

The use of real women's life stories as a situated writing model:

Empowering students to create their own path

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**This project is presented seeking to obtain the diploma of Licenciatura en Español y
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2. Descripción
<p>Este proyecto corresponde a una investigación-acción de carácter cualitativo llevada a cabo en el Colegio Liceo Femenino Mercedes Nariño, localizado en el barrio Restrepo de Bogotá, teniendo como población dos grupos de grado tercero. Mediante este proyecto se propone la implementación del uso de historias de vida de mujeres reales reconocidas como "heroínas" como modelos de escritura situada y a la vez, como un medio de aprendizaje del inglés como lengua extranjera y como una herramienta que permite cambiar la visión del rol de la mujer en la sociedad y de esta manera empoderar a las estudiantes, creando una conciencia de autonomía y reflexión, teniendo en cuenta que la población de la institución es femenina, cumpliendo así, con los presupuestos del PEI institucional. El proyecto estuvo guiado tanto por una pregunta de investigación así como de una serie de objetivos que buscaba describir el impacto que el uso de historias de vida de mujeres genera al</p>

momento de mejorar e incentivar los procesos de escritura situada de las estudiantes en la clase de inglés. Por otro lado, el análisis de los resultados finales fue guiado por una serie de categorías que emergieron de los datos recolectados a lo largo del proyecto, como respuesta a la pregunta de investigación formulada. Las categorías de análisis buscaron: identificar el nivel de significación de las historias de mujeres para las estudiantes y su papel en el mejoramiento de sus habilidades de escritura, reconocer el rol de las historias de mujeres al empoderar a las estudiantes y crear una visión crítica y reflexiva de sus contextos, así como describir las respuestas de las estudiantes frente esta herramienta en términos de entusiasmo y seguridad. Las respuestas obtenidas como resultado de esta investigación fueron los esperados en términos académicos y personales, ya que las estudiantes mejoraron sus procesos de escritura en inglés, así como su visión sobre la importancia de la mujer en la sociedad.

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4. Contenidos

Este documento está conformado por seis capítulos. El primer capítulo, presenta la contextualización, la delimitación del problema, el planteamiento de la pregunta y los objetivos de investigación propuestos en la primera fase del proyecto. El segundo capítulo expone, mediante el marco teórico y el estado del arte, los constructos teóricos e investigativos que soportaron el presente proyecto de investigación. El tercer capítulo corresponde a la metodología de investigación, allí se encuentran: el tipo de investigación, los instrumentos empleados durante la etapa de aplicación y las distintas fases mediante las que el proyecto se desarrolló. En el capítulo cuatro se presenta la intervención pedagógica que se llevó a cabo a lo largo de la etapa de aplicación de la propuesta pedagógica. Por otro lado, el capítulo número cinco aborda el análisis de los datos recolectados a lo largo de las fases de diagnóstico y aplicación y los resultados finales del proyecto. Por último, en el capítulo número seis se plantean las conclusiones, implicaciones para la comunidad educativa, las limitaciones encontradas a lo largo del proyecto de investigación y algunas recomendaciones para futuras investigaciones.

5. Metodología

Esta investigación acción fue desarrollada mediante tres fases. La primera fase correspondió a la fase de observación e identificación de una problemática en la población, específicamente en la clase de inglés, mediante la aplicación de herramientas como: diarios de campo, entrevistas y encuestas. En esta fase se plantearon la pregunta, los objetivos de investigación y la propuesta pedagógica del presente proyecto. La segunda etapa correspondió a la aplicación de las herramientas seleccionadas para el desarrollo de la propuesta pedagógica planteada con el fin de dar solución a la problemática identificada en la etapa uno, estas herramientas fueron: libros de historias de vida de mujeres reales, diarios, diarios de campo y cuestionarios. Finalmente, la etapa número tres consistió en el cierre del proyecto y el análisis de resultados tanto en el texto investigativo como en la población, mediante la aplicación de entrevistas, encuestas y la revisión del diario como producto final. La puesta en práctica de la propuesta se realizó mediante tres ciclos de aplicación, tal y como corresponde a los preceptos de la investigación-acción que consisten en planear -mediante la fase de diagnóstico-, aplicar -mediante la fase de aplicación-, observar y finalmente reflexionar sobre los resultados obtenidos al final del proyecto -mediante la etapa de análisis-, reflexiones plasmadas en los capítulos de análisis y conclusiones finales.

6. Conclusiones

El uso de historias de vida de mujeres reales permitió que las estudiantes mejoraran su proceso de escritura en inglés, ya que las historias de vida de mujeres reales las motivaron a escribir su diario personal, empleando los textos como un modelo de escritura situada, encontrando así, una fuente significativa de aprendizaje en los libros, por lo que la motivación y la confianza al expresarse, en este caso de manera escrita, aumentó, obteniendo importantes resultados tanto en los aspectos académicos de las estudiantes, como en los personales. En lo que respecta a los aspectos personales; a pesar de su bajo nivel de lengua, las estudiantes sintieron mayor seguridad, entusiasmo y motivación al tener que producir textos en inglés basados en su vida, en sus experiencias, sus sueños y gustos, ya que esto hace parte directamente de sus contextos, lo que permitió conectar sus procesos de aprendizaje académicos con sus realidades. Por último, las estudiantes empezaron a cambiar su visión del rol de la mujer en la sociedad y pasar de considerarlo importante en los aspectos del hogar, a empoderarse de este y crear su propia historia siendo “heroínas”, considerándose importante en cada aspecto social. En términos generales, este proyecto logró hacer del proceso de aprendizaje del inglés, enfocado en la producción escrita una experiencia significativa para las estudiantes, centrándose no sólo en los objetivos académicos sino también en los aspectos personales de las estudiantes.

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Abstract

This qualitative action research study was focused on enhancing students' writing skills (understanding writing as a situated practice) through the creation of a diary following a genre based approach, having as a basis two women's life stories: Policarpa Salavarrieta and Frida Kahlo. The study was developed in the first semester of 2017 and the second semester of 2018 in an EFL classroom with sixty-two students of two third grades at Liceo Femenino Mercedes Nariño School. Data was collected by means of surveys, interviews, field notes and students' artifacts. The use of the real women's life stories as a writing model revealed to have a supportive and encouraging role; while the students used the stories as a guide to build their own texts, they learned grammar forms, improved their writing skills, expressed their feelings, and dreams and moreover, they found themselves as valuable women in society.

Keywords: Real women's life stories, situated writing, genre based approach, diary writing, English as a Foreign Language.

Resumen

Este estudio cualitativo de investigación-acción se centró en mejorar las habilidades de escritura de los estudiantes (entendiendo la escritura como una práctica situada) a través de la creación de un diario siguiendo un enfoque basado en los géneros, teniendo como base las historias de vida de dos mujeres: Policarpa Salavarrieta y Frida Kahlo. El estudio fue desarrollado en el primer semestre de 2017 y el segundo semestre de 2018 en un aula de enseñanza del inglés como Lengua Extranjera con sesenta y dos estudiantes de dos grados

tercero en el colegio Liceo Femenino Mercedes Nariño. Los datos fueron recolectados por medio de encuestas, entrevistas, diarios de campo y artefactos producidos por los estudiantes. El uso de las historias de vida de mujeres reales como modelo de escritura, proporcionó apoyo y motivación a las estudiantes; mientras que ellas usaron las historias como guía para construir sus propios textos, aprendieron formas gramaticales, mejoraron sus habilidades de escritura, expresaron sueños y, además, descubrieron que son mujeres valiosas en la sociedad.

Palabras clave: Historias de vida de mujeres reales, escritura situada, enfoque basado en los géneros, escritura de diarios, inglés como lengua extranjera.

CHAPTER I

CONTEXTUALIZATION AND RESEARCH PROBLEM

Context

The institution chosen to conduct this project was the Liceo Femenino Mercedes Nariño which is currently placed in Avenida Caracas # 23–24 Sur, diagonal the Restrepo transmilenio station. Covering the main needs of the neighborhood and the locality, being a feminine school, Liceo Femenino was, first, in charge of giving education in topics such as homemaking duties, but over time Liceo has become an institution where the knowledge is linked with the MEN standards, leaving behind the first curriculum given to the school.

The school's teaching methodology is based on the holistic model, where teachers work as facilitators; they are the guides and students are the main actors, since they are the teaching processes main reason. Liceo Femenino School has developed an assessment system called S.I.E.L (Sistema Integrado de Evaluación Liceísta); this system has been designed in order to set a dialogic and educational assessment process which is divided into three parts: *Self-assessment* from the students, *Peer-assessment* from classmates and parents and *Teacher-assessment* from the teachers. On the subject of PEI, the school has designed a PEI focused on the transformation starting from the students' reflection and autonomy, with a scientific and technological perspective.

Liceo Femenino School's PEI aims to educate a woman who is creative and full of values, women that use all the knowledge built at school in making business, using English knowledge, technologies and contributing as leaders in the society. The school's mission outlines to rear autonomous women in a comprehensive education, in order to make participative citizens who contribute in every aspect of the society. Finally, in the Liceo

Femenino Mercedes Nariño School students learn two languages, which are English and French; for both of them the school curriculum suggests that learning should be based on experiences and the use of the language in context. Although, English teaching is a priority at all levels, in the elementary school students have only one hour of English class as well as French per week and in the primary level there is only one teacher for the entire primary section. The English teacher affirmed in our diagnosis interview that the lack of teachers is covered by practicum students who have just one hour weekly to teach the topics set in the curriculum and apply their research or practice projects at the same time (See annex 1).

Population

This project was developed with a group of 62 third grade students (two groups, each group consisting of 31 students) between the ages of 8 and 9, all of them are girls as the school is feminine. As a result of the diagnosis period, it was found that the activities they did in classes were: drawing, coloring, writing, and repeating (See annex 2). Specifically in the English class, they declared to enjoying it because they could use colors, draw, read and in that way, they learned (See annex 3). Finally, their English skills performance was very basic: their listening and oral production were acceptable, but the writing skill was not well developed, therefore, this project aimed to develop their writing skills by using women's stories as a situated writing model.

Regarding to the places where students lived and the time they spent to get to school, on average, the girls spent between 30 minutes to an hour and most of them lived in the south part of Bogotá, like Santa Librada, La Candelaria, and San Cristobal. Talking about student's free time activities, those were, mostly, playing and watching TV. Some other girls claimed to enjoy reading and drawing in their free time, which could be useful for the development of the current project, since we aimed to use those skills in the project. Student's interests in

class and more specifically, in English class, were reading and writing. They asserted that they improved their writing and learned when reading and writing. In that way they could travel, know foreign people or study something related to languages (see annex 3).

Problem Statement

Nowadays, English is one of the most important and used languages around the world. In the Colombian context, English is highly valuable and the Ministry of Education has been committed with its teaching. In 2006 the Ministry published the document: “*Basic Standards of Competence in Foreign Language: English*” in which international parameters were considered to teach and to learn English in the country. The implementation of the standards aims to educate students to be competent in English language, for them to have more job and educational opportunities, and mainly, to be prepared for the challenges of the globalized world (MEN, 2006). In this regard, the standards are focused on the development of the different skills such as reading, listening, writing, and speaking. Besides, these point out the importance of adapting the contents to students’ realities. However, during the diagnosis stage, a lack of writing production was detected, as well as an isolation between the school’s contents and the girls’ contexts.

Students were focused on repeating teacher’s words, due to the fact that the activity the teacher worked on most of the time was pronunciation and repetition, so students had to respond to disconnected repetition commands, but there was never an autonomous production exercise; on the contrary, in English classes, writing was just a mechanical exercise of copying graphic symbols, and the topics treated were separated from each other (see annex 2), which became a problem in the process of learning taking into account that the entire skills need to be connected and the learning process need to be contextualized and linked

with the students' realities, for the student to experience a real significant learning process, as the MEN standards document indicates.

Rationale of the study

Situated writing is a field which corresponds to an important part of the literacy and the learning process in the classroom since, according to Chala and Chapetón (2012), it encourages creation, interpretation and reflection within a specific ambit by means of the writing activity, connecting the students' realities and particular needs to their social, cultural and academic context, where it is considered that students need to go beyond the mechanical process of writing in the classroom and connect the academic knowledge to their lives, in order to create a significant learning process. In this case, writing is not the result of the learning process, but the medium for achieving it, that is why it is important to explore writing as a situated practice in the classroom, considering that students have always learned to respond to academic activities, but in an isolated way and as a result, they forget everything they learned or do not find any connection between the school and their contexts.

On the contrary, through the use of the writing experience as a situated practice, teachers do not only focus on the writing, but on the knowledge the students acquire (both academic and personal) and the process they perform; here, writing is viewed as a purposeful and meaningful process and not as a simple product (Chala and Chapetón, 2012) and in that way, students can achieve a significant focused learning experience. To that effect, for implementing writing as a situated practice in the classroom it is necessary to use a mechanism, a topic or a methodology that links the writing process and the significant learning process. One of these tools could be the women's life stories, which might allow students to recognize the role of women in history, to learn English as a Foreign Language, to develop their writing skills and to create texts such as diaries that lead them to express their

feelings, dreams and reflections, taking inspiration from real women's life stories as a learning tool.

According to this, examining the discourses students have about historically recognized women's lives in an EFL classroom becomes a potential research area considering that the EFL community (at least in our National context) knows little about the impact of this topic. We consider important for new researches and undergraduate projects to understand how students construct their stories based on some very positive life examples, and how to connect the academic aspect to the students' personal aspects. On the other hand, the Liceo Femenino could benefit from this project considering that we aim to encourage girls to be reflective, conscious and autonomous, which somehow responds to its PEI.

Consequently, this research will be useful in other educational environments, considering that it aims not only to educate but to succeed in the academic context, in order to get to know students' interests, stories, thoughts, and from there, to propose an education based on students' contexts, which will make the education process more significant. Finally, this research will also be useful in our general context, where it is important to consider the role of women for the construction of society, of values and customs. In view of the current wave of defending women's rights, we consider it important to raise awareness about their importance and their abilities, working by the hand of this new generation.

Research Question

According to the aims, goals and pertinence of the current project, our research attempted to respond to the following research question:

-What is the impact of using real women's life stories to enhance situated writing processes following a genre based approach in an EFL third grade classroom, at Liceo Femenino Mercedes Nariño?

Research objectives

General

To describe the impact of using real women's life stories to enhance situated writing processes in an EFL third grade classroom, at Liceo Femenino Mercedes Nariño

Specific

- To recognize the role of a set of activities based on women's life stories in the development of writing skills in an EFL class.
- To analyze students' responses to the use of women's life stories following a genre based approach in an EFL class.
- To identify the factors that influence students' situated writing performance when women's life stories following a genre based approach are implemented.

CHAPTER II

THEORETICAL FRAMEWORK AND STATE OF ART

In this section of the document the theoretical framework illustrates and characterizes the constructs that guided this project. Those are situated writing, learning through diary writing, genre based approach: exploring personal narrative, and women's life stories as a writing model. On the other hand, the state of art brings to light the review and analysis of five (5) studies developed in recent years which provided an insight into the results obtained when working with literature guided by the creation of the diary, as well as autobiographies and short stories for promoting the creation of self-stories.

State of the Art.

The first study was conducted by Álvarez (2016), named "*Instructional strategies to enhance writing skills through autobiographies since an inclusive classroom*" where the author used the constructivist teaching model divided into four (4) implementation phases to allow third grade students to understand the English language, to exercise by writing and finally to present an autobiography as a result of the learning process. Those phases were: 1) Playing with words, 2) The magic pencil, 3) I am a writer, and finally 4) My autobiography. In this study, the author started by showing the student's isolated vocabulary in general, then, students played with words, memorized them and in the final phases it was implemented in the project of writing students' own biographies by the previous knowledge. According to the author, at the end of the project the students were able to write a text, to recognize and play with words in their autobiography by using short clauses with specific information.

This study was worthwhile for the present project as our proposal looked forward to the girls to write a diary about their own lives, based on real women's life stories. The most significant contribution of Álvarez' research to the project was how to get students closer to the contents they need to know for writing their diaries considering their knowledge about English is very basic and specific. It was necessary to endow girls with specific and contextualized vocabulary and contents in order for them to write a specific, descriptive and very telling fragment of their thoughts in their diary.

The second study named "*The use of a picture book project based on biographies and autobiographies as activities in the development of children writing skill*" directed by Velasco (2013), was based on Freinet Techniques which present an innovative way of learning and teaching writing, through the introduction to write by the natural method, which contains three steps: first, drawing; second, drawing and writing; and third, writing without drawing. This research was implemented in 3 phases: 1) Reading comprehension, 2) expressing myself into drawing and writing, 3) writing production. The results of this investigation were relevant since the creation of the picture book allowed the students to develop their writing skills, their interpretation capacity and their understanding of semiotic concepts while they were writing and drawing about their personal experiences and lives, which created an enthusiasm and motivation atmosphere in the classroom. This research was helpful for our project since it focused on allowing students to interpret their contexts and realities, write their personal experiences and draw them in a diary, generating enthusiasm and participation.

A third study that we considered appropriate for our research project was "*Fostering writing skills through the use of contextualized short stories*", it was developed by Barragán (2014). This was a qualitative action research study made with 76 third grade students from a

public school in Bogotá which used contextualized short stories to teach English. The information was collected mainly through field notes, surveys and documents as tests and writing products. The results demonstrated that the reading of contextualized short stories in English class increased students' motivation and led them to discover strategies to understand the language. The study also showed that the students used the short stories as references in the moment of writing exercises and finally, were able to remember numerous words. This study was relevant for our research since it coped with contextualized short stories in English class as a means to foster writing skills; the results proved that using contextualized stories helps and encourages students to learn a language and use it to produce texts, which is one of the research goals; to motivate students to write in English by means of contextualized stories.

Another research proposal that we considered relevant for our study was developed by Pulecio Santos (2009). It is "*El diario íntimo (1834) de George Sand: Propuesta pedagógica para un curso de literatura francesa*" This was a pedagogical proposal set out with the objective of improving French skills and it specifically aimed to create a space for meaningful learning through the exploration and discovering of the French writer George Sand and her intimate diary. The proposal tackled five stages: the first one is the Contextualization, in which students discovered the political and historical context in which the intimate diary was written; the second one was named "*What is an intimate diary*"? This part of the project aimed to explore the content of a personal diary; the third one was the Author's presentation, in which the students reviewed George Sand's life; the fourth was the Reflection about the author, in this stage students had the opportunity to express their own points of view in regards to the exercise of analyzing Sand's career path, and the last part was the Invitation to create a diary.

Although the pedagogical proposal was never implemented, we considered that this idea is absolutely important for our project, considering that it was focused on the improvement of foreign language skills based on an empowered woman's life, capable to break social impositions and able to remain through history. This proposal corresponded, precisely, to the purpose of our project which was learning English and producing a diary, based on the stories of real, strong and famous women throughout history. That way, students could reflect upon their lives, realize that they could be important in history and, at the same time, to improve their English writing skills.

The last study was titled "*Genre-based tasks in foreign language writing: Developing writer's genre awareness, linguistic knowledge, and writing competence*" performed by Yasuda (2011). This was a qualitative and quantitative study developed with 70 students in an English writing course at a private university in Japan. It aimed to examine how novice foreign language writers developed their linguistic knowledge, genre awareness and writing competence by using the pre-and post-emails tasks in order to collect data, surveys and interviews. Yasuda designed a syllabus in which students followed different tasks with a specific purpose for using language. These tasks involved 4 phases: **task input**, in which students analyzed email samples; **pedagogic task**, focused on form and function, that is to say, an explicit grammar explanation; **target task**, in which students wrote the email demonstrating what they learned, and the last one; **task follow-up**, in which students reflected to perceive strengths and difficulties during their writing process.

The study's results showed that students improved their writing skills (fluency and use of language) when composing emails, highlighting that writing skills development is not given by a mechanical process, but by means of the use of linguistic resources in a specific context. That is precisely what we sought to do in our project; to demonstrate writing was

more significant when students used the grammar knowledge in a particular context, in this case when they talked about themselves, rather than using writing simply as a medium to solve vocabulary exercises.

Theoretical Framework

Situated Writing

Firstly, it is necessary to define how literacy will be understood in this study to focus later, on the understanding of situated writing. Lankshear and Knobel (2006) state that: Literacies are socially recognized ways of generating, communicating and negotiating meaningful content through the medium of encoded texts within contexts of participation in discourses (...) this means that literacy is a set of practices that includes such socially evolved and patterned activities as letter writing, keeping records and inventories, keeping a diary, writing memos, posting announcements, and so on (Lankshear and Knobel, 2006).

According to this, literacy could be understood as a process that encourages creation, interpretation, and reflection to achieve self-expression and communication particularly by means of defined written texts, centered on specific contexts. The previous definition corresponds to the aims of the present research, which is to encourage students to express and communicate by means of a situated writing practice through the diary writing exercise in the academic context.

Following the idea of literacy within contexts of participations, or situated contexts, we rely on Barton and Hamilton (1998), who consider that: "Literacy events are activities where literacy has a role. Usually there is a written text, or texts, central to the activity and there may be talk around the text" (p.8). Barton and Hamilton affirm that the text is a major aspect forasmuch as literacy is better understood by the use of writing productions, with

respect to this, they affirm that “Texts are a crucial part of literacy events and the study of literacy is partly a study of texts and how they are produced and used” (p.9). Keeping up with the previous, now it is important to focus on the understanding of writing, this as a situated practice, since it is a fundamental concept in the current research.

To start with, it is pertinent to know why writing is a situated practice. “Writing is situated because it takes place at specific ambits, at specific moments, and serve specific needs... it makes part of the world and acquires meaning within the context where it occurs” (Chala and Chapeton, 2012, p.26). That means that writing is a process that connects individual’s realities to their social and cultural contexts, therefore, writing is shaped for personal features as well as personal experiences and it is developed in a particular moment, that is why it is a situated practice.

Accordingly, situated writing is a practice in which writers' life experiences, feelings and dreams, as well as their background, and personal characteristics (gender, age), are taken into account in the writing process, Lillis (quoted by Chala and Chapeton, 2012). In other words, writing is seen as a medium of self-expression that connects individuals to their context and to their inner worlds; hence, the writing process is more relevant than the final product, it means that writing goes beyond the simple mastering of the linguistic code.

In this research, situated writing occurs through the creation of a diary, this tool is used to link students' lives to the learning process, since it is a medium for sestate of the art

If -expression by means of English writing. By fostering situated writing practices, we aim to build a meaningful and purposeful learning process, in which English learning is contextualized, and writing is an instrument to student self-recognition and empowerment; the girls learn while they write about themselves.

Following these statements, situated writing corresponds to an important part of literacy in which the context, the practice and the academic goal are the fundamentals of a learning process, by means of activities that encourage and develop positive attitudes and confidence in students towards the process of writing. In this case, the fundamentals for this research are teaching EFL in a third grade classroom, leading the students to write their own stories and having as a role the academic development and the social reflection of the girls in and beyond the boundaries of the classroom.

Learning through Diary Writing

Since human beings felt the need of confronting their own reality through writing, the diary has been a constant means of expression in the Universal literature. Bleibergs (as cited in Cano, 1987) affirms that a diary is a record of events by days, which is extremely interesting for literary history by reason of its reflection directly on the writer's psychology. The value of the diary, precisely relies on its advantages, which are, first, the possibility of entering the author into a situated writing process and second, its spontaneity and the possibility it provides him for expressing and confessing his feelings and inner thoughts. In this context, the diary is more than an encoded text; what determines the diary is not the systematic written process itself, but the effect it aims to produce. According to Picard (2006), the diary is seen as a document which describes the relation *me-world*, and it works as a document that relates to the way in which every individual perceives the world and perceives himself in the world.

The diary, applied as a learning tool in the EFL classroom, is beneficial for both students and teachers; throughout the process of writing the diary, the writer, in this case; the student, conscious of the problem of what to write and how to write, needs a quotidian exercise that functions as training; a notebook in which he writes his inner thoughts and

deepest feelings, in this case, a diary in which they register their realities, ideas, desires, expectations, among others. On the other hand, according to Kir (2012), the diary works as a reflective instrument for the EFL teacher, since: “reflective writing is a useful way for both promoting and understanding teachers’ professional activity and growth. Through diary keeping teachers may become more observant and careful to teaching and learning processes” (Kir. 2012, p. 02).

In view of the above, the importance that we attach to the diary in the EFL classroom in the current project is that students, apart from reflecting their inner ideas, expressions, realities, and dreams are learning and developing confidence towards their situated writing processes, considering that we believe that the more they write, the simpler and far more comprehensible their English becomes, what allows them to create a more conscious exercise considering that they are writing about themselves, their own stories and placing themselves into the world, just like real women considered as “heroines” did at the time.

Genre Based Approach: Exploring the Personal Narrative

Now, it is suitable to understand the genre based approach and why it is pertinent for the present study. Conforming to Hyland (2004) genre based approach assumes language as an exploration, and it takes into account content, context, and also the writer’s needs; in his words, “Genre-based teaching is concerned with what learners do when they write” (p.5). It states the idea of writing goes beyond linguistic forms.

Specifically, the genre based approach is a method in which a text of a certain genre is taken as a guide in the writing process, in that way, learners understand how the texts are grammatically structured, and then they produce their own writings, but it is not about copying the same, it is “to become aware of writing as a tool that can be used and

manipulated” (Ahn, 2012, p.3). It means that the genre based approach aims to develop writing skills while students feel supported by a particular text, which is a fundamental part of the current research. In addition, this approach connects text and context, since students have the opportunity to focus on a genre that in fact is used in real life, it allows them to understand that writing is embedded in familiar contexts and this could be motivating for their learning process (Hyland, 2004). In this study the learners have as a guide Policarpa and Frida's personal narrations to discover English language and to write about their own lives.

Lastly, in agreement with Ahn (2012) the genre based approach is particularly useful at the first stage of learning because it helps to develop students' awareness of linguistic structures, that is why we decide to consider this approach to help students to develop their writing process. To finish, the genre used in this study was personal narrative, in which students talk about their experiences, beliefs and reflect on their own lives (Bastian, 2010), following this, we used as a model Policarpa Salavarrieta and Frida Kahlo's lives in order to motivate students to write a diary in English.

Real Women's life Stories

Firstly, to understand the use of real women's life stories in this study, it is relevant to make an approximation to literature's definition. The concept of literature is wide and includes, as is stated by Wellek and Warren (1949) everything in print; which means that literature could be a flyer, a magazine, a dictionary, a book, a diary, or in this particular case a fanzine. Going beyond, conforming to Eagleton (1983), across history, literature has been defined as a set of imaginative writings, or simply, as the transformation of the quotidian language into an extraordinary one.

However, defining literature is a difficult task, certainly the concepts of literature are still evolving and all we can do is to make an approximation of its definition. In the present research, literature is understood as the use of language to express ideas, thoughts and beliefs, this through fanzines that talk about real women's life stories. On the other hand, literature has been a powerful tool for learning; its role in the educational field has been crucial. According to Eagleton (1983), through literature and reading, students discover their inner and outside worlds, as well as they develop their personalities, their imagination and their critical sense. The current study uses literature, particularly, real women's life stories since it acts as a means to explore and learn the English language; likewise, it encourages girls to take positive attitudes towards life, inspiring them to create their own path.

In addition to this and according to the Cambridge dictionary (2017) "a real life story is a story that is based on real rather than imaginary events", events which can be used as models or as a means of information. This study is based on real women's life stories as mediators between the process of learning a new language and encouraging students to think, create and reflect by producing their own texts. According to the UNESCO, the empowerment of women through literacy learning is only one important part of the total picture considering that:

Supporting women in learning, questioning, understanding and challenging the suppression they experience empowers them (...) the process of learning also makes a difference. A didactic, technical, pre-prescribed approach to literacy learning is far less likely to produce long-lasting development than one which sets out to respond to women's situations and engage and involve them in determining a relevant and rewarding learning experience. (UNESCO, 2013)

This is why this research is based on life stories about great women in history, looking forward to empower girls to write about them and to create their own stories, based on the given ones, used as mentioned previously, as models.

This chapter presented the different studies that supported our research and the main concepts that framed our theoretical framework. Also, we defined and characterized the fundamental constructs of our research project, which at the same time, were supported in the light of theory. The following chapter will present the research design, the data collection instruments and the data collection procedures we applied in our project.

CHAPTER III

RESEARCH DESIGN

In this chapter key aspects related to the research design methodology will be described; aspects such as the paradigm, the type of research, the instruments used for data collection, as well as the data collection procedures used in the current project.

Research Paradigm

This project corresponded to a qualitative research paradigm. Burns (1999) claims “the aim of qualitative approaches is to offer descriptions, interpretations and clarifications of naturalistic social contexts” (p.22). In the current project, we managed to understand and to explain how worthwhile women’s life stories were when used in an EFL classroom with the aim of improving students’ writing skills, being that this is the problem identified during the observation process; related to this Dewey (1929) asserts that “All reflective inquire starts from a problematic situation, and no such situation can be settled in its own term” (p. 34).

In keeping with this goal, Dörnyei (2011) affirms that “almost every aspect of language acquisition and use is determined or significantly shaped by social, cultural and situational factors, and qualitative research is ideal for providing insights into such contextual conditions and influences” (p. 36). Corresponding to this, we chose the qualitative paradigm, because apart from understanding the problematic issue regarding EFL in the classroom, we also wanted to focus on social aspects, in this case, students’ contexts and realities and important women’s life stories as the implemented instrument for achieving the objectives of our project.

Type of Research

This project corresponded to an action research study due to the teacher's commitment with the transformation of their own educational practice and the students' learning processes. According to Carr & Kemmis (1986), action research is an approach that links reflection to action, it goes from the theory to the practice and vice versa and proposes that the education reality cannot be transformed without the understanding of the social actors involved in it. From the point of view of Gómez, Et al. (1993), action research focuses on the understanding of the educational process and uses it as a tool to transform the reality. It leads teachers to reflect on their own performance and helps them to make decisions and to implement new strategies in order to improve their educational practice. Furthermore, Kemmis and McTaggart (1985), suggest that the following are the main stages of the action research process: to plan strategies to improve what is already happening, to act by implementing the plan, to observe the effects of the implemented strategies, and to reflect on those effects to make a further planning.

As a conclusion and in agreement with the definitions provided above, this is an action research study, since it proposes to explore the participants' realities, listen to their voices, and reflect on different situations to propose strategies to transform the educational reality from the teacher's role.

Data collection Instruments and Procedures

In this chapter section, the data collection instruments applied in the project, as well as the procedures we used in order to collect information and the information collected itself will be presented and explained.

First, in order to develop a triangulation plan, four different data collection instruments were used: field notes, surveys, interviews and artifacts. According to Pierce (2007), triangulation is a method used in some research studies in order to obtain an efficient

corroboration of any crucial account. It involves seeking accounts from three or more perspectives at different times, with the objective to compare, contrast and confirm information (Turner and Turner 2009) and in that way, to obtain confidence on the findings.

Finally, as the obtained data needed to be trustworthy, we supported this investigation under the concepts of validity which is the relevance, appropriateness of the data to our research question and the directness and strength of its association with the concepts under scrutiny, and reliability which is, “literally, the extent to which we can rely on the source of the data and, therefore, the data itself. Reliable data is dependable, trustworthy, unfailing, sure, authentic, genuine, reputable” (Pierce, 2007, p, 83). Following the previous, Patton (2002), states that validity and reliability are two factors which any qualitative researcher should be concerned about while designing a study, analyzing results and judging the quality of the study.

Table 1. Triangulation plan

Research objective	Data source # 1	Data source # 2	Data source # 3	Data source # 4
To describe the impact of using real women’s life stories, to enhance situated writing processes in an EFL third grade classroom, at Liceo Femenino Mercedes Nariño	Field notes	Surveys	Interviews	Diaries
To recognize the role of a set of activities based on women’s life stories in the development of writing skills in an EFL class.	Field notes	Surveys	Interviews	Diaries
Identify the factors that influence students’ situated writing performance when women’s life stories following a genre based approach are implemented.	Interviews	Surveys	Field notes	Diaries

Field notes. According to DeWalt, Kathleen and DeWalt, Billie R. (2002) field notes are tools or instruments for data collection which allow the researcher to take notes in a different way, including descriptive and interpretive notes. Those field notes are useful to register all the perceptions the researcher got (in this case) in the classroom and help organizing and identifying keyword elements during the data collection process. It is important to mention that those field notes also include reports of non-verbal information, physical settings, group structures, and records of conversations; information which is very useful and needed in the process of reflection as it helps researchers to understand the classroom context. This instrument was used in order to register the activity, perceptions and the key points of the students' English classes and their learning processes (see annex 2) during the observation process in the first semester of 2017. Those notes constituted an evidence of first-hand experience and helped collecting information and reflecting after every class.

Surveys. As suggested by Burns (1999), surveys are written sets of questions used to gain responses in non- face to face situations. In this instrument, the questions are usually focused on specific topics or problems. Contrary to field notes, surveys are a non-observational technique that shows qualitative results that allow the researcher to analyze them and get the needed information. In this research, several surveys were applied to the students at the beginning and at the end of the process, in order to recognize their experiences, needs and perceptions in their contexts and specifically in English class. The first survey consisted of getting to know the students' contexts, needs and likes in order to select the project materials and topics (see annex 3). The second survey was applied to know the students' writing level (see annex 4) the third survey was applied in order to keep track of the students' processes (see annex 5) and the last survey allowed us to check the final results and to compare the students' processes with the project's goals (see annex 6).

Interviews. Following Seidman (2005), the purpose of in-depth interviewing are neither to get answers to questions, nor to test hypotheses, and not to “evaluate” as the term is normally used for, but to understand the experiences lived by other people and the meaning they make of that experience. There are several types of interviews, the most common are the telephone interview which can be made by a phone call or video; the panel interview, which is a group of people interviewing a person at once; the face to face interview, which can be a meeting made personally (it could be formal or informal, depending on the purposes of the interview); the sequential interview, which is with different interviewers at a time, each of them asking different questions; and finally, the group interview in which a group of candidates will ask questions and interact with each other.

Along this research three face to face interviews were applied to the teacher and the students at the beginning and at the end of the project. The teacher was asked with general questions in order to know his perception about the students’ learning contexts and his point of view related to the students’ learning experiences and needs, specifically in the English class (See annex 1). On the other hand, an interview was applied to the students at the beginning and at the end of the process, with the aim of comparing the results and to get to analyze them in an objective way (see annex 7) This instrument allowed us to establish an environment both formal (academic) and informal (familiar), by Asking questions in a natural way, creating a confident environment, which complemented the formal artifacts and surveys.

Artifacts: Concerning artifacts, Craig affirms that “Artifacts usually consist of [documents] that are readily available in the research setting” (Craig, 2009, p.154). Those are important and useful tools used when doing research, usually within a qualitative paradigm. In addition, Burns claims that “documents are a readily accessible source of data in action

research as many already exist in the institutional system. Documents accumulated during the course of an enquiry can illuminate numerous aspects of practice” (Burns, 1999, p. 140).

The artifact collected in the present research was the diary the girls created based on their own lives, experiences and dreams (see annex 8). Indeed, that was the main collecting data instrument we based on in this research project, due to the fact that it was clear evidence of what occurred in the classroom. We recognized this way of collecting data as labor-intensive but fruitful, since it was the mechanism for encouraging girls to learn English and in that way, to develop their writing skills by means of the diary writing exercise as our situated writing exercise, being that these are the aims of our research project.

This chapter described the methodological design, the research paradigm, the type of study as well as the data collection instruments and procedures carried out in the current research project. The following chapter, presents a description of our pedagogical proposal, the stages of the project and the visions of curriculum, classroom, language and learning which underpinned our intervention.

CHAPTER IV

PEDAGOGICAL INTERVENTION

In this chapter we will bring to light the theory that supported the pedagogical intervention proposed in this research. Concepts such as: curricular vision, vision of language, vision of learning and vision of classroom will be developed, as well as the project instructional design.

Vision of Curriculum

Concerning the term “curriculum”, Shao-Wen Su (2012), states that there are several conceptions and definitions in relation to it such as: Curriculum as Courses of Study or Contents, *Curriculum as Documents*, *Curriculum as Experiences*, *Curriculum as Plans and Curriculum as a Set of Objectives*, among others. Corresponding to the goals established in the school’s PEI and the purposes of the current project, our vision of curriculum was centered in the concept of *curriculum as a set of objectives* considering that the Liceo Femenino Mercedes Nariño aims to work by projects mediated by established teacher-orientated objectives and educational goals that focus on products or ends and are clear and specific in behavioral and observable terms. Those goals are to “educate autonomous, critic, sensitive and investigative woman”, LIFEMENA (2015).

On the other hand, according to Grundy’s visions of curriculum, this project adopted the emancipatory vision since, in this vision, the curriculum is viewed as a praxis in which the community is not only able to perform a collective learning action, but also to take control of their own social and cultural situations and to act in a reflexive, responsible and autonomous way. In this vision, the curriculum construction demands the ability to detach

from the social and cultural restrictions and to act reflectively, rationally and critically against that reality, promoting the emancipation from the classroom (Grundy, cited in Vargas 2009), which is, precisely, what we aimed with our research project; to build confidence, autonomy and self-expression in third graders by means of a situated writing project in which girls could read about important women through history viewed as “heroines” and got to identify themselves as real heroines, so they could be autonomous, critic and could express themselves by means of the writing process, which were both; the means and the goal of the learning process.

Vision of Language

In our research project we took into account Sapir’s definition of language in which he states that “Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.” (Sapir, 1921, p. 8). According to this and to our research project goal, language is seen as a means of self-expression. Related to this, Tudor (2001), establishes that language corresponds to the medium by which we build up personal relationships, express our emotions and aspirations, and explore our interests; definition that goes in line with Lier’s vision of classroom and language learning in which he affirms that “language development, first and second, goes on both, inside the classroom and outside it” (Lier, 1990). The previous definitions go together with the main goals of our project since we aimed to enhance girls’ writing skills by expressing themselves and building their own points of view, based on a set of given short stories about important women in society in the EFL class. In this way, language will be not only the end but also the means of the learning process in the classroom.

Vision of Learning

In our research project, learning was seen as a situated practice. According to this Lave (1988), affirms that “learning is a function of the activity, context and culture in which it occurs”. In this process, social interaction becomes an important component since learners become involved in a “community of practice” which embodies certain beliefs and behaviors to be acquired” and in the process, students become more active and engaged within the culture and their own process.

Other researchers have further developed the theory of situated learning. Brown, Collins & Duguid (1989) emphasized the idea that "Cognitive apprenticeship supports learning in a domain by enabling students to acquire, develop and use cognitive tools in authentic domain activity”. In this case, the learning process occurs both outside and inside the school, and “it advances through collaborative social interaction and the social construction of knowledge." Brown (1989). This is, precisely, the process we aimed to develop; a learning process in which the students could connect the knowledge with their own lives and their own realities, both inside and outside the classroom; to grow up not only academically but personally by using the elements given in their contexts.

Vision of Classroom

For the purposes of our research, the classroom concept we based on was Lier’s, in which he affirms that a classroom is the formal context where the action occurs, as part of a formal establishment which is, in this case, the Liceo Femenino Mercedes Nariño and where “what is said and done is influenced by what happened before, and influences what happens next” Lier (1988, p 9). According to this, a classroom is a place in which the learning process starts, but does not end, since the learning process must be linked to the general aspects of the

students' lives, and whose characteristics are being supplemental, complementary, facilitating, and consolidating. Lier (1988, p 20).

In this context, the teacher may empower children to develop their aptitudes and attitudes by using cognitive work, aspects that are not only developed in the classroom, but also applied in the students' contexts and lives. Taking into account Lier's theory, the aim of this research was to develop students' aptitudes, in this case, their writing skills by means of the use of women's life stories as models, the written reproduction of their personal expressions and the construction of their interpretations, in this case; their attitudes.

Instructional Design

This instructional design corresponds to the implementation proposal created with the aim of helping students to enhance their writing skills through the use of real women's life stories. In order to carry out this project, three cycles were created and developed during the second semester of 2017 and the first semester of 2018. Throughout the semesters, the real women's life stories were used as a model (Hyland, 2004) to guide the students to write about their own lives; by reading Policarpa and Frida's stories the students discovered the personal narrative (Bastian, 2010) and in that way they could talk about their experiences, feelings, and dreams in the diaries.

The class took place every Tuesday from 8:15 until 9:15, every session was organized in lesson plans, and each lesson was developed in fifty minutes in which diverse vocabulary and grammar forms were taught. (See Annex 9). All cycles and the corresponding activities were oriented to develop situated writing processes mainly, besides, to generate a meaningful learning experience through the use of the real women's life stories.

Table 2. The cycles of the study

	Subtopics	Vocabulary	Objectives	Situated writing production
<p>CYCLE 1</p> <p>A woman can be a heroine!</p> <p>From August 15th to September 19th</p>	- What is a heroine?	-Adjectives for Physical Descriptions and Inner characteristics.	General Objective To discover myself through a real heroine.	Personal Diary: Starting my own writing story. I can be a heroine! -Who am I? -How do I see myself?
	-Discovering real heroines “ <i>La Pola</i> ”	-Family members	Situated Writing Objective To describe myself using short sentences.	-This is my Family -Where do I belong?
Data Collections: *Surveys, students’ samples, field notes				
<p>CYCLE 2</p> <p>A woman can be an artist!</p> <p>From September 26th to November 7th</p>	-Getting to know Frida's work	-Decoration materials	Content Objective To explore my feelings and recognizing my skills.	Personal Diary: I am the master of my fate! -Design my diary cover
	- Frida’s life	-Feelings and moods	Situated Writing Objective To express my preferences, and dreams using suitable vocabulary.	-How do I feel today? -What do I like to do? -What do I want to be?
Data Collection: Interviews, surveys, students’ samples				
<p>CYCLE 3</p> <p>A woman can be whatever she wants! Gallery</p> <p>From February 13th to March 20th</p>	-Exchanging personal diaries	-Present tense verbs	Language Objective To recognize English language as a tool to communicate	This is my own story
	- Discovering my partners through their diaries.	-Personal pronouns -Animals	Situated writing Objective To encourage myself to continue with my personal diary	- What did I discover in the other diaries? -How does my day start? -Who is my best Friend?
Data Collection: Field notes, students’ samples, surveys, interviews				

Table 2 shows the cycles of the study, the time in which they were developed, the main topics and subtopics, the vocabulary taught, the objectives and the situated writing activities. In the following paragraphs every cycle will be described in more detail.

To start with, the first cycle was named: *“A woman can be a heroine!”* During this cycle, the students discovered that heroines exist in real life and not just in the movies. This cycle involved the reading of Policarpa Salavarrieta’s story and the beginning of the diary writing; every class was divided in a reading session and a writing production. As long as students discovered Policarpa’s life they explored grammar forms and they started to write about themselves using as a model the Policarpa’s story. For this cycle, four lesson plans were designed: *Who am I? How do I see myself, This is my family* and *Where Do I belong?* In this stage students wrote in their diaries their personal presentations, their qualities, they mentioned their family members, and some aspects related to their context; in that way they were able to identify themselves with a real heroine. The main objective in this cycle was the students self -discovery inspired by Policarpa’s life story.

Then, the second cycle called *“A woman can be an artist”* was oriented to students’ exploration of their feelings and skills, in this cycle the students also used the real women’s life stories as a learning tool to shape their own texts. It was guided by Frida’s life, and they further developed their reading and writing level in the classes, as was done in the previous cycle; this stage was directed by the following lesson plans: *Design my diary cover, How do I feel today? What do I like to do? and What do I want to be?* In this cycle the students learned how to express their mood, their preferences and what they want to be, and all was registered in their diaries, they explored also their artistic facet designing the diary cover decoration.

Finally, the third cycle was related with the student's exchange of diaries. It was named "*A woman can be whatever she wants*". It was guided by three lesson plans: *What did I discover in the other diaries? How does my day start?* and *Who is my best Friend?* In this stage, the students explored their partners' diaries, discovering different dreams and ways of being. In this cycle the students continued writing, but on this occasion we took into account the suggestions made by the girls in one of the surveys (See annex 5) As a result some topics such as daily routine, friends and pets were selected to inspire students to continue with the diary writing. This cycle involved also the creation of a "Gallery" to join the two groups of girls and present the diaries created during the project, this, with the aim of giving students a moment to share their perceptions and experiences throughout the writing process. The main objective in this cycle was to encourage students to use English to tell their own story.

It is important to mention that the last cycle was made partially, due to the fact that our student groups were modified because there was a grade transition (we start with third grade and we finished with fourth grade) and new students arrived in 2018. So we worked hard to make a review in order to level the new students and try to continue with the normal process, but it was not possible to finish with this stage as was planned due to the time.

In this chapter, we explained our visions of curriculum, vision of language, vision of learning and vision of classroom as well as our instructional design and the phases that took place during our pedagogical intervention; likewise, their characteristics and objectives according to our theoretical framework. In chapter number five, we will present the analysis of the data collected during the implementation of our pedagogical intervention, along with the findings that emerged from that analysis.

CHAPTER V

DATA ANALYSIS AND FINDINGS

This chapter will explain the procedures followed to analyze the data collected throughout our research project, and the different findings that emerged from this process. Firstly, the approach used to analyze the data will be explained, secondly, the description of the procedures employed to analyze data and finally, the categories arose in the analysis process with the support of the collected data.

Procedures for Data Analysis

To carry out the analysis, we used the *Grounded theory*, which consist in building the theory from the rigorous analysis of the data gathered (Corbin & Strauss, 1990). It allowed us to identify different patterns and topics among the data, then, based on the discovery made, we proposed some categories. Following the principles of this approach, we worked inductively, as all the findings arose directly from data collected, in other words, we draw conclusions through the interaction with evidences (Johnson and Christensen, 2004). Finally, to obtain confidence on the findings we used the triangulation method, which consisted of contrasting and confirming information by using data from different sources such as surveys, field notes, interviews and diaries (Pierce, 2007)

On the other hand, having in mind that the objectives in our research aimed to explore and describe the role that a set of activities based on women's life stories had in the development of students' writing skills (understanding writing as a situated practice), we adopted the emic perspective. Bearing in mind what Burns (2010) affirms; emic perspective consists of taking into account the "data from the perspective of people closely involved in the research context" (p. 107). It means from the participants, in our case, to have a clear

understanding on the perspective, data were taken from our students mainly, and from us as teachers-researchers, since we were participants and observers throughout the process.

During the process of data collection, organization, and selection, we created three folders in order to classify the instruments used. The folders were named according to the instrument, date and cycle proposed during the instructional design; each folder corresponded to the surveys and artifacts used; as for the field notes and recordings of interviews, we transcribed and saved them in a computer. As time went by, all the data was scanned and stored in the computer into different files to avoid any loss of evidence and to facilitate the analysis (Patton, 2002). Also, it is important to mention that data was uploaded onto Google Drive and shared between the teachers-researchers in order to have a complete outlook of the investigation.

As starting point, the data analysis procedure was developed according to Taylor and Renner (2003) who propose a series of steps to analyze qualitative data: *Get to know your data*, *Focus the analysis*, *Categorize information*, *identify some patterns and connections within and between the categories*, and finally, *Interpretation- bringing it all together*. Accordingly with the first step we collected interviews, field notes, surveys, and artifacts from the two groups involved, and after scanning it we checked it scrupulously; we read and reviewed it trying to find some key words and patterns, and also evaluating the quality of the data. During the process we also wrote some comments on the files to try to establish some relationships.

Continuing, we examined the research questions that we had formulated to guide our study, in that way we focused *the analysis* and again read carefully while we were naming, grouping, and finding relationships among data; classifying the information allowed us to identify some categories and through the analysis of them we discovered some possible

subcategories. Finally, the entire process guided us towards the data interpretation. It is important to mention that our data analysis involved students of two third grade groups, which were gathered due to the similarity of their population, this aspect made the data analysis process an interesting experience.

Categories of Analysis

Keeping in mind our research objectives, this study proposed to describe the impact of real women's life stories, to enhance situated writing processes in an EFL third grade classroom, the question that guided this study was the basis to create the research objectives and from there, the different categories and subcategories of the analysis. In the following figure the categories and subcategories will be displayed.

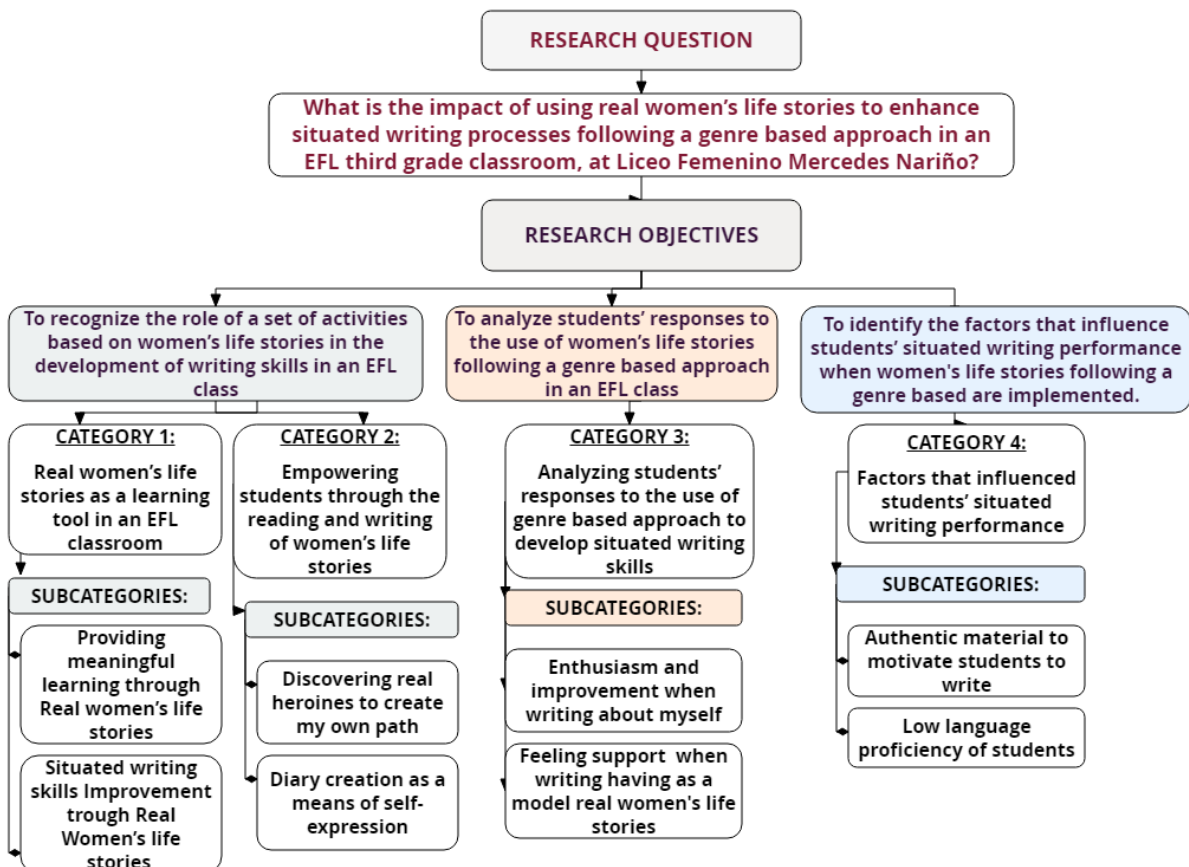


Figure 1. Categories and subcategories emerging from data analysis

According to the previous figure, for the first research objective ‘To recognize the role of a set of activities based on women’s life stories in the development of writing skills in an EFL class’ two categories emerged; the first one, *Real women’s life stories as a learning tool in an EFL classroom*, whose subcategories are: *Providing meaningful learning through Real women’s life stories* and *Writing skills Improvement through Real Women’s life stories*; and the second category, which is *Empowering students through the reading and writing of women’s life stories* and whose subcategories are: *Discovering real heroines to create my own path* and *Diary creation as a means of self-expression*.

Regarding the second research objective: ‘To analyze students’ responses to the use of women’s life stories following a genre based approach in an EFL class, one analysis category arose: *Empowering students through the reading and writing of women’s life stories*. From this category two subcategories emerged: *Discovering real heroines to create my own path* and *Feeling support of women’s life stories when discovering myself through writing*. Finally, related to the third research objective: ‘To identify the factors that influence students’ situated writing performance when women’s life stories following a genre based approach are implemented’ one category emerged: *Factors that influenced students’ situated writing performance*, whose subcategories were: *Authentic material to motivate students to write*, *Having a model facilitates students’ writing*, *Students’ writing difficulties* and *Providing a context to students’ situated writing*. The following paragraphs will provide a more detailed explanation of each category and subcategory on the basis of the collected data along our research process.

Category 1: Real women’s life stories as a learning tool in an EFL classroom

This category refers to the importance of the use of real women’s life stories as a suitable tool for learning English as a Foreign Language and achieving students’ situated

writing practices in a significant way. Taking into account that students' learning has to be based on their contexts, their cultural, social and personal aspects (MEN, 2006), data demonstrated that by means of the use of real women's life stories in the classroom, students learned new vocabulary, improved their pronunciation, acquired self-confidence when reading and speaking in English, learned from history and foremost, they improved their writing performance in a meaningful way since the women's life stories were fundamental to motivate students to write about themselves; their own lives, contexts and dreams, promoting the development of imagination and the discovering of the world (Eagleton, 1993). Based on the above mentioned, from this category emerged two subcategories: Providing meaningful learning through Real women's life stories and Situated writing skills Improvement through Real Women's life stories.

Providing meaningful learning through Real women's life stories. By using real women's life stories in EFL classroom we aimed to connect students' realities, contexts and likes to the learning of the English language, creating a significant experience in the classroom (Chala and Chapetón, 2012). Data demonstrated that the use of women's life stories in the classroom is significant and important to learn English in a context and to motivate students to learn new vocabulary, history, to recognize their own contexts, to write about themselves and to empower them by means of the use of a new learning tool for them.

S1: "Me encantó leer porque nunca habíamos leído".

S13: "Cuando aprendemos nuevas cosas y leemos y aprendemos a pronunciarlas"

S27: "Que aprendimos a decir que cosas no y qué cosas sí nos gustan y de la familia"

(Third survey. November 21, 2017)

The previous extracts are samples of a survey conducted with the students in which they expressed what they liked the most about using and reading the stories in the classroom by answering the question “What have you liked the most from the English class?” most of the students’ answers indicated that they enjoyed learning through the stories since it was new for them and they could learn different aspects such as vocabulary, pronunciation and history, according to Koteslnik, M. et al. (2015), children find it more meaningful to learn about history when it is connected to their own lives, families and communities.

S4: “Es bonito y deja enseñanza de que las mujeres tenemos derechos”

S24: “A mí me gusta porque aprendo historia en inglés”

S13: “Me gusta que Policarpa arriesgó su vida porque era una mujer muy valiente, como yo”

(Final students’ interview. 306-304. March 6, 2018).

As revealed on the preceding data fragments from the final interview applied, concerning the question “What have you liked the most about the stories?” students gave positive responses to the reading of the women’s stories since they enjoyed learning about the story of a powerful and important woman in history and they recognized the importance of doing it in English, which makes the learning of the foreign language more significant and motivating in order to understand the stories they were reading.

2 We started to
3 read, first, Policarpa’s book and to recognize the
4 members of her family; the girls were absolutely
5 happy when they saw that Policarpa had a big family
6 as many of them do and started to ask questions
7 about their relatives’. S1: “Teacher, ¿Qué es sister?”
8 me: “Hermana” S1: “I have... three sisters”
9 S13: “Teacher, ¿Qué es grandmother?” (Then they all
10 started to ask at the same time).

(Field notes, grade 304. August 29, lines 2-10 Descriptions)

The previous data, taken from the description of a teacher-researcher's class field note, established that students connected the contents from the books' stories to their own contexts and realities since they wanted to know more vocabulary about the topic to describe their own realities, which, according to Kosteslnik, M. et al. (2015), makes the learning significant since they were associating what they learned in class to their personal contexts; here then, is where the learning process makes sense.

"S1: A mí me gustó leer sobre Policarpa y lo que le gustaba. A mí me gustaría escribir sobre lo que me gusta, lo que hago y lo que amo"

S9: "A mí me gusta escribir mis secretos, como los secretos de policarpa porque era espía y ellos no sabían"

S18: "Escribir de mi familia, como la familia de mi papá porque yo le digo cosas a mis papás y se ponen muy contentos, por eso me gusta".

(Third survey. November 21, 2017)

As revealed by the previous data samples taken from a survey in which the students answered the question "What have you liked the most from the diary?", most of the students gave positive answers to the use of women's stories in the classroom since they were, not only improving their writing skills, but also exercising some other skills in order to achieve the understanding of the books' stories, to connect the women's stories to their contexts and to write about their own stories on a diary by using the books as a model, (Hyland, 2004) which evidences, once more, the utility of women's life stories in the EFL classroom as a meaningful learning tool.

Situated writing skills Improvement trough Real Women's life stories. According to UNESCO (2013) women literacy is a tool which encourage students to think, create and reflect by producing their own texts. Data revealed that the students enhanced their writing competence by means of the use of a particular text as a writing model (Hyland, 2004) for them to reflect their own life stories and to connect their realities to their social and cultural

contexts by means of the writing exercise in the EFL classroom (Chala and Chapetón, 2012). Although along the project the students' writing exercise was mainly developed in a diary which allowed the students to perform a personal and reflective situated writing process (Cano, 1987), different data instruments such as surveys, field notes and diaries also demonstrated the students' progress in terms of writing.

60 I think we are achieving
61 our goal of getting the students closer to their
62 contexts, realities and we are improving their
63 writing skills since they didn't take long when
64 writing the diary.

Field notes, grade 304. September 5, lines 60-64 Reflections)

On the preceding data extracts, taken from the reflections of a teacher-researcher's class field note after writing in the diaries about the family. Data demonstrated that at this point of the class the students were improving their writing, since they did not take too long to follow the instructions and to continue their stories in their diaries. It is necessary to highlight that the improvement of the students' writing skills has a direct relation with the meaningfulness of the contents for the children since the topic was, in this case, connected to their realities which is 'The family' (Kosteslnik, M. et al. 2015) and guided by the 'heroines' written stories (Barton and Hamilton, 2000), which allowed them to perform in other free writing activities.

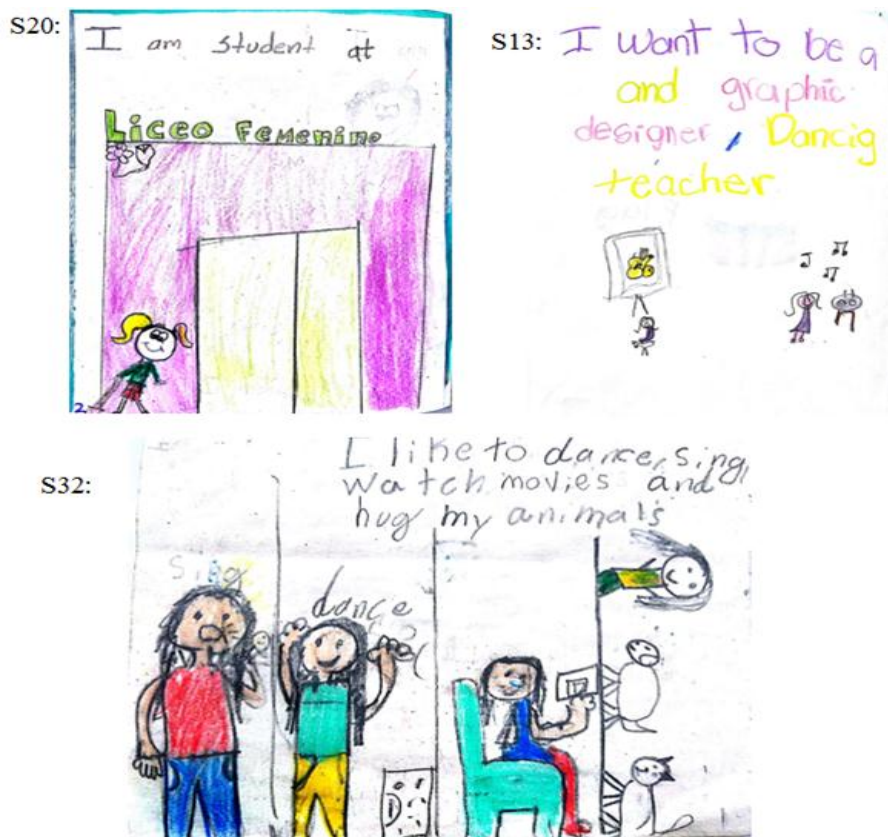
S12: "My name is (nombre de la estudiante), I am nine years old and I live in Restrepo, in Rafael Uribe. I love animals, I am happy, I am intelligent"

S1: "My name is (nombre de la estudiante) Y am eight. I like color red, blue and purple. I am happy and beautiful"

S24: "My name is (nombre de la estudiante). I'm happy and beautiful. I play soccer, I don't like to sleep so much"

(Final survey. December 5, 2017)

The data extracts above show students' responses to a survey applied twice; at the beginning and at the end of the project in which one of the instructions was "Introduce yourself", it was possible to evidence that the students improved their writing skills satisfactorily by the end of the project, considering that at the beginning of our research project they were unable to write a complete sentence in English (See annex 4). The surveys were selected randomly and the comparison was carried out by using the same students' answers to make the analysis more reliable and valid (Patton, 2002).



Student's diaries 304-306, 2018.

The previous artifacts extracts correspond to the diary the students wrote along the project development. As stated previously, the students at the beginning of the research were not able to produce any type of texts, since they had not exercised this skill in the English class. Data demonstrated -as evidenced in the previous artifacts- that the students, by the end

of the project were able to produce texts to express themselves, to talk about their realities and to share their dreams and hopes.

4 S10: “Pues, en este momento yo considero que escribo un cinco porque, pues, ya he
5.aprendido más, con el diario me ha ayudado a perfeccionar la escritura en inglés y pues,
6.hablar de mi misma y a expresarme en él”.

4. S1: “Pues, yo me considero cinco, pues, porque he aprendido mucho con el diario, sobre mi
5.familia, a perfeccionar la escritura, el vocabulario, la pronunciación, eso”.

6. S15: “Como ya he aprendido más, me pongo un cuatro. (...) porque, cuando me sentaba a
7.escribir en inglés en el diario, aprendía vocabulario y también cuando escuchaba música en
8.inglés”.

Final students’ interview. 306-304. March 6, 2018).

The data pieces above revealed students’ answers to the interview applied at the beginning and at the end of the research which demonstrated that students were, initially, conscious of their lack of writing and their need of exercising this skill in the EFL classroom (see annex 7). At the end of the project, when, researchers asked them to grade their own writing, the students gave themselves five’s and four’s and affirmed that they improved their writing skills, learned vocabulary, pronunciation and expressed themselves, this was thanks to the use of the diary as a means of self-expression (Picard, 2006). This data analysis shows that students improved satisfactorily their writing skills by means of the use of women’s life stories as a model to encourage students to write, in this case, about themselves in a situated instrument which is the diary (Chala and Chapeton, 2012).

Category 2: Empowering students through the reading and writing of women’s life stories

This category denotes the usefulness of women’s life stories in the EFL classroom when working on the students’ capacities and expectations, responding to the objectives of the school’s PEI which are to educate reflective, conscious, and autonomous girls (Lifemena, 2015). Data demonstrated that women’s life stories is a significant tool when supporting

women in learning, since it responded to their situations and involve them in determining a relevant and rewarding learning experience, through a didactic, technical, pre-prescribed approach to literacy (UNESCO, 2013).

According to the Cambridge dictionary (2017), life stories are stories based on “real rather than imaginary events which can be used as literary models” (Hyland ,2004) in this case, the writing performance occurs by means of a situated exercise which corresponds to the description of the students’ lives, contexts and realities; the way they perceive the world; their reflections and their dreams in a diary (Picard, 2006). Based on the aforementioned, two subcategories emerged from this category: discovering real heroines to create my own path and diary creation as a means of self-expression.

Discovering real heroines to create my own path. Data demonstrated that real women’s life stories allowed students, not only to learn English as a Foreign Language in the classroom, but also to understand and question. According to UNESCO (2013), the vision of the women in society and in their communities, the suppression they experienced, and to empower and challenge themselves to transform it through a meaningful learning experience (UNESCO, 2013, p.12).

24 Finally the teacher proposes a
25 question related with the tale,
26 What are you useful for? A girl says “*I am good at*
27 *doing my bed*”, another says “*I am good at doing*
28 *chores*”, then the teacher said laughing,
29 “I will hire some of you to help me out “

(Field notes, grade 306. April 18, 2017. Lines 24-28 Descriptions)

The data sample above is a teacher-researcher’ class field note in which she described and reflected (see annex 2) about the students’ vision of the women’s role in society, led by the teacher’s class topic, there was a lack of recognition of the feminine role, since students

considered themselves useful at doing activities related to housekeeping such as; making the bed or any other household chores, but did not recognize themselves as, reflexive, autonomous or transforming women in their communities and in their society (Lifemena, 2015).

S5. 14.”Del diario me ha gustado que aprendemos que nosotras las mujeres no es como dicen, que no **15**.servimos pa' nada que sólo servimos pa' la casa. Para arreglar; no, nosotras también **16**.podemos trabajar, podemos ayudar a los hombres en el trabajo y no sólo, pues, estar en la **17**.casa, como ellos dicen, que nosotras no hacemos nada; cocinar y ya”.

S2. 14.”He aprendido sobre mi país, que las mujeres servimos para mucho, podemos hacer **15**.más que los hombres; nosotras podemos hacer muchas cosas en un sólo momento, somos **16**.muy buenas, y que yo puedo ser lo que yo quiera”.

S18. 14.”: Que las mujeres son más valiosas que el oro y que lo que nos ha dado Dios y que **15**.podemos hacer más cosas que lo que los demás dicen porque todas somos súper heroínas, **16**.y si yo quiero ser doctora, voy a ser doctora”.

(Final students' interview. 306-304. March 6, 2018).

The preceding data extracts were taken from an interview applied to the students at the end of the project in which they were asked about their experiences with Policarpa and Frida's stories and the diaries. They were asked: “What did you learn about Policarpa and Frida's stories?” Taking into account that at the beginning of the project students related their strengths to the housekeeping role of a woman (see annex 7), as is evidenced in the previously described class field note, in the final interview when the previous question was posed, the students answered that they could do more than just household chores and that they as women are more than what society assumes.

S10: “I am intelligent, young, beautiful, strong woman”

S15: “I am lovely and intelligent, strong. I am a heroine”

S20: “I'm happy, I'm strong, I'm brave, I'm honest heroine”.

(Final survey. 304-306. December 5, 2017.)

As demonstrated in the data samples above, by the end of the project most of the students answered to the instruction “Write two personal adjectives” in most cases, that they were strong and agreed upon the idea that they were ‘heroines’ since they were able to do whatever they wanted to do, with no gender differences. The analyzed data revealed that along the research project development the women’s life stories changed students’ perspectives about women, and that they created a new mindset about themselves and their importance in their communities and society, as well as they developed their personalities, their imagination, their critical and cultural sense and created their own paths (Eagleton, 1993).

Diary creation as a means of self-expression. According to Cano (1987), the diary corresponds to a literary means of expression which allows the students to perform a situated writing process, to narrate their relation with the world, their realities and to express and confess their feelings and inner thoughts (Chala and Chapetón, 2012). Data demonstrated, as mentioned before, that the students got to express, to discover and to place themselves in the world, to create their own path and to be aware that they belonged to a community by means of the diary writing exercise.

- 10 S1:-“Teacher, ¿Cómo se dice
11 padraastro?”S21: -“Teacher, ¿Cómo se dice hermanito?”,
12 and so on. As a curious fact, the most distracted girls
13 were attached to the book and asked questions about
14 the names of their relatives.

(Field notes, 304.September 5, 2017.lines 10-14. Description)

As evidenced in the previous data fragments, the data analyzed showed that the students enjoyed the writing of their diaries since it was connected to their realities and allowed them to describe their relation to the world (Picard, 2006). The selected topic for the class was, in this case; “the family” and, as the fragments from the field note shows, the girl

were very enthusiastic when writing about their own families and sharing this with the rest of the class. The students talked about their families with their classmates, compared them and even expressed the wishes and dreams they have as a family.

S33: “Que está mi familia y aprendo muchas cosas de escribir cómo es mi vida, lo que me gusta y lo que quiero en mi futuro, cuando sea grande”.

S30: “Escribir sobre mi familia y de mi hermanita que se murió y sobre cosas que me gustan. Mis sueños, mis cualidades, mis aventuras y escribir en inglés”.

S40: “Mi vida, mi familia, mi vida con mis compañeras, cuando tenga mi esposo y mis hijos y trabaje”.

(Third survey. 304,306. November 21, 2017)

The previous data extracts correspond to the third survey applied in which students answered the question “What did you like the most from the diary?” Students valued the role of the diary when writing about their families since this is their closest context -as described in the previous data analysis-, about their dreams, lives, friends and even difficult situations. This is, actually, the relevance of the diary since it reflects directly the writer’s psychology and allows them to express and confess their feelings and inner thoughts (Cano, 1987)



Students’ diaries. 304-306, 2018.

In the previous data samples, taken from three different diaries, it is possible to evidence that the diary -as mentioned before- worked as a means of self-expression for the students since they described their contexts and realities, talked about their preferences and dreams for the future by a situated writing exercise. This allowed the students to confess their feelings, inner thoughts, to discover themselves and to create their own path (Cano, 1987).

Category 3: Analyzing student responses to the use of genre based approach to develop situated writing skills

This category refers to how students reacted to the use of personal narratives while they develop their own situated writing practices (Chala and Chapeton, 2012). The analysis of data showed that students felt enthusiastic and at the same time they improved their writing skills when they talk about themselves having as a support the real women's lives stories. On the basis of the above, from this category emerged two subcategories: Enthusiasm and improvement when writing about myself, and Feeling support when writing, having as a model real women's life stories.

Enthusiasm and improvement when writing about myself. According to the data, the use of the genre based approach was appropriate to awake students enthusiasm towards writing, because they discovered on the fanzines the personal narration as an element to talk about themselves (Bastian, 2010), so women's life stories were key to promote situated writing practices among students since they were able to connect their realities to English learning through diary writing.

Following these ideas, genre based approach in keeping with Hyland (2004) resulted in motivating students since they understood that writing was a useful instrument to communicate. By using personal narrations it was found that students felt enthusiasm when

writing and additionally they improved their writing skills. Data demonstrated that students loved to write about their lives, their feelings and their dreams, in their diaries, connecting their realities to the writing process (Chala and Chapetón, 2012)

- S 38:** 28. “Lo que más me gustó del diario fue que nos podemos expresar en inglés”
S 45: 21. “Que es sobre mi”
S 63: 25. “Escribir como soy en inglés y cosas que me gustan”

(Final students’ interview. 306-304, March 6, 2018).

The previous extracts are samples from the final interview in which the students answered the question “What was the best thing about the diary?” Students’ responses showed that they enjoyed to write about themselves while they used English, besides, the following fragments evidence that students improved their writing skills as they felt motivated to write about themselves.

- 53** I didn’t had to tell them to start writing;
54 they could not wait for doing it, they
55 seemed very happy at writing and
56 drawing about their own family members;
57 today the class was theirs, they made the class
58 autonomously, using the teacher as a medium
59 to know vocabulary, but they knew what they
60 had to do and they wanted to do so, spending
61 less time than usual writing the diary texts.

(Field notes, 304.September 5, 2017.lines 53-61 Description)

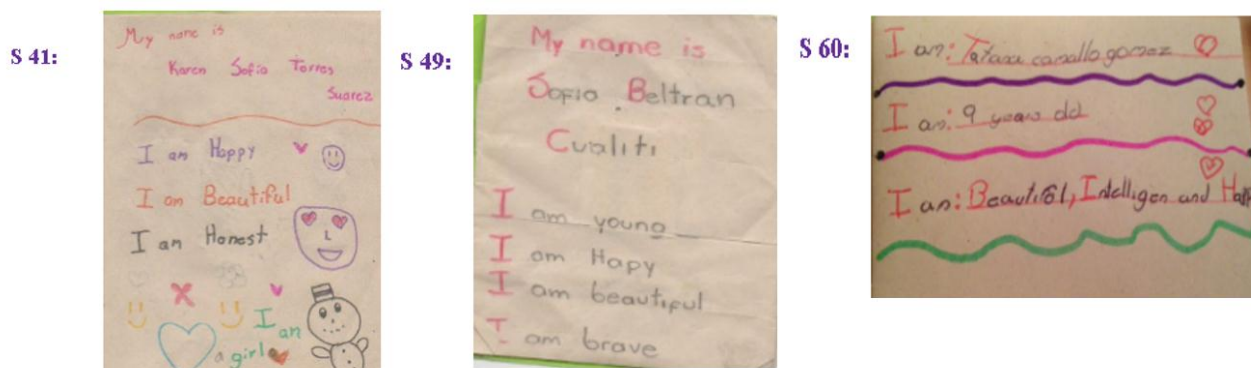
As revealed in the selected data -one more time- student felt happy writing about their own lives, also, it showed that students improved the writing skills as they spent less time writing, Which, proved that the students’ language proficiency by using personal narrative; they felt confident writing about topics that they knew well, in this particular case when they wrote about their family members (Hyland, 2004).The use of personal narrative was a motivating element as students felt committed to the writing process.

S 41: “Lo que me acuerdo: dog, gat”

S 49: “Penzil, lapiz”

S60: “ ”

(Second survey. August 15, 2017)



(Students' diaries. Students' descriptions. 304-306, 2018.)

The preceding data corresponds to the second survey and to the diaries that were created through the process, samples were selected at random and the comparison was made by using the same students' responses to make the analysis reliable (Patton, 2002). In the initial survey the students were asked to pen the words or sentences that they knew to write in English; data revealed that at the beginning students did not write much, they misspelled the words or either they did not write any word. During the process, it was possible to see not only the improvement of their writing skills, but also the students' development of situated writing practices (Chala and Chapetón, 2012) through diary writing.

Feeling support when writing having as a model real women's life stories. Data evidenced that students learned and felt inspiration by using real women's life stories. These stories were an important guide in students writing processes as they helped the girls in the discovery of grammar forms, the exploration of the English language, and the connection with the context (Hyland, 2004). Real women's life stories played a supportive role in the

situated writing process, since students expressed that they found helpful, some sentences presented in the stories to write their own, in that sense, real women's life stories became in a key element backing the diary writing as shown here:

- S 5:** 19. "Sí porque aprendí cómo se escribe en donde nací"
S 2: 23. "Sí porque aprendí cosas de Colombia y las escribí en mi diario"
S 18: 15. "Si porque me enseñaron que para decir mi nombre hay 2 formas I am y my name is"

(Final students' interview. 306-304. March 6, 2018.)

The last fragments belong to the final interview done with some of the girls from both grades, the students answered the question "Were Policarpa and Frida's stories helpful in the writing process of your diary"? And as was shown before the students said that they used the content found inside the stories to write about themselves, understanding writing as a tool to play with (Ahn, 2012) and remarking that real women's life stories were fruitful in the learning writing process.

- S 12:** "Yo escribí mi presentación como Policarpa y la familia"
S 44: "Lo que yo quiero ser cuando grande"
S 55: "Mis cualidades y mis gustos"

(Third survey. November 21, 2017)

The earlier pieces correspond to the third survey in which the following question was formulated: What topics from Policarpa and Frida's stories did you use to write about your life in your diary? The students' responses showed again the idea of real women's life stories and how they were relevant in giving students inspiration at the moment of writing, most of them took as an example different themes developed in the stories to write about their own lives, transforming writing and reading in a situated practice (Barton and Hamilton, 2000)

37 on their dairy: some of them asked me about the meaning of
38 words that appeared in the story and then they wrote down
39 the words on their diaries.

(Field notes, 306. October 3, 2017.lines 36-39, Description)

Likewise, data revealed that the real women's life stories were vital to students discovering how to write using English; these stories aided the girls to feel more confidence when they wrote on their diaries. As was demonstrated, genre based approach was essential in the language exploration, in development of writing skills, and in the awareness of linguistic forms (Ahn, 2012). Consequently, having these stories as a guide allowed students to identify how language works in a concrete text, but also to help students recognize language as an instrument that could be modified, the real women's life stories were used as a model in the process of diary writing as the girls made use of the personal narrative to shape their own texts (Hyland, 2004).

Category 4: Factors that influenced students' situated writing performance

This category deals with the factors that affected somehow the students writing processes: The positive impact of the authentic material, and the lack of language skills among the students. The data pointed out that the use of real women's life stories were significant to stimulate students to write on their diaries about themselves, and at the same time data showed that students' low language proficiency prolonged their English writing learning.

Authentic material to motivate students to write. Policarpa Salavarrieta and Frida Kahlo's fanzines were key elements to inspire girls to make their own creations, as a literary element the stories built a bridge between students realities and the real women's life narrations (Hyland, 2004); as data proved, the girls felt inspired from some parts of the

fanzines and they just reflected that on some pages of their personal diaries, the stories and the drawings helped students through the diary writing process.



Students' diaries Vs. Policarpa and Frida's stories 304-306, 2018.

The previous pieces of information showed how the material stimulated students to write about themselves, proving that the fanzines were beneficial for students through the learning process. The material not only helped students with grammar components but also it aided in the discovering of self-expression (Bastian, 2010)

- 47 The students loved the story because
- 48 they were attentive to the reading, they were
- 49 following every single page, they asked questions
- 50 about vocabulary (to write on their diaries) and
- 51 they gave their opinions about the story. At the
- 52 end of the session I asked to the students to give
- 53 me their Frida' fanzine because I wanted
- 54 to check the way they decorated it with the recycled
- 55 materials, immediately they asked me: "when you will
- 56 give us back the story?"

(Field notes, grade 306. October 24, 2017. Lines 47-56 Descriptions)

The preceding extracts from the field notes demonstrated that the material was motivating for students, they really loved it, and it was not just helpful in the development of writing skills. It was a tool to capture students' attention in the sessions, this literary component rekindled students' curiosity towards learning. Literature, following Eagleton (1983) is a learning tool that awakens the imagination and the critical sense; through the usage of Policarpa Salavarrieta and Frida Kahlo's stories, as the data revealed, students felt motivated to express their opinions and felt interest in the development of their writing skills. As was shown authentic material motivated the students to write, to think, and to create.

Low language proficiency of students. Data revealed that a relevant aspect that influenced students' EFL performance was their low level of English. Although they have had English classes in the previous grades, the most important grammatical aspects, vocabulary, pronunciation, etc., were unfamiliar to them and they were not able to describe, talk or write about their closest contexts (MEN, 2016). So, at the beginning of the project, they still used their native language, again, with a very poor performance.

S38: "My neim is (nombre de la estudiante). Yo meyamo (nombre de la estudiante)."

S15: "Mainechmis (nombre de la estudiante), vibo en la gloria, tego nane años, mi segre es O+. acabo de perder un ermanito".

S29: "Namber: (nombre de la estudiante), yo tengo 9 años, yo bivo en Bochica".

(Second survey. August 29, 2017)

According to the MEN's document¹, in the basic learning rights for third graders, the student should be able to answer verbally and non-verbally to questions about their

¹ (2016) Mallas de aprendizaje de inglés para transición a 5° de primaria. Ministerio de Educación Nacional.

environment and to describe by short and simple texts topics such as families and contexts. (MEN, 2016). The previous data fragments demonstrated that the students' presented a lack of knowledge about grammatical structures, both in English and their native language, mainly in the written exercise since they wrote the words in the way that they pronounced them or related the English words to the Spanish ones, this, with no spelling consciousness neither in Spanish, nor in English.

S26: "I am (nombre de la estudiante) nasi en Bogota en que año en 2006 tengo 5 hermanos y con migo somos 6 en total tambien vivo con mis dos madres estudio por la mañana los lunes y miercoles boy taekwondo"

S12: "My barrio is San José, the flag of colombia is iellow, blue, reit"

S10: "Mi name is (nombre de la estudiante). feliz, fuerte, linda, hermosa, joven, honesta".

(Students' diaries 304-306, 2017.)

The previous data segments proved, as stated before, that students related the English language to the Spanish. Data also demonstrated the lack of vocabulary and knowledge of the grammatical English rules since, whenever they did not know how to state something in English, they relied on their native language. Which made achieving of project's goals more difficult since it was necessary to work on the English vocabulary, pronunciation, structures, and grammatical aspects. First, for them to be able to understand the stories they were reading and later to start producing their own texts in the diary, as a result, those activities demanded extra time and effort, delaying the development of the project phases. The previous showed that the students' necessity of reinforcing the grammatical aspects of the English language as well as the learning of vocabulary that allowed them to describe verbally or nonverbally; objects, places, people, and communities by using simple sentences (MEN, 2016).

Chapter five presented the analysis of the data collected along the different phases of the research project, as well as the final findings. The upcoming chapter will present the conclusions, limitations, implications and the further research that emerged from the data analysis and our pedagogical intervention.

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

This chapter will present the conclusions that emerged from data analysis, the implications this research study had towards education by means of English language teaching through life stories, the institution where this research project was held, and the participants involved in it; finally, the limitations that arose during the process of carrying out our project and particular considerations for further research will be described.

Conclusions

In relation to the general question of this project which aimed to describe the impact of real women's life stories, to enhance situated writing processes in an EFL third grade classroom, at Liceo Femenino Mercedes Nariño, three specific objectives were proposed:

- 1.** To recognize the role of a set of activities based on women's life stories in the development of writing skills in an EFL class.
- 2.** To analyze students' responses to the use of women's life stories following a genre based approach in an EFL class.
- 3.** To identify the factors that influence students' situated writing performance when women's life stories following a genre based approach are implemented.

In response to the first objective, data showed that real women's life stories had an important role in the development of situated writing skills, as they were used as an instrument to guide the writing process and inspired students to write about themselves. Data

showed that the stories were a useful learning tool in the EFL class, since they helped students to learn vocabulary and history, to improve their pronunciation, and their writing performance in a significant way.

According to the findings of the study, the employment of real women's life stories was also important to empower girls and change their perspective in regards to the women's position in society; the students discovered themselves powerful and plain of different qualities inspired by the real women's life stories, as well as they connected the writing process to their realities by means of the creation of the diary, building their own story.

With regards to the second objective, data demonstrated that the use of real women's life stories was important to students discovering the personal narrative because they found a tool that helped them to talk about themselves. The personal narrative was a motivating element in the development of situated writing skills, since students felt enthusiastic writing about their lives, their likes, and their expectations, in that way they gained writing proficiency spending less time at writing and improving their spelling . On the other hand, data showed that students felt support using the women's life stories as a model to guide their own writing process as they discover different linguistic forms to shape their own texts.

Finally, concerning the last objective that is related to the factors that influenced students writing performance, two factors were found: authentic material as a key to encourage students to write, and students' low language proficiency as a barrier in the writing process.

Firstly, data revealed that authentic material was important to stimulate students' imagination and writing development; Policarpa and Frida's fanzines were helpful in

supporting girls with the grammar components and inspire them to create their diaries, as data showed, they really loved and used the materials.

Secondly, data displayed that the lack of knowledge about English grammar structures was an important factor that influenced the students writing performance, it became an obstacle due to students using their native language to express some ideas, which prolonged the English learning process and the writing development.

To conclude, throughout the use of real women's life stories, the students enhanced their situated writing performance as they found support and motivation in Policarpa and Frida's stories, besides, they learned about the basic aspects of pronunciation as well as new vocabulary; and despite of their low English language level and the implied challenge, they discovered some grammar forms to express themselves through diary writing. The girls felt enthusiastic exploring the personal narrative and connecting the learning process to their realities and lastly, they found inside valuable and became strong women able to create their own path. In concrete terms, it was possible to make the learning of writing a purposeful and meaningful experience for the students.

Implications

As expected from the beginning of this research study, there were several implications that this project generated for the educational community, corresponding to the school, the students, and for us as teachers-researchers. Those requirements will be explained in the following paragraphs.

First, for the field of education, this project had several implications. According to the MEN, education is "un proceso de formación permanente, personal cultural y social que se fundamenta en una concepción integral de la persona humana, de su dignidad, de sus

derechos y de sus deberes”²;in this regard, several implications arose within the development of this project since it demanded education to go beyond the structural aspects and to focus on the deepest elements, that is to say, to concentrate on the students’ needs, their contexts, and preferences and to work on issues related to the social and the subject of women in the school. Furthermore, this project also implies the need to rethink educative methodologies and to work by projects because through this way it is possible to go deeper into the class’ topics and to connect the students’ realities to the classes’ goals.

Secondly, related to the implications for the school; referring to the Liceo Femenino Mercedes Nariño, this project also implied diverse pedagogical challenges. First, the recognition of the importance of using real women’s texts in the classroom to approach the students’ realities, contexts and preferences to the school goals, not only when improving students’ writing skills, but also when working on any educational aspect, since this is a feminine institution. It also implies teachers to reconsider their educative performances by participating and changing the use of the classic notebook and guides, for the use of authentic material that better approximates the student’s needs, preferences and educative context. Finally, this project also implies the need to connect the class material with the institutional objectives, the curriculum and the students’ needs and contexts, since the teaching model the school proposes is based, precisely, on the aforementioned aspects.

With regards to the implications for the students involved in our research study, this project implied the use of previous knowledge as well as constant motivation to learn. First, they had to have a certain English level and to be interested in writing since the end of the project was the writing process itself. In addition, considering the main constructs of our study, the use of important historical women’s stories required that the students recognize and

² Ley 115 de Febrero 8 de 1994. Ministerio de Educación Nacional.

are conscious about history, important figures and specifically the importance of women in society, in this respect, the development of this project required the girls to be constantly motivated by the selected figures and the writing of the diary, and, given that students read and wrote together in the classroom, we needed them to have the ability to work in a team, to respect each other's' points of view, experiences, perspectives and reflections, since every life story was different, each diary was different.

As to, the implications for us as teacher-researchers and our formative processes and educative performances, this project represented different implications. First, the need for us to understand and have a clear perspective on how different components such as: the students' context, the institution's PEI, the English Standards from the MEN, the use of the genre based approach and the situated writing exercise work in the EFL teaching-learning process in a feminine institution, as well as the ability to make them converge in the classroom. Second, the need for us as teachers to analyze and to reflect constantly on our teaching practice in order to improve our performance to stimulate students' curiosity towards learning.

In addition, this research, also demanded from the teacher-researcher, a notion of teaching English, specifically in third graders and how to improve students' writing skills by means of a meaningful and situated writing process, having as a basis the students' realities and important real women's life stories. Related to the material design, taking into account that this research was based on the creation of authentic material both from the students and the teachers; this research showed that as teachers-researchers one would have to spend several hours to design material, to select the information we were going to implement, the important figures our books were going to be based on, the writing of the books' scripts and the design of the images, the book itself and additionally, a considerable amount of time for

checking and correcting the students' writings, which also demanded a constant motivation from us. Finally, the reading and the revision of the students' writings implied that the teacher be a professional; showing respect for the students' opinions and the listening aptitude to take into account the students' points of view and reflections.

Limitations

Along this research project several limitations arose, the first restraint came from the implementation of different projects and extra-curricular activities during the English class timetable, so students missed several classes and we could not advance or we had to review the previous topics. Additionally, another limitation we faced was the amount of students due to the fact that we had to monitor 62 girls in all, and we had just one hour a week to advance in our project and in the classes, which also made the development of the project quite difficult. Finally, the last aspect we consider a barrier for the development of the project was the students' lack of responsibility, since they sometimes forgot to bring the diaries to the English class, making the writing process more difficult and slow, reason why we sometimes had to start again, taking up considerable time and effort.

Further Research

This research project aimed to explore and describe the impact of teaching and improving students' writing skills in an EFL classroom through women's life stories into a feminine institution, taking into account the students' realities and the school's context. The findings that emerged from our research study, evidenced that students enjoyed learning about historical important women and took their stories as models for them to go beyond, to recognize the importance of women's role in society, to consider themselves more important and valuable and to write their own stories while improving their writing skills. Taking all this into account and despite the fact that even though we did an intense research, we did not

find any project related to EFL (or any other subject) teaching by means of, not only the use of real women's life stories, but also important historical figures. It could be an interesting matter to explore the impact of teaching in an EFL classroom through the use of life stories into a coeducational school, as well as teaching students to develop not only their writing, but also their listening, speaking, and reading skills.

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Annexes

Annex 1: Teacher's interview

Entrevista Docente

Se realizará una entrevista al docente y se grabará bajo su autorización. Para ello se realizarán las siguientes preguntas:

(Estas preguntas se realizaron al practicante de inglés, pues, es quien se encarga de estas clases.)

1 Personal

2 **Researcher:** ¿En qué área se especializa usted? (título licenciatura)

3 **Teacher:** *Yo soy estudiante de Licenciatura en Lenguas Extranjeras. Me especializo en el*
4 *área de inglés, me gusta mucho enseñarlo, aunque manejo los otros dos componentes muy*
5 *bien.*

6 **Researcher:** ¿Cuánto tiempo lleva ejerciendo como profesor-practicante? (experiencia
7 docente)

8 **Teacher:** *Como profe llevo un año. El mismo tiempo que he estado con las niñas.*

9 **Researcher:** ¿Cuánto tiempo lleva en la institución?

10 **Teacher:** *Un año haciendo mis prácticas.*

11

12 Información general

13 **Researcher:** En su opinión, ¿cuáles son las principales necesidades del Colegio Liceo
14 femenino Mercedes Nariño y de las niñas?

15 **Teacher:** *Pues, la verdad las niñas tienen muchas necesidades. Sus contextos son*
16 *complicados, entonces uno más que profesor debe ser consejero, psicólogo y hasta*
17 *policía. Eso en cuanto a las niñas, en cuanto al contexto escolar, pues el colegio está bien*
18 *equipado; hay laboratorio, las niñas realizan actividades extracurriculares, el problema*
19 *es para conseguir una grabadora, y para ponerles una película, por ejemplo, porque no*
20 *hay televisores, pero por ejemplo, si uno necesita copias o impresiones, aquí le ayudan*
21 *mucho a uno con eso, y eso es plática que uno se ahorra.*

22 **Researcher:** ¿Considera que la misión y visión del PEI responden a esas necesidades y
23 prioridades?

24 **Teacher:** *En general, sí. A las niñas desde el principio se les está enseñando a ser*
25 *autónomas, responsables y curiosas, a investigar, a buscar, a querer saber más siempre.*
26 *Entonces sí, igual, se les enseña a reciclar, a cuidar de los animalitos, ¿Si ves que el*
27 *rector tiene varios perritos viejitos por todo el colegio? Eso le enseña a las niñas a*
28 *cuidar de los animales. Pero lo que sí veo es que en cuanto a inglés o francés, que dice*
29 *que tiene énfasis en eso, pues no es mucho, porque ellas sólo ven una hora de inglés*
30 *semanal ¿Así qué énfasis puede haber? Y pues, no todos los profesores saben inglés,*
31 *entonces, los que no tienen o no quieren practicantes, porque eso a veces también es*
32 *molesto, pues tienen que dar las clases y arreglárselas como puedan con “su énfasis”.*

33

34 Inglés

35 **Researcher:** ¿Sigue algún plan de estudio?

36 **Teacher:** *Sí, nosotros nos basamos en el plan de la institución y en el del ministerio para*
37 *organizar nuestras clases, pero no es algo tan estricto.*

38 **Researcher:** ¿Qué actividades hace en clase de inglés?-

- 39 **Teacher:** *Usamos guías, y a ellas les gusta mucho colorear y dibujar, entonces, cuando*
40 *mi clase es corta, lo uso, de resto no porque duran toda la clase en eso. Y pues, ellas*
41 *repiten mucho, hago que repitan el tema toda la clase para que aprendan, ah, y les gusta*
42 *mucho recortar y esas cosas.*
- 43 **Researcher:** *¿Qué materiales usa en clase?*
- 44 **Teacher:** *Guías, dibujos y guías que ellas puedan recortar y pegar en los cuadernos.*
- 44 **Researcher:** *¿Qué dinámicas o metodologías aplica en la clase?*
- 45 **Teacher:** *Con ellas toca ser un poquito estrictos con la disciplina, entonces, controlo*
46 *mucho eso. Pero también me gusta hacer la clase afuera, cuando ya les di la parte*
47 *teórica, la siguiente clase las llevo al patio y practicamos todo jugando, a ellas les gusta*
48 *mucho eso. Ah, y obvio coloreando, les gusta mucho hacer manualidades.*
- 49 **Researcher:** *¿Qué tipo de actividades demuestran ser más atractivas para los estudiantes?*
- 50 **Teacher:** *Lo que te digo, definitivamente colorear y esas cosas de manualidades. Les*
51 *encanta.*
- 52
- 53 **Grupo**
- 54 **Researcher:** *¿Cuáles son las fortalezas y debilidades del grupo en inglés?*
- 55 **Teacher:** *Pues, ellas son juiciosas, hay unas niñas que aprenden muy rápido, otras a las*
56 *que parece que no les interesa, y así, pero en general, son bien. Les da muy duro escribir,*
57 *casi no lo hacen, lo que sí hacen mucho es la producción oral, canciones y eso, les*
58 *encanta. Lo del speaking, pues es muy específico, lo que uno les enseñe, cosa por cosa,*
59 *porque si uno les pone a escuchar algo o les dice otra cosa que no saben, se pierden y se*
60 *dispersan.*
- 61 **Researcher:** *¿Desarrolla un proyecto formativo con el grupo?*
- 62 **Teacher:** *No, la verdad no.*
- 63 **Researcher:** *¿Cuál es el problema, la necesidad, prioridad o expectativa más importante*
64 *del grupo en esta materia?*
- 65 **Teacher:** *La necesidad, pues el tiempo. Una hora semanal no es suficiente para cumplir*
66 *con el énfasis que el colegio propone en su plan, es imposible.*
- 67 **Researcher:** *¿Qué dificultades o problemas se hacen evidentes en el aula?*
- 68 **Teacher:** *Tal vez la indisciplina, hay que tenerlas muy controladas. Además, ellas*
69 *funcionan con premio, entonces hay que ponerles puntos por todo, o amenazarlas con*
70 *todo, si no, no trabajan ni hacen caso.*
- 71 **Researcher:** *¿Cómo definiría las relaciones interpersonales de los estudiantes del curso?*
- 72 **Teacher:** *Ellas se la llevan muy bien entre todas. Yo no he visto problemas de*
73 *convivencia ni nada de eso.*


Annex 2: Teachers' field notes sample

DIARIO DE CAMPO. Observación de clase		No. 2
Name: Nancy Milena Hincapié Valbuena		
Date 28 de marzo, 2017.		Hora: 8:15 / 9:15 am
Place: Colegio Liceo Femenino Mercedes Nariño		
Topic: Class observation		
SITUATION DESCRIPTION		INTERPRETATION / REFLECTION
<p>1 Today the class started with the</p> <p>2 organization of the classroom because the</p> <p>3 girls were taking their snack before the</p> <p>4 English class. Sometime I noticed about</p> <p>5 the classroom organization is that the</p> <p>6 classroom tables are organized as a circle;</p> <p>7 this way is easier for the teacher to have a</p> <p>8 view of the entire classroom and the</p> <p>9 students, and that way, for keeping the</p> <p>10 order and the attention of the classroom.</p> <p>11 The teacher gives the girls five minutes for</p> <p>12 cleaning the classroom, but some of the</p> <p>13 girls are quietly eating, so the teacher has</p> <p>14 to repeat the instructions, this time,</p> <p>15 stronger and they obey.</p> <p>16</p> <p>17 The class topic is 'numbers' and colors,</p> <p>18 and the teacher starts reminding the girls</p> <p>19 the colors and the numbers they saw in the</p> <p>20 previous class. The girls repeat after the</p> <p>21 teacher every word, sometimes, not even</p> <p>22 looking at him, at the board or the guides</p> <p>23 the teacher gave them at the beginning of</p> <p>24 the class. The guides the teacher used for</p> <p>25 the class is based on Easter eggs draws</p> <p>26 with colors which correspond to particular</p> <p>27 numbers so they have to make numbers,</p> <p>28 but the girls don't seem to be interested at</p> <p>29 all.</p> <p>30</p> <p>31 When the teacher finishes giving the</p> <p>32 explanation to the girls about the activity</p> <p>33 and the guides, they start coloring the</p>	<p>This gives me something to think about, concerning the girls behavior, but I don't want to judge yet; this would be something I will take into account in the future if necessary.</p> <p>This is the second class and the second time I notice the girls' repetition of concepts, but, the fact that the girls are not looking neither the teacher nor the board or the guide, makes me think they are used to that: repeat concepts given by the teacher, to learn isolated concepts and to solve guides.</p> <p>In the previous field note I could notice they love to color and decorate, this is repeating here today, so this could be one of the characteristics of the students, and could be taken into account in the characterization and</p>	

<p>34 35 36 37 38 38 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59</p>	<p>Easter eggs, but they don't really do the actual activity which is making numbers to get to know what color corresponds to every egg. The teacher tells them to stop and to make first the numbers to color the eggs, and repeated the instructions. Some of the girls started doing the activity, some others are playing and doing other classes' exercises and some others are just not doing the activity. One thing that called my attention today was that the guides have a space to fulfill with the students' personal information like phone number, address, likes, among others, but the teacher didn't explain this item, so the girls didn't do it. They had to read and write. The teacher went out of the classroom for a second so I asked Nicol - who was seated next to me- about the instructions and she told me she didn't understand the reading, and, when I explained to her the instructions she told - "¿Cómo se escribe eso en inglés, teacher? So I asked her -¿No sabes escribir nada en inglés? So she told me they don't write in the English class, they sing, make guides</p>	<p>could be the key for developing my project in the future.</p> <p>The behavior pattern is repeating here, so I will pay attention to the girls' behavior in front of the teacher; it could have been, maybe the activity, so, no judgment yet.</p> <p>I could notice the girls don't read; according to what I saw in class and according to what Nicol told me, so this could be some starting point for thinking of the problems of the students in academic terms.</p> <p>Respect their behavior, I will wait for more sessions in the future to judge their attitudes, so far, this is a good group, with intelligent students who understand the instructions, even though the teacher has to repeat them.</p>
<p>2</p>	<p>and play, but they have never read or written in the English class.</p>	<p>I think the teacher was very gentle when, even the girls didn't do the activity in the right way, he told the girls they had done a good job when coloring. It was sweet and the girls appreciated it.</p>
<p>3</p>	<p>Five minutes before the class finishes, the teacher asks the girls to hand in the activity and after checking it, he tells them they didn't do the exercise correctly because they were worried just about coloring, however, he tells them they did a good job at coloring the eggs and asks them to be more attentive to his instructions next class.</p>	

Annex 3: First students' survey

Ava maria novoa leyva


 **UNIVERSIDAD PEDAGÓGICA NACIONAL**
Educadora de educadoras

Encuesta caracterización de población

¡Hola! La practicante de inglés quiere conocerte un poco mejor. Para ello, responde las siguientes preguntas. Usa tus colores para marcar tus respuestas preferidas con un círculo. Recuerda que estas preguntas no tienen nota.

¿Cuántos años tienes? 7 ¿En qué barrio vives? Soacha sanubio


1. ¿Cómo vas de tu casa al colegio?



- a. En la ruta escolar del colegio
- b. A pie
- c. Motocicleta
- d. Bicicleta
- e. Bus
- f. Carro
- g. Otro _____

2. ¿Cuánto tiempo tardas en llegar al colegio?


- a. 30 minutos
- b. Menos de 30 minutos
- c. 1 hora
- d. Menos de 1 hora.
- e. Más de una hora.



3. ¿Qué haces en tu tiempo libre?

- a. Jugar
- b. Leer
- c. Trabajar
- d. Escuchar música
- e. Ver televisión
- f. Navegar en internet

hermana HERMANA



10. ¿Qué es lo más difícil para ti en la clase de inglés? ¿Por qué?

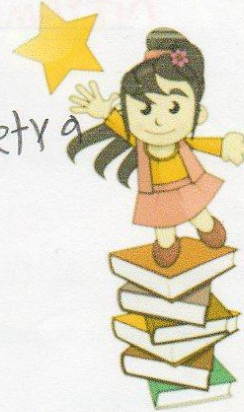
por que es muy difisil ese idioma

12. ¿Cuál de estos prefieres hacer?

- a. Leer
- b. Escribir
- c. Hablar
- d. Escuchar

¿Por qué?

por que uno mejora lo letra



13. ¿Qué actividades haces en la clase de inglés?

- a. Leer
- b. Jugar
- c. Dibujar
- d. Ver videos
- e. Cantar
- f. Otro _____

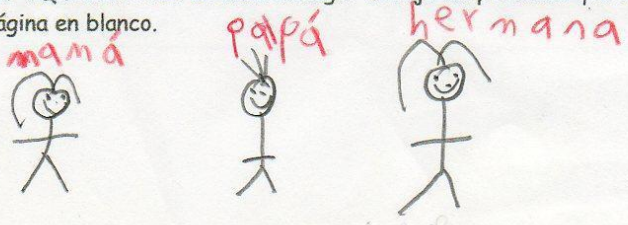
14. ¿Qué te gustaría aprender en la clase de inglés? ¿Por qué?

el idioma podemos aprender

15. ¿Qué materiales usas en la clase de inglés?

- a. Canciones
- b. Videos
- c. Libros
- d. Guías de dibujo y colores
- f. Diccionario
- g. Otros _____

16. ¿Quiénes viven en casa contigo? Dibuja las personas que vivan en casa contigo en la siguiente página en blanco.





4. ¿Cuánto te gusta la escuela?

- a. Me gusta mucho ✓
- b. Me gusta
- c. Me gusta poco
- d. No me gusta

¿Por qué? Por que aprendemos las cosas y cuando grandes no nos equibocamos

5. ¿La relación con tus compañeros es buena, regular, mala? ¿Por qué?

Por que son muy buenas con migo y yo las quiero mucho

6. ¿Te gusta aprender fuera del salón de clases?

- a. Si ✓
- b. No

¿Por qué? Por que nos dibertimos mas y respiramos harte libre

7. ¿Qué materia te gusta más?

- a. Matemáticas ✓
- b. Educación Física
- c. Ciencias Naturales
- d. Inglés
- e. Español
- f. Otra _____



¿Por qué? Porque aprendemos mucho mas y le enseñamos a nuestros uos

8. ¿Te gusta la clase de inglés?

- a. Si ✓
- b. No

¿Por qué? Si, Viajamos a eee uos entendemos a las personas

9. Aprender inglés es:

- a. Fácil ✓
- b. Normal
- c. Difícil

¿Por qué? Porque solo seguimos las parabras del ticher

Annex 4: Second students' survey

Your English teacher wants to know you
(Tu profesora de Ingles quiere conocerte)
Who are you?
(¿Quién eres tú?)

My name is Gabriela Bossa Vela
Yo me llamo Gabriela Bossa Vela
~~me~~ i am nine

Escribe lo que recuerdes en Inglés.
Penzil
199:2

is Gabriela Bossa Vela
me llamo Gabriela Bossa Vela
i am nine

Annex 5: Third students' survey

¡Hola! la profe de inglés quiere hacerte unas preguntas :)

1) Introduce yourself (Presentate en inglés).

My name is Lida Geraldie Santana Arias

2) Write two personal qualities (Escribe dos cualidades tuyas en inglés).

Happy y beautiful

3) What have you liked the most from the stories? (Qué es lo que más te ha gustado de las historias)

Que la familia de Policarpa era bonita como mi familia

4) What have you liked the most from the diary? (¿Qué es lo que más te ha gustado del diario?)

El escrito, presentarme en inglés

5) Tell us, what else would you like to write in your diary? (Cuéntanos, qué más te gustaría escribir en tu diario.)

Varias cosas sobre mis amigos

6) What have you liked the most from the English class? (¿Qué es lo que más te ha gustado de la clase de inglés?)

El diary, la profesora, la historia de Policarpa

7) What topics from Policarpa and Fridas' stories did you use to write about your life on your diary? (¿Qué temas de las historias de Policarpa y Frida usaste para escribir sobre tu vida en tu diario?)

Las profesiones

Annex 6: Final students' survey

Universidad Pedagógica Nacional
Liceo Femenino Mercedes Nariño
Examen final 304 JM.
Inglés



10

1. Introduce yourself 2.0

My name is Mariana sofia Dancel
Aguazaco, I am 9 years old

2.0

2. Where are you from? 1.0 I am from Bogotá
Where do you live? 1.0 I live in Centenario

2.0

3. Write two qualities of yours 2.0

1. I am lovely
2. I am intelligent

2.0

4. Write two things you like and two things you don't like 2.0

1. I like vanilla ice cream
2. I like animals
1. I don't like to kill animals
2. I don't like fall

2.0

5. Match the English Word with its meaning in Spanish 2.0

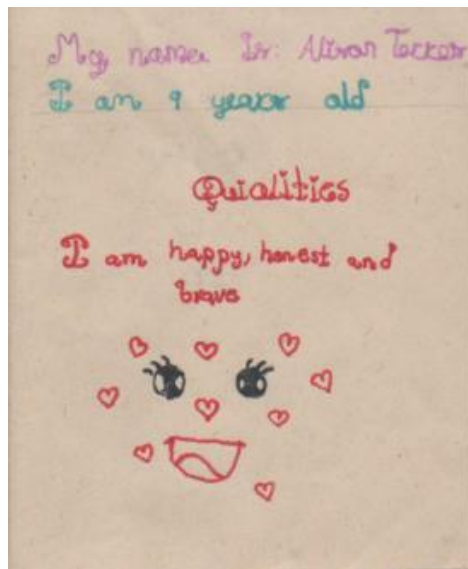
Intelligent — Hermosa
Young — Inteligente
Beautiful — Fuerte
Strong — Joven

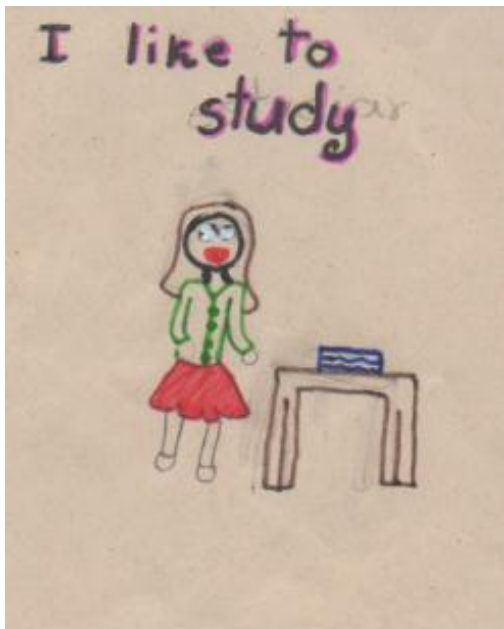
2.0

Annex 7: Students' interviews sample

S2	LAST INTERVIEW
1	Teacher-researcher: Listo, señorita, la pregunta es De uno a cinco ¿Cómo
2	te consideras en escritura en inglés?
3	Student: Pues, yo me considero cinco, pues, porque he aprendido mucho
4	con el diario, sobre mi familia, a perfeccionar la escritura, el vocabulario,
5	la pronunciación, eso.
6	Teacher-researcher: ¡Listo! vale, ahora ¿Qué fue lo mejor del diario?
7	
8	Student: Lo que más me gustó del diario fue que nos podemos expresar en
9	inglés
10	Teacher-researcher: ¡Wow! Ok. La siguiente es ¿Te ayudaron las
11	historias de mujer para escribir tu diario?
12	Student: Sí porque me enseñaron que para decir mi nombre hay 2 formas I
13	am y my name is
14	Teacher-researcher: ¿Qué es lo que más te gustó de las historias?
15	Student: Me gusta que Policarpa arriesgó su vida porque era una mujer
16	muy valiente, como yo
17	
18	Teacher-researcher: ¿Qué aprendiste de las historias de Policarpa y
19	Frida?
20	He aprendido sobre mi país, que las mujeres servimos para mucho,
21	podemos hacer más que los hombres; nosotras podemos hacer muchas
22	cosas en un sólo momento, somos muy buenas, y que yo puedo ser lo que
23	yo quiera.
24	Teacher-researcher: ¿Crees que el rol de una mujer es importante en la
25	sociedad?
26	
27	Student: Sí, obvio porque es la que le da la belleza a todo. Es una persona
28	muy importante.
29	Teacher-researcher: ¿Listo? Muchas gracias.

Annex 8: Students' diaries samples





Annex 9: Class lesson plan sample

LESSON PLAN: Discovering real heroines! Teachers: Nohemi Cely and Milena Hincapié					
Subject: Heroines characteristics/Family members	Classroom: 304-306 Beginners A1	Date: September 5 th	Number of students: 72	Unit/Lesson: Unit 1/ Lesson C	TIME: 50 Minutes

OBJECTIVES
<p>To identify characteristics that make students heroines. They will recognize that family is an important part of a heroine's life, they will learn how to describe their family members</p> <p>Communication: Students will be able to identify and describe their family members</p> <p>Language: The verb "to be", descriptions, personal pronouns</p> <p>Vocabulary: Family, who's this?</p> <p>Task: Use present simple and personal pronouns to describe family members</p> <p>Learning strategies: Use background knowledge</p>
PROCEDURE
<p>Warm up: (15 min) (T-S) (Materials: Balloons, markers, flash cards, sheets of paper with family members' vocabulary.)</p> <p>Teachers will give some balloons to the students, students will play "stop" drawing on the balloons the family members. Students will be organized in rows.</p> <p>Instructional setting: Small groups</p>
STEPS
<ol style="list-style-type: none"> 1. Teachers will give instructions: <i>"We will talk about the family members. Let's create a family!</i> it will be written on the board <i>"My family"</i> 2. Teachers will explain the game: Every row will receive a balloon and a marker, students will have to draw a family group in three minutes and the first group to finish wins the activity. 3. After the first activity, teachers will place some flashcards about the family members on the board. They will have the family vocabulary on sheets of paper, they will show it to the girls and will start describing the family members by using some adjectives and pronouns, so the girls will identify what family member corresponds to that noun : Model: -Teacher: <i>"She is strong, lovely, beautiful"</i> - Students: (pointing out) <i>"That, the mother!"</i> 4. The last step: After the vocabulary introduction, students will go back to their balloons and will identify the family members they previously draw. 5. The socializations: Students will share with their partners the family members they draw.
TRANSITION

Teachers will remark the family vocabulary one more time, without the sheets of paper under the flashcards "Who's this? ... and this?". "Now we are going to continue discovering the interesting Policarpa's life, in this class; her family"

DEVELOPMENT

PRESENTATION (15 min) (T-S) (Materials: *Policarpa's fanzine*, diary, board, markers)

ACTIVITY 1

Students will continue discovering Policarpa's life through the fanzine

Instructional setting: Individual

Step 1

Pre Reading:

1. Teachers will remind students about what they discovered about Policarpa in the previous session by asking questions.
2. Teachers will give the class instructions to the students and after everything is clear and the tables are clean, teachers will hand in Policarpa's fanzine to students and will introduce the corresponding pages for this lesson.

Step 2

Reading:

Teachers will read part of the book (Pages 4 to 9) and students will follow the reading in their own fanzine.

Step 3

Post Reading (Comprehension)

1. Teacher will propose some questions such as "What do you think about Policarpa?" Was *Policarpa a conventional girl?*
2. Teachers will ask some questions about the read pages and will remark the role of Policarpa's family on the book.

TRANSITION

Teachers will clarify some doubts and they will give other words related to family members: uncle, aunt, cousin, grandpa...

PRACTICE (20min) (T-S) (Materials: *Policarpa's fanzine*, Diaries)

ACTIVITY 2 "Let's present our families"

1. Students will draw their families.
2. Students will present their families using the previous draws and the model sentence

Model

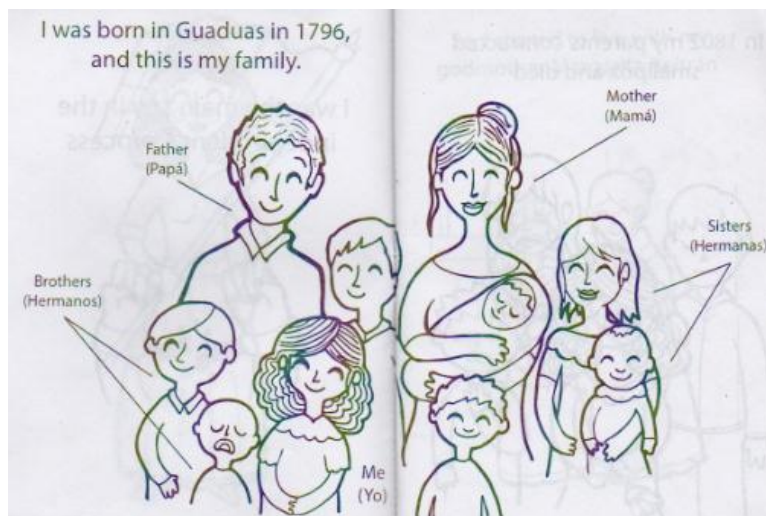
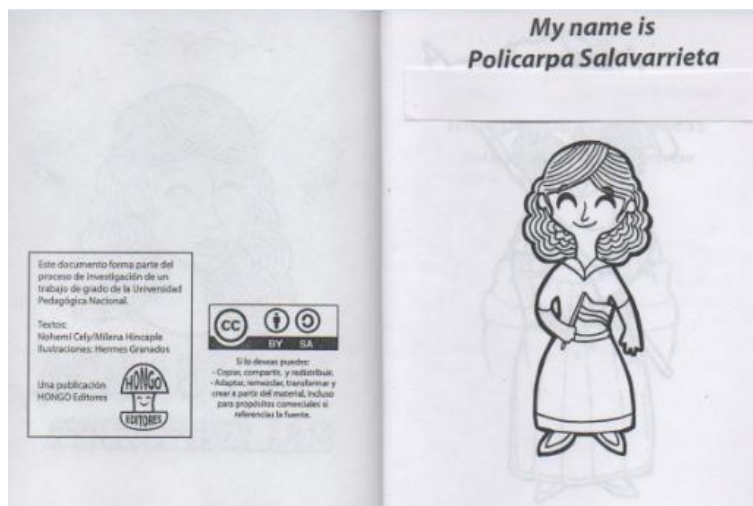
This is my mother ...this is my brother...

Assessment/Feedback

Teachers will correct mistakes if necessary, and will congratulate students for their efforts

Homework: Students will bring some vocabulary related to leisure activities as Play soccer, watch TV, singing etc.

Annex 10: Policarpa's Fanzine



She taught me to sew and also to sing and to play the guitar



She talked a lot, I liked to hear her stories about revolution and battles



Over time, I grew up and became a smart young lady



So, I realized we were living under the Spanish government power



The Spanish government was cruel and unfair



I hated the way they treated people



The idea of revolution grew up in my mind



So, I decided to be a spy to help out the revolutionary army



I offered refuge to the brave men that were fighting against the unfair government



Besides, I obtained important information from the spanish army



But I was discovered , so I changed my name and I traveled to Bogotá



In Bogotá, I gathered some people to fight next to Santander and Bolivar



I coordinated multiple intelligence operations until I was discovered again



I was accused of treason and condemned by the Spanish government



I was executed by firearm in November in 1817



But I'm not dead, I'm still alive in the heart of young ladies that fight for being free



Annex 11: Format consent



UNIVERSIDAD PEDAGÓGICA NACIONAL
FACULTAD DE HUMANIDADES
DEPARTAMENTO DE LENGUAS
Proyecto de Práctica Pedagógica
CONSENTIMIENTO INFORMADO

Yo, Miguel Angel Soto Bohorquez identificado con CC. Número 1.023.879.184 de Bogotá, acudiente de la alumna Allison Nicole Soto Cadena del curso 406 J.M del colegio Liceo Femenino Mercedes Nariño, AUTORIZO por medio del presente a VIVIANA NOHEMÍ CELY, docente en formación de la Universidad Pedagógica Nacional para que, como parte de su proceso formativo, acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

Esta información, recogida en el desarrollo del proyecto dirigido hacia la *enseñanza del inglés y el mejoramiento de las habilidades escritoras mediante el uso de historias de mujeres en la historia*, va encaminada a la realización de su trabajo de grado para optar al título de licenciada en Humanidades con Énfasis en Español y Lenguas Extranjeras, exclusivamente.

Asimismo, manifiesto que la identidad de las niñas participantes será protegida, omitiendo los nombres propios y empleando, a cambio, una codificación numérica para cada estudiante y que todos los datos que se recojan serán manejados de manera confidencial y con fines exclusivamente educativos. Del mismo modo, reconozco que, de ser necesario o decidido, mi hija puede retirarse del proyecto cuando lo consideremos pertinente.

En constancia de lo expuesto se firma el presente a los 20 días del mes de Marzo de 2018, en la ciudad de Bogotá.

Miguel Angel Soto Bohorquez
FIRMA DEL ACUDIENTE
CC. 1.023.879.184

Viviana Nohemí Cely
FIRMA DEL DOCENTE
CC. 1.018.436.553