



UNIVERSIDAD
La Gran Colombia

Language Learning

Fingerprints
Magazine



Editorial note

Fingerprints is a magazine that presents the visions of teaching and learning from pre-service teachers, who are doing their first classes in some educational settings in Bogotá. In this issue, there are some reflections from the students- teachers where they present their voices about their teaching practice in some schools. Likewise, there is a journal about a student teacher who implemented meaningful learning through arts. Besides, there is an outstanding lesson plan that might inspire future student teachers. The reader will find contextualized material and some infographics about some cutting edge teaching methods. Finally, there is a research paper about visual literacy, which can encourage future teachers to change their mindset about using images in the field of TEFL.

Lorena López



Obregón, Alejandro. 1980. Cóndor
Casa Museo Obregón. Cartagena de Indias. Colombia

Colaboradores:

Diana Carolina Guevara
Nixon Gamba
Juan Felipe Porras
Diana Camila Gutierrez
Laura Gómez Ramírez
Johanna Corredor
Ana María Buendía
Nikol Martínez
Vanessa Rojas
Juan Esteban Páramo
Angie Yuleiny Ravelo
Jeisson Garía Guerrero

Edición:

Juan Pablo Bravo
Diseño gráfico
Gabriela López
Editora
Lorena Andrea López Cupita
Compiladora

This issue has the privilege of highlighting Obregón's masterpiece of art, Cóndor. Obregón was an artist who illustrated nature with deep symbolism. For instance, Cóndor is a symbol of freedom, cleverness, and discipline among other characteristics connected with the role of the educators.

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Reflections from the student - teachers

Reflecting on My Teaching Journey: A New Teacher's Perspective

How was my teaching experience at my job/school?

By Diana Gutiérrez

Starting my teaching journey at my job has been a rewarding experience full of learning, challenges, and important lessons. As a new teacher, I've been learning a lot about how education works and about myself. It's like diving into a sea of new knowledge and discovering more about teaching every day. For instance, as young teachers, we face many challenges and struggles in various ways. These challenges are not only related to understanding or knowledge but also involve attitudes and performance. Never forget to give your students the ability to recognize challenges and how to face them, or at least understand them.

Based on my experience, I had the opportunity to work with teenagers, adults, and kindergarten students. Being a self-contained teacher demonstrates the ability we have to understand and create knowledge depending on the needs of the student.

Additionally, we often think students are our only responsibility, forgetting about the parents, administrative staff, and curriculum put forth by the institution, all of which are important but demand time.



Eventually, during our teaching practice, we will become more organized and intelligent

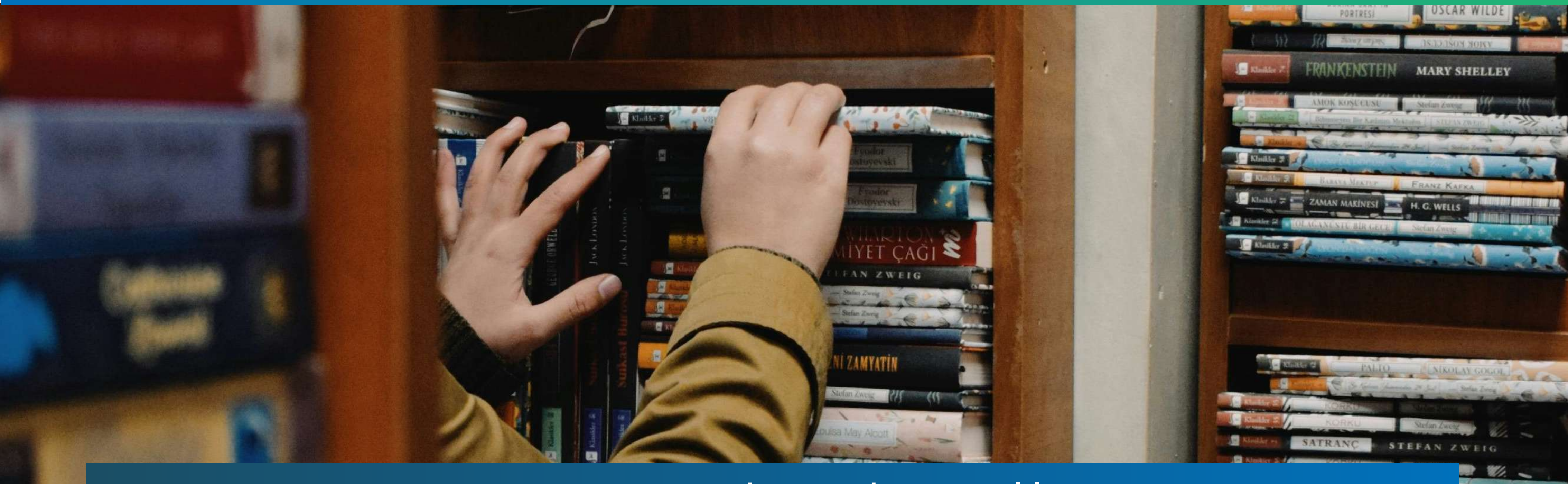
when we need to create materials and activities. This is because there are many institutions where teachers need to repeat content. Unfortunately, this is not the best idea, but it makes our lives easier. Despite our creativity and imagination, every single detail we can retain from previous experiences contributes to a meaningful result in the end.

However, it's important to recognize that everyone progresses differently, and we all take different paths. So, comparing ourselves to others isn't the best way to describe our profession, but it might give us an idea of what we do during our teaching journey and being able to make money doing something we love has been really rewarding.

Teaching isn't just a job for me; it brings me a lot of happiness and satisfaction. It feels great to know that what I'm passionate about is also what I do for a living. Last but not least, future teachers, do not forget to enjoy this eternal journey into pedagogy. The most difficult part is when we do not truly take pleasure in what we do, and our students reflect that. A happy teacher creates happy students, so be careful not to cast a shadow of disbelief in reality.

One thing I'd like to highlight in this article is that neither our teachers nor the university adequately prepare us to interact with parents and administrative staff. As new professionals, I've observed that the way we engage with people opens doors for us and contributes to knowledge creation for every member of the institution.

Reflections from the student - teachers



My experience as a researcher in the visual literacy group

By Laura Goméz

During my university career, I have understood that the role of the teacher involves researching and developing new strategies, innovating both in their educational community and in their pedagogical practice. In my academic experience, I have identified several challenges, such as the lack of recognition of research in Colombia, especially in the educational field. But instead of focusing on problems, my focus is on promoting critical thinking and the active participation of students in their learning. Transcending my role as a teacher is fundamental, working on creating teaching styles and improving strategies to positively impact their educational process.

In my experience since student teaching 1, participating in the research group with the teacher Lorena Andrea on Visual literacy, I comprehend that there are many educational terms that teachers sometimes do not take into account, as it is the impact of an image, which we may think is meaningless, however, by creating a critical sense in the classroom, we can manage various problems that we usually do not see. It was significant how different topics about pictures can generate a debate and new research proposals.

Whoever teaches learns in the act of teaching, and whoever learns teaches in the act of learning.
Paulo Freire

In my case, I was focused on how pre-service teachers interpret memes about social issues. At the beginning of the research, it was something obvious, but, by the time we discovered that most people are connecting with social media and memes, they don't understand some common social issues that the environment has, which is why it was interesting how we could interpret memes about social issues in our university and our city. On the other hand, during the visual literary group, I improved my understanding of research analysis and data collection strategies. I also identified why it is important to create research projects to develop the role of educators and learners

Finally, education in Colombia is betting on research, one of them is technologies that are changing the educational and training processes in society. This is why as teachers we must investigate, we must turn the word researcher into our additional last name to understand our zone, to leave our comfort zone.

Lesson plan

LESSON PLAN 1

PROGRAM	B.Ed. in Modern Languages with Emphasis in English	SCHOOL	IED Clemencia Holguín de Urdaneta		
GRADE	Children I (9-12 years old)	DATE	April 13th, 2024	SESSION	6
THEMES	Pronunciation and listening: fruits, colors, shapes, and flavors vocabulary. (Simple present)				
LEARNING OBJECTIVES					
To acquire vocabulary related to fruits and colors.					
To practice speaking skills through activities such as group work, role-playing, and the Happy Children's Day activity.					
To practice real-life dialogues related to buying and selling fruits.					
ACTIVITY DESCRIPTION		PEDAGOGICAL RESOURCES		TIME	
<p>1. Warm-up We will review "body parts and colors vocabulary" learned in previous classes. Students will form pairs and stand facing each other, with two paper strips on the floor, which are in the middle of them, one strip is green and the other is yellow.</p> <p>The teacher will say different parts of the body, and students must touch them and the teacher will gradually increase the speed, for example: "head, shoulders, feet, nose, eyes," and then "yellow", or "green". When the teacher says one of those colors, students must quickly grab the strip of the corresponding color from the floor. Only one of the two students will catch it, earning a positive point. The game continues until one student accumulates five points.</p>		<ul style="list-style-type: none"> ❖ Strips of colored paper 		15 minutes	
<p>2. Homework review Review the homework assigned in the previous class, where students had to interview a family member by asking them questions about personal introduction.</p>				5 minutos	
<p>3. Study focus The teacher will explain vocabulary related to fruits, including their respective colors, shapes, and flavors. This will be done using images and with the help of the board. The students will repeat to practice pronunciation.</p>		<ul style="list-style-type: none"> ❖ Fruit images 		20 minutes	
<p>4. Group activity The students will be divided into two groups for an activity. Each group will have several images of fruits previously studied (same images per group). The teacher will divide the board into groups 1 and 2 and she will ask the students to place on the board an image corresponding to her description. For example, a description could be "place on the board a fruit that is round and green". The students will quickly search for the corresponding image and place it on the board before the other group. The first group to place the correct image will earn a point. This same activity will be repeated until completing 5 points.</p>		<ul style="list-style-type: none"> ❖ Fruit images 		5 minutes (explanation) 15 minutes (activity)	
<p>5. Role activity The teacher will distribute the students around the classroom, with half of them positioned around the room, and she will assign them a specific fruit with a specific price to sell. The other half of the students will form a line, and the teacher will assign them the task of buying a specific fruit. They will then go and purchase it from a classmate who is selling the corresponding fruit. To buy and sell the fruits, they will use the following dialogue, which will be written on the board:</p> <p style="margin-left: 40px;"> <i>- Greeting: "Hello, good morning." - Response: "Hello, good morning. Do you have mangoes?" - Seller: "Yes, I do" - Buyer: "How much does a mango cost?" - Seller: "The mango costs two thousand pesos" - Buyer: "Could you please give me one?" - Seller: "Of course" - Buyer: "Thank you" - Seller: "My pleasure" - Farewell: "Bye"</i> </p>		<ul style="list-style-type: none"> ❖ Fruits ❖ Paper money 		5 minutes (explanation) 25 minutes (activity)	

TASK-BASED LEARNING METHOD : CRITICIZING ART

By Johanna Corredor

Teacher name: Johanna Corredor

Date: 04/04/2024

Target Population: Teenagers (students between 14 to 16 years old)

Context: 9th-grade students from Liceo Catolico School (Bogotá, sede Heroes)

Level: B1

Topic: Criticizing art

Learning objective: Students will be able to identify how to criticize art.

Communicative objective: Students will formulate and discuss relevant interpretations of artworks.

CONTEXT: The Liceo Catolico School is a private school located northeast of Bogotá. The students are between 14 to 16 years old. The social class they belong to is 3 or 4.

They have a workload of 4 hours per week. It is a traditional school so it does not have a bilingual focus. In each classroom, there is a projector, and the use of cell phones is not allowed because they are not properly used most of the time.

TARGET LANGUAGE: The school focus is not pointed to English language acquisition. It is a traditional school, where they have around 4 hours of English classes per week. The students show some weaknesses since it is difficult for them to interact with the language outside the classroom.

ACTIVITY: Throughout this activity, students will improve their vocabulary by constructively criticizing artworks.

DEVELOPMENT: Before starting the topic, the teacher showed some famous pictures to the students. This activity aims to encourage students to express their ideas and thoughts related to the pictures. It was interesting to observe that, while some students faced difficulties expressing themselves in a foreign language, they still strived to convey their ideas.

I noticed that most of them had limitations when they wanted to express their ideas in English. They tried to use words to transmit their emotions and thoughts. Some students were focused on the colors, others on the shapes and aspects, and other students used feelings to express what was in their minds. Although few students gave complete sentences, most of them expressed basic ideas.

Despite the lack of linguistic capabilities, they were eager to succeed at the activity. They were interested in learning more about feelings and felt encouraged to know more about how to express some ideas when they are going to discuss art.

From my perspective, I observed the effort of my students to develop the activity by working with enthusiasm. This particular type of activity allows our students to be receptive to new knowledge, despite the limitations they may have. They supported their groups and developed the activity successfully. Also, it became evident that they organized their roles according to their abilities. For example, there was someone who knows how to draw very well, while the others were better at talking and explaining their feelings using the conditionals. It was evident that teamwork played a crucial role in their learning process. It was remarkable that the students who did not know how to express themselves were supported by their partners, and through this process they had rewarding experiences.

CONCLUSION:

Nowadays, we live in a wide variety of contexts. As teachers, we need to be innovative and adapt to different scenarios. As a result, I consider it essential to develop an activity applying meaningful learning methods because students learn better through their personal experiences and feel motivated to continue learning new things. With that in mind, we need to implement some spaces to continue working with students and let them acquire knowledge in different ways, especially because the idea is to make them feel inspired to continue learning, regardless of the difficulties.

Infographics about Teaching Methods

COMMUNICATIVE LANGUAGE TEACHING

Prioritizes the individual needs and interests of students

Origins

Communicative Language Teaching originated from the changes in the British Situational Language Teaching approach dating from the late 1960s (Richards & Rodgers, 2001). Passing from the socio-cognitive perspective of the socio-linguistic theory, emphasising on meaning and communication.

It evolves as a prominent language teaching method and replaced the previous grammar-translation method and audio-lingual method (Warschauer & Kern, 2000).

How apply it?

Role-plays	Students take on specific roles and engage in conversations, simulating real-life situations.
Information gap activities	Students work in pairs or groups, with each individual possessing some information that others do not have. They must communicate to share information and complete the task.
Debates and discussions	Students express, defend, and challenge opinions on various topics, promoting the use of functional language for persuasion and argumentation.
Problem-solving tasks	Students work together to solve problems or complete puzzles, requiring them to exchange information and negotiate meaning in the target language.
Project-based activities	Working in groups or individually, students create a product, such as a presentation, poster, or video, focusing on the effective use of language skills to convey information and meaning.

Steps

1. Identify learning objectives, language skills, functions, or topics, grammar points, vocabulary, or cultural aspects.
2. Select activities: Consider varying the activity types to maintain engagement.
3. Design materials or adapt authentic materials and create any additional resources or supports.
4. Plan the lesson flow to determine the sequence of activities.
5. Provide clear instructions that students understand the purpose of the activity, roles and responsibilities. Use clear, concise language.
6. Observe your students during the activity, offering guidance, encouragement, and support as needed. Identify patterns of error, confusion, or difficulties.
7. Assess the students' performance in the activity, consider their communicative and linguistic development.

Main principles

Integrates reading, writing, and speaking, in order to the students practice multiple skills at once. It also uses groups or pairs, to create a more individualized learning experience, which aids their language learning abilities, such as their fluency in the language.

https://www.academia.edu/8572240/Communicative_Language_Teaching_Background_of_CLT
<https://study.com/academy/lesson/communicative-language-teaching-definition-overview-example.html#:~:text=Communicative%20language%20teaching%20prioritizes%20developing,student%20to%20teacher%20interaction.>
<https://www.studysmarter.co.uk/explanations/english/global-english/communicative-language-teaching/#:~:text=Communicative%20language%20teaching%20strategies%20of,language%20skills%20in%20authentic%20contexts.>

TOTAL PHYSICAL RESPONSE (TPR)

ANA MARIA BUENDIA RODRIGUEZ
STUDENT TEACHING II

ORIGINS OF THE METHOD

Created by Dr. James Asher in 1960s.
However, in 1925, Harold and Dorothy Palmer proposed "English through action".



The purpose of this method is established an association between psychomotor response and language learning.

- The teacher presents the language in commands and model it.

STEPS

1

The teacher performs an action.
Demonstrating and acting

- Use facial expressions
- Gestures
- Body movements

2

Include the students in the process.
The students repeat the action.

3

- Repeat once more.
- Write on the board the phrase or the verb.

4

- Repeat the action with other verbs and phrases.
- Check if the students catch the information.

HOW I CAN USE IT WITH BREAKTHROUGH?

1. Give them short instructions and modeling it. (Open your notebooks, write on your notebooks, let me see!)
2. When they asking me the meaning of words, I act the word.

3. Use facial expressions to explain.
4. Implement games such as "Simon says" to play and activate the class.

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- Total Physical Response | Teaching English as a Foreign Language (TEFL) | Language Link (s. f.). https://jobs.languageink.ru/tefl_clinic/teaching_knowledge/teaching_methodologies/tpr.php

Contextualized Material

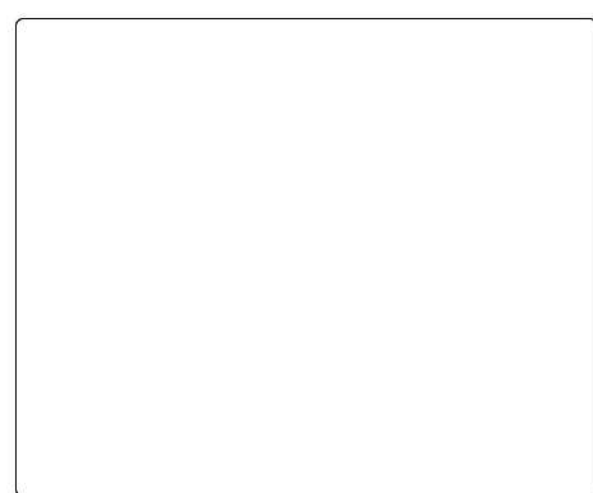
QUIZ



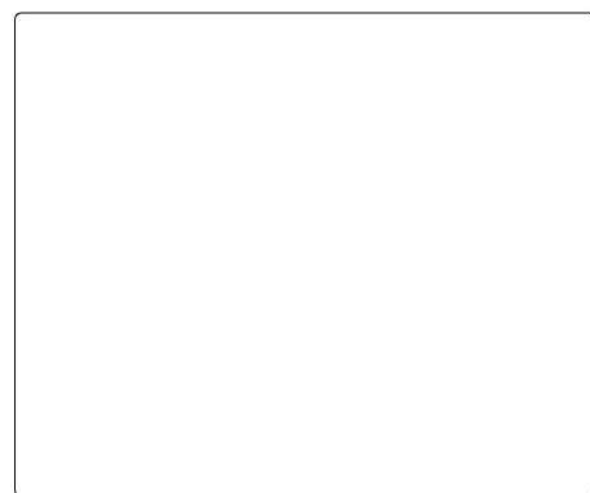
Hey! No worries! I trust you, in your process and in your knowledge and abilities. If you have any question just call me. I'm here for help you.

Name: _____ Date: _____

1. Draw and complete the sentences.



Here _____ the cat! he is _____



Where _____ the empanadas? oh, **there!**
I feel _____!!!!

2. Complete the conversation using grammatical structures, the verb to be and the vocabulary that we have seen in class. Focus!

Teacher: Alejandra! How _____?

Alejandra: Hi teacher, I _____ good, thanks! I am looking for my boyfriend but _____ think that he _____ in class!

Teacher: Yeah, _____ is. Oh! I remember when I _____ at school. I had a crush, she _____ beautiful, but her parents _____ so strict. But we had a secret love.

Alejandra: owww, and what happend? _____ she your girlfriend?

Teacher: She _____ my wife now. Oh! she _____ waiting for me in the trasmilenio station. Byeeeeeee!!

3. Please, write a sentence according to the rules. Be creative!

PAST - AFFIRMATIVE: _____

PAST - INTERROGATIVE: _____

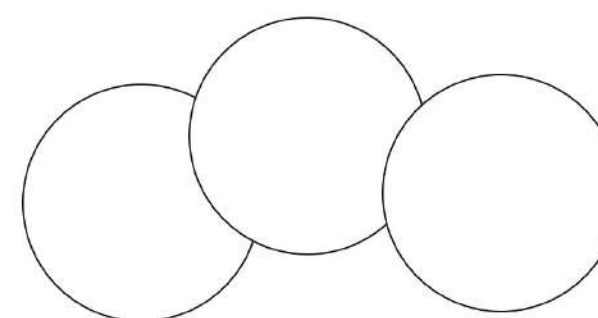
QUIZ



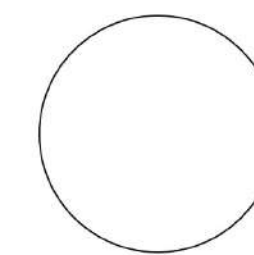
Hey! No worries! I trust you, in your process and in your knowledge and abilities. If you have any question just call me. I'm here for help you.

Name: _____ Date: _____

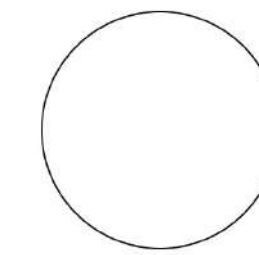
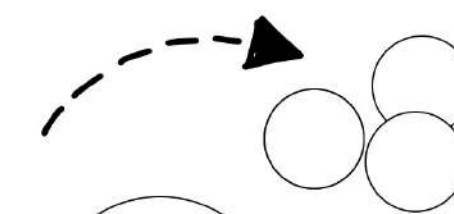
1. Draw and complete the sentences.



we _____ friends and
_____ in a party



I _____ Iron Man



_____ drunk!

2. Complete the phrases using grammatical structures, the verb to be and the vocabulary that we have seen in class. Focus!

_____ you are so smart?
Because I like to study a lot!

She is my girlfriend,
she is _____

Shakira _____ a famous
singer, but Michael Jackson
_____ more famous than she.
However, Jackson _____ (-)
Colombian.

_____ they in class?
Yes, they _____

I feel _____
in this quiz!

Shakira 1 - Michael 0

3. Please, write a sentence according to the rules. Be creative!

PAST - AFFIRMATIVE: _____

PAST - INTERROGATIVE: _____

PAST - NEGATIVE: _____

PRESENT - NEGATIVE: _____

How do pre-service teachers interpret memes about social issues?

¿Cómo interpretan los profesores en formación los memes sobre temas sociales?

Vanessa Rojas Salazar, Juan Esteban Paramo Medina
nrojass1@ulagrancolombia.edu.co, jparamom@ulagrancolombia.edu.co,
Universidad la Gran Colombia

Abstract

In this paper the reader will find some research articles and key concepts for the development of this project which aims at describing memes as tools in education which can generate critical thinking.

Key words: Visual literacy, memes, critical thinking

Theoretical Framework about Visual Literacy

Mora (2013) conducted an interpretative and qualitative study to examine how pre-service teachers construct their interpretations and how these impact their labor while fostering an environment for sharing opinions and ideas in the classroom. The data was gathered from 7th-semester pre-service students through video recordings, materials produced by the students, and oral discussions, providing insight into how meaning is formed. The study found that pre-service Social Studies teachers interpret English texts/images based on both their inherent and learned dispositions, as well as individual circumstances that shape their perception, thinking, and actions.

On the other hand, M. J., L. H., & Dombrowski, J. (2023) by means of surveys distributed in the most frequented forums on the climate crisis. The main objective was to check the type of publications with which users generated or believed they generated a greater impact on the community and even on individuals who might have access to these same publications. The results show that memes have the greatest impact and are the ones that generate the most mobilization among Internet users. Moreover, regardless of the fact that these types of images are used to generate humor in everyday situations, the truth is that their message can address sensitive issues in more effective ways.

As in the previous research, Olivera, E. B. (2021) addresses the issue of the impact that memes can generate but this time to disseminate other types of content or news. Taking into account political or current events, the author states a comparison of how traditional media cannot always reach as many people as a publication in social networks or opinion forums.

Research

Taking into account the previous research documents, it can be stated out that memes are nowadays not only considered sources of humor, but they can also become a considerable and innovative way in which people who do not usually consult news or newspapers can find out about certain issues that occur around them, it means that it is connected to social aspects of the world.

Key Concepts

Visual Literacy: Visual literacy is a set of abilities that enables an individual to effectively find, interpret, evaluate, use, and create images and visual media. Visual literacy skills equip a learner to understand and analyze the contextual, cultural, ethical, aesthetic, intellectual, and technical components involved in producing and using visual materials. "A visually literate individual is both a critical consumer of visual media and a competent contributor to a body of shared knowledge and culture" (American Library Association [ACRL], 2011). Thus, a firm understanding of visual literacy is a crucial ability that empowers people to decipher and scrutinize the messages communicated via visual media. Additionally, it encourages thoughtful contemplation of the fundamental ideologies or convictions that influence a person's perception of the visual content or image.

Memes: It refers to all those images, videos, or even phrases shared on social networks that deal with specific topics or situations in a mostly humorous way, Senra, (2023) used the term "meme" as, making a comparison between the genes in biology and the current internet culture.

Taking into account the above words, the meme would function as the activity that is transmitted between different individuals. Knobel and Lankshear (2007) in their research show that the meme is not only taking an image and putting a phrase that is liked by the user who will later share it in their social networks. The memes become what people see on their computers, cell phones while checking their social networks, which allows you to have several interpretations of the same meme.

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Thanks to our students who contributed
to this first issue.



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