**PROMOTING EFL WRITING SKILLS AND CLASSROOM INTERACTION**

**THROUGH SOCIAL INQUIRY**

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# ABSTRACT

The present project aims at describing the way in which EFL students' reflections on their local problems influence the classroom interaction when using a social inquiry project, and how those reflections shape their writing skills. This study was carried out in a public school of Bogotá with eighth grader students and relies under the principles of social inquiry-based learning. The idea of implementing this research methodology has to do with the need of looking beyond the traditional strategies and rather recognize and understand how students are active learners who negotiate their interests and needs and contribute their own learning processes. And on the other hand, that students are absolutely capable of carrying out processes of inquiry on their own, thinking about the near contexts that day by day are affecting them. These processes enable students to think critically and to propose alternatives and solutions throughout reflections on the reality that surrounds them, shaping at the same time their writing skills and influencing classroom interaction.

**Key words:** *Reflection, social inquiry, situated writing skills, classroom interaction.*

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**CHAPTER I**

**Context**

The present project was carried out in the Liceo Femenino Mercedes Nariño School, located in San José, a neighborhood correspondent to Rafael Uribe Uribe locality. Throughout the XX century, the land was used for different purposes such as urbanization and the construction of the anatomy seat of the Universidad Javeriana. Nevertheless, different social problems made the population feel the necessity of organizing themselves and creating the first Neighborhood Council Meeting in 1958. In that constant process of neighborhood settlement, the inhabitants asked together for common basic services such as sewage systems and electricity. They also started meeting in specific places to celebrate their religious ceremonies, they collected resources from their own pockets, and asked priest Garavito, to help them direct the mass; he was the one who called that specific place as San José Obrero, the day on which Saint Josh, workers' saint was celebrated: the 19th of March.

Parada (2014) determines the population of the neighborhood as a *multiplicity of classes*, taking into account that the people who arrived to the neighborhood were artisans, traders, and of course peasants. Thus, the consolidation of the population varied from different ranges and was in harmony with the religious denomination of a workers' neighborhood. This denomination as a place of mainly trade and work areas is still considered in the present. In this context of laborers is where the Liceo Femenino Mercedes Nariño School was born.

According to the Distrital Secretary of Education (2016) the institution was founded on October the 5th of 1916, under the name of "Sindicato de la aguja, artes y oficios" in a building located in the center of the city and its first Director was Mercedes Aragon. Its initial orientation

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looked for the preparation of women for household chores, which explains its priority tendency towards arts and crafts. It later changed its name to "Escuela superior de artes y oficios para señoritas". In 1941 it moved to the land that is currently San Jose neighborhood, which belonged to the beneficence of Cundinamarca, and assumes the name of "Instituto Femenino de Orientación Social", name that changes again to "Liceo Femenino de Cundinamarca" in 1958. In 1960, by Decree 778 of the 18th June, assumes the name "Mercedes Nariño" in homage to the Nariño family who accompanied and supported the institution. Finally, in 2001, it adopted the name of Institución Educativa Distrital Liceo Mercedes Nariño as known until now.

The school has been recognized by its excellent work and management throughout the years. It has as its mission the integral education of the "mujer liceista" promoting the values of: respect, honesty, identity, solidarity and autonomy, generating the construction of their life project, aimed at the transformation of the contexts where they interact, ensuring the enjoyment of a full and happy life. The school is also a leader in the formation of the woman at the district level responding thus to historical, economic and cultural needs of each moment looking to recognize the demands of society in relation to the role of women as agents of transformation of herself and the society.

The pedagogical model from which it directs educational management and coexistence is supported from a humanistic approach, whose objective is the person as a historical subject; as the one who is interrogated all the time and can transform the self and therefore the different contexts where she is.

Consequently, the school assumes the training of the students in a holistic and integral way, looking for being recognized in 2021 for the quality of its service, the excellence of its

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graduates in the domain of the necessary fields for society as the knowledge of foreign languages - English and French-, science of health, and ICTs; for the construction of a respectful society with the self and the other. On the subject of PEI, the school has designed a PEI focused on the transformation starting from the students' reflection and autonomy, with a scientific and technological perspective. Liceo Femenino School's PEI aims to educate a woman who is creative and full of values, women that use all the knowledge built at school in making business, using English knowledge, technologies, and contributing as leaders in the society.

The institution attends a total of 5.640 students in the day and 750 at night, divided into three educational levels as preschool, elementary and secondary school. The actual Principal of the institution is Erick Israel Ariza and 221 teachers accompany his labor. The school is very good in terms of access to various modes of transport due to its proximity to main roads such as Caracas Avenue and Primera de mayo Avenue. It is important to mention that the neighborhood is usually distinguished as an overpopulated and commercial zone. For that reason, it is surrounded by footwear and leather establishments. Besides, nightclubs, pubs, casinos, motels, and diverse sites of entertainment encircle the area.

**Participants.** The participants of the present study were 39 girls of 801 grade who were among 12 and 14 years old. They had their English class two days per week for one hour and fifteen minutes, but apart from those classes they receive little exposure to English. Despite this, they had a good perception of English as a foreign language and they would like to learn more about it. Students also demonstrated interest in going to school, sharing with their friends; they enjoyed drawing, reading, and some sports.

**Statement of the problem**

Based on a diagnosis held during the second semester of 2018, data collected through field notes (See annex 10), artifacts (See annex 13), surveys (See annex 4, 7, and 8), recordings (See annex 11) and interviews (See annex 3), showed that the difficulties in terms of interaction between students, and students and the teacher, is one of the main factors that obstructs the English class development, and therefore, students' use of their language skills. To that extent, the students' language skills are not being potentiated at their best, but only to what it is possible to be done when the environment of class allows it. This situation contributes to the fact that although the curriculum states that students should be in an A2 level, they are barely working A1 topics that students do not seem to manage still.

The data collected helped to characterize students' proficiency in the language skills evidencing that students dealt with different issues in each skill. In terms of listening and speaking, the majority of them translated the questions before answering and then answered in Spanish. Some others asked for the translation to answer, in some groups one of the girls who seemed to have a better understanding translated for her classmates, so they were able to say something either in Spanish or isolated words in English. Nonetheless, the most difficult skill for students to manage was writing. Throughout the observation and field notes collected, it was evidenced that students did not carried out writing productions. According to the English basic standards for eighth grade, students should be able to write short paragraphs about personal experiences or facts, to produce messages in different formats according to their interests, and to organize coherent short paragraphs taking into account formal language rules, for instance. Despite this, through an entrance test (See annex 5) applied based on topics that students were supposed to manage as routines, likes and dislikes, and basic descriptions of places and people,

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the majority of the students failed in a range of one or two out of five. Students were not able to describe a person according to his physical appearance nor to introduce themselves or describe their likes and dislikes in a short paragraph. The students explained during and after the test that they did not understand very well what they had to do and that they did not know all the words given. Some of the girls expressed that they understood but that they did not know how to answer in English. These results showed that students could barely understand the meanings in reading and that they were not prepared yet to write complete simple sentences, in a coherent and organized way.

On the other hand, as mentioned initially, classroom interaction was identified as one of the main factors that obstructed the English class development The difficulties in classroom interaction seemed to be at the same time a result of students' disagreement with the methodology of the class and with the teacher's perception of discouragement from students. Nevertheless, it should not result in verbal aggressions, shouts, or interruptions at the moment of speaking. One of the main projects of the Liceo Femenino School is "*El afecto, la ética y los conflictos en la cotidianidad liceísta*" which is a pedagogical proposal arising from the need to make of coexistence a chance of encounter with the other, as a condition of development of the community in relation to their rights, duties, and values citizens. This project in all its aspects includes the mechanisms, strategies, daily dynamics, projection and intentional and structured pedagogical practices to make coexistence a conscious and experiential exercise of principles, values and exercise of Human Rights that promote harmony, peaceful resolution of conflicts, fair and happy relationships and therefore an everyday learning of living with yourself and with others, making these experiences the Liceísta lifestyle. This means that the students and the teacher should be able to coexist in class based on the values mentioned above but instead,

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disrespect, interruptions, lack of participation, and discussions are presented in classroom interaction. In this way, the lack of discipline and the attitudes towards the English class resulted in difficult interactions between students and between the students and the teacher.

Besides the fact that the class is not being fully developed, and the class environment turns disrespectful, students are not reflecting about the role they have as EFL learners, they do not see themselves as possible foreign language speakers. In this aspect, it is important to say that the language learner identity construction is also critical taking into account that according to Norton (2006) the way in which students see themselves and the way they feel that are perceived by others affect the way in which they perform in the foreign language. Moreover, as it was described in the characteristics of the school, one of its principles is to train students in the knowledge that the society needs including foreign languages as English and French. This is pretended through the project of "Media fortalecida" whose purpose is the strengthening of the four (4) communicative skills: listening, speaking, reading, and writing in both English and French, seeking short-term certification of students in B1 and long-term in B2. But until this moment, this goal is not being achieved due to the situations described.

### Rationale

Day by day, teachers and students face the challenge of interacting in a classroom aiming to learn from one to the other. Studying the field of classroom interaction is fundamental taking into account that it is one of the main factors that makes possible a good environment to learn - in this case - English as a foreign language. Classroom interaction is the dynamic that embraces the whole teaching and learning process, from dialogue, questions, and participation to looks, positions, and silences; hence, the importance of investigating this aspect and deepening the

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subject to gain knowledge and expertise in the way in which students can relate to other students, with the teacher, and vice versa, generating respectful relationships, values, and good environments to learn.

Having a good class environment and a positive classroom interaction, allows both students and the teacher, to approach differently to the knowledge, in this case to the language, increasing the possibilities to foster the writing skills. Writing is a fundamental skill for human beings as it permits to communicate thoughts and ideas in a readable way that endures in time and space. This medium involves many inside and outside characteristics that helps the student to develop not only the physical skill but also their cognitive abilities and mental processes. Considering that writing is a cultural and social fact, situated writing is pivotal taking into account that promotes students critical thinking about the reality that surrounds them and gives them the possibility to materialize their perceptions in regards to their near contexts in a conscious and reflective process.

Writing is the primary basis upon which one's work, learning, and intellect are usually judged. Nonetheless, according to Frydrychova (2013) writing seem to be the least popular and most difficult skills to acquire in a foreign language. This is why it is very important to give students the necessary tools to approach writing in a meaningful way. Writing aids language development at all levels: grammar, vocabulary, phonology, and discourse; it requires learners to manipulate the language in interesting and demanding ways as they attempt to express uniquely personal meanings; it requires a willingness to play with the language; it concentrates more on the right side of the brain, with a focus on feelings, physical sensations, intuition and

musicality; it also affords scope for learners who in the usual processes of formal instruction are therefore often at a disadvantage (Maley, 2009)

In this specific classroom since there is no students' active participation in English, writing production, and there are social interaction difficulties; it must be generated a space where exploration and reflection are the objective. Social inquiry processes have been recognized by validating students' voices and giving them the possibility to express what they feel and think towards a specific topic, in this case through their active participation but also through the writing exercise. At the same time, social inquiry, gives students responsibility by inquiring and reflecting on an issue to propose possible solutions. Having students inquiring around the main problems that are presented in their local context, permits them to write about what they are finding step by step and allows the renovation of students and teachers' perception about themselves and the class, transforming in this process the classroom interaction, positively and besides, enhancing students writing production and contributing to the resolution of a social issue proposing possible solutions.

**Research questions**

1. How may EFL students' reflections on their local problematic influence the classroom interaction when using a social inquiry project with eight grader students from the IED Liceo Femenino Mercedes Nariño?

2. How might those reflections shape EFL students' written skills?

**Objectives**

To describe the way in which EFL students' reflections on their local problems influence the classroom interaction when using a social inquiry project.

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To analyze the way in which the reflections about the local problematic shape their written

skills in EFL

# CHAPTER II

## LITERATURE REVIEW AND THEORETICAL FRAMEWORK

This chapter presents the theoretical framework and the literature review, both

bases, for the development of this research study. First, different national and

international studies related to students' inquiry and classroom interaction in the learning

of a foreign language are reviewed. And then, the theoretical constructs that frame this

research: new perspectives on social inquiry, classroom interaction, situated writing, and

the local problems and the importance of reflecting on it, are explained.

State of art

One first qualitative research considered in this project was carried out by Luzmel Pérez

(2013) with tenth graders in Tejadas public school, in which he demonstrated that inquiry

functions as a strategy to cope with social and EFL learning situations. Inquiry allowed students

to observe a problematic situation in their context, then they analyzed causes and possible

solutions; later on, they posed a research question, found information, gathered and analyzed

data and presented results to the problem they proposed. In this way students provide ideas and

proposals to solve problems; and therefore, they evidenced engagement and commitment

regarding their social and educational context by showing and taking critical positions that

enhanced personal growth, social awareness, and future social transformation.

This research influenced this project study as it served as example of how inquiry allows

students to develop rationality and sensitivity towards violent acts, in their context, and

furthermore, inquiry also demonstrated that investigating about students' social problems

encouraged them to work collaboratively, think about their social conditions and to apply the use of the English language in contextualized situations. All these achievements, let us think and be conscious about the possibilities of inquiry and how the students I was working with, were going to be able to reflect on their own contexts, showing engagement and commitment with their social and educational context, as well.

The second research project that was considered in this chapter was entitled Language learners' identities in EFL settings: resistance and power through discourse, it was carried out by July Gómez (2012), under the action research principles, and it intended to identify and analyze different identities students construct as learners of a foreign language process. The research was carried out with university students between 18 and 23 years old.

The research relies under the principles of Critical Classroom Discourse Analysis, in which the development of students learning process was identified through a permanent observation of the implicit and explicit student-teacher interaction. The results showed that issues such as the use of L1 in the EFL classroom, the teacher's conception of language learning and teaching and the silent fight for power among teachers and students constitute important elements in the struggle of students when constructing their social and individual identities as learners within a given classroom community.

This previous research was a landmark in this study as it gave me clues in the understanding of the classroom interaction, taking into account that it is related not only to the interactions given inside the classroom; but it is also related to the power relationships established in the society and replicated inside the classroom. Moreover, the author characterizes the different students' identities that appear in that constant process of interaction, due to the

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influence of discourses, gestures, and even silences. This conception of classroom interaction, allowed me to reflect about the vision of learning and language that both teacher and students have in the context where I work, and then, I understood that the classroom constitutes a constant stage of debate in which whether in an explicit or implicit interaction teachers and students are adapting their approaches, methodologies, and strategies; as in a negotiated environment as it is the classroom.

Another important research that contributed to the present study was carried out by Contreras and Chapeton (2016) in public school in Bogotá, with seventh graders. The study took a critical perspective in which they investigated the impact of implementing collaborative learning from a social and dialogical perspective on students' interaction in English as a foreign language classroom; the idea was to transform the EFL classroom practices and promote students' empowerment through collaborative learning from a dialogical approach. The research revealed that implementing collaborative learning from a critical perspective can foster changes in the teaching and learning practices. Teachers' and students' roles changed, the teacher was a facilitator who questioned and promoted dialog to guide students toward knowledge construction, while students were active agents who participated, chose, and made decisions.

This study is relevant to the present one as it demonstrated how both the teacher and students had equal opportunities to speak, decide, and propose actions to be implemented, thus balancing classroom relations among the participants; as it desired to be in the present context. Another important contribution is related to the fact that through the implementation of a dialogical perspective to language education, personal development in the students was

observed. Qualities such as autonomy, self-control, and leadership were fostered, and this is an important clue in the improvement of the interaction inside the classroom as this study aims at.

In the international field, in the United Arab Emirates, Linda Bilton from University of Bahrain and Sivakumar Sivasubramaniam from Petroleum Institute published an article about an inquiry into expressive writing: a classroom-based study. This study was very enlightening since they describe the experience of using expressive writing in EFL, showing how students progressed along a continuum of responsiveness with growing pleasure in the opportunity for self-expression leading to increased mastery of the language and more sophisticated thinking. As well as the present project they aimed to approach local problems that affect students guiding them to write about it. They call this an examination of the current malaises to uncover educational and social concerns that are fundamental to institutional teaching and learning, this means that in other terms, classroom interaction is also taken into account and they realized that to attend this aspect, the constructivist stance is fundamental. For this reason, they adopt the constructivist model and guide students through responsiveness writing to have them not only improve their skill but promote at the same time, engagement, enjoyment, and involvement.

Finally, Vaughn and Obenchain (2015) directed an interesting social action inquiry project in which elementary school students engaged in the critical examination of a pertinent social issue and guided the direction of a social action plan devised to overcome the injustice of bullying. This project demonstrated that social inquiry is a good match for a social justice-oriented approach to citizenship education. These findings contribute to the objectives of the present study because they demonstrate that social inquiry provides opportunities for students to identify, describe, evaluate, analyze, and think critically about issues related to civic life.

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Besides, through the conclusions of the project the authors made me reflect upon the importance of guiding students beyond a specific topic, they ask: "What is the purpose of education?"

What kind of citizens do we want our students to become and how will we have them there?" And that encouraged the projection of this study to continue working on social inquiry and develop strategies to engage students in reflecting and thinking critically upon the issue that they consider a problem in their local context.

**Literature Review**

**New perspectives on social inquiry in an EFL classroom**

The classroom dynamics are full of strategies and activities that pretend to engage students in knowledge and have them learning meaningfully, at the same time, teachers aim to promote participation and take into account students' interests and needs; as Ausbel (1976) cited by (Carretero, 1993) claims that a meaningful learning should be carried out. In the present study, one of the strategies to achieve this purpose is through inquiry, and more specifically through social inquiry. This type of inquiry is understood as a key approach that aims to create knowledge and citizenship outcomes. According to Wood (2013) the inquiry-based learning has been embraced as a constructivist approach, being student-centered and student-directed. For the present project, these characteristics provide learning opportunities for engaging in authentic and meaningful learning experiences necessary for a foreign language learning process. The author also states that the inquiry process involves identifying questions, gathering and synthesizing information, and developing reflective understandings. This means that students are involved in each step of the process and they are able to be active participants based on their ideas and

reflections. Besides, in the particular case of social inquiry students participate in a situated practice, as social inquiry is an integrated process for examining social issues, ideas and themes, (Wood, 2013). In this perspective, students are encouraged to explore questions, gather information, and reflect and evaluate findings. Such questions focus on knowledge, concepts, and skills that according to the author are pivotal to gaining a deeper understanding of society and how it works.

This aspect of understanding society and how it works is crucial for the present project. Directing social inquiry has to do with the idea of strengthening the links to society that students have; in this case in the excerpt of society that is present and reflected in the school: teachers, students, friends, etc, aiming to help students develop the skills, attitudes, and values that they need to act appropriately on the basis of their new knowledge (New Zealand Ministry of Education, 2009). In this way and according to Wood (2013), social inquiry would have a dual commitment: to gaining deeper knowledge about society as well as knowledge, dispositions, and skills to be able to participate in society.

The New Zealand Ministry of Education (2009), also describes social inquiry as an approach that promotes the development of critical thinking and problem-solving skills, the understanding and expression of different points of view, reflective discussion, and collaboration with others. In this way, they are more likely to understand the personal and social significance of concepts and the implication of those concepts for themselves and society.

The approach is not a new term, but it has not been much fostered in our culture. New Zealand is recognized as the pioneer of this approach and it is largely promoted in all their

educational fields. Actually, the Ministry of education proposes a very interesting and complete cycle that encompasses all the steps, objectives and characteristics of a social inquiry project.

The original cycle is composed of the following eight steps: in the first place, identifying a focus of learning, in which all the participants agree on a topic of interest from which they can learn. Secondly, selecting concepts and developing conceptual understandings, consisting of what learners know and comprehend about a concept, and the generalizations they can make about the nature or properties of that concept. The third one is finding out information about an aspect of human society, including its background, its history, and relevant current issues, is the backbone of a social inquiry approach. The fourth is exploring values and perspectives, where students progressively gain an understanding of their own values and the values of others and their impact. Next aspect is considering responses and decisions, this encourages students to consider the responses that individuals and/or groups have made to ideas about society and social issues. The sixth aspect is reflecting and evaluating that do not happen at the end, but are integral parts of the whole inquiry process. In seventh place, answering what else is needed and what does it mean through the question *So what?*, and finally finding out what to do after that, through the question *Now What?*.

For the purposes of the present study this model was adapted -taking into account that their proposals are framed within mother tongue education and I adjusted the necessary for the EFL classroom and the specific context of the classroom (See figure II.)

To sum up, thanks to social inquiry EFL students are able to observe and analyze a problematic situation in their near context, gather information about it, ask questions that affect

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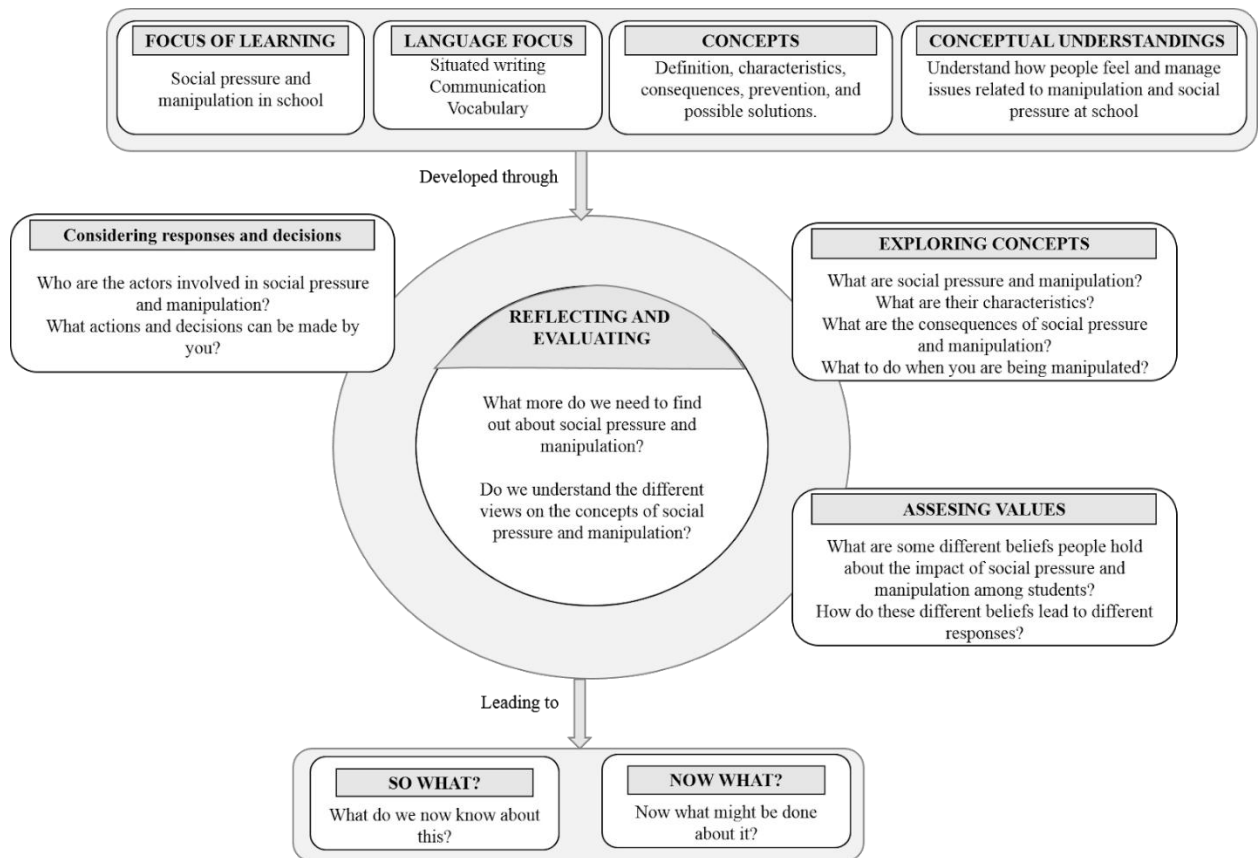
**Figure I. Social Inquiry Cycle (Adapted from the original in the New Zealand Ministry of Education curriculum)**

them, and answer them through a process of inquiry, and then, be active participants in the problem solving strategies and attitudes that human beings as part of a society are responsible to be part of.

**Local problems and the steps towards reflection**

The expression "local problems" is very common in daily conversations and it is part of the discourses of politicians, teachers, students, and all kinds of people referring to what is not correct for them; maybe something that is being unfair, wrong or intolerable. According to Lauer (1976), a common way of defining social problems is to include a subjective element; objective

conditions only become social problems when they are perceived to be undesirable by a segment of people, for example. Nonetheless, the same author expresses that a new definition of social problems that gives both professional and public opinion a place in identifying and analyzing social problems is the resolution to avoid differences between what is conceived by a group of people and studies or professionals. This means that social problems are not just situations that people conceive as problems, instead there is also a professional opinion, perception or accompanying that substantiates what people consider and feel.

The fact of including this professional aspect, leads us to take into account the reflection process that encompasses identifying a social problem. Mezirow (1990) points out that one can engage in reflection although taking thoughtful action, even if it involves only a split-second cause to assess what one is doing. This consideration takes into account the simple, but important fact of assessing actions as a way to engage in reflection, making it more quotidian and closer instead of far and unreachable. Mezirow, also states that "reflection enables us to correct distortions in our beliefs and errors in problem solving." (1990) now we realize that reflection can come from easy assessments, but it can also help us to change something that was distorted or to solve a problem or major error. According to the author, this cognition process involves a critique of the presuppositions on which our beliefs have been built and this leads the subject to emancipation.  It is an effort to help the EFL learner challenge presuppositions, explore alternative perspectives, transform old ways of understanding, and act on new perspectives.

Boud, Keogh, and Walker (1985) observe that "the reflective process is a complex one in which both feelings and cognition are closely interrelated and interactive". Reflection allows the interaction between two spheres of life that are difficult to balance and this points out a very

important aspect of the present investigation because justifies the fact that while EFL students inquiry about an issue that they feel that is affecting them, they are not being carried away by emotions but they are also thinking, analyzing, and interrelating their feelings with a cognitive process.

**Classroom interaction: mutual understanding**

Classroom interaction is a renowned concept in the educational area that has been amply studied, but sometimes also underestimated. Teachers and students overlook many important aspects that define and structure a class, and therefore, the teaching and learning process, in this case the learning of English as a foreign language. Rymes (2018) calls attention to different elements that must be taken into account when talking about classroom interaction. First, she argues that inquiring about classroom interaction builds mutual understanding between teachers and students and reveals important local features to talk - turning differences into sources for learning. This is important in EFL teaching if we consider that a teacher needs to be able to find a point of connection with students, trying to re-conceptualize deficits as differences, and differences as resources for learning. Sometimes, teachers and students have different ideas about how participation in the class should be conducted, and it is evident in our near contexts that teachers spent great deal of time not in teaching, but in trying to have students understand the rules of interaction, which the author considers the subject becoming "management" this is why understanding classroom interaction becomes crucial.

On the other hand, Rymes (2018) affirms that this understanding about interaction in the classroom provides tools to understand specific interactions, helps raise student achievement, helps re-encounter the intrinsic pleasures of teaching and problem solving with peers, and

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connects teaching to broader concerns. This means that interaction in the classroom is not a background there, on the contrary it is fundamental for students, and even more for teachers. As soon as we identify all the factors and aspects that it affects, then we will be truly interested in the field.

According to the previous perspective, classroom interaction is understood as the key element of the teaching and learning process, since it encompasses the interaction between the teacher and the students, and the students themselves, being fundamental not only to develop the English class, but also to foster and maintain good relationships. According to Thuan & Nhu (2010) teacher – student interaction is the most common interaction pattern followed in any classroom, the teacher controls and guides the interaction in the class and students are limited to answer questions and receive feedback from the teacher. On the other hand, the student–student interaction occurs among learners as they are the main participants. Teacher's role is to monitor the class while learners are developing the communicative activities proposed to reach good communication and important, a meaningful approach or learning of the foreign language.

Nonetheless, there are other classroom interaction patterns presented in daily routines, these can be teacher - students, in which the teacher talks to the whole class, such as in presenting a text, explaining grammar, giving instructions for an activity. It can also be teacher - student, where questions and answers (dialogues) between the teacher and a student, such as in demonstration, checking comprehension, are given. Another pattern is teacher-student-student, where the teacher initiates dialogues with more than one student, such as in role-playing demonstration and warm-up activities. A student-teacher pattern can be also presented when a

student initiates a conversation between a student and the teacher, such as in asking questions about a rule or an assignment.

Other patterns are presented only between students. These can be student – students, where one individual student talks to the whole class, such as in telling a story, reciting a poem. It can also be students-students, when working in small groups, such as practicing conversation, or role-playing, for instance. Another pattern is student – student, when two students work in pairs such as practicing a dialogue, or carrying out an information gap activity, for example. And finally, another pattern might be the one of students doing their work individually such as reading or completing an exercise.

These types of patterns are commonly recognized when we read it, but they are not always considered when planning a class or evaluating a teaching and learning process. In this case, these different patterns are analyzed and taken into account to identify the levels of participation of students, their engagement in the classes, and also the influence of teacher's intervention during the inquiry process.

**EFL writing skills from a situated perspective**

Writing is a demanding practice for students and teachers in their native language, consequently, in a foreign one represents a real challenge. For the purposes of the present project, the writing was always linked to the context and the social processes that it entails. Barton et Al. (2000) state that all uses of written language can be seen as located in particular times and places and these practices, as well as reading, are part of broader social processes. Consequently, it is not possible to separate writing from the context and the experiences that surround students, on the contrary these aspects influence the writing process.

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According to Cajiao (2005) instead of a well-manage of the written skill, the school generates a senses control apparatus that is achieved through silence, quiet, schedules, and discipline, among others. Usually, the teacher is centered on the type of letter, the grammar, and the spelling. Instead of being concerned with what students write, and what they mean, that they express their own ideas, feelings and thoughts; not only to enrich the vocabulary, write well or express themselves with clarity, but to have the opportunity to defend themselves later. Following this idea, the practice of writing in English, in this case, becomes meaningful to students to the extent that they are able to express what they feel and what they are overcoming and facing in a determined moment and it is useful for their lives.

On the other hand, it is important to clarify that EFL situated writing is affected not only by the educational context where they learn to write but also by their first language. Rinnert and Kobayashi (2009), state that recognizing L1 writing instruction and experience plays an important role in the development of students' writing in EFL situations; this is why code switching is taken into account. On the report of Bokamba (1989) cited by Ping Liu (2006), code switching is the mixing of words, phrases and sentences from two distinct grammatical sub(systems) across sentence boundaries within the same speech event. The author explains that code switching is not a display of deficient language knowledge, but a phenomenon through which its users express a range of meanings. Based on this conception, code switching is recognized in the present study and expected not as a failure but as an extra resource for students to express what they want and need even if both (first and foreign) languages are needed.

**CHAPTER III**

**RESEARCH DESIGN**

The present chapter introduces the methodological design through which the project study was carried out. In this way, the research paradigm that underpinned the study is described and the type of research in which the project was framed, is also characterized. According to these perspectives the data collection instruments and procedures are presented, in order to clarify the research design.

**Research paradigm**

In order to establish the criteria for the appropriate use of tools, and to develop an explanatory schema that helps to understand the reality and contribute to it in some way; it is important to define the research paradigm. Considering that the present project is being carried out in a school, with EFL students, the paradigm of the research should respond to that context. Therefore, qualitative research was adopted. Firstly, because according to Denzin and Lincoln (2011) the qualitative researchers study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them. Secondly, because the process that is being followed corresponds to what Creswell (2013) describes as a qualitative research as well, a research that begins with assumptions and the use of interpretative/theoretical frameworks that inform the study of research problems, addressing in this way the meaning that individuals or groups ascribe to a social problem, in this case related to the process of teaching and learning English as a foreign language.

In addition to this, and following Creswell, the qualitative researchers use an *emerging qualitative approach* to inquiry, it means that the collection of data is done in a natural setting (where face to face interaction is given) sensitive to the people and places under study, and data analysis is both inductive and deductive. It is also interesting that according to this author, the

final written paper or report should include the voices of participants, the reflexivity of the researcher, a complex description and interpretation of the problem, and its contribution to the literature or a call for change, which is amazingly challenging, but it is also what this project study attempts to achieve.

In this specific study, the qualitative paradigm is used to interpret and make sense of the way in which EFL students' reflections contribute to the development of the written skill of seventh grader students and the improvement of their classroom interaction in the context of a social inquiry project. This, observing, analyzing, and constantly comparing with the theoretical framework that supports the research, addressing in this way the different perceptions that students and teachers have about the EFL teaching and learning process.

**Type of research**

The present study was oriented by the principles of the action research, defined as "a form of self-reflexive questioning, carried out by the participants themselves on certain occasions in order to improve the rationality and justice in situations of own educational social practice, aiming also at improving the knowledge of the practice and on situations in which the action takes place" (Lewin, 1973). Therefore, sought to describe and understand the different identities that are involved in the EFL learning; improving and transforming the way in which the teaching and learning process of EFL is understood in the classroom through social inquiry processes. It also aims to carry out processes of self- reflection and self-criticism from both students and pre-service teacher, leading to the production of knowledge and the transformation of the present reality in relation.

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On the other hand, action research (AR), as Millers (2007) states is also a natural part of teaching. Teachers are continually observing students, collecting data, and changing practices to improve student learning as well as the classroom and school environment. This process allows teachers to see, understand and solve problems presented in their classrooms; in this case action research has allowed me to see the circumstances that surround the development of the oral skills of students based on the construction of their identities as EFL learners. Burns (2009) states that the driving purpose for the AR process is to bridge the gap between the ideal (the most effective ways of doing things) and the real (the actual ways of doing things) in the social situation. In this perspective, the ideal is related to the rich development of students' oral skills within a contextualized and meaningful environment, while the real situation is near to the lack of oral skills development of EFL students. Finally, AR is usually described as cyclic, with action and critical reflection taking place in turn. As the researcher plans and undertakes actions to enhance the current situation, he/she also deliberately observes and documents what happens as a result of these actions. Often, the results of changes are unpredictable and reveal new or unexpected avenues for further action, which is then observed and documented further.

**Data Collection Instruments**

Data was collected by means of surveys, interviews, field notes, recordings, and artifacts. These instruments were selected because they seemed to be the most efficient and practical for the purpose of the study, and according to Hoyo & Allen (2006) multiple methods of data collection help to develop a full picture of the situation that aims to be described. Likewise, these elements were consciously compared one to each other in the triangulation process that involves, according to the authors, a careful review of the data collected through different methods in order

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to achieve a more accurate and valid estimate of qualitative results, this strategy allows that the information and the conclusions are the result of various sources and not a single version, assuring reliability and validity in the information and analysis. The following table shows the data collection instruments that were used in this study and the research questions that they were intended to provide data for:

| QUESTION | DATA SOURCE #1 | DATA SOURCE #2 | DATA SOURCE #3 | DATA SOURCE #4 | DATA SOURCE #5 |
|---|---|---|---|---|---|
| How may EFL students' reflections on their local problems influence the classroom interaction when using a social inquiry project with eight grader students from the IED Liceo Femenino Mercedes Nariño?? | Interview | Survey | Field notes | | Recordings |
| How might those reflections shape EFL students' communicative skills? | | Survey | Field notes | Artifacts | |

**Table I. Plan of triangulation**

**Surveys.** Surveys are an important tool in research that allows us to collect data through determined questions in a written format. According to Burns (1999) there are three types of information that can be obtained, these are: factual or demographic, who the interviewees are and their background/experiences; behavioral, what they do, or did in the past; attitudinal, attitudes, opinions, beliefs, interests and values. In this case, three surveys were applied. At the beginning of the project, one first survey (See annex 4) was applied to know students deeper and describe

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some aspects of their EFL learning and perceptions in detail. A midterm survey (See annex 7) was done to assess the evolution of the social inquiry project and its accuracy, and a final survey (See annex 8) to identify students' feelings and perceptions towards the process and their performance during the same.

**Interviews.** Interviewing is also important taking into account that according to Seidman (2005) it shows an interest in understanding the lived experience of other people and the meaning they make of that experience. And it was what happened when the interview with the head teacher was applied. Because the interview showed aspects of the teacher's experience and the way in which she understands and interprets those situations she lived inside the classroom. In this case, two interviews were applied, one of them (See annex 3) before the intervention, to identify the teacher's perception towards the class and students' performance; and the other one (See annex 9) was applied at the end of the project to recognize the teacher's considerations in relation to the social inquiry project carried out and its impact on the students and the development of the class.

**Field notes.** The field notes constitute an evidence of first-hand experience and help collecting information and reflecting after each class experience. They can be, following Burns (2010) of several types, for instance factual, descriptive or reflective. In this study, the field notes are a combination of the descriptive and reflective processes taking into account that the English class is registered as it occurs in the field notes, it is described, but then it is also commented by the perceptions of the pre-service teacher and the group of both descriptions and reflections or comments, aims to serve to be analyzed and interpreted in order to answer the research

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questions. The field notes were written every week based on the observation and they were registered during the three cycles of the project (See sample in annex 10)

**Artifacts.** Merriam (1998) states that the artifacts are documents of different types and they consist of public and personal papers, as well as physical evidence, material that should be relevant for the study under investigation. In this study, they refer to the different productions that students made during the process of EFL learning and the construction of their EFL learners' identities that were relevant for the purposes of the present project. It includes posters, drawing, short paragraphs, and written students' productions in general. Thus, artifacts were collected during the three cycles providing concrete information about students' advances and processes in the project, but the most important providing evidence of their reflections upon local problematics.

**Recordings.** These refer to audio and video recordings that can be collected in the classroom, and that according to Burns (1999) contribute to see and analyze specific issues that take place inside the classroom. One of the advantages of recordings is that they allow the researcher to reconstruct an experience lived before, to have clarity and be specific describing the situations given in the classroom. All the recordings must be correctly transcribed and according to Burns (1999) it is necessary to use conventions for identifying speakers and indicating pauses, hesitation, overlaps or any necessary non-verbal information. Based on these elements, ten recordings (See sample in annex 11) were obtained during the second cycle due to the importance of recovering students' perceptions, contributions, and understandings during the classes.

**Data collection procedures**

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The Institution, the head teacher, and students were informed about the study. The project was presented as a strategy to cope with EFL learners' classroom interaction and EFL learning issues. The procedure to gather data started with the interview and informed consents. During the month of August 2018, students and parents agreed and authorized to be part of the research through an informed consent (See annexes 1 and 2). This form stated that all the information gathered, and collaborations made were confidential and served specifically for academic purposes.

One first interview with the head teacher was also realized (See annex 3) to identify the initial perception of the teacher in relation to the group, the dynamics of class, the different activities, and strategies carried out, and the attitudes and behaviors of the girls during the English class. In September of 2018, the surveys (See annex 4) and an entrance test (See annex 5) were given to students. The surveys aimed to recognize students' context, interests, needs, and perceptions of English language, English class, people who speak English, and even more themselves as EFL speakers. The entrance test was given to students to identify and describe their performance in English in terms of the four skills. Thus, the entrance test analyzed writing, reading, and grammar, in the form of a written test; while the speaking skill was analyzed through a short dialogue (See annex 6) with each student about their likes and dislikes.

These procedures contributed to the first part of the research exercise, nurturing the contextualization, the diagnosis, the recognition of the problem, and the initial pedagogical intervention design. The surveys students next semester during the implementation of the project helped to identify if the methodology that was being applied was actually working or not, and students were able to give clues to improve the proposal.

During the implementation, as well, artifacts were collected with the objective of describing students' reflections upon social problems and its influence on social interaction. The field notes were written during the sessions of class that merited to have a detailed description of the classroom environment, strategies, and situations. At the end of the project, the written survey helped to identify students' perceptions, feelings and attitudes towards the investigation and the possible impacts that it had.

# CHAPTER IV
## PEDAGOGICAL INTERVENTION

The present chapter exposes the pedagogical intervention proposal based on the one hand on the data collected along the diagnosis and on the other hand, on the conceptions of learning and language that the present study conceives. Likewise, supported with the data collected, the proposal of the instructional design is described through cycles, making a description of the intervention in each stage.

### Vision of learning

The learning process is a complex reality that the teacher and students live daily in the classroom environment. The challenge has been to find the best way in which students can learn meaningfully. Nonetheless, this study recognizes that learning is situated, and not all the students learn in the same way. For this reason, different elements in regard to learning are taken into account in the study:

The first consideration is that learning is given within a specific sociocultural context. As stated by Navarro (2007) citing Vygotsky, culture and interaction processes are involved in the child's learning process. Thus, it is necessary to understand that the teaching and learning processes are not alien to the environment in which the student finds himself. Therefore, the role played by the characteristics and agents of that context, directly influence these processes.

Another important consideration is that thanks to the constructivist paradigm, students are not conceived as passive subjects, but as active learners. According to Navarro (2007) the student carries out reflection processes, negotiates their topics of interest, participates in the

different activities in a conscious way and expresses their points of view spontaneously. Therefore, recognizing the child as an active subject, enables the teacher to take advantage of their characteristics, as well as increases the child's motivation, interest, and self-esteem, to enrich the teaching and learning processes.

On the other hand, as stated by Carretero (1993), the individual is acquiring knowledge through their own constructions, which are produced day by day as a result of the interaction with the environment and internal arrangements. That is to say, the child's learning will no longer be a copy of reality or a series of repetitions, but the constructions that he makes from previous knowledge, his disposition and the interaction with his peers and the teacher.

Finally, in terms of learning it is important to say that the present study aims to achieve through the social inquiry process a meaningful and contextualized learning, understood by Ausbel (1976) cited by (Carretero, 1993), as a process that allows to identify other elements that are essential to achieve significant learning in children. First, it is important to recognize the previous knowledge of the children and from them. Secondly, students' interests should be taken into account, what they like or call their attention in order to relate them to new knowledge. Finally, it is required that the proposals be planned and carried out in an articulated, organized, and sequential manner. These conceptions in terms of learning, take us to the next important concept which is language.

**Vision of language**

Considering that the project aims to analyze the different reflections that students achieve through social inquiry in relation to local problematic, the vision of language cannot be grammar or form based, it requires a vision of learning much more amply in which students may feel
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identified and may make use of the language in a contextualized and meaningful way. Based on these elements, the communicative competence and the pragmatic approach are considered in the study.

According to the communicative competence stated by Lomas et al. (1997), the attention of the formal knowledge of the language is shifted towards participation in communicative situations, in which one reads, writes, speaks or listens to fulfill specific purposes, within a daily situation, that is, communication is the primary purpose. The communicative competence of the language refers to the following components: linguistic competences, sociolinguistic competences, and pragmatic competences.  In this way, communication occurs in a much more integral way

Lomas et al. (1993) state that in the educational context it is necessary to assume communicative competence beyond the insufficient limits of grammar, and on the contrary to broaden our horizons with cognitive, pragmatic and sociolinguistic views, which understand discourse as a " place of semiotic encounter between the diverse textual manifestations and the variables of situational and contextual order that regulate the communicative exchanges ". The starting point of pragmatics is the consideration of speaking as a doing:

(...) The object of grammar will be the study of language in its production context. From this perspective, context is understood not only as the physical scenario in which an expression is made but also the knowledge baggage that is assumed to be shared among the participants in a communicative encounter. (Lomas et al., 1993, p. 32)

Therefore, in addition to generating the production of meanings for certain situations, now the cognitive contexts are also taken into account. This becomes manifest with the proper
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selection of subjects and materials for the age, stage of development, and interests of the students.

The sociocultural approach allows us to recognize that unlike what is believed, communication is not the product of a series of formal knowledge of the language, instead it consists of construction, which takes a process and makes immediate reference to the interaction (Hymes, 1972). Following Hymes (1972) we have that communicative competence occurs within a heterogeneous community and therefore is differential. That is to say, not all of us will speak in the same way or we will construct the same meanings for a certain situation, but each one according to his/her subjectivity and the interaction processes he/she has had, will perform his/her communication acts in a particular way.

**Instructional design**

This intervention was divided into three cycles that corresponded to the methodology of social inquiry described in chapter 2, in which students are the protagonists and their voices and reflections are at the same time the basis and the objective of the present study. The methodology consisted of following the adapted social inquiry cycle to promote students' reflection towards the selected topics improving classroom interaction and fostering situated writing. The methodology was implemented in this order: in the first cycle was developed the step of selecting the topic and the learning focus. The second cycle developed the steps of conceptual understandings, exploring concepts and assessing values, and the third cycle unfolded the step of considering responses and decisions. Throughout the three cycles the step of reflecting and evaluating was taken into account.

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| | Lesson/Topic | Objectives | Language and vocabulary | Final Task |
|---|---|---|---|---|
| **Cycle I**<br><br>**Negotiating:**<br><br>**a new**<br><br>**experience**<br><br>**(six sessions)** | **Lesson plan 1.**<br>**What is worth**<br>**inquiring about?** | To have students participate actively in their learning process by negotiating what they want to do and how to do it.<br><br>To create an environment of dialogue to include all students' voices<br><br>To establish the characteristics of the inquiry | Wh- questions<br><br>Vocabulary related to school realities that students might choose to investigate about. | Selection of topics: manipulation and social pressure<br><br>List of questions:<br><br>Which are the consequences?, What are the causes?, Why does it happen?, What is that?, What are the characteristics?, Where is it more frequent?, How are people manipulated?, What to do when you are being manipulated?, How can we avoid it?, How are you manipulated?, What are the solutions?, Why do people allow it? |
| **Data collection instruments** | | Field notes, teacher's interview, students survey, and artifacts. | | |

| | | | |
|---|---|---|---|
| **Cycle II**<br><br>**Inquirers: exploring and reflecting**<br><br>**(twelve sessions)** | **Lesson plan 2.**<br><br>*What are social pressure and manipulation?*<br>*What are their characteristics?*<br><br>**Lesson plan 3**<br><br>**What happens in our lives?**<br><br>**Lesson plan 4.**<br><br>**Let's share this topic!**<br><br>**Lesson plan 5.**<br><br>*What are the consequences of social pressure and manipulation?*<br><br>**Lesson plan 6**<br>*What to do when you are being* | To answer the initial questions posed in relation to these topics through the inquiry process. | Wh- questions<br><br>Vocabulary related to manipulation and social pressure, causes, consequences, prevention, actors. | Personal mini books<br><br>A mind map about the definition of social pressure and manipulation<br><br>Students' taking note from inquiry at home and presentations in class<br><br>Students' drawings with descriptions about  and consequences of social pressure and manipulation |

| | | | | |
|---|---|---|---|---|
| | *manipulated?* *Possible solutions.* | | | |
| **Data collection instruments** | Field notes, students' midterm survey, artifacts, and recordings. | | | |
| **Cycle III** **Creating and sharing.** **( two sessions)** | **Lesson plan 7** **Preparing a final product to share.** | To create a tangible product to share what students and teacher have learnt | | **Opinion** **paragraph** |
| **Data collection instruments** | Field notes, students final survey, teacher survey, and artifacts. | | | |

**Table II. Pedagogical intervention**

## Cycle I. Negotiating: a new experience

The first cycle was composed of one lesson plan (see sample in annex 12) that unfolded six sessions and it corresponded to the negotiation step. It aimed to create a dialogue between the students and the teacher to arrange not only the conditions of the inquiry, but also the themes of interest and the way they wanted to present the final product of the investigation process. This cycle included the selection of two topics of interest that students identified in their school, the question posing process, and the negotiation of the final product.

During the first session, students were told about the intentions of the project; they knew that they were going to inquiry, to pose and answer questions and to share their findings with others. Students were also asked about their interest in participating and no one of them rejected their participation, which was a first important step. After this initial dialogue, students were

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asked about their perceptions of inquiry and inquirers and they investigated this to complement their knowledge and enrich the process.

In the second session and once they knew more about inquiry, we compared their initial perceptions with the new knowledge acquired and we complemented it by discussing and writing down notes. Then, students were challenged to think about the most conflictive topics or situations that they saw in school, that were difficult for them or their partners, and that they considered that needed to be changed. For this purpose, they were asked to be observers during the first week, writing down what they found, talking to their classmates about their initial findings. In the third session, students were organized in groups and they discussed and compared their considerations with others, resulting in one final paper with two concepts maximum per group. The concepts that appeared were: drugs and alcohol consumption, contamination, bullying, gossiping, and manipulation.

Having the concepts, the next step in the fourth session was voting. Each student should vote for one topic and the two most voted were going to be studied and analyzed. Something interesting happened when voting arrived, and it was that girls started discussing manipulation and gossiping, finding out that sometimes "girls" felt pressured due to these situations, I asked them what kind of pressure was that and they answered in Spanish things like being forced to do something that you do not want to do, being convinced, and other examples. The head teacher suggested "social pressure" as a way to interpret what the girls were expressing and immediately other girls agreed and gave support to the examples, changing drastically the voting. At the beginning, "bullying" had about eighteen votes, "contamination" had nine votes, drugs and alcohol "consumption" 4 votes, and the other topics were being discussed, as we included "social

pressure", voting was required again and manipulation and social pressure, together had thirty votes.

In the fifth session, once the topics were chosen and the girls agreed, I asked them what was curious for them, what was that that caused intrigue or doubts, and what they would like to know about social pressure and manipulation. After a brainstorm, the questions posed were: which are the consequences?, what are the causes?, why does it happen?, what is that?, what are the characteristics?, where is it more frequent?, how are people manipulated?, what to do when you are being manipulated?, how can we avoid it?, how are you manipulated?, what are the solutions?, and why do people allow it? Taking into account the time for developing the inquiry and the themes of English class that had to be worked simultaneously the head teacher and I organized the questions, summed up the ones that were repeated and selected the ones that were suitable to develop and answer. The final questions and order were:

1.      What are social pressure and manipulation? What are their characteristics?

2.      What are the consequences of social pressure and manipulation?

3.      What to do when you are being manipulated? Possible solutions.

The last step of this first cycle consisted of talking to girls about the possibility of sharing what we were going to do and asking them the way in which they would like to do it. In this sixth session, I gave students examples like a newspaper, a video, a role play; and then, they proposed their own ones: a gallery, a presentation, a magazine, a photo album, and the role play. Once again, they were asked to vote and the selection was for a gallery, including the idea of the photo album as part of the gallery. Although the initial proposal was our objective the social

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dynamics presented during the semester related to protests and the University' plight impeded the development of the third step and the idea of the gallery, having to change this for a final writing exercise where the students were students accounted for their reflections upon social pressure and manipulation.

**Cycle II. Inquirers: exploring and reflecting**

The second cycle was developed through eleven sessions and it describes the process of students answering the questions posed in the previous cycle. The answering of questions was not literal or previously established, but it was a process of analyzing readings, working in groups, discussing, thinking about personal experiences, and looking for information on their own. As we organized the questions in the previous cycle, I chose questions in which as a pre-service teacher, I gave students short readings or information about the topics and some other questions in which I asked them to look for sources and inquiry on their own.

*1.        What are social pressure and manipulation? What are their characteristics?*

The first question was addressed by recognizing students' previous experiences and knowledge about the topics. In this seventh session, students were organized in groups in which they had to discuss and think about possible cases of manipulation and social pressure at school. If they identify any, then they had to represent it through a role play.  They prepared role plays in which they represented one of the two kinds of situations whether it was social pressure or manipulation specifically in school, and they presented it in session number eight and ninth. As students presented, the rest of the girls took notes and asked if they had questions. The role plays evidenced acts of manipulation at home from children to parents, at school from students to teachers; and social pressure at school between students convincing others to make specific

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things to belong to a group, hurting others by telling them issues about their physical appearance. After that, in session number ten, students played a game of clues and cards to find out short sentences and vocabulary related to the topics, trying to recognize elements of their presentations with the theory, and complementing in this way their knowledge. For session eleventh, we worked on the contribution for the final product. As we did not know that the gallery was not going to be realized, each question led to a contribution to the gallery. The contribution of this first question was a mind map with key words and maybe little drawings that could give clues about the characteristics of social pressure and manipulation. For this purpose, we worked in the same groups during the twelfth session describing a mind map, choosing the key words by definition, making the drawings. Finally, in session thirteenth they presented the mind maps explanation through short past simple sentences how they had done the mind map and their findings about the chosen definition.

*2.      What are the consequences of social pressure and manipulation?*

Considering what manipulation and social pressure meant, in session fourteenth students were asked to think about the possible consequences of them in people's life, and look for information about it. Students wrote down in their notebooks what they considered as consequences during the class in groups and they completed it through inquiry at home. For session fifteenth the girls were grouped again and they discussed their findings, comparing their consequences with the others and making relations. In this way, each group shared the consequences that they had found, and at the end of the class they selected one per group to gain deeper understanding about it and make the contribution to the gallery that in this case was a drawing. In session sixteenth, students brought their new findings in relation to the consequence

that they were inquiring and they proposed to work with key words instead of paragraphs or sentences because it was a drawing. They worked in group drawing, painting and decorating the consequence that they wanted to explain in the gallery.

*3.      What to do when you are being manipulated*?  *Possible solutions.*

During session number seventeenth students received excerpts from a scientist article in which they found experts' advice and conceptions related to manipulation, and they tried to find known words and identify each advice. The initial idea was to create posters in which students gave some advice by paraphrasing what they read but from these weeks, protests, teachers' plight, and University's plight started and the evolution of the project changed and we were not able to do the posters for the gallery.

This second cycle of exploration, reflection, and inquiry aimed to provide the required elements to evidence a final project in the third cycle. Nonetheless, due to the social factors mentioned before the final product had to be changed and students were asked to work in an opinion paragraph to give their perceptions about social pressure and manipulation, having to leave apart the gallery idea.

**Cycle III. Creating and sharing.**

The cycle three was possible weeks later when we met again. In session eighteenth, we made a summary of the previous sessions and we started thinking about the opinion paragraph and what we wanted to write. For this purpose, I asked students what was the most shocking or controversial about the topics that we had worked on. Students proposed the following options: suicide due to social pressure, that people hide their feelings, that people think it is not real, that

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people cannot talk about it. Finally, and through voting, the girls chose to write about the issue that people think that manipulation and social pressure are not real, and it is just a matter of weak people who cannot face life.

In session nineteenth, we talked about the opinion paragraph. We talked about the characteristics and I gave them, examples and its basic structure. I gave them a statement to write their opinion paragraph: *As we saw in class, people use to think that social pressure and manipulation are inventions of weak people who cannot interact properly. Do you agree or disagree? Why?* And during the last session, the twentieth, they wrote their opinion paragraphs, the first draft, and with this exercise done, the sessions related to the project finished.

# CHAPTER V

# DATA ANALYSIS AND FINDINGS

This chapter states the analysis of the data collected and the findings of the present study. Initially, it describes the approach used for data analysis and the way in which it was carried out. Then, the categories that emerged from the analysis are presented and a discussion of the findings is developed.

**Data analysis procedures**

In the need of analyzing data and reflecting on it, the present research followed the grounded approach. This approach was suitable since it emerges from the data gathered and facilitates interpretation and theorizing about the information collected during the research process. The grounded approach is a process of *discovery* (Glaser and Strauss, 1967) and it was evident step by step in the present study, where students' questions were the beginning of new issues, the sources of information gave different findings, and session by session practice was compared with theory challenging the researcher and finding out new elements, thus, categories of analysis *appeared* as a systematic process, instead of being previously established. The categories were the result of social research, and the constant interaction of the researcher with data: reflecting upon it, comparing it, analyzing it, and triangulating it; to provide a trustable study.

Consequently, the perspective of analysis this study accounts for is Emic. The present project presents the study of a specific classroom and results of analyzing students' behavior in regards to classroom interaction and written skills, as stated by Pike (1967) "emic viewpoint

results from studying behavior as from inside the system" (p.37). Another important issue is pointed out by Murchison (2010) indicating that the qualitative researcher, becomes also the research instrument, and as such, it is necessary to consider the impact of the researcher on the actual data collected. The role of the teacher as observer is fundamental but also as source of the data provision and analysis.

Based on the approach depicted previously, the analysis of the data began with coding, which consists of breaking down, examining, comparing, conceptualizing, and categorizing data (Strauss and Corbin, 1990). Firstly, I organized data according to the type of instrument that I was using to have the possibility of comparing initial data of one instrument with further information of the same instrument. I kept digital copies of the majority of the artifacts and transcribed interviews, written exercises from class, and students' surveys to manage information easier and avoid loss of information. Then, these raw data were examined and read in order to analyze the information. One first reading helped me to remember information, organize it and have a general view of the elements that I had and the possibilities of analysis.

After it was revised, I tried to find patterns, details, and particular information that correspond to the research question and the objectives posed at the beginning. It was interesting to find information that I never expected from students, aspects that were repetitive along the steps, and words and concepts and emerged from data and others that I was naming taking into account theory and the experience that I was carrying out at school. Thanks to this process, it was possible to classify the patterns by colors, according to the main concepts of the present study: blue for classroom interaction, orange for social inquiry, green for writing skills, and purple for reflection and local problems.

Bearing this in mind, and maintaining the triangulation process, categories arose inductively and meaning and initial understandings came in the process of comparing and examining data. Conceptualization and categorization emerged from the data provided (Strauss and Corbin 1990) in surveys, field notes, student artifacts, and interviews; responding to the research question. Once this exercise was done, some interrelations came up establishing at the same time, main categories and subcategories. And after having *discovered* these categories I came back, once and again to data and theory to compare what I was founding and gain deeper understanding.

**Categories of the analysis**

The present study aimed to describe the way in which EFL students' reflections on their local problems influence the classroom interaction when using a social inquiry project, and analyze the way in which the reflections upon the local problems shape their written skills in EFL. Based on these objectives and the research questions posed, the data were revised and analyzed obtaining categories and sub-categories that are presented below through a visual representation.
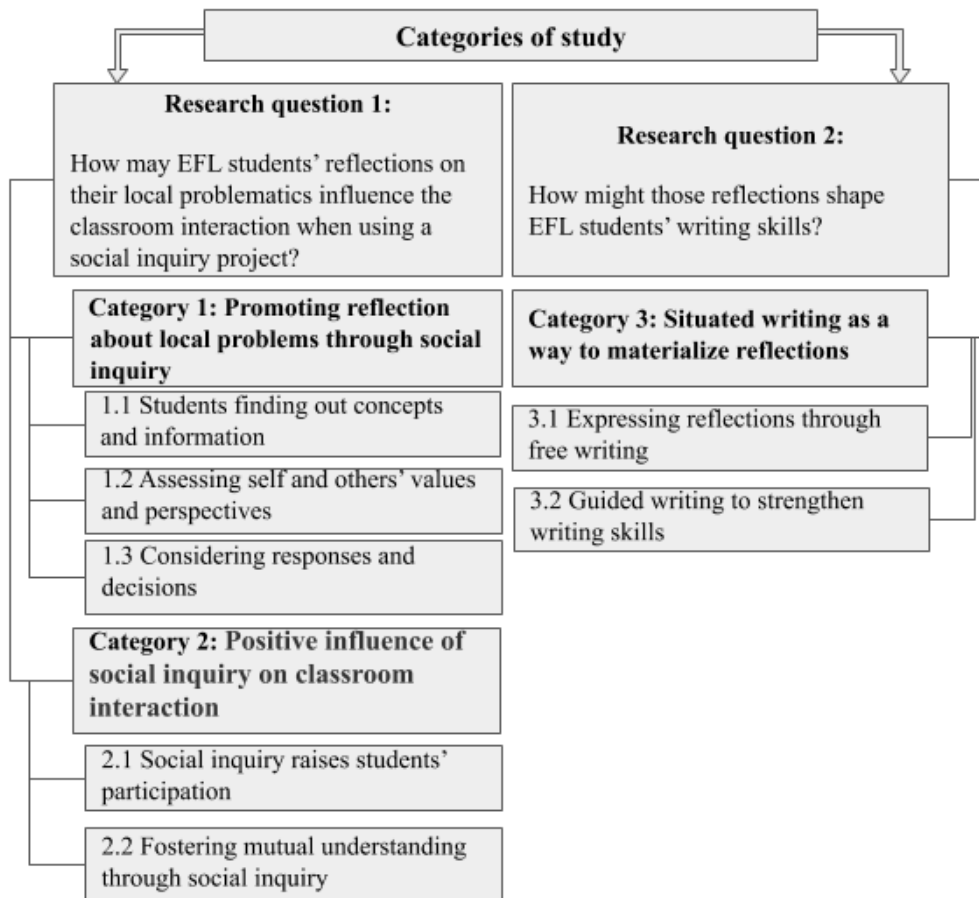
**Figure II. Categories of study**

The categories *Promoting reflection about local problems through social inquiry* and *Positive influence of social inquiry on classroom interaction,* emerged in response to the first research question as they elucidate the role that social inquiry plays in reflection processes about local issues that at the same time, contribute to improve classroom interaction.

In first place, the categories illustrate the processes that social inquiry fosters in students helping them to address social issues that are lived day by day, but not analyzed or problematized. This strategy demonstrated that students carry out inquiry processes that are important, and that account for a process built through different exercises and first approaches that students are able to do. In this attempt students started, for instance, *Exploring concepts,* in

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which data collected revealed that they were able to externalize what they thought and what they felt, and that they have their own perceptions about the context that surrounds them, but based on that they also found out data and gathered information. Recognizing what they knew and felt in this respect took us to carry out a process of *Assessing values* in which students went beyond what they just opined and discovered values behind their perspectives and behind what is just said but not reflected. Thanks to the exploration of experiences, general knowledge, conceptual understanding and the assessment of values, *Considering responses and decisions* became one of the objectives challenging me, the teacher and the students to go further in the interpretations of quotidian attitudes or responses toward specific situations related to the themes of the inquiry (social pressure and manipulation)

Secondly, the categories account for how *Raising students' participation* as data demonstrated that the percentage average of participation before and during the inquiry process increased considerably, but also and more important how those aspects helped *Fostering mutual understanding* among students and among students and the teacher, and revealing that classroom interaction is fundamental to develop a class inside respectful and good terms, and when it is taken into account it can be improved next to students collaboration and understanding. These aspects impacted positively the way in which the environment of the class was unfolded and the relationships between students and the teacher were carried out.

On the other hand, the category *Expressing reflections through free writing,* demonstrated the way in which the writing skill became a tool and a way for students to express their opinions, their findings, and what they were thinking and reflecting upon the topics. Aiming to complement the writing process, *Guided writing to strengthen writing skills* was implemented as

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an exercise in which the pre-service teacher asked for students' reflections, but giving them specific suggestions, examples, and instructions related to the form and not necessarily to the content taking into account its complexity and subjectivity.

**Category 1: Promoting reflection about local problems through social inquiry**

The first category that emerged across the process was related to the fact that social inquiry and its characteristics promoted students' reflection about social problematic. Social inquiry challenged students to talk about what they thought in relation to what surrounds them and the aspects that were affecting them in the school context: manipulation and social pressure. It is known that our specific context and the spheres of society where we unfold, largely determine aspects of our behavior, thinking and being (Baez et Al., 2018), but few times the school becomes a place in which we can talk and discuss about it. Therefore, students were motivated to take their unconformities as a starting point to inquiry, analyze, and reflect about those aspects.

The present project aimed to improve students writing skills and classroom interaction, through the implementation of the social inquiry project on social pressure and manipulation, being these topics chosen by the students. Throughout the development of these topics students were able to experience different stages of the social inquiry process that are illustrated below.

**Students finding out concepts and information.** The first step of the social inquiry cycle proposed by the New Zealand Ministry (2008) is finding out information about the learning

topic, I decided to name this aspect as *Finding out concepts and information* because we approached the themes not only through the research of information but also by taking into account and thinking about students' own experiences and perspectives to gain deeper understanding of the local issues.

Data revealed that the process of finding out concepts and information by students allowed them to recognize the role of an inquirer, to learn about social pressure and manipulation, and gather information based not only on what they searched but also on their previous experiences and knowledge. Initially and guided by the questions that they posed, students looked for information on their own, they read articles and definitions in class and at home, they watched videos, and we made emphasis on the necessity of analyzing the information, and trying to compare it with previous knowledge or examples.

**Practitioner teacher:** do you consider that you are learning about social pressure and manipulation?

**S25:** yes, teacher.

**Practitioner teacher:** why? Or how do you know?

**S25:** hmm, because? Because… I learn information... in class, in my house hm, y ahora... in the school compare ( ) with my partners las fuentes, cómo se dice? (**PT**: sources) compare the sources and have best information, real information.

[Excerpt of recording no. 5 April the 22nd, 2019.]

In this way, data revealed that students gathered information and were able to learn about the topics, to distinguish reliable sources and interact with their classmates and teachers based on the knowledge that they acquired previously. This stage was also very enriching because it

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allowed students to carry out the actions that they recognized previously in the role of an

inquirer, they realized its complexity and at the same time its importance and transcendence,

when after they gathered information at home they had a discussion in class and evidenced the

effort that it represented for them.

> *"During the discussion about the definition of social pressure and manipulation, I asked some students about their perceptions of inquiring on their own. S14 said: "I like, teacher because… is new things I don't know. Mucha information pero la comparo con mis compañeras", S24 expressed that "is difficult because have hm, read, read, y read" T: what happens after reading? S24: hmmm… understand? Puedo decirlo en español? T: try… S24: understand algunas cosas y talk hmm, con my friends porque pensamos diferente y comparamos" (...) S38: Teacher, cómo te digo? I like, pero is long. Aunque, cómo se dice "aunque"? T: Although. S38: although, haha. Although is important porque estamos hablando de que es verdad y lo que no."*

[Field note April the 22nd, 2019.]

According to Fielding and Bragg (2003) one central dilemma is about whether this work

can be seen as 'research'. Students as inquirers could be seen to trivialize professional research

by implying that anyone with minimal training can do it. Nonetheless, when the students

recognized that they liked inquiring, but that it was difficult or that they had to read much to talk

about it or compare it with their partners, it was evident that they were identifying aspects that

make part of the inquiry process. The authors state that students can be researchers as the

activities are handled with proper respect for the nature of evidence, the students involved think

seriously about how 'findings' that indicate a diversity of views can lead to action, and young

people's interest in and commitment to helping make schooling better is recognized and

respected. As a consequence, we could identify that the students were carrying out important

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processes such as reading from reliable resources, sharing and discussing information with partners, and comparing it with reality as the last students expressed in words of what is true or not for them inside the school contexts.

On the other hand, to find out information, students were asked about their previous experiences and knowledge in relation to social pressure and manipulation, being these discussed in groups and then expressed through role plays in which the students demonstrated important aspects of the environment of school that are lived by them day by day, and that are related to more general aspects of society:

> *"Along the role plays, students evidenced situations like <u>drug consumption</u>: they dramatized a group of students that were pressing a girl to consume drugs (they used a square piece of paper in a lollipop to represent LSD drug) Situations related to students' <u>academic performance</u> showing how one student did the homework for the whole group, she allowed them frequently to copy her homework, and at the end, they passed the year while the girl did not" Another group presented the story of a girl consumed by <u>stress</u> who decided to commit suicide and leaves a video declaring her feelings. Two other groups dramatized situations related to <u>group pressure</u>, asking girls to do specific actions like dancing, having boyfriend or girlfriend, kissing another girl or to put on makeup to belong to a group."*

> [Field note April the 29th, 2019.]

The previous excerpt evidences the importance of recognizing students' experiences because they are a landmark to start a learning sequence. As described in chapter IV, meaningful learning (Ausbel, 1976. Cited by Carretero, 1993) is contextualized because it takes into account previous knowledge of the students and from them. This recognition helped out, according to the New Zealand Ministry of Education (2008) to make links between the topic and the current issues, enhancing the personal and social significance of the topic for students. This exercise

provided meaningful contexts in which to develop students' understandings for the subsequent stages of the inquiry cycle.

**Assessing self and others' values and perspectives.** The present subcategory argues the way in which students were able to assess and recognize values in relation to themselves and others' values and perspectives in relation to the inquiry topics. Taking into account that values are deeply held beliefs that people and groups have about what is important or valuable (Spencer, 2018), I made emphasis on its importance almost every session. It was pivotal that students were able to go beyond what is said and what they themselves think about the manipulation and the social pressure. In this sense, students were motivated to gain an understanding of their own values and the values of others.

Identifying students' values in regards to manipulation and social pressure was possible thanks to a process of comparing and analyzing their answers and opinions throughout the sessions and the different activities bearing in mind that values are not static and unchangeable. Based on the contributions of the New Zealand Ministry of Education (2009), values are often stated in the form of opinions, beliefs, viewpoints or perspectives. Therefore, the activities aimed to recognize these aspects from students from the beginning and throughout the time to see if they changed or not.

In first place, data showed that students related values exploration when they were asked about what they liked the most about themselves. They answered characteristics related to values as generosity, solidarity, honesty, and loyalty, for instance.

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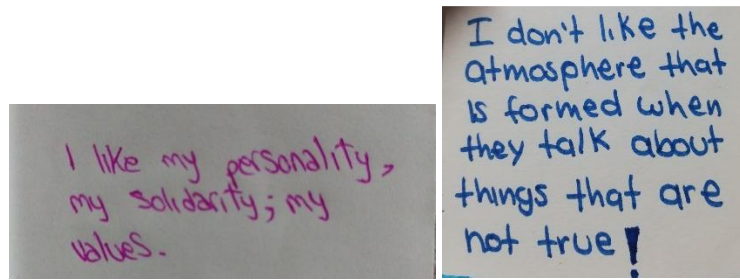
In the same way, when they were asked about what they did not like about the school, for example, they answered:

1.      I don't like that girls are not sociable and compañeristas.

2.      I don't like the atmosphere that is formed when they talk about things that are not true.

3.       I don't like my anger and stress.

These perceptions that students hold about themselves and the classroom, are considered as a basic level in the social inquiry approach in which students, according to data, consider viewpoints and opinions, and they functioned as a starting point, to make them feel confident, and to express honestly and freely what they thought and felt about themselves, and also to recognize that they were important personal and social elements that must be taken into account during the inquiry.

Bearing in mind that students expressed perceptions about their own personalities and characteristics, they were challenged to explore perspectives in relation to social pressure and

manipulation.  Woods (2007) affirms that learning experiences that are based around local contexts can support students to develop "values based" questions (...) which provide opportunities for students to develop greater understanding and appreciation.

In this sense, data illustrated that students demonstrated their values and perceptions in relation to social pressure and manipulation during the prior knowledge recognition activities. One of the activities consisted of discussing in groups what they knew and had seen about these topics in the school and their lives. As stated in the 22nd of April of 2019 field note, during the groups' discussion the students expressed opinions like:

> "" (...) S38 "Cuando a uno le dicen qué tiene que hacer y cómo lo tiene que hacer pero como a las malas", S22 "like… um ¿obligar? I don't know. Is… manipulate people para que hagan lo que uno quiere que hagan", S5 "Pues uno ve, por ejemplo, en el descanso que se ponen a bailar así pero para caerle bien a las otras y hacen el oso jaja", S13: "Is like… Es que no sé cómo decirlo exactamente, I... watch? my friends… um, haciendo cosas que no quieren solo porque otros les dicen que lo hagan"

> [Field note April the 22nd, 2019.]

Based on data collected and its comparison to literature, these opinions are part of basic levels of the social inquiry process that in this case expressed also the perceptions of students in relation to manipulation and social pressure as topics difficult to express, that are related to obligation, doing things that you do not want to do because others ask you to do it or they demand those things from you. Although the concepts were difficult to explain, data showed that students were familiarized with them and recognized them at school by giving examples of situations that they had seen.

**Transforming conceptions.** The present subcategory is related to the fact that for the purposes of the present study, it was fundamental that the students not only investigated some topics but also that they transcended their possibilities of analysis and action towards them. On the report of Erickson (2002), a key goal in social inquiry is to develop conceptual understandings that help students move beyond lower level facts through to higher order conceptual understanding. In the present project, students demonstrated initial perceptions and opinions that were explained previously and that can be considered as low level facts that moved to higher order conceptual understanding.

During session sixteen, for example, data revealed that students evidenced higher conceptual understanding in regards to the consequences of social pressure and manipulation in people's life. They discussed previous perceptions, they gathered information about it and then they chose the main meanings and represented them through drawings that made their comprehension easier. Students exposed their previous knowledge about the consequences of social pressure and manipulation through a short writing exercise where they wrote down ideas and opinions to share with their group and find out similarities or disagreements. Students exposed consequences mainly related to feeling bored, sad, stressed, alone and depressed. And other groups included issues like drinking alcohol, avoiding talking to others, and trying to escape from reality.

Possible consequenses
- Feel bored
- drink alcohol
- Avoid talk with others
- feel sad.

Group 8
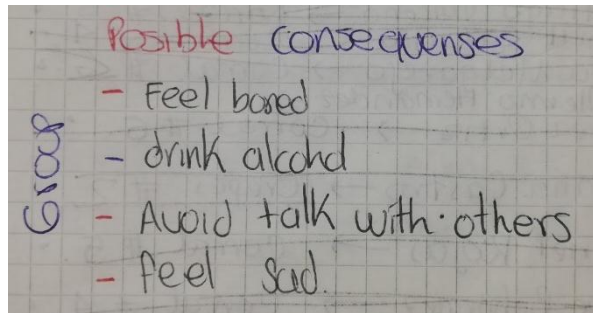
[Artifact #2, Student #20 and #27. Cycle II, activity: SP and MP consequences]

The drawings that came after gathering new information and comparing it with the initial one were accompanied by short sentences or words that gave clues about the significance of the images. These creations revealed how the processes of identifying prior knowledge, discussing with others, gathering new information, and comparing and analyzing it, helped students to move to higher levels of conceptual understandings. The new conception of students in relation to the consequences of social pressure and manipulation included perspectives related to isolation, social rules, frustration, fear, disappointment, and the loss of self-esteem.



"We chose happy friends and one alone, she is in gray.

Others rejected the girl, she is alone and danger because be alone is difficult"

[Artifact #3, Group #1. Cycle II, activity: drawing consequences of SP and MP]

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"The person is black because she is caught.
You are like in the jail because you feel without exit"



"You can feel isolation many time because people
treat you bad. Isolation is cry, think suicide, feel alone."

[Artifact #3, Groups #3 and #8. Cycle II, activity: drawing consequences of SP and MP]

In this order, data showed that informational outcomes helped students gain deeper understandings of society in relation to the specific concepts, involving the development of knowledge, concepts, and skills that were oriented primarily to the writing skills, but that at the same time allowed creative abilities to be enhanced.

**Category 2: Positive influence of social inquiry on classroom interaction**

This category highlights how the social inquiry process impacts on a positive way classroom interaction. As stated by Fielding and Bragg (2003), having students inquire by themselves promotes 'partnerships' in which students work alongside teachers to mobilize their knowledge of school and become 'change agents' of its culture and norms. Data analysis demonstrated the positive impact of social inquiry on day by day interaction as it raised students' participation and fostered mutual understanding (between students and students and the teacher). This impact, at the same time, evidenced how students were able to become conscious about their

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**Raising students' participation.** During the observation stage of the present project, data collected indicated that students' participation was limited and not directly fostered. On the one hand, the teacher argued that the students were not disposed to learn and that few girls collaborated during the activities, which is why the teacher decided to restrict the activities to vocabulary, spelling, and tenses (See annex 3). On the other hand, the students expressed through the first survey that they did not like English very much, that it was difficult or became boring for them (See annex 4) Because of this, the participation of students was related to answer specific and directed questions or to ask in Spanish how to do an activity or what were the grades, for instance.

Bearing this in mind, the present proposal was conceived as an attempt to promote students' participation and improve classroom interaction. As it has been described, social inquiry was chosen as a strategy to potentiate students' inquiry processes, critical thinking, reflection, and also their active participation in their own learning process. From the beginning of the implementation students received an explanation about the characteristics of the project, the objectives, the possible proposals. Students also assumed an active role by being asked about their opinion in relation to the project, their activities' interests and their contributions to the development of the classes. Throughout the inquiry process the students asked questions to the teacher and classmates, contributed to the development of important themes, presented their ideas, opinions and conceptions; they discussed with their classmates, and were able to express their new conceptual understandings and findings.

Data evidenced that students' participation increased as well as their confidence was enhanced during the classes. The field notes of the first semester of observation registered that

students´ participation in class was reduced to asking questions about vocabulary, homework or grades and the majority of their interventions were in Spanish:

> "Some of the students said that they did not know words to do the description, so the teacher told them that they just had to do something simple like: "es grande, es pequeño, feo, bonito, etc. One of the students asked: profe, entonces lo ponemos en español? And another student added: no, ahí verá si lo hace en alemán jaja. The teacher answered: la idea es que lo hagan en inglés, pero pueden hacerlo en español y después traducirlo en casa"

> [Field note, 21st August 2018]

When they were asked about their feelings when speaking or interacting in English, students matched in the survey applied that they were no good at English, that it was difficult or not interesting for them, for example:

> "A veces no distingo las palabras y me confundo"

> "No soy muy buena en el inglés, no entiendo muchas cosas"

> "Me parecen difíciles y no me da mucho interés"

> [1st students' survey, students #1, #7 and #15. Observation stage]

Students also stated that they felt bad because they did not know how to express themselves in English, and that they felt strange because they felt that they were saying everything wrong. These data led us to think about activities that included students as the center of the processes, motivating them to try to speak, giving them support and previous input through readings and games, and encouraging them to talk and if it was necessary to use Spanish to complete their means.

The social inquiry process is student centered and it allowed students to think about what they wanted to learn, to select the topics, discussing and voting, to pose questions in relation to the chosen topics: social pressure and manipulation, and to inquire through different activities to learn about the situations, to analyze them, change or complement conceptual understandings, transform their visions and contribute to a change. In relation to the questions activity, for instance, students posed questions about what they wanted to know, what was interesting or curious for them in relation to the topics, but in addition, these questions were focused on knowledge, concepts, and skills that according to Wood (2013) are pivotal to gaining a deeper understanding of society and how it works.  This exercise gave students the opportunity to start thinking about their learning process and use their voices to contribute in class in terms of content and development.

Besides this, students raising participation was also identified thanks to their confidence to do it and their certainty if that participation was being taken into account in the class or not. As described by Rymes (2018), sometimes teachers and students have different ideas about how participation in the class should be conducted, and therefore understanding about interaction in the classroom provides tools to understand specific interactions and helps raise student achievement, among other important issues. This is why during the second cycle of implementation another survey was carried out to identify students' perceptions about their participation in the project.

Data illustrated that when students were asked if they felt confident to participate, they asked what does it specifically meant, I described "confident to participate" as feeling fine and tranquil to participate, that they were sure that they could speak and the rest of the class was

going to listen to them. To this question, 21 students from 39 answered that they always felt

confident to participate, and 13 girls answered "often". These answers showed a good average

perception of students' confidence to participate although there were few students that still felt

restrictions to do it. This is why during the next classes I continued making emphasis on the

importance of their participation and during the activities I used to write down in the white board

tips to participate trying to remind students, specific and short things that they could to

participate and make others feel confident when participating too.
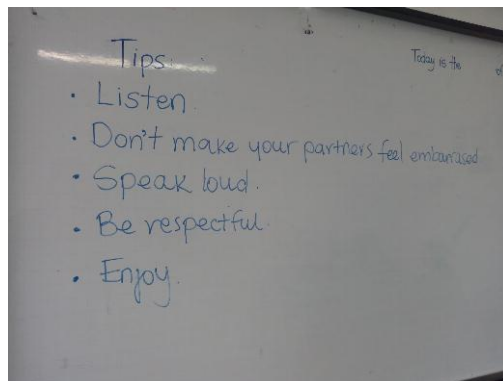


Image I. Tips to participate

Besides, data demonstrated that students considered that their participation was taken into

account during the development of the social inquiry process. This fact can be observed when

they were asked in the second survey to indicate, using the frequency adverbs that was the topic

of class, how much they considered that their participations were taken into account in English

classes, finding out that half of students felt that their participation was "always" taken into

account while the others selected "often". This question was very important because it helped to

recognize if students considered their participation as something important and something that

was contributing to the development of the classes and the resolution of the problematic that we were studying.

The most important finding is that all the students considered that their contributions were taken into account. It was not expected to be a perfect "always" because it is impossible to adapt and include thirty nine participations at the same time, involving all their ideas and opinions. But what is possible is to ask everybody and average their answers to make them part of the processes.

**Fostering mutual understanding.** Mutual understanding is considered inside the classroom interaction field as it is fundamental that the interaction between students and the teacher be unfold within respectful and understandable parameters (Rymes, 2008) not only to develop a class, but also to foster and maintain good relationships. Data revealed that the activities and the class in general might be better if there were not many issues in relation to students' discipline, for instance, that complicate the environment:

> "(...) con ellas que te has dado cuenta no es un grupo fácil, se dejan manipular… Entonces se convierte en una indisciplina que a veces parece incontrolable hasta en un irrespeto. Primero trabajar como esa parte de convivencia y respeto por ellas mismas."

> [Head teacher first interview. Observation stage]

Data showed that one of the aspects that helped foster mutual understanding was involving students with important decisions related to their learning process and making emphasis on the importance and need of their participation.

> "This session was fundamental because students had the opportunity to vote for the topics that they have been observing and discussing in groups. Once again the topics are written in the

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whiteboard and students are asked to vote by raising their hands. At the beginning, "bullying" had about eighteen votes, "contamination" had nine votes, drugs and alcohol "consumption" 4 votes, and the other topics were being discussed, as we included "social pressure", votation was required again and manipulation and social pressure, together had thirty votes."

[Field note, 8th April 2019. Cycle I: What is worth inquiry?]

Moreover, students' contribution went further than choosing topics, and final products. Data revealed that students expressed their opinions in regards to class methodology and their preferences.

"I don't like presentations"

"The presentation of other girls"

"The presentation I don't like"

[Midterm students' survey. Students #34, #16 and #S7. Cycle I: assessing the process]

As seen in the previous data samples, students stated that they did not like much "presentations" which were an initial proposal for them to express what they had learnt with the rest of the class. The presentations were intended as short spaces where group by group students expressed the most important ideas in relation to the topic that we were working on and each student must participate. Nonetheless, attending to students' perceptions the presentations were changed progressively for other activities in which students could share their findings and materialize their reflections.

Another example of fostering mutual understanding had to do with students in relation to the English class. This aspect was related to the fact that according to the initial surveys, students

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did not seem to be engaged within the class and therefore, sometimes they did not do the activities or did them with little interest or without going beyond.

> "Ellas se quedan con lo mínimo, no investigan, no averiguan. Si uno les dice veinte palabras, se quedan con veinte, no van más allá. Entonces… sino sólo al límite, por ejemplo, yo digo, yo no lo hago tan difícil, por ejemplo, no les evalúo la memorización."

> [Head teacher first interview. Observation stage]

As seen in the previous excerpt, the head teacher added in the interview that students stayed passive, and when they were asked to do something, they did exactly what was asked without adding something new or investigating something else. Through the implementation of the social inquiry, students assumed a different role and consequently a different attitude towards the class.

> "Most of students were always willing to participate, share their opinions and experiences and listen to the ideas and comments that arose from their meetings, activities and reflections with the teacher-practitioner"

> [Head teacher final survey. Assessing stage]

At the end of the process the head teacher recognized a different attitude of students towards the class, as they played the role of active participants who share opinions and experiences, and who listen and reflect during the sessions. Besides the roles already described in relation to students defining topics, asking questions, gathering information, and proposing strategies and solutions; students also worked in groups almost every session.

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Data showed that working in groups was very important because students approached in groups, important discussions, plan of role plays, drawings, mind maps, and they talked about their findings and opinions to compare them with the others and come up with new information as seen in the samples below:

"PT: what do you think about working in groups?

S24: I love "Lupita frijolito"... I like hmm, I like, my partners discuss. We inquiry in team"

[Excerpt of recording no. 7 August the 2nd, 2019.]

"PT: what is the name of your group?

S12: profe, the best: Luigi.

PT: haha okay, what do you think about your group? Why is it the best?

S12: mmm, be-because w-we work in team. We put the name, we discuss, mm ¿sí es así, profe?

PT: Yes, discuss…

S12: Y… we have ideas para proponer."

[Excerpt of recording no. 8 August the 2nd, 2019.]

Furthermore, and very important, students started to recognize themselves as part of a group.

"It allows them to discover different aspects about their own lives as individuals and as members of a group."

[Head teacher final survey. Assessing stage]

This exercise responds to what Chandra (2015) describes as a process of collaboration in which interaction and personal attitude play an important role and where individuals are responsible for their actions, learning, their abilities, and contributions of their peers as well.

Data evidenced as well that students agreed on group work, and they liked that they were able to communicate their ideas, opinions, feelings, and more. Students included in their answers teamwork, groups or group work, and communication, which was truly interesting. Allowing students to work in groups improved mutual understanding as they discussed, they read together, they tried to solve questions and interests inside the groups, they asked teacher's help in an organized way, and they enjoyed it.
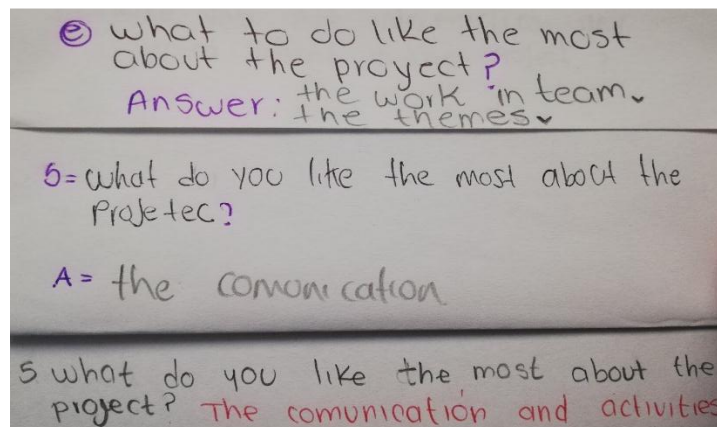


[Midterm students' survey. Students #14, #31 and #S37. Cycle I: assessing the process]

To sum up, mutual understanding in the classroom sought to develop among students and teachers a sense of shared responsibility for the quality and conditions of teaching and learning, both within particular classrooms and more generally within the school as a learning community. (Jackson et Al., 2005)  Fostering mutual understanding contributed to improving classroom

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interaction as it helped develop what Fielding and Bragg (2013) define as social competences and new relationships that at the same time allowed students to reflect on their own learning and their partners, and a chance to be active and creative.

**Category 3. Situated writing as a way to materialize reflections**

Situated writing skills encompass other skills development and throughout the project it was considered as an exercise of production and reflection that requires a process and it is not just a final product. This means that students were asked to write about their local context during the different stages of the inquiry process even if it was just about words or short sentences, trying to build initial approaches for them to develop better in the final product that consisted of an opinion paragraph. The way in which these exercises were approached was through free writing exercises and directed writing exercises that aimed in the first case to encourage students to write and be familiarized with this practice; secondly, to introduce students to initial formal writing formats that can be used in the academic field, and finally, and equally important, to put into practice the uses of written language as located in particular times and places that are part of broader social processes (Barton et Al. 2000)

**Expressing reflections through free writing.** The diagnosis phase as seen in chapter one showed that students were not prepared yet to read or write complete simple sentences in English, in a coherent and organized way. Likewise, at the beginning of the process, the students made use of single words and short sentences that they knew in English, but the majority of their written contributions were in Spanish.

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Therefore, inquiring and looking for meanings was demanding for them. Bearing in mind this background, the activities took into account new vocabulary, the need of making use of English as much as possible but allowing students to express in Spanish when needed to complete their meanings.

The exercises related to free writing, as it has been described before, consisted of writing the main ideas about the group discussions, writing the principal issues about the inquiry at home, and something that was implemented was the exercise of note taking during classes. This was a challenge for the students and the teacher at the same time because they were not used to taking notes and required students to be attentive, and the teacher to emphasize and develop the speech correctly to facilitate students' note taking. According to Kiewra et al. (2018) the process of note taking is effective because the activity focuses students' attention on instruction and leads to better assimilation of lesson ideas with prior knowledge than does simply listening.
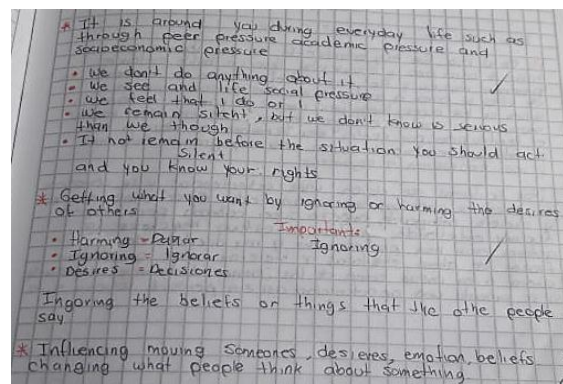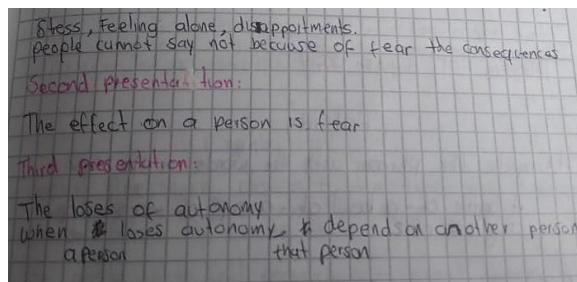


[Artifact #5. Student #27, excerpts of note taking during classes.]

As seen in the artifacts above, students started by taking simple notes making emphasis on specific words or short sentences that their partners were presenting and the teacher explaining, during the eighth session. But then, the next excerpt of notes evidenced an improved version of the same student taking notes one month later on session sixteen. This excerpt

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evidences what Kiewra et Al. (2018) describe as notes where the student writes about vital details, examples, key words, and important meanings for them. Besides this, the students' excerpts revealed a reflection process as they were reporting what they felt, what was essential for them, and became meaningful to their context and daily life. According to Boud, Keogh, and Walker (1985) this process corresponds to reflection as students are thinking, analyzing, and interrelating their feelings with a cognitive process by choosing what and how to write it.

Another important free writing exercise consisted of writing about findings or ideas from their inquiry at home. At the beginning, and maybe related to the emphasis that I made in rigor, students perceived homework as a very strict and demanding assignment, but thanks to the midterm survey applied students expressed that they did not like it for which we were able to redirect the homework.

"I don't like long homework"

"Don't like writing homework"

"I don't like the homework"

[Midterm students' survey. Students #1, #2 and #9. Cycle I: assessing the process]

Based on these considerations, we agreed in writing down the most important aspects of what they read or hear during the presentations or the issues that called their attention the most.

Progressively the homework changed from long texts without significance for students, to short and meaningful sentences for them (See artifact #6). The first image corresponds to a homework developed in the first month of implementation, the eighth of April of 2019, and the second one was developed on the first of May of 2019.

Data showed that students were able to find information about important issues and what is more, that they were able to give sense to that information and select what was essential for them or not.



Homework ~ Inquirer or researcher

Noun. someone who studies a subject especially in order to discover new information or reach a new understanding. Someone whose job is to study a subject carefully, especially in order to discover new information or (ou) understand the subject better. He's one of the top researchers in his field. A researcher is someone who conducts research, an organized and systematic investigation into something. Scientists are often described as researchers. A scientist who devotes himself or herself to doing research.

- Social pressure doesn't function for logres or ethics but function for social rules established in near by circles close
- The people that feel pressure can com suicide, the people think that it's the solution but is tomble

The manipulator is affected indirectly because do this because he has low self-esteem and he does it to feel "pleasure"

[Artifact #6, student #7. Cycle I: the role of an inquirer vs. a researcher.]

Homework, finding information, and looking for meanings, became a section to read (in class or at home), discuss, and write what students understood or what called their attention to contribute to the general discussion and gain deeper understanding.

**Guided writing to strengthen writing skills.** The diagnosis held as seen in chapter one showed that the most common activities that were made in class were guides or copies, spelling activities, and reading and writing activities that did not seem to be interesting for students. Based on this situation, the guided writing exercises were conceived within the characteristics of the role of the teacher in a social inquiry process. According to Fielding and Bragg (2003) the teacher must provide time for students to develop the activities (in this case the writing exercises), build trust among students, and give them support and guidance during the process.

Consequently, the guided writing exercises pointed out to allow students continue writing about what they were inquiring about, what they talked to their classmates, but this time giving them some specific instructions in regards to the form and the style that they could use. Data illustrated that students felt comfortable with this strategy and although they cope to achieve certain objectives, they did not feel restrained or unable to do the written exercises.

"PT: what do you think about starting to write paragraphs?
S11: I like because… hm, ahora? (PT: now) now I write more. I utilize... connectors.  I re-revise? Revise, teacher?
PT: check?
S11: I check with my friends.
PT: How do you feel when you have to write?
S11: mmm, good? Yes, good. Porque tenemos hartas palabras y ehm… I write re-real life… and help m-my friends."

[Excerpt of recording no. 10 October the 18th 2019.]

Another guided writing activity was the final writing exercise that was not considered at the end of the project, but socialized with the students in previous sessions, for them to know the objective and be prepared. In the field note of session fourteen (See sample in annex 10), it is registered that we discussed the writing exercise and students posed questions to be sure about the proposal, the characteristics and what they could include or not. Actually, based on their contributions during the subsequent sessions the question for the opinion paragraph emerged.

"I asked students for questions about the opinion paragraph and they started asking:
S16: teacher, podemos escoger solo manipulation o solo social pressure o los dos? I answered that we should agree on that depending on the question that we were going to answer. We can vote or propose ideas. S4: teacher, hacemos words box para ayudarnos o sin ayuda? Jajaja. PT: We will have the vocabulary box but it will contain the words that you have registered throughout the

sessions. Any other questions? Everything is clear? S16: hm, profe lo de topic sentence nos das otro ejemplo?"

[Field note, 8th April 2019. Cycle I: What is worth inquiry?]

Data showed that the guided writing exercises started with the approach of students with the characteristics and samples of opinion paragraphs, and students started reacting towards this. As registered in the field note of the twentieth session:

"(...) students were very talkative and they spoke about what they were going to write."

[Field note, 6th November 2019. Cycle III: Let's share this topic!]

Having students excited about writing the paragraph is related to what Harmer (2004) states as a characteristic of writing and it is that writing as a productive skill allows students to write about what they want to refer to orally, and it was evidenced in the session.

Due to the limitations in regards to the normal development of the classes, we were able to work in just one draft of the opinion paragraph. And this initial approach of students towards a more structured writing was very interesting and valuable because it was based on the students' inquiry, discussions, and findings.

Data demonstrated that students carried out reflection processes which on the report of Bokamba (1989) cited by Ping Liu (2006) is what writing can be used for, as a way through which its users express a range of meanings. Some of the excerpts of the paragraphs are presented below, being this colored with green when students account for writing skills in relation to the characteristics of an opinion paragraph; purple for student's own reflections; and orange, for conceptual understanding result of the social inquiry process.

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"Social presure and manipulation are real. In my opinion manipulation and social pressure is real becaus I stay with friends and family properly but *bad words and rules* make stress me and feel alone."

[Artifact #7, student #2. Cycle III: writing an opinion paragraph about SP and MP]

The previous excerpt evidences the student's writing skills in the use of a topic sentence, the use of language to communicate what she learned about the topics; for instance that bad words and social rules might be causes of social pressure, and also to express her reflections about a specific situation at home.

Data also revealed that guided writing gave students tools to organize their understandings and thoughts in relation to social pressure and manipulation, allowing students to express themselves in a coherent and organized way. The following excerpt evidences that the student makes use of punctuation marks; she separates the ideas and presents them coherently:

"Social pressure and manipulation are sad and real. Its sad that people think is unreal because is very real for others. Maybe people not experience the same but we can put in shoes of others and understand and prevent damage."

[Artifact #7, student #14. Cycle III: writing an opinion paragraph about SP and MP]

Moreover, data illustrated that guided writing enabled and fostered students to make use of specific expressions and forms of language to express what they felt and thought towards social pressure and manipulation, by answering a question, in this case.

"I disagree because social pressure and manipulation are real in life *we look information that* the social pressure and manipulation have consequences like feel alone, suicide, stress.

In my opinion, in school is real because partners say things other veces feel alone. My partner se ha cortado and i think help my friend with the consejos and the help in class."

[Artifact #7, student #6. Cycle III: writing an opinion paragraph about SP and MP]

This excerpt evidences the way in which the student expressed her disagreement in the foreign language justifying it through the conceptual understandings acquired through social inquiry and complemented her arguments with the opinion she has towards a topic that she has evidenced at school and has experienced with friends.

To conclude, data gathered demonstrated that guided writing exercises enabled students to make use of the foreign language by the statement of topic sentences, the use of expressions and connectors to communicate their perceptions and conceptual understandings, allowing them to express in English in a coherent and organized way.

# CHAPTER VI

# CONCLUSIONS AND IMPLICATIONS

This chapter presents the main conclusions of the study in response to the research questions and objectives, based on the findings. It also describes the implications of the project for the ELT community in Colombia, the institution where I developed the project, the participants in the research, and the researcher. Then, the limitations of the study are presented, and finally some suggestions for further research.

**Conclusions**

The present qualitative action research study aimed to describe the way in which EFL students' reflections on their local problems influence the classroom interaction when using a social inquiry project and analyze the way in which the reflections about the local problematic shape their written skills in EFL. Several findings emerged from the process of constant reflection and theory comparison, the analysis that encompassed data gathering, coding, and grouping in categories throughout the three cycles of the pedagogical intervention at the public school. The research questions that guided the study were:

1. How may EFL students' reflections on their local problematics influence the classroom interaction when using a social inquiry project with eight grader students from the IED Liceo Femenino Mercedes Nariño??

2. How might those reflections shape EFL students' written skills?

In response to the first research question, two findings were important. First of all, the data revealed that the implementation of a social inquiry project with EFL students allowed them to promote reflection processes about their local problematic. The social inquiry project motivated EFL students to think about social issues that were possibly affecting them directly or indirectly being thus able to uncover situations related to manipulation and social pressure inside the school.  And secondly, this reflection processes that students carried out influenced the classroom interaction in a positive way.

In the first place, data showed that social inquiry enabled students to dabble in inquiry through EFL, finding out concepts and information about social pressure and manipulation. Students looked for information, discussed in groups, and their own experiences and perspectives were taken into account to gain deeper comprehension of the local issues and build conceptual understanding. Secondly, data evidenced that participating in the social inquiry project permitted students to assess their values and conceptions towards themselves, and towards social pressure and manipulation. As students accounted for opinions, viewpoints, and beliefs that they hold about the topics, they were also able to identify their partners' considerations and, in this way, assess not only their values and perceptions but also others'. And in third place, following the inquiry cycle data elucidated that students transform their conceptions in regards to the chosen topics as they transcended their possibilities of analysis and action. Initially their conceptions were based on ideas and presuppositions, but throughout the process students acquired rigor when looking for different resources and identifying that they were able to do more than inquiry but also, identify characteristics in themselves, their families, and act towards prevention and helping others.

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Secondly, the data showed that EFL students' reflections on their local problematic influenced the classroom interaction positively by two main factors that were identified. The first one points out that having students reflect on their local issues raised students' participation as they play an active role during the whole inquiry process and their needs, interests, and contributions were taken into account. Reflecting processes allowed students to think about what they wanted to learn, to select the topics, discuss, vote, and pose questions; this is why data evidenced that students' participation increased as well as their confidence was enhanced during the classes.

The second aspect that bases the influence of reflections on classroom interaction is related to the fact that mutual understanding was fostered in the class environment. Data showed that one of the aspects that helped foster mutual understanding was involving students with important decisions related to their learning process and making emphasis on the importance and need of their participation. Another aspect was that students assumed a different role and consequently a different attitude towards the class, they were able to communicate their ideas, opinions, feelings, and more. And the third element is that students were allowed to work in groups improving mutual understanding as they discussed, they read together, they tried to solve questions and interests inside the groups, they asked teacher's help in an organized way, and they enjoyed it.

Finally, in response to the second research question, data evidenced that situated writing allowed students to materialize their reflections on the local issues. Students' reflections were expressed from two ways of writing: free and guided. In the first case, data revealed that students wrote the main ideas about the group discussions, the principal issues about the inquiry at home,

and the note taking during classes was implemented. Thanks to these free writing exercises, students were able to give sense to the information and select what was essential for them or not. Moreover, in the case of guided writing, data showed that students made use of writing as a way to express a range of meanings. Data illustrated that guided writing enabled and fostered students to make use of specific expressions and forms of language to express what they felt and thought To sum up, Data also revealed that guided writing gave students tools to organize their understandings and thoughts in relation to social pressure and manipulation, allowing them to express in a coherent and organized way.

**Implications**

Throughout the development of the present proposal, a number of implications arose. In relation to the ELT community in Colombia, it is known that the implementation of a strategy as the social inquiry in EFL has been few times considered as it is common to think that it must be reserved for the social sciences or other subjects. Nonetheless, the use of English as a foreign language has to motivate both students and teachers to communicate what they feel and think about their near contexts and the local issues that they are living or facing day by day. This does not mean that the other aspects of the language are let aside; on the contrary, they become the complement to develop an integral learning of the language and its possibilities.

In terms of the school, I highly recommend gaining a deeper understanding of the possibilities of inquiring by recognizing students' needs and involucrate them in the learning process. The school has already developed very interesting and complete papers related to students values, interaction, and relationships in the classroom, this is why I consider that

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students and teachers should be encouraged to inquire and discover the possibilities that it brings for both of them to learn, reflect, assess, and transform their contexts.

In relation to the participants of the present study, it is very important for them to maintain their curiosity, their encouragement and attitude towards new projects and proposals. It is fundamental to continue growing in reflection and inquiry processes, that allow them to be strong, critical, and purposeful women. Besides, it is fundamental to continue exploring the other language skills as reading, listening, and speaking for them to become proficient in the foreign language and access to all its academic, pragmatic and communicative possibilities.

Some implications emerged from the development of this project for me, as the practitioner teacher. Being immersed in an action research demanded from me discipline, organization, concentration, and responsibility which were difficult for me. This research challenged me to think out of the box, to establish high expectations on my students and understand the places and situations from which they participate and propose. From my book, research is not just an academic issue, research is a process of coming and going, it is a long-term adventure. As a practitioner teacher I had to observe carefully, I tried to gather as much data as possible, I planned activities and ideas that changed in the path, I was on a permanent assessment process, I compare what I was doing with others' experiences and theory, I read, and I learned to listen to my students, and listen to the experienced teachers before giving opinions.

Finally, developing the project at a public school, made me reflect and experience the different situations and difficulties that a teacher has to face in his/her daily labor. There are many exigencies and demands from the Ministry of Education, from the School, parents, but there are few tools and training for teachers to achieve them. This is the constant call of teachers

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from all subjects to think about the shortcomings of education and the need of giving it the importance that it deserves.

**Limitations**

During the development of the present project, several limitations arose. The first restraint came from the schedule availability for the implementation. During the observation stage students accounted for four hours of English class per week, but next year they had just two hours per week and I was able to intervene just one. Another important aspect was related to the implementation of different projects and extra-curricular activities during the English class timetable, being this a reason for students to miss several classes and hold up the process. Additionally, another limitation faced was the social joint that we crossed for almost a year related to the University's plight, the school teachers' plights, and social protests that prevented the normal classes' development. Finally, a global situation in regards to a pulmonary virus restricted students and teachers from going out and assisting school. Therefore, many activities were not achieved and the process had to be ended differently from the expected.

**Further research**

The present study characterized the reflections, writing skills, and classroom interaction developed through inquiring about social pressure and manipulation. It could be an interesting matter to explore the impact of teaching on an EFL classroom through the implementation of social inquiry about other topics that students identify, as well as enhancing students to develop not only their writing skills, but also their listening, speaking, and reading skills. It would also be important to gain deeper understanding in regards to the social inquiry cycle adapting it to the EFL needs and according to the skill or skills that are aimed to be enhanced.

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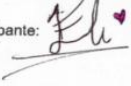
# ANNEX 1

## STUDENTS' INFORMED CONSENT



Apreciada estudiante, estás cordialmente invitada a participar en un proyecto de investigación que realizo como maestra en formación de la Universidad Pedagógica Nacional. El proyecto pretende estudiar la manera en que las estudiantes aprenden inglés y pueden relacionarlo con diferentes aspectos de sus vidas cotidianas. Tu participación en el proyecto es completamente voluntaria, y puedes estar segura que toda la información recolectada y las actividades realizadas serán exclusivamente de uso académico.

Durante el proyecto tendrás la posibilidad de conocer un poco más acerca de tus habilidades en el inglés y también, a través de un proceso podrás fortalecer algunas de estas habilidades.

Al firmar este consentimiento, aceptarás ser parte activa del proyecto participando de las diferentes sesiones y actividades que se preparan pensando en el fortalecimiento de las habilidades en la lengua extranjera: inglés.

De antemano, agradezco mucho tu colaboración.

Firma del participante:

Elisabet Velandia Rodriguez

# ANNEX 2

## PARENTS' INFORMED CONSENT



| | FORMATO |
|---|---|
| | CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES |
| Código: FOR025INV | Versión: 01 |
| Fecha de Aprobación: 02-06-2016 | Página 2 de 3 |

O _____ mayor de edad, identificado con Cédula de Ciudadanía
I° _____ de _____, con domicilio en la ciudad de _____
Dirección: _____ Teléfono y N° de celular: _____
Correo electrónico: _____
Como adulto responsable del niño(s) y/o adolescente (s) con:
Nombre(s) y Apellidos:          Tipo de Identificación          N°

Autorizo expresamente su participación en este proyecto y

Declaro que:
1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
7. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
8. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video o imágenes que se generen, que reconozco haber conocido previamente a su publicación en: _____

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente.

Nombre del adulto responsable del niño o adolescente: _____
N° Identificación: _____ Fecha: _____

Firma del Testigo: _____

**ANNEX 3**

**TEACHER'S INTERVIEW**

1.        ¿Cuánto tiempo has enseñado inglés al curso 701

**R**/ a 701 desde este año, apenas las conozco.

2.        ¿Cómo podrías en términos generales describir tu clase de inglés?

**R**/ Bueno en términos generales, con ese grupo me parece que no ha sido fácil. Hay un grupo de niñas muy disciplinaditas, muy juiciosas; pero el otro grupo de niñas que inclusive estaba ahorita mirando el observador y académicamente mal, mal… Entonces pienso yo que son niñas que como no tienen nada que hacer, entonces no hacen simplemente nada, y están influenciando mal a las otras niñas. Se trata de hacer diferentes actividades, pero uno ve que como que nada las motiva, nada les gusta, pero no es así, porque uno lo ve reflejado en los trabajos que sí están haciendo una lotería lo hacen muy bonito, que si las fichas del alfabeto las hacen muy bonitas… Que saben cosas, que han aprendido. Sabían cosas, no puede decir uno que no han aprendido porque ellas saben cosas, pero pues no quieren como aprovechar al máximo, se unen a la mayoría y entonces se convierte la clase en solucionar un poco de inconvenientes que a veces son cosas muy tontas, pero bueno sobre la marcha.  Yo hago lo mismo con dos grupos más y allá me rinde más, se trabaja mejor por que las niñas colaboran al menos con la disciplina.

3.        ¿Qué estrategias utilizas para enseñar el inglés, de qué estrategias te vales para enseñar?

**R**/ Bueno esa parte sí ha sido difícil porque por ejemplo, yo el año pasado yo llegué no lo apliqué con ellas porque no las conocía, pero yo tenía lo de Duolingo, con las niñas de los tres sextos que tenía el año pasado. Es una plataforma buena, de pronto tendrá errores no será lo máximo, pero es interesante. Entonces los mismos papás sacan excusas, que es que tienen que tener internet entonces bueno sacan miles de excusas. Entonces de verdad que yo pensaba seguir este año pero tocó abolir… O sea, uno se cansa como en esa lucha se les muestra otras alternativas, como que se haga el trabajo de páginas diferentes de internet para que le envíen a uno lo que hacen a través de correo electrónico; como a veces tiene que estar mirando, revisando… Entonces solo con comentarlo uno ya ve que no va a funcionar, acaba de pasar el festival de inglés y bueno un poco satisfecha con ese grupo porque en realidad si estuvo el grupo y la solista, lo hicieron bien no pasaron a las grandes finales, pero lo hicieron bien. Hubo otro grupo, que no grabó tanto en inglés pero aunque sea hubo entusiasmo de 8 niñas, a uno le gustaría que si son cuarenta por lo menos la mitad… Se les dijo graben un video si quieren, en donde quieran, grábenlo, solo me lo envían yo no se lo voy a mostrar a nadie lo envían al mi correo o al correo del festival y les
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califico para puntos y eso. Y uno sabe que hay niñas que saben canciones y les gusta y uno sabe la importancia de las canciones y entonces no se aplica de pronto otras cosas porque por ejemplo, si quiere uno un diálogo o escuchar una conversación o escuchar una lectura, porque primero fácilmente no hay los materiales y cuando los hay, ellas no aprovechan el esfuerzo para conseguir la grabadora o si es allá en internet, solicitar la sala, la biblioteca. Entonces como que no se aprovecha eso y uno se siente desmotivado, desmotivado porque no hay tantos materiales y desmotivada por que las niñas no ven que hay otras alternativas otras cosas como para que de pronto la clase no sea tan monótona. Ahorita yo pienso que con lo que estoy haciendo debería salir más provecho, con el vocabulario que les asigne a cada niña como quince temas diferentes… Ya les traigo otras ideas y todo, pero a veces las niñas unas lo hacen, el trabajo muy bonito y otras que todo para ellas todo tiene un pero y pero, entonces no… Pero es de pronto la actitud no solo a inglés sino como a varias asignaturas, nada las motiva.

4.      ¿cuál es la percepción que tú tienes de las niñas respecto al aprendizaje de inglés, cuáles son las fortalezas y cuáles son las debilidades?

**R/** Bueno, lo que te decía con lo de antes fortalezas si hay en unas niñas de querer indagar, investigar, averiguar más… O sea, uno les da otras alternativas, que hay más ahorita con tanta tecnología, pero a veces con otras niñas que tienen, que pueden, que tienen de pronto en su casa el portátil, el computador, la Tablet, que tienen internet y todo no lo aprovechan. Ellas se quedan con lo mínimo, no investigan, no averiguan. Si uno les dice 20 palabras, se quedan con 20, no van más allá. Entonces… sino sólo al límite, por ejemplo, yo digo, yo no lo hago tan difícil, por ejemplo, no les evalúo la memorización. Yo sé que es importante que deberían saber cantidad de verbos a séptimo, mínimo unos 100 verbo, tiempos continuo, pasado, presente, infinitivo. No se hace porque si lo saben ahí cinco, ocho niñas, no lo saben más. Y esos tiempos se han enseñado, entonces las niñas se quedan con lo poco que dan en clase, entonces que sepa uno que estén estudiando por su cuenta o algo así ingles u otro idioma no lo hacen porque no le ven la importancia a los idiomas extranjeros

5.      ¿Qué actividades considera que las niñas disfrutan más al momento de aprender inglés?

**R/** Por ejemplo, yo lo que tengo con las fichas que es el *spelling*, las fichas del alfabeto y que hacerlas así… Unas niñas son muy entusiastas y que se les dicte con el deletreo y la pronunciación y uno les trata de dictar palabras nuevas y que después se copian y eso, yo las veo en eso motivadas. Pero entonces de pronto esas niñas que como nada les gusta, empiezan que qué pereza cargar eso, entonces se contagian. Pero hay actividades en que ellas sí ponen de su interés, lo trabajan bien, lo hacen bien. A veces cosas sencillas como por ejemplo, hacer una sopa de letras, ellas a veces no tienen ni si quiera claro como se hace. O sea, ellas piensan que es hacer un cuadro grande y ya. O sea, tienen a veces unas falencias que no es solamente a nivel de inglés, sino por distraídas o no porque no se les haya enseñado. Entonces ellas de pronto, los materiales o cosas que se vean que se tienen que hacer para la asignatura, a veces para unas no es un disfrute ni una herramienta para aprender más, sino a veces lo toman como un castigo. Yo digo o como no, mejor dicho, y son cosas sencillas que se hacen hasta en clase y no lo hacen, están desmotivadas no sé por qué tanto pero no es solo en inglés.

6.      De acuerdo con tu experiencia con el grupo ¿consideras que hay aspectos adicionales a las habilidades de la lengua a las que le deberíamos prestar atención como algún aspecto de tema social o convivencial?

**R/** Sí, o sea por ejemplo, con ellas que te has dado cuenta no es un grupo fácil, se dejan manipular… Entonces se convierte en una indisciplina que a veces parece incontrolable hasta en un irrespeto. Primero trabajar como esa parte de convivencia y respeto por ellas mismas. Obviamente no son todas las niñas, pero ya se han ido sumando. Otro aspecto que hay que reforzar es lo que yo le digo más uno tener la opción de que hablen más en inglés porque por todo ese tipo de cosas no hay como el tiempo suficiente para hacerlo, ya sea con un diálogo, una obra de teatro corta, no sé. Entonces como que reforzar esa parte de lo oral y el *speaking,* sería muy interesante porque de pronto bueno cuando hay falencias en lo escrito se trabaja y todo, pero pues hace falta más énfasis en lo oral, que es la otra parte.

## ANNEX 4

## STUDENTS' FIRST SURVEY



8. ¿Qué recursos son utilizados en la clase de inglés?
   - a. Guías/Fotocopias
   - b. TIC's
   - c. Redes sociales
   - d. Artes
   - e. Otros: _____

9. ¿Qué actividades se realizan durante la clase de inglés?
   - a. Canciones
   - b. Deletreo
   - c. Juegos
   - d. Manualidades
   - e. Lectura y escritura
   - f. Otras: _____

10. ¿Qué actividades te gustaría hacer durante la clase de inglés?
    Aprender más inglés y que enseñen de una manera divertida como con canciones, a demás
    ¿Por qué? Por que hací es mas faóil y menos aburrido aprender ingles

11. ¿En cuáles de las siguientes habilidades consideras que tienes mayores fortalezas en inglés?
    - a. Lectura
    - b. Escucha
    - c. Escritura
    - d. Gramática
    - e. Habla
    ¿por qué?
    me facilita mas.

12. ¿En cuáles de las siguientes habilidades consideras que tienes más dificultades en inglés?
    - a. Lectura
    - b. Escucha
    - c. Escritura
    - d. Gramática
    - e. Habla
    ¿por qué?
    Porque a veces no distingo las palabras y me confunda

13. ¿Realizas alguna actividad extra en casa para reforzar tus conocimientos en inglés?
    - a. Sí
    - b. No
    ¿cuáles?

Liceo Femenino Mercedes Nariño
Entrevistador: Paula Goyeneche Orozco
Encuestado: Karen Alejandra Prieto Arevalo
Estudiante del curso 701

Querida estudiante, teniendo en cuenta que tus intereses y opiniones son fundamentales para el desarrollo de este estudio; te invitamos a responder las siguientes preguntas. De antemano, gracias por tu participación.

1. ¿Qué edad tienes? _12_

2. ¿En qué barrio vives? _Palermo Sur_

3. ¿Qué te gusta hacer en los tiempos libres?
   a. Leer
   b. Escribir
   c. Ver televisión
   d. Pasar tiempo en el computador
   e. Pasar tiempo en el celular
   f. Otro: _Jugar_

4. ¿Te gusta ir al colegio?
   a. Sí
   b. No
   ¿por qué?
   _Si y no. Si porque es chevere aprender y conocer cosas nuevas y_
   _no porque toca madrugar y no me gusta la profesora de Ingles. Yaneth_
   _Boque_

5. ¿Tienes amigas en el colegio?
   a. Muchas.
   b. Algunas
   c. Pocas
   d. Ninguna
   ¿por qué? _Soy timida pero me gusta ser sociable_

6. ¿Te gusta el inglés?
   a. Sí
   b. No
   ¿por qué?
   _Porque es chevere aprender otro idioma ademas del lenguaje nativo_
   _y tambien porque escuche que aprender otro idioma la mentalidad mejora_
   _y no es probable que tenga dificultad de memorizar cosas._

7. ¿Te gusta la clase de inglés?
   a. Sí
   b. No
   ¿por qué?
   _Por que la profesora no enseña nada y es una amargada que siempre_
   _tiene la razón, y pide respeto cuando ella no respeta._

14. ¿Cómo es la relación que tienes con tus compañeras de clase?
   a. Excelente
   b. Buena
   c. No muy buena
   d. Mala
   ¿por qué?
   _Porque no tenemos tanta atención la una a la otra entonces eso_
   _hace que no tengamos tanta convivencia._

15. ¿Cómo ves las relaciones interpersonales al interior del curso?
   _Mas amena porque no tenemos mucha comunicación_

16. ¿Cómo es el ambiente durante la clase de inglés? ¿Qué cosas te gustan y qué cosas no te gustan?
   _mala, nada me gusta, y la actitud de la profesora es_
   _arrogante y siempre se le ve en la cara que no quiere_
   _hacer clase._

17. ¿Cómo te sientes en clase de inglés? ¿por qué?
   _Mal porque casi no aprendo y es muy pero muy aburrida la_
   _clase_

18. ¿Qué opinas de las personas que hablan inglés?
   _Opino que tienen habilidades impresionantes y un talento muy_
   _bueno, y son muy duros porque el ingles es un poquito_
   _dificil_

19. ¿Cómo te sientes hablando o interactuando en inglés?
   _Bien y aprendo un poco sobre el tema aunque me gustaria_
   _aprender mas INGLES_

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**ANNEX 5**

**Entrance test**

PREVIOUS KNOWLEDGE

Remember: use complete forms/sentences to answer the questions.

1. What's your full name? YUDY Ardila

2. Where do you live? restrepo

3. How old are you? 13

4. What do you like to do? Sleep

5. Who do you live with? my family

6. Describe yourself in four short sentences:

_____ , _____

_____ , _____

7. Describe your daily routine in a short paragraph:

5:00 Am wake up

6:00 am School

1:00 pm Go Home

I sleep, eat, homework

8. Describe the following character through short sentences, refering his physical appereance:

fat
funny
eyes Big
yellow

9. What did you do on your last vacation?

I go Boyacá

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**ANNEX 6**

**Sample of students' interview/dialogue**

PT: What is your name?

S1: (…)

PT: My name is Paula, what is your name?

S1: Diana

PT: ok, and how old are you?

S1: mmm, eso es ¿cómo estás?

PT: No, I asked how old are you, your age…

S1: hmm

S16: cuántos años tiene!?

S1: catorce, profe.

PT: thank you S1. Tell me what do you like to do in your free time.

S1: … no entendí, profe.

PT: What are your hobbies? Something that you like to do…

S1: mmm, no. No sé…

PT: For example, I like to dance and go out with my friends or family. Do you like dancing?

S1: mmm, no, no tanto. Me gusta jugar dibujar y algunos deportes.

PT: ok, drawings and some sports. Nice! What sports do you like?

S1: hm, que cuál deporte? Fútbol.

PT: ok, S1, thank you very much.

# Students' midterm survey

**Laura Valeria Castro Muñoz**

1) Do you feel confident to participate in the project?

A → 3

4) Do you thing that your participation is taken in to account?

A → 2

3) Do you consider that this project is relation to real life or real problems that you face day by day?

A → 3

4) Hare put into practice any element lear in that project?

A → 2

5. What to you like the most about that project?

A → The teme manipulation and activities

6. What dont you like the project.

→ The presentations

**Name: Diana Carolina Pinilla Espitia   801**

1 Do you feel confident to participate in the project?

A = 3

2 Do you think your participation is taken into account

A = 3

3 Do you consider that this project is related to real life or real problems that you face day by day

A = 2

4 Have you put into practice any element learnt in project?

A = 2

what do you like the most about the project?

A = I like the project is manipulation and social presion

what don't yo like about the project

A = I like don't to present

**Date: 18th July - 2019.        801 J.M**
**Name: Ana Sofia Gutierrez**

ⓐ Do you feel confident to participate in that project?

Answer: 3

ⓑ Do you think that your participation is taken into account?

Answer: 3

ⓒ Do you consider that this proyect is related to real life or real problems that you face day by day

Answer: 3

ⓓ Have you put into practice any element learnt in the proyect

Answer: 3

ⓔ what to do like the most about the proyect?

Answer: the work in team.

**Name: Reichel Penagos Caicedo        801**

1) Do you feel confident to participate in the project?

A → 3

2) Do you think that your participation is taken into

A → 3

3) Do you consider that this project is related to real life real problems that you face day by day?

A → 3

4) Have you put into practice any element learnt in the

A → 2

5) What do you like the most about the project?

A → I like most project is the coexistence and agreedi sobre los temas que sirven para la life diaria

6) What don't you like about the project?

A → I don't like attitude of my partners.

# Students' final survey

What were the topics worked during the Project?

Manipulation

Social pressure.

What was the most important learning for you about this topic?

The most important For my was the importance dthe love propio and not dejarse llevar de lo que dice the people.

To what extend do you consider that the Project and the topics are interesting or worth to work on?

Yes, porque esto nos puede ayudar en situations daily life.

What are the things that you have applied from the Project to your life?

Give advice a. Friends or people

---

Dayanna Puentes Espitia    801

What were the topics worked during the Project?
- Social pressure
- Manipulation

What was the most important learning for you about this topic?
- No all people have good intention.
- It exists differents ways to do harm

To what extend do you consider that the Project and the topics are interesting or worth to work on?

there are interesting, and is necessary to worth to work on because it can pass to all of us.

What are the things that you have applied from the Project to your life?

To care the other people,    know the bad intention for the others. and differentiate the situations.

# ANNEX 9

## Teacher's survey

**1) To what extent do you consider that students get involved with the project? How would you consider their participation in this project?**

The students got quite involved in the project proposed by the teacher-practitioner. This topic about social pressure and manipulation is very close to their lives inside and outside school. Most of students were always willing to participate, share their opinions and experiences and listen to the ideas and comments that arose from their meetings, activities and reflections with the teacher-practitioner

**2) How would you describe the role of the social inquiry project in the classroom interaction?**

This social inquiry project is very interesting and meaningful for students because it is related to their daily contexts and reality. It allows them to discover different aspects about their own lives as individuals and as members of a group.

**3) Did you evidence students' reflection processes about the topic proposed?**

Undoubtedly, this topic allowed some reflection processes related to the ways in which they could be manipulated by different people, or they realized that sometimes they manipulate some people too. They could express their feelings and opinions freely, and without any prevention.

# ANNEX 10

## *Field Notes Sample*

**Date:** 21st August 2018 **Institution:** Liceo Femenino Mercedes Nariño **Grade:** Seventh grade 701 **Head teacher:** Yaneth Baquero **Pre-service teacher:** Paula Goyeneche Orozco

**Session number** 1

| DESCRIPTION | ANALYSIS AND REFLECTIONS |
|---|---|
| 1.  The class took place in the library because the | |
| 2.  teacher had an activity with some videos | |
| 3.  prepared, so they needed a tv or computer to | According to the teacher's experience and knowledge, the girls do not work properly when they sit next to their best friends, |

| | |
|---|---|
| 4.  play them. Students started to arrive about | because they get distracted easily, and it is so difficult to accomplish the class. |
| 5.  10:55am and the teacher decided to organize | |
| 6.  them very specifically to avoid having them | |
| 7.  distracted or very disorganized as they use to be, | |
| 8.  according to the teacher. The girls arrive at class, | Girls are used to being called by their last names, because they even say who they are by saying them. It would be interesting to change a little bit that routine, and realize their reactions when being called by their names. |
| 9.  the teacher greets them and indicates their | |
| 10.  correspondent chair. Most of them are called by | |
| 11.  their last names, for example: | |
| | |
| 12.  **Teacher:** la niña Florez, por favor… | |
| 13.  Or: | |
| 14.  **Teacher:** usted… | Although it can seem a small detail, the jokes about the teacher and the way they imitate her, are a sample of a type of relationship that has been built with the teacher. Maybe they do not see the importance of the teacher's role in the classroom. |
| 15.  **Student:** Ramírez. | |
| 16.  **Teacher:** te sientas allá, por favor. | |
| 17.  **Student:** ¿dónde profe? | |
| 18.  **Teacher:** Allá, al lado de la niña Velandia. | |
| | |
| 19.  While the teacher continues organizing the | |
| 20.  students, they start talking and laughing. They | Even though sometimes they become unrespectful, the girls have a great sense of humor, they like to talk with each other, they laugh many times, and they try to have a good time. |
| 21.  make fun of the teacher, imitating her "*ay oye ¿te* | |
| 22.  *sientas, porfa?*" or "ush ¿en la biblioteca | |
| 23.  comiendo?" for instance. Sometimes, they also | |
| 24.  make comments or answer ironically: | |
| 25.  **Teacher:** ¿ya están comiendo? | |
| 26.  **Student:** ¡ay esas niñas de hoy en día sí comen! | |

| | |
|---|---|
| 27. (*She said this while eating plums*) | |
| 28. Or: | |
| 29. **Student:** Son las 11:02, profe. Llevamos 15 | |
| 30. minutos perdidos de clase. (They arrived about | |
| 31. 10 mins later) | It seemed that the girl who was chosen to help out with the computer was a girl who did not pay attention in class, so the teacher asked her for help, so that she could have the student busy and helpful at the same time. |
| 32. Or: | |
| 33. **Teacher:** Niñas ¿ustedes van a alguna biblioteca | |
| 34. y se llevan el almuerzo? | |
| 35. **Class:** ¡sí! Jajaja. | It was very nice to see the girls giving support to each other, and being proud about their partner's performances. They seem to be close to each other, and very supportive. I did not see girls alone or separated groups. |
| 36. The activity actually consisted on a singing | |
| 37. contest that was being carried out in the school. | |
| 38. It was divided into three groups: children, | |
| 39. preadolescents, and teenagers. They were asked | |
| 40. to record themselves singing a song in English | |
| 41. and if they wanted, they could also do some | |
| 42. choreography. Eight girls out of forty-one from | |
| 43. the course 701 participated. The teacher asked a | |
| 44. student to help her out with the computer, | |
| 45. sharing the videos. They started watching all the | |
| 46. videos, and when the girl played the ones In | |
| 47. which the course was involved, they started | |
| 48. clapping and shouting for the participants. | |
| 49. One of the girls who saw herself on the video, | |
| 50. cried while watching the video and the others | |
| 51. hugged her. When the group presentation was | |
| 52. showed, some girls laughed and the protagonists | I think that they got distracted because they did not have any more videos to |

| | |
|---|---|
| 53. of the video felt a little bit ashamed, but they also | watch, and the paper's activity did not interest them very much. |
| 54. laughed. When the video finished, one of the | |
| 55. girls asked to one of the performers: | |
| 56. **Student:** esa ropa… ¿creías que estabas en | |
| 57. Melgar? | |
| 58. **Student:** no tengo más ¡cómpreme! | |
| 59. **Student:** no tengo plata, y además no te tengo | |
| 60. que comprar. | |
| 61. She was trying to criticize her partner's clothes, | |
| 62. but the other girl answer back to avoid being | |
| 63. annoyed. At the end the laughed, and continued | Something that really called my attention was the fact of seeing their faces, as if what I was saying was something out of the earth. But they listened to me, and in some way they liked to hear that. They were much less noisy, and when they went out of the classroom they did not were that disorganized as at the beginning. |
| 64. the class normally. | |
| 65. After watching the videos, the teacher asked | |
| 66. them to vote in their phones or using the | |
| 67. computers, if they wanted, to choose the one that | |
| 68. they liked the most. When they had finished | |
| 69. voting, they were supposed to take out a piece of | |
| 70. paper and write in there their perceptions about | One of the girls seemed to reject what I said about the value of each one. It was like for her, that was silly, or not real. That was my perception. |
| 71. the contest, how would they like it to be, what | |
| 72. would they change, etc. But they got really | |
| 73. distracted, and another teacher needed the | |
| 74. space of the library, so teacher Yaneth asked me | |
| 75. to take them to the classroom and have them | The sound pattern exercise was very useful, I could make good use of the time while the teacher was not in the classroom. The girls were very engaged with the rhythm and they made all the sounds, and repetitions with energy and |
| 76. complete the papers in there. | |
| 77. When we arrive at the classroom, they were very | |
| 78. noisy, they were organizing the chairs and tables | |

| | | |
|---|---|---|
| 79. | without any care, they shout each other things | concentration. |
| 80. | like: "no joda", "¡ràpido!", "¡Quítese!", for | |
| 81. | instance. I just stood there in front of the | |
| 82. | classroom, watching them and waiting for them | |
| 83. | to be ready. When they finally finished, I told | |
| 84. | them that I had never listened that much noise | |
| 85. | organizing a classroom. I recommended them to | |
| 86. | be more careful with their own chairs and tables, | |
| 87. | to avoid pushing them away with their feet. I also | |
| 88. | felt the need of telling them that all of them were | |
| 89. | very important people and they did not deserve | |
| 90. | to be treated in a rude way. I asked them to be | |
| 91. | more respectful with each other. And surprisingly | |
| 92. | they were very attentive to my words, they stayed | |
| 93. | quiet and looked at each other. They seemed to be | |
| 94. | attentive, and they made some comments | |
| 95. | between them. | |
| 96. | When I finished telling them this, I told them the | |
| 97. | importance of the little paper because in that | |
| 98. | way, they will have a better contest next year, | |
| 99. | with things and themes that they are | |
| 100. | interested in, and in the way they like. | |
| 101. | They completed the task, and there was still | |

| 102. | time… So, as the teacher had not arrived, I |
| 103. | decided to show them a sounds pattern game |
| 104. | called "Al pin, al pon" they were supposed to |
| 105. | follow the rhythm, singing the song *"al pin,* |
| 106. | *al pon; a la hija del conde Simón. A la lata, al* |
| 107. | *latero; a la hija del chocolatero"* , and |
| 108. | beating up the table at the same time. |
| 109. | At the beginning they learn the song, then |
| 110. | they tried once and over again to follow my |
| 111. | example beating up the whiteboard, and |
| 112. | finally got the trick. Once they learned the |
| 113. | pattern, we started doing it faster and faster, I |
| 114. | realized that they were very engaged, they |
| 115. | smiled, and they challenged their partners to |
| 116. | do it as fast as them, or as accurately as them. |
| 117. | Time was up, and we agreed on learning a |
| 118. | new pattern in English, next time. |

**ANNEX 11**

**RECORDINGS SAMPLE**

| **LESSON PLAN # 2** | **DATE:**  22nd April 2019 | **COURSE:** 902 | **Average age:** 13 **Number of students** 39 |
|---|---|---|---|
| **RECORDING DESCRIPTION** | | **ANALYSIS AND REFLECTIONS** | |
| **Practitioner teacher:** hi (S25), how are you? **S25:** fine teacher, sleepy, haha. | | | |

| | |
|---|---|
| **Practitioner teacher:** I see haha it is the last class, so I understand. Well, I am going to ask you some questions about the class. Remember to feel free to answer, to ask if you do not understand, you can use Spanish if you need it but try to use English as much as possible, okay? | It is important to make students feel confident to speak, to interact without thinking about making mistakes. |
| **S25:** okay, hahaha. Intentaré… Ya empecé mal profe, jaja. | |
| **PT:** Don't worry, let's get started. Do you consider that you are learning about social pressure and manipulation? | |
| **S25:** yes, teacher. | |
| **PT:** why? Or how do you know? | |
| **S25:** hmm, because? Because… I learn information... in class, in my house hm, y ahora... in the school compare ( ) with my partners las fuentes, cómo se dice? (**PT**: sources) compare the sources and have best information, real information. | |
| **PT:** okay, so what happens when you compare with your partners? | |
| **S25:** hmm, in the group, yes? | The student recognizes elements that correspond to the aspect of identifying concepts through the inquiry at home, but also to the fact that group work and discussions allow students to gain better understanding. |
| **PT:** yes | |
| **S25:** hmm… teacher, algunas partners have different… sources re-, relible? | |
| **PT:** reliable? | |
| **S25:** reliable, because are different and more. Hmm, we talk... we decide, hmm we vote the importants and explain. | The student recognizes the importance of reliability in terms of sources and the value in discussing and sharing with classmates to select what is necessary and learn. |
| **PT:** okay (S25), thank you very much. That was all. | |
| **S25:** thank you teacher, haha. | |

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**ANNEX 12**

**LESSON PLAN SAMPLE**

| **LESSON PLAN # 1** | **DATE:** | **COURSE:** Eight grade 801 | **Average age:** 13 <br> **Number of students** 39 |
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| **INSTITUTION:** Liceo Femenino Mercedes Nariño | |
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| **Pre-service teacher:** Paula Goyeneche | **In-service teacher:** Johana Montaño <br><br> **Home room teacher:** Yaneth Baquero |
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| **TOPIC:** NEGOTIATING: a new experience | **Time allocated:** 90 mins |
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| **LANGUAGE FOCUS** <br><br> **Vocabulary:** <br> Greeting <br> Expressing agreement or disagreement: I like, I don't like, I prefer. <br> **Doings:** <br> Greet <br> Participate in the negotiated project, vote raising hands or saying what do they like or prefer | **Language Skills promoted:** <br><br> 1.    Speaking <br><br> 2.    Listening <br><br> 3.    Attention |
|---|---|

| **Objectives** | |
|---|---|

| **For the teacher** <br><br> **Teaching objectives** <br><br> 1.    Help students to familiarize with common greetings <br><br> 2.    Negotiate with students what they would like to work during classes according to their needs and interests. <br><br> 3.    Have students learn how to express their likes and dislikes | **For the students:** <br><br> 4.    Enhance listening and speaking skills. <br><br> 5.    Increase their level of participation in their own construction of knowledge <br><br> 6.    Express their feelings and thoughts in English <br><br> 7.    Recognize different problematic situations that can be presented at school. |
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| **ANTICIPATED PROBLEMS:** <br><br> Distraction | **POSSIBLE SOLUTIONS:** <br><br> Have students play a little game about actions according to numbers. They walk around the classroom and when they hear a |
|---|---|

| number, they must do the action that that number represents. For example: |
| :--- |
| 1.Jump 2. Dance 3. Hug someone 4.  Back to back |

| PROCEDURES / SEQUENCE | | | |
| :---: | :---: | :---: | :---: |
| **Activity** | **DESCRIPTION OF THE ACTIVITY** | **Timing** | **Materials resources** |
| Greeting | Greet students and teach them a song to say hello, using a clapping pattern in this way:<br><br>This is the way (Slapping the legs with both hands)<br><br>I say hello, (Clapping hands)<br><br>I say Hello. (One slap in the leg, one clap)<br><br>This is the way (Slapping the legs with both hands)<br><br>I say hello, (Clapping hands)<br><br>I say hello (One slap in the leg, one clap)<br><br>to you. (Pointing out a friend)<br><br>This is the way (Slapping the legs with both hands)<br><br>we say Hello, (Clapping hands)<br><br>We say hello, (Clapping hand with a chosen partner)<br><br>how are you? (Answering the friend)<br><br>Then they both answer.<br><br>The song must be repeated with the clapping patterns for students to learn it, and then they can exchange couples so that they talk to other friends. | 15 mins | |

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|---|---|---|---|
| Introduction of the project | Tell students about the inquiry project in which they are going to be the inquirers. Ask students what an inquirer does and write the ideas in the whiteboard. Taking into account what they said complete ideas if necessary and show them that they are going to do those activities. It might include: observe, take notes, look for information, read, write, publish, among others.<br><br>Explain the inquiry process to students: Cycle I = negotiation, Cycle II = investigation, and Cycle III = Creation and presentation.<br><br>This exercise should emphasize that those cycles are carried out according to students' decisions and choices. | 20 minutes | Markers<br><br>Whiteboard |
| Introduction of possible topics | After having explained the process to students, make a little introduction about the reason for the study (Inquiry about a problematic presented at school) and invite students to represent the possible topics in which they can inquire by doing four groups and asking them to discuss possible topics and represent them through a short role play.<br><br>Requirements for the role play:<br><br>8.      Students may represent situations that they have seen at school and with which they disagree, or they do not like.<br><br>9.      All the members of the group must participate.<br><br>10.     They must choose a place or environment inside the school in which the situation is given.<br><br>11.     They<br><br>During the preparation students might require some vocabulary, so the idea is that they say the word they are looking for, we do a list in the whiteboard, all together and the teacher asks if anyone know the words in English, if not it will be written in front of the word in Spanish, so that students can use them during the presentation and using them, they will remind those words.<br><br>After planning the role play, the classroom is organized in a round table to watch each presentation. When each group finishes the presentation, the idea is that the rest of the group tries to guess what is the problematic or the situation that the group is representing. If nobody guesses, the group can tell the problematic. Each situation is written in the whiteboard.<br><br>One member of the group should explain why they chose that specific situation (They can use Spanish if necessary) | 60 minutes<br><br>Preparing<br><br><br><br>60 minutes presenting | |

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| **Negotiat ion** | As the idea is to have students participate in English, the teacher introduces the expressions "I like", "I don't like", and "I prefer" to argue their choices.<br><br>Now, as the four topics are written on the board the idea is that students vote the one that they would like to investigate. And that they voluntarily express why they chose that option or why they do not like the others.The two topics with more votes, will be worked during the project. | 45<br><br>minut es | |

# ANNEX 13

## STUDENTS' ARTIFACTS

**ANNEX 13**

**STUDENTS' ARTIFACTS**