

**Latin American Bildungsromans: constructing identities in an EFL classroom**

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**A thesis submitted as a requirement to obtain the degree of B.A. Education Major in  
Spanish and Foreign Languages with emphasis in English and French**

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**Bogotá, Colombia**

**2025**

## **Dedication**

To my parents, Mery and Julio, and my sister Angie, who have supported and encouraged me to become the woman I am. To all my ancestral women, who were denied the opportunity to study. Especially to my mother Mery, who is the purest source of my inspiration; all my achievements are yours, mom.

To all my friends, mainly to Cata, Juan, and Juanfe, who have motivated and enlightened me with significant ideas to resignify and reflect about our lifetimes.

To the eighth graders female students who have transformed my way of seeing teaching and education.

To all the powerful women throughout history who have inspired me to investigate this topic; to the women writers who still resist narrating our past and continue transforming our present and future.

### **Acknowledgments**

Thank you to all the people who supported me during the development of this project. Firstly, thanks to my thesis director, Johanna Montaña, for encouraging me to investigate this field, and guiding me through the whole project, especially thank you for your constructive comments and for trusting in my proposal. Especially thanks to the Universidad Pedagógica Nacional, for allowing me to reflect on new horizons in English teaching. Secondly, I want to thank the Lorencita Villegas de Santos school, for allowing me to conduct my research as a pre-service teacher. To the teachers, Liliana Salazar, and Adriana Contreras, for helping me with this project, and thanks to all the eighth graders for allowing me to teach them and learn together. Finally, immeasurable gratitude to all women who have inspired me in diverse ways to write this research; all powerful women who raise their voices and follow their dreams.

*“You cannot erase what you know. You cannot forget who you are.”*

-Sandra Cisneros.

*“Writing is dangerous because we are afraid of what the writing reveals: the fears, the angers, the strengths of a woman under a triple or quadruple oppression. Yet in that very act lies our survival because a woman who writes has power. And a woman with power is feared.”*

-Gloria Anzaldúa.

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### Abstract

The present qualitative action research project aims to identify how Bildungsromans written by Latin American women might impact identity construction while fostering writing skills through a diary creation in eighth grade female students at Lorencita Villegas de Santos school located in Bogotá, Colombia. The project was developed in an EFL classroom with 25 students aged between 13 and 17 years old. For this proposal, data was collected through instruments such as surveys, interviews, field notes and artifacts, ensuring reliability and data triangulation. During the intervention two specific Bildungsromans were used: *“The House on Mango Street”* by Sandra Cisneros, and *“Eva Luna”* by Isabel Allende. During the reading of the texts, three pedagogical cycles were implemented, while fostering writing skills and identity construction. The data demonstrated that Bildungsromans written by Latin American women have a significant impact on the construction of identity and reinforcement of writing skills for the LVS eighth grade students. Through the reflective activities based on the readings, the students managed to explore personal matters such as family origins, emotions, likes or dislikes, values, and aspirations.

**Keywords:** Bildungsromans, construction of identity, EFL classroom, Latin American women writers, writing skills.

## Resumen

El presente proyecto de investigación-acción cualitativa tiene como objetivo identificar cómo los Bildungsromans escritos por mujeres latinoamericanas pueden impactar en la construcción de identidad, al tiempo que se fomenta las habilidades de escritura mediante la creación de un diario en estudiantes mujeres de octavo grado en el colegio Lorencita Villegas de Santos, ubicado en Bogotá, Colombia. El proyecto se desarrolló en un aula de inglés como lengua extranjera (EFL) con 25 estudiantes entre los 13 y 17 años. Para esta propuesta, los datos fueron recolectados mediante diversos instrumentos como encuestas, entrevistas, notas de campo y artefactos, garantizando la fiabilidad y la triangulación de los datos. Durante la intervención fueron implementados dos Bildungsromans específicos: “*The House on Mango Street*” de Sandra Cisneros y “*Eva Luna*” de Isabel Allende. Durante la lectura de los textos, se desarrollaron tres ciclos pedagógicos que promovieron tanto las habilidades de escritura como la construcción de identidad. Los datos demostraron que los Bildungsromans escritos por mujeres latinoamericanas tienen un impacto significativo en la construcción de identidad y el fortalecimiento de las habilidades de escritura en las estudiantes de octavo grado del colegio LVS. A través de las actividades reflexivas basadas en las lecturas, las estudiantes lograron explorar aspectos personales como sus orígenes familiares, emociones, gustos y disgustos, valores y aspiraciones.

**Palabras clave:** Bildungsromans, construcción de identidad, aula de EFL, escritoras latinoamericanas, habilidades de escritura.

## Chapter I

### Contextualization and Research Problem

#### Local and Institutional context

Lorencita Villegas de Santos is a public school located in the northwest of Bogotá, in the Barrios Unidos locality. The school provides educational services at the preschool, primary, secondary, and middle basic levels according to calendar A, in line with the district's academic system in Colombia. The student population is approximately 704, as indicated in the latest bulletin from the Secretaría de Educación de Bogotá (2023). Additionally, the school has two campuses: "A," situated in Barrio La Merced, and "B," located in Barrio 12 de Octubre. In this sense, Campus "B" is intended for students in fourth to eleventh grade; this building contains large and bright classrooms, with some of them having whiteboards, televisions, and internet connection used for educational purposes. Regarding this, the present research was conducted at campus "B," where the eighth grade female students were situated.

The school was named "Lorencita Villegas de Santos" in honor of a remarkable woman born in Dosquebradas, a town in Risaralda, and wife of the former president of the Colombian Republic (1938-1942), Eduardo Santos. She was concerned about social and political affairs and was willing to help community needs, especially in the fields of health and education. Considering the surroundings of the school, it is located in an industrial and commercial area that, over the years, has caused low student demand, and because of transportation difficulties, because they have to move from remote locations such as other

localities of Bogotá. This problem has caused most parents to pay for a private route to have a superior quality medium of transportation for their daughters.

The PEI<sup>1</sup> of the school has the main goal of “educating in life and for life, with quality and community projection,” (Secretaría de Educación del Bogotá, 2020, p.1). to form women with the capacity of being leaders who participate with a positive impact in society. It also aims to help students discover their creative and investigative potential. Within this framework, the teaching approach of the institution is characterized by using an integral formation where students have the opportunity to receive an academic, social, personal, and emotional education based on values such as respect, solidarity, and ethics to instruct citizens who are active and responsible within their community and the surroundings (Secretaría de Educación del Bogotá, 2020).

The mission and the vision of the school seek to educate human beings with the capacity to critically reflect on their personal construction and their surroundings. The mission focuses on the “integral formation of intellectually competent, committed, ethical, creative, critical, autonomous and knowledge-building people capable of structuring and developing life projects to grow, interact, understand, transforming, and transcending positively in society” (Secretaría de Educación del Bogotá, 2020, p.11) which refers to the abilities to participate in a democratic context by recognizing the opinions and different beings of the others. Whereas the vision refers to “be recognized for its high standards in the integral formation of girls and young women, with identity, sense of belonging, love for knowledge, living ethical values, moral, spiritual, cultural, social, political, democratic and environmental” (Secretaría de Educación del Bogotá, 2020, p.11), which refers to educate

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<sup>1</sup> Proyecto Educativo Institucional by its acronymous PEI

competent women in diverse communicative fields with the purpose of encouraging personal transformations that allow them to spread positive changes inside their communities.

### **Participants**

The present project was developed in Lorencita Villegas de Santos School, from now on referred to by its acronym LVS. It was conducted with a group of 25 female students of the eighth grade, averaging between 13 and 17 years old. Concerning the English classes, the students took 4 hours per week, of which only 1 hour and 30 minutes of them were assigned for the current implementation. Regarding the sociocultural context, it was an important factor due to its influence to determine some of the learning processes of the students, in which it was noticed that some of them lived far away from the school, and most of them were alone at home or being cared for by female figures such as mothers, grandmothers, or older sisters. Another relevant aspect was that many of them had access to technological resources such as internet connection, TV, computers, tablets, or cellphones which suggests they did not have technological impediments to fulfil their commitments.

The initial survey (See Annex A) evidenced that students enjoyed learning English because it is a language that brings to them many benefits for their future, and for obtaining better personal and professional opportunities. Regarding the class engagement, it was possible to discover through the field notes (See Annex F) that the students enjoyed learning English because her current teacher implemented creative and contextualized activities such as spelling, or cultural activities related to the Colombian context.

## Statement of the problem

The statement of the problem will be addressed from an institutional approach, and it was determined according to an initial survey applied to the students, a diagnostic test, and the observations recorded through the field notes. In this regard, considering the data collected during this process from eighth grade students, the results revealed that their major challenge when it came to EFL learning was related to writing skills.

Considering the results of the survey, it was evident that most of the students selected writing as the most difficult skill because they considered that grammar, spelling and cohesion and coherences topics were challenging to develop in the school. This belief suggested that students faced primarily linguistic barriers in the production of texts, which might indicate that LVS school did not provide appropriate materials to improve them. From this result, the diagnostic test was designed in order to verify if the students struggled with this skill, and for this, the test was focused exclusively on writing skills.

In line with this, the aim of the diagnostic test was to identify components of personal expression, spelling, grammar, cohesion, and coherence. For this proposal, the diagnostic included questions related to their appearance, personality, and values. The results showed that the main problem for the students was related to verb conjugation in present and past, and vocabulary to write complete sentences, because they wrote short texts that did not provide much information about themselves. The information mentioned before became a problematic because, as it is established by Derechos Básicos de Aprendizaje (2016), a student in eighth grade “briefly narrates current events, everyday situations or their own experiences, orally or in writing” (p.21), indicating that for this

grade, they should recognize basic grammar structures that allow them to write texts or short sentences.

Another important finding was that students struggled with sharing personal information, a topic closely related to identity awareness. As seen during the observations, students might struggle with this topic due to two factors: they might not perceive the classroom as a safe environment for self-expression, and they seemed not to feel comfortable expressing personal information in front of others. Likewise, it was also difficult for students to recognize their personal strengths and weaknesses. Regarding this point, *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* (2016), established that eighth grade students have to be able to “write stories about personal experiences and facts around them” (p. 25), which suggests that they should be able to express topics about themselves such as likes, dislikes, or hobbies, among other personal factors in a second language.

In this context, LVS school has not introduced many literary texts in English, with a notable exclusion of works written by women. This does not imply that texts authored by men should be excluded from the curriculum; rather, it underscores the need to critically examine the limited visibility afforded to female voices within the school’s literary offerings. That invisibility reflects an enduring adherence to patriarchal knowledge structures that still shape some educational practices (Secretaría de Educación de Bogotá, 2021), and this became an issue because the curricular axes of the PEI of the school are characterized by “promoting equality and human solidarity; self-recognition, appreciation of political, religious, ethnic, cultural, gender and social differences, with attitudes of

tolerance” (p. 12), which proposes a humanistic vision regarding gender equity inside and outside of the scholar context.

Finally, concerning the lens of the national approach, it could be evidenced an institutional gap regarding reading skills. Although DBA and EBC promote the use of this skill, the institution did not implement any literary texts or other resources to improve those results. In this sense, the Colombian Suggested Curriculum<sup>2</sup> still presents marginalizations about gender perspective because for centuries, it has been established only reading plans for the Spanish subject that presents the absence of women, and other discriminated sectors (Secretaría de Educación de Bogotá, 2021).

Overall, it was found that writing was one of the major difficulties for students, and in the same way, the absence of literary texts in English has not allowed the institution to improve both writing and reading skills. Considering the preceding arguments, the present project aimed to use Latin American Bildungsromans written by women with the objective to improve writing skills through a diary creation that influenced in the construction of the students' identities.

## **Rationale**

English plays a greater importance role within society, even when living in a country where Spanish is the official language. According to the Ministerio de Educación Nacional (MEN), since 1994, “the General Education Law in Colombia has recognized the importance of learning a foreign language” (Carrasco, Gómez, & Tamayo, 2021, p.6). However, despite the intention of the National Government to create some programs to

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<sup>2</sup> This document suggests a guideline and pedagogical orientation by MEN to support teaching practices and planning.

improve English levels in public schools (as the PNB<sup>3</sup> 2004-2019) a study by Sánchez (2012) shows that English levels in Colombia are lower in comparison to other Latin American countries such as Argentina, Peru, and Mexico, among others.

On this matter, writing represents an important skill to be developed in the EFL classrooms because it allows to express one's personality, fostering communication and improving rational thinking (Chappell, 2011 as cited in Bouzar, 2021). In this sense, it is of great relevance that most public schools in Colombia allow students to write about their own experiences, creating narratives of the things that surround them. Hence, the importance that both teachers and institutions implement personal writing activities for the students to reflect about their lives according to their contexts.

On the other hand, Bildungsromans emerge as texts that allow students to improve writing skills and reflect on personal stories, because as Bouzar (2021) mentions, "gaining proficiency in writing requires exposure to a number of literary texts" (p.6). From this perspective, it arises an intersection between reading and writing, because the literary texts provide a rich source for learners to foster writing and uncover how language functions, raising students' awareness about the features of the written language (Pardede 2011; Vandrick, 2003, as cited in Bouzar, 2021). Concerning Bildungsromans, it is of great relevance to implement these types of texts in class, because "Bildungsromans enable the understanding of the identity formation of the protagonist from five angles: psychological, social, cultural, philosophical, aesthetical, and historical. Through the reading and teaching of Bildungsroman learners could deal with the understanding of their own subjectivity" (Novianti, 2017; O' Sullivan, 2004, as cited in Kalasaridou, 2023, p. 41). These texts allow

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<sup>3</sup> Programa Nacional de Bilingüismo by its acronymous PNB

students to be in contact with a real language and portray significant contents to reflect on themselves and the human conditions.

In the field of education, it is essential to introduce diverse types of literary texts, because it was found that most of the schools do not have a reading plan for this subject, and neither they bring visibility to the inclusion of Latin American texts, or texts written by female authors, which continues to generate a very large gender gap. Hence, it could be of benefit to the students and the institution, considering that one of the aims is to respond to the proposal of its PEI.

In this sense, when students create a diary, they might integrate writing skills, and they might feel free to express their opinions about who they are and other social, personal, and cultural aspects. It is a valuable tool because, as Bazir (2016) establishes “Diaries are seen as good examples of writing where students write without fear of being corrected on grammar and spelling and where their attempts are praised. Writing regularly results in fluency and improvement of writing skill” (p. 3). From this regard, people need to recognize themselves, and using a diary is a useful tool that allows them to express themselves freely without being judged.

As a future teacher, my principal target is to transform and reflect on the problems that still persist in society and especially in the fields of education, as for example, gender inequality, and women invisibility within the curricula. Therefore, this project is of great benefit to further research that intend to investigate under the lens of a gender perspective; for reflecting about our current curricula and national policies of education; and to foster more investigations about the use of literature in English in public schools in Colombia,

with the objective to empower other students to the recognition and construction of their identities.

### **Research Question**

How might Bildungsromans written by Latin American women influence the construction of identity while fostering writing skills through a diary creation in eighth grade female students at Lorencita Villegas de Santos school?

### **Research objectives**

#### **General objective**

- To identify the influence of Bildungsromans written by Latin American women in the construction of identity while fostering writing skills through a diary creation in eighth grade female students at Lorencita Villegas de Santos school.

#### **Specific objectives**

- To determine the roles of Bildungsromans written by Latin American women in the development of writing skills and identity construction in eighth grade female students through a diary creation.
- To describe students' responses to the use of Bildungsromans written by Latin American women as a pedagogical strategy to foster writing skills.

## Chapter II

### State of the Art and Theoretical Framework

The objective of the following chapter is to develop the state of the art and theoretical framework through the definition of different authors and theories that enable a deeper and critical understanding of the concepts selected. Regarding the theoretical framework, the key constructs that grounded this project will be defined: Women's Literature in EFL classrooms, writing skills, and identity construction through a gender perspective. The concepts mentioned above will be analyzed through the lens of various authors, which allows a broader understanding of why it is essential to address these notions within the school context.

#### State of the Art

The objective of this section is to review the five most relevant research projects that explore the use of Bildungsromans and similar literary genres -such as coming-of-age novels and short stories- in the EFL classroom, since the year 2017. Although it was challenging to identify research that directly addresses identity development through the reading of Bildungsromans written by women, it remains essential to consider related projects. Specifically, those that investigate identity construction through diverse literary texts offer valuable insights and contribute meaningfully to the theoretical foundation of this study.

The first research paper is called "The use of Real Women's Life Stories as a Situated Writing Model: Empowering Students to Create Their Own Path" by Hincapié & Cely (2018), from the Universidad Pedagógica Nacional. This is a qualitative action

research project conducted in the Mercedes Nariño Women's High School in third grade. The project proposes the implementation of using real-life stories of women recognized as "heroines" to change the perspective of women in our society and, with this, empower female students. Finally, it was found that students learnt some aspects related to pronunciation and vocabulary. This project is relevant for my research because it opens new horizons of using women's stories in public schools to foster writing skills and empower students to recognize their own values. Moreover, both projects were conducted in Colombian public schools which reflects significant contextual relevance, due to the similarity of institutional dynamics and the cultural and social background of the students. Lastly, it was found a key similarity of using writing as a powerful tool to transform the realities of the students because the study employed real life stories to encourage personal expression. Despite my project applied Bildungsromans written by Latin American women, both texts share similar characteristics in terms of content and enable students to improve their writing skills and personal development.

Secondly, Arias (2017) from the Universidad de Antioquia published a study about "Students' language skills development through short stories." This study was conducted through action research, and the instruments selected to collect information were surveys, artifacts, and the teacher's journal. This study was developed in third semester at Universidad Santo Tomas-Tunja (USTA) and suggested some activities based on literature to reinforce students' language skills. The results showed that listening and reading short stories can engage students to improve language skills. Despite that this project was applied in a university context, it was appropriate because it fostered students' awareness of literature while reinforcing writing skills. However, Arias's study did not explore the

relationship of incorporating literary texts for the reflection and construction of identity, or how literature could serve as a reflective tool for self-awareness in identity construction. Consequently, this study contained a significant difference, as my project identifies identity as a principal component, using cultural and contextualized stories to encourage students to reflect on their identities and express them through writing productions in their diaries.

The third study is “Using American Coming-of-Age Stories in the ELT Classroom” by Ortells (2017). The study presents an interactive approach with the purpose of adapting multicultural pedagogy and reader-response theory to foster linguistic abilities while enhancing Intercultural Communicative Competence. The research enhances the pedagogical value of using literature and encouraging reading in English. This research aimed to develop basic language and critical skills as well as for the improvement of Intercultural Communicative Competence. Finally, it could be found that it reflected on the use of literature as a tool to promote reading in English and raising the students’ awareness about “otherness” by exploiting the potential of literature for cultural learning. In this sense, this project is relevant for its emphasis on the formative role of coming-of-age stories in shaping adolescent identity, and generating personal development, where the identity is considered a prior element; it also highlights literature’s competence to develop cultural awareness. Additionally, this study shared significant similarities with my research, particularly in its use of literary texts to promote identity construction. Nevertheless, it was found a difference in the cultural factor: while Ortells used American coming-of-age stories to promote intercultural communicative competence and awareness of “otherness,” my project implemented Bildungsromans written by Latin American women to encourage students to reflect on their own personal matters.

Another research called “Teaching young adult literature in secondary L2 classrooms: a case study of The *Outsiders* reading programme” by Sun (2022) aimed to explore the pedagogical approaches to L2<sup>4</sup> literature in a Chinese EFL classroom. Semi-structured interviews were implemented for the students and teachers. Besides, this study revealed that Young Adult Literature (YAL) positively influenced L2 learners, because it allowed a deeper understanding of the culture and personal development. The results showed that students enhanced their interest in reading YAL due to the engaging plot, slang, and other colloquial forms of expression. Also, these texts allowed students to reflect on personal topics such as love and family, providing sociocultural and literary background. Despite this project using YAL, this type of text is closer to the structure of the Bildungsromans, because both contain stories related to the growth of the characters. In this sense, this project is relevant because it reflects upon the use of short stories to develop consciousness in terms of personal changes, boosting empathy, and self-awareness. However, Sun's study was conducted in a Chinese EFL secondary classroom, and my project was implemented in a Colombian context, which marks a noticeable difference in terms of context and age. This difference was relevant because cultural and geographical factors might influence students' responses to literature and the construction of their identities. Regardless of these contextual differences, both studies reaffirmed their potential of literature to build the identity, as well as language acquisition.

Finally, the article “The application of short stories in teaching English” by Machdarifah (2019) employed the use of short stories not only for improving English language skills but to improve literary comprehension, cultural exploration, and critical

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<sup>4</sup> Language that a person learns and uses in addition to their first language (L1).

thinking. Some barriers during the research were motivation and concentration because the students have presented issues related to the language content. Due to this, the project established the importance of using short stories over the other literary genres, showing different activities to apply according to different English skills. The problem of this research was that motivation and communication have been key factors in ELT/EFL classes, and both teachers and students have suffered from fragmentations between the language and the content. This project has allowed me to reflect about the importance of choosing contextualized stories for the students, and for this project, the use of Latin American Bildungsromans seems to be a useful tool to booster not only students' critical thinking or self-awareness, but at the same time, to foster writing skills. Although, Machdarifah study prioritized critical and cultural awareness, it did not address the construction of identity. In contrast with this, my project incorporated Latin American Bildungsromans to encourage students' self-awareness and identity construction through writing skills, using contextualized stories that portrayed Latin American women experiences.

### **Theoretical Framework**

Through the lens of a gender perspective, the following section aims to define the three main constructs of the research. The first construct is Literature in the EFL classroom, and the importance of incorporating in the curricula Bildungsromans written by Latin American women. The second construct focuses on writing skills through the stories mentioned before, but emphasizing the use of personal diaries as a tool for self-awareness. Eventually, the last construct explores the definition of identity construction through a

gender perspective, and how it can be developed through the reading of Bildungsromans written by Latin American women.

### ***Literature in the EFL classroom.***

Literature has been a valuable tool to encourage critical thinking and personal expression because it enables readers to foster creativity, imagination, and self-awareness, and somehow, it is a representation of our reality and a construction of our personal and social identity. (Crater & Long, 1991, as cited in Sa'eed, 2021). Concerning this, literature not only allows students to reflect on other cultures, ideologies, and societies, but further, it encourages readers to develop their intellectual and personal growth. On the other hand, the incorporation of literature in an EFL classroom offers many advantages, because it enriches the learner's competence in the target language.

From this perspective, the incorporation of literature in the EFL classroom offers diverse advantages for the students to reestablish their position as women. In this sense, literature exposes the students to authentic cultural and language content that enriches intercultural and personal understanding. According to Singh (2024), literature helps learners to construct both language identity and self-awareness, by integrating real language use, and culture content. Under this paradigm, reading literature promotes communication skills and fosters self-introspection, making the Bildungsromans an effective tool for second language acquisition.

In closing, using literary texts in English can stimulate students' creativity and personal expression, by giving students meaningful stories that portraits their realities. As Singh (2024) stated "immersing oneself in diverse literary works allows observation and

internalization of various writing styles, techniques, and forms” (p. 5). This perspective means that, in addition to the reflective function of literature, it is a useful tool for promoting writing skills, as students can practice vocabulary, grammar, and spelling, enabling them to express in a better way. From this regard, it was particularly important to integrate Bildungsromans not only for the construction of the participants' identity, but also to improve their written expression skills. Lastly, the concept of Bildungsromans will be developed below, considering its importance in the current project.

**Bildungsromans written by Latin American women.** Bildungsroman is also called a formation novel and has been referred to as an educational novel. It is considered a gender of literature or a subgenre of the novel. According to Moretti (2000), the protagonist of a Bildungsroman story is exposed to remarkable events that influence their decision-making; especially, most of the characters are teenagers who are reflecting on their lives and facing demanding situations during their coming of age (Moretti, 2020, as cited in Arango, 2009).

The origins of the Bildungsromans date back to a German contribution, in the 20th century, thanks to a famous German philosopher, Wilhelm Dilthey, who decided to frame this genre in literary terms. As Moret (2008, as cited in Accetto, 2024) mentions, “One of the keys to the genre’s success, applicable across different eras, is its invitation to the reader to reflect on the world through the protagonist’s adventures” (p.25). In this sense, the Bildungsromans are texts that represent the story of a young protagonist’s character formation, in which it is shown social and ethical issues to find answers through diverse experiences presented during the period of childhood and adolescence to finally reach the adulthood constitution.

In this line, in the 20<sup>th</sup> century, it was emerging the concept of Female Bildungsromans, which exalted the voices of women writers and allowed them to write autobiographical works (Sue, 1990, as cited in Brändström, 2009). This project used a famous Latin American Bildungsromans is “The House of Mango Street,” by Sandra Cisneros, because it portrays the story of Esperanza and her family as to seek better opportunities in life while she is growing up and realizing other things about her personal life and Mexican identity. Hence, the purpose of using Bildungsroman written by women is to show the students contextualized stories from their Latin American context as growing up as women surrounded by political, social, and cultural factors.

In addition, it is relevant to mention that every act of reading involves changing pre-established concepts and constructing new ones. In this sense, Arango (2009) argues that it is necessary to stop understanding coming-of-age novels or Bildungsromans as texts that merely teach content, but as tools that enable knowledge of human development. According to this, the use of Bildungsromans not only intends to foster writing skills but goes further and explores the construction of the identity of each student. The following figure is a visual representation of how literature and women’s literature in an EFL classroom is understood.

### ***Writing skills.***

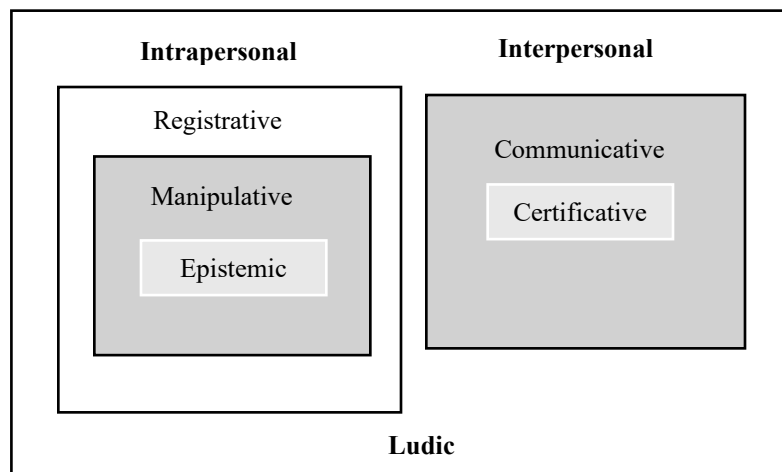
Writing is an ability that allows us to communicate with others and decode messages for understanding social, personal, political, and cultural factors. It is a key component of literacy because it promotes problem-solving and construction of new concepts (Colorado Department of Education, n.d). Concerning the writing process, it involves a form of self-expression, and a type of articulation of who we are regarding the

personal background that surrounds us, for this, CDE (n.d.) mentions that “writing is linked to identity, writes represent different ideologies, values, and identities. Thus, writers’ cultures and languages influence their writing” (para. 10). This turns language into a bridge where emotions and thoughts can be expressed along with the sense of belonging, and identity. Therefore, it was of significant importance to incorporate writing skills along with the reading of the Bildungsromans.

Nevertheless, Cassany (n.d.) stated that the writing process contrasts functions within the classroom that go far beyond communication. This author emphasized the importance of writing in students’ cognitive and cultural development and mentioned two basic functions within the E/LE classroom: the first as an *acquisition tool* and the second as a *communicative skill*. In the current project, both functions were incorporated because the first allowed students to learn new vocabulary, along with basic grammar and spelling, while the second positioned language as a means of communication that enabled them to share and transform their life stories for the construction of their identities. In this sense, the following figure shows the writing functions stated by Cassany:

**Figure 1.**

*Writing functions stated by Cassany (n.d.) in his text “Writing processes in the E/LE classroom.”*



*Note.* Figure adapted from “Writing processes in the E/LE classroom” by D. Cassany, (n.d), Universidad Pompeu Pabra.

As represented in the figure above, Cassany made two divisions of the writing functions: Intrapersonal and Interpersonal. The first refers to a process in which writers write for themselves, expressing their knowledge to share opinions or experiences, while in the second function, it is writing for the other, to communicate or inform something to a different destination than himself/herself. From this point of view, the objective of this project is to foster the Intrapersonal writing in a creative and experiential way.

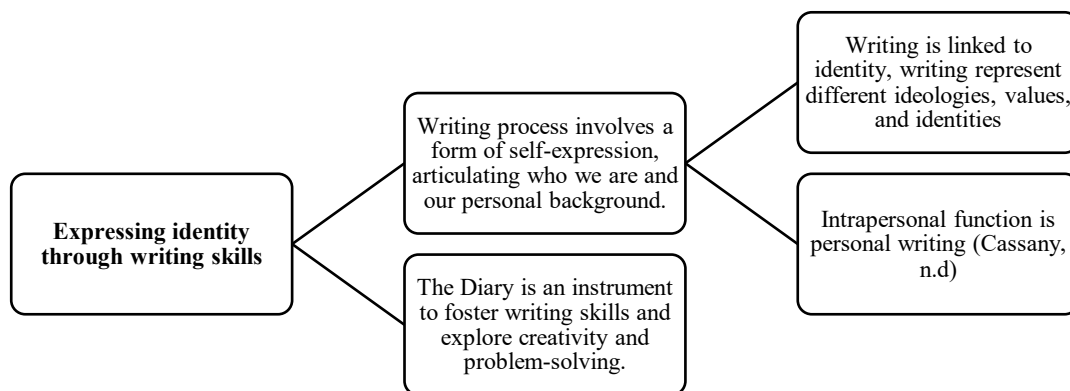
**Personal diary as an intrapersonal tool.** The diary is not a common tool implemented in school. However, it is an artifact of great relevance as it allows writers to keep track of who they are, their values, their experiences, and their aspirations, offering freedom at the time of writing, since this can contain personal affairs, and it offers the security to narrate who they are without being judged. From this regard, Foucault (1997, as cited in Swonger, 2006) stated that “through the interplay of selected readings and assimilative writing one should be able to form an identity through which a whole spiritual genealogy can be read” (p.27). This means that each person can construct an identity based on an examination of their experiences and beliefs. This perspective aligns with the idea that a personal diary allows us to recognize who we are and how we situate ourselves in the world.

Besides, Schiwiy (1994) mentions that personal diary is a good method for deconstructing gendered roles assigned to women in a patriarchal society and deconstructing previous discourses that have shaped our identities. Therefore, the diary in this project became a fundamental tool where the eighth grade female students had the

capacity to be aware about their roots, family, values, and most importantly to transform them. It was introduced as a strategy in the classrooms by Lucia Capacchione (1998) to stimulate creativity and personal introspection (Capacchione, 1998, as cited in Rodriguez, 2016). Within this framework, the diary was a useful element to explore creativity and problem-solving. Additionally, Rodriguez (2016) mentions that a personal diary is the exploration of the self, allowing the student's self-recognition. From this perspective, the diary was used as an Intrapersonal tool, as Cassany stated, and as Capacchione mentioned, a tool for the development of self-construction inside the classroom.

**Figure 2.**

*Expressing our identity through writing skills: visual representation. Own source.*



***Identity construction through a gender perspective.***

Tajhel & Turner (1970) -in their social theory of identity- state that individual construction of identity derives from self-conception and the relationship with other social groups, such as family, religion, and school, among others (Tajhel & Turner, 1970, as cited

in McLeod, 2023). These authors define identity as a framework for understanding oneself, defining who you are based on common attributes, goals, or personal values. In addition, they established three stages in which social identity is developed through life. The first is social categorization, which is the tendency of people to classify themselves and others regarding their race, gender, and nationality; the second one is social identification, when people begin to analyse themselves in terms of groups and adopt their characteristics, values, and behaviors (Tajhel & Turner, 1970, as cited in McLeod, 2023). Finally, social comparison, in which individuals compare themselves to another group, might cause problems with self-esteem or competition with others. Concerning this, the aim of the project was for students to recognize themselves in these two stages, the first being social categorization and the second social identification, this last stage was the most relevant due to its major influence on identity construction.

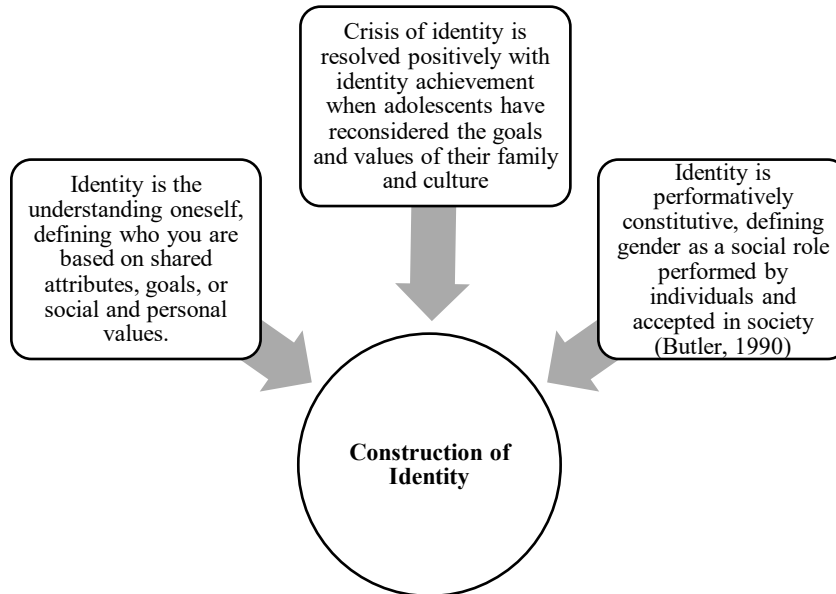
Moreover, it is necessary to understand identity during the adolescent's stage, considering the objectives of this study. Erikson (as cited in Arduini-Van Hoose, n.d.) mentions that some teenagers shape their values associated with the expectations of their parents, and others develop their identities opposite to what their families expect from them. In addition, as Erikson (1980, as cited in Arduini-Van Hoose, n.d) established, the crisis of identity is resolved positively with identity achievement when adolescents have reviewed their goals and values. Regarding the definitions before, this is why it was relevant to use the Bildungsromans with the participants of this project, because this type of literature portrays some personal, familiar, or scholarly situations which might encourage students to reflect on their own identity.

On the other hand, the analysis of identity construction through the lens of a gender perspective has been crucial over the years. Butler (1990) claims that identity is performatively constitutive, defining gender as a social role performed by individuals and accepted in society, it depends on the cultural framework, and a continuous performance depending on the context. Following the postulations of Butler (1990), the gender is a performative construction, which has been conducted over time under the function of social norms. These norms have also been reproduced by the school and mediated by social discourses (Butler, 1990, as cited in Morgenroth & Ryan, 2020).

Finally, it is relevant to determine that identity construction was conceived as a process of recognizing personal values and recognizing themselves as women. From this perspective, identities are dynamic and can change depending on the context, and individuals' decisions to take new roles or leave them (Giddens & Sutton, 2017). Consequently, the female students were able to construct their own voices based on the topics addressed in the Bildungsromans, which allowed them to express their position in society. In this way, the concept of identity was perceived as a changing element, which varies depending on age, social, cultural, and economic factors. Additionally, it is important to define that identity is not fixed, and it is always changing over time. Thus, the following figure represents the concept of identity construction:

**Figure 3.**

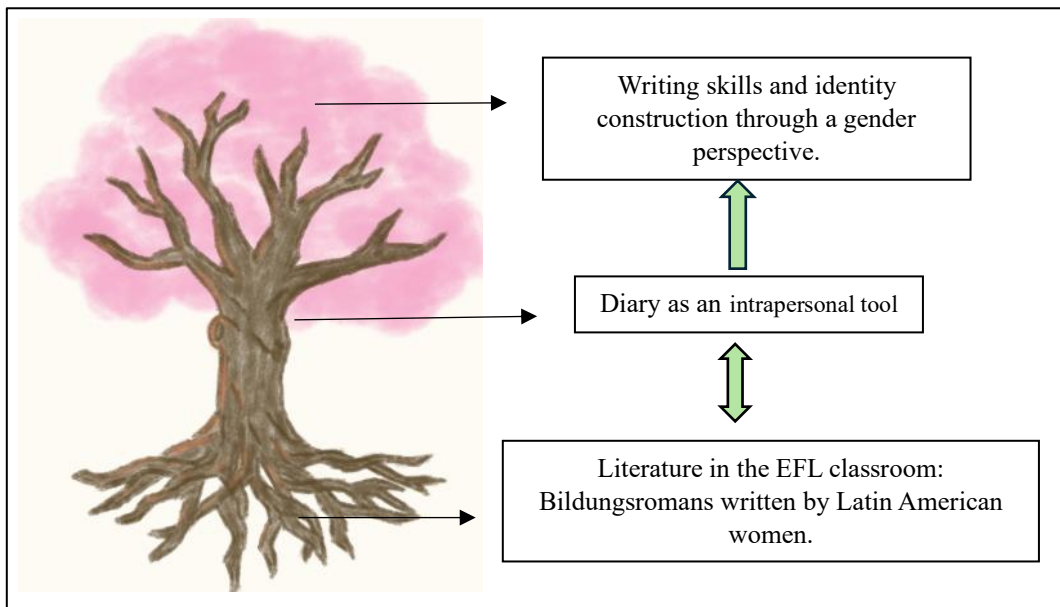
*Construction of identity: visual representation. Own source.*



Finally, Figure 4 displays a visual representation of the relation among the constructs of this study. The concepts were represented in the shape of a tree, where each part was interconnected. The branches are likened to the Bildungsromans novels, which were texts that promoted students' reflection and identity quest. The trunk represents the diary, as a prior tool in which students articulated their experiences, and pre-established values. Lastly, the leaves represent the product (the writing skills development and the identity construction) of the relationship between the previous concepts.

**Figure 4.**

*Relation among constructs. Own source.*



## Chapter III

### Methodological Design

This chapter describes the research paradigm, type of study, and data collection instruments that framed the current project. Thus, the qualitative research paradigm was used, specifically employing action research study according to the students' needs and experiences. Lastly, data were collected through diverse instruments such as interviews, surveys, field notes, among others to ensure reliability.

#### **Research paradigm.**

In the present project, the qualitative paradigm was used considering that its objective was to understand educational phenomena within the classroom. For this, it is relevant to analyze the experiences of a social group by learning a foreign language. According to Merriam (2009), "qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world" (p. 31), which means that the purpose of qualitative research is to analyse participants experiences to describe a specific problem, in this case, an educational phenomenon. For this purpose, within the project, this perspective allowed to analyze the meaning of identity construction within an educational setting, privileging the voices of the students, and recognizing that the concept of identity cannot be measured through quantitative analysis due to its complexity.

Merriam (2009) states that in qualitative research, the concern is not to find out the extent to which something happens, but in understanding the meaning of social, cultural, or personal backgrounds. In this sense, the aim of the current project was to analyze and

describe how students lived, felt, and thought. This type of research is richly descriptive because it is intended to describe the student's response to the influence of the use of Latin American Bildungsromans to the construction of identity while improving writing skills, considering their context, and cultural background. In conclusion, qualitative research characteristics were proper for analyzing students' development during the implementation of the pedagogical cycles.

### **Type of Study**

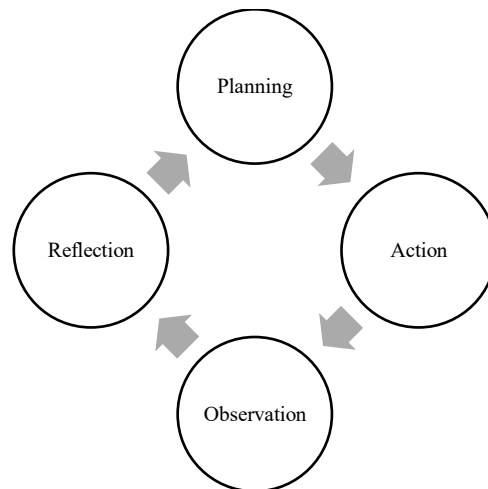
Considering that the objective of the proposal was to analyze the participants' beliefs and responses within an educational context and with the purpose of continuous improvement in that specific field, the type of study selected was action research (AR). According to Merriam (2009), "action research has as its goal to address a specific problem within a specific setting, such as a classroom, a workplace, a program, or an organization" (p. 22). Thus, action research is important in the education field because it allows teacher-researchers to reflect on their practices, and in the case of EFL learning, in the students' language skills development.

Additionally, Creswell (2012) defines participatory action research as a study in which the participants are decision-makers, offering equals to ensure their well-being. In this sense, joint work between researchers and participants is enhanced to transform their realities. The selection of the action research within the project was based on the importance of transforming educational practices through a process related to the students' experiences. In this sense, beyond observing students' responses, the researcher was an active participant who was immersed with the female students to identify problems and

offer improvements. It is also essential to mention the reflective cycles that involve action research, developed by Burns (1999).

**Figure 5.**

*The four cycles of research (Burns, 1999. Own source).*



The planning consists of organizing and collecting data instruments to show the problematic of the study. This planning phase could be evidenced in my project in the collection of data through field notes, a survey, and a diagnosis test. Action is delivered and controlled according to the context of the population. For this phase, my project was designed according to the needs observed during the planning, adapting materials to their backgrounds. Observation is related to the context of the situation and uses an “open-minded” observation, and the reflection is evaluated and descriptively, related to the analysis and comprehension of the issues and constraints funded. From the perspective of observation, this is reflected in the project in an empathic way and response to the students' answers because with reflection, it was intended that the students were heard, since each answer was of great relevance. Based on this, a joint reflection was made on our experiences as women and our development in society.

## **Data collection instruments and Procedures**

Related to the qualitative paradigm, it was important to select data collection instruments that helped me to have a detailed insight into the learners' perceptions and performance. According to Barrett & Twycross (2018), developing these insights is important for data that are holistic, rich, and nuanced to set up the themes or the possible categories in the findings after a detailed analysis. This research aims to provide reliability to the data by using triangulation established by Creswell and Miller (2009), which is defined as a procedure where researchers apply multiple sources of information to form themes or categories in a study, allowing common themes or categories to be found through the data, and eliminating overlapping areas. This means that using more than one data collection instrument, such as observation, surveys, and interviews, among others, to explore how the reading of Latin American women writers can foster writing skills and influence the construction of the identity of the students.

### ***Surveys***

The survey can be defined as collecting information through open-ended questions in the case of qualitative research. In addition, this type of research “allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation” (Singleton & Straits, 2009, as cited in Ponto, 2015, para. 2). The aim of implementing surveys is to obtain information about the demographics, personal information, and diagnosis of English skills. In this sense, an initial survey was conducted to twenty-five eighth grade female students during the English class with the purpose of knowing personal information and additionally, it was applied an English diagnosis test. (See Annex A and B).

### *Diagnostic test*

As Quenette (2014) explains, diagnostic tests are designed to identify learners' prior knowledge and skill gaps in relation to a specific topic. In the context of this project, a diagnostic test was implemented with the objective of recognizing the main problems of students in writing skills (see Annex B). The results of this evaluation revealed that the most significant challenges for students were found in problems with being able to write short paragraphs consistently, and the lack of vocabulary to clearly express their ideas.

### *Interviews*

The interview is an instrument that allows one to get deeper information about the person being interviewed. According to DeMarrais (2004, as cited in Smith, 2020) an interview can be defined as “a process in which a researcher and participant engage in a conversation focused on questions related to a research study.” (p.41). In this sense, interviews allow the researcher to enter the perspective of another person; it goes beyond obtaining information; indeed, it also pretends to generate interest in knowing what the other person thinks and feels related to specific problems. A semi-structured interview was conducted to the eighth grade English teacher to obtain more information about the students and their learning process and development during the class, and two interviews were conducted with the students, the first to assess the initial perceptions about the project, activities, and the text selected, and the second to gather their final perceptions of the entire pedagogical cycles. (See Annex D).

### *Field notes*

In research, a field note is a format that allows researchers to register all the information during the observation. According to Merriam (2009), a field note should be highly descriptive, which means it is important to be very descriptive with the participants, the setting, behaviors, or activities of the participants, and even what the observer does. There is also a part of reflection in a field note in which the researchers engage in expressing their feelings or thoughts about the things they see; this is also called observed comments. For this research, a field note created by the author was implemented from April 10<sup>th</sup>, until the end of the project, with the purpose of documenting students' behaviors during class, their performance across various skills, classroom organization, and levels of motivation and concentration. In this sense, a total of four field notes were developed during the intervention cycles. This instrument allowed for the registration not only of planned interventions and institutional dynamics, but also for analyzing actions and emotional responses that are often absent from material records within the classroom context (see Annex F).

### *Artifacts*

The artifacts can be defined as a variety of works and products produced by the participants. As Yin (2009, as cited in Aberdeen, 2013) mentions, artifacts are necessary in order to mitigate the bias against the action research and the data analysis. In this case, the artifacts were Student-Generated, as Hendricks (2013) sets up they focused on improving the student's performance. For this project, the artifacts used for data collection included

both student productions and pedagogical materials. Among the student productions, worksheets, mind maps, and written texts were analyzed to explore their engagement with the proposed activities and their evolving understanding of the topics addressed. As for the pedagogical materials, rubrics created by the pre-service teacher, and a personal diary created by the students were employed to document the planning and reflection processes throughout the intervention (See Annex G). Finally, as Hendricks (2013) notes, to effectively evaluate the artifacts, it is important to create rubrics to ensure student's understanding and goals. Therefore, for this project was implemented a rubric for the analysis of the development of the students' diaries, as this was the final product of all the intervention (See Annex F).

### **Procedures for data collection**

The procedures for data collection began with observations recorded through field notes started on April 10th, 2024, with the purpose of identifying the issues present in the local institution and among the participants. Secondly, a consent form provided by the University on May 2nd, 2024, to the twenty-five parents of eighth grade students from LVS, with the purpose of authorizing student participation in the project. Finally, a diagnostic test was conducted to the students on June 5th, 2024, with the objective of recognizing student performance on writing skills.

Consequently, it was applied an interview to the English teacher for obtaining more information about the class, the students, the school context, and the topics seen during the year. In the following semester, it was possible to start my interventions at LVS after identifying the main problematics thanks to the diagnostic test, and the observations made. The process of interventions started with a set of artifacts that showed the importance of

recognizing women writers. The first Bildungsromans chosen was “The House on Mango Street” by Sandra Cisneros, in which it was applied one activity of hypothesis, and one of reading comprehension. In this pedagogical cycle, a diary was created, in which the students started to register the activities related to the topics extracted from the text mentioned before. After this, in the middle of the implementation (Cycle 2), students made activities to identify the importance of literature and the definition of Bildungsromans while using their diaries to foster writing skills. Additionally, a mid-term interview was applied for getting information about the development of the project. Finally, there were collected the last artifacts (cycle 3) that were related to the book “Eva Luna” by Allende. With the use of this book, it was created similar activities as with the first but counting different topics. Finally, a last interview was implemented for the students with the purpose of knowing the development of the pedagogical cycles, and final perceptions.

### **Ethical issues**

To respect the privacy of the participants and following the principles of Colombian “Ley 1098 de 2006”, it was shared with the parents of the students an informed consent about the implications of the research. Furthermore, the aims of the research were considered, the responsibilities of the participants involved, and the results obtained in it. The names of the students and any photographs were not published if it was not allowed.

All the information collected for this project through data instruments and from other resources were used only for academic purposes. The personal information about the participants was not published, as it was set up at the beginning of the project with the consent form signed by their parents. Also, the participants had the authority to leave the project if they considered it pertinent; there were no consequences for the decision taken.

## Chapter IV

### Pedagogical Intervention

The purpose of the next chapter is to present the theory that supports the pedagogical intervention of this research. Therefore, the visions of curriculum, language, learning, and classroom will be developed, as well as the instructional design. These visions provide a conceptual framework for understanding how identity construction and writing skills were integrated in the current project.

#### Vision of Curriculum

The curriculum has been conceived differently throughout history, being commonly understood as a training program. According to Grundy's (2009) visions of curriculum adopts the emancipatory vision in which students can perform in society but also act on their cultural and personal situations in a reflective way. Concerning this, the curriculum vision demands the capacity to separate from social and cultural restrictions and to act reflectively and critically against that reality. In this sense, by reading Bildungsroman stories, students can deconstruct some previous knowledge and construct new ones to shape their identities.

Inside the construction of the curriculum, it is important to consider learning based on gender perspective. Regarding specifically the literary field, it is crucial to include text of diverse type of stories and authors, not only those in which predominate women stereotypes "From a young age, girls are confronted with stereotypical images of female characters that lead to lower self-esteem, a prevention of their female potential being realised and an influence on their interests and ambitions" (Tsao, 2008, as cited in Goethals,

2020, p.9). In this sense, the vision of curriculum is an extended vision, in which all diversity can be included to generate a change within the school, giving voices to those minor groups that have been marginalized or stereotyped over time, in specific, to the woman's literature field coexistence in the school.

### **Vision of Language**

The purpose of language is to communicate among members of the community, and it is a tool of self-expression to reveal our identities. From the perspective of Gorys (1997), language has certain functions that are used according to the person's needs, and as a tool to organize and adapt to social integration in the environment or circumstances. Regarding this vision, in this proposal, language is understood as a factor, in which people can express and communicate their thoughts, opinions and ideas with each other. Thus, Language, far from being a vehicle of communication, is a transformative force that shapes thought, identity, and social interaction. As proposed by Judet de la Combe (2006) the current crisis of language within educational institutions calls for a renewed linguistic competence, one capable of disrupting traditional modes of teaching and fostering authentic learning. This perspective involves constructing new cultural meanings and subject perceptions. In this sense, during this research, language was approached not merely as a system of signs, but as a pedagogical medium through which students engaged in self-reflection, question pre-established values, and articulated their evolving sense of self.

### **Vision of Learning**

It is known that learning is a lifelong process, not only from the educational side but also from the various aspects outside the school, as it is in the family, work, school, and

other fields. According to Tudor (2001, as cited in Ramírez & Cabrera, 2020) “the variety of beliefs, attitudes, and experiences that students bring to the classroom are paramount in their understanding of the nature of language itself and how language learning is perceived” (p.3). Hence, during this project it was important for the learning to be engaged, according to their need and real-life experiences so they could apply effectively what they learn during the classes. Concerning the language factor, it was crucial to learn for themselves and to express their ideas and thoughts without being judged.

In addition, it is important that the learning process can be both personal and collective, since in order to put into practice the skills learned from the language, it is important to have receptors; in this case, the receptors were classmates, including the teacher. Learning will be a way by which students can meet other women writers who may also have passed through their own stories or who have something in common to share. Applying contextualized learning, in which students might identify with other stories, is a critical vision of learning, bringing learning to the student’s needs.

### **Vision of Classroom**

Lier (1988) defines a classroom as a place in which the learning process starts but does not have an end, since the learning process must be linked to the general aspects of the student’s lives and whose characteristics are being supplemental, complementary, facilitating, and consolidating (Lier, 1988, as cited in Sharwood, 2008). Accordingly, classrooms become a reflective space where students can explore and construct their identities with other classmates, respecting the opinions of others, and understanding themselves through diverse lenses of their cultural heritage and personal backgrounds.

In view of this, the classroom is established as a dialogic environment where students can express themselves with confidence and with the determination to be recognized and heard. From this perspective, the classroom was a space of reflection and equity for construction identities and for enabling the students to make their voices heard and remake themselves outside the boundaries of the institution limitations.

### **Instructional Design**

The main purpose of the current project was to identify the influence of Bildungsromans written by Latin American women in the construction of identity while fostering writing skills through a diary creation in eighth grade female students at LVS. The written activities were implemented during three pedagogical cycles, and each task development was related to the topics learnt during the reading of the two Bildungsromans selected: “The House on Mango Street” by Sandra Cisneros and “Eva Luna” by Isabel Allende. It is important to clarify that the written activities were made in two resources: the worksheets assigned by the pre-service teacher and the diary that students created during the second pedagogical cycle. Each pedagogical cycle consisted of three lesson plans, for a total of nine lessons, in which each one of them contained different learning objectives, in line with the proposals for each cycle, describing the vocabulary and writing skills, the objectives, and the corresponding Bildungsromans used for each cycle (See Annex H). Furthermore, each lesson plan was developed over a period of 1 hour and 30 minutes per week, as the intervention could only be conducted one day a week. Hence, Table 1 displays the plan of intervention considering aspects such as cycle, lesson plans, objectives, Bildungsroman used and language aspects.

Table 1. Plan of Intervention

	Lesson Plans	Suggested Language	Objectives	Bildungsromans	Diary Entry
<p><b>Cycle 1: Discovering the woman I am.</b></p> <p><b>Date:</b> September 6<sup>th</sup> until September 25<sup>th</sup>, 2024.</p>	<ol style="list-style-type: none"> <li>1. What is the importance of recognizing my identity?</li> <li>2. What makes me value?</li> <li>3. What is home to me?</li> </ol>	<ul style="list-style-type: none"> <li>- Modal verbs, connectors, predicting, imaginaries.</li> <li>- Simple present, personality adjectives, physical appearance vocabulary.</li> </ul>	<p><b>General:</b> To foster students' self-awareness through the linguistic and topic content addressed in the book "The House on Mango Street" by Sandra Cisneros.</p> <p><b>Specific:</b></p> <ul style="list-style-type: none"> <li>-To create hypotheses based on "The House of Mango Street" reading.</li> <li>-To describe themselves and family members using appropriate linguistic structures.</li> <li>-To improve reading comprehension through guided and reflective reading activities.</li> </ul>	"The house of Mango Street" by Sandra Cisneros.	<ul style="list-style-type: none"> <li>-Creation of the diaries using diverse materials.</li> <li>-Structure suggested for the diary: cover with images and colors that represent them.</li> </ul>
<p><b>Cycle 2: What makes me different?</b></p> <p><b>Date:</b> October 30<sup>th</sup>, 2024, until March 27<sup>th</sup>, 2025.</p>	<ol style="list-style-type: none"> <li>1. What is the role of memory?</li> <li>2. What makes me a Latin American woman?</li> <li>3. Are my roots important?</li> </ol>	<ul style="list-style-type: none"> <li>- Likes and dislikes, personality vocabulary.</li> <li>- Simple present (I feel). Feelings and emotions</li> </ul>	<p><b>General:</b> To encourage writing skills through preferences recognition and mapping of emotions.</p> <p><b>Specific:</b></p> <ul style="list-style-type: none"> <li>-To analyze emotions and map them.</li> <li>-To identify the factors that make them different from others.</li> <li>-To recognize their family roots that shape their identities.</li> </ul>	Not applicable	<ul style="list-style-type: none"> <li>- Personal description: write your name, age, preferences, weaknesses, or strengths.</li> <li>- Draw a body outline mapping and describing emotions.</li> </ul>
<p><b>Cycle 3: Narrating my life's story.</b></p> <p><b>Date:</b> May 15<sup>th</sup>, until May 22<sup>nd</sup>, 2025</p>	<ol style="list-style-type: none"> <li>1. My history: narration of my childhood and adolescence</li> <li>2. Discovering the woman, I want to be</li> <li>3. Recovering all the things that create my Identity</li> </ol>	<ul style="list-style-type: none"> <li>- Present simple, use of "would" and "would not."</li> <li>- Present simple vs present continuous.</li> </ul>	<p><b>General:</b> To promote students' self-awareness through the linguistic and topic content addressed in the book "Eva Luna" by Isabel Allende.</p> <p><b>Specific:</b></p> <ul style="list-style-type: none"> <li>-To explore their origins and pre-established values given by their families.</li> <li>-To reflect on personal identity and future aspirations through a letter.</li> </ul>	"Eva Luna" by Isabel Allende	<ul style="list-style-type: none"> <li>- Personal reflection: write about your name meaning, and family heritage.</li> <li>- Write a letter to yourself, considering your values and aspirations.</li> </ul>

***Cycle 1. “Discovering the woman I am.”***

The purpose of the first cycle was to foster students' self-awareness through the linguistic and topic content addressed in the book “The House on Mango Street” by Sandra Cisneros. Cycle 1 was proposed for the students to have a first approach to women writers, and it was necessary that the students recognized their first author: Sandra Cisneros. In this cycle was developed two written activities and a reading comprehension: “Brainstorm: The House on Mango Street,” “Hairs,” and “Describing characters.” In this sense, through literary superstitions, it was hoped that students would write some sentences related to the cover of the book, and about the characters. However, beyond the reading comprehension of each Bildungsroman, within this cycle 1, the students were able to learn vocabulary concerning physical descriptions (by making their physical and personality descriptions) and vocabulary concerning their family (aware of their origins, differences, or similarities with them). Finally, a reading comprehension test was applied, in which key aspects of the reading were asked, and the students had to integrate the vocabulary learnt to describe themselves considering their family heritage (similarities or differences).

***Cycle 2. “What makes me different.”***

The aim of the second cycle was to encourage writing skills through preferences recognition and mapping of emotions. Cycle 2 was used for the creation of the diary, in which students employed almost two classes for the creation and decoration of this material. Furthermore, this cycle was focused on identity and emotions of students. It was aimed at reviewing key concepts from previous cycle such as “The House on Mango Street.” Then it was important reflecting upon emotions, in which students learned to distinguish between pleasant and unpleasant emotions, by identifying in which part of the

body they feel emotions as “sadness, anxiety, happiness, among others.” Through an “outline body” designed in their diaries. Finally, it was introduced the final women writer called Isabel Allende in which it was recognized her influence in the women literature through slides and a puzzle game created by the pre-service teacher where students organized in groups her biography chronologically and key aspects of her life as a women writer.

### ***Cycle 3. “Narrating my life’s story.”***

The purpose of the last cycle was to promote students’ self-awareness through the linguistic and topic content addressed in the book “Eva Luna” by Isabel Allende. Cycle 3 was focused on developing students’ understanding of Isabel Allende’s work and its influence in women literature. In this sense, students engaged with Isabel Allende’s “Eva Luna” through reading chapter and answering comprehension questions, and they reflected on elements of their identity and how their upbringing influenced them. Finally, after reading chapter 1, upon the topics mentioned in the reading as: origins of the name, and family roots, there were created 2 activities for them to recognize the same topics. In this case, the students searched for the origins of their names and described the common aspects they had with their families in terms of culture, values, or religion. All the activities were conducted in their diaries, and for the writing support, the pre-service teacher gave them some clues or key sentences for the description. For evaluating the diaries produced by the students it was created a rubric (See Annex I) that evaluated the following aspects: content, organization, lexicon and vocabulary, grammar, and spelling (Annex I). Moreover, for reading comprehension, answers were evaluated according to the information presented in the texts.

## Chapter V

### Data Analysis and Findings

The following chapter presents a discussion of the categories that resulted from the analysis of the data collected during the implementation of the pedagogical cycles mentioned in Chapter IV, in order to determine the impact of Bildungsromans written by Latin American Women as a pedagogical strategy for both, the identity construction and the development of writing skills. Each category is derived from the research specific objectives introduced at the beginning of the project.

#### Procedures for Data Analysis

To begin with, it is important to mention that all data was previously organized in a Google Drive folder to allow a fluent systematization and analysis. These data were categorized in the following order: *folder 1: surveys, interviews, and recordings; folder 2: field notes; folder 3: cycle 1, cycle 2, cycle 3*. It is relevant to clarify that the interviews were all transcribed to allow their use in the different analysis categories conducted with students and the teacher. The interventions of the project were applied between September 2024 and May 2025, which means that it took approximately five months for the whole application of the activities. Additionally, students' written productions were examined in light of their evolving self-perceptions and English language use. In this sense, the triangulation of instruments procedure mentioned in chapter III ensured the reliability of the findings and highlighted the transformative potential of literary engagement in language learning.

The approach for data analysis was selected according to the Grounded Theory developed by Charmaz (2006), who establishes "Grounded theory is a method of

explication and emergence. The method takes as systematic inductive, comparative, and interactive approach to inquiry and offers several open-ended strategies for conducting emergent inquiry” (p.2). This analysis allows researchers to compare categories with each other, from other data instrument collections, and analyse the participants’ results and experiences among the development of the pedagogical cycles.

Additionally, Merriam (2012) stated that Grounded Theory is constructed from three key elements: categories, properties, and hypotheses; categories are the main concepts that emerge from data analysis, properties are the characteristics of these categories, and hypotheses are the conceptual relationships established between categories and properties. This means this analysis consists of establishing categories based on what emerges from the data, in which the categories are not pre-established but are constructed from what the data reveal.

In addition, the procedures for data analysis consisted of applying inductive logic, a process that allowed me to codify data through empirical observations made, considering the concepts emerged. As Charmaz (2006) states, “Grounded theorists adopt an inductive approach yet move their nascent analyses beyond induction. In contrast, many qualitative studies remain solely inductive” (p.8) In this sense, the inductive procedures allowed to emerge concepts directly from the data, without imposing prior categories, identifying common patterns during the interventions, and going from a specific to a general analysis.

Secondly, the analysis was conducted through the Emic perspective, which is based on the students’ perceptions, concerning social, cultural, and personal backgrounds, and respecting their values, and beliefs. It is established that Emic approaches focus on behaviors that are significant to the object of concern. In other words, emic refers to

categorizing behavior from the perspective of the insider in ways that are important to the people producing that behavior (Smith & Sluekin, 1979, as cited in Chao & Lambert, 2013, p.1). Concerning this perspective, all students' responses were analysed through this lens. In relation to this perspective, all the students' writing was analyzed from this point, not only by interpreting their lived experience from their own perspective, but also by acknowledging the researcher's role as an insider. The researcher was part of the school setting and played an active role in the interactions that assembled the data, facilitating the construction of a deeper understanding of students' productions.

From this regard, the categories of analysis that structure this research emerged from an inductive codification, under the Grounded Theory and Emic perspective, considering the students' responses. In this sense, through the systematization of field notes, interviews, and artifacts it was identified key concepts that were grouped in initial codes, which allowed to emerge the categories and subcategories.

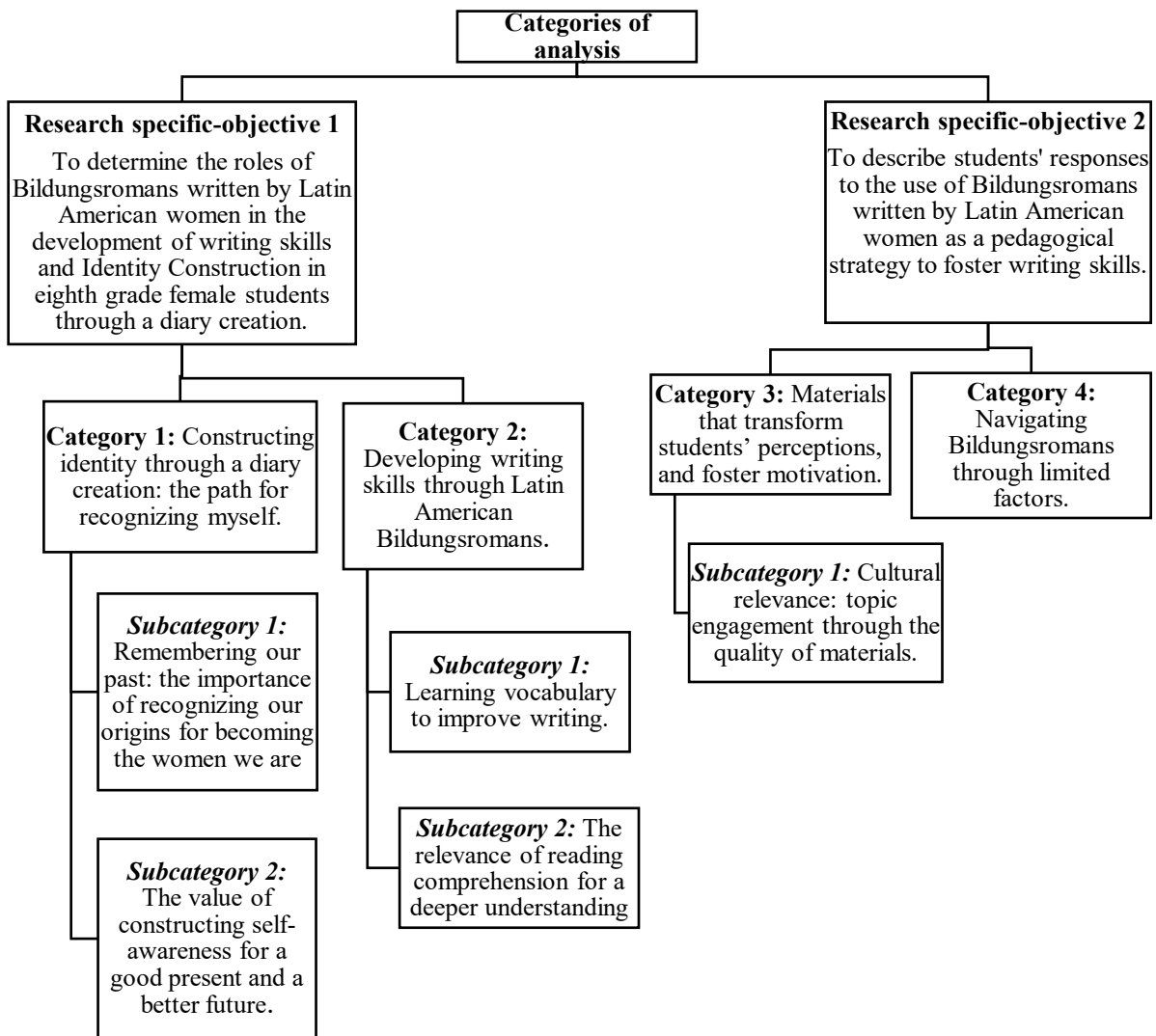
### **Categories of Analysis**

The main objective of the project was to identify the influence of Bildungsromans written by Latin American women in the construction of identity while fostering writing skills through a diary creation in eighth grade female students at LVS. In this sense, the following categories emerged from data analysis: “Category 1: Constructing identity through a diary creation: the path for recognizing myself”; Category 2: Developing writing skills through Latin American Bildungsromans”; “Category 3: Materials that transform students' perceptions, and foster motivation”; “Category 4: Navigating Bildungsromans through limited factors.” These categories aligned with the specific objectives of the project and provided insights into how the selected Bildungsromans influenced both the

construction of identity and development of writing skills among eighth grade students of LVS.

**Figure 6.**

*Categories and subcategories of Analysis.*



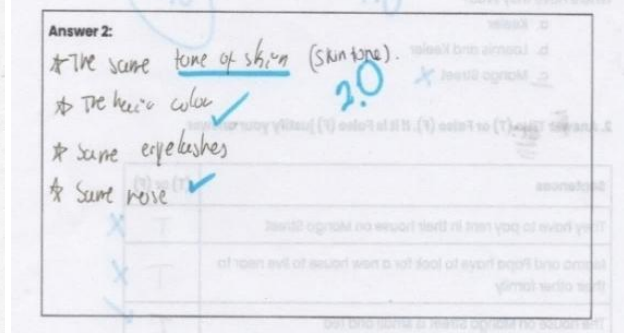
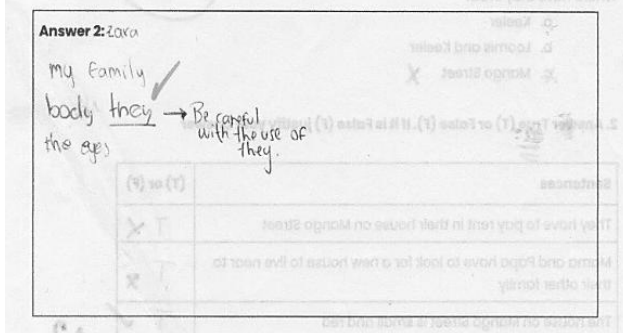
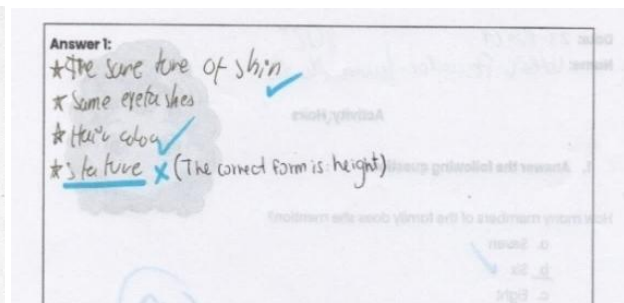
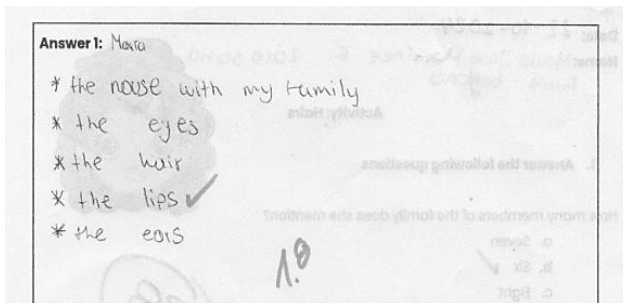
*Note.* The figure above shows the representation of the categories and subcategories that emerged from the two specific research objectives during the data analysis. (Figure created by the author's own authorship).

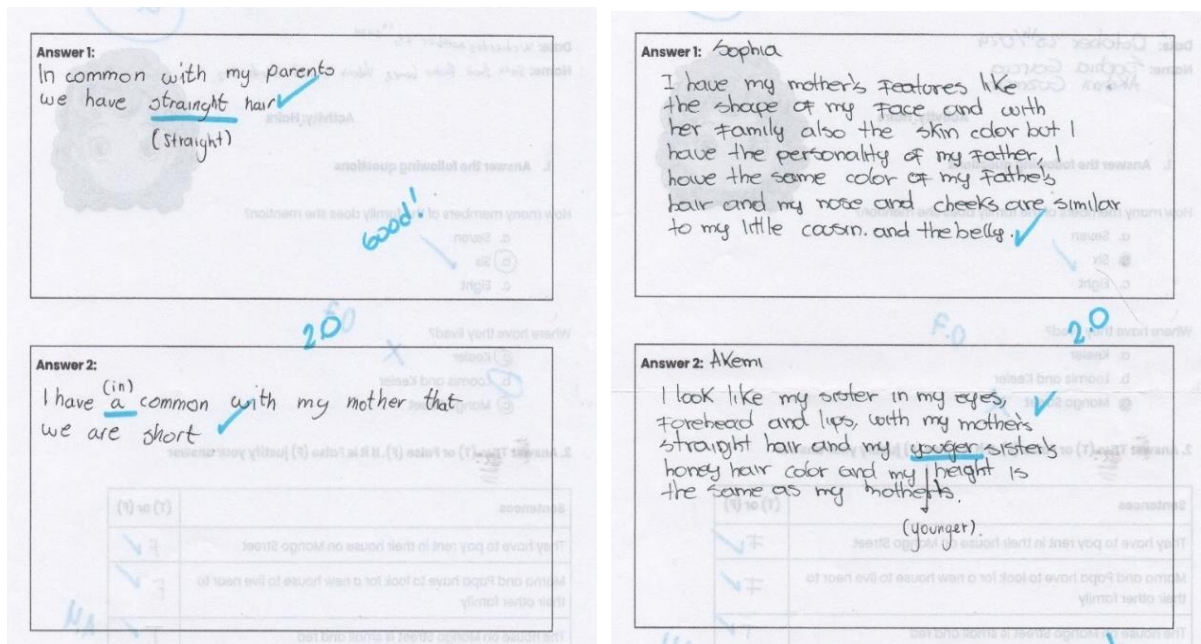
**Category 1: Constructing identity through a diary creation: the path for recognizing myself.**

This category is recognized as the heart of the pedagogical proposal, because, beyond improving writing skills, the main objective was for students to gain a deeper understanding about themselves and of their origin, emotions, values, among other factors. For the analysis of this category, it is important to recognize that during the adolescence stage, there may appear factors of comparison or shame of not being able to recognize who we really are, since during this stage, an “identity crisis” arises, as mentioned by Erikson (1968) (as cited in Arduini-Van Hoose, n.d). Consequently, the following sub-categories arise to embrace this category: *Remembering our past: the importance of recognizing our origins for becoming the women we are*, and *the value of constructing self-awareness for a good present and a better future*.

***Remembering our past: the importance of recognizing our origins for becoming the women we are.*** The purpose of this category is to explore how the students were able to construct and reinforce their personal identities through the use of their diaries and worksheets. In this logic, data evidenced that Bildungsromans, which often depicted protagonists navigating their heritage and social roles, prompted students to examine their roots and reflect on pre-established values that came from their family influence. This subcategory is supported by the theory of Marcia (1980) who states that when individuals enter through an identity formation, they have little awareness or experiences about how to explore their identity and commit it.

In this sense, data showed that some students previously had little awareness about their identity, since it was not easier for some of them to recognize some of their physical traits, personalities, values, while for others, it was a bit challenging to determine this relationship, mentioning only general information about themselves. As noted in the following excerpts, students applied the vocabulary of physical description learnt during this chapter, but the most important finding was that they were able to understand the origins of their physical traits by recognizing some similarities or differences shared with the relatives. Additionally, most of the students referred to some members of their family in particular (mother, father, sister, etc.), while others only mentioned general characteristics they shared in common, which demonstrated that not all the students at the beginning of the implementation were open to make a deeper self-introspection:



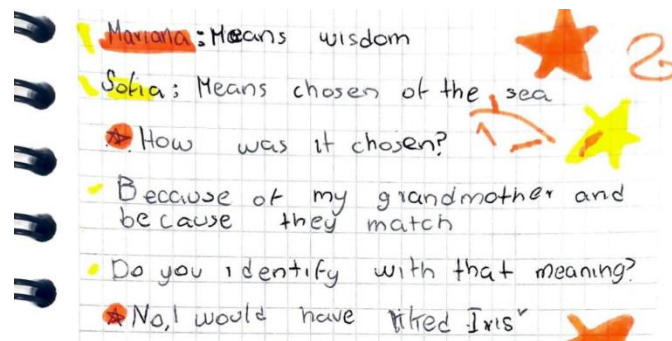
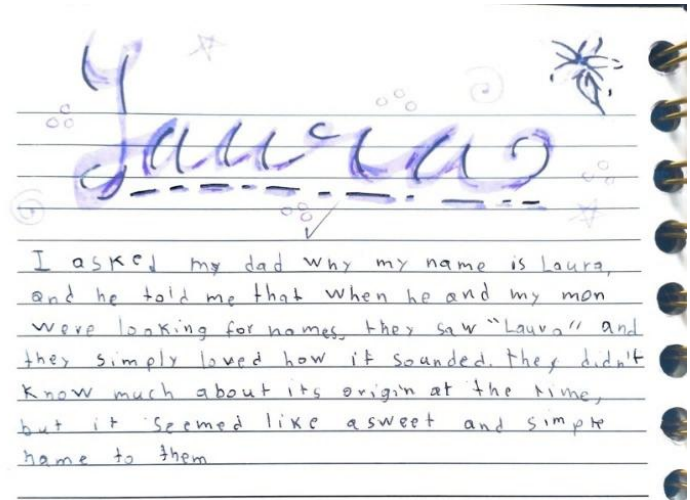


[Cycle 1: Discovering the woman I am. Anonymous students. September 25<sup>th</sup>, 2024]

The fragments above arose from reading the chapter “*Hairs*” of *The House on Mango Street* by Cisneros, this activity was conducted in pairs, with the goal of discussing with other classmates; boxes 1 and 2 correspond to different students’ responses. During the activity, students were asked to reflect on the people in their families and the physical characteristics they shared. They were also prompted to consider what aspects of their physical appearance they had in common with their relatives. For this exercise, despite using the vocabulary seen in class, some students did not specifically make an association of the common traits shared with their relatives, only mentioning general aspects such as “the eyes” “the hair” “the lips,” among others. However, for other students it was easier to make a direct association and reflect about the traits shared in common.

On the other hand, in the following excerpts data showed that the students were able to recognize that each of their names has a valuable origin, which gave each of them a specific quality, and makes them feel special. Similarly, when it was assigned by their parents or some

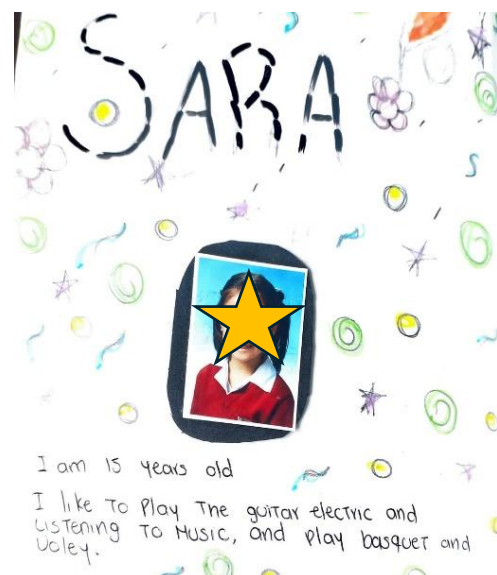
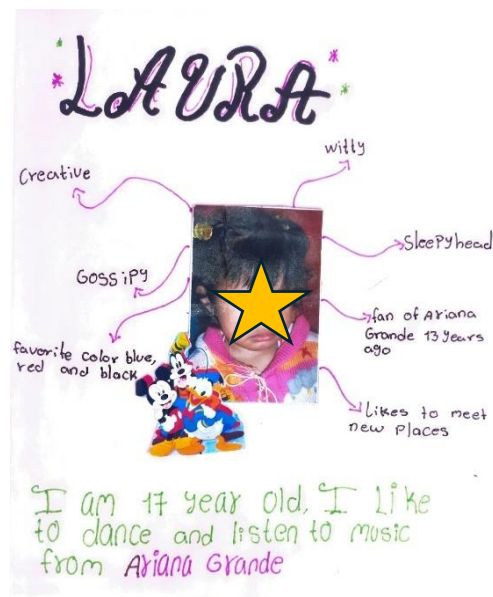
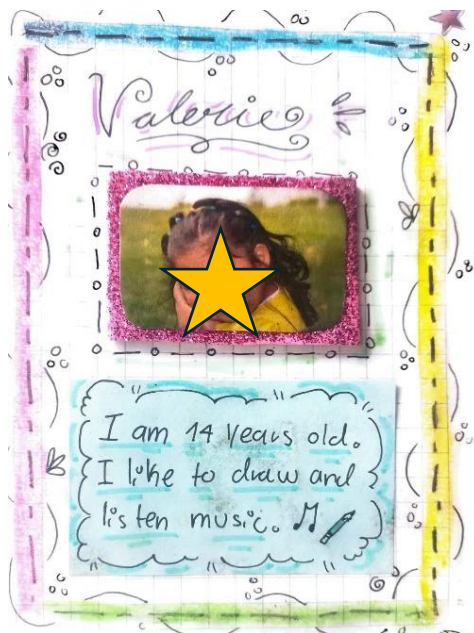
relatives, it generated a feeling of value and pride in recognizing the importance of how they had been named, or the opposite, a counter-reply in which they were not identified with their names. As Marcia (1980) mentions, adolescents tend to make choices and commit to options regarding their social background and in some cases the options are not provided or can be found limited. The following are the answers:



[Cycle 3: Narrating my life's story. Anonymous student. May 22<sup>nd</sup>, 2025]

The previous artifacts were applied for the recognition of their roots and consisted of reading the first chapter of *Eva Luna* by Allende, where the students wrote the meaning of their names, considering the structural description used by Isabel Allende. During the chapter, it was asked to write: *Do you know the meaning of your name? How was it*

chosen? Do you identify with that meaning? This exercise demanded the students recognize that their name is not just a simple word, but further, it is a word assigned to give a sense of personal and cultural belonging. Additionally, the following artifacts proved that students were able to recognize their likes or dislikes and those elements that make them unique and valuable concerning their personality. During this activity, students were asked to print their favorite photo and reflect on their likes and dislikes, as well as the personal traits, and other aspects that shape who they are:



[Cycle 2: What makes me different? Anonymous students. October 30<sup>th</sup>, 2024]

Finally, these fragments taken from the interviews proved that the exercises above were relevant for the construction of identity, because the students learnt how to describe themselves physically, and recognized some key elements about themselves:

PT: ¿Cuál fue la actividad que más te llamó la atención y por qué?

AS1: “Para mí fue la del año pasado, cuando miramos las diapositivas de los rasgos físicos, porque fue como conocernos a nosotras mismas y mirar cómo éramos físicamente.”

AS2: “La del diario, yo creo que fue una actividad interesante, ya que pudimos encontrarnos más a nosotras mismas”

[Final interview. Anonymous student, May 25<sup>th</sup>, 2025]

Other answers showed that students achieved self-introspection that not only consisted in making descriptions about themselves and values learnt from their families, but reflections that contributed to the construction of themselves:

3. ¿Cómo te describirías a ti misma en estos momentos? ¿Aprendiste y/o descubriste algo más o sobre tu identidad?

Me describiría como una persona buena, y aprendí de donde viene mi nombre, mis rasgos físicos, mis emociones y yapí.

3. ¿Cómo te describirías a ti misma en estos momentos? ¿Aprendiste y/o descubriste algo más o sobre tu identidad?

me acordé mucho de mis orígenes y aprendí un poco más de mi identidad.

3. ¿Cómo te describirías a ti misma en estos momentos? ¿Aprendiste y/o descubriste algo más o sobre tu identidad?

Descubrí el significado de mi nombre, también los rasgos que heredé de mi familia, también recordé cosas que aprendí demasiado sobre las emociones.

[Final interviews. Anonymous student. May 25<sup>th</sup>, 2025]

Concerning the answers above, students figured out that the activities were relevant to identify, remember, and name those aspects of themselves that shaped their identities. Including the diary as an artifact that fosters creativity and self-expression regarding their likes or dislikes. It is important to note that identity is a lifelong construct that continues to evolve over time, and these activities served as an initial step toward developing self-awareness and understanding of that ongoing construction.

***The value of constructing self-awareness for a good present and a better future.***

The following subcategory examines the development of emotional self-awareness and personal projection that students developed through activities linked to the reading of the Bildungsromans with self-introspection, personal value, and management of emotions. In this sense self-awareness plays a significant role in the personal and emotional development of each subject. OECD (2024) defines self-awareness as “the ability to accurately recognize how thoughts, feelings, and actions are interconnected, including the capacity to accurately assess one’s strengths and limitations, have a positive mind-set, a sense of self-efficacy” (Weissberg et al., 2015, cited in OECD, 2024, p. 1).

From this viewpoint, emotions play a crucial role in the development of every individual’s identity, and data found that students could recognize that there are no “good” or “bad”; meanwhile, they are inherent aspects of multiple actions and/or consequences of our daily lives and can be categorized as “pleasant or unpleasant”. According to this, data showed that through the use of body outlines, students mapped where they physically experienced emotions such as anxiety, joy, anger, or sadness. This embodied approach helped them connect emotional states to bodily sensations, fostering emotional self-awareness for making present or future decisions, considering their daily actions. Within this body outline,

it is possible to identify that the students were able to relate each emotion to various parts of the body, intending to be able to manage them when they are presented:



[Cycle 2: What makes me different? Anonymous students. March 27<sup>th</sup>, 2025]

The activities presented above were called “Body outline,” the objective of this activity consisted of reading the chapter “Hairs” of *The House on Mango Street* and recognizing some of the emotions presented during the reading stage. The main purpose was for students to make their own body outlines, in which they located the emotions taught during the lessons, finding that it was a fundamental exercise for self-awareness and management of emotions. The following interviews evidenced that most of the students were capable of understanding deeper about their emotions:

3. ¿Cómo te describirías a ti misma en estos momentos? ¿Aprendiste y/o descubriste algo más o sobre tu identidad?

Sí, aprendí que muchas de las emociones que siento en el día tiene sus lugares específicos, por ejemplo la ansiedad en las piernas y manos, la furia en el pecho o cabeza y así.  
ESTOY CONTENTO CON LO QUE DESCUBRÍ DE MI MISMA

3. ¿Cómo te describirías a ti misma en estos momentos? ¿Aprendiste y/o descubriste algo más o sobre tu identidad?

En realidad me describo seria pero descubrí que hay momentos que sonrío cuando siento orgullo felicidad o burla todo el tiempo estoy seria pero yo sé que en realidad solo demuestro lo que quiero cuando quiero pueden verme sonreír llorar algo que normalmente nadie conoce

3. ¿Cómo te describirías a ti misma en estos momentos? ¿Aprendiste y/o descubriste algo más o sobre tu identidad?

• Si, aprendí donde siento más mis emociones y cómo ayudándome a controlarlas y comprenderlas

[Final interviews. Anonymous student. May 25<sup>th</sup>, 2025]

As OECD (2024) mentions, “it will be important for them to be confident, optimistic, and possess an understanding of themselves, including their emotions, personal goals, and values” (p.2). Accordingly, it was demonstrated that the students were able to recognize which emotion predominated in them and could physically represent them in the outline of their bodies, which allowed them to be self-aware about themselves and about the management of their emotions.

For finishing the analysis of this subcategory, the last data reveal that the students were able to recognize which woman they wanted to build for their future, while recognizing their values and aspects of their personalities. This was a message of hope for themselves, to trust their skills and remember how important they are within any space and situation. Bazir (2016, as cited in Aguilera, 2021) states that “diaries usually focus on meaning rather than the form where learners send a message about a topic of interest to them” (p. 179). The following excerpts show the letter they wrote for their future selves using a pre-established structure given by the pre-service teacher, it is important to clarify that the structure of the letter was optional to use. The following are the answers of the students considering the pre-established letter structure given by the pre-service teacher:

**LETTER TO MYSELF**

---

Today's Date \_\_\_\_\_  
I will read on \_\_\_\_\_

Dear Self,

I am writing this letter to remind you that you are \_\_\_\_\_

I am so proud to see how far you have come. I know you have experienced a lot  
of \_\_\_\_\_  
in your life, but do not let it stop you from reaching your goals.

Remember you are important and \_\_\_\_\_

Do not forget that each day you are capable of \_\_\_\_\_

Accept the mistakes you have made as learning experiences. Your story is still  
being written.

Love yourself first and \_\_\_\_\_

Do not give up on yourself, the best is yet to come.

Love,  
Self

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I am writing this letter to remind you  
That you are an incredible person  
who never gives up and that despite  
everything he always maintains a smile  
I am very so proud to see how far  
you have come. I know you have  
experienced a lot of loneliness that  
you have felt or do not feel that you  
fit and never will in your life. but  
do not let it stop you from reaching  
your goals.

Don't forget the dreams you once had  
and the reasons you keep going, even on  
the hard days, remember that you've  
always had strength inside you - more  
than you knew.

Keep being kind, stay curious, and never  
stop believing in yourself. I'm proud  
of how far you've come.

with love,

[Cycle 3: Narrating my life's story. Anonymous student. May 22<sup>nd</sup>, 2025]

The letters above were as a mediator for students to reflect upon, recognize and express everything they have built throughout their lives, and what they want in the future. Using expressions such as “incredible person” “reaching your goals” “keep going” “never stop believing in yourself” students reflected about their personal value, resilience, and future aspirations. Finally, the activities were designed for the students to link their stories with the topics addressed in the Bildungsromans, while the diary exercises allowed them to reinforce their personal and emotional identity while generating self-introspection about their present and future.

### Category 2: Developing writing skills through Latin American Bildungsromans.

Data in this category corresponds to the students' written productions registered in their personal diaries, and worksheets based on reading chapters from selected

Bildungsromans written by Latin American women. The purpose of this category is to evaluate the impact of using Latin American Bildungsromans as a pedagogical strategy to improve writing skills, promoting reflexive and creative writing. In light of this, data revealed that students could improve writing skills by performing activities based on the Bildungsromans, although it was found that for some of them, grammatical and vocabulary challenges still persisted.

It is established that “Writing and the explicit teaching of writing across disciplines (i.e., content areas) help students to produce clear and effective communication that will facilitate collaboration with others as they move through K-12 and into their postsecondary lives” (CDE, n.d). Thus, the following sub-categories arise and make possible to analyze this category: *Learning vocabulary to improve writing skills* and *the relevance of reading comprehension for a deeper understanding: using Bildungsromans written by Latin American women*.

***Learning vocabulary to improve writing.*** This sub-category aims to analyse the way in which students performed their writing skills and how they improved themselves during the whole implementation since the beginning of this. The data evidenced that at the beginning of the project, students presented more grammatical issues than at the end of the implementation, this finding was possible to determine thanks to the analysis of the following excerpts:

1. Make a brainstorm: Look at the cover, What do you think the book is about?

We believe that history is about the daily life of a lady with her neighbors and the problems she has. She lives alone with a cat in a big city like New York. There are several characters, each in their own apartment, with different personalities. She ~~is~~ is 27 years old. ✓  
Good!

1. Make a brainstorm: Look at the cover, What do you think the book is about?

Colors can represent feelings or emotions  
the cover can represent innocence or youth  
the cover shows a simple and humble house  
the cover looks nostalgic ✓

1. Make a brainstorm: Look at the cover, What do you think the book is about?

We believe that it is about a Mexican family, that they live on a street with the style of coco (the movie), that they are a fairly large family that lives in a building and that every day without exception they eat mango and always the protagonist is a girl who doesn't know what she wants to do with her life


[Cycle 1: Discovering the woman I am. Anonymous student. September 6<sup>th</sup>, 2024]

For the previous activity, students were taught in advance how to make hypotheses and the verbal tense that should be used for it (simple present). After teaching vocabulary, students were asked to make a “*Brainstorm*” about “The House on Mango Street,” creating some hypotheses just by looking at the book cover. In the previous responses, the student showed their creativity for generating hypotheses, however, it was evidenced that students did not use a “*Brainstorm*” structure but simply made a list of ideas as can be evidenced in the artifact above. Despite these factors, the writing of the girls presented some grammatical mistakes, although after it was found they used a translator for writing.


In this sense, data revealed that students were able to understand and use the vocabulary to make physical descriptions, and they evidenced less grammatical errors compared to previous activity. This activity also allowed students to reflect upon the different use between have/has, and the correct order for making a physical description:

According to the vocabulary seen in class, describe the physical appearance of the characters of The House on Mango Street and draw them. How do you think they are?


Esperanza  
She has long red hair, her skin is light, her eyes are small and black, her personality is fun, she is short




(long hair)  
Esperanza  
She has wavy hair, bunnet hair, tone of skin olive, the color of the eyes is hazel, wined eyes. She has long eyelashes and the eyebrows arched.




Mama  
She has long brown hair, her skin is light, her eyes are small and black, she is short




Mama  
She has a straight hair, black hair, tone of skin beige, the color of the eyes is green, almond eyes, she has a short eyelashes and the eyebrows arched.



Papa  
her has red hair, her skin is light, her eyes are small and black, her is long



(long hair)  
Papa  
He has a wavy hair, bunnet hair, short hair, tone of skin tanned, the color of the eyes is brown, wined eyes, he has short eyelashes and the eyebrows arched.



• Family heritage

- My skin, my body, my face she inherited it to me from my mother.
- My mom is catholic, my mom inherited the religion catholic.
- My mom taught me good values, she taught me to be respectful and gave me a good education.
- My brother passed down his musical tastes to me, such as Michael Jackson and Kiss.
- My mom passed down memories of my great-mother and great-grandfather to me.

Place of origin

- Good, the place where grew up is so beautiful to me.

• Family heritage:

I look like my dad physically, but more than anything, what I am, both in personality and everything else is because of my mom

Place of origin

The place where I grew up influenced more than everything in my personality I acquired a lot of my mom's personality

[Cycle 1: Discovering the woman I am. Anonymous student. September 18<sup>th</sup>, 2024, vs.

Cycle 3: Narrating my life's story. Anonymous student. May 22<sup>nd</sup>, 2025]

The answers above reflect that the students were able to understand and use the vocabulary to make physical descriptions. However, although it was fewer grammatical mistakes, still some errors remain, such as the use of her/his. This activity also allowed students to reflect upon the different use between have/has, and the correct order for making an appearance description. In comparison with the artifact made in Cycle 3 (the last

two images located above), it was evident that for this last cycle, the students already had much more vocabulary to express their ideas, and in the same way, could recognize if they had any error in the conjugation of verbs. In this sense, the following interviews allow me to understand the perception of the students about the writing skills and the performance they had during all the implementation, learning vocabulary that allowed them to produce the texts:

3. ¿Cómo te describirías a ti misma en estos momentos? ¿Aprendiste y/o descubriste algo más o sobre tu identidad?
- Honestamente me siento igual, pero soy consciente que puede mejorar, recuerdo una vez que Angélica me corrigió en una ocasión que decía "She have", es algo muy absurdo pero por ella entendi que era "She has", siempre lo recuerdo
1. ¿Qué aprendiste de las clases de Inglés con la profe Angélica?
- A describir mejor personas o cosas, a corregir mi gramática y algunos errores de ortografía. Aprendí sobre autores que no conocía, etc.
1. ¿Qué aprendiste de las clases de Inglés con la profe Angélica?
- R=Aprendi las emociones, a describir las características físicas y a mejorar mi ortografía y pronunciación en inglés
1. ¿Qué aprendiste de las clases de Inglés con la profe Angélica?
- A que hay clases mas dinamicas en las cuales podia aprender mas y puede aprender a escribir un poco mas fluido


[Final interview. Anonymous students. May 25<sup>th</sup>, 2025]

As Bouzar (2021) mentions “Writing as a skill reflects the learner’s mastery of language and ability to express his ideas in a correct and coherent way. Since it is a challenging task, EFL learners encounter several obstacles namely grammar, vocabulary, interference, and other factors when engaged in the process of writing” (p.4). In this sense, the performance of various activities based on learning vocabulary and reading was a great tool for students as they were able to improve their writing skills by recognizing distinctions between words of feminine or masculine use, correct grammatical order, punctuation, and connectors. Through the beginning of the implementation, students presented more writing errors than at the end; it was possible to determine that not all

students improved their writing skills because they continued performing the same mistakes at the beginning, however, as seen in the answers before, some of them recognized and learnt about their mistakes.

**The relevance of reading comprehension for a deeper understanding.** This subcategory aims to identify the achievements that students affronted with the literary texts, as the experiences that influenced their cultural and linguistic learning. In this sense, data revealed that some of the students presented difficulties for understanding Bildungsromans due to the vocabulary and unfamiliarity with this literary genre, which affected to make a deeper analysis and read more chapters during the implementation. It is considered that students who have the ability to master reading comprehension have a high chance of becoming an agile reader and cultural person, while achieving higher levels in all areas of knowledge (EWU, 2022). These are some of the artifacts that allowed students to evaluate reading skills demonstrated that students faced some comprehension challenges:

**Activity: Hairs**



**1. Answer the following questions**

How many members of the family does she mention?

a. Seven  
 b. Six  
 c. Eight

Where have they lived?

a. Keeler  
 b. Loomis and Keeler  
 c. Mango Street

**2. Answer True (T) or False (F). If it is False (F) justify your answer**


Sentences	(T) or (F)
They have to pay rent in their house on Mango Street	F ✓
Mama and Papa have to look for a new house to live near to their other family	F ✓
The house on Mango Street is small and red	T ✓
Everybody in her family has the same hair	F ✓
The hair of her mother smells like flowers	T ✗

3.1

0.7

It's false because the house is new  
 It's false because the family lives with them  
 false because everyone has their own character

**Activity: Hairs**



**1. Answer the following questions**

How many members of the family does she mention?

a. Seven  
 b. Six  
 c. Eight

Where have they lived?

a. Keeler  
 b. Loomis and Keeler  
 c. Mango Street ✗

**2. Answer True (T) or False (F). If it is False (F) justify your answer**

Sentences	(T) or (F)
They have to pay rent in their house on Mango Street	F ✓
Mama and Papa have to look for a new house to live near to their other family	F ✓
The house on Mango Street is small and red	T ✓
Everybody in her family has the same hair	F ✓
The hair of her mother smells like flowers	F ✗

0.7

1.4

They had relocated to mango House to save on rent  
 everyone had different hair

This activity consisted of a reading comprehension test after the students read the chapter “Hairs” of “The House on Mango Street,” the pre-service teacher accompanied the reading, and the unknown vocabulary was shown through flashcards for further understanding. The answers below also contain similar reading comprehension errors: confusion about past questions, and the analogy used for referring to the hair smell of the mother’s protagonist. According to the reading of the texts, the teacher who was in charge of the group considered that Bildungsromans were of significant importance for the girls since this type of approach had not been used before. Regarding the aspects she highlighted regarding the research, this was her response:

T1: “Creo que un aspecto fundamental es el hecho de abordar literatura desde otra perspectiva. Uno por lo general aborda literatura en lengua extranjera como un apoyo, cierto, pues a la gramática. En este caso sí se vio como literatura bajo análisis crítico de literatura, esa parte es fundamental. Que ellas lo vean desde otra perspectiva que no sea lo común, sino que sea otra la visión que tengan de los textos que se abordan”.

[Final English head teacher’s interview. May 25<sup>th</sup>, 2025]

In this sense, the data showed that the readings and the topics of the Bildungsromans are of great relevance, but that the students did not manage to understand deeply many of the references and cultural and social concepts mentioned, due to the lack of vocabulary. However, the texts caught the attention of students and allowed them to understand the topics mentioned in the readings, they recognized that the texts were entertaining and interesting, with a lot of culture:

4. ¿Qué opinas sobre los libros abordados en clase: The House on Mango Street and Eva Luna?

Estuvieron bastante entretenidos, me gustó más el de The house on Mango Street fue muy entretenido resolver las actividades.

4. ¿Qué opinas sobre los libros abordados en clase: The House on Mango Street and Eva Luna?

Estuvo muy interesante y me gustó mucho la temática.

4. ¿Qué opinas sobre los libros abordados en clase: The House on Mango Street and Eva Luna?

- me gusto mas el de the house on mango street me gusto mucho las descripciones del libro y lo protagonista
- y el de Eva Luna me gusto como estaba escrito y la historia

4. ¿Qué opinas sobre los libros abordados en clase: The House on Mango Street and Eva Luna?

super entretenidas y con mucha cultura

[Final interview. Anonymous students. May 25<sup>th</sup>, 2025]

In this sense, the students responded that the activities were entertaining and interesting due to the topics addressed in the stories, as they were highly relevant concerning social and cultural factors. Additionally, it was evident that “The House on Mango Street” was the students' favorite book, as the activities for this Bildungsroman were more connected with their experiences as Latin American women, compared to the activities conducted with the book of “Eva Luna” that contained topics such as origin of names, and description of places we inhabit daily. This preference might be due to topics related to identity, family, school, and gender that were established in Cisneros' novel and which resonated with the students' own experiences. Moreover, the structure of the book was relevant because it consisted of short vignettes, which allowed students to make a better understanding of the plot of the story and allow them to connect more easily with the experiences of Esperanza (the protagonist of the book).

Finally, as Elizabeth Escar (as cited in EWU, 2022) evidence that “who improves their reading comprehension skills understand work instructions better. They are more productive at work, communicate effectively, and lead a quality life” (para.5); meaning the importance of developing reading during high school for developing an exceptional life. In this sense, during this subcategory it was revealed the value of the text and the importance

of adapting them accordingly the student's English level, and the reflective component of the texts was predominant to generate relevant personal connections.

### **Category 3. Materials that transform students' perceptions, and foster motivation.**

The objective of this category is to present the findings related to crucial factors that may have influenced the implementation of the proposal, considering the cultural and topic relevance, together with the materials created by the pre-service teacher. It is important to clarify that all the activities were created by the pre-service teacher using Canva, and the worksheets given to the students were printed, while the videos or slides were presented during the class on the TV. Therefore, the following sub-category arises to develop this category: "*Cultural relevance: topic engagement through the quality of materials.*" The analysis of this sub-category is presented subsequently.

*Cultural relevance: Topic engagement through the quality of materials.* The purpose of this subcategory is to determine cultural relevance and richness of the topics presented in the Bildungsromans that fostered the interest and personal identity reflection, considering that the materials created were of great relevance despite the language challenges. In this sense, data revealed that Bildungsromans are considered as a great material of teaching because they allowed students to reflect about their lives considering personal and cultural factors, and the diary was an innovative tool that caught the attention of the students.

Kalasaridou (2023) states that "teaching Bildungsroman written by different authors, times and cultures will introduce learners to diverse values. Students will be able to reflect on how protagonists from diverse cultural backgrounds can manage to cope with

problems, providing them with ideas for solving problems and making decision” (p.42).

The following are some interviews answers by the students and the teacher regarding the selection of these texts. The data showed that some of the students did not attract their attention at first, but later they discovered that they were good, and others would not read these texts outside the school:

4. ¿Qué opinas sobre los libros abordados en clase: *The House on Mango Street* and *Eva Luna*?

Pese a mi confusión sobre estos, me parecían entretenidos e interesantes. Sin embargo, algunas veces no me enganchaban del todo y no llamaban mi atención inicialmente.

4. ¿Qué opinas sobre los libros abordados en clase: *The House on Mango Street* and *Eva Luna*?

Estos libros fueron experimentales de varias formas

4. ¿Qué opinas sobre los libros abordados en clase: *The House on Mango Street* and *Eva Luna*?

Me parecían interesantes a pesar que no sería algo que leería por mi cuenta

[Final interview. Anonymous students. May 25<sup>th</sup>, 2025]

Additionally, the teacher answered that reading Bildungsromans written by Latin American women was of significant importance, she answered to the question “*Do you consider the readings relevant*”?

T1: Sí, considero que pertinente sí, sobre todo pues digamos que más allá del nivel de las chicas, por la edad en la que están, el curso en el que están, sí me parece importante como la reflexión que hacen a través del empoderamiento que muestran las escritoras.

[Final English head teacher’s interview. May 25<sup>th</sup>, 2025]

On the other hand, the diary was a very useful tool, because it allowed the students to feel free to express themselves, and additionally to express their identity and creativity along these pages. Regarding this, the diary was the material that most captivated and

motivated the students, because all the activities were related to their identities, and their origins:

5. ¿Qué opinas sobre la creación del diario? ¿Lo seguirías implementando en tu día a día? *dé la joya*

*Es algo que al comienzo no me gusta pero cuando comenzamos me pareció algo creativo algo diferente algo nuevo. Uno aprende escribiendo en inglés.*

5. ¿Qué opinas sobre la creación del diario? ¿Lo seguirías implementando en tu día a día?

*No lo seguiría haciendo día a día pero es super entretenido y es una gran forma de hacer más didácticas las clases.*

5. ¿Qué opinas sobre la creación del diario? ¿Lo seguirías implementando en tu día a día?

*Me gusta. la creación de mi diario y saber cosas de mí que no sabía, mm, no por que se me olvidaría.*

5. ¿Qué opinas sobre la creación del diario? ¿Lo seguirías implementando en tu día a día?

*es una muy buena idea, si lo seguiría implementando ya que me ayuda con mis emociones y me ayuda a fortalecer mi inglés tanto en clase como fuera del colegio.*

[Final interview. Anonymous students. May 25<sup>th</sup>, 2025]

The answers above show that the diary has been an enriching tool for the students, who have managed to incorporate some of the things that were inside them. In this sense, the following interview made to the teacher reveals that the diary was a useful tool; she answered according to the question: “*Do you consider the diary as a useful and motivational tool?*”:

T1: “Sí, me parece que el diario fue una herramienta que un comienzo, vi un poco salida del espacio, pero al finalizar si siento que ellas implementaron el diario para fortalecer sus competencias, y es una forma creativa que ellas aborden las temáticas y lo que ellas estaban hablando de quienes son ellas y demás, entonces si me pareció importante”

[Final English head teacher’s interview. May 25<sup>th</sup>, 2025]

In addition, the data show that this exercise allows a dialogue to be maintained both with the text and with its personality and development of identity. In these answers, it is

evident that most of the students agreed that the diary was a tool to develop “self-knowledge,” and that the activities conducted within it were enriching, but nevertheless, some of them would not implement it in their daily lives. As Bazir (2016) mentions “on this regard a learner can use the diary to develop critical skills or analytic strategies. Learners also can use the diary as a means to improve their communication skills and develop their creativity” (p. 5). This means that the diary was a relevant strategy for students to first, highlight creative ways of learning English, and second, as an entertaining way to improve their writing and learn more about themselves.

#### **Category 4: Navigating Bildungsromans through limited factors.**

The objective of this subcategory is to examine the comprehension barriers that students presented during the reading of the texts and that caused interpretation issues during the implementation. Through the implementation, it could be evidenced that for some of the students reading the Bildungsromans became one of the challenges; this was due specifically to the vocabulary presented within these narratives. Although texts were chosen according to the students’ level, data revealed that they presented many challenges in terms of vocabulary to be able to understand some analogies or periphrasis. The following interview conducted with the teacher reveals this challenge. In response to the question regarding the relevance of the Bildungsromans and the challenges she could identify, the teacher provided the following insights:

T1: De pronto consideraría yo que precisamente, pues, el nivel de inglés de las chicas a veces no les da como para comprender a profundidad lo que escriben estas escritoras -perdón, que repiten en lengua extranjera-, pero sí, pertinente sí.

[Final English head teacher’s interview. May 25<sup>th</sup>, 2025]

The data showed, as evidenced by the teacher, that the texts were relevant, although the texts could not be approached deeper due to their English level. Regarding this, some of the students also replied that at first it was difficult to understand the texts, because there was a lot of unknown vocabulary. In the following opinions students were asked about:

*“How was your experience by reading Bildungsromans?”*

AS1: Me pareció, pues, estuvo complicada en algunas partes porque no se entendía, por ejemplo, en la parte donde el cabello de la mamá olía pan, no la entendí, o sea, como que... Ah, pero esa era la actividad. Sí, las preguntas relacionadas con el texto y el texto en general, pues, fue chévere, pero fue un poco complicado en algunas partes.

AS2: Pues realmente algunas palabras no las entendía, pero me pareció un poco sencilla, pero me gustó la dinámica realmente.

[Semi-structured interview. Anonymous students. April 24<sup>th</sup>, 2025]

As EWU (2022) establishes “We all know the feeling of reading something repeatedly and not understanding its meaning. Yet, for readers of all ages, reading comprehension is an essential skill that is not so obvious to develop” (para.1). In this sense, although they managed to solve the reading comprehension activities, at the time of reading it was difficult to be able to maintain a thread of history without being paused by the lack of vocabulary. In the interviews conducted for the students, most of them argued with the question: *“What was the most difficult activity?”*:

S1: “La de la lectura, porque a veces leía, pero a veces no entendía lo que decía, pero la entendía”

S2: “Yo creo que depende del nivel de inglés que tenga la persona. Por ejemplo, yo tengo un nivel medio, entonces entiendo algunas de las palabras y completo esas palabras que entiendo con el texto. Entonces, yo creo que es como prestarle atención a la lectura o al audio que estamos viendo, depende de concentración y todo”

S3: “Yo creo que depende de la persona, porque en sí no entendemos todas igual y tenemos diferentes formas de aprender, y no entendemos casi lo mismo. Entonces sí, creo que había como palabras difíciles, pero fáciles a la vez”.

[Final interview. Anonymous students. May 25<sup>th</sup>, 2025]

In the answers above, some of the students did not understand what they were reading because of the lack of vocabulary managed within it, but nevertheless, after explaining the vocabulary and reading, they managed to have a greater understanding of some cultural and grammatical aspects. Although most of the students did not understand some of the vocabulary, EWU mentions that “one of the most crucial aspects is goal setting, which helps the reader focus on what is essential in the text, retaining the information they need” (para. 3). From this perspective, it was intended that beyond what was said literally, the students were able to recognize the conceptual ideas regarding the text, identifying topics such as migration, personal development, the importance of claiming our culture when arriving in another country or in country, being able to recognize the importance of naming ourselves and building a deep knowledge about their identities.

As a conclusion, the data reveal that although the vocabulary may be a little complex to understand the reading in a deeper way, the students managed through the various applied activities to understand the themes of the texts addressed. For this implementation, it must be considered that each literary text requires an understanding not only of the present vocabulary, but also of the dialogue with the text to be performed by each student.

## Chapter VI

### Conclusions and implications

The following chapter presents the conclusions obtained during implementation based on the findings of chapter V, along with its implications for the EFL teaching, LSV school, eighth graders, and teachers; possible limitations presented during the development; and suggestions for further research with the purpose of improving this investigation field.

#### Conclusions

The general objective of this project was to identify the influence of Bildungsromans written by Latin American women in the construction of identity while fostering writing skills through a diary creation in eighth grade female students at LVS. In this sense, two specific objectives emerged, which consisted of determining the roles of Bildungsromans written by Latin American women in the development of writing skills and identity construction in eighth grade female students through a diary creation, and to describe students' responses to the use of Bildungsromans written by Latin American women as a pedagogical strategy to foster writing skills. Concerning the first specific objective of determining the roles of Bildungsromans written by Latin American women in the development of writing skills and identity construction in eighth grade female students, data evidenced that Bildungsromans selected allowed students to connect with their personal background, recognizing essential elements such as physical traits, origin of their names, and inherited values. These activities, inspired by the women texts promoted self-introspection and self-awareness to consolidate a sense of belonging. Additionally, the writing activities of the diary were an intimate space for the students to consolidate the

topics seen during the classes, demonstrating that literature based on a Latin American and female perspective can be a powerful tool to develop construction of identity in an EFL classroom. Finally, activities such as “body outline” and “letter to myself” evidenced that students achieved to construct a coherent narrative about themselves, fostering their self-esteem and self-perception.

The second specific objective, related to describe students’ responses to the use of Bildungsromans written by Latin American women as a pedagogical strategy to foster writing skills, evidenced that students improved their written production, and although the reading process was challenging for them, the writing exercise was meaningful because it was contextualized to their needs and expectations. Concerning this, activities such as hypothesis, character descriptions, and some other diaries prompts, allowed them to apply English in a real context, by recognizing some aspects of themselves. In addition, students expressed that Bildungsromans were interesting, and caught their attention, allowing them personal expression for the reading itself, and suggesting that writing linked to subjective experiences enhances language learning. However, some barriers were presented such as unfamiliarity with the texts, and limited English proficiency that affected their reading comprehension and understanding of the texts but were partially overcome through vocabulary reinforcement and teacher support adapting materials to the students’ needs.

Finally, concerning the general objective of this project, related to identify the influence of Bildungsromans written by Latin American women in the construction of identity while fostering writing skills through a diary creation in eighth grade female students at LVS, it can be concluded Bildungsromans written by Latin American women have a significant impact on the construction of identity and reinforcement of writing skills

for the LVS eighth grade students. Through the reflective activities implemented based on “The House on Mango Street” by Sandra Cisneros, and “Eva Luna” by Isabel Allende, the students achieved to explore personal affairs such as family origins, emotions, likes or dislikes, values, and aspirations. Moreover, the diary creation functioned as a significant tool that joined personal development while learning English, allowing students feel free to express themselves with greater clarity and depth, and allowing themselves to be recognized as valuable and important. Literature in this context was a bridge between language and identity construction.

### **Implications**

In this sense, several implications resulted from the pedagogical intervention related to the field of education, LVS school, the students who participated in the study, the English teachers, and pre-service teacher that conducted this study. Considering the field of education, all content has to be applied to the context and students’ needs, developing not only grammatical factors, but allowing students to reflect on social, personal, or cultural topics. In this sense, identity factor is a fundamental element of personal development of the students, and its exploration should be promoted through the educational context. Despite identity construction is a long-life process -with difficulties, and no linear-, it is possible to generate pedagogical spaces that encourage it through the use of literature. In this sense, the LVS curriculum should adapt these types of texts for the students to recognize themselves and others, and to foster in the same way, self-introspection, and respect.

On the other hand, the use of Bildungsromans and the diary creation entailed students to create an emotional and personal journey, marked by advances and setbacks due

to the fact that some of them confronted personal affairs of themselves which they had not previously verbalized. For this, it is important to make the classroom a safe space to be able to experience self-awareness through writing expressions. Moreover, the implementation required that students already had a foundational knowledge of English, which was provided by the institution, however, it was necessary to approach the reading in a clear manner, along with the relevant vocabulary and structures the students needed to use. These activities allowed them to recognize their diversity, promoting empathy, respect, and recognition of others.

From this perspective, it is important for EFL teachers to create activities that foster self-introspection in different areas, understanding that teaching a language is teaching social, cultural, and personal factors of perceiving and understanding the world. For the pre-service teacher of the implementation, it is important to assume a reflective and creative role, searching for strategies that promote motivation and engagement, and recognizing that construction of identity is not a lineal process and requires commitment, empathy, flexibility, and sensibility for recognizing the emerging voices of all students within the classroom.

### **Limitations**

During the implementation, several limiting factors emerged and restricted the expectations of the project. The limitations were related to reading plans, the students' level of English, concentration factors, and the extracurricular activities developed in the school. Firstly, it is important to recognize that in most schools, many texts written by women -and even more so by Latin American women- are still not visible. In the field of reading English texts, it is evident that reading plans are not considered, neither in LVS school. This limits

students from having a much richer reading experience that fosters both emotional and personal growth. Furthermore, a variety of texts is rarely explored, such as short stories, fables, myths, micro-narratives, Bildungsromans, among others. Due to these limitations, it becomes evident that a much more diverse curriculum should be implemented in LVS school, and all Colombian schools; one that includes not only texts written by women, but also texts from other marginalized groups. On the other hand, reading proved challenging during implementation, as the students had not followed a linear academic path within the institution. Therefore, their initial approach to books was complex, due to a lack of vocabulary, considering that by eighth grades, they should have a much higher level of reading comprehension and writing.

However, the Bildungsromans used during the implementation contained vocabulary and grammatical structures unfamiliar to some of the students. As a result, few activities could be recorded in the journal, since it was necessary to approach the reading in a clear manner, along with the relevant vocabulary and structures the students needed to use. In this regard, the diary should be appropriately guided, aligned with the readings and the topics to be explored, in this case, those related to identity construction. In terms of concentration, it became evident that the classroom setup was not ideal. Some students frequently engaged in conversations during lessons or used their cell phones as a source of distraction. Additionally, it was observed that some relied on translation tools. In this manner, concentration factors during reading activities proved to be crucial, as even with short texts students were distracted to listen to their peers read aloud; this prompted the pre-service teacher to conduct the reading herself to help students stay focused.

Finally, the extracurricular activities conducted at the school were a limiting factor in fully implementing all the activities initially proposed for the pedagogical intervention. Consequently, only the activities considered most relevant at the time were implemented, leaving behind others that could have also helped the students improve their writing skills, while simultaneously contributing to the development of their identity construction. In this regard, several implementation hours were reduced, resulting in the project could only being developed over a five-month period. Moreover, the students had only 1 hour and 30 minutes of class time, during which they also had a break to eat lunch, limiting the actual class time to approximately one hour and 30 minutes per week.

### **Further research**

For successful future research, it is suggested to make studies that incorporate distinct types of literary text such as tales, poems, short stories, among others. With the purpose of fostering multiple linguistic and communicative skills, not exclusively centering on writing skills, or in one literary genre. This diversity can allow students to improve reading skills, oral expression, listening, and critical thinking. Moreover, it is recommended to explore new ways of presenting the text, like the use of audiobooks, guided lectures, or role plays, which can facilitate the accessibility of literary content, and foster motivation and concentration by offering multi-sensory experience adapted to their learning processes. Finally, regarding the diary creation, it can be useful to implement alternative formats such as virtual diaries, or multimodal diaries in which they create videos, audios, or collages, among others, with the purpose of creating a diverse experience that allow them to integrate all English skills. In addition, the diary does not have to be limited to a unique project, or unit, but should be presented as a solid long-term tool, in which they can practice daily.

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Annexes

Annex A. Students' survey

UNIVERSIDAD PEDAGÓGICA NACIONAL  
 Facultad de Humanidades  
 Departamento de Lengua  
 Literatura en Español e Inglés  
 Cátedras

**ENCUESTA A ESTUDIANTES  
 IED LORENCITA VILLEGAS DE SANTOS**

Estimada estudiante,  
 Agradezco tu colaboración en esta encuesta. Por favor, responde las siguientes preguntas de manera honesta

1. ¿Cómo te llamas?  
Valerie Andrea Corral Rueda

2. ¿En cuál curso estás?  
EO2

3. ¿Cuántos años tienes?  
23

4. ¿En dónde naciste?  
Bogotá D.C., Colombia

5. ¿Dónde vives?  
La Laguna, Fontibón

6. ¿Con quién vives?  
Mi mamá y mi papá

7. ¿Tienes internet en tu casa?  
 Sí  No

8. ¿En tu casa tienes acceso a computadores, celulares, tablets, entre otros dispositivos electrónicos?  
 Sí  No

¿Cuáles? tablet, teléfono, computador y televisor

9. ¿Con quién pasas la mayor parte de tu tiempo en la casa?  
con mi gato, cuando mi mamá está trabajadora

10. ¿Qué te gusta hacer en tu tiempo libre?  
leer, ver anime, jugar con mi gato, dormir, mirar la telenovela, oír música, jugar Dúoingo

11. ¿Te gusta el inglés?  
 Sí  No

¿Por qué? Me da un nuevo desafío o me abre más puertas

12. ¿Prácticas el inglés fuera del colegio?  
 Sí  No

¿Cómo lo practicas?  
Dúoingo

ENCUESTA A ESTUDIANTES  
 IED LORENCITA VILLEGAS DE SANTOS

13. ¿Durante las clases de qué manera te gusta trabajar?  
 Solo  En pareja  En grupos

¿Por qué? Porque cuando una no entiende algo la otra entiende algo

14. De las siguientes actividades en inglés, ¿En cuál te consideras buena?  
 • Escribiendo  • Hablando   
 • Leyendo  • Escuchando

¿Por qué? Porque entiendo más si conozco las palabras lo que no conozco lo deo de lado y luego lo deo

15. De las siguientes actividades en inglés, ¿En cuál no te consideras tan buena?  
 • Escribiendo  • Hablando   
 • Leyendo  • Escuchando

¿Por qué? Escribir me confunde, hablar porque me queda pensando como decirlo

16. ¿Qué materiales usas en tu clase de inglés?  
 • Libros de texto  • Juegos   
 • Cuaderno  • TV

Otros: \_\_\_\_\_

16. ¿Estás leyendo algún libro de inglés en clase?  
 Sí  No

¿Cuál? Ninguno

**¡Terminaste!**  
 Muchas gracias por responder todas las preguntas

Annex B. Diagnostic test


UNIVERSIDAD PEDAGÓGICA NACIONAL  
 Facultad de Humanidades

Course: EO2  
 Name: \_\_\_\_\_ Date: \_\_\_\_\_

**ENGLISH TEST**

1. Read Mariana's routine and respond the following questions

**MARIANA'S ROUTINE**  
 Hello! My name is Mariana. I am from Paris, France. I am ten years old. Every day I get up at seven o'clock. I go to the bathroom and I take a shower. Then I put on my clothes. I like my pink T-shirt and my purple skirt very much! I usually eat cake and I drink milk for breakfast. School starts at half past eight and our lessons finish at half past one. My favorite subject is Music and I like singing very much! I arrive home at two o'clock. I have lunch, I do my homework, I play with my friends at the park in front my home and then I watch TV. I have dinner at half past eight. I usually help my mother in the kitchen. I go to bed at half past nine.



• Why do you think Mariana helps her mother in the kitchen?  
because she have to do it

• How important is the routine for Mariana?  
it is very important

• Do you have a routine? How is it?  
I go to my school and after I go to basketball

2. Answer the following questions related to your personal information and physical appearance

• How old are you?  
I have 19 years

• What are your favorite activities?  
listen music, watch series

3. Describe yourself physically taking into account the following aspects: height, eye color, hair color, skin color, etc.

I am small, thin and my eyes are color black, my hair is color coffe and my skin is white.

4. What about you?

What perception do you have about yourself?


I am smart and good friend.

Write two of your strengths and weaknesses

Respect, friendly  
lazy, bored



## Annex C. Consent form

 UNIVERSIDAD PEDAGÓGICA NACIONAL	<b>FORMATO</b>		
	<b>AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD</b> <small>Resolución 702 de 18 de junio 2018</small>		
FORD09GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 2 de 2

**AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD**

Ciudad y fecha: Bogotá Mayo 08/24  
 identificado con C.C.  C.E.  No.  
 representante legal del menor  
 do con T.I.  NUIP  No.  
 do por LA UNIVERSIDAD PEDAGÓGICA

**NACIONAL** (en adelante la UPN), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad*, disponible en la página web [www.pedagogica.edu.co](http://www.pedagogica.edu.co), actuará como Responsable del tratamiento de mis datos personales, necesarios para el cumplimiento de la misión de la UPN, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles\* y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

Como representante legal del menor, debo velar por los derechos consagrados en la Constitución y la Ley sobre sus datos, especialmente el derecho a conocer, actualizar, rectificar y suprimir información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales del menor, en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento dichos datos, pueden ser tramitadas a través del e-mail: [quejasyreclamos@pedagogica.edu.co](mailto:quejasyreclamos@pedagogica.edu.co)

La Universidad garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de los datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la UPN para tratar los datos personales del menor que represento, de acuerdo con el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* y para los fines relacionados con su Misión.

Leído lo anterior, manifiesto que la información para el Tratamiento de los datos personales del menor de edad que represento, ha sido suministrada de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

## Annex D. Head English Teacher's interview.

## Encuesta al docente. IED Lorencita Villegas de Santos

Apreciada docente, la siguiente encuesta contiene preguntas relacionadas con su labor docente y con su interacción con el grado 8°. Agradecemos que responda de la manera más honesta.

## 1. ¿Cuánto tiempo llevas enseñando Inglés?

He sido docente de Inglés desde hace más o menos 18 años.

## 2. ¿Cuánto tiempo llevas en la IED Lorencita Villegas de Santos?

En el Lorencita llevó 3 años ya.

## 3. ¿Te gusta utilizar recursos tecnológicos dentro del aula?

Sí, soy fan de las TIC's por lo tanto trato de emplearlas tanto como se pueda, no obstante, en momentos es muy difícil, por aquello de la conexión a internet, o los mismos recursos tecnológicos que en ocasiones son escasos.

## 4. ¿Qué aspectos tienes en cuenta al momento de preparar tus clases de Inglés?

Realmente me gusta mucho salirme de la idea de la enseñanza enfocada en lo gramatical, eso es sencillo; aunque sé que por lineamientos curriculares es necesario abordar ciertos aspectos, prefiero que la clase sea más vivencial, más cultural, encontrar un punto en el que las chicas les guste el Inglés y sientan deseos de

aprenderlo, creo que cuando la motivación es alta, el aprendizaje es más efectivo. Me gusta que hagan cosas mediadas por la lengua, que se comuniquen y que ese sea su mayor objetivo.

**5. ¿Qué tipo de actividades te gusta realizar en tu clase de Inglés? ¿Cuáles y por qué?**

Me enfoco mucho en el desarrollo de actividades grupales, en donde ellas tengan que “hablar” es decir donde se vean casi que “forzadas” a usar la lengua. Me gusta también que lean, pero trato de que aquello que lean sean de contenido interesante y/o cercano a ellas, y por supuesto con una carga cultural.

**6. ¿Tienes algún plan lector para la clase? ¿Las estudiantes están leyendo o van a leer algún libro? ¿Cuáles? ¿Cuáles son los autores o autoras?**

En el colegio hay una asignatura que especialmente se encarga de lectura, se denomina Proyecto Lector, no obstante, esta asignatura se da en inglés solamente para los grados de media. En mi caso tengo a cargo un séptimo en proyecto lector y por iniciativa propia lo estoy trabajando en inglés, leímos “Bad Boys” toda la serie, y les entregue ahora un libro distinto a cada una, no recuerdo bien los nombres de los autores. Para este curso que es octavo, con ellas el proyecto lector se maneja en español. Dentro de mi asignatura como tal, no tenemos plan lector, solo las lecturas que trabajamos en clase como tal.

**7. ¿Desarrollas las cuatro habilidades lingüísticas dentro de su clase (Reading, Writing, Listening, Speaking)?**

Así lo intento, vemos videos en inglés completamente, escuchamos audios, la lectura es una constante en casi que todas las clases, y trato de realizar actividades que las conduzca al diálogo, en ocasiones escribimos y abordamos estrategias de escritura.


**8. ¿Considera que las estudiantes presentan dificultades en algunas de las habilidades mencionadas anteriormente? ¿Cómo evalúas las habilidades mencionadas anteriormente?**

Diría que, en todas, es decir, a estas chicas de octavo les cuesta mucho expresarse en lengua, por lo cual hablar y escribir es complejo, ahora bien, creo que son un poco más hábiles hablando (no quiere decir que lo hagan súper bien) pero se sienten un poco más confiadas. En cuanto a la comprensión, considero la comprensión oral para ellas es más fuerte, esto en tanto que se han acostumbrado a escucharme todo el tiempo a mí en clase y eso les ha ido allanando el camino; para la comprensión escrita también son muy buenas. En ese orden de ideas, las mayores dificultades considero las tienen a la hora de expresarse

**9. ¿Cómo es la relación de sus estudiantes dentro del aula de clase?**

Considero una parte fundamental de mi labor como docente es generar una relación de “cercanía” con mis estudiantes, por lo general pienso que el conocimiento es más significativo si lo hacemos ameno, mi objetivo más allá es que en verdad “les guste” el idioma para ello deben tener un espacio en donde se sientan tranquilas.

## Annex E. Students' Interview

 UNIVERSIDAD PEDAGÓGICA NACIONAL

ENCUESTA FINAL  
LATIN AMERICAN BILDUNGSROMANS: IDENTITY


1. ¿Qué aprendiste de las clases de inglés con la profe Angélica?  
Con ella logré aprender bastantes cosas como lo son las reglas gramaticales, frases, aprendí nuevas expresiones en inglés y frases que no conocía como *The house on mango street*.

2. ¿Qué temáticas del inglés abordaron en las clases?  
Algunas como las que ya mencioné, características gramaticales, nombres y obras de escritoras femeninas, emociones, lecturas como *Mango Street* y la obra llamada *Isabel Allende Eva Luna*.

3. ¿Cómo te describirías a ti misma en estos momentos? ¿Aprendiste y/o descubriste algo más o sobre tu identidad?  
Honestamente me siento igual, pero soy consciente que pude mejorar, recuerdo una vez que Angélica me corrigió en una oración que decía "She house", es algo muy absurdo pero por ella entiendo que esa "She has", siempre lo recuerdo.

4. ¿Qué opinas sobre los libros abordados en clase: *The House on Mango Street* and *Eva Luna*?  
Me parecen interesantes a pesar que no sabía algo que leería por mí cuenta.

5. ¿Qué opinas sobre la creación del diario? ¿Lo seguirías implementando en tu día a día?  
La verdad me gustó mucho ya que siento que pude expresar todo mi "creatividad" y sí, lo podría usar en mi día a día.



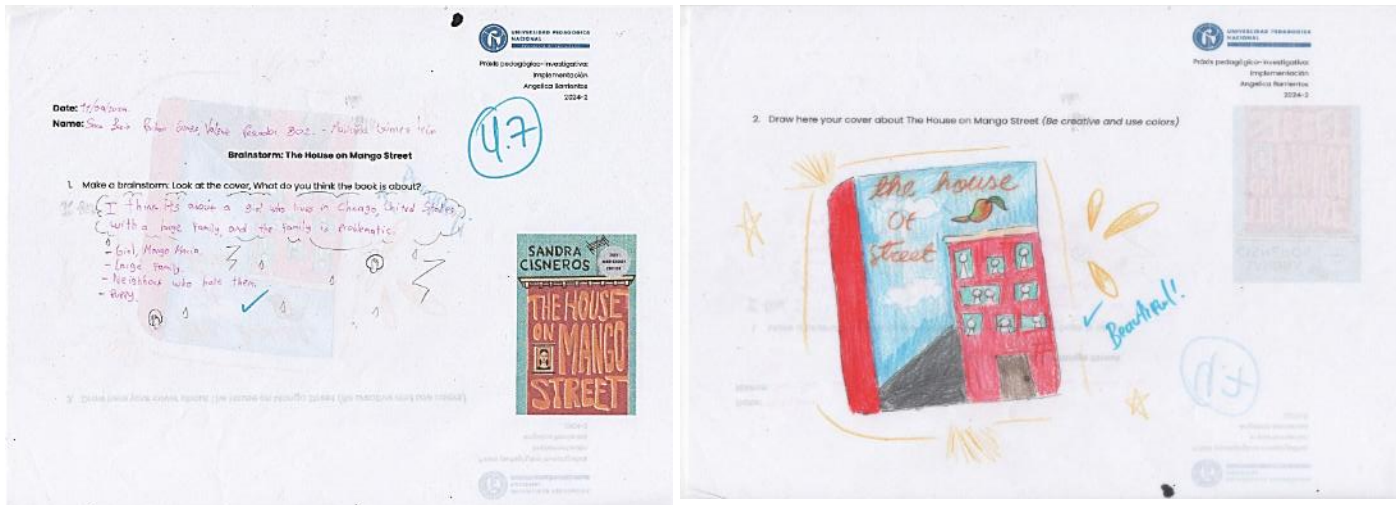
## Annex F. Pre-service teacher Field Note.



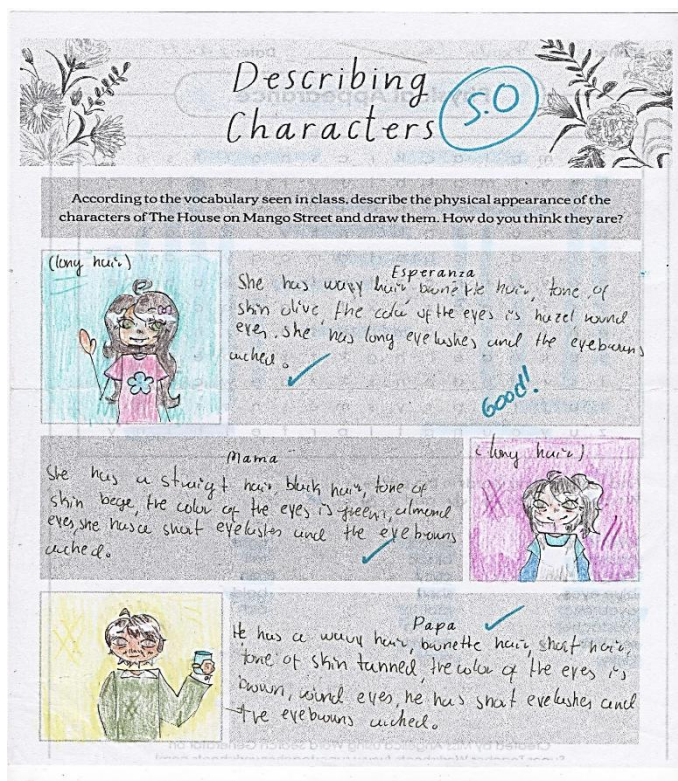
<b>Institución:</b>	Lorecinta Villegas de Santos	<b>Grupo:</b>	802	<b>Espacio Académico:</b>	Inglés
<b>Docente en formación:</b>	Angelica Barrientos Escalante	<b>Fecha:</b>	Septiembre 11, 2024	<b>Sesión y tema:</b>	Lesson Plan 1
<b>Descripción</b>					
<p>En esta segunda clase las estudiantes pudieron conocer a diversas escritoras específicamente latinoamericanas, conocieron un poco más sobre sus obras y su origen. Decidimos jugar teléfono roto como medio para conocer a las autoras, sin embargo, durante la actividad las chicas se desordenaron mucho e hicieron trampa para poder obtener la recompensa. Después introduje a Sandra Cisneros, la escritora que vamos a trabajar durante algunas clases y se emocionaron porque no habían leído nada sobre ella.</p>					
<b>Análisis</b>					
<p>Al mencionarles que íbamos a leer un libro de Sandra Cisneros, "The House On Mango Street" las expresiones de las chicas no fue muy satisfactoria. Para muchas de ellas nunca se han acercado a leer un libro en Inglés y por tal motivo, me expresaban que podría ser un poco difícil, ya sea por el vocabulario o por poder entender todo lo que la escritora diga. Yo les mencioné que no se preocuparan, que nos íbamos a acercar a leer el texto de una manera diferente, mucho más creativa y partiendo desde sus propias expectativas y creatividad.</p>					
<b>Comentarios</b>					
<p>En la actividad que apliqué sobre adivinar de qué era el libro que íbamos a leer, pude evidenciar que las chicas usaron mucho el traductor de sus celulares para buscar la información (una instrucción que no les di en clase) ya que debían suponer. Asimismo, otras chicas usaron inteligencia artificial para resolver la actividad, cuando les pregunté que dónde habían sacado la información, me dijeron que de "Meta" una aplicación de WhatsApp. Inmediatamente les dije que no podía recibirles el trabajo porque la idea era primero no usar traductor.</p>					

Annex G. Artifacts

Cycle 1: Brainstorm: The House on Mango Street.



Cycle 1: Describing Characters.



Cycle 1: Hairs.

25/024, 6:37 Worksheet: Hairs - Google Docs

4.1

Date: October 23<sup>th</sup>/2024  
 Name: Sophia Garcia Akeem Guzman

Activity: Hairs

1. Answer the following questions

How many members of the family does she mention?

a. Seven  
 b. Six ✓  
 c. Eight

Where have they lived?

a. Keeler  
 b. Loomis and Keeler  
 c. Mango Street ✓

2. Answer True (T) or False (F). If it is False (F) justify your answer

Sentences	(T) or (F)
They have to pay rent in their house on Mango Street	F ✓
Mama and Papa have to look for a new house to live near to their other family	F ✓
The house on Mango Street is small and red	T ✓
Everybody in her family has the same hair	F ✓
The hair of her mother smells like flowers	T X

3. Think about the people in your family and the characteristics you share with them. What physical appearance do you have in common?

1.4

25/024, 6:44 Worksheet: Hairs - Google Docs

1.0

Answer 1: Sophia

I have my mother's features like the shape of my face and with her family also the skin color but I have the personality of my father, I have the same color of my father's hair and my nose and cheeks are similar to my little cousin and the belly ✓

Answer 2: Akeem

I look like my sister in my eyes, forehead and lips, with my mother's straight hair and my younger sister's honey hair color and my height is the same as my mother's. ✓

✓	F
✓	F
✓	F
✓	F
✓	F
✓	F

2.0

good!

Cycle 2: Diary entries

Valerie's DIARY



I am 14 years old  
 I like Practice Karate,  
 draw, study  
 and  
 listening to music I take  
 me To The Beach

SARA

I am 14 years old.

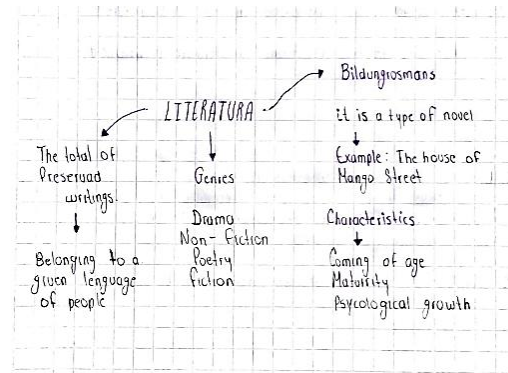
I like chocolate and cookies.




Thaifa

I am 13 years old ✓  
 Hi, welcome to my diary.  
 I like to dance.

Cycle 2: What is literature? Definition of Bildungsromans



Cycle 2: Body Outline

### How do you feel?

Sad	tired	lonely	bored
happy	proud	focused	calm
surprised	silly	excited	worried
disappointed	heart	frustrated	angry

### My Body outline

- Shame ●
- Sadness ●
- Anxiety ●
- Anger ●
- Joy ●

Cycle 3: Eva Luna worksheet

Date: 22/09/2025  
 Name: Misael Torres Pina  
 Activity: Eva Luna Reading

Reading comprehension

Answer the following questions

1. According to the text, Eva did not become melancholy despite growing up in a shadowy house because:

- a) Her parents protected her from sadness
- b) Had a naturally cheerful personality ✓
- c) He came into the world with a breath of jungle in his memory
- d) The antique furniture fascinated her

2. It can be inferred that Eva's father avoided looking directly at the sky because:

- a) Had vision problems
- b) It was a religious custom ✓
- c) It had grown up under the dense vegetation of the jungle
- d) He feared the gods

3. The Mission environment is described as a place where:

- a) Time and space behave normally
- b) Only religious people live X
- c) Distances are misleading, and time has been distorted
- d) No natural vegetation

4. It can be concluded that the identity of Eva is formed by:

- a) Only the influence of his mother
- b) Only their formal education X
- c) A mixture of contrasting heritages (jungle vs. civilization)
- d) Exclusively their experience in the city



VOCABULARY

- Gloomy house: Casa tenebrosa
- Humid: Húmedo
- Breathe of jungle: Respiro de la selva
- Thick: Grueso
- Smelled of flowers: Ollía a flores
- Heat: Calor
- Canopy of trees: Copa de los árboles
- Burst: Explosión
- Peered into the abyss: Miró hacia el abismo
- Din of war: Ruido de la guerra
- Landscape: Paisaje
- Stilt: Zancos
- Tangled: Enredado
- Dwelling: Vivienda
- Twisted: Retorcido
- Adrift: Desorientado

Write down other unknown words from the text:

- which = cual o que?
- gloomy = sombrío o triste
- mummies = momias
- grown = crecido
- canopy = dosel
- abyss = abismo
- somehow = de alguna manera
- voluptuous = voluptuosa
- twisted = retorcido o torcido
- waterfalls = cascadas
- float = flotar

Cycle 3: Personal reflection: name meaning, and family heritage, and Letter to myself

Letter to Myself

Dear Future me,  
 I hop life 'is treatin you kindly. I'm writing this to remind you of who you are and when you started. you've been through a lot, and I hope you've kept growing, learning, and staying true to yourself.

Don't Forget the dreams you once han and the reasond you kep going. even on the hard days, remember that you've always had strength inside you - more than you knew.

Keep being king, stay curious, and never stop believing in yourself. I'm proud of how far you've come.

with love,

your past self

Handwritten notes on a grid background with stars and arrows:

- ★ Name meaning: Do you know the meaning of your name?
- ★ Mariana: Means wisdom
- ★ Sofia: Means chosen of the sea
- ★ How was it chosen?
- ★ Because of my grandmother and because they match
- ★ Do you identify with that meaning?
- ★ No, I would have liked Iris
- ★ Family heritage
- ★ What elements of your parents of family?
- ★ physically my grandmother and my brother
- ★ How has the place where you grew up influenced who you are today?
- ★ Yes, because that's where I am

## Annex H. Lesson Plan sample

## Cycle 1: Discovering the woman I am.

<b>Cycle 1: Discovering the woman, I am</b>	<b>Lesson Plan 1:</b> Describing myself	<b>Time:</b> 8:30 to 10:00 (1h:30min)
<b>Grade:</b> 802	<b>Institution:</b> I.E Lorecinta Villegas de Santos	
<b>Date:</b> 28-08-2024 /11-09-2024	<b>Teacher:</b> Sandra Liliana Salazar <b>Pre-service teacher:</b> Angélica Barrientos	
<p><b>Language contents:</b> -Daily routine, likes, and dislikes.</p> <p>-Present simple and past simple tenses (<i>is/are/am/was/were</i>)</p> <p><b>Learning objectives:</b> -Students will share at least three pieces of personal information with their peers, demonstrating active listening skills.</p> <p>-Students will demonstrate improved English language skills by formulating and verbally expressing</p> <p>-Students will recognize some significant women writers, including Sandra Cisneros's work.</p>		

## Session 1

Time	Introduction
60 min.	<b>Postman Game.</b> The pre-service teacher will present herself. Then she will ask the students to make a round table. She will present the <b>Postman game</b> to the students: Do you know what a postman is? What is a post, and what is a man? She will show a picture of what a postman is ( <b>Annex 1</b> ). Then, she will explain the rules of the game, and she will emphasize that the students have to answer all in English. She will say some general sentences, for example, who uses purple? So, students who use that color have to move to another chair, and the last who sits will answer a question made by the pre-service teacher ( <b>Annex 2</b> ). The game will end when all the students answer a question made by the pre-service teacher.
<b>Closure</b>	
15 min.	The pre-service teacher will ask the students which grammar tenses they use to answer the questions: Can you recognize which kind of grammar sentences you use for answering? Is it present, past, or future tenses?

## Session 2

Time	Introduction
20 min.	The pre-service teacher will divide the classroom into three groups. All the students will play the game “Broken Phone” where each group leader will receive the name of a Latin American women writer ( <b>Annex 3</b> ) In this sense, the last person in each group must print the name of the author on the whiteboard.
<b>Lesson structure</b>	

20 min.	The pre-service teacher will ask the students if they recognize some women authors of the Broken Phone game. Finally, she will present pictures of the authors ( <b>Annex 4</b> )
15 min.	The pre-service teacher will choose one of the authors they heard on the Broken Phone game: <b>Sandra Cisneros</b> , through slide presentations ( <b>Annex 5</b> ).
40 min.	The pre-service teacher will divide the class into 4 groups, each with a picture of the cover of “The House of Mango Street” ( <b>Annex 6</b> ). Each group will create a brainstorm about what they think the book is about using the <b>present simple tense</b> ( <i>The book is about/are.</i> ). Then, the students will draw their representation of what they think “The House on Mango Street” is about.
<b>Closure</b>	
5 min.	The pre-service teacher will ask students to bring her the copies and an English dictionary for the next class.

## Annexes

### Annex 1: Postman picture

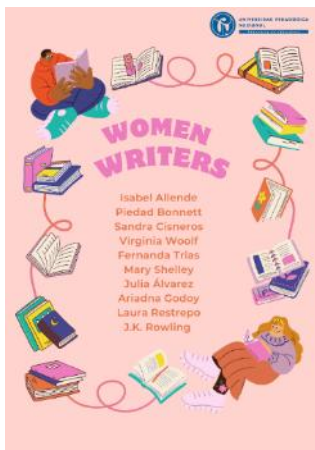


### Annex 2: Game rules

#### Rules

1. Form a round table and organize the chairs
2. The teacher will say a sentence describing something, such as "Who is the color purple?"
3. The students wearing or using the item described (in this case, a purple shirt) must quickly move to a different chair.
4. The last student to sit down in a chair will be asked a question by the teacher.
5. The student who is asked a question must answer it. The questions will be about the student's hobbies, interests, or other personal information.
6. After the question is answered, the game continues with the teacher stating a new descriptive sentence.
7. The game will end when all the students participate in the game

### Annex 3: Women Writers “Broken Phone” game



Annex 4: Women writers pictures

<p><b>ISABEL ALLENDE</b></p>  <p><b>BOOKS</b></p> <ul style="list-style-type: none"> <li>• EVA LUNA</li> <li>• THE HOUSE OF THE SPIRITS</li> <li>• VIOLETA</li> </ul>	<p><b>PIEDAD BONNET</b></p>  <p><b>BOOKS</b></p> <ul style="list-style-type: none"> <li>• LO QUE NO TIENE NOMBRE</li> <li>• BOMBAS HABIE ME ESPERE</li> <li>• PIGER INCIERTA</li> </ul>	<p><b>SANDRA CISNEROS</b></p>  <p><b>BOOKS</b></p> <ul style="list-style-type: none"> <li>• THE HOUSE ON MANGO STREET</li> <li>• WOMAN ON GREEN CABARELO</li> <li>• HOLLERING</li> </ul>	<p><b>LAURA RESTREPO</b></p>  <p><b>BOOKS</b></p> <ul style="list-style-type: none"> <li>• NOT SUR DELIRIUM</li> <li>• LA NOVIA OSCURA</li> </ul>
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Annex 5: Sadra Cisneros Presentation

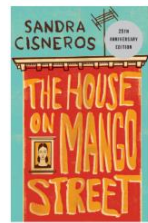
	<p><b>SANDRA CISNEROS</b></p>	<p><b>About her life and work</b></p> <ul style="list-style-type: none"> <li>• She was born in Chicago in 1954, the third child and only daughter in a family of seven children.</li> <li>• She has worked as a teacher and counselor to high-school</li> <li>• Mexican heritage</li> </ul> 	<p><b>About her writing</b></p>  <ul style="list-style-type: none"> <li>01 Experiences as a Latin American woman</li> <li>02 Autobiographical works</li> <li>03 American life in Chicago</li> </ul>
 <p><b>FAMOUS BOOKS</b></p>	 	<p><b>REFERENCES</b></p> <p><a href="https://www.sandracisneros.com">https://www.sandracisneros.com</a></p> <p><a href="https://www.britannica.com/biography/Sandra-Cisneros">https://www.britannica.com/biography/Sandra-Cisneros</a></p>	

Annex 6: Worksheet: The house on mango street

Date: \_\_\_\_\_  
 Name: \_\_\_\_\_

**Brainstorm: The House on Mango Street**

1. Make a brainstorm: Look at the cover, What do you think the book is about?



**Annex I.** Rubric for evaluating the diary creation, including writing skills and identity construction.

<b>Evaluation criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Acceptable</b>	<b>Poor</b>
<b>Content</b>	The student presents a diary with relevant, complete, and well-developed content. Thoughts, feelings, and personal affairs.	The student presents a diary with adequate content, although some ideas may be less developed or less coherently connected.	The student presents a diary with basic and understandable content, though some ideas or details may be missing.	The student presents a diary with limited or incoherent content, showing difficulty in expressing thoughts and experiences.
<b>Organization</b>	The diary is well organized, with a clear structure that follows a logical sequence of events.	The diary is mostly well organized, though there may be some interruptions in the logical sequence or lack of paragraph separation.	The diary shows basic organization but may include abrupt jumps or changes in the sequence of events.	The diary lacks clear organization, making it difficult to follow the sequence.
<b>Lexicon and vocabulary</b>	The student uses varied and precise vocabulary, including words related to emotions and personal matters. A strong command of language is demonstrated.	The student uses mostly adequate vocabulary, though there may be some repetition or absence of key words related to emotions and personal reflections.	The student uses basic and understandable vocabulary, though repetition and lack of variety may be present.	The student shows difficulty using appropriate vocabulary, limiting the expression of emotions and personal reflections.
<b>Grammar and Spelling</b>	The student demonstrates excellent command of grammar rules and impeccable spelling, with hardly any errors.	The student demonstrates good command of grammar rules and acceptable spelling, with few minor errors.	The student demonstrates basic command of grammar rules and regular spelling, with some noticeable errors.	The student has difficulty applying grammar rules and presents poor spelling, with numerous errors.

Rubric adapted from: Fernández (2023), “Rúbrica para la escritura de un diario personal.” Translated into English by the author.

Annex J. Diaries made by the students.

