where the children would draw first what they knew of the solar system and then complement it with what I taught them.

When I arrived at the classroom, I greeted them, and they answered me very excited the classroom atmosphere was full of enthusiasm. They felt joy; perhaps because the English class was different and less boring than the other classes. The common question that follows the salutation is "*Teacher what are we going to draw today?*" I told them that the planets of the solar system would be our main topic. They immediately began to say what they knew, they started to name the planets they knew and some of them said "*sun*", "*star*", "*UFO*". Then I realized that they had already learned those in previous classes with the main teacher.

The first thing I asked them was to draw the solar system as they remembered it or what they knew of it. Many children stopped to think about what they had learned and how they had seen it in class with their head teacher. That was not the goal of the activity and I had to remind this to the children many times. They learned it in a way and in an order, that restricts their creativity. After this activity I showed them a video called "Formation of the Solar System" and everyone was happy and calmly they sat in their desks. They were very interested on the video; it seemed like they were not used to watch videos in class. Usually the head teacher was not so aware of the children in my classroom because he had another class at that time in another room. However, that day he was very interested in the behavior of children. That should have helped me to manage the class but instead it was useless because the way he controlled the children was yelling at them and that interrupted the class and its development.

At the end of the class I showed the children a big picture that I made of the planets of the solar system and I explained them in English with phrases like "*there are nine planets*", "*there is one sun*", "*there*

is an astronaut", "*the sun is happy*". The planets had funny faces and there were other elements that caught their attention and, so they understood much easier. The head teacher also participated and named the planets in order and checked if the children were doing well since he had taught them before. I asked the children to stick their drawings next to mine to form a larger solar system and everyone participated. That element of the teacher also participating in the class and developing the activities that the students do, helps to erase the barriers of learning and teaching, between teacher and student.

Drawing prejudices about drawing in children. (19/05/2016)

Now after greeting me the children ask: "*What are we going to learn today?*" This is how they welcome me and how I wish they were always in my class and in every other class they would ask the same. Maybe this question is originated from their curiosity or just to remember if they have already gone through the topic equal to participate and to be able to flood the room in a sea of opinions that I will consider learning to swim in their knowledge and not to be like a castaway living alone in my ideas.

The human body was the subject and they were the ones who would give the ideas. In the first activity each student had to draw the human body. Drawing is a natural method where children develop a free learning more effectively. Each new thing they learn is added to others already analyzed; thus, building their self-learning.

The phrase "*teacher, I do not know how to draw*" each time was heard less. All the children made their drawings and worked very fast. They no longer had mental obstacles that prevented them from walking towards their learning. So, I should not focus so much on changing their point of view about drawing, but drawing had become the tool that helped them to learn.

I asked a student to go in front of the class and with the help of his classmates name the parts of the body in English and say what action was taken with each body part. Everyone wanted to participate and gave their ideas for the sentences they would learn in relation to the human body, for example: "*I*

eat with my mouth", *"I do not jump with my hair"*, *"I walk with my hands"*. The main teacher that was in the classroom sometimes participated by saying *"head"* *"hands"*; Perhaps because he remembered something on the subject and felt safe to participate. Although when we are insecure, it is when we must participate more in asking and putting aside the fear.

At the end of the session, the children put together a doll that I made. Each child took a piece of paper from a bag and then went to the front to stick the part that corresponded to him on the board; all the students had to help to correct if he was wrong sticking the part of the body. There was a good interaction with drawing and children. The class was quiet. The children stood up from their desks, spoke loudly and were impatient to participate. This for me was not seen as indiscipline, but as liberation and an encounter with the meaning of what it is to be a child.

The students were able to read the language of drawing (26/05/2016)

The enthusiasm of the children comes to the surface every time they see me arrive to the classroom. While I wait for the main teacher to give me permission to enter to the classroom, the children are already running to greet me and ask me about the drawings I brought for the class. The drawing in English class became more common and it was more attractive for them each class, where I also discovered that many children had talent to draw and others were gradually remembering what is drawing. As mentioned by Freinet (1984): "It is not better who draws according to traditional laws, putting eyes and ears in place, sticking, as if the arms were on the shoulders of their characters and respecting the rules of perspective, but the one that gives life to his characters. "

Time sometimes becomes an obstacle. The time of the sessions had to be controlled and this reduced expression in the creations of the children; therefore, in this session I continued with an activity of the previous class, a bingo about the parts of the body and their main question was what they should draw. Their fear towards drawing was almost over. While I taught them English, I also had to help them with

their ideas about their drawings. This process took time, but the results were gradually given. Motivation arise, a desire to draw and express oneself in another language.

This time I did not take drawings to the classroom. I made drawings related to the subject of climate on the board and wrote sentences related to the current weather of the city, for example, "yesterday, it was raining" "today, it is not sunny" "tomorrow it will be cloudy". Although I did not have enough time to draw some "beautiful" drawings, the children understood the topic and they were able to interpret them. They were finally able to read the drawing language.

The motivation and learning were mutual (02/06/2016)

This was the last class I would have with the children. I felt that time went by very quickly and I would have liked to continue teaching them more things, spend more time with them and most of all learn how to perform good practices as a teacher. This is what you learn when children talk to you, they ask you, they laugh, and the class does not become an empty room where they lock you up for two hours.

In this last session I took all the drawings of the subjects that they had learned so that they remembered and that their memories showed them the evolution they had. Also, I brought them something to eat while watching some videos. This more than a farewell was a celebration to achieve something in them and in their thinking about learning and for me, in my thinking, about teaching.

Each class was planned to achieve something different from the traditional and every time something went towards the traditional teaching, there was an internal alarm that automatically turned on and took us out of that way.

Every child is the creator of their own knowledge and every teacher must be a guide and not an obstacle. In each class I paid attention to their ideas, their thoughts towards drawing, to overcome together the difficulties that appeared in the class, and to know what they wanted. The motivation and

learning were mutual. During this process we observed the difficulty that drawing had in the children of fifth grade and we also hope to have transformed those mistaken ideas about the drawing in the teachers to give a change in teaching and to take up the idea of the school as a place of creation and lifetime.

10.2 CHRONICLE 2: I PARTICIPATE IN CLASSES, MY IDEAS AS SOURCE OF MOTIVATION AND CREATION.

Empathy with the subject through drawing

From the previous night I was overwhelmed with anguish; an anguish so strong that lasted during all that long night. That sensation kept bothering me until the next day even after having thought with a few sleep I could forget it. ‘Everything is natural in this context, there is nothing to fear’, I thought myself. I was trying to encourage myself while morning passed. I knew that it could be hard but deep inside I felt it was going to be an excellent morning. Many questions came to my mind; how many are they? How are they? Do they really like English? Do they like drawing? Which are their ages? How is their classroom? Is it comfortable or uncomfortable? ...Without knowing how the students could behave at first, I was almost sure that my proposal would be agreeable to learn a new language; a language that could be taught in a different way and at the same time could help them to spread their cultural relationships. The morning continued forward and thinking about all this calmed the anxiety of knowing that I was going to develop a research project in front of a group of human beings who have a very strong feeling and appreciation for life: children. Time had come, and I had to rise and face that reality. The John F. Kennedy Educational Institution Extension José María Obando’s girls and boys would be there waiting for me.

When I got in the institution, I kept the desire to create a good connection with the students, I no longer felt that anguish and even better, I felt I could start a relationship with students and interact with them.

As a start to this process, I used a diagnostic test to know the previous English knowledge of students. First, I noticed some of them had not even learned English before, others had rarely been related to English, mostly because of movies, music or video games, among others. I also took several drawings to the class to photocopy them and give to students according to their likes. Besides, we talked about class contents for that semester and how I expected to introduce drawing as a tool to teach English. Students gave their own opinions about class work with drawings and they seemed to have empathy for the class.

The students expressed their opinion about the drawing and how it could be applied to the English class in a positive way. Most of them said they liked drawing and that they would like to use it to learn different topics; however, some students felt embarrassed because they “thought” that they did not know to draw very well and that’s why they would feel shy at the moment to show their drawings. In addition, as an introduction to the English class, I worked some greetings such as Hello, Good Morning, Good Afternoon, among others. They learned some of these greetings by repeating but at the beginning, they doubted because of pronunciation.

Creative drawings as a fun strategy to learn.

Children enjoy classes when they make their own designs. In that session, they applied what they had learned to share with others. I used an activity including drawings with animals, which students could mix them in three parts and then create a creature as they wished. The students’ reaction was very funny because they used some adjectives relating the high, shape, color and size of the animals.

Taking into account, the activity of this topic and after mixing three animals to create just one including their heads, trunks, and tails; students used adjectives to describe their own animal combination. Some of them did the activity based on the demonstration that I had done for them, but others used their

imagination to create different animals. Between these new names that they created we can find: Bear-pig-cow, Hippo-dino-dile, cow-bear-tiger

When the main teacher got in to the classroom and watched what we were doing with this activity, he did a comparison with some creatures of the Greek mythology like the minotaur, centaur making a reference to the union between a man and an animal. That intervention worked because some students with these mythological examples made their own creations

Because of this activity I asked students to make a kind of monster where they could express through their own ideas and imagination. Their own ideas helped to create drawings and to look beyond reason. In that way some of them saw it in weird way and others were motivated because they were using their imagination. I think that everything was good because I could observe how the children's fantasy works and how at same time lets them open their minds.

Motivation as effort and imagination.

Most of students developed the drawing that I left as homework for them. that homework consisted in creating a monster by combining animals. They had to describe their creatures with short English phrases and express their wishes with their new creations.

Students liked to have a support or model to make their drawings; for example, the pictures or drawings that I showed them. They made a copy of the drawing showed and then they put them on the wall of their classroom. At the same time, they used some prepositions of place to locate the position of some objects in the drawing. However, a girl said: *"I cannot do it! teacher"*, I told her: *"it does not matter, do it as you can, you can also imagine animals that you had seen before in your house or your neighbor, in that way it is easier to do it"*.

Finally, when some students had finished their drawings, the girl showed me her drawing and it was agreeable because she did the best with the activity and therefore she gave me a good and nice drawing: I told her; *“Good job! Don’t doubt of yourself, just look your drawing, you can do it “.*

The students were motivated when I showed them the drawings in the session. This activity made students more participative to develop their workshop during the class. the vocabulary of animals more frequent used was: *The dog, the cat, the chicken, the dove, the fish, the fly, the rat, the mice, the bull, among others.*

The natural contact as a way of participation of students.

The reaction of students at the moment of showing them the drawings of trees and plants was agreeable because we could make a relation with real fruits too, through contact with its color, size and its flavor. They related the fruits from the place where they came; trees and plants. In that way, I wanted to stand out one of the importance of such beings. Students described the trees, plants and the fruits and then they took one drawing of the fruit and pasted it in the respective drawing. I remembered as well in that occasion one student looked at the drawing of the pineapple’s plant and said: *“That is mine and he laughed”*. He said that because this plant seems to be a cannabis one. Perhaps he knew that because of his context, however, I tried to make comparisons between different trees and they just followed my instructions.

So, they continued making their drawings. Some of them followed my example trying to do the same copy and others were drawing according their memory they were using their imagination as well. Between their creations we have: *The pumpkin is a large fruit, is tasty with green color, it grows up in cold places and the plant spread well beyond everywhere. The orange tree is tall. The apple tree, the fruit is tasty and red.*

At the end of the class some students made some suggestions for the next class; they asked to bring more fruits because they considered the coconut was missing, hesitating I said; yes! but it was just a joke. So, the next class a girl brought a coconut and it was so funny for everybody even I used it to show the students as a demonstration of one description for that fruit and its tree.

The students were participating more and more in the activity and now some of them could make a relation between the plants and its fruit and how it grows to give us fruits.

Teamwork, laugh, imagination and creation.

The students applied the vocabulary they had learned during their English class. In that way through a drawing they made the differences between city and country, they drew some places in relation with its space.

Half class drew the part of city and the other the country part. They chose each place related to the place where they lived. Most of them chose at first the city part but then they changed because they wanted to draw some animals, plants among others. they said it were hard to draw the city but at the end we could do it. Step by step they found some details to be put together according their ideas. They made some comparisons; for example, they drew some people and then they named these people with their classmates' names. Other children made some trees and mountains in a particular shape and their classmates said that it was a penis. Nevertheless, they did it with respect and they expressed that it was a joke.

At the end, both drawings city and country were put together and we made a whole and huge drawing. then students made comparisons and descriptions through phrases where they identified several topics learned previously; in that case, places, objects, animals among other. They used expressions or words like: there is, there are, there isn't, there aren't. *There is a park in the city, there isn't a factory in the farm, there are animals in the countryside, there aren't trees in the town.*

Students' ideas were contributing to the class.

The students made an exam related to the previous topics. Some of them seemed to be bored and they were worried about the mark; others tried to remember some topics such as: fruits and animals, taking into account descriptions made by them during this course. After the exam, they gave their opinions and ideas for this topic; the professions. They said some sentences using different family members and their occupations. In that way, they were relating some places of the city with the people (their family member) who worked there. In that case students used the to be verb or to work in third person; for example: my uncle is a doctor; he works in the hospital, my father is a builder; he works in the building, my mother is a housewife; she works in the house, my aunt is a nurse, she works in the hospital.

Besides, it was a good moment because I could explain them the use of S in the third person. Some of the students thought that the words with S were words in plural. It was a moment where their ideas were contributing to the class.

The professions and occupations topic as real context for children.

In this session students should relate life within society through occupations of their family member or neighbors. In that way they made a drawing where they showed a person doing his duty; they did that by using the more common occupations and professions and their imagination, even some of them were doing by repeating my examples. A boy drew a fireman and builder because he likes, and it is also the most common profession in his family.

Some children made some drawings with soldiers and they expressed their likes for it. For example, one of them said he would like to be a soldier because he likes the idea of protecting people. Another girl said she likes soldiers because her father is one of them.

That workday was pleasant because the ideas´ students were seen as an important factor for their future. They shared their ideas by telling what they wanted to be in the future. Most of them wanted to be like their relatives because they see them as a familiar reflection. Besides, they express their wishes to keep studying to support familiar necessities in the future. That was very interesting because we could talk about different aspects and go beyond their strong desires and hopes. In that way, children made a relation with their family members and their occupation to know about professions from a real perspective in the society.

Knowing our cosmic neighbor.

I remember very well this session because students were very motivated. From the beginning, they realized I had brought a laptop and a video beam to play some videos and pictures related to the NASA and the cosmos. They asked many questions about the universe in Spanish and I tried to make them repeat the same questions but in English. Some of them made their drawings based on pictures that I showed them, but others preferred to invent some new characters ´´from other planets´´ as they said. They had a very huge curiosity as the time went by because they discovered through videos all physical life of the universe. They asked questions like what are the black holes? What is the milky way? What are the sizes of planets? or Could people live in another planet?

This kind of drawings are easier to draw for the children because they have seen them before in the Science subject. They have already made a mock-up of the solar system, which has worked as a model to draw some planets that they often recall. Besides, we related the planets´ names with day´s week like this: *Sun - Sunday, Moon – Monday, Mars – Tuesday, Mercury – Wednesday, Jupiter – Thursday, Venus – Friday, Saturn – Saturday.*

In that way, I tried to give them a bigger vision of the universe and they expressed all their ideas about it by drawing.

The Human Body: a tool to learn and have fun.

For this session students were participating from the beginning, we were looking for some volunteers among students to represent some parts of the human body. After that, they had to choose one part of the body and then mention it; besides, they made a movement or action with it. Then, they used a broom-stick to point out the different parts of one student chosen as model. I think it was resourceful, but they liked anyway. I was trying to show students at the same time how they can make a very active class with things we have around without losing interest for it. Children who were not paying attention, in the same way they were making their collaboration by being as a model in the activity.

Students were having fun because they expressed with their smiles, but without any pause, they said their opinions about the lack of materials or tools to develop activities for the different classes. They used their imagination to make their drawings by relating the part of the body with the function that it does. They also had to describe the actions of the drawings. Among the examples, I found these: I watch TV with my eyes, I listen to music with my ears, I kick the ball with my foot. In that way, they made some drawings and they wrote some sentences about actions of their daily life but this time for the English class.

Through my drawings, I recognize the weather of my city.

The weather is something important children identify since they are small ones. It is very easy for children to realize that. That's why I used some adverbs of time (yesterday, today, now, later, tomorrow) for this session, which involves the weather. they were taking into account the real weather

and using the verb to be and some adverbs to write some sentences, for example; Yesterday the weather was cloudy, Today the weather is sunny, Tomorrow the weather will be rainy.

They felt a familiar atmosphere, in this session, because through some pictures of Popayan, they could watch some natural phenomenon seen in this city. I used such as natural issues to relate them with the weather in our geography and so locate students in the context. They helped each other even for their own questions or doubts about Popayan and its location. In that way, they made a drawing using what they had seen during the class.

Children were participating actively in this session. I could feel in that moment, while the time had passed that they were able to break the ice easily, and to be less shy participating with the activity classes. Now, I could say there is as well a comfortable relationship between students and me; (pre-service teacher). And, as a personal reflection I would say that to relate students in their real environment was useful to develop this project in a natural way.

11. ANALYSIS

During the research process of this project called: "*Drawing as an alternative for English learning in fifth grade children*" from the John F. Kennedy Educational Institution, Extension José María Obando, the active participation of students as well as traditionalist school thinking were considered that still continues present in the Educational Institutions of Colombia. In this way, this work carried out with elementary school students of fifth grade allowed to the pre-service teacher and the students to maintain a relationship and trust between them and thus achieve to implement the use of drawing as an alternative strategy for English teaching in girls and boys. This project also looked for encourage the motivation in students through drawing in relation to English teaching. Likewise, it was possible to identify the difficulties of such teaching and thus be able to analyze the impact of the use of drawing in the learning of fifth grade children, whose ages range between 10 and 13 years. However, in other

words, we seek as purpose to increase the motivation of children for the English subject and allow an active and meaningful participation in their learning using drawing as a main tool.

Several considerations in the execution of this project were taken into account to improve communication and its impact, based on the use of different conceptual references such as: drawing, girls and boys, motivation and foreign language teaching. Also, the legal references and educational policies of the National Government such as: Law 115, General Education Law, the National Bilingualism Program (NBP) and the basic standards of competences in foreign languages: English.

Considering the relevance of studies related to drawing at local, national and international level, we took as reference different authors who gave us a concise point of view about the relationship of human and drawing. Among these, we find Gamboa, M. García, V. Boris, A. Bautista, without leaving out one of the most important references for the realization of this our project Celestin Freinet.

In addition, Action-Research was chosen as the main investigative method that allows us a self-reflective analysis with the intention of causing an improvement, as well as a qualitative approach, which is based on the analysis of a certain context subjectively, studied using the assessment and interpretation of the researcher.

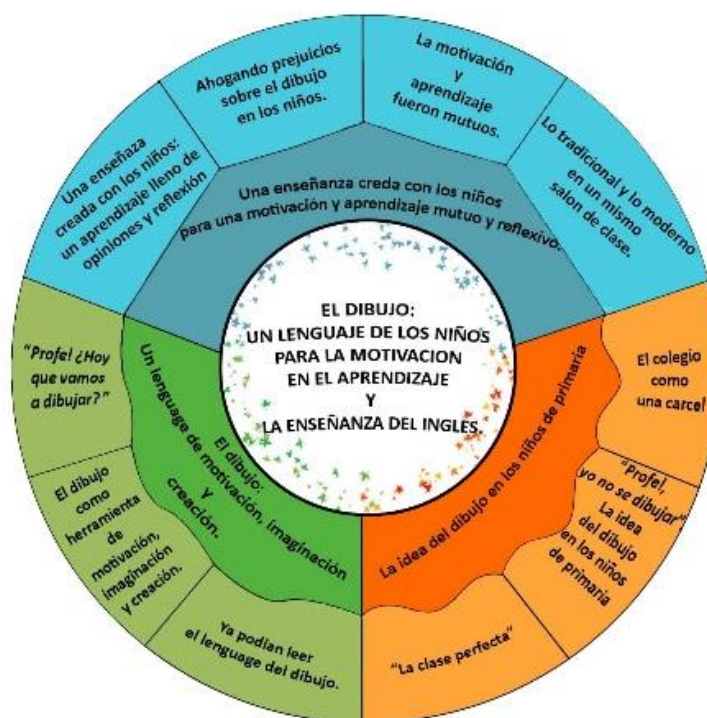
The analysis started from the chronicle that was chosen as the representation for our final report. From this, three categories were emerged. The cultural, axial and selective. They were identified and interpreted. In this way we collected important facts, which were narrated by the two pre-service teacher, who did the data collection according to the order in which they happened during the Orientation of the Educational Process (OEP) in the before mentioned educational institution.

The present analysis is divided into three parts. The first consist on two chronicles called "My drawings and ideas, source of motivation and creation" and "Drawing: a language of children for motivation in learning and teaching English". These were born from the experience of developing the project research and were complemented with the help of the "Tell the story" format, written by the pre-service

teacher after each class. The second part consists on the chronicles analysis, surveys made to the students of the John F. Kennedy School, Extension José María Obando and the interviews made to the main teachers in charge of the 5th grade of the institution.

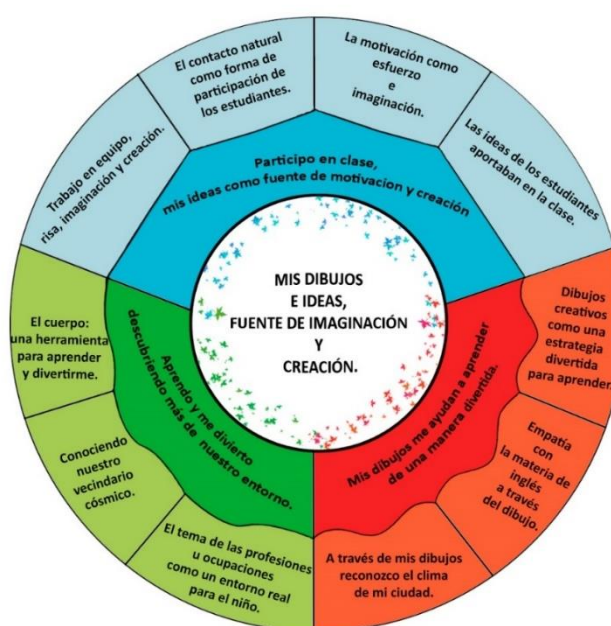
Surveys were applied to the participating children. They were used as a reference to compare the result of our process as pre-service teacher. Besides, the drawing was the main tool in the implementation of this research project, since in the different activities carried out by the students in the respective sessions, the student was approached to motivation and learning. In the same way, interviews were executed to determine the assessment of the main teachers in charge of each course about the project, as well as surveys to the students where they showed us interest and curiosity from the beginning by integrating the drawing as a way of teaching English.

As we expressed previously, for the chronicles analysis were considered the different sessions developed in grades 5A and 5B of the Educational Institution J.F.K where the project was carried out and from which the data was taken for later analysis. The following graphic shows the selection process of categories obtained from the chronicle: "Drawing: a language of children for motivation in learning and teaching English", where the most important events lived were collected, starting from the cultural categories about the 10 sessions made in fifth grade that led to the axial categories, and the selective one located in the center of the graph.



Graphic 1. Drawing: A language of children for motivation in learning and teaching English. (Grade 5A)

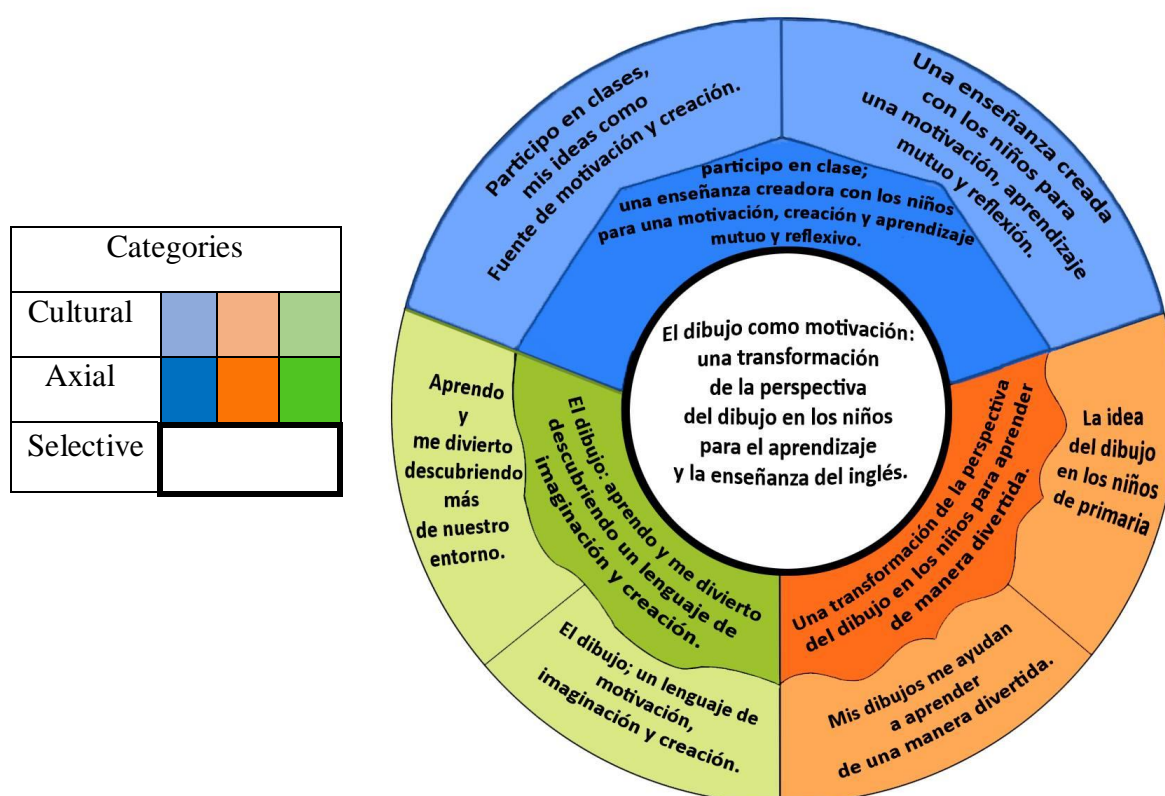
In the same way in this graph, the grouping of the categories was made from the cultural, axial until obtaining the selective category with respect to the Grade 5^B.



Graphic 2. My drawings and ideas, source of motivation and creation. (Grade 5B)

Drawing as motivation: a transformation of the perspective of drawing in children for English learning and teaching.

The participation of the student is reflected in the feelings of each one for the class in the different topics, in this way there are some categories where motivation is shown as the main focus towards learning, a way of learning without tying them in their worries which, through drawing, the student found a way to express his ideas. Just like that the description is also made, explaining the categories, considering the evidence obtained during the course of the project.



Graphic 3. Drawing as motivation: a transformation of the perspective of drawing in children for English learning and teaching. (Chronicles Grade 5A and 5B)

From the relation of the content between the two previous graphs, a third graph was made. It consolidates the categories where the analysis is made, starting from the cultural categories from which

the axial categories arises and with we based on the grouping of these categories and it is the main point for the development of the analysis about the two chronicles made by the pre-service teacher in the Orientation of the Educational Process II (OEP II).

1. I participate in class; a creative education with children for motivation, creation, mutual and reflective learning.

Starting from each "Tell the story" that was made in the process as pre-service teacher in the collection of information and considering the cultural categories: *I participate in classes, my ideas as source of motivation and creation*, and *A teaching created with children for motivation, mutual learning and reflection*, arises the axial category mentioned above in the title.

Through the contribution that the children made from the beginning, expressing their opinion according to the work to be done with the drawing in the different sessions. It was possible to obtain a positive view among most of them, since from that moment they showed empathy, feeling eager to discover new things in relation to learning English. The attitude of children with this alternative proposal motivated us as pre-service teachers. This is how in this category the interest of the student is shown with the drawing in a fun way to learn the proposed; at the same time, the pre-service teacher reflects on what was learned and achieved by listening and talking with the children.

Through the creation of his drawings the student began to discover according to the proposed topics the relationship with the environment in which they live, in this way many elements that the children have acquired from their previous knowledge were used to apply them in the classroom activities.



Illustration 1

All those ideas that were said were considered. For example: "the lemon is green, is bitter and sweet with sugar" (F: TS / ST: 5A / S: JFKJMO) and this helped to open the participation that later contributed in the student's interest. Among the previous knowledge, we can mention television series, movies, music among others. This is how, from the very first beginning, students expressed mostly joy, giving us a glimpse of their interest in learning, in this case English.

The students' point of view was important during the classes since they were able to express freely, in such a way that the ideas of the children, their aspirations and what motivated them to learn English were considered; in some of the children it was heard "What are we going to learn today?" (F: TS / ST: 5A / S: J.F.K. J.M.O.). It emphasizes the importance of English and the direct or indirect relationship it has with children's lives, as Martín José M. (2000) would say:

Humanistic techniques have been defined as those that harmonize what the student feels, thinks and knows with their L2 learning, all through exercises that frequently seek the realization and increase of the apprentice's self-esteem. Derived from this principle, it is established that teaching must be subject to learning and; therefore, the center of attention must be fixed on the student and not on the teacher.

The idea of using drawing for teaching English in girls and boys is not new to the students or to teachers. However, there are moments of lucidity, frustration and detachment in the process of teaching with the drawings, as mentioned by a school teacher in an interview conducted at the end of the research process: "Creating your own drawings is sometimes difficult and complex for certain students, because it forces them to create, to be imaginative, to learn how to design ... "(F: I/T:5º/ S: J.F.K. J.M.O.).

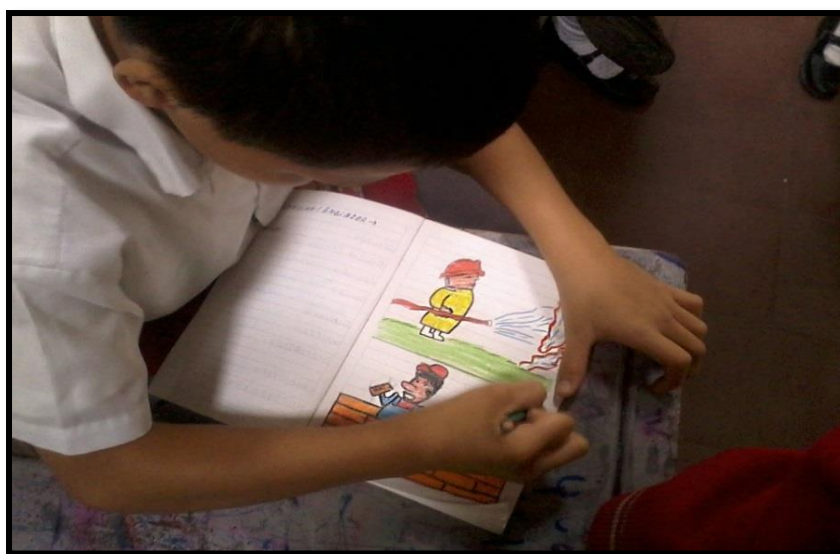


Illustration 2

This may be because children in the fifth grade are moving away from the artistic drawings and tools that in previous grades are an essential part of their learning. Faced with the use of predesigned materials that avoid the creation of something new by the student, or due to the complexity brought by the areas in the grades near the secondary education, the artistic component is left behind.

The attitude and ideas of some children in fifth grade about the drawing changed from the beginning of the research until the end. At the beginning, the idea of not being able to draw and the low interest in drawing was present, many cheerful faces appeared when the students saw a drawing made by the teacher, but then sad faces for having to draw something that was difficult according to their thoughts;

the phrase that arose when they had to draw was "Teacher, I do not know how to draw" (F: TS / ST: 5° / S: J.F.K. J.M.O). This phrase was not because of the difficulty of the drawing they were being taught, but due to the insecurity, they had in doing something for themselves.



Illustration 3

It was up to us to change that attitude, to see how we could change that idea about drawing to achieve the teaching we wanted to give to children; for this, different variants were used in the drawings, such as cartoon drawings, simple and very animated drawings. In addition the teacher was always paying attention and supporting the children in their drawings, demonstrating a lot of interest in their creations, pasting their drawings in the classroom and showing them that everything they did or said had an educational value and motivating them to continue eliminating false ideas about their abilities, to achieve an effective English teaching through the drawing that was the tool that helped them learn and thanks to this in the last sessions you could hear some children say "Teacher, what are we going to draw today?". (F: TS / ST: 5° / S: J.F.K. J.M.O). Which did not mean they were learning to draw but to overcome the first obstacle they had to learn.



Illustration 4

2. A transformation of the drawing perspective in children to learn in a funny way

According to what is stated in the chronicles, we can infer that from the beginning there is a concern when facing new experiences that involve children as main actors. There is a great responsibility when it comes to children, and even more when a foreign language is being taught, since these previous guidelines will be key in their linguistic development.



Illustration 5

In the same way, the conviction of doing a good teaching before these "little people" was favorable since this group of human beings emphasize the importance of giving an excellent orientation for the teaching that life has, or as Krishnamurti (2006) would say:

Children are the essence of the human being; they can learn about the unity of life, to see things as they are, to be whole and complete; therefore, children flourish when we help them from childhood not to imitate anyone, but to be themselves all the time. When we teach them to learn how to think and not what to think, when we help them discover life and not take it for granted, when we honor their awake mind, when we strengthen them so that they never feel psychologically hurt. Not only while they are at school, but throughout their entire lives.

To attract the attention of students, it is often necessary to use teaching materials, which generate a direct interaction with what we want to teach, but what happens if the teaching material is supplemented with the help of drawing and creativity? Well, in the second session of this project, we were able to observe how the students reacted to a material that contained detailed drawings, but at the same time they had an imaginative and creative component.

At first, when the students described the drawings in English with some adjectives, in this case of animals, it indicated us that the drawing and the graphic part intervene with the collective language. So that these children with the mere fact of seeing the animal in a drawing and although they were not described anywhere, nor they belong to what they commonly see, the students dared to give details of the animal in another language: "the pig is fat" (F: TS / ST: 5° / S: JFK-JMO), "the tiger is angry" (F: TS / ST: 5° / S: JFK-JMO) "the tiger is fast" (F: TS / ST: 5° / S: JFK-JMO).

From there, the imagination and creativity of the students was stimulated by the fact that they could create something more with the drawings. In this part the students demonstrated that the language of drawing, in the child, is natural and is an essential tool in their learning since the students used what

little they were given, and created endless possibilities using the target language. Many of the children generated their own ideas, very different from those of their classmates, denoting a great capacity for imagination. On the other hand, some of the students waited attentively to copy themselves of the ideas and drawings of their classmates. Although they tried with great effort making the same lines, strokes and shapes they never succeeded in doing it in the same way; every student like every human is different even in the way of drawing a line with a pencil.



Illustration 6

3. The drawing: I learn and enjoy myself discovering a language of imagination and creation.

From the implementation of this project, several aspects emerged that favor to the goals proposed inside this pedagogical research; in which the use of the drawing was focused as an alternative for the teaching of English. In this way, the strategy planned was being fulfilled according to the research project, which was trying to use the drawing as tool of motivation for the teaching of a foreign language; in this case the English language. On the other hand, we could identify and success in

overcoming some difficulties at the moment of teaching English because it demonstrated us a great impact in the children when drawing was used.

Some of the negative experiences obtained in this process were changing into a positive way during this pedagogical research. Probably, these already mentioned bad experiences are due to the absence of implementation of the drawing on the part of the teachers, which generates certain rejection or shame in students towards their own creations; due to the lack of training towards artistic practices as drawing. This way, everything was changing thanks to the thought and motivation that it was possible to build as a whole with the children and the pre-service teacher around drawing for the learning and the teaching of the English language.

At the beginning of this process it was often listened in the children to say " *Teacher, I do not know how to draw* " (S:TS/ST: 5/SC: JFK-JMO) and after several sessions the phrase changed to " *Teacher, what are we going to draw today?* " (S:TS/ST: 5/SC: JFK-JMO). This happened due to the monitoring that every pre-service teacher had in the classes and over the children. The difficulties and ideas that the children had about drawing were strenuous to believe; they liked to look the drawings of the pre-service teacher, but not to create their own drawings and not for being unable to draw but for the insufficiency of stimulation and erroneous thoughts about the drawing; both in the school and in their homes, as indicates Vigotsky, L. (1930).

From all forms of creation, literary or oral, is art the most typical of the school age. We know that, in the early age, all the children pass through several stages of drawing, well, drawing is the typical way of expression of the pre-school age particularly. In those years, the children like to draw, without being motivated by the adults; sometimes is enough the simplest stimulus in order that the child begins to draw. The observations demonstrate that all the children draw and the stages through which they pass in their drawings are more or less common for the children of the same age. In those years, the drawing is a favorite

occupation for the children, but when starting the school age, their interest to drawing starts to decrease and, in many, even in the main, it disappears completely of not being stimulated. (pág. 24).

The correct selection of content for every class like simple, showy and comical drawings to motivate the students to follow carefully the explanations and indications included during the class. It helps to the attention and the participation in class on the part of the students. Just like it was attended during the session about the solar system, in which it took as a principal proposal the teaching of the solar system through drawings of both, as well as the pre-service teacher as the students, where the curiosity, imagination and confidence of the students stood out and with their participation they demonstrated that they had been very focused on the class by expressing phrases as *“there are nine planets”*, *“the sun is happy”*, *“there is an astronaut”*. (S:TS/ST: 5°/SC: JFK-JMO)

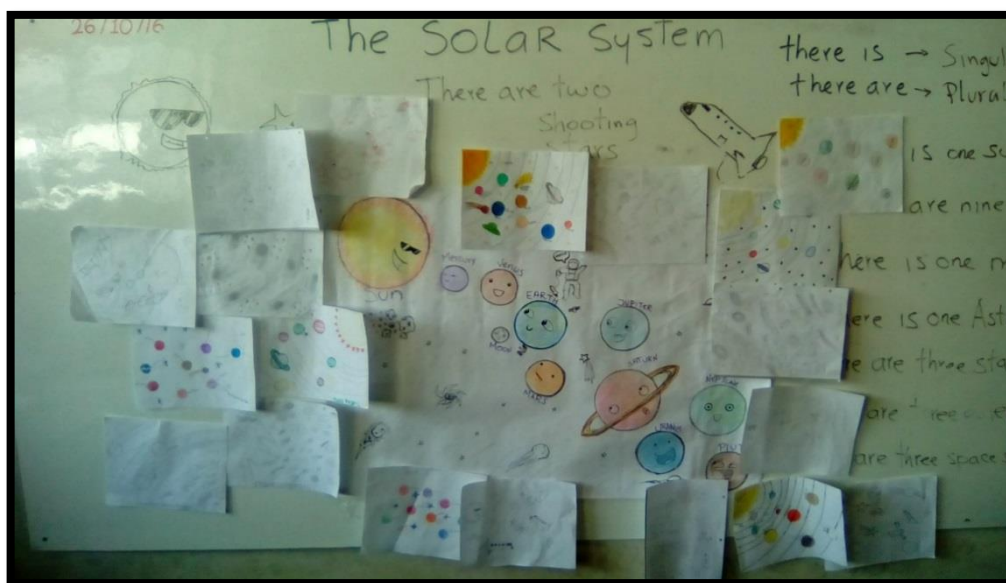


Illustration 7

At the beginning, the students feel in a confused environment and of doubt where they do not ask and suppress what they need to know but drawing helps to establish a relation between them and their learning, creating a bridge to interact really with their own knowledge and experiences. What takes us

to another essential point that is the participation of the students; which was something fundamental for every activity, and at the same time made part of the motivation that every child developed towards drawing.

Some obstacles or eventualities like the time that lasted every session, the disorganization generated very rarely by some activities due to the free expression that means drawing and the enthusiasm of the children by trying to show what they had drawn, the ideas or opinions that the children wanted to express about some topic like the professions, the animals, the solar system, the fruits, the human body everything which they had previous knowledge, due mostly to their social environment and the things learned in the school which was turning away the class from the session already planned. The drawing caused certain fear or a change in the attitude of some children, but the dialog and attention given by pre-service teachers achieved to overcome the fear, or the presence of the titular teacher who was putting in tension to the class and avoided a natural expression of children and simultaneously it disadvantaged the development of the lessons with the intention to keep everything in order.

Despite all of this, it was possible to live an experience that had something significantly for both, for the student and for the pre-service teacher that became a friend more inside the classroom.

12. CONCLUSIONS

This research process revealed many aspects as positive as well as negative (lack of confidence, participation enhancement, interaction among people inside the classroom) that influence the learning of English in children and how drawing is an alternative that generates changes in the attitude and disposition of the students. Since drawing as the main object of this research showed that the children developed empathy towards the course and towards the methodology of the pre-service teacher, thus improving the reception and acquisition of the English language, which was demonstrated by them with some adjectives and basic structures.

From the beginning of the practical implementation and familiarization of this project with the children, the students showed a high interest in the drawings included in each of the sessions, both drawings made by the pre-service teacher as well as drawings made by student in the classroom. Drawing managed to be a window of expression for the minds of these children, where they could imagine and later create to finally learn. The methodology used emphasized respect for the child and his thought, giving great importance to his opinions and drawings, creating an enjoyable atmosphere for the students and the pre-service teacher.

Some problems that affect children and their learning did surface. Among the main problems we have come across were: the time spent in each session to teach, since many of the subjects or knowledge they learned in the classroom were being forgotten, due to the lack of practice until the next class. Followed by this, the children felt a limitation towards drawing, a limitation established by the transmissionist school where the drawing is castoff as a teaching tool in superior grades and the students use most and only the writing skills.

Drawing helped to break down different cognitive barriers such as fear towards English learning, lack of creativity and as well interpersonal barriers between the roles of teacher and student, generating relationships with better communication, understanding and more effectiveness in learning English. The motivation expressed by the children towards each session shows the usefulness of drawing as a practical tool for teaching English and explains the need to permeate that world of children, to create and improve learning environments.

The impact of using drawing during this process was very different from monotony for both pre-service teacher and students because the research group tried to make new implementations for these classes and the students received the knowledge in an alternative way. Tools, like drawings, creations made by them, pictures about any topic and so on, demonstrated a very strong relationship between pre-service teachers and students due to the effort, love and commitment in each creation and participation during the ten sessions developed in the process and that gave birth, in the pre-service teachers, a

writing exercise that involved feelings, thoughts and conceptions that ended being the fruit of this project.

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<http://miscursosfilosofiaeducacion.blogspot.com.co/2013/07/resumen-general-del-metodo-de-celestin.html>

Vygotsky, L. (1930) La Imaginación y el Arte en la Infancia. Madrid: AKAL.

ANNEXES

ANNEX 1. “Tell the story” format.

Name of School:	Classification: Observation and	Number: 01		
Subject:	Grade:	Time:	Type of school (public or private)	Number of students:
DESCRIPTION: (A brief description of the school) Address, neighborhood Distinguishing features of the school				
TELL THE STORY DESCRIPTIVE/NARRATIVE LEVEL				
WRITTEN NARRATION:				
1. BEGINNING OF THE LESSON				
2. DEVELOPMENT OF THE LESSON				
3. END OF THE LESSON				
REFLECTIONS/ACTIONS				
CONTRIBUTIONS TO THE SPECIFIC OBJECTIVE 1				
CONTRIBUTIONS TO THE SPECIFIC OBJECTIVE 2				

CONTRIBUTIONS TO THE SPECIFIC OBJECTIVE 3	
CONTRIBUTIONS TO THE GENERAL OBJECTIVE	
Type of chart: Narrative	Presented by: (Students' names) City: Date :

ANNEXE 2. Consentimiento informado a padres o acudientes de estudiantes

INSTITUCIÓN EDUCATIVA: _____

YO _____, en calidad de () madre, () padre o () acudiente, identificado con cédula de ciudadanía No. _____ de _____, dejo constancia de que he (hemos) sido informado(s) acerca de la grabación de video de práctica educativa, o toma de fotos, los cuales se requieren para que el docente de Inglés de mi hijo(a), profesor (a) _____, pueda tener evidencia para la evaluación de su práctica pedagógica.

Luego de haber comprendido en su totalidad la información sobre las condiciones de la participación de mi (nuestro) hijo(a) en esta actividad, entiendo (entendemos) que:

- La participación de mi (nuestro) hijo(a) no tendrán repercusiones o consecuencias en sus actividades escolares, evaluaciones o calificaciones en el curso.
- La participación de mi (nuestro) hijo(a) no generará ningún gasto, ni recibiremos remuneración alguna por su participación.
- La identidad de mi (nuestro) hijo(a) no será publicada y las imágenes y sonidos registrados durante la grabación/fotos se utilizarán únicamente como evidencia de la práctica educativa del docente.
- El docente garantizará la protección de las imágenes de mi (nuestro) hijo(a) y el uso de las mismas, de acuerdo con la normatividad vigente, durante y posteriormente al proceso de evaluación del docente.
- No habrá ninguna sanción para mi (nuestro) hijo(a) en caso de que no autoricemos su participación.

Atendiendo a la normatividad vigente sobre consentimientos informados, y de forma consciente y voluntaria,

[] DOY (DAMOS) EL CONSENTIMIENTO [] NO DOY (DAMOS) EL CONSENTIMIENTO

para la participación de mi (nuestro) hijo (a) en la grabación del video/fotos de práctica educativa por parte del docente en las instalaciones de la Institución Educativa donde estudia.

Lugar y fecha: _____

FIRMA PADRE

FIRMA MADRE

CC No.

CC No.

FIRMA ACUDIENTE O REPRESENTANTE LEGAL y CC No.

ANNEXE 3. Encuesta a niños y niñas al inicio del proyecto.

<p>UNIVERSIDAD DEL CAUCA</p> <p>FACULTAD DE CIENCIAS HUMANAS Y SOCIALES</p> <p>PROGRAMA DE LICENCIATURA EN LENGUAS MODERNAS INGLÉS - FRANCÉS</p> <p>EL DIBUJO COMO ALTERNATIVA PARA LA ENSEÑANZA DEL INGLÉS EN LOS NIÑOS DE QUINTO GRADO DE LA INSTITUCIÓN EDUCATIVA JOHN F. KENNEDY, SEDE J. M. OBANDO</p> <p>EL INGLES EN MI VIDA</p>				
Fecha:	Grado:	Grupo:		
Institución educativa: INSTITUCIÓN EDUCATIVA JOHN F. KENNEDY, SEDE OBANDO				
Nombre:	Edad:	Género:	M	F
Desarrolle las siguientes preguntas.				
1. ¿Crees que es importante aprender inglés? Sí ____ No ____				
¿Por qué?				

2. ¿Has recibido clases de inglés? Sí ____ No ____				

3. ¿Qué te gustaría aprender en la clase de inglés?
4. ¿Que sientes en la clase de inglés?: Escribe Si o No Diversión: _____ Aburrimiento: _____ Alegría: _____ Tristeza: _____ Tranquilidad _____ Miedo: _____ Otros _____
5. ¿Cuentas con material en tu casa para aprender inglés? Si___ no___ ¿Cual? _____
6. ¿Qué tipo de material has utilizado para aprender inglés en el colegio y otros lugares? Internet___ Libros___ Revistas___ Cuentos___ Cds ___ Juegos___ Diccionarios_____ Enciclopedias _____
7. ¿Qué es lo más difícil de aprender inglés para ti? _____ _____
8. ¿Cómo te pareció esta encuesta? Escribe Sí. o No Fácil: _____ Difícil _____

ANNEXE 4. Encuesta a niños y niñas realizada al finalizar el proyecto.

EL DIBUJO COMO ALTERNATIVA PARA LA ENSEÑANZA DEL INGLÉS EN
LOS NIÑOS DE QUINTO GRADO DE LA INSTITUCIÓN EDUCATIVA JOHN F.

KENNEDY, SEDE J. M. OBANDO

ENCUESTA A NIÑOS Y NIÑAS DE BASICA PRIMARIA – GRADO 5°

EL INGLES EN MI VIDA				
Fecha:	Grado:	Grupo:		
Institución educativa:				
Nombre:	Edad:	Género:	M	F
Desarrolle las siguientes preguntas				
1. ¿Crees que es importante aprender inglés? Sí ____ No ____ ¿Por qué? _____ _____				
2. ¿Te gustó lo que aprendiste en la clase de inglés? Sí ____ No ____ ¿Por qué? _____				
3. ¿Qué fue lo que más te gusto en la clase de inglés? _____				
4. ¿Qué fue lo que menos te gustó en la clase de inglés? _____				

5. ¿Qué sentiste en la clase de inglés?: Escribe **Si** o **No**

Diversión: _____ Aburrimiento: _____ Alegría: _____

Tristeza: _____ Tranquilidad _____ Miedo: _____

6. ¿Qué fue lo más difícil de la clase de inglés?

7. ¿Te gustó dibujar en la clase de inglés?

SI__ NO__

¿Por qué?
